



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

SPA SCHOOL CAMBERWELL

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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. Your email must be no larger than 9MB in size.

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

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

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

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

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

Submitting Section I

Section I, ie the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk 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)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: 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. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Independent schools only* : 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 checked="" type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

9. Re-applications only: Have you changed your 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 checked="" type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk 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 rd 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
12. Have you sent: <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk 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? (See guidance for dates and deadlines)	<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 (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- For children with an education health and care plan ('EHCP') naming the school, the requirements pertaining to children with SEN within the special educational needs and disability (SEND) code of practice, including the duty to admit a child where the school is named in an EHCP;
- For schools where the Secretary of State agrees in the funding agreement that they can also admit non-statemented pupils with special needs, the school must, in respect of these pupils, comply with the School Admissions Code, the School Admissions Appeals Code and the admissions law as it applies to maintained schools. 16-19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed:

Position: [redacted] / [redacted] (please delete as appropriate)

Print name: [redacted]

Date:

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

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

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

Section C – vision

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

Please:

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

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

The proposal is to set up a KS1-4 special school for up to 100 pupils with autism.

We want to set up a new special school for pupils with autism in Southwark because the Local Authority have identified that there is a shortage of places with autism and that the need is going to continue to grow in coming years. Southwark's Joint Needs Strategic Analysis (JSNA)¹ – attached as Appendix A in 2015 estimated that additional places for pupils with SEN will be needed in the borough by 2020. The two existing ASD schools are over-subscribed and currently there are 60 pupils with autism attending out-of-borough special schools, largely because of the shortage of local provision. In addition Southwark's population is rising with x,000 new homes currently being built in the borough. Camberwell would be an ideal location as it is in the centre of the borough which would result in shorter journeys to school for many pupils.

The Vision for Spa School Camberwell

Our vision is to provide excellence in education and opportunities for young people with autism in Southwark.

Our pupils will:

- be happy, safe and healthy
- develop communication skills and independence while learning and achieving
- be ready for the future.

Spa School Camberwell will cater for pupils with autism and associated learning difficulties.

The atmosphere of the school will be positive and purposeful. There will be high expectations for our pupils to achieve their full academic, creative and personal potential. Our job will be to bring out the best in every pupil.

¹

<http://casouthwark.org.uk/sites/default/files/images/LD%20%26%20Autism%20JSNA%20Executive%20Summary.pdf>

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

Spa School Camberwell will:

- Have a positive learning environment where young people develop new skills and learn how to apply them in a concrete and meaningful way
- Encourage, support and challenge all pupils to achieve their full potential
- Embrace individual needs and promote self esteem
- Develop and support children to be healthier and more able to understand their own personal difficulties and challenges
- Provide a caring, safe and secure environment where children are taught to understand their own place in their wider community and to overcome their own physical difficulties to ensure personal, individual success
- Promote proactive working partnerships with parents, carers and external agencies, and offer an integrated team working approach with NHS colleagues (Occupational Therapy, Speech and Language Therapy, Nursing, Dentists), based at or operating from the school
- Work in a multi-disciplinary way to attend to the holistic needs of the young people and to support the pupils' families
- Teach pupils to communicate effectively and to be independent and be able to make good choices
- Utilise the community to enhance the learning curriculum and to support pupils to practice and extend their social skills
- Develop pupils' self esteem, confidence and independence in preparation for their challenges ahead in adult life

Parents will always be welcome to visit the school, to see the facilities, to meet staff and to see how the pupils thrive in the rich educational environment. We will offer a specialised learning environment with a range of extension rooms and areas to further support the SEN requirements of our young people.

The facilities will be designed to provide the right balance of security and challenge for our pupils.

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				7	7	7	7	7
Year 1					7	7	7	7
Year 2						7	7	7
Year 3				7	7	7	7	7
Year 4					7	7	7	7
Year 5						7	7	7
Year 6				7	7	7	7	7
Year 7					7	7	7	7
Year 8						7	7	7
Year 9				7	7	7	7	7
Year 10					7	7	7	7
Year 11						7	7	7
Year 12								
Year 13								
Totals				28	56	84	84	84

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.

Key Stage 1 and 2

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Maths	4	M	
English	3	M	
Social Communication	1	M	

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Shared Attention	1	M	
PSHE	1	M	
Science	1	M	
Computing	1	M	
PE	2	M	
Humanities	1	M	Including RE
Art and Design	1	M	
Creative Arts	1	M	Including dance and drama
Music	1	M	
Technology	1	M	Including Horticulture
Lunchtime Clubs	2.5	M	

Key Stage 3

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Maths	4	M	
English	3	M	
Social Communication	1	M	
Shared Attention	1	M	
PSHE	1	M	
Science	1	M	
Computing	1	M	
Healthy Living and Fitness	3	M	Including PE and Food Technology
Humanities	1	M	Including RE
Art and Design Technology	1	M	
Creative Arts	2	M	Including dance, drama and music
Music	1	M	Including Music Technology
Special Interests	1	M	
Lunchtime Clubs	2.5	M	

Key Stage 4

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Maths	4	M	
English	3	M	
Social Communication	1	M	
Shared Attention	1	M	
PSHE	2	M	Including Humanities and Independence Skills
Science	1	M	
Computing	1	M	
Healthy Living and Fitness	3	M	Including PE and Food Technology
Art & Design Technology	1	G	
Creative Arts	2	M	Including dance, drama and music
Music	1	M	Including Music Technology
Special Interests	1	M	
Lunchtime Clubs	2.5	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

Curriculum Principles

The Spa Camberwell curriculum will be designed for pupils with a diagnosis of Autism who are supported through an Education Health and Care Plan. Our curriculum will include specialist approaches appropriate for pupil's communication and social interaction needs, as well as meeting the requirements of the National Curriculum.

Spa Camberwell will offer an individualised and personalised curriculum matched to the needs of each pupil. This will be based on their learning needs in relation to their autism. The curriculum will contain unique features based on our knowledge and understanding of autism. The curriculum will deliver teaching and learning to support academic and social development including independence skills.

Key elements of the curriculum are:

- Engaging and appropriate content
- Specialised content developing social communication skills
- Specialised therapeutic content
- Personalised learning programmes based on individualised targets and goals

The curriculum will be underpinned by:

- Personalised weekly targets in English, Number and Communication
- Personalised learning objectives in all lessons
- A specialised physical learning environment suitable for pupils with Autism
- Individual education programmes developing independence and communication skills
- Integrated Speech and Language Therapy
- Individual sensory programmes
- Small classes
- Personalised behaviour support programmes
- Opportunities for functional learning
- A focus on preparation for adulthood
- Regular communication with parents and carers to agree targets and share information about pupil progress.

Key features of the Spa Camberwell curriculum

Autism will be at the core of the curriculum, meeting functional and social communication needs, flexible thinking and sensory processing needs. Highly specialised therapists will support teaching through identification and delivery of individual programmes.

The curriculum will be balanced and relevant to the age, needs and abilities of pupils. There will be progression across key stages and an emphasis on functional learning. Curriculum content will be age appropriate and provision will be matched to outcomes identified in EHCPs.

Structured and detailed individual assessment will inform curriculum planning. Academic subjects will be taught in a way that supports the development of appropriate skills for pupils with Autism. All pupils will have access to all aspects of the curriculum, at a level appropriate to their development.

The curriculum will be broken down to match each pupil's. A flexible range of approaches will be used in response to these needs.

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

The learning environment will be safe. Pupil happiness and wellbeing will be at the heart of the curriculum and addressed explicitly through the experiences offered.

A secure, purposeful environment will be provided where pupils are happy and develop as individuals. Pupils will be encouraged, challenged and equipped with the skills, which are essential to further progress. The environment will be as low arousal as possible, drawing on established strategies to support pupils with autism. Strategies will include:

- TEACCH programmes
- visual structures and support
- Makaton signing
- Learning to learn skills
- Highly structured routines
- Behaviour support programmes
- Personalised communication support plans
- Sensory diets

The environment will support students self-regulation and independence behaviour management through access to:

- safe rooms
- sensory rooms
- therapy spaces
- specialist teaching rooms
- small group rooms.

This will promote the 'calm alert' state that is calm enough to learn and alert enough to engage

The school will have high quality, secure IT systems. The curriculum will be underpinned by a rigorous E- safety policy. Safe internet practice will be promoted, including support for parents and carers.

The curriculum will ensure continuity and progression, supported by detailed systems of an assessment and target setting. Assessment information will be shared regularly and clearly with pupils and their parents/carers. Assessment data will be used to further , inform the teaching and learning process

The curriculum will prepare all pupils for their role in society, to enjoy productive and independent lives and to reach their full potential.

The curriculum will promote independent living skills for each pupil. These will run through the curriculum across all Key Stages.

The Spa Camberwell Curriculum

The curriculum will be personalised to address the broader needs of each pupil. Health and care needs will be met as identified through EHCP plans. There will be close links with health and care professionals to promote consistency and increase access learning.

The National Curriculum will underpin the Spa Curriculum but will be personalised to meet individual needs.

Core subjects will be delivered on each Key Stage including English, Mathematics, Science, PSHE, Physical Education, Computing and Social Communication.

All pupils will access courses leading to accredited qualifications matched to their ability and need. Links will be made with local schools to support pupil's access to

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

mainstream curriculum and qualifications as and when appropriate.

The academic curriculum will be supported by enrichment activities accessed by all pupils. These will include

- off-site learning drawing on the rich and diverse opportunities offered within the community
- opportunities for residential trips
- school based projects coordinated with external specialists such as the Globe Theatre, Young Vic Theatre, Rambert Dance
- sessions within the curriculum offering dance, yoga, martial arts, trampolining
- therapeutic work including Art Therapy, Music Therapy, Dance and Movement Therapy
- daily opportunities for leisure activities during lunch time clubs
- timetabled opportunities for pupils to develop Special Interests
- extended schools activities such as breakfast clubs and after school clubs

Key Stages 1 and 2

The Key Stage 1 and 2 curriculum will be delivered following an early years and primary model. Teaching will be predominantly class based with class teachers delivering the core curriculum. Opportunities to encourage play and exploration will be embedded across all areas. The curriculum will be delivered through a thematic approach with integrated, personalised PSHE targets. PE will be delivered by class teachers accessing specialist facilities.

The Key stage 1 and 2 Curriculum will also draw on aspects of the Early Years Foundation Stage curriculum, depending on the developmental needs of each child. Classes will be grouped to accommodate pupils with similar needs. All pupils will be considered as individuals and learning activities will reflect each pupil's abilities and specialist needs.

Learning in the primary classes will be delivered through the following strands:

- Personal Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design
- Physical Development

A thematic approach to the curriculum will support children to make links and connections in their knowledge and skills through practical, hands on learning. This approach will allow pupils increased access to learning, allowing them opportunities to use a broad range learning styles and preferences.

The range of themes offered will make sure the curriculum covers the full range of subjects within the National Curriculum including Religious Education.

Key Stage 3 and 4

All pupils will access courses leading to accredited qualifications matched to their ability and need. Links will be made with local schools to support pupil's access to mainstream curriculum and qualifications as and when appropriate.

In Key Stage 3 there will be an increased emphasis on the teaching of discrete subjects. This will include PSHE as well as the National Curriculum core subjects. The PSHE and Social Communication curriculum will focus on preparation for adulthood

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

and independence.

In Key Stage 4 pupils will access a range of accredited courses appropriate to their learning needs, interests and aspirations for the future. Opportunities will be identified for work related learning where appropriate. Emphasis will be placed on the skills needed to support successful transitions to a range of post 16 provision.

Curriculum Content

The core curriculum subjects will be English, Maths, PSHE, Physical Education, Science, Art & Design, Computing, Creative Arts and Social Communication. Subjects will be taught in every key stage. RE and Citizenship will be taught through the PSHE and Humanities.

In Keys Stages 1 and 2 the curriculum will focus on developing skills needed for successful engagement in the process of learning. There will be an emphasis on the learning to learn skills needed for pupils with ASD. The curriculum will develop skills in focus, attention and participation and working as part of a group.

These skills will be further developed as pupils progress through Key Stages 3 and 4, with greater levels of personalisation related to the strengths of each individual pupil.

The Key Stage 1 and 2 curriculum will be delivered following a primary model. Teaching will predominantly class based with class teachers delivering the core curriculum. The curriculum will be delivered through a topic based approach with integrated, personalised PSHE targets. PE will be delivered by class teachers accessing specialist facilities.

Specialist teachers and teaching rooms will be gradually introduced in Key Stages 2 and 3 as pupils become more able to manage the relevant transitions. The

In Key Stage 3 there will be an increased emphasis on the teaching of discrete subjects. This will include PSHE as well as the National Curriculum core subjects. The PSHE and Social Communication curriculum will focus on preparation for adulthood and independence.

In Key Stage 4 pupils will access a range of accredited courses appropriate to their learning needs, interests and aspirations for the future. Opportunities will be identified for work related learning where appropriate. Emphasis will be placed on the skills needed to support successful transitions to a range of post 16 provision.

Curriculum Delivery

Teaching will take account of the learning needs of pupils with ASD to increase curriculum access and successful learning. Bespoke techniques and strategies will be used to address difficulties relating to impairment of social skills, impairment of communication skills. These difficulties can affect pupils' ability to access the curriculum and many pupils with autism have great difficulty understanding and retaining verbal information. A range of strategies for instruction will be used across the curriculum to address these difficulties including:

- techniques to gain attention and focus
- short, clear and simple speech
- reduced verbal information and instruction
- consistent use of language and vocabulary
- visual and written support
- practical learning.

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

Structure of Teaching and Learning

The structure of teaching and learning at Spa Camberwell will draw on existing outstanding practices from Spa School Bermondsey. Teaching and learning will:

- focus on the learning needs of pupils with ASD
- provide a personalised approach for all pupils
- provide consistency of experience of high quality teaching, leading to outstanding learning outcomes
- ensure teachers have the resources to maintain outstanding practice
- develop skills for lifelong learning.

Planning

The Key Stage 1 and 2 curriculum will be built around termly cross curricular unit plans. Subject leaders will develop long term plans for each key stage which incorporate the most relevant aspects of the National Curriculum for pupils with ASD. Detailed focus will be given to literacy, numeracy and communication.

The curriculum for Key Stage 3 and 4 will be delivered with increased focus on individual subjects. Links will be maintained where relevant. Subject leaders will coordinate long term plans for each key stage which incorporate the most relevant aspects of the National Curriculum for pupils with ASD. Subject leaders will produce schemes of work each of half term, based on the priorities of the long term plans, in order to ensure subject expertise is shared with all staff.

In all key stages, weekly planning documents for Literacy and Mathematics will be maintained in a shared location of the schools ICT system. Learning objective records will be available for all pupils in all lessons. The planning structures will allow for effective monitoring of teaching, learning and pupil progress by subject leaders and the Leadership Team.

Individual targets will be reviewed weekly for all pupils in communication reading, writing and number. Targets will be

Termly individual education plans will include targets focusing on

- independence
- communication
- aspiration.

Outstanding teaching

Outstanding lessons will meet the criteria specified by Ofsted alongside the ASD specific criteria demonstrated at Spa Bermondsey:

Beginning of the lesson

- Starter to draw students' attention and focus for learning
- Students are made aware of learning objectives
- Review of previous lessons word; recap what students have learnt to check where students are at
- Make clear to students what they are learning during the session
- Students to communicate what they understand
- Where possible give students opportunity to question to each other
- Transition to independent work
- Students to collect their own resources
- Students are sent one at a time
- Students are asked to recap what they are learning
- Points to consider
- Do not make the starter too long
- Do not be too reliant on the IWB

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

- Ideally have all students together

Body of the lesson

- Ensure there is evidence that learning takes place
- Have engaging, interesting and meaningful content
- Have a variety of ways to engage different learners e.g. artefacts, CiP sheets
- Pace and structure lesson to maintain attention
- Communication aids should be used to support students to engage in independent learning
- Communication aids should encourage communication between students and between students and staff
- Pupils should have clear expectations of what they will learn and have ownership of the progress they are making.
- Teachers should be flexible and adapt the lesson to meet the needs of the students on the day.
- Teachers have a clear overview of consistency of modelling of communication, learning methods and expectations towards independence from all staff
- Points to consider
- Students should be encouraged and expected to be as independent as possible
- Focus on learning rather than task completion
- Mini plenaries or “learning checks” should take place throughout the lesson.
- Rewards should be managed carefully for each student

End of lesson

- Students should end the lesson together
- Ample time should be left for plenaries that allow students to consolidate and share their learning
- Students should be made explicitly aware of the progress they have made and whether their individual LO has been met.
- Students should be encouraged to share what they have learnt during the lesson through appropriate questioning.
- The lesson should end formally and dismissal to the next activity or lesson should be in an orderly manner.

General points to consider

- Focus of plenaries should be learning and not behaviour
- Lessons should not end with, nor consist of “choice time”
- Emphasis should be on encouraging and developing student independence
- A seating plan should be in place and known to the students
- The class must be safe and tidy
- Students should line up when entering a new classroom and be directed where to sit
- Students should leave classroom in an orderly and managed way
- Student communication support should be checked at the beginning of every session

Assessing pupil progress

Pupil workbooks will provide evidence of progress made towards learning objectives for all pupils in all lessons as well as progress over time. Feedback will be recorded and presented using personalised strategies which promote understanding and meaning to pupils. Feedback is likely to be visual and evidence of progress within lessons will rely heavily on photographic evidence for many pupils. Written feedback will be used when appropriate.

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Individual feedback in pupil workbooks will:

- comment on progress made towards personalised learning objectives
- provide praise and encouragement and focus on success
- be addressed to the pupil
- identify any relevant next steps
- be recorded using methods matched to each pupil.

Progress data will be updated on a termly basis based on the assessment cycle currently used at Spa Bermondsey. Systems such as BSquared and CASPA will be used to record and analyse pupil progress. Progress analysis by groups, subjects and individual pupils will be coordinated by senior leaders based on the Pupil Progress Analysis systems from Spa Bermondsey.

Subject Information

Maths will be taught as a core subject for all pupils across all key stages. The Spa maths curriculum will develop use and application of

- number
- data handling
- shape, space and measure

The Maths curriculum coordinator will be responsible for developing and monitoring the Maths long term plan. The long term plan will take into account the requirements of the Maths National Curriculum and the most appropriate ways to match this to the needs of pupils with ASD. This curriculum will be delivered through schemes of work to support outstanding teaching in each key stage, relevant to the needs of all pupils.

The skills developed through Maths lessons will be supported and complemented across the curriculum. There will be close links in practical subjects including technology.

Teaching will be differentiated to match the needs of each pupil. Emphasis will be given to the use and application of functional skills which promote independence. The Spa maths curriculum will be delivered in a structured and consistent approach. Learning will be practical whenever possible with opportunities for rehearsal and consolidation of key skills. Teaching and learning will be supported by visual strategies.

The Spa maths curriculum will support pupils to develop mathematical language and practical applications, particularly in the context of problem solving.

Accredited courses in Maths will be offered to pupils in Key Stage 4 where appropriate.

English will be taught as a core subject for all pupils across all key stages. The English curriculum coordinator will be responsible for developing and monitoring the English long term plan. The long term plan will take into account the requirements of the English National Curriculum and the most appropriate ways to match this to the needs of pupils with ASD. This curriculum will be delivered through schemes of work to support outstanding teaching in each key stage, relevant to the needs of all pupils.

The skills developed through English lessons will be supported and complemented across the curriculum. There will be close links in Drama and Social Communication.

Accredited courses in English will be offered to pupils in Key Stage 4 where appropriate.

Speaking and listening

Pupils will develop their ability to communicate effectively and to listen with increasing attention and concentration. Individual communication targets will be reviewed weekly and complemented by specialist SALT programmes. Emphasis will be placed on the

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development of both expressive and receptive communication. Pupils will be taught ways to accommodate any discrepancies in their ability between the two.

The English Speaking and Listening elements of the National Curriculum will also be addressed directly within the Spa Social Communication curriculum. Specific focus will be given to the speaking and listening difficulties experienced by many pupils with ASD including turn taking, making requests, voice volume, and understanding of body language.

The teaching of speaking and listening will incorporate pupils' use of augmented communication based on individual need.

Reading

There will be a daily reading lesson for all pupils in all key stages. Personalised reading targets will be reviewed weekly to promote fluency, accuracy and understanding.

The reading curriculum will encourage an enjoyment of reading as well as developing the skills required to read for meaning.

The reading curriculum will have a strong functional emphasis, promoting the skills required to support independence and access within the community.

Reading will be taught across the curriculum and promoted in all subjects.

The teaching of reading will incorporate pupils' use of symbol and sign based on individual need.

Writing

Writing skills will be taught specifically within the English curriculum and supported in other subjects where appropriate. Pupils will learn to write for a range of purposes and audiences. All pupils will develop skills in handwriting, spelling and punctuation.

Personalised writing targets will be reviewed weekly to develop fluency and functionality.

The writing curriculum will have a strong functional emphasis, promoting the skills required to support independence and access within the community.

The teaching of writing will incorporate pupils' use of symbol and sign as well as their use of augmented communication based on individual need.

Social Communication

The Spa Social Communication Curriculum is a unique element designed specifically to address the needs of pupils with ASD. Lessons will be based around each pupil's very individual and specific communication and social interaction needs. Lessons will develop confidence, independence, advocacy and communication with others in a wide range of real life situations.

Pupils will practise, rehearse and develop social skills to:

- help them maintain and develop relationships within the school
- work successfully with other children and adults in the school community
- participate co-operatively and productively in the school community
- become co-operative and productive members of the community beyond school

Every class will access a weekly Social Communication lesson. Lessons will offer engaging activities, such as role play and practical life skills activities, based on real life situations. Students will be supported to transfer and generalise skills to a variety of

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

situations. Lessons will include direct teaching to supports each pupil's individual communication targets.

A wide range of communication methods will be used matched to each pupil's needs. All pupils will be provided with a rich language environment, so that they can share their needs and be understood by those around them.

In addition to verbal communication, students will communicate using specific language programmes such as Proloquo2Go, Picture Exchange Communication (PECS), Makaton Signing, symbols to support understanding of written and spoken language and other visual strategies.

The Social Communication curriculum will be delivered through schemes of work which will include:

- asking for help
- manners
- taking turns
- going shopping

Shared Attention

The development of shared attention will be a consistent thread throughout the Spa Curriculum. All pupils will take part in a daily group activity following the Attention Autism Programme. Activities will be tailored to the appropriate stage of the programme to encourage

- Focused Attention
- Sustained Attention
- Shifting Attention
- Focusing, sustaining and shifting attention to independent working.

The Attention Autism approach will help pupils develop appropriate learning skills as well as provide opportunities for enjoyment and group participation. Key principles of the Attention Autism programme will be incorporated into all lessons as appropriate.

Personal, Social and Health Education

PSHE will be taught at Spa as a core subject for all pupils across all key stages. The Spa PSHE curriculum will enable all pupils to develop the knowledge, skills and understanding necessary for each individual to take their place as a member of their community and society in general.

The Spa PSHE curriculum will place a strong emphasis on Citizenship. There will be close links with other subjects within the curriculum including Social Communication, Humanities, Science, Healthy Living and Fitness.

Key aims for Spa pupils include:

- To be confident individuals in the broader community
- To form appropriate relationships with their peers and family, at school and in the community
- To develop a good knowledge of how to maintain healthy lifestyles
- To develop and demonstrate positive personal values

The Spa PSHE curriculum will teach specific self-help and independence skills. Pupils will be specifically taught skills to help them understand others. These skills will be actively promoted across all aspects of school life.

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

Through the Spa PSHE curriculum pupils will:

- learn about the nature of friendships and relationships, including sexual relationships
- learn to recognise the risks to health and wellbeing, make safe choices, and communicate the need for help in a range of situations
- understand healthy lifestyles
- understand the nature of religion and how it affects individuals in a multi-cultural world
- learn how to recognise to and reduce stress
- develop independence
- recognise their role in society

Accredited courses in PSHE, including those offered by ASDAN, will be offered to pupils in Key Stages 3 and 4 where appropriate.

Science

Science will be taught as a core subject for all pupils across all key stages.

The Science curriculum coordinator will be responsible for developing and monitoring the Science long term plan. The long term plan will take into account the requirements of the Science National Curriculum and the most appropriate ways to match this to the needs of pupils with ASD. This curriculum will be delivered through schemes of work to support outstanding teaching in each key stage, relevant to the needs of all pupils.

The Spa science curriculum will develop scientific knowledge and conceptual understanding appropriate to the needs of pupils with ASD.

Pupils will develop skills in scientific enquiry and understanding to help them make sense of the world around them.

Pupils will be supported in understanding abstract concepts and their effect on the world around them.

Pupils in Key Stages 1 and 2 will develop their scientific knowledge and understanding through a multi-sensory curriculum offering opportunities to:

- explore the world around them
- recognise similarities and differences
- make comparisons and use measures.

A range of strategies will be used to support pupils to record and communicate their knowledge and understanding, depending on their communication needs and level of learning difficulty. Photographic evidence will play a significant role and there will be direct links with the Spa maths curriculum. Reporting and communicating will be evidenced through visual displays. In Key Stages 1 and 2 Science will be taught using a thematic approach, with cross curricular links, delivered by class teachers.

The Key Stage 3 and 4 the Spa Science curriculum will provide pupils with opportunities to:

- develop scientific attitudes
- conduct and measure investigations
- reflect on their scientific learning.

The skills developed through Science lessons will be supported and complemented across the curriculum. There will be close links in practical subjects including Food Technology, Healthy Living and Fitness.

Teaching will be differentiated to match the needs of each pupil. The Spa Science curriculum will be delivered in a structured and consistent approach. Learning will be

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

practical to promote understanding of abstract concepts. All science teaching and learning supported by appropriate visual strategies. Pupils will be supported to work in groups. Direct support will be given for successful social interaction and team work within these groups.

The Key Stage 3 and 4 Spa Science Curriculum will be taught as a discrete subject in its own right. Lessons will be delivered using specialist resources on the science and technology suite. Pupils will have increasing access to subject specialists. Accredited courses in Science will be offered to pupils in Key Stage 4 where appropriate.

Computing and ICT

The Spa Computing Curriculum will incorporate key elements of the National Curriculum. Computing will be delivered to support learning and communication for pupils with ASD. Structured emphasis will be placed on e-Safety for all pupils in all Key Stages.

In Key Stages 1 and 2 Computing will be taught across a range of subjects by class teachers. Direct teaching on specific computing skills, related to the needs and abilities of each individual pupil, will include:

- e-Safety
- operating and designing simple programmes
- understanding cause and effect
- managing information
- using technology beyond school
- coding
- research and the internet

The Spa Computing curriculum will be developed further in Key Stages 3 and 4. Access to specialist resources and teaching will be increased when relevant to the pupil's learning needs and interests. In addition to the skills above, direct teaching will include:

- eSafety
- understanding the relationship between hardware and software components
- using digital media

Accredited courses in Computing will be offered in Key Stage 4 and links with mainstream schools made for pupils with particular aptitude.

Computing and ICT can have particular benefits in supporting pupils with ASD. At Spa, computing skills and ICT resources will:

- provide a secure learning environment
- support effective communication
- help develop concentration
- develop social skills and group work
- equip pupils with tools to record and express their learning
- support pupils to organise their knowledge
- develop fine motor skills
- offer a way to find things out

Many pupils with ASD quickly adapt to using technology and become capable users. The technology in itself can become a powerful motivator for the individual child. ICT is used most effectively when pupils work with teachers using visual and verbal cues.

Physical Education / Healthy Living

Physical Education will be taught in a safe and supportive environment. The Spa PE curriculum will offer a vital and unique contribution to each pupil's physical and emotional development and health. Our PE curriculum will build self-confidence and

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

independence and will promote an understanding of the many benefits of exercise for all our students.

The Spa PE and Healthy Living Curriculum will offer opportunities to develop:

- Social interaction through turn-taking, sharing, problem solving, partner and team work
- Language and communication through following and giving instructions
- Fine gross and motor control including spatial awareness, planning and sequencing movements.

Links will be made with relevant therapists, including Occupational Therapy, in order to support the sensory needs of pupils with ASD. Sensory circuits will be a central feature to the Key Stage 1 and 2 PE curriculum for all pupils. Individual sensory programmes will be incorporated into personalised programmes for pupils across all Key Stages.

The Spa PE curriculum will provide a balance of individual, team, co-operative and competitive activities that cater for each pupil's needs, interests and abilities. Our curriculum will be based on schemes of work with progressive learning objectives. Teaching styles will be varied and flexible teaching, providing appropriate, stimulating, challenging and enjoyable learning situations. Pupils will have increased access to specialist instruction as they progress through the key stages. The curriculum will offer opportunities to access activities within the local community. We will teach a range of sports including football, cricket, athletics, badminton, field hockey and volleyball.

The Spa PE curriculum will be complemented by a specialised enrichment programme. We will access professional coaches where possible and aim to provide access to a range of specialist activities such as yoga, dance or Karate.

Pupils will have opportunities to access trampoline sessions during extra-curricular sports clubs or as part of their personalised education programmes.

Pupils will have opportunities to take part in residential trips to offer outdoor and adventurous activities and challenges.

Pupils in KS4 will follow a personal fitness programme and will access appropriate cardiovascular machines to develop their core strength and fitness and to gain a better understanding of the benefits of fitness and strength training. Their progress in these sessions will be carefully monitored and programmes adapted in response to their personal needs. Pupils in Key Stage 4 will experience Healthy Living programmes as part of their PE curriculum and links will be made with the PSHE and Food Technology curriculum. Relevant accredited courses will be accessed as and when appropriate. The focus of the Key Stage 4 PE and Healthy Living curriculum will have a greater emphasis on preparation for adulthood.

The Spa PE curriculum will teach pupils to cope with both success and defeat as well as develop their physical skills. Direct links will be made between the benefits of fitness and exercise and the impact on mental well-being. The curriculum will develop pupils' understanding of right and wrong. Staff will model positive behaviour and support pupils to reflect on the need for rules and fair play. Pupils will learn skills they can use in their daily lives that will one day help them to become balanced members of their community and happy individuals.

Art and Design

The Spa Art and Design curriculum will be accessed by pupils across all key stages. Pupils in Key Stages 1 and 2 will be taught by their class tutors in their classrooms. Art and design skills will be developed through the thematic approach of the primary curriculum and there will be links made across all subjects. A multi-sensory approach

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

will be promoted in Key Stages 1 and 2 with a focus on developing language and communication around colour, shape and form.

Pupils in Key Stages 3 and 4 will have increased access to subject specialists and specialist resources. Lessons will be taught in specialist classrooms once pupils are more able to manage transitions. Accredited courses will be offered in key Stage 4 where appropriate and links made with mainstream schools for pupils with particular aptitude.

The Spa Art and Design curriculum will develop skills for pupils to experiment and create, promoting flexible thinking. Specific skills will be developed including drawing, painting and model making. Pupils will be given opportunities to develop appreciation skills.

Creative Arts

The Spa Creative Arts curriculum will incorporate dance, drama and music. In Key Stages 1 and 2 pupils will have integrated Creative Arts lessons within their timetable building on the thematic approach to the curriculum.

Pupils in Key Stage 3 and 4 will study Music and Drama as discrete subjects with increased subject expertise. Dance will be delivered through PE and the enrichment programme.

The Creative Arts will play a key role in the Spa curriculum, offering opportunities for pupils to develop social interaction skills in a fun and enjoyable context. Music, dance and drama will provide pupils with opportunities to:

- improve listening and concentration
- develop imitation skills
- practise turn taking
- work as a group and develop co-operation skills
- demonstrate ability without depending on language skills
- try new ideas in a safe context
- develop self-confidence
- engage with activities within the broader community through partnership projects
- develop special interests
- discover interests that will promote lifelong enjoyment and learning.

Teaching will develop specific skills in each area of the Creative Arts Curriculum.

In Music pupils will:

- perform, listen, review and evaluate
- develop the use of their voices, including singing
- create and compose
- experiment with instruments
- experience and develop understanding of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Pupils will have opportunities to develop Music Technology skills when appropriate.

In Drama pupils will:

- develop speaking and listening skills
- play an active role in performance
- develop imagination and flexible thinking
- develop attention and listening
- work independently and as part of a group

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

Direct links will be made to the Social Communication curriculum where drama will be used to rehearse skills needed for everyday life. Pupils will have opportunities to develop confidence through role play and rehearsal.

In Dance pupils will develop:

- spatial awareness
- fine and gross motor control
- opportunities to communicate through a non-verbal medium.

Links will be made with community based organisations. Pupils will have opportunities to work with visiting artists and to take part in external specialist projects.

Technology including Horticulture

The Spa Technology Curriculum will provide pupils with opportunities to use a wide range of materials to design and make products.

In the primary phase Technology will be developed through the thematic approach and pupils will have opportunities to experiment and explore through constructive play. Technology will provide pupils with opportunities to develop fine motor skills and to work as a group.

In the secondary phase pupils will access a structured Technology curriculum accessing specialist resources and instruction. Pupils will:

- demonstrate practical understanding of health and safety
- plan and communicate ideas
- explore how products are used
- design and make using a range of tools and equipment
- experiment with computer-aided design
- make links with other areas of the curriculum
- evaluate their work
- work independently and in teams.

Pupils in all key stages will develop key technology skills through regular horticulture sessions within the school grounds.

Food technology will be taught throughout Key Stages 3 and 4 with focus given to Healthy Living and Developing Independence.

Humanities: History, Geography, RE, Languages

The Spa Humanities Curriculum will develop pupils' understanding of themselves and the world around them. The primary curriculum will offer an integrated topic approach. This will develop across the key stages to subject specific teaching at secondary level.

Through History pupils will learn about significant individuals and events in the history of Britain, Europe and the World. Learning will be presented through practical, creative teaching promoting opportunities for pupils to:

- interact with a range of artefacts
- distinguish fact from fiction
- consider the perspective of others
- make connections between the past and the present

Through Geography pupils will have opportunities to investigate places and themes. The Spa Geography curriculum will allow pupils to be exposed to and/or ask questions about where or what things are. The teaching of Geography will address difficulties with social understanding, encouraging empathy and reflection.

Pupils will be provided with opportunities to develop an awareness of themselves,

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

within a community, within a global context.

As they progress through the Key Stages pupils will develop knowledge and understanding of :

- geographical language
- places, maps and plans
- environmental change

Religious Education

The teaching of RE is an integral feature in the Spa Humanities curriculum. Through RE pupils will:

- develop awareness and understanding of right and wrong
- develop understanding of Christianity and other principal religions
- experience and examine traditions
- build their sense of identity and belonging
- develop empathy
- develop respect and challenge prejudice.

The Extended Curriculum

The Extended Curriculum at Spa provides key opportunities to address the needs of pupils with ASD. There will be daily opportunities for pupils to follow their interests. These opportunities will also play a key role in developing independence and positive social interaction skills.

Spa Camberwell will offer a daily breakfast club for pupils which will help support transitions to school, promote a healthy diet and offer opportunities for social interaction.

Pupils will be offered a range of activities during break times. Pupils will have a variety of places in which to play. The physical environment will allow pupils to select places for quiet reflection, collaborative play and active sports. Structured activities will be offered during lunch breaks and pupils will be encouraged to make choices about the activities they prefer. Pupils will be able to access a range of after school clubs offering activities such as trampolining, football, cricket, badminton, art, drama and music.

Special Interests sessions will be a weekly feature of the Key Stage 3 and 4 curriculum. Pupils will join others who share their interests from across these key stages. The types of Special Interest clubs offered might include: chess, cooking, martial arts, specific instrumental instruction, music technology, street dance, model making, coding and programming, as well as a variety of sports.

Spa Bermondsey offers an exciting rich enrichment programme to all pupils with well-established partnerships with a range of organisations. These include:

- The Globe Theatre
- Young Vic Theatre
- Rambert Dance
- Corali Dance
- Museum of London

All pupils at Spa Camberwell will have access to the same high quality curriculum enrichment activities. Pupils will take part in off-site learning activities and will have opportunities for visits and trips out of school.

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

Introduction

It is our intention that the school and pupils' outcomes will be outstanding. Learners will make outstanding progress from their starting points because of highly effective teaching, exceptional support for pupil behaviour and personal development and a robust and rigorous assessment package. Our targets will be set ambitiously and intentionally high.

Ambitious targets will be achieved by 'outstanding teaching' supported by effective and accurate termly tracking in the core subjects. This will be analysed and reviewed on a termly basis at regular progress meetings for all key stakeholders.

Consistent monitoring and target setting

Spa Camberwell will use the outstanding whole school tracking systems in place at Spa Bermondsey to monitor pupil progress. The system ensures early identification of pupils who may not be making expected progress towards their targets. Personalised programmes of therapy and support will be put in place to ensure they catch up swiftly.

Rigorous assessment and tracking will ensure the most able learners also make excellent progress. Analysis of assessment data will result in strategies being put in place to challenge and stretch more able pupils and extend their potential.

Assessment results will be entered into B Squared so that each step of a pupil's progress can be measured. This information will then be transferred to CASPA, so that we can measure and analyse the attainment of our learners against other learners nationally. This will also allow us to monitor the assessment of individuals and also groups within the school.

Performance Outcomes

Performance outcomes will measure the success of Spa Camberwell, in line with existing strategies indicating outstanding performance at Spa Bermondsey. We expect all pupils to make expected progress in English and mathematics. A high proportion of learners are expected to make more than expected progress.

Attendance and Punctuality

Our Family Support Worker will follow up all absences on day one and we expect to have at least 95% attendance and 95% punctuality at Spa Camberwell/

Exclusions

We have very few exclusions at Spa Bermondsey and would expect to have the same at Spa Camberwell.

Baseline assessment

Pupils entering the school, either in reception or at different starting points during the year, will have a baseline assessment within 6 weeks of arriving at the school. This will be used to set initial progress targets. Pupils' assessment results will be collected and analysed termly to check progress towards targets and strategies put in place for

D2 – measuring pupil performance effectively and setting challenging targets

students as necessary.

Tracking and assessment procedures will include analysing attainment and progress of individuals, groups and cohorts of children.

On entry, tracking and assessment of individuals will take place through:

- Transition visits with parents and carers
- Liaison with past provision
- Discussing aspirations and sharing targets with pupils
- Baseline level moderation by teachers and the leadership team

On-going assessment: school wide strategies

The following strategies will be in place to maintain and report on effective assessment:

- personalised Behaviour Management Plans, Pen Portrait Information sheets, IEP targets and Individual Risk Assessments set up.
- regular meetings with parents to discuss and review progress
- sharing progress information using the pupil's Progress Tracker document
- Children's targets will be regularly assessed by the class teacher through small steps setting and marking and feedback
- weekly review of targets in Reading, Writing, Number and Communication
- Reporting to parents on the Characteristics of Effective Learning

On a whole class level teachers will use a personalised approach when planning lessons. There will be consistently high expectations of what learners can achieve. Teaching will deliver personalised activities focusing exactly on the next steps for each individual pupil.

Teachers and other adults will know the learners extremely well because of strong relationships and effective assessment systems. Therefore, they will know exactly where to pitch activities so that learners make rapid progress.

Teachers and teaching assistants will evaluate each pupil's work in all subjects on a lesson-by-lesson basis. They will record all small steps of progress made and identify the next steps for the individual pupil. As a consequence pupils will make rapid progress across the full range of curriculum subjects

Class teachers will ensure their assessments are benchmarked through regular moderation of work samples with other teachers. Moderation meetings will be held once each term.

At the end of each term, class teams will analyse the assessment data for their pupils, to monitor progress towards targets and to plan strategies to support students who will need to increase their rate of progress in the next term.

At Key stage level Assistant Headteachers, in charge of each key stage, will collate assessment records from each class teacher in their phase. They will analyse the data with the Head teacher and/or/Deputy Head teacher, to identify areas of success or concern and to plan relevant actions. The Assistant Headteachers will then feedback to the class teachers within their key stage and monitor the impact of the actions identified.

Assistant Heads will constantly monitor the planning and target setting for each class, which will be fed back during monitoring meetings with the deputy head.

On a termly basis, progress analysis meetings will be held with the whole school staff to analyse the results of each class's assessments.

At the whole school level subject will leaders play an important role within the tracking process by:

D2 – measuring pupil performance effectively and setting challenging targets

- ensuring that key processes and systems are in place for collecting and keeping data evidence
- hypothesising and asking key questions of whole school data
- defining trends and pupil performance on an individual and a group level
- Identifying students within their subject who need support to make the required progress
- Drawing attention to whole school successes and areas for improvement
- comparing school performance against local and national data using CASPA
- Planning and accounting for subject development
- Reporting back whole school findings to senior leaders

The Senior Management Team will look at all data and ensure the progress made by different groups of pupils is closely analysed. (Progress of boys compared with girls, those eligible for free school meals and those of different ethnic groups.) Current analysis of progress at Spa Bermondsey demonstrates there is no significant difference in progress made between any of these groups of pupils. The same is expected at Spa Camberwell. The same applies for progress made by learners with differing levels of learning difficulty or those who speak English as an additional language.

Performance and appraisal processes are used to maintain outstanding teaching and learning at Spa Bermondsey. Individual teacher appraisal targets are set to achieve whole school targets. The same system will be replicated at Spa Camberwell.

In the Autumn Term each year, pupil progress and target setting is reported to the governors. An annual report on assessment and target setting will be shared with parents/carers and the wider school community via the school website.

Spa Bermondsey has tried and tested systems in place for monitoring and improving the quality of teaching. As a consequence teaching is good or outstanding. These systems will be replicated at Spa Camberwell. Leaders will ensure that the quality of teaching, learning and assessment is consistently high. This will be achieved through the Leading Teaching and Learning programmes and the Teacher Development programmes, In addition to the two specific programmes there will be cycles of whole school training, including rigorous induction, for all staff.

Behaviour for learning

Teachers and leaders will record the outcomes for learners outside the National Curriculum subjects. Learners will make outstanding progress in terms of self-management, life skills and communication. The ABAS 2 will be used to measure progress over time in these areas.

Learners will have individual behaviour support plans where necessary. These will be shared with parents and carers and will detail a student's motivators, along with specific behaviours displayed, their function, preventative measures and behaviour targets for the pupils. These will be reviewed on a termly basis, or whenever a new behaviour presents. Behaviour will be monitored using tracking systems, which will enable staff to pinpoint patterns and possible reasons for behaviours and also to easily see where learners have made progress with their behaviour.

Liaison with parents and carers

At Spa Bermondsey we have a strong emphasis on 'family support' and the relationship between the school and parents/ carers is vital if learners with ASD are to succeed in educational outcomes. Existing strategies will be replicated at Spa Camberwell.

The school will have three consultation meetings each year outside of the school day. The learner's outcomes will be shared with parents, along with behaviour support plans and IEP targets. Clear written information will be shared through individual progress trackers. Parents will be involved in the process of transferring the statement to an

D2 – measuring pupil performance effectively and setting challenging targets

EHCP document at the point that it is updated. In addition, there will be a detailed review of the Statement /EHCP each year.

A daily home/school book will be completed by staff and parents/carers. This will be a major communication tool and will highlight issues, successes and changes to the general timetable or home circumstances.

Regular learning events will take place at the school for parent/carers to be involved with.

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.

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- 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

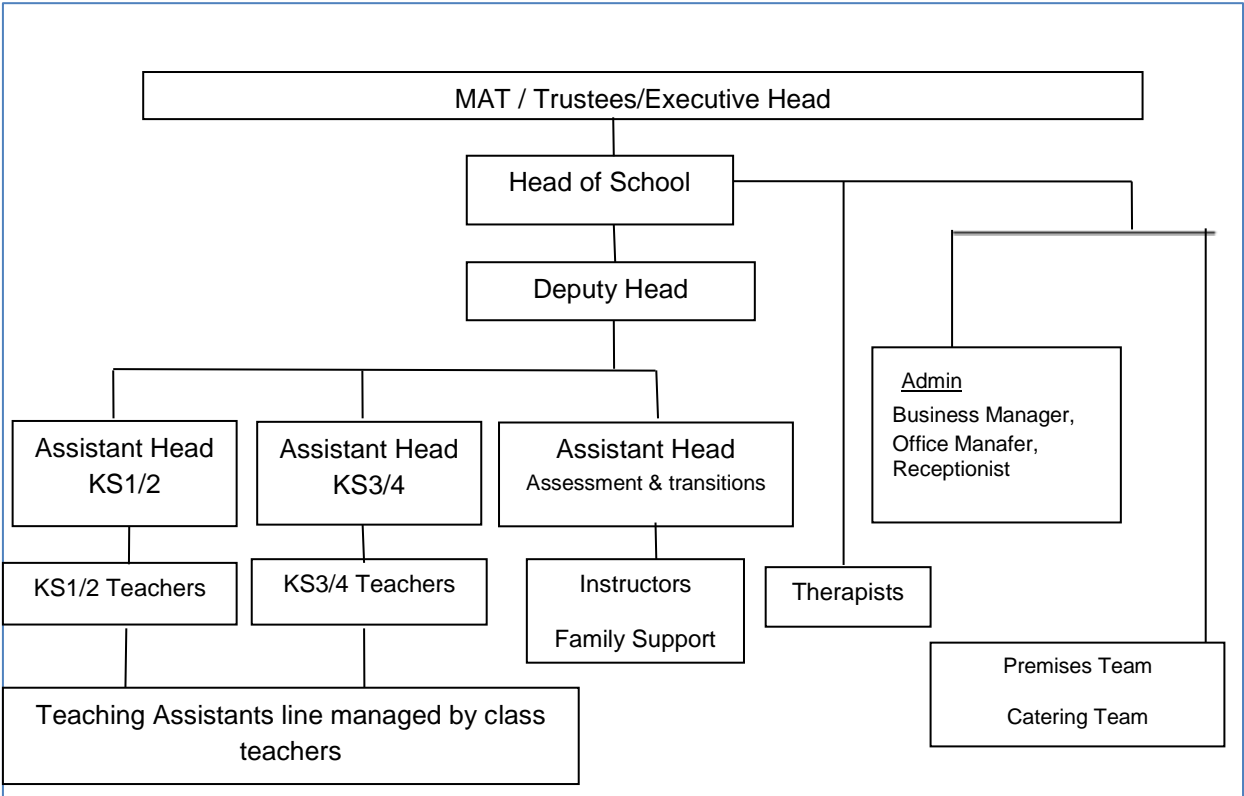
It is intended that the staffing structure of the school and reflects the complexity of the particular needs of this group of learners.

Senior Leadership Team (SLT)

The SLT will consist, of the Head of School, the Deputy Head, and the Assistant Head of theThe Executive Head will work actively with the Head of School to ensure that the quality of provision is as high as Spa School Bermondsey. A key role for the 3 proposed Assistant Headteachers is to support teachers to ensure that the quality of teaching, learning and assessment are constantly improving. Spa School Bermondsey have a strong Senior Management Team and have the capacity to spend time on both sites without affecting the quality of education in either school.

Teachers

Each class will be led by a class teacher and will be supported by 2 to 3 teaching assistants, depending on the needs of the pupils. In KS1 and 2, to classes will follow a traditional primary model, in which most of the teaching is carried out by the class tutor. In KS3 and 4, the pupils will have more options, and will be taught by specialist teachers where possible, supported by the teaching assistants from their class group. In the first 2 years of operation, it is planned that teachers from Spa School Bermondsey will teach some specialist subjects at then new school, until Spa Schol Camberwell has its full complement of teachers by year 3. Please see the table below the organogram for details of how the school will grow from year to year in the first 4 years of operation.



	Sept 2019	Sept 2020	Sept 2021	Sept 2022
Pupils on Roll	24	56	84	90
Leadership				
Executive Head	0.5	0.5	0.5	0.5
Head of School	1	1	1	1
Deputy Head	1	1	1	1
Assistant Heads	0	1	2	3
Total	2.5	3.5	4.5	5.5
Teachers				
KS1 teachers	1	2	3	3
KS2 teachers	2	3	3	3
KS3 teachers	1	2	3	3
KS4 teachers	0	1	2	3
Other teachers	0	0.5	1	1
Total	4	9.5	12	13
Learning Support				
TAs KS1/2	6	11	17	18
TAs KS 3/4	5	11	16	18
Instructors	0	0.5	1	2
Total	11	22.5	34	38
Extended Team				
Family Support Worker	1	1	1	1
SALT	0.5	1	1	1.5
OT	0.5	0.5	1	1
Total	2	2.5	3	3.5
Administration				
Business Manager	0.5	0.5	1	1
Administrator	1	1	1	1
Receptionist	0	0.5	1	1
Total	1.5	2	3	3
Premises / Kitchen				
Premises Manager	1	1	1	1
Cleaners	2	2	3	3
Premises Assistant	0	0	1	1
Cook	1	1	1	1
Catering Assistant	0	0.5	1	1
Total	4	4.5	7	7
Overall Total Staffing	25	44.5	63.5	70

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

Spa Camberwell will build on the expertise and welcoming ethos of Spa Bermondsey.

The school will be welcoming to pupils of all faiths and worldviews, including those who do not have a faith. The school will be inclusive through all its policies.

We aim to create a fair and just school community that promotes social inclusion, community cohesion and equality, that respects diversity and which challenges and acts upon discrimination and inequality including bullying.

We intend that its workforce reflects our students' diversity at all levels of the organisation. We aim to be an inclusive employer that positively values the contribution of all employees. Through both our employment policies and strategies, we aim to achieve equality for all sections of the workforce and the community we serve.

The school will work towards eliminating all discrimination, on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief. We believe that all pupils, employees and other service users should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

The school will be an equality champion and community leader in:

- promoting equality, for example by assessing the impact of our policies on different groups
- challenging and eradicating discrimination, for example , by acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals, such as racist bullying
- promoting community cohesion, for example, through involvement with local organizations, including rights and responsibilities, justice and fairness through the curriculum as appropriate
- developing, implementing, monitoring and reporting equality work throughout the school community as part of our planning, school improvement, and school self-evaluation processes
- developing and supporting a workforce that seeks to reflect at all levels the diverse ethnicity of our students
- working in partnership and consulting with pupils, parents, staff, stakeholders and the wider community to develop good practice and lead the equality agenda within our community
- reviewing all our activities with regard to equality, diversity and cohesion activities
- To promote equality, diversity and cohesion within the local community. We believe that our organisation has to reflect all the communities and people it serves.
- Challenge discrimination on the grounds of gender, race, age, disability, sexuality (including sexual orientation), religion or belief.

Our vision for equality and diversity goes beyond establishing processes to achieve change. We will monitor progress made towards meeting objectives to:

- take adequate steps to prevent discrimination
- take decisive action when discrimination occurs
- take steps to promote equality, diversity and cohesion
- All our staff will consistently challenge all put-downs, harassment, name-calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, and

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

feelings of powerlessness and worthlessness because of: colour, culture, ethnicity, faith, religion, belief, national origin, national status, disability or impairment, perception of sexuality including sexual orientation, gender, marital status, socio-economic background, age, responsibility for dependants and trade union membership

Religious celebrations across all faiths will be recognised through the humanities curriculum such as Chinese New Year, Eid, Diwali, Hanukah and Christmas. During Ramadan, the wishes of Muslim students in terms of eating and drinking will be respected and recognised.

We will provide a range of different types of collective activity, in ways which are most appropriate to pupils with ASD. Students with autism have a literal understanding of the world, frequently find it hard to distinguish between reality and fantasy and have difficulties with abstract concepts such as worship. Many of our students also have difficulty with close proximity with others, and can be distressed by large gatherings on a regular basis.

Each class group will have a time of reflection and settling at the start of the day where calming music gives the focus and aids transition from transport/travel to learning. In addition assemblies will be used for pupils to gather once each week.

In addition to opportunities for daily reflection we recognise wider issues and celebrate spirituality and awe and wonder in the following ways:

- moments of reflection particularly at the start of the day and at the end of day review
- weekly key stage assemblies
- celebration assemblies at the end of each term
- opportunities to reflect upon things such as readings, writings, music, drama, dance, paintings, sculpture, etc.
- recognising achievements at all levels and in all areas
- awe and wonder through all areas of the curriculum
- spirituality through the curriculum
- finding quiet areas for meditation and reflection
- learning about major world faiths and festivals through the humanities curriculum including knowledge of the existence of supreme beings or deities within those religions
- learning about various cultures through humanities and through a series of specials visits and events
- encouraging students to use areas of the garden especially at break and lunchtimes to gather in small groups or couples to talk about their day and shared experiences

SMSC and British values will be embedded throughout the curriculum. Each subject's scheme of work will explicitly state the elements of SMSC that will be addressed as part of that particular curriculum. In this way, students spiritual, moral, social and cultural education will be at the fore and addressed in a multi faced way. ASD students often fail to generalise learning across settings and this embedded approach will support students to do so.

SMSC will be a key strand that underpins all aspects of school life.

Spiritual development of students will be supported not only through the PSHE curriculum, but by having regular opportunities embedded across all subjects for community engagement and involvement. To increase a sense of enjoyment and fascination in learning about themselves, others and the world around them, pupils will have access to local facilities such as libraries, cafes and local shops. Pupils will be

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

taught in a fun and hands on way. Groups will regularly be invited to the school such as local farms, musical groups and theatre groups.

Pupils' use of imagination and creativity in their learning will be encouraged through a hands on and interactive approach which focuses on engagement through fun, challenging lessons. A multi-sensory approach will be applied at all times. Where possible, pupils will focus on "real world" activities. For example, when students are learning about money, they will go into the community to use local shops and facilities. When they are learning about strangers, they will interact with community police officers and role play.

To encourage pupils to reflect on their experiences, students will have an achievement folder which record, in a meaningful way to them as individuals, activities and events they have attended. Lessons will routinely end with students judging their own progress and engagement in their own learning. Students' days will end with them expressing what they enjoyed the most. Those who are able will set targets for themselves, both at the end of the lesson and as part of the IEP process and EHCP review which will include targets that are focused on their aspirations.

To support pupils develop their ability to recognise the difference between right and wrong and to readily apply this understanding to their own lives and, in doing so, respect the civil and criminal law of England, pupils will receive explicit teaching as part of the PSHE and Social Communication curriculum. Students will routinely be taught the rules and expectations of different settings and will have opportunities through role play and realistic settings to demonstrate "right" and "wrong". Students will be taught the role of police and community officers and links will be made with local community officers and British Transport officers to come into the school on a regular basis.

Behavioural expectations will be high and pupils will be taught that adults keep them safe and help them to resolve problems. Pupils will develop an understanding of the consequences of their behaviours and actions in ways which are meaningful to them. Pupils will also be taught explicitly the concept of cause and effect.

To develop an interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on issues, pupils needs' will be addressed directly through the PSHE curriculum. Schemes of Work will explicitly teach students to recognise moral issues, reinforce right and wrong and the importance of respecting people that are different and the concept that everyone is entitled to their own views. All pupils will be encouraged to interact and socialise with teach other at break and lunch, after school clubs and during special interest activities.

To support a willingness to participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively, pupils will have access to work experience placements, will make regular visits into the local community, and will have teaching around conflict resolution in PSHE and Social Communication lessons.

To develop acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Citizenship modules will be covered at least twice a year.

A school council will be established to ensure that student voice is represented and valued. Specialist groups such as Girls' Group, Peer Mentors and other specialist groups will be established to ensure that pupils are given the specific tools they need to keep them safe. The school will work with outside agencies such as Image in Action to teach pupils how to keep safe and stay safe.

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

To support pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others and to support understanding and appreciation of the range of cultures within the school and further afield as an essential element of their preparation for life in modern Britain, the Humanities curriculum will be developed so that faiths and cultures are learnt about and celebrated. Visits to local facilities will include those of a religious nature. Black History Month, International Woman's Day and other cultural events will be recognised and celebrated. Autism awareness will obviously have a strong focus and Autism Awareness Week will be celebrated along with explicit teaching about a student's own autism.

To support learners develop a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain, visits will be arranged to places such as City Hall, Parliament and the offices of local members of parliament and councillors. The Citizenship curriculum will feature work on democracy, our parliamentary system and compare it to other systems in other countries.

To support pupils' willingness to participate in and respond positively to artistic, sporting and cultural opportunities, the school will build on existing links with companies such as The Globe Theatre, PriceWaterhouseCooper's Theatre program and local theatre companies. Local artists and the Shape program will be invited to work with groups of students. The school will build on its link with local coaches. Step into Dance will be invited to work with students both in and outside of school.

To develop an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities, students will have specific teaching through PSHE, Humanities and Social Communication.

Pupils will also have one designated PSHE lesson once a week. Personal, Social, Health and Economic Education is vital for the pupil to take their place as a member of their community and society in general. The PSHE curriculum will be carefully balanced to include work on all strands including Citizenship.

The aim of the PSHE and Citizenship curriculum will be to prepare pupils adequately for all aspects of society enabling them:

- To be accepted by society and the communities in which they live
- To form appropriate relationships with their peers and family, as school and in the community
- To develop a good knowledge of the risks to personal health posed by particular lifestyles and how they may avoid these dangers
- To develop a set of personal values based firmly on these common to their society.

Pupils on the autistic spectrum have more difficulty with such abstract concepts than their peers. Specific programmes to teach skills and concepts other pupils acquire as a matter of course will be implemented. Pupils on the autistic spectrum can be seen as antisocial where as they are actually asocial having to learn and process skills others acquire at an intuitive level. Teaching self-help skills might be possible, but it is far more difficult to teach someone to be intuitively socially adept. Individuals with ASD develop their own idiosyncratic view of life. There is a clear conflict in providing a set of social rules and routines for an individual who sees the world from a different perspective. Our aim will be to enable pupils on the ASD spectrum to function as independently as possible.

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

Pupils with ASD can also be more socially vulnerable to internet and “real world” grooming and manipulation, especially by extremist groups. The school will embed teaching about potential internet manipulation within the curriculum, through explicit teaching of fact and opinion and identifying authors’ purpose through to explicit teaching around radicalisation and grooming strategies, warning signs of manipulation and who to talk to at school and home if someone is trying to force or coerce a pupil. Staff will also receive training on the Prevent strategy and will embed such teaching within their lessons across the curriculum.

We will strive to be a 'listening school'. We listen to all our school community members including pupils, parents, staff, visitors, wider community members, stakeholders and partners. We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our pupils in particular to talk to us about bullying, where it happens, who is doing it, and what it involves.

We are committed to being a learning organisation which recognises the contribution of all pupils, staff, parents and other partners and which is supportive, fair, just and free from discrimination.

We will continue to develop preventative measures to deal with discrimination including promoting human rights and equality through the Citizenship Curriculum and in particular focusing on the 'rights of the child', the 'right to education' and the right to be safe.

- Our SEN policy demonstrates our commitments to Pupil Participation, Parent Partnership, Resource Allocation and Curriculum Access. Some of the outcomes of how these aspects are reflected in our school practice and the steps we need to take to develop them link directly to the disability dimensions of our Equality, Diversity and Cohesion Strategy.

Involvement and engagement with pupils, staff, governors, parents and with the wider community will form part of our equality, diversity and cohesion strategy.

Partnerships with parents, governors and the wider community are essential to promote equality, diversity and community cohesion. The schools engagement with partners is central to our overall strategy and forms a key part of our Equality, Diversity and Cohesion Strategy.

We will encourage diversity and eliminate unfair treatment and discrimination through a full range of human resource policies and procedures in particular in the areas of recruitment, training and development and promotion.

We will monitor staff in post, all applicants, short listed candidates and candidates appointed

We recognise that staff have rights as employees to work in a supportive, safe and harassment free environment and that staff have individual and collective responsibility to value and respect each other's contributions.

We will promote an environment where standards of conduct are of the highest level and to ensure that no one is harassed, bullied or victimised.

We will ensure that in planning, delivering and monitoring strategies and policies, equality and diversity issues are considered as part of that work and that we will consult with pupils, parents, staff, partners where appropriate and the wider community.

The school will work hard to ensure that pupils from different communities, faiths and background work together, learn about each other's customs, beliefs and ideas and develop a mutual respect for each other's views. The PSHE and Humanities curriculum will be carefully tailored to ensure that pupils learn and develop such respect. Through the school's SMSC work, tolerance will be required and expected from all

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

students. The Social Communication curriculum will be designed so that pupils develop the skills to interact and engage with all members of their community in an appropriate way. Appropriate and inappropriate language will be discussed so that all pupils have an awareness and understanding of what is and isn't acceptable. The school will ensure that opportunities to celebrate the faiths and cultures of others in the school community are embraced through theme days and the curriculum as a whole. Through the teaching of British Values, pupils will be taught that mutual tolerance and respect is expected and will be achieved.

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

• Explain the types of need the school will cater for and how the school will cater for these needs

All pupils will have a diagnosis of Autistic Spectrum Disorder and an Education, Health and Care Plan which identifies their needs would be best met within a Special School setting. The particular needs of the pupils will be met appropriately through careful consideration of all aspects of the school including:

- Curriculum
- the learning environment
- assessment
- approaches to teaching and learning
- staffing
- multi-agency collaboration
- Safeguarding
- Behaviour
- Attendance systems
- Whole school policy and procedure.

Spa Camberwell will replicate the effective procedures already in place at Spa Bermondsey. Current practice will be extended to meet the needs of pupils in Key Stages 1 and 2.

Curriculum (See Section D1)

In addition to the core curriculum there will also be flexibility around the delivery of each subject, based on individual need. As a consequence learning programmes will be highly personalised. All pupils in Key Stage 4 will access accredited courses matched to their needs and interests. The range of accredited courses on offer will change from year to year to allow for this personalisation. In addition to the core accreditation programme accessed by all pupils, delivered at Spa Camberwell, links will be made

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

Spa Bermondsey and local mainstream secondary schools to increase access to accredited courses should pupils have particular interest and aptitude. Specialist teaching will be available from staff across both Spa settings.

Curriculum enrichment: A high quality enrichment programme will be offered catering individual interests and strengths. Spa Bermondsey has well established links with a range of organisations within London and these will be extended to provide opportunities for enrichment at Spa Camberwell. Enrichment activities will include: Yoga, Martial Arts, Dance and Street Dance, specialist sports activities, residential trips, off-site learning, project based learning with partners such as The Young Vic, Globe Theatre, Rambert, Corali Dance, The Lords Tavernier's SEN Cricket programme, Tideway Sailing, Peckham BMX and Roots and Shoots.

Spa Camberwell will offer an extended school day including a breakfast club. After - school clubs such as football, trampoline, cricket and Art will be offered to cater to students interests.

Independence and preparation for life after Spa - There will a high focus on giving all student greater independence and responsibility across the school. Healthy living would encourage students to select fitness goals and to make active choices in regards to diet and life style choice.

Spa Bermondsey runs a working café providing pupils with opportunities for extended work experience to learn employability skills. Spa Camberwell pupils will be able to access the programme and it is hope to establish similar provision at the Camberwell site.

Environment

Significant emphasis will be given to providing a specially adapted, high quality learning environment that supports learning and promotes independence and positive.

The school grounds and outside areas will be landscaped in an attractive manner and a garden will be made on the site. This will support pupils in managing their own behaviour and sensory needs. Spa pupils often benefit from access to green spaces and this may be limited at home. Specific grounds will be designated for horticulture activities.

Outside play spaces will promote social interaction with designated areas for different types of play. Pupils will have access to a scooter are, calm spaces for quitter reflective activities, appropriate playground equipment and sand or water play areas.

Primary pupils will have specially designated areas for play. Primary classrooms will lead directly to outside learning spaces.

Classrooms will be furnished and equipped consistently across both schools. Detailed guidance on the learning environment will be transferred from Spa Bermondsey to promote consistency. Pupils with ASD will benefit from the routine of a uniform room layout which encourages independence.

All classes will be fitted with blinds and low energy led lighting will be used for even light coverage. This will support pupils who may be sensitive to light. Classrooms will be divided into different areas through the use of low level cupboards, screens and other furniture. Having different areas of a room for different purposes can help students with ASC transition between activities. The designated Social Area will have low level, comfortable seating. This is the place where students understand that certain types of behaviour are required that are different from the activities happening in a work area. Classrooms will also have access to small rooms for withdrawal work.

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

Classrooms will have individual workstations for pupils who require support to concentrate who may be distracted by movement in their peripheral vision. Classes in the primary Key Stages will have a greater number of individual work stations to group work tables. These often provide the best kind of environmental support for focused work activities. Screens may also be used to create individual, low stimulus learning areas. As pupils developed more focus learning and concentration skills they will work in rooms with a range of work tables including working at an open table alone, sharing a double table sitting opposite the other student, sharing a table working alongside another, sharing a table and working in a small group.

ASD friendly approaches to learning will be planned prior to any activity. This will include: physical organisation - Who will sit where? How much space will they need? How will the work be arranged on the tables?

All equipment will be organised consistently in each classroom and specialist teaching area. Equipment will be kept in logical and practical locations, labelled appropriately with photographs, symbols and/ or written word. This will support pupils in developing independence skills and offer high levels of predictability.

Assessment

Spa Bermondsey has a bespoke assessment system which results in pupils making excellent progress. These systems will be replicated at Spa Camberwell with the necessary adaptations to meet the needs of pupils in Key Stages 1 and 2. Base line assessment will be completed for all pupils around six week after their start date. Base line assessment will include:

- Levels for core subjects
- The Adaptive Behaviour Assessment Scale
- SALT assessment
- Sensory profiles
- Behaviour Analysis

These will be used to form the basis of an individualised programme matched to the pupil's needs and learning style.

The assessment cycle throughout the school will monitor and report on individual pupil progress. Assessment in English, Maths, PSHE and Science will be made each term. Weekly targets will be set in Number, Reading, Writing and Communication.

Progress in foundation subjects will be assessed and reported on twice each academic year. IEP's will be reviewed each term.

Approaches to learning

Personalisation is at the core of the Spa curriculum. Meeting the individual needs of every pupil is a priority. Although all pupils will have a diagnosis of ASD, the needs of each individual pupil will be many and varied. Pupils may have other difficulties which compound their access to learning. As well as specialised approaches such as TEACCH which will result in autistic friendly classes and teaching, we will ensure that other adaptations and interventions are available to pupils. Equipment such as computers and tablets can also benefit pupils with specific learning difficulties or who have English as an additional language. An analysis of each pupil's needs will help us determine additional equipment required to meet each individual learning profile. The purchase of all specialist equipment will have to be major consideration when setting the school budget each year.

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

Staffing

All staff within the school will be trained to a high level with regard to the education of pupils with ASD. All staff will complete detailed induction and will receive on-going in-house training. There would be a regular programme of staff training focusing on teaching and learning, communication and behaviour. Staff will have access to high quality external training to develop their understanding of the needs of pupils with Autism. The practice of all staff will be supported through the Spa Staff Handbook and the SPA ASD Handbook.

Senior leaders will be trained in specific techniques such as PECs, TEACCH and Intensive Interaction. Assistant Headteachers will be trained in coaching and mentoring.

Curriculum specialists will coordinate the requirements of the core curriculum and optional curriculum areas. Subject specialists will support all teaching staff in the planning and delivery of specialist curriculum areas as well as monitoring this across the school.

All staff will be Team Teach trained and will be skilled in the use of de-escalation strategies to support pupils develop independent positive behaviour management.

Multi-agency working

All pupils will have an Education, Health and Care plan which will facilitate multi-agency working. Advice and expertise will be sought to develop bespoke programmes for pupils. Therapists will work alongside teaching staff to implement programmes to support groups and individual pupils. A Speech & Language Therapist will be employed to work with the individual pupils and assess their needs and progress towards their targets. They will also support the education staff in planning and delivery of the curriculum ensuring that it is Autism friendly. Finally, they will liaise and work with parents/carers to have a consistency of approach to speech and language issues both at school and in the home.

There would be a close working relationship with CAMHS (Child, Adolescent and Mental Health Services) assessing emotional/mental health issues within the pupils and will support individual pupils, families and professionals within the school.

We will have a Parent Support Worker to ensure that families are given advice and practical support to alleviate some of the stresses that having a child with special educational needs can bring.

Safeguarding

Strategies for effective safeguarding will build on existing practice at Spa Bermondsey. The following measures will be in place:

- Annual review of model safeguarding policy
- Designated lead on safeguarding to oversee all practice
- Thorough induction training on Safeguarding for all staff
- Key safeguarding information given to all staff and visitors to the school on arrival on their first day
- All SMT to receive Designated Lead training
- Annual Safeguarding training for all staff
- Clear and transparent reporting systems in place across the whole school

Spa is committed to the process of safe recruitment. All staff recruited to the school will be subject to appropriate identity, qualification and health checks. References will be verified and appropriate criminal record checks [Disclosure and Barring Service (DBS)

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

checks], barred list checks and prohibition checks will be undertaken.

Access to school premises will be controlled by doors that are secured physically. Authorised visitors to the school will be asked to sign into and out of the premises and will need to wear school visitor badges. Behaviour

Positive behaviour is a strength at Spa Bermondsey. Staff have consistently high expectations for all pupils. They have detailed knowledge and understanding of behavioural needs of pupils with ASD and successfully implement a range of strategies to support positive and independent behaviour management. These will be replicated at Spa Camberwell in order to:

- create an environment where students feel safe, secure and respected
- help students understand and manage their own behaviour in ways that are acceptable in the wider society in which they live
- enable students to develop a sense of self-worth and tolerance and respect for others
- create a consistent and positive approach to behaviour management throughout the school.

Young people with Autism may display challenging behaviour at times. Behaviour can impact on the quality of a student's life and can prevent access to learning. Careful behaviour management can prevent problems developing and has a very high priority at Spa. All staff receive regular training in behaviour management and are supported by the leadership team and other specialists.

Staff will analyse why behaviours might be occurring as the behaviour of someone with autism will almost always be about meeting his or her needs. Monitoring systems will be used to identify and record:

- Triggers
- Situation / Antecedents
- Frequency
- Time / place
- Duration
- Severity
- What happened afterwards.

ABC charts for individual students will be used in classrooms as appropriate. Where significant or potentially dangerous behaviour occurs staff will complete an incident form and report the incident to a member of the senior management team. The SMT will provide support and recommendations on strategies to put in place in response to any incidents.

Behaviour Management Plans will be developed to help students take control of their own behaviour. When developing a BMP we include:

- Communication strategies
- The student's strengths
- Favourite activities and interests
- Targeted Behaviour
- Possible Antecedents (settings / triggers)
- Preventative measures
- Response to behaviour
- Method of monitoring
- Review Date

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

A range of positive strategies will be used to teach and value positive behaviour including:

- developing communication skills
- teaching negotiation skills
- changing and adapting the environment
- increasing structure
- distraction and replacement of a more appropriate behaviour
- planned ignoring
- time out
- token economies / reward charts
- social stories
- contracts

We will reinforce desired behaviour in ways which motivate individual students.

In addition to the above strategies we will treat students in the following ways in order to help them to achieve their best:

- treat students with patience and respect
- always remember that the students have a disability and think differently
- joke with them only when we can be sure that they will understand
- shouting and sarcasm by staff are never permitted
- use consistent strategies and language
- differentiate the level of language used with individual students
- frequently use praise
- avoid negative words and reinforce positives
- allow supervised time out if students are stressed

Staff complete de-escalation and physical intervention training (Team Teach) so they can support students safely and effectively if necessary. Physical Intervention and Safe Room policies will be implemented consistently. Spa staff will take responsibility for the behaviour of the students while at school and will not use exclusion as a tool for expecting parents to modify school-based behaviour. We will work closely with parents and carers in developing positive behaviour. Pupils will often behave very differently in different environments and parents are never be made to feel that the behaviour of their child during school time is their responsibility.

Attendance

Spa Camberwell will provide an environment where all pupils feel valued and welcome. We will consistently work towards a goal of 100% attendance for all pupils. Every opportunity will be used to convey to pupils and their parents or carers the importance of regular and punctual attendance. Each year the school will examine its attendance figures and set attendance targets. These will reflect both national and Southwark attendance targets. The school will review its systems for improving attendance at regular intervals to ensure that it is achieving its set goals.

Attendance analysis would be carried out on a regular basis. If a student is absent a phone call would be made to their parent/care to ascertain why they are not in school. In cases where a pupil begins to develop a pattern of absences, the school will try to resolve the problem with the parents/carers. Bespoke programmes will be put in place to support pupils who may be experiencing attendance issues related to anxiety or difficulties with routines and transitions. The family support worker will work directly with families to promote excellent attendance. The family support worker will call all families on the first day of any pupil's absence and will coordinate attendance data. Concerns will be discussed regularly with Education Welfare staff.

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

As with many London boroughs, there is an increased demand in the London Borough of Southwark from parents and mainstream schools for additional specialised provision to support pupils/students with Autistic Spectrum Disorder (ASD) needs. In the Southwark Joint Strategic Needs Assessment (JSNA) 2014, it was estimated there were 700 boys and 500 girls aged 0-15 years who had LD and ASC. This was projected to increase to 800 boys and 600 girls by 2024 and there would therefore be a need for another 200 learning disability (LD) places, which exceeds our existing capacity considerably*.

In addition to the 196 places at ASD specific Special schools and other provisions, more than 40% of students at two of our existing special schools - Highshore School (who specialise in SLCN - Speech, Language and Communication, and MLD - Moderate Learning Difficulty) and Tuke Special School (whose specialism are SLD - Severe Learning Difficulty and PMLD - Profound and Multiple Learning Difficulty), also have diagnoses of ASD as a component of their learning needs.

Additionally there are also 672 pupils/students with complex needs and diagnoses of ASD with funded (high level of support) statements/EHCs within mainstream schools in Southwark. Numbers of pupils with Learning Difficulties (LD) and ASD have risen year-on-year since 2008. The LA already places 63 pupils/students in out-of-borough special schools (31 primary, 32 secondary) due to lack of in borough provision.

In the past four years, 57 pre-school children attending Southwark maintained nursery schools have been fully assessed for statements of special educational needs/EHCs, the majority of which have included diagnoses of ASC as an aspect of need. The levels of special educational needs in these schools are 50% above the national average and levels of complex needs are over 3 times above national. When these children transfer to primary and secondary schools, this potentially places a significant burden on teaching, staffing and funding in the maintained schools and can potentially impact on the learning of other children. The development of additional special provision for higher functioning students with ASC would make appropriate, in-borough provision for a vulnerable group and

- enable the delivery of a curriculum combining ASC specific expertise and significant elements of the natural National Curriculum thereby offering opportunities for specific challenge and achievement
- facilitate the early introduction of vocational education,
- support the more effective use of places in Spa, Haymerle, Highshore and other SEND schools.

Southwark special schools have an excellent record of transitioning young people to further education or other specialist providers post 19 (e.g. 98% Spa school leavers

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

from 2009 to 2014).

The council would expect to purchase up to 120 places at the new establishment. The exact cost may differ depending on the specific needs of the child and this will be discussed with free school trust on a case by case basis. We would also hope to work with the school to allow for them to become a resource for children in mainstream schools, which would allow for good practice in dealing with ASD to be propagated across the borough, and further afield. We propose to develop the provision covering the full range of school ages – i.e. from ages 4 to 16.

- 45 pupils/students with autistic spectrum conditions are placed in independent day or boarding schools at an average cost of ██████ per pupils per year (total annual cost ██████) and 17 relatively high functioning (cognitive) students with ASC are placed in one independent mainstream school in the London Borough of Lewisham at an average cost of ██████ per pupil each year (total annual cost ██████)
- Top up payments to Local Authority maintained schools for out-of-borough places for pupils with ASC cost over ██████ last year.

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

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

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

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

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

Not applicable – all pupils will have an ECHP

Section F – capacity and capability**F1 (a) Skills and experience of your team**

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

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

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

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

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

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

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	20
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	15
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	15
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10

F1 (a) Skills and experience of your team

In the spring term 2019, a Head of School will be appointed to start at Easter 2019. The role of the Head of School, supported by the Executive Head will be to recruit staff for the opening of the school in Autumn 2019. All the policies and procedures that exist for Spa School Bermondsey will apply to the Spa School Camberwell. The [REDACTED] and [REDACTED] have decades of experience in running a range of provision of school for autism, and are confident they have the skills and experience to set up the new school.

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.

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Academy governance	Trustees	The school will recruit local governor with extensive experience of academy governance.
Financial qualifications	Pre-opening Team	██████████ to receive formal Accountancy training

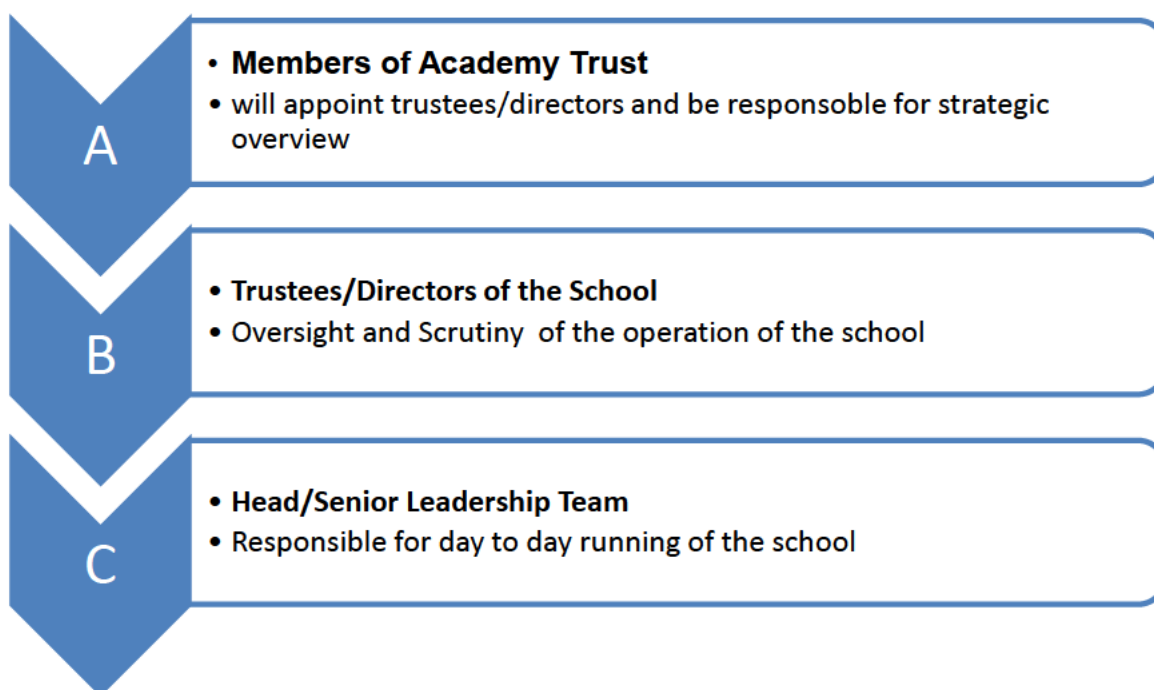
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

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.

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

There will be a MAT board of Trust members that will include the Executive Director of Children’s Services consisting of 6 Members. The existing chair of governors will also be the Chair of the MAT Board of Trust Members. This Board will appoint the Trustees/Board of Directors – which will consist of 12 governors. The two schools will share both the Members of the Trust and a single governing body which will operate across both schools.



F3 – independent schools only: a good educational track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. 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.

F3 – independent schools only: a good educational track record and credible plans for meeting the standards of the state sector

Not applicable

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

This section is for independent converters to the state sector only. 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.

F4 – Independent schools, including alternative provision institutions that are privately run only: a good financial track record and credible plans for meeting the standards of the state sector

Not applicable

F5 – Independent schools only: an appropriate, well-maintained, and secure site

This section is for independent converters to the state sector only. 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.

F5 – Independent schools only: an appropriate, well-maintained, and secure site

Not applicable

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

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

Please

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

Section G – budget planning and affordability

This will be a very similar type of school to Spa Bermondsey, so staffing need will be very similar. We have a successful model at Spa School Bermondsey and this will operate well and be applicable at Spa Camberwell as well

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, ie 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.

- 1) Appendix A - Autism JSNA Executive Summary
- 2) Appendix B – CVs Company registration
- 3) Letter of Support from LA

CV template	
	<p>qualifications</p> <ul style="list-style-type: none"> • If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life • school's best 8 value added scores for the years you were in post, if applicable
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> • Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications • If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department),

CV template		
	qualifications achieved and preparing pupils for later life	
6	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8	Reference names(s) and contact details	[Redacted]

CV template		
1	Name	██████████
2	Area of expertise (i.e. education or finance)	Education
3	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	Name: ██████████
		Position: ████████████████████
		Dates: ████████████████████
3		Name: ██
		Position: ████████████████████
		Dates: ████████████████████
3		Name: ██
		Position: ██
		Dates: ████████████████████
4	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	<p>Results are not available.</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p>

CV template

	<p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>N/A</p>
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and</p>	<p>N/A</p>

CV template

	<p>maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	<p>N/A</p>
<p>6</p>	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
<p>7</p>	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <ul style="list-style-type: none"> ■ [Redacted] ■ [Redacted] ■ [Redacted] <p>[Redacted]</p>

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		<ul style="list-style-type: none"> ■ [REDACTED] ■ [REDACTED] ■ [REDACTED]
8	Reference names(s) and contact details	[REDACTED] [REDACTED] [REDACTED] [REDACTED]

CV template		
1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	Education
3	Details of your last three roles including: <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED]
		See below
4	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications 	N/A

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	are maintained	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life school's best 8 value added scores for the years you were in post, if applicable 	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 	

CV template

	<p>results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none">• If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted content]</p>

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		<p>[Redacted]</p> <p>[Redacted]</p> <ul style="list-style-type: none">[Redacted][Redacted][Redacted][Redacted][Redacted] <p>[Redacted]</p>
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
8	Reference names(s) and contact details	<p>[Redacted]</p> <p>[Redacted]</p>

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CV template		
1	Name	██████████
2	Area of expertise (ie education or finance)	Education
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	<ul style="list-style-type: none"> position and responsibilities held 	<p>██████████</p> <p>██████████</p> <p>██████████</p>
	<ul style="list-style-type: none"> length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>██████████</p> <p>██████████</p> <p>██████████</p>
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained 	N/A
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A

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	and preparing pupils for later life	
6	Brief comments on why your previous experience is relevant to the new school	██ ██ ██ ██ ██
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	██████████ ████████████████████ ██ ████████████████████


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1	Name	██████████
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4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	N/A
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6	Brief comments on why your previous experience is relevant to the new school	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

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3	Details of your last three roles including:	<ul style="list-style-type: none"> ■ [REDACTED] ■ [REDACTED] ■ [REDACTED]
	<ul style="list-style-type: none"> • name of school/ organisation 	
	<ul style="list-style-type: none"> • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include</p>	

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	additional roles	
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CV template		
	applicable	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life 	N/A
6	Brief comments on why your previous experience is relevant to the new school	<div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px;"></div>
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact	<div style="background-color: black; width: 100%; height: 15px;"></div>

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details	[REDACTED] [REDACTED] [REDACTED] [REDACTED]

CV template

CV template		
1	Name	██████████
2	Area of expertise (ie education or finance)	Education
3	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	Name: ██████████
		Position: ██████████
		Dates: ██████████
		Name: ██████████
		Position: ██████
		Dates: ██████████
		Name:
		Position:
		Dates:
4	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
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5b	For education only: if you are in a teaching or head of department role in your latest school (where available):	

CV template

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6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p>
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p>

Self-assessment form for independent schools

Name of school	Not applicable					
Girls/Boys/ Co-educational	N/A	% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
		N/A	N/A	N/A	N/A	N/A
Name of principal	N/A	Additional information about the school				
Chair of governors	N/A	N/A				
Number of pupils currently on roll	N/A					
Capacity	N/A					

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]	N/A	N/A
Achievement of pupils at your school	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the	N/A	N/A

	<p>curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability. please delete this guidance before submitting this form]</p>		
<p>Quality of teaching in your school</p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression</p>	<p>N/A</p>	<p>N/A</p>

	<p>The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance. Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence. Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners. Pupils attitudes to learning and the creation of a positive ethos Mock Ofsted information on behaviour and behaviour management strategies, policies</p>	<p>N/A</p>	<p>N/A</p>

	and procedures please delete this guidance before submitting this form]		
Quality of leadership in, and management of, your school	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>	N/A	N/A
The extent to which the education and systems provided by your school meets the needs of the range of pupils	<p>[pupil recruitment and how the education will be adapted to meet the needs of all</p> <p>- progress on financial planning and cash management systems, including appointment of finance director</p>	N/A	N/A

<p>at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>- budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p>		
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>		<p>N/A</p>	<p>N/A</p>

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales	
1. The roles and responsibilities of the directors/ trustees	Please detail your duties as: <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer Understanding of the strengths and weaknesses of the school. Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents) Holding school leadership to account	N/A	N/A
2. Structure of the board	Accountability system Structure of decision making	N/A	N/A
3. Meetings	Please detail your board and committee meetings schedule and outline agenda	N/A	N/A
4. Finance	Please give details of: <ul style="list-style-type: none"> • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process- budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover 	N/A	N/A



Department
for Education

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