



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

**ORCHARD HILL SPECIAL FREE SCHOOL (SUTTON)**

# Contents

<b>The application form explained</b>	<b>4</b>
Sections	4
<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	12
<b>Section D – education plan: part 1</b>	<b>16</b>
Section D – education plan: part 2	17
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	17
D2 – measuring pupil performance effectively and setting challenging targets	27
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	30
D4 – the school will be welcoming to pupils of all faiths/world views and none	32
D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately	35
Section E – evidence of need	43
E1 - provide valid evidence that there is a need for this school in the areas	43
E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan	46
Section F – capacity and capability	48
F1 (a) Skills and experience of your team	48
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	52
F3 – independent schools only: a good educational track record and credible plans for meeting the standards of the state sector	<b>Error! Bookmark not defined.</b>

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	<b>Error! Bookmark not defined.</b>
F5 – Independent schools only: an appropriate, well-maintained, and secure site	<b>Error! Bookmark not defined.</b>
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	54
Section H – premises (use Excel spread sheet)	55
<b>Annexes</b>	<b>56</b>
<b>CV template</b>	<b>57</b>
<b>Self-assessment form for independent schools</b>	Error! Bookmark not defined.
<b>Governance self-assessment</b>	Error! Bookmark not defined.

# 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, i.e. 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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?		
<b>Section A:</b> Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only*:</b> Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

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?	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>

\* 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>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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

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

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

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

**Signed:**



**Position:**  (please delete as appropriate)

**Print name:**



**Date:**

**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:



# 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

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

#### Key Features

Our proposal is to create Orchard Hill Special Free School (Sutton) for 220 full-time children and young people aged 5 to 18 who have a range of additional learning needs, some of which are complex and may include Autistic Spectrum Disorder (ASD). We intend to open this new co-educational Free School in the London Borough of Sutton for September 2017, adding to the family of Schools and Colleges currently operated by Orchard Hill College and Academy Trust (OHC&AT).

OHC&AT currently has one school in Sutton, Carew Academy, which caters for children and young people with the above profile of need from the ages of 7-18. Our intention is to close Carew Academy and create a new Free School that extends the provision for additional learning needs in the area from infant (KS1) through to post 16. The new school will offer pupils a seamless continuity of provision throughout each stage of their educational journey, smoothing transitions and generating an economy of scale and flexibility of resources capable of responding to the individual needs of children and young people with these complex learning needs. We strongly believe that extending entry in this way will support children with complex profiles of need to achieve more fully as a result of access to specialist intervention and teaching from an early age, continuously through to post 16. This wider age range, together with the increased complexity of need that is already presenting in Carew's current student body, presents a substantial change in the profile of our existing facilities.

#### Demand

The Orchard Hill Special Free School (Sutton) is being proposed with the intention of meeting an increase in local demand as predicted by London Borough of Sutton's Children and Young People's Plan 2014-17. This document notes that *"In 2012/13 there were 1,077 children with special educational need; early indications show that this number is likely to increase. We are also seeing a slight increase in the number of children with a special educational need moving into the borough (Children's Social Care Performance Data - 2012/13)."*

The increased demand generally for both primary and secondary school places in the borough is noted in the minutes of the Children, Family and Education Committee throughout 2015. The School Places Update report submitted to that committee on 12<sup>th</sup> March 2015 states that *"It is important that we continue to seek opportunities to create new school provision to ensure there are sufficient school places for the future"*

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

*– particularly in the centre of Sutton where there is the greatest pressure.*” The borough’s growing need for specialist provision is highlighted in the SEN Budget Review report submitted to the LBS Schools Forum meeting on 17<sup>th</sup> September 2015, which states that *“Demand for specialist placements has led to Sherwood Park being over number, while Carew Academy has had to take a more severe profile of needs than originally envisioned.”*

A briefing paper produced in 2015 by Sutton Joint Strategic Needs Assessment reports that *“the need for SEND Council funded tailored education provision may rise by up to one third to up to around 1,440 pupils by 2020. This is predicted to include up to around 420 children with ASD if current trends persist.”* The same paper notes that *“Compared with ten years ago, Sutton educates slightly fewer of its SEN children ‘in borough’.”*

Another local MAT, Greenshaw Learning Trust, has recently had its application to open a secondary free school in the borough approved; this provision will include a SEN base for up to 8 pupils with moderate ASD which will *“also link with [and] benefit from the experience and expertise of the Trust’s existing and popular ASD base for primary age children at Green Wrythe Primary School”* (GLT press release, 5<sup>th</sup> February 2016). There is clearly an appetite for joined up provision in the borough, which has informed our discussions in devising this Free School proposal and proposing an all age model, with key therapeutic elements, that could incorporate the existing Carew Academy student body while servicing the wider demand in borough for high quality specialist provision.

Orchard Hill College, the sponsor behind OHC&AT, is well established in the Sutton community as a provider of outstanding education and training for young people with learning difficulties and disabilities. As such, OHC&AT enjoys strong working relationships with local stakeholders including the Local Authority. Although not part of this Free School application, this demonstrates OHC&AT’s ongoing relationship with Sutton Council and our commitment to providing a full and comprehensive continuum of provision locally.

In terms of immediate demand, the closure of our existing Academy will generate a need for approximately 154 places (as of February 2016), which are currently split between Key Stage 2 (24), Key Stage 3 (70), Key Stage 4 (50) and 6<sup>th</sup> Form (10). The additional 66 places from 2017-18 will comprise of 10 children at KS1, an additional 10 in KS2, an additional 21 at KS3, and an additional 25 in the 6<sup>th</sup> Form.

**Trust Vision**

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

Orchard Hill College and Academy Trust (OHC&AT) is committed to providing **outstanding educational opportunities** for all our pupils and students. OHC&AT is a **'family'** that works for mutual benefit. The OHC&AT family operates across London and the South and engages with quality improvement work nationally and internationally to benefit our pupils and students. It includes sponsored and affiliated SEN and mainstream Academies and Colleges.

We believe that together we can offer the very best for our pupils and students and our local communities. The aim is to ensure that each provision, either sponsored by or affiliated to OHC&AT, gains **mutual benefit** from each other.

OHC&AT places the **development and achievement** of its pupils and students at the heart of its vision and strategic direction. **Improving opportunities and outcomes** for our pupils and students is at the core of all that we do. All young people deserve to leave education confident that they have developed the skills they need to achieve their ambitions, with meaningful education, work and life experiences to draw on.

OHC&AT is committed to **equality of opportunity** and to **promoting diversity**. The organisation has a 'can do' approach to meeting the needs of all pupils and students. Expertise across OHC&AT is widely distributed and this enables us to be highly proactive when considering admissions for a wide range of children, young people and adults.

Our expertise covers a **broad range of needs and abilities**. Although this is mainly centred on pupils and students with special educational needs, it is not exclusively the case. OHC&AT benefits from the sharing of best practice across different settings and places great emphasis on its **working partnerships** within local communities, including employers and Local Authorities. This means that we are able to be responsive to the needs of pupils and students in both **SEN and mainstream** provisions, including alternative provisions such as pupil referral units or short-stay schools, to deliver quality and high standards in both contexts.

For pupils and students who experience barriers to learning, OHC&AT is committed to **meeting a broad spectrum of additional learning needs**, some of which will be complex and severe. These will typically relate to areas such as specific learning difficulties, autism, mental health needs, physical and medical needs and those relating to emotional wellbeing and behaviour. Within this continuum pupils and students will have a primary need, but we recognise through our experience that most will also have a range of additional needs that can contribute to learning and developmental issues. Our overarching ability, therefore, is in recognising and

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

responding to this diverse and complex group of individuals, and providing the foremost expertise in helping everyone succeed in their life and career ambitions.

### Free School Vision

Within the context of the Trust's vision, the mission of the Orchard Hill Special Free School (Sutton) will be to **give every child the tools to succeed**. We will be driven to achieve this for all pupils through the development of a learning culture that is **inclusive, aspirational and focused on assuring success**. This mission will be underpinned by a clear set of values and aims:

- To work with our pupils to build confidence in their abilities to succeed at school and as adults.
- To teach our pupils to keep themselves healthy and safe.
- To help our pupils to learn to understand and manage their feelings.
- To provide help for parents and carers to support and nurture their children.
- To support other providers across the borough in meeting the needs of pupils with learning difficulties and disabilities

Furthermore, our Free School will be committed to creating an **inclusive environment**, where people are treated with **dignity and respect** and where we anticipate and respond positively to different needs and circumstances so that everyone can achieve their potential.

We are committed to promoting and advancing **equality of opportunity**, not only because it will be an important part of the mission, vision and values of the Free School, but also because by attracting and retaining the most diverse range of pupils, staff and partners, we will ensure the Free School's future success.

We believe that everyone has the right to be treated fairly and without discrimination, regardless of age, disability, gender, gender identity, race, religion or belief, sexual orientation, circumstances or background.

## 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.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception								
Year 1		5	5	5	5	5	5	5
Year 2		5	5	5	5	5	5	5
Year 3		4	7	7	7	7	7	7
Year 4		4	7	7	7	7	7	7
Year 5		8	10	10	10	10	10	10
Year 6		8	10	10	10	10	10	10
Year 7		36	30	30	30	30	30	30
Year 8		23	37	37	37	37	37	37
Year 9		29	24	24	24	24	24	24
Year 10		20	30	30	30	30	30	30
Year 11		25	20	20	20	20	20	20
Year 12		10	15	15	15	15	15	15
Year 13		10	20	20	20	20	20	20
Totals		187	220	220	220	220	220	220



## 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
<b>Primary</b>			
English	4	M	
Maths	4	M	
Science	4	M	
Computing	2	M	
Humanities	4	M	
PSHE	2	M	
PE	2	M	
Art	2	M	
Music	2	M	
Design/Food technology	2	M	
Structured play/Enrichment	2	M	Therapeutic support
<b>Key Stage 3</b>			
English	4	M	
Maths	4	M	
Science	4	M	

Computing	2	M	
PSHE	2	M	
PE	2	M	
Design/Food technology	2	M	
Art	2	M	
House activities/Enrichment	2	M	E.g. competitions/ sport
Drama	2	M	
Music	2	M	
Community/Charity/Enterprise/Careers/Guest tutor projects	2	M	Half termly form group project
<b>Key Stage 4 (inc. GCSE)</b>			
English	4	M	
Maths	4	M	
Science	4	V	
PSHE/Citizenship/RSE	4	M	
PE	2	M	
House activities/Enrichment	2	M	
Work Experience	25		(one week block)
Computing	2	M	
Drama	4	V (Options)	
Music/Music production	4	V (Options)	
Motor vehicle/bike maintenance	4	V (Options)	
Art and Design (inc. photography)	4	V (Options)	
Construction	4	V (Options)	
Catering and hospitality	4	V (Options)	
<b>6<sup>th</sup> Form</b>			
Health and fitness	4	V (Options)	

Music production	4	V (Options)	
Motor vehicle/Bike maintenance	4	V (Options)	
Art and Design (inc photography)	4	V (Options)	
Catering and hospitality	4	V (Options)	
English (practical literacy)	4	M	
Maths (practical numeracy)	4	M	
Work placement/experience	25	M	One week block
Mentoring session	2	M	

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**

**Pupil Intake**

On account that we intend to close our existing academy to create Orchard Hill Special Free School (Sutton), the pupil population will reflect the profile of learners we are currently catering for, with the exceptions being a wider age range and the emergence of increasing levels of more complex SEN alongside mental health issues requiring more specialised and bespoke therapeutic interventions. Based on this profile, learners referred and admitted to the school will be represented in some or all of the following:

- All pupils will have additional and significant learning needs, which will be often specific in nature and typically concern numeracy and literacy issues, which can be attributed to many of the conditions outlined below.
- High proportions will have co-existing needs (for example learning difficulties accompanied with ASD and ADHD).
- Some pupils will have mental health issues that may show up as forms of anxiety, depression, irrational beliefs and/or personality disorders. These concerns can be linked to being on the child protection register and/or abused or neglected, which often result in attachment problems identified through:
  - An aversion to touch and physical affection.
  - Control issues.

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

- Anger management problems, often leading to verbal and/or physical aggression and/or damage to property.
- Difficulty showing genuine care and affection.
- An underdeveloped conscience.
- Chronically low self-confidence and self-esteem.
- The majority will exhibit speech, language and communication problems to an extent that will lead to some or all of the following issues:
  - A limited understanding vocabulary and that this seems to worsen over time.
  - Difficulty joining in and keeping up with conversations or tuning into other's verbally expressed interests.
  - General difficulties with the meaning and use of language, pronunciation and grammatical aspects, as well as body language, gesture, inference and intonation.
  - Difficulty understanding complexities such as reversible sentences, which mean that using language for a wider range of purposes such as negotiating, compromise and problem solving can be hard.
  - Poor working memory capacity and speed of processing, which means that coping with large amounts of frequently new and complex spoken information will be difficult.
  - Limited use of complex words, though young people may often be aware of the importance of 'long words', linking them with intelligence and not 'fitting in' socially.
  - Problems with longer stretches of spoken language such as explanations, even when simple sentence structure is adequate.
  - Difficulty moving from one style of language to another leading to appearing rude or inappropriate by using an overly casual style of talking, for example.

### **Learning Needs**

In association with the above, the intake is also likely to be characterised as follows:

- Most learners, across all age ranges, will be functioning in the lower quartile of all pupils nationally, currently between level 1 and 6 of the National Curriculum (as was) or stage 1 → stage 5 of the National Curriculum (as is), which is

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

significantly below national expectations and may contradict early academic profiling that predicted average rates of progress for this group.

- Some will fall into the bottom 5% of all pupils, below level 2 (as was) and occasionally working towards Stage 1 of the National Curriculum (as is), which may be the result of other special educational needs having being overlooked from an early age, e.g. hearing loss.
- Some learners will also show signs of high ability, which may have previously identified them as gifted or talented.
- Almost all will have significant gaps in their knowledge and understanding across a range of subjects compared to learners in mainstream schools.
- Most will have numeracy and literacy difficulties, with many having concerns that fall into the category of dyslexia and/or dyscalculia.
- Some will have other forms of additional and/or special educational needs including vision and hearing difficulties, poor motor coordination, autism and/or ADHD.

### **Curriculum Principles**

In keeping with our vision and knowledge of the expected pupil intake, we have designed a curriculum around the following principles. Essentially, we strive to:

- Ensure consistently high quality and outstanding teaching.
- Develop rich and personalised pathways in which each pupil can access the learning required to achieve individual aspirations for life and work beyond school.
- Develop a focus on learning, achievement and outcomes through high quality interactions and support for learning.
- Build an inclusive and cohesive community based on strong relationships and support for positive learning behaviour and respect.
- Develop a reputation for excellence so that the school becomes the school of choice for pupils with Moderate Learning Disabilities and other additional complex needs in Sutton and in neighbouring boroughs.
- Implement effective structures to support learning, personal development, leadership and achievement.
- Develop outstanding governance, management and leadership at all levels.

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

- Ensure the skill set of the team reflects pupil and curriculum requirements.
- Continuously challenge ourselves to improve standards of literacy and numeracy and pupil achievement, attainment, strong attitudes to learning and positive behaviour overall.
- Deploy new technologies effectively to strengthen teaching and learning and to develop creativity and innovation.
- Provide a broad and diverse programme of enrichment, including sport and vocational activities.

### Curriculum Outline

The Free School's curriculum will be coherent and dynamic, able to meet individual learner needs and encourage progression. There will be a consistent and explicit focus on learning, encouraging pupils to take increasing responsibility for their own learning behaviours. As such we want all pupils to become **successful learners** who enjoy and achieve, **confident individuals** who are able to live safe, healthy and fulfilling lives, and **responsible citizens** who make a positive contribution to their communities.

The features of the curriculum will include using creative approaches to teaching and learning by exploiting the opportunities presented through **practical** and **functional** as well as **academic programmes**. There will be a focus on personal development, functional skills, and competencies linking different curriculum areas, progression and enrichment opportunities, and an emphasis on applied learning. Learners at the school will be provided with the opportunity to actively engage with the curriculum they are studying. We believe the focus on applied learning encourages crucial developmental aspects specific to the needs of learners with MLD and additional complex SEN. We feel their development is best served through:

- Learning through doing
- Interactions with other learners through peer-related work
- Real life, practical investigations and active enquiry
- Learning in different environments to extend, generalise and consolidate skills and knowledge
- Interaction with the wider community, colleges, other schools, community third sector partnerships and employees.
- Linking understanding and learning activities to job roles and vocational pathways

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

The development of **Key Stage 4 & 5** programmes will provide real opportunities for pupils to practice the skills they will need when they enter employment and further education. The curriculum provision will promote diversity, opportunity and inclusion for all learners at the school.

To enable this, a key process will be high quality career information, advice and guidance offered to all pupils to help them make their decisions and personalise their curriculum provision and pathway. The advice and guidance will be linked to recording achievement, reviewing progress and individual learning plans or 'passports' to education. The cycle of support will include assessment, review, guidance, individual action planning and target setting.

### **Passport to Personalisation**

Pupils will be supported to develop a 'Passport to Education', which is our plan for children and young people with Special Educational Needs (SEN). The purpose of the Passport is to enable a personalised programme for each pupil, which empowers him or her to develop necessary skills to reach their chosen destination enabling them to achieve to their full potential. The Passport is a programme of learning and teaching which, as well as setting targets and actions for the pupil's learning, provides a **planned teaching strategy** so that skills learned are sustainable and can be built upon. The Passport, therefore, supports teaching teams and any other professionals working with the pupil of their particular aims, objectives and ultimate destinations and how they can be met.

The Passport will enable the school to plan a journey of progression with pupils in collaboration with parents/carers/stakeholders, giving them autonomy over their own learning. It will be a tool for monitoring the effectiveness of teaching, and to assess whether the support needs of the individual pupil are being met.

Passports will be regularly reviewed termly and also in the interim when it is necessary to make changes to the programme. These regular reviews ensure that each pupil's needs are being met and that progress is being made. When satisfied that the expected progress has been made the teacher/pupil and other stakeholders set new targets with the aim of these being achieved by the pupil by the next review.

### **Structure**

The school day will comprise of six compulsory lessons per day, each lasting for 45 minutes. One of these periods per day will have a wider pastoral/enrichment focus to extend and support learning in a range of areas, including extra-curricular pathways.

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

Teaching groups will be organised around each Key Stage up to and including a 6<sup>th</sup> Form. This will provide a natural progression through the school with particular emphasis on:

**Key Stage 1 & 2** – Focus on core activities, where pupils are able to acquire functional skills and improve their abilities to develop excellent attitudes to learning, listen and respond appropriately to instructions. A core emphasis on ensuring that pupils are supported to use their knowledge in practical contexts. ‘Learning through doing’ is an approach that helps pupils to link learning to real life situations. A strong focus on early reading through development of phonic skills, developing comprehension, guided and independent reading. Pre-writing, early writing and handwriting developed through daily activities designed in collaboration with Occupational Therapists. Maths teaching focusing on the principles of counting and the four operations, ensuring pupils have a firm foundation to build upon when they transition through the school. Access to targeted and specific educational visits to broaden knowledge and understanding and to embed learning in new contexts.

**Consistent with all key stages**, the curriculum is enriched with SMSC (spiritual, moral, social, cultural awareness) and as such supports the expectation that pupils begin to develop a deeper understanding of the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different values, cultures, beliefs and faiths.

**Key Stage 3** – pupils continue to be taught the full range of National Curriculum subjects with a continuance of applied learning in the core subjects and a strong focus maintained on reading, writing and numeracy and enrichment. Increasingly, pupils are taught exclusively by subject specialist teachers. During this phase, pupils begin to prepare for Entry Level awards (or other relevant accreditation pathways) and/or GCSEs as well as beginning to consider their learning journey beyond school with Information Advice and Guidance, including Careers Guidance, being introduced. Wider opportunities for residential and offsite visits into the community. Furthermore, pupils will be encouraged to develop their team work and healthy competitive skills by regular participation in house competitions that will have a cognitive as well as physical emphasis. A main focus will be the development of trial and error through practice and the recognition that different people have different strengths. Participation within and for the local community will further develop students’ social skills and enhance their understanding and appreciation of their place within it. Community based projects will be closely linked with charity based projects to develop pupils’ empathy and initiative skills. Blended with this will be enterprise type projects. In order to provide a broad experience of the world and expose students to as many different careers and life experiences as possible, guest tutors and lecturers will be a regular feature of the curriculum. ‘Tasters’ and insights



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

into the many different careers that they may want to pursue will be a key feature of this.

**Key Stage 4** – allied to an ongoing focus on core skills and applied, functional learning a broad curriculum balancing GCSE qualifications alongside Entry Level (and other relevant accreditation). Broad and varied enrichment activities allied to focused off-site and alternative placement learning. Pupils provided with opportunities to work with alternative providers where appropriate that have a vocational focus and work on skills and knowledge related to their preferred destinations.

**6<sup>th</sup> Form** - The core emphasis will focus on independence, self-advocacy, skills for daily living, the world of work and the preparation for employment or higher education. Students will have the opportunity to strengthen and enhance previous gains and grades in the core subjects as well as build upon their experiences of the world of work. Students will be closely mentored to ensure that they are preparing to leave full time education or move onto higher education.

### **Blended Curriculum**

A significant proportion of pupils who attend the school will be required to engage with a programme of **therapeutic support**, to include access to Speech and Language Therapy, Occupational Therapy, counselling support, Music and Drama therapies, and behaviour therapies, as well as intensive therapeutic support, advice and guidance for families. Some students may also be withdrawn from specific lessons throughout the week to provide them with more intensive support such as those who require literacy and numeracy enhancement.

We refer to the integration of therapeutic and other means of personalised support as the Blended Curriculum. We expect that pupils at the Free School will benefit enormously from therapists being able to work collaboratively and alongside teaching staff to support and facilitate learning. We have extensive experience of this through our other facilities and know that, given the right guidance, professionals can work in partnership in order to make the blended approach a success. For example, we have examples of pupils using technology programmes to support their literacy and language skills overseen by Speech and Language Therapists, who in turn work with the teachers to assess the pupils' barriers to communication enabling them to jointly devise a programme of learning that develops communication, language and literacy skills.

As alluded to earlier in the section, we recognise that an increasing number of pupils require specific pastoral and mental health support and we believe a blended team approach to be the most effective way of responding to this. Furthermore, we understand that communication is key to all learning, and as such the collaborative

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

work between teachers and therapists, including speech and language, has obvious benefits. The same applies to any other therapies accessed by pupils who need to be supported and facilitated in order to participate and achieve. With this in mind, the timetable will allow flexibility for staff and pupils to work together and to share facilities, to engage in collaborative working, field visits, talks by visiting practitioners and celebration events.

### **Practical Focus**

The Free School aims to increase enjoyment of learning and achievement in all subjects within the school through a focus on the practical subject areas and those that encourage engagement and understanding of the wider community. Access will also be offered to vocational partnership programmes, which enable a high level of effective access and attainment by pupils with complex and diverse needs, so these subject areas are viewed as very important to the development of the curriculum and in helping our pupils to access the next stages in their education / work and personal lives.

The opportunities to develop collaboration and co-operation skills, improved listening and co-ordination and the ability to express oneself physically and emotionally, through *doing*, are key features of these subjects and important to the overall development of our pupils, the majority of whom will display signs of social maladaptation due to their difficulties.

### **Extending and Enriching the Curriculum**

A rich and varied programme of extra-curricular activities will be offered by the School. This will include:

- Sport and physical activity
- Performing Arts (Dance, Drama, Music)
- Art, Design and Technology
- Other curricular and cross curricular clubs and activities
- A tailored programme of trips, educational visits and residentials

Enrichment activities will also support curriculum pathways and support personalised programmes. Extension activities will stretch the more able, including additional programmes for the more/most able learners, additional study support options, booster sessions and the opportunity to use the school's facilities to complete coursework, undertake research and use online resources.

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

Together the enrichment and extension activities will help broaden the learning experience, increase learning enjoyment and improve attainment.

The activities will form under three categories:

- Healthy Life
- Creative Life
- Broadening Life

Pupils will engage in and develop a range of hobbies, skills and sports. All staff in the Free School will be expected to contribute towards the Personal Enrichment Programme.

### **Developing Independent Learning**

The School Vision sets out the aspiration for a consistent and explicit focus on learning, which will encourage pupils to take increasing responsibility for their own learning. In addition, the School will develop a curriculum, which fosters creativity, independence and innovation.

To achieve this, we will give learners an appropriate level of responsibility and control to be active producers of digital content and media.

We will develop access to a variety of pupil-led technologies where pupils take a lead and ownership of some of the facilities, e.g. school radio.

Within this facilitated learning environment, ICT will support the teacher to:

- Ensure all pupils are actively and imaginatively engaged in their learning, using a variety of ICT resources and pedagogical styles to achieve planned and mutually agreed learning outcomes.
- Promote independent learning, which in turn emphasises and develops the teacher's role as consultant and facilitator.
- Recognise that pupils have ICT capabilities and skills from beyond the classroom, which can be creatively harnessed to transform learning, with the intention of offering industry, recognised qualifications.

## **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**

### **Targets**

Our targets relate to the principles outlined in the previous section and our knowledge of the children and young people most likely to attend our school. In the main we want to ensure that all pupils who come to us eventually leave with the skills, knowledge, determination and qualifications to have a high quality of independent life with strong potential for employability and lifelong learning. To this end we have already highlighted that we endeavour to provide a high quality 'blended' approach to learning and social and emotional development that should enable these learners to transform their lives and go on to make a worthwhile contribution to their communities and society in general. To achieve this we expect older learners to accomplish relevant accreditation alongside accelerated progress across a range of core subjects for our younger admissions. In summary this will include:

- At all key stages, including 6<sup>th</sup> form, 100% of lessons to be consistently good or outstanding, with the majority outstanding. This includes high quality behaviour and attitudes to learning.
- At all key stages, including 6<sup>th</sup> form, 100% of learners to make at least expected, and a majority better than expected, progress in English, Maths and Science.
- 100% of learners, including 6<sup>th</sup> form, to be able to read, write and speak at an age appropriate level by the time they leave the school.
- 100% of learners whose progress to date identifies them at Y9 as having the potential to access GCSE to have access to at least 5 GCSE subjects or the equivalent.
- 100% of learners in that category (above) to gain a GCSE pass (A\*-G) in Maths and/or English.

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

- At least 50% of learners in that category (above) to gain up to 5 GCSE passes (A\*-G) or the equivalent (inc. English and/or Maths) with support plans in place for the remainder.
- 100% of all pupils, including 6<sup>th</sup> form, to achieve a balanced and meaningful suite of accreditation that is well-matched to their abilities and aspirations for future destinations.
- 100% of parents and/or carers feel fully informed and able to support their child's learning.
- Attendance to be 95% or above.
- 100% of learners make a successful and sustained transfer to other education, employment or training, including 6<sup>th</sup> form.
- 100% of learners are personally assessed upon entry and are set personalised learning outcomes in all subjects, evidence of which will be held individually in achievement files.
- 80% of learners are on course at any time to meet Passport targets, including learning outcomes, with the remainder having the necessary additional support in place to remedy this.
- 100% of learners with these needs will have access to therapeutic and restorative approaches in response to challenging behaviour and other therapeutic needs.

### **Assessment and Monitoring**

An annual Assessment and Reporting Calendar will be published each year, setting out the dates for data to be entered in the MIS, and dates for the analysis of data.

Quarterly, teachers will be asked to quantitatively report on the progress that pupils have made for that period, and the year-to-date. A broad evidence base, including some standardised testing and work sampling, will be used to make informed, evidence-based decisions regarding progress.

Passports will be reviewed three times a year and targets will be informed by the regular records of progress.

The School will use a RAGS coding system to identify pupils for celebration or intervention.

**RED** indicates that further support and attention is required, as the pupil appears to be performing at a significantly lower level than can be expected when compared to 'good' progress measures and similar pupils.

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

**AMBER** indicates the need for monitoring, as the pupil does not appear to be making the rate of progress that we would wish. Whilst some progress is being made, the pupil is not making consistently good progress and/or is not making the same 'good' rate of progress as similar pupils.

**GREEN** indicates that the pupil is performing at a level that is consistent with good quantitative progress measures and when set against the 'good' progress that similar pupils are making.

**SKY BLUE** indicates that the pupil is making progress that is consistently better than expected when set against 'good' quantitative progress measures and when set against the good progress that similar pupils are making.

Termly, pupils will receive a summary of their progress against targets, appropriate to their ability and maturity, with a copy sent home for parents/carers.

Each year group will have a Passport that analyses underperformance at all levels and disseminates information to key players, including Form Tutors, classroom teachers and other significant adults. They will also devise and implement effective interventions, evaluating the impact of them.

Subject Leaders will be looking at the overall pattern of attainment and progress, i.e. if a significant proportion of pupils are underachieving in a particular subject area / class. Also looking at patterns in terms of groups of pupils, e.g. FSM; and individual pupils known to have particular challenges.

The SLT will receive summary reports quarterly analysing current attainment and progress against targets and identifying areas of concern. Departmental performance (including individual pupil, subject and class analysis) will be available for all teaching staff and will form the basis of discussion at line management and appraisal meetings.

Pupils will have meaningful targets in all subjects. Achievement and progress against these targets will be tracked on a personalised basis and specific groups will also be closely tracked, e.g. LAC, FSM.

## **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**

#### **Summary**

Staffing in the school will be structured into 3 core elements currently identified for teaching and learning, pupil support and finance and administration – overseen jointly by the Senior Leadership Team.

We will operate nominal class sizes of between 8 and 11 pupils depending on age, stage and complexity of need.

Each class will be managed by a class teacher, supported by one or two permanent Teaching Assistants depending on class dynamics. In broad terms this will enable the following curriculum delivery model:

- Primary (44 fte) = 5 classes + 5.5 fte Teachers & 10.0 Assistants
- Secondary (141 fte) = 14 classes + 15.4 fte Teachers & 19.0 Assistants
- 6<sup>th</sup> form (35 fte) = 4 classes + 4.4 fte Teachers & 8.0 Assistants
- **Totals: 220 fte = 23 classes + 25.5 Teachers & 37.0 fte Assistants**

In year 1 there will be 1 less class at Primary and 2 fewer both at Secondary and in the 6<sup>th</sup> Form. This equates to an initial reduction of 5 classes overall including 5.5 fte Teachers and 5.0 fte Assistants. There will also be proportionate initial reductions in pupil support staff, although we expect to have in place a full complement of leaders and finance, administration and facilities staff.

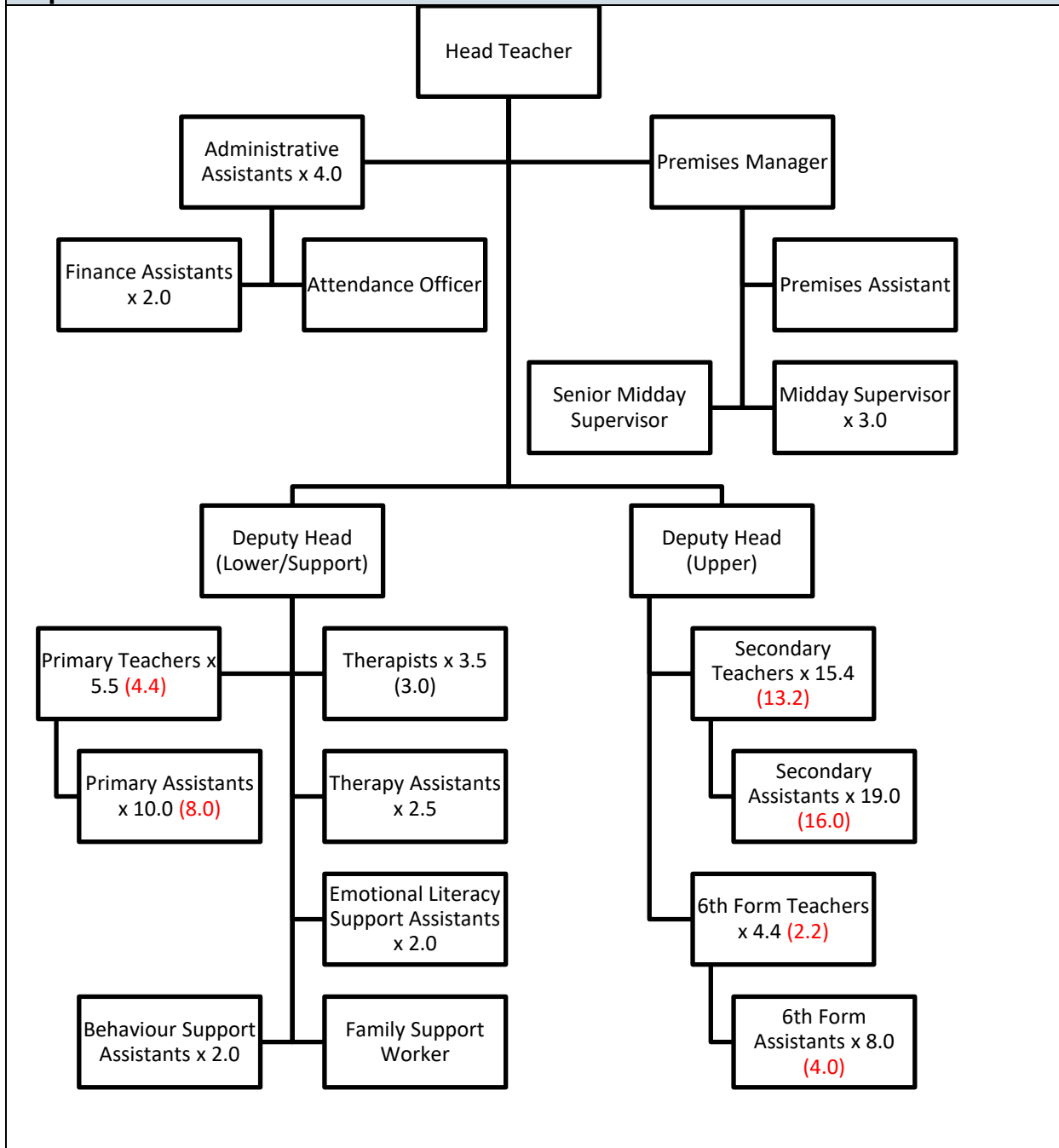
#### **Pupil Support Team**

We envisage a pupil support team operating in parallel with the teaching timetable to deliver interventions as required alongside planned sessions of learning and therapeutic support. The team will comprise:

- Therapists x 3.5
- Therapy Assistants x 2.5
- Emotional Literacy Support Assistants (ELSA) x 2.0
- Behaviour Support Assistants (BSA) x 2.0
- Family Support Worker x 1.0

#### **Organogram When Full (Year 1 numbers in red)**

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



**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**

##### **SMSC**

A key curriculum feature, given the experiences and needs of pupils, will be an ongoing focus on spiritual, moral, social and cultural (SMSC) learning, which for us will include the ability to:

- Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect. (Spiritual)
- Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views. (Moral)
- Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work. (Social)
- Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity. (Cultural)

##### **British Values**

We recognise British values as being:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

In so doing we want to:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation for and respect for their own and other cultures.

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

- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the **Equality Act 2010**.

#### **Equality**

As an existing organisation Orchard Hill College and Academy Trust (OHC&AT) is already committed to providing outstanding educational opportunities for all pupils and students. It is proud of its diverse community of children, young adults, staff and stakeholders and is committed to maintaining excellence in teaching and learning by ensuring there is equality of opportunity for all, fostered in an environment of mutual respect and dignity, regardless of faith or worldviews.

Equality, for us, means ensuring everyone is able to participate in all our activities and diversity acknowledges there are differences between people, which should be recognised, respected and celebrated.

OHC&AT has been required to evidence how it meets the requirements of the Equality Act 2010 in terms of its intake but also as an employer. In addition, we recognise our wider responsibilities with regard to parents/carers, governors and other stakeholders. To this end we understand that our duty extends to all the aspects of a person's identity or 'protected characteristics', including:

- Race
- Disability
- Sex
- Age
- Religion or Belief
- Sexual Orientation
- Pregnancy and Maternity
- Gender Reassignment

#### **The Principles We Will Apply**

- All pupils will be entitled to the best possible education that respects and addresses their individual learning needs.

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

- All pupils should be free from discrimination, harassment or bullying, particularly with regard to their protected characteristics.
- All pupils will be given the opportunity to express their opinions and concerns with regard to the school and its discharging of its responsibilities with regard to Equality.
- All pupils will have equality of opportunity with regard to learning experiences within and outcomes beyond school life.
- We will make all reasonable adaptations to maximise accessibility for all pupils and students to all aspects of the curriculum and environment.
- All pupils will be expected to work within OHC&AT's Equality & Diversity Policy. Appropriate support will be put in place or, if necessary, sanctions taken when this is breached.
- We will set, monitor and update targets and practices designed to narrow the achievement gap for all pupils.
- The diversity within the pupil population will be recognised, valued and celebrated.

**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****Children's Needs**

As a specialist learning environment we believe all aspects of Orchard Hill Special Free School (Sutton) are geared towards meeting a range of additional and special educational needs and that our key principles, based on personalised, high quality learning, are central to this.

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

As described in section D1, the needs of children coming to the school can be summarised as:

- All pupils will have additional and significant learning needs.
- High proportions will have co-existing needs (for example learning difficulties accompanied with ASD and ADHD).
- Some pupils will have mental health issues.
- The majority will exhibit speech, language and communication problems.
- Most learners, across all age ranges, will be functioning in the lower quartile of all pupils nationally, currently between level 1 and 6 of the National Curriculum (as was) or stage 1 → stage 5 of the National Curriculum (as is), which is significantly below national expectations and may contradict early academic profiling that predicted average rates of progress for this group.
- Some will fall into the bottom 5% of all pupils, below level 2 (as was) and occasionally working towards Stage 1 of the National Curriculum (as is), which may be the result of other special educational needs having being overlooked from an early age, e.g. hearing loss.
- Some learners will also show signs of high ability, which may have previously identified them as gifted or talented.
- Almost all will have significant gaps in their knowledge and understanding across a range of subjects compared to learners in mainstream schools.
- Most will have numeracy and literacy difficulties, with many having concerns that fall into the category of dyslexia and/or dyscalculia.
- Some will have other forms of additional and/or special educational needs including vision and hearing difficulties, poor motor coordination, autism and/or ADHD.

### **Interventions**

On the understanding that our entire intake will have some form of learning difficulties, particularly in relation to numeracy and literacy we intend to have in place:

- A Passport for every learner, which is understood and supported by all professionals involved in educating and supporting a particular pupil. This plan will orchestrate the full range of support on offer and provide the vehicle for regular review and modifications.

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

- Small class groups of no more than 11 learners to 2 adults so that personal learning outcomes can be set and interventions designed, which are fully deliverable and specific to the particular capabilities of the individual.
- A programme of one-to-one withdrawal provided by a range of Teaching Assistants who are fully trained in the delivery of numeracy and literacy support.
- A referral process and access to external agencies with specialist knowledge in areas such as dyslexia, dyspraxia, Tourette's and other conditions known to specifically affect learning.

With regard to social, emotional and mental health concerns, which may show themselves through a diverse and often disturbing range of behaviours, we expect to have organised:

- A fully trained and supervised workforce, capable of understanding and responding effectively to the behaviour of young people with social, mental and emotional health issues.
- A referral process and access to Child and Adolescent Mental Health Services (CAMHS) alongside other services, including some 'in-house' specialising in young people's pastoral and mental health and wellbeing issues.
- Access to a full range of extra-curricular learning focussed on building self-esteem through resilience, friendship and achievement.

In relation to speech, language and communication problems, we will want to respond by having prepared:

- A trained workforce, capable of understanding and responding effectively to the range of communication and interaction issues exhibited by our learners.
- Assessments, interventions and training designed and implemented by fully qualified Speech and Language Therapists (SaLT) who understand the needs and demands of this particular cohort. This will include blended therapeutic learning as well as programmes of one-to-one support where appropriate.
- A referral process and access to external services, including medical and other professionals, equipped to diagnose and respond to the numerous conditions associated with communications concerns.

With regard to additional and/or broader pastoral support, we expect to have in place:

- A trained and knowledgeable workforce, capable of identifying and responding to immediate concerns.

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

- A clear policy on the school's response to complex matters, such as drugs and alcohol misuse or E-safety concerns.
- Engagement with families at an early stage with a view to managing risk at home and in the immediate local community.
- A programme of one-to-one advice and guidance initially provided by learning support staff.
- Referrals and ongoing access to organisations, including medical and other professionals as appropriate.

In addition to the above the new Free School will employ a full time Family Liaison Lead to communicate directly and effectively with parents, carers, schools and other agencies, employers and local community groups.

**Safeguarding**

As an existing provider we already have in place, both within our Academies and the Trust, a comprehensive safeguarding policy that clarifies the following:

- Types of abuse and recognition
- Reporting arrangements
- The designated person
- Contact with the family
- Recording and reporting
- Where criminal offences suspected
- Immediate risk or danger
- Continued provision of support
- Allegations of abuse against the member of staff
- Requests for assistance by other agencies
- Pupils subject to child protection plan
- Confidentiality

In meeting these aspects, in setting up our Free School we are driven by certain guiding principles, including:

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

- Children and young people have the right to protection from neglect, physical, emotional and sexual abuse.
- All citizens, as well as professionals, have a responsibility for the protection of children and for reporting concerns about a child's welfare or safety.
- The wellbeing of the child is the paramount consideration in all protection work.
- In any conflict between the needs of the child and those of the parents/carers, the needs of the child must be put first.
- Children must be listened to and taken seriously, whatever their level of development or communication.
- Children's wishes and feelings must be taken into account; children will be involved in decisions about their future in ways appropriate to their age and understanding.
- Work with children should be sensitive to the child as an individual with particular needs and circumstances.
- All children will be treated with respect and accorded full civil and legal rights.
- Each child and family is unique with differing experiences, circumstances and perspectives.
- Professionals concerned with child protection investigations must make every effort to identify and ameliorate any disadvantage arising from ethnic origin, culture, religion, language, gender, sexual orientation, class, disability or age.
- Particular attention should be paid to the vulnerability of children with a disability, special needs or communication difficulties.

**Behaviour**

The following section is maintained within a larger policy already being operated by OHC&AT.

In summary, the behaviour and social/emotional development of the children and young people within our academies is an essential factor in facilitating positive access to learning, the wider community and the overall quality of their lives. We recognise that successful support for pupils via the management of challenging behaviour is wholly dependent upon the school ethos. It is incumbent on the whole school community, including governors, families and volunteers, to promote positive behaviour and to maintain a positive regard towards all pupils and colleagues, offering pupils appropriate role models at all times. All those who are part of the

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

school community should demonstrate an unfailing commitment to good values and principles, including:

- Teaching right from wrong
- Honesty and fairness
- Respect for others
- The importance of getting on with people and establishing positive relationships
- Self-discipline, self-management of behaviour and a sense of responsibility for oneself

Within our Free School pupil behaviour, both appropriate and inappropriate, will be managed with sensitivity and professionalism. Staff and other adults within the school's community need to constantly re-examine and reflect upon their own values, attitudes and behaviours in order to appreciate the messages they are giving pupils. They also need to be familiar with clear guidelines and strategies e.g. Pupil Support Information (behaviour management plans), to help maintain positive behaviour and discourage negative behaviours when they occur. Regular, high quality in-service training can do much to help staff achieve better understanding of pupil behaviour and all OHC&AT Academies are committed to providing this.

School staff will be continually made aware of recent legislation, relevant literature and research, local and national guidelines and successful practices elsewhere related to the field of positive behaviour support. We recognise that challenging behaviour, however it manifests itself, is usually an impediment to accessing the curriculum effectively, and thus quality learning experiences, and that positive behaviour, which encompasses high quality learning behaviour, is a necessary prerequisite to effective teaching and learning. OHC&AT recognises, therefore, the importance of a whole school approach to behaviour management within each Academy and across the organisation as a whole.

At Orchard Hill Special Free School (Sutton) we will:

- Understand that positive behaviour promotes high quality learning experiences
- Maintain a culture and ethos that has respect for the child or young person at its centre
- Provide an environment of calm and good order



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

- Have positive expectations that pupils will behave well, with courtesy and with self-discipline, and that staff uphold strong professional and personal values towards each other
- Embed effective systems and procedures to encourage and maintain positive behaviour, with a set of strategies to help staff prevent and respond to challenging behaviour
- Recognise that challenging behaviour is a form of communication and always treat it as such
- Provide relevant training, structures and support for all, including parents
- Work in close partnership with parents, carers and other agency colleagues

**Attendance**

For a child to reach their full educational achievement a high level of school attendance is essential. We are committed to providing an education of the highest quality for all our pupils and endeavour to provide an environment where all pupils feel valued and welcome. Parents and pupils play a part in making our school so successful. Every child has a right to access the education to which he/she is entitled. Parents and teachers share the responsibility for supporting and promoting excellent school attendance and punctuality for all.

It is our duty to consistently strive to achieve a goal of 100% attendance for all children. Every opportunity will be used to convey to pupils and their parents or carers the importance of regular and punctual attendance.

For our children to take full advantage of the educational opportunities offered it is vital they are at school, on time, every day the school is open unless the reason for the absence is unavoidable. The routines children and young people develop around attendance and punctuality at school are the same as the expectations of any future employer in the world of work. High attainment, confidence with peers and staff, and future aspirations depend on good attendance.

Ultimately good attendance is important because:

- Statistics show a direct link between under-achievement and absence below 95%
- Regular attenders make better progress, both socially and academically
- Regular attenders find school routines, school work and friendships easier to cope with

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

- Regular attenders find learning more satisfying
- Regular attenders are more successful in transferring between primary school, secondary school, and higher education, employment or training.

We believe the foundation for good attendance is a strong partnership between the school, families and the child. To help us focus on this we will:

- Provide information on all matters related to attendance in our regular home liaison.
- Report to parents/carers on how their child is performing in school, what their attendance and punctuality rate is and how this relates to their progress and attainment.
- Celebrate good attendance by displaying individual and class achievements.
- Reward good or improving attendance through class competitions, certificates, trips or events.
- Set targets for the school and for classes for attendance and display these in the school.

## **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**

**London Borough of Sutton**

**Children, Young People and Learning Directorate  
Executive Head of Education and Early Intervention**



Your Ref:

My Ref:

Date : 19<sup>th</sup> February 2016



Please reply to:



Free Schools Applications Team  
Department for Education  
3rd Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

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

Dear Sir/Madam

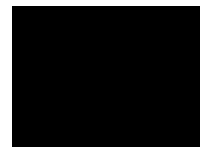
**Confirmation of support for a new OHCAT Special Free School in Sutton**

I can confirm that the London Borough of Sutton has identified a considerable need for the amalgamation and expansion of provision for children and young people with a wide range of ability levels and additional learning needs, including complex needs associated with a range of learning difficulties, including Autistic Spectrum Disorders.

We understand that the school intends to open in September 2017 and will reflect Sutton's strategy for addressing the need for provision for pupils with this need and combined with the current function of Carew Academy, to create a new, specialist blended facility for pupils from early years to age 19. The intention will be to close the existing Carew Academy when the new free school opens.


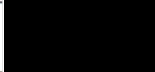

We agree there is a need for this new provision in the local area and we will consider naming this Free School in Sutton in SEN Statements or Educational and Health Care Plans accordingly, as well as support referrals through our hard to place panels where the above statutory arrangements are not in place.

Based on current analysis we anticipate 'naming' the school for approximately 176 secondary aged pupils in the first academic year, some of which will require post 16. Also, we will want to commission at least 10 KS1 places for children who need specialist intervention and support and a further 34 for similar children in KS2, provided that EFA place funding is made available.

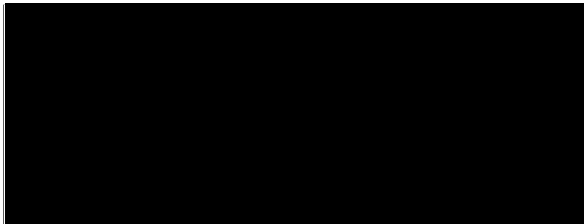


**E1 – provide valid evidence that there is a need for this school in the area**

In subsequent years we believe Sutton will utilise all available funded places up to an agreed total capacity of 220 as identified in the table below together with identified 'top-up' amounts:

Age Range	Places	Type	Top-Up
KS1 & 2	44	Special	
KS3 & 4	141	Special	
Post 16	35	Special	
Total	220	Special	

Yours faithfully



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

### Summary

The letter provided by the Borough of Sutton states that they will commission 220 Special Education Needs places from Orchard Hill Special Free School (Sutton), which represents our maximum intended capacity. 'Top-up' amounts are consistent with expectations and as such the financial viability of the school, based on these numbers and values, can be clearly demonstrated in the financial spreadsheet.

As outlined in Section C, the commissioning arrangements are being proposed with the intention of meeting an increase in local demand and an increasing complexity of need within the student body.

We are currently the sole provider in borough of SEN provision for pupils with this particular profile of need (MLD, ASD, with associated complex learning needs) from Key Stage 2 to Key Stage 4. There is no other dedicated 6<sup>th</sup> Form special provision in the area for this cohort. Our Free School proposal, therefore, is designed to consolidate more effectively our existing arrangements as well as build better quality experiences at the lower and upper age ranges. In terms of immediate demand, the closure of our existing Academy will generate a need for approximately 154 places (as of February 2016), which are currently split between Key Stage 2 (24), Key Stage 3 (70), Key Stage 4 (50) and 6<sup>th</sup> Form (10). The additional 66 places from 2017-18 will comprise of 10 children at KS1, an additional 10 in KS2, an additional 21 at KS3, and an additional 25 in the 6<sup>th</sup> Form, as explained in the commissioning letter above.

### Parental Demand

All parents and carers with children at our existing facilities have been contacted to explain the proposed changes (**see letter attached**). We are still awaiting some responses but from those we have heard from the overwhelming response has being positive with 92% of returns so far indicating that they would like their son or daughter to attend the new free school.

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.

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

N/A
-----

## Section F – capacity and capability

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

Named individual in charge during pre-opening: [REDACTED]  
[REDACTED] – see CV below.

[REDACTED]

#### Background

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

[REDACTED]  
[REDACTED]  
[REDACTED]

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

[REDACTED]  
[REDACTED]

#### Qualifications

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

#### Career History [REDACTED]

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



[Redacted]

[Redacted]

[Redacted]

- [Redacted]

- [Redacted]

- [Redacted]

- [Redacted]

- [Redacted]

- [Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

## 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. Please:

- complete 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.

As an established Multi Academy Trust, OHC&AT has a robust structure from Directorial level downwards. The close affiliation with our sponsor, Orchard Hill College, allows for collegiate sharing of knowledge and expertise across the OHC&AT family, meaning that skills gaps can be effectively managed as they arise. For any additional needs where there are not suitably experienced or qualified staff, we will recruit to reflect the growth in pupil numbers. Specialist expertise will be supported through the OHC&AT sponsor and through targeted recruitment.

<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
Potential skills gap in Early Years	Staffing team	The gap will be managed by recruiting suitably qualified staff during pre-opening, as well as using expertise of other schools in the Trust.

## **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**

We do not anticipate any restructure to our current governance model.

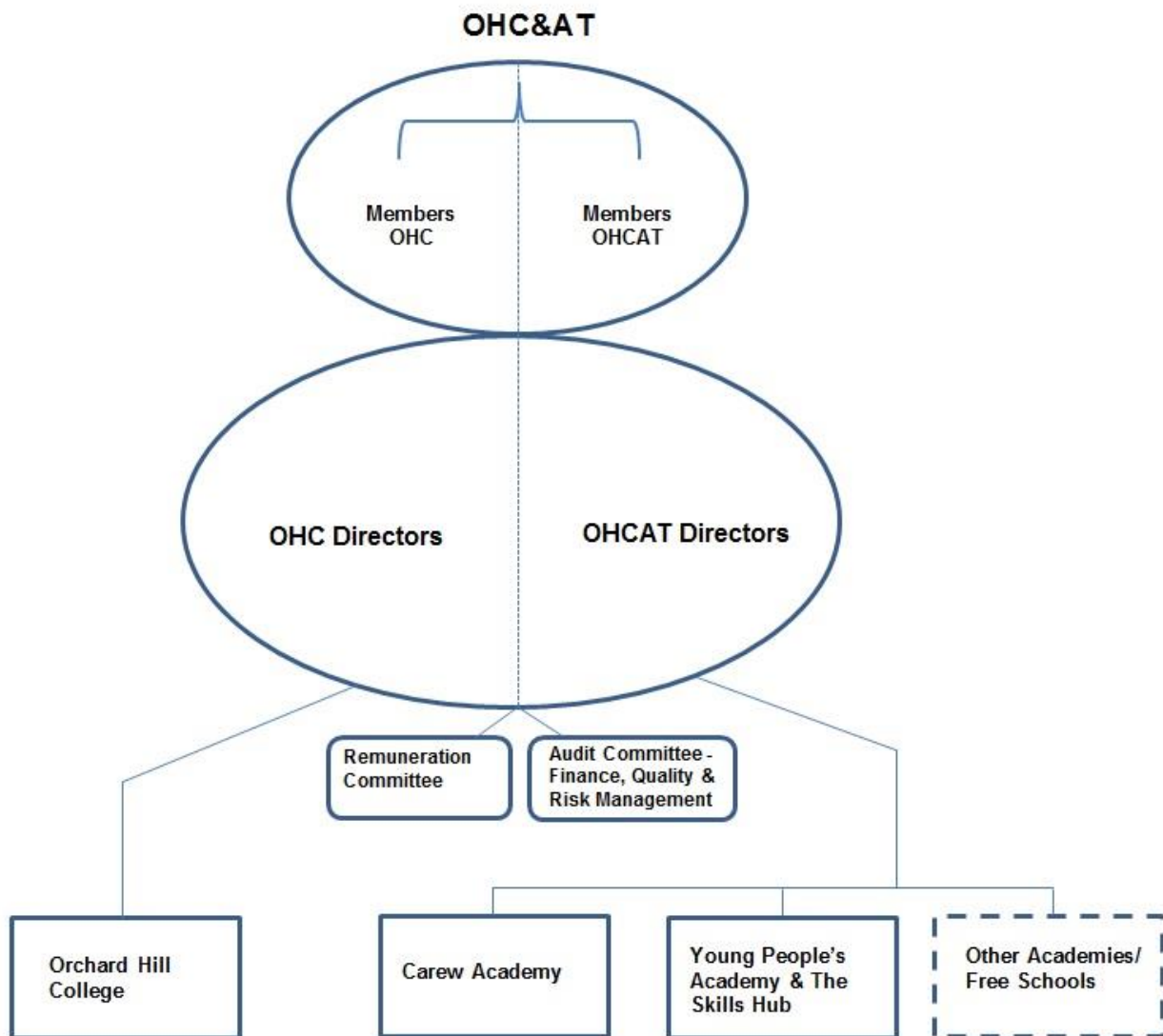
Orchard Hill College and Academy Trust has both Members and Directors. The Members are members of the Academy Trust for the purposes of the Companies Acts. They have a number of statutory rights including the right to remove Directors, the right to amend the Articles and the right to receive the annual accounts. They are also given the right to appoint some of the Directors under the Articles of Association. Typically, the Members meet once a year at the AGM or as is required in order to confirm the appointment of some of the Directors.

Orchard Hill College and Academy Trust is governed by a Board of Directors who are responsible for, and oversee, the management and administration of the Trust and the Academies run by the Trust. The Directors have overall responsibility and ultimate decision making authority for all the work of the Trust, including the establishing and running of schools. This is largely exercised through strategic planning and the setting of policy. It is managed through business planning, monitoring of budgets, performance management, the setting of standards and the implementation of quality management processes. The Directors have the power to direct change where required.

The Local Governing Body of an Academy is a committee formed by the Directors and derives its power from the Directors, through a scheme of delegation and schedule for responsibilities. The Local Governing Body is responsible for fulfilling a largely strategic role in the conduct of an Academy, in conjunction with a Principal/Headteacher who is responsible for the internal organisation, management and control of the Academy.

In November 2014, the College Governors and the Trust Directors voted to align the organisations through the establishment of a collaborated 'family' Board. This allows greater coherence in decision-making and greater clarity of communication, while retaining the individuality of each organisation. Separate resolutions of decisions for each organisation that are made are recorded in the minutes. See governance structure chart below:

**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 Trust has Articles of Association which constitute its governing document, and operates a comprehensive set of policies and procedures that are regularly reviewed to maintain compliance with statutory duties and national guidelines, and are signed off at Board level.

OHC&AT operates a portfolio governance system, assigning strategic areas to directors and governors via skill matching. This is mirrored at Local Governing Body level. The portfolio governance system allows the organisation to benefit from expert challenge and guidance and ensures clear pathways of accountability at all levels.

We do not anticipate any conflict of interest or any financial transactions to take place between any member/trustee (or a connected party/business) and the academy.

OHC&AT has a Conflict of Interest Policy that is regularly reviewed and updated. All Trustees are asked to complete a Register of Business Interest form, details of which are published on our website.

## **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.

<b>Section G – budget planning and affordability</b>
[Add text here. Table expands]

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

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

- complete the Section H 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.

## Annexes

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

- Provide CVs of key individuals, any letters of support and maps.
- The annex is excluded from the page limit but should be submitted as part of your application, i.e. as one Word document.
- 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.



**ANNEX TO SECTION E: Letter to parents/carers of Carew Academy students**



22<sup>nd</sup> February 2016

Dear Families

**Your support for our application for a new school building**

We are aiming to provide our pupils with a new purpose-built school with modern and exciting facilities, such as a performing arts suite, excellent sports facilities, new technology and high quality classrooms and learning spaces. We believe our children and young people deserve an outstanding school building in which to develop their full potential.

**In order to submit a successful application, we need to show that you would be happy for your son/daughter to stay with us in a new 'Free School' building.** We will have the same staff and governors as we do now. The school's aims, vision and ethos will remain the same; but the school would be a 'Free School' rather than an 'Academy' and benefit from the Free School's building programme. The school will stay part of Orchard Hill College and Academy Trust (OHC&AT) which has been such a successful partner for Carew over the past three years.

Subject to consultation on the site, the proposed building would be located within a short drive (less than ten minutes) from the current Carew Academy site. The Local Authority are willing to support us in achieving this and your child would continue with the same arrangements in his/her current Statement of Special Educational Needs or Education, Health and Care Plan (EHCP), including home-to-school transport arrangements.

This is the very first part of the application. If we are successful at this stage then there will be more opportunities for consultation, questions and discussions in due course.

If you have any questions, please do not hesitate to contact me at the school office, or directly on my email address: [REDACTED]

Please return the slip below, or email on the above address, by **Thursday 25<sup>th</sup> February 2016.**

Yours sincerely

[REDACTED]  
[REDACTED]

.....  
.....

**\*I would/would not like** my son/daughter to attend the new free school—\*Please delete as appropriate.

Name of child:

Parent/carer signature

**ANNEX TO SECTION F: Email from** [REDACTED]

**From:** [REDACTED]  
**Sent:** 25 November 2015 15:20  
**To:** [REDACTED]  
**Subject:** Confirmation of your Trust's growth plans for 2015/16

Dear [REDACTED],

In September, I sent a growth survey to the majority of sponsors. I would like to thank you for completing it and sharing your future plans. We have met with lots of sponsors and discussed their plans, and this intelligence has fed into the process of sponsor capacity assessment.

I have carefully considered the information you submitted and confirm I am content, in principle, (but subject to individual project approval) for you to grow by the following projects within each category in 2015/16, including pipeline (recognising that the academies may not open until later):

Converter project	Sponsored project	Bid for new provision	Total
2	2	1	5

I recognise you as an established sponsor but I have adjusted your capacity to ensure sustainable growth.

I am looking for sponsors to consider moving into new areas, where we may need additional capacity and would ask you to think about how your Trust might set up new clusters of schools and support the local community as part of your strategic development.

Each project you submit for approval will be considered on its own merits and the current performance of your Trust.

I would like you to consider bidding to establish new provision and you will shortly be receiving an invitation to an event here in Croydon offering support in 'Setting up a Free School'. New Schools Network will be providing input and you can hear first-hand from a sponsor about their experience; I hope you will be able to join us.

Finally, we have been developing a range of support for sponsors - much of which you may already be linked into - including:

- The Academy Ambassadors Forum – links trusts with professionals with business expertise to help improve governance. For more information see <https://www.academyambassadors.org/>
- A MAT self-assessment tool (we can send this to you).
- Sponsor match and coaching service - please contact [REDACTED], if you can offer some support to other Trusts or if we can help you with anything.

- Future Leaders, Executive Educators programme. For more information see <http://www.future-leaders.org.uk/programmes/executive-educators/>
- A sponsor directory that will be published on the NSN website, if you have not yet responded please get your 100 words into us so we have a comprehensive list of what our sponsors can offer.

I look forward to working with you over the coming year and to approving your next project.

Regards,

[Redacted]

[Redacted]



Department  
for Education

[Redacted]

[Redacted]

[Redacted]

[Redacted]



Department  
for Education

© Crown copyright 2015

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3)

email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)

download [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

Reference: DFE-00221-2015



Follow us on Twitter:  
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:  
[facebook.com/educationgovuk](https://facebook.com/educationgovuk)