



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

THE WINDMILL SCHOOL

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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 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 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 type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: 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:  (please delete as appropriate)

Print name:



Date:

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

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

Section C – vision

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

Introduction

Oak Lodge School proposes to convert to academy status and establish a Multi-Academy Trust that will see the creation of a new all age autism specific special Free School. It is anticipated that if agreed by the existing governing body, Oak Lodge would convert in January or April 2017 and that the proposed free school will open in September 2018. Both schools would be located within the London Borough of Barnet.

The Windmill School will be an all age school for pupils aged 5-19 with a primary diagnosis of autism. The new school will complement the existing local provision of autism specific Attached Resourced Provisions (ARP) and generic special schools. This corresponds with a January 2016 education committee report of Barnet Council that outlines potential options for future SEND provision.

Children and young people with autism are typically the hardest to place, because their needs are wide ranging, often unique, and the environment is often the reason that leads to placement breakdown or the need to locate a tailor made or bespoke programme beyond local maintained schools or academies.

Awareness of demographic pressures due to population expansion

Barnet has a growing population and recently became the most populous London borough. As education professionals working locally, we are aware of anticipated growth in demand for specialist provision due to the general demographic pressures of a rapidly expanding population. Additional specialist provision for children and young people with autism in the local area would enable a solution to expected local growth, increase parental choice and free up places in generic special schools and other settings to offer the promise of better outcomes for all, including pupils at Oak Lodge School.

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

Awareness of a gap in local specialist places

There is currently no autism-specific maintained school in Barnet. Current maintained provision for children with autism comprises four generic special schools; 2 primary and 2 secondary phase; and six autism resource bases attached to mainstream schools; 4 primary phase and 2 secondary phase. Many Barnet mainstream schools also adopt inclusive practice for pupils with disabilities and special educational needs, including autism.

The new school will add to the continuum of provision. Resourced provisions would provide for learners able to access mainstream opportunities with support. Generic special school places would provide for those with significant learning difficulties in addition to their autism. The Windmill School will offer places for those whose autism is the major barrier to their learning and would find the sensory aspects of the environment of both mainstream and generic special schools too challenging.

Oak Lodge offers outstanding educational provision for young people with moderate to severe learning difficulties in addition to their autism. Through our involvement in the analysis of needs within Barnet, we are aware of a significant group of learners who are not currently placed in the best possible environment for their learning. These children and young people's cognitive ability aligns closely or just below that of their peers, but their autism prevents them from achieving age expected outcomes within the current local provision offer.

We believe the needs of these children and young people will be better met in a more specialist provision that would be able to take better account of their sensory sensitivities than a generic special school, an attached provision or a full mainstream placement. It would provide them with an autism-specific, predictable and purposeful learning environment in which they could succeed and thrive more effectively, and where they will have the best chance of achieving academic success.

We are in a strong position to open an autism-specific school as we have already demonstrated the capacity, skills and experience needed to run a highly successful school that meets the highest standards expected by the NAS and Ofsted.

Oak Lodge School has maintained its NAS accreditation through two consecutive reviews since 2011. We also manage a specialist provision for 19-25 year olds (the Oak Bridge Partnership Resource). This provision shares the same ethos and approach as Oak Lodge School whilst located at a separate site and in partnership with Barnet and Southgate College that provides an alternative curriculum pathway for learners with complex needs, including autism, who are transitioning to college. Our success with this has inspired us to make further contribution to the local offer. This application is supported by the Headteachers and leaders of specialist attached

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

resourced provisions and special schools.

The Windmill School (TWS) will enable its pupils to access a full but relevant and meaningful curriculum that will allow them to achieve their potential in the least restrictive environment, informed by the latest approaches in the field of autism and education.

TWS will use the NAS Standards for good practice, to ensure that the curriculum pathways offered will build intrinsic motivation to enhance engagement. Interventions will be appropriate and sympathetic to the sensory sensitivities and cognitive abilities of its pupils, but have proven effectiveness.

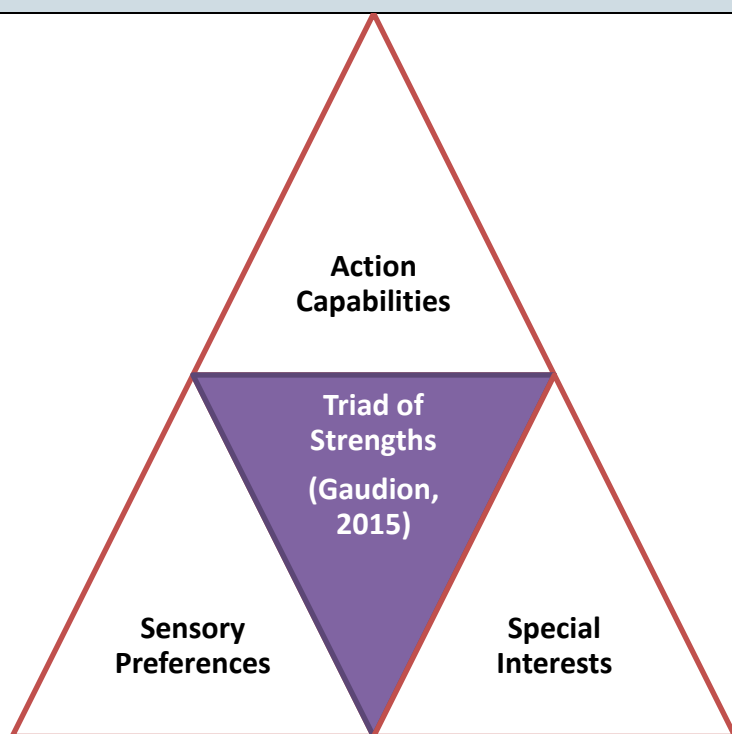
All knowledge that guides practice will be informed by our research partnership with CRAE and from the Autism Education Trust's recommendations for an "autism curriculum" that is in their good practice guidance.

TWS will adopt SPELL (Structure, Positive, Empathy, Low-Arousal & Links), the National Autistic Society's proven framework for delivering the most effective education and support for the autism population. SPELL combines elements that embrace an eclectic range of evidenced-based interventions including TEACCH (Treatment & Education of Autistic & Communication Handicapped Children) and SCERTS (Social, Communication, Emotional Regulation, Transactional Support).

TWS will adopt a therapeutic approach to the broader elements of its curriculum plan. This will include programmes supported by a multi-disciplinary therapy team and a structure to support behaviour regulation led by a clinical psychologist. Where relevant, Cognitive Behaviour Therapy (CBT), adapted for the autism population, will also inform this practice.

Our aim is to develop academic potential and prevent regression. Throughout planning, expectations will be high but realistic and based on thorough assessment of individual needs that arise out of the analysis of the individual's sensory sensitivities, strengths and special interests. Personalised pathways of learning that build on this type of analysis will develop pupils' self-esteem. Personalised programmes will be designed on a model that could be described as a triad of strengths rather than one of impairment. Dr Katie Gaudion has recently described such a model in her research into design for autism friendly environments at the Royal College of Art.

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



TWS will mirror the NAS ‘My Progress’ model, as it reflects the successful pedagogical practice that we have already developed at Oak Lodge. All planning will take account of the impact of autism on each young person and their preferred styles of learning. Rigorous ‘team around the child’ planning allows meaningful, realistic, personalised progression pathways to be set out to help each pupil to learn and achieve to the maximum. It helps the school and supports families to build on individuals’ strengths and special interests in order to support those aspects of life and learning that are difficult for each autistic person.

The autism-specific provision for pupils attending TWS will address the development of resilience and emotional well being through the incorporation of established autism-specific approaches, geared to a developmentally appropriate framework (SCERTS).

Parents will have the security of knowing that the highly specific autism approach to teaching and learning will be consistent through key transition points and into the adult pathway. Transition will be given high priority at TWS.

Composition of groups

Children and young people with autism learn new skills best when they are in favourable group sizes that are not so big that they are overwhelmed. Research indicates that the social aspects of learning bring additional demands for autistic people. Therefore we will plan favourable class sizes as recommended by the National

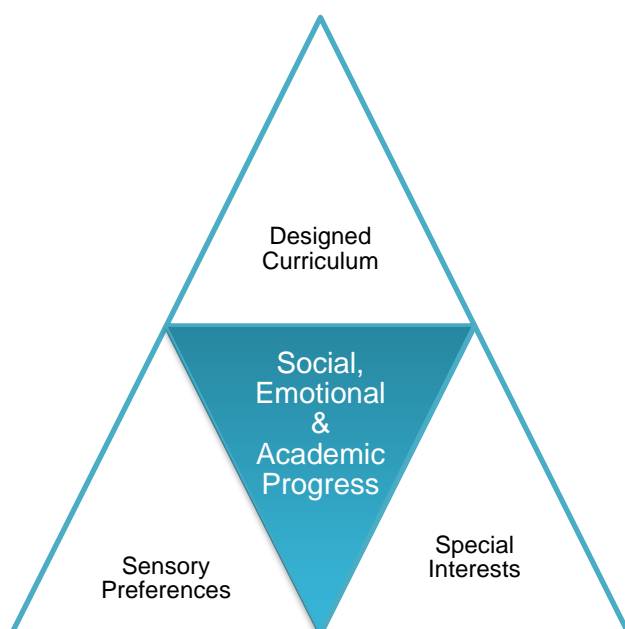
Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

Autistic Society.

Aspirations and Outcomes

TWS will have the highest standards and expectations for all its pupils, not only to make progress academically and in skill development, but also socially and emotionally. In order to track non-academic progress we will use SCERTS, to measure outcomes in social competence, emotional resilience and communication.

It is our intention to support our pupils to pursue relevant accreditation, which recognises and extends their academic strengths and interests. For some this will be focused on academic skills, which may lead to higher education; for others this may be vocationally linked and could lead to apprenticeships or school-supported work placements.



Outcomes

Our rationale has set out the intention to cater for pupils' academic needs across a specific range, from those working just below age-related levels through to those working at or above age-related levels in areas of strength, but for whom the demands of a mainstream curriculum are too challenging. Our expectations for all of our learners will be aspirational and based on their individual starting points.

We will adopt a strategy of continuous assessment that enables us to track and monitor progress in all areas of learning. We will benchmark the progress of each individual against commercially available datasets to ensure that targets are both challenging and achievable, using our 'triad of strengths' to maximise each individuals' capacity for progress. Work will be moderated across the Trust, with autism-specific Attached

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

Resource Provisions and with our Teaching School Alliance network of partner schools at primary and secondary phase.

Individual targets for each learner will be established following a baseline assessment on entry. We recognise that our learners will be working at very different levels given the peak and dips in the autism profile and so we expect them to be making different rates of progress in different aspects of the curriculum.

TWS assessment of academic performance will be aligned with softer measures that identify progress in social development, communication, engagement and capacity to learn. Progress towards targets will be recorded using quantitative measures such as 'I can' statements.

One long-term outcome will be for young people to transition from the school as rounded, resilient young people who have a range of self-monitoring skills. These will inform and compliment their academic outcomes. TWS would join the SCERTS study group currently hosted by Oak Lodge School that spans 3 London Boroughs in order that we triangulate and moderate SCERTS assessments.

All learners attending The Windmill School will be expected to make progress against their prior attainment at least equal to and in many cases better than national expectations.

We know that for some high achieving individuals who have particular strengths and talents, often the barrier to their learning, due to the impact of their autism, is fear of failure and perceived stigma around difference. We will support our learners to overcome such barriers in order to achieve as well as possible.

It is expected that all learners will eventually achieve externally assessed accreditation of their attainment, through academic routes leading to Entry Level or GCSE in core National Curriculum subjects and via vocational pathways such as horticulture or animal care.

The ethos of the Post-16 group will focus on transition to adulthood and equip pupils with skills for working life. We will aim to establish the future destination of each pupil in terms of education (FE or HE) and employment, and in some cases living arrangements. We will map the skills each learner requires to the long-term goals identified in their EHCPs.

The inclusion of Oak Lodge in the MAT alongside The Windmill School will provide assurance of continuity and consistency in the quality of provision across both schools to ensure that our vision is achieved and that both schools move forward with shared momentum.

Section D – education plan: part 1

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

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

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

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

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception								
Year 1			3	3	3	3	3	3
Year 2				3	3	3	3	3
Year 3			3	3	3	4	4	4
Year 4				3	3	4	4	4
Year 5					3	5	5	5
Year 6						5	5	5
Year 7			6	6	6	8	8	8
Year 8			6	6	6	8	8	8
Year 9				6	6	8	8	8
Year 10			6	9	9	9	9	9
Year 11				6	9	9	9	9
Year 12			6	9	9	9	9	9
Year 13				6	9	9	9	9
Year 14					6	6	6	6

Totals			30	60	75	90	90	90
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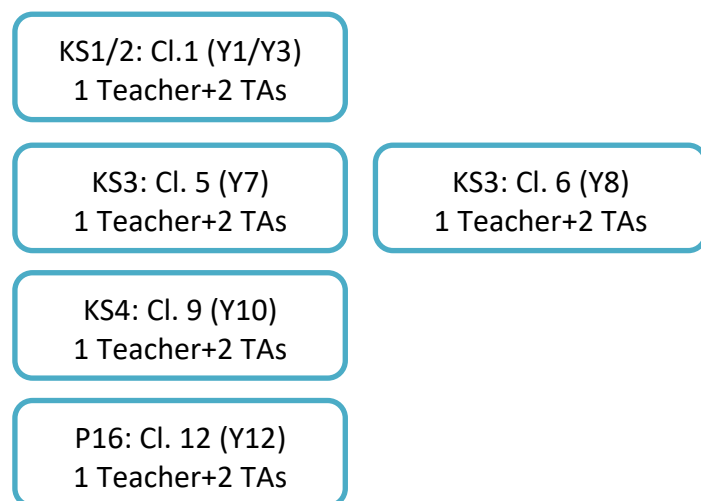
The table outlines the proposed numbers at the point of opening and an illustration of how the numbers will continue to increase over time. We would expect to reach full capacity within the fourth year of opening.

We have planned the proposed structural build-up to have flexibility, to reflect our understanding of local needs, to enhance the local offer and to ensure that opportunity will exist at key phase transition points for a small number of additional learners to be admitted as the social and academic demands in mainstream or resourced provision make their placement too challenging to be sustained. For this reason we plan to admit higher numbers in each year group of the secondary phase than we plan for the primary phase, apart from “Y14” when we would expect the most academically able to have transitioned to further or higher education provision. At Oak Lodge we are used to Barnet Council commissioning provision into Year 14 and we anticipate that this pattern will also apply to The Windmill School.

The following diagrams show the class structure build up to year four when The Windmill School will be at capacity.

Model Class Structure Build Up – Years 1 to 4

Year 1 (2018)



Year 2 (2019)

KS1: Cl.1 (Y1/Y2)
1 Teacher+2 TAs

KS2: Cl.2 (Y3/Y4)
1 Teacher+2 TAs

KS3: Cl. 5 (Y7)
1 Teacher+2 TAs

KS3: Cl. 6 (Y8)
1 Teacher+2 TAs

KS3: Cl. 7 (Y9)
1 Teacher+2 TAs

KS4: Cl. 9 (Y10)
1 Teacher+2 TAs

KS4: Cl. 10 (Y11)
1 Teacher+2 TAs

P16: Cl. 12 (Y12)
1 Teacher+2 TAs

P16: Cl. 13 (Y12/Y13)
1 Teacher+2 TAs

Year 3 (2020)

KS1: Cl.1 (Y1/Y2)
1 Teacher+2 TAs

KS2: Cl.2 (Y3/Y4)
1 Teacher+2 TAs

KS2: Cl. 3 (Y4/Y5)
1 Teacher+2 TAs

KS3: Cl. 5 (Y7)
1 Teacher+2 TAs

KS3: Cl. 6 (Y8)
1 Teacher+2 TAs

KS3: Cl. 7 (Y9)
1 Teacher+2 TAs

KS4: Cl. 9 (Y10)
1 Teacher+2 TAs

KS4: Cl. 10
(Y10/Y11)

KS4: Cl. 11 (Y11)
1 Teacher+2 TAs

P16: Cl. 12 (Y12)
1 Teacher+2 TAs

P16: Cl. 13
(Y12/Y13)

P16: Cl. 14
(Y13/Y14)

Year 4 (2021)

KS1: Cl.1 (Y1/Y2) 1 Teacher+2 TAs			
KS2: Cl.2 (Y3/Y4) 1 Teacher+2 TAs	KS2: Cl. 3 (Y4/Y5) 1 Teacher+2 TAs	KS2: Cl. 4 (Y5/Y6) 1 Teacher+2 TAs	
KS3: Cl. 5 (Y7) 1 Teacher+2 TAs	KS3: Cl. 6 (Y7/Y8) 1 Teacher+2 TAs	KS3: Cl. 7 (Y8/Y9) 1 Teacher+2 TAs	KS3: Cl. 8 (Y9) 1 Teacher+2 TAs
KS4: Cl. 9 (Y10) 1 Teacher+2 TAs	KS4: Cl. 10 (Y10/Y11) 1 Teacher+2 TAs	KS4: Cl. 11 (Y11) 1 Teacher+2 TAs	
P16: Cl. 12 (Y12) 1 Teacher+2 TAs	P16: Cl. 13 (Y12/Y13) 1 Teacher+2 TAs	P16: Cl. 14 (Y13/Y14) 1 Teacher+2 TAs	

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.

Primary

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	5	M	
Maths	5	M	
Science	2	M	
PSHE	5	M	Includes swimming
Computing	1	M	
PE	1	M	
Art/ design technology	2	M	
Humanities	3	M	Includes RE
Music	1	M	
Therapeutic	2.5	V	This will run alongside the core curriculum offer as sensory circuit or intensive interaction linked to speech therapy run by OT and SALT team
Lunchtime clubs	2.5	V	Lego Therapy

Secondary

Subject/other activity	Hours per week KS3	Mandatory/ Voluntary	Comments
English	5	M	KS5- option to re-sit GCSE or study at higher level
Maths	5	M	KS5 -Option to re-sit GCSE or study at higher level
Science	3	M	KS5 - Science will be optional
PSHE	4	M	Includes swimming
Computing	1 (3)	M	Brackets – option at KS4/KS5
PE	2	M	Sports including off site activities at Saracens Rugby Club
Art/ design technology	2 (3)	M	Brackets –option KS4/KS5
Humanities/ RE	2 (3)	M	Includes RE brackets option KS4/KS5
Music	1 (3)	M	Brackets option KS4/KS5
Therapeutic	2.5	V	This will run alongside the core curriculum offer as sensory circuit or intensive interaction linked to speech therapy run by OT and SALT team CBT sessions/ Animal Assisted Therapy (horse riding)
Lunchtime clubs	2.5	V	Lego Therapy

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

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

School Profile

The Windmill School is being proposed by a group that includes senior staff of Oak Lodge School in the London Borough of Barnet. Oak Lodge is an outstanding generic special school that admits pupils aged 11-19 working below expected rates of progress with learning difficulties that span from moderate to severe and complex. There are currently 165 pupils on roll. Over 50% of pupils at Oak Lodge have an autism spectrum condition (ASC). All have either Statements of SEN or Educational Health and Care plans.

Oak Lodge has seen a change in the balance of ASC learners and more generic SEN needs over the last 10 years. Therefore we are not able to offer places to all pupils who apply and as a result there are often a high number of SEN children at phased transition year 6-7 without suitable school places. We anticipate that the opening of The Windmill School will help to rebalance the ASD/MLD cohorts at Oak Lodge. Whilst the characteristics of autistic learners at The Windmill School will be similar to the proposer school in terms of the general social profile as the catchment area will be the same, the key difference will be the level of cognition, as the Windmill School will cater for those who are in a higher ability range than Oak Lodge pupils with more complex additional learning disabilities.

The table below illustrates the existing and anticipated characteristics of the pupil population at Oak Lodge, compared with those anticipated for The Windmill School.

	Oak Lodge School	The Windmill School
NOR	2016:165; 2020: 200	90
% Confirmed Autism Diagnosis	55% ¹	100%
Girls	36%	13% ²
Boys	64%	87% ²
FSM	28%	34% ³
EAL	34%	42% ²
Ethnic Minority Groups	66%	73% ²
EHCP	100%	100%
Attainment on Entry Y1	-	P6-P8
Attainment on Entry Y7	P5 – NC2	NC1 – NC4

¹ Anticipate slight decline over time as the new school impacts on local patterns of provision

² Based on overall ASD demographic in LA SEN records (2014 data)

³ Average of local special schools 2015

The Windmill School

The new school will take advantage of the freedoms and autonomy offered to academies

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and free schools through the design of an autism specific academic curriculum that is underpinned by therapeutic approaches to ensure that emotional well-being is high on the school's agenda. The autism-specific provision for those pupils attending The Windmill School will address the development of resilience and emotional well-being through the incorporation of established highly autism-specific approaches across the whole curriculum, geared to a developmentally structured framework.

All pedagogy and methodology will be rooted in the latest evidence based practice. Oak Lodge School has established a partnership with the Centre for Research in Autism and Education (CRAE) at UCL Institute of Education, University College London that has ensured that all pedagogy and methodology is rooted in the latest evidence based practice. One of the proposed Trustees for the MAT is the Director of CRAE and a professor of autism and education at UCL who will ensure that senior leaders are accountable for embedding best practice in curriculum design for the new school.

CRAE's mission is to help enhance the lives of autistic people and their families. They achieve this by:

- (i) conducting ground-breaking scientific research to enhance knowledge about interventions, education and outcomes for autistic children, young people and adults;
- (ii) working to ensure that this knowledge is translated so that it can make a real difference to people's everyday lives and;
- (iii) working with professionals on the ground to promote awareness, and acceptance, of autism.

Working collaboratively with CRAE will ensure that The Windmill School can develop and conduct applied research to identify the best ways to improve the outcomes of its pupils and their families, and to ensure their wellbeing throughout their schooling and beyond by committing to the following within all provision planning:

- Pupils on the autism spectrum need specialist, evidence-informed approaches in quality-first teaching practice to remove barriers and allow them to learn effectively inside and outside the classroom.
- Educating pupils on the autism spectrum benefits from a whole-child approach, recognising that attention to pupils' mental health and emotional well-being is just as important as their autism.
- Innovative and individualised methods of adapting the curriculum, utilising pupils' strengths and interests, are essential for ensuring that it is accessible, effective and rewarding for pupils.
- Close working relationships with parents, recognising their key role, expertise and joint decision making, as well as their need for support, is essential for ensuring that learning continues outside the school.

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- Pupils on the autism spectrum who are engaged in their learning, and who are active participants in decisions about their learning, are more likely to be confident learners in the short-term and the longer term.

Curriculum Aims

Our key aims in designing a curriculum to meet the needs of all learners with autism are to:

- To provide a stimulating and nurturing environment where learners are explicitly taught to manage their autism effectively
- Develop literacy, numeracy and communication skills, and the ability to make enquiries and connections across all areas of learning
- Develop a positive and realistic self image
- Develop a sense of self and self in relation to other
- Develop skills to be active learner's with an intrinsic motivation for engagement with learning
- Develop their sense of identity through knowledge and understanding of our shared and diverse spiritual, moral, social and cultural heritage
- Develop capacity to approach relevant and sufficiently challenging academic targets
- To have an appropriate personalised pathway towards an externally accredited course that will lead to purposeful access to continued education or employment.
- Be flexible, resilient and socially competent.
- Develop strategies for negotiation and co-operation.
- Have social membership to groups and have friends.
- Develop understanding and widen their experiences of the world to support them to develop greater readiness, willingness and skills to participate in it.
- To prepare all pupils with the necessary skills and core competencies for the transition to adult life in modern Britain in a way that is meaningful for them.
- Gain some understanding of people, their thoughts and actions, motives intentions and to try to form positive relationships with others and live interesting and fulfilling lives.
- For more able young people to develop sophisticated social reasoning (so called advanced Theory of Mind), as this will enhance their ability to function well in complex social networks that will revolutionise their lives.

Based on the success of adapting the curriculum to meet the individual needs of the autistic pupils attending Oak Lodge, the curriculum at The Windmill School will also be highly personalised in order to accelerate academic progress, whilst at the same time addressing therapeutic needs. All planning will take account of the impact of autism on

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each young person and the preferred styles of learning. Rigorous 'team around the child' planning will allow for meaningful and realistic personalised progression pathways to be set out, to help each pupil to learn and achieve their potential.

The academic curriculum pathways offered by The Windmill School will be broadly in line with those offered in mainstream schools but underpinned by a pedagogy that is of the highest standard and delivered using the SCERTS framework. This focuses on socio-emotional development, adaptive functioning, academic achievement and later vocational success.

The Windmill School will use the SCERTS Assessment Process (SAP) to monitor all progress made across each learners social emotional growth profile. The critical component of the SCERTS Framework is the transactional support that prescribes all teaching practices, interpersonal style and approach of staff members and learning supports which include functional and meaningful activities, the use of environmental visual supports and specific curriculum modifications.

The School Day

8:45am	Pupils arrive– transition to class/sensory circuits
9.20am	Lesson 1
10.20am	Break
10.35 am	Lesson 2
11.35am	Lesson 3
12.35pm	Lunch
1.20pm	Lesson 4
2.20pm	Lesson 5
3.20pm	Registration form/circle time
3.30pm	End of day / transport collection

Outstanding outcomes are delivered through a school day that is full of rich learning activity whether in a formal learning setting, during break or at lunchtime. Our school day for all key stages will start at 8.45 and finish at 3.30pm. The rationale for beginning lesson 1 at 9.20am is that it provides flexibility during the morning transition from school transport.

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Each pupil will receive a high level of input to assist with monitoring and regulating sensory systems but there will be a planned sensory circuit session that will take place each morning for specific groups. Additional opportunities for sensory activities will be timetabled for individual /small groups of pupils where appropriate throughout the day dependent on need

Learning will take place across all natural routines during the day. Lunch and break times have also been included as curriculum time as we consider these to be teaching times for learners providing opportunities for developing social interaction skills, self help skills and organisational management skills. Teaching staff will use these times with support staff to develop essential skills for life.

The Windmill School Curriculum Offer

The curriculum offer across the school will have three essential elements: a modified National Curriculum, with therapeutic enrichment and parallel autism-specific interventions. The National Curriculum core offer will include English, maths, science, PSHE, computing, religious education and physical education alongside broader subjects in humanities and creative arts. There will be a balance between traditional academic subjects, therapeutic enrichment and autism specific interventions that target functional social communication and develop social understanding.

Curriculum Provision Map			
Core Subjects	Broad Subjects	Therapeutic Enrichment	Autism Specific Interventions
English	Humanities	Drama Therapy	Attention Autism
Maths	Music	Yoga	Inference Awareness
Science	Art	Animal Assisted Therapy	Social Stories
Computing	Design & Technology	Cognitive Behaviour Therapy	Comic Strip Conversations
PE	Drama	Lego Therapy	
PSHE/SRE	Lifeskills	Special Interest Club and ICT Club	

The curriculum will inspire excellence through being engaging and challenging with autism at the core. In order to achieve this we will offer a range of real life learning opportunities across the school as we recognise our learners need to learn functional

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skills not abstract concepts. For example all pupils will have the opportunity to visit our shop 'The Lodge', as well as local supermarkets to learn about shopping and money skills to provide a balance between practical and written work. Our curriculum will provide excellent opportunities for each learner to engage in work linked to special interests or particular areas of strength and intensive 1:1 support to address areas that require specific input to ensure progression.

The Windmill School will have a diverse population and in order to 'Celebrate Uniqueness' we will ensure that every member of the school community is regarded as one of equal worth and importance. Spiritual, moral, social and cultural development will be promoted through high quality teaching and inherent in all of our interactions with pupils. The curriculum will provide the following themes and opportunities in order to prepare all our learners for experiences and responsibilities in school and beyond so that they can become independent young people who are ready for life in modern Britain.

- Treat others with tolerance and respect
- Be inclusive and accepting of difference
- Engage with others with generosity, particularly when they are in difficulty
- Aspire for the highest standards
- Behave with honesty and integrity
- Show respect for each other, our community and their learning environment

To support pupils in preparation for life in modern Britain the school commits to promoting the values outlined in the 2015 PREVENT Strategy. We will ensure the RE curriculum also provides a range of opportunities to promote the values and codes of conduct for conventional and appropriate behaviour. The Windmill School will continue to share links with Oak Lodge and other schools during religious festivals, for assemblies and other celebrations and festivities

In accordance with our vision, the objectives set out in the curriculum plan will appropriately prepare our pupils for the educational pathway they choose so they may be ready for the next stage of their learning, whether this follows an academic or a vocational pathway, either into mainstream college or employment.

While much of the teaching will be undertaken in small groups and will be curriculum-led, each individual will have a learning programme comprising Personalised Learning Plan (PLP) goals and objectives combined with those drawn from Programmes of Study for PSHE.

Aspects of PSHE will be taught in spiral fashion and differentiated each time the topic is 're-visited' to fit with individual levels of understanding and need. Furthermore, much of the content of Personal Social and Health Education (as well as PLP targets) will be taught across the curriculum; at one level because of the inevitable overlaps with other

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curricular areas but more significantly because PSHE targets are fundamental to the social understanding and communication required in all aspects of life for an autistic person.

Reading

We recognise that the reading profile of autistic learners shows strengths in the domain of decoding but relative weaknesses for comprehension. This inevitably impacts on assimilation of knowledge acquired across the broad curriculum. Therefore from year 5 onwards TWS will run a reading intervention programme 'Inference Awareness' that was used by the DfE as a Wave 2 and 3 catch up programme. This programme was also used at Oak Lodge and successfully accelerated comprehension scores. Baseline measures will be obtained using the Suffolk Reading Test prior to the Inference Training intervention.

The use of Information Communication Technology to improve access to learning

At Oak Lodge we have adopted the guidance recommended by the Autism Education Trust on the use of ICT tools to support learning, curriculum engagement and communication for individuals with autism. The Windmill School will also work within these guidelines. The school will be equipped with an excellent range of ICT equipment that will be used purposefully and for set periods as a tool for learning. We aim to provide resources that learners can access at home as well as in school. Our aim is also to equip all learners with the skills and competencies to use ICT as a social platform safely and confidently, especially as many of our young people may be vulnerable to social manipulation online.

Therapeutic Curriculum

The Windmill School will target language and literacy development, social and emotional growth and independent skills to ensure meaningful gains are made across all curriculum areas, as we know the impact of autism affects engagement with learning. Delivery of the therapeutic curriculum will also take account of important issues that arise for girls on the autism spectrum. For some, their passive personalities and compliance may lead to a late diagnosis. The reported impact of depression and isolation in girls requires specific peer programs on aspects of relationships. The school will therefore offer girl orientated PSHE programs and social skills sessions where required.

Our therapeutic curriculum is designed around explicit teaching about the emotional world and how to relate within it using appropriate emotional expression. This will take the form of agreed programmes including emotional literacy, as suggested in DfE guidelines for PSHE. At its most profitable it will be an individualised programme responding to each learners unique profile.

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Understanding of the diagnosis

Some learners at The Windmill School may question their autism diagnosis and perceived differences that stem from their increased awareness. We will celebrate autism as 'neurodiversity' and respond positively to questions raised. However, we plan to deliver taught lessons on psycho-education of the diagnosis for children using the text 'Different Like Me' and for adolescents the workbooks 'I Am Special' and 'Aspergers What Does It Mean To Me?'. This will be a module offered in the autism specific PSHE curriculum. All planning and interventions will be in collaboration with the clinical psychologist and parents and carers due to the potential sensitivity and fragility around the subject for our autistic individuals and their families.

Autism Interventions used across school.



Emotional Literacy is a central element of social understanding. We believe our learners must be taught ways to recognise and appropriately express their feelings but also how their behaviour affects how others perceive and respond to them. We will use a social thinking programme that addresses the social learning and interaction challenges experienced by individuals with autism. Lessons will include teaching strategies to

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recognise non-verbal communication and how to grasp non-literal meaning in speech. This will overlap with themes in English speaking and listening and PSHE relationship development.

Attention Autism is a speech, language and communication intervention that is intended to promote functional social communication in autistic children. It targets early joint attention differences that are known to be present in autism. Attention Autism will form part of the communication skills curriculum delivered in collaboration with the speech and language therapist.

Cognitive Behaviour Therapy as an intensive therapeutic programme, will address any issues that arise for the young person because of their awareness of difference. This will be particularly aimed at those who are cognitively more able. For those young people who have experienced failed placements in mainstream and who may have on-going high levels of anxiety and lack of social competence, a planned programme of adapted CBT will support the development of resilience and enhance re-engagement with learning. Teaching staff trained in using Tony Attwood's adapted CBT for autism will deliver programmes to specific groups under the supervision of the clinical psychologist.

Lego Therapy will form part of the curriculum offer for promoting functional social communication that will be embedded into the weekly timetable within English at Primary and Key Stage 3 phases to address descriptors within the English curriculum for speaking and listening but also to provide structured extracurricular sessions or lunchtime Lego clubs.

Animal Assisted Therapy. Many children and young people with autism are fearful of dogs as they are unpredictable, causing panic and distress when out with families or on school trips. The Windmill School will use the current Oak Lodge PAT dog service to support exposure to dogs in a safe structured way. It is also planned that TWS will use the London Equestrian Centre for horse riding as an enrichment activity.

Drama Therapy will form part of the therapeutic curriculum as an intervention to support the development of perspective taking as it manifests in how autistic people interact and communicate. Therefore TWS will use teaching approaches that facilitate perspective taking by exploiting opportunities in drama education across Key Stages 3, 4 and 5.

Sensory Integration. All learners will be assessed using a 'sensory screen' devised by the occupational therapist to determine a personalised sensory programme that can be carried out either in separate morning sessions or in class programmes just before morning registration. This may also take the form of relaxation to music upon transition into class.

Extra Curricular clubs

Lunchtime 'Special Interest' and 'Lego Therapy' club will be available in the Primary

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Department run by specialist teaching assistants who will have received appropriate training. The Secondary, Post 16, lunchtime clubs will comprise 'Special Interest Group' (SIG), Music or ICT.

Subject Mapping (showing hours per week)

Subject	KS1/ KS2	KS3	KS4	KS5
English/ Literacy/ functional skills	5	5	5	5
Maths/ numeracy/ functional skills	5	5	5	5
Science	2	3	3	3 (option)
Computing/ options	1	1	3 (option)	3 (option)
PSHE/ PSD	5	4	4	4
PE/ Sport/ option	1	2	2	2
Art/ Design/ Options	2	2	3 (option)	3 (option)
Humanities (RE History Geography incl. Tourism Land studies/Animal Care Topic/ options	3	2 (1 RE)	3 (option)	3 (option)
Music / options	1	1	3 (option)	3 (option)

The core curriculum of English, maths and science will be taught across all key stages and phases. Options offered from Key Stage 4 onwards will be either on a vocational or more academic pathway towards GCSE or BTEC, whilst potentially for some in areas of strength, towards A Level. We know from working closely with colleagues in autism resourced provisions in Barnet secondary schools that KS5/P16 may be an opportunity to re-sit GCSE in the core subjects of English, maths and science. Those who progress to KS5/P16 who are not following an academic pathway will study Functional Skills English and maths alongside vocational (optional) pathways in computing, digital media and photography, drama, art and humanities (including leisure and tourism at KS5). KS4 learners will have the opportunity to study 2 optional subjects alongside the core subjects of English, maths, science, PSHE and PE. KS5/P16 will have an option of science.

We will adopt a thematic based approach across Key Stages 1-3 which will be mainly taught by class teachers as our experience at Oak Lodge has shown us that a primary

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model of curriculum delivery is more successful as it cuts down the number of transitions that need to be made across teachers and rooms which can cause anxiety to some learners. Where pupils receive input from specialist teaching staff in specialist rooms they will always be accompanied by teaching assistants who know them well.

An example of how all elements of the curriculum will be delivered in the Primary Department is shown in the following table:

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Topic Myself and My School

PSHE

Relationships

- Turn taking
- Sharing with others
- Tolerating disappointment

Social rules

- asking for help
- asking for more
- class rules

Awareness of self

- explore new things
- trying something new
- joining in activities

Physical Development / self help

Fine motor skills

Gross motor skills (outdoor)

Request action/ game

Brushing teeth

Choose snack

Change for PE

Literacy

Reading -1:1 reading time

Story picture/ word match

Writing

Letter formation / colourful semantics/ SCERTS SVN

Speaking and listening

Attention autism session

Intensive interaction – vocabulary

Expressive Art/ Design

Sensory play – sand water play doh painting

Selecting tools / colours

Be imaginative

Dressing up / home corner

Exploring musical instruments

Understanding the world around me

The community

Community workers / people I know

Who can help?

At school

We are all different

Likes and dislikes

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Primary Department

The school day will begin each morning with Registration and a 'good morning' routine, which will be used to promote learning goals within the domains for social communication and interaction as set out in SCERTS Framework. This will be followed by a 30 minute Sensory Circuit session derived from a sensory profile. Lunch sessions will be used as a learning opportunity to promote self-help skills and social communication, led by a teacher and teaching assistant. The end of the day will be signalled using circle time for reflections against personal targets, celebrations of successes, relaxation and story.

KS1 and KS2 Curriculum Core Subjects: English, Maths, Science

The curriculum at primary will be largely topic based to aid concept development and support generalisation of skills across subjects. The aim will be to provide the autism specific methodology to teaching a curriculum at a developmentally appropriate level. English, maths and science will be taught in line with new National Curriculum objectives. Literacy and Maths objectives will be drawn from pre-National Curriculum and National Curriculum programs of study for Y1-Y6 depending on developmental levels at baseline measures.

Teaching will take place 1:1 or in small groups using principles of TEACCH to structure learning activities. Known successful strategies using colour coding visual systems will be used to enhance concept development, such as Colourful Semantics for development of text level work in literacy and Numicon to support mathematical development. Functional skills in English and maths topics will be delivered through practical activities such as shopping and cooking.

Our curriculum will provide many opportunities for each child to engage in work that is linked to special interests or particular areas of strength. Intensive sessions (linked to the therapeutic curriculum) for some children will form part of a personalised learning plan set by the multi-disciplinary team.

The occupational therapist will work in collaboration with the class teacher to set targets and plan programmes to specifically target sensory sensitivities, vestibular and proprioceptive differences as well as development of fine motor skills. The speech and language therapist will lead sessions in the primary department specifically in 'Attention Autism' and 'Intensive Interaction'. Both are designed to target language and communication development.

Humanities including Geography History and RE KS1-KS2

Humanities subjects including history, geography and RE will be taught across the

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primary department. These subjects will be taught in a variety of ways through dance, drama, art and music, but also through more formal planned activities both on and off site.

Our aims for geography will be to broaden pupils' horizons through stimulating activities that develop understanding of a sense of place within the world. We aim to provide opportunities for children to interact with and experience a range of environments. We will ensure our children are provided with a wide range of concrete experiences including sensory activities alongside opportunities for learning outside the classroom and fieldwork.

Our aims for history are to provide opportunities that promote active curiosity, encouraging pupils to begin asking questions and making links across topics. We aim to provide a range of stories and sources using drama and role-play, using props in drama to support understanding and empathy with moments in history. The humanities curriculum will also provide a wide range of experiences including visits to places of interest.

Art and Design KS1/KS2

TWS will use the creative arts to stimulate imagination and creativity. The four art disciplines of art, dance, drama and music will provide a platform for expression of thoughts and ideas through a range of artwork. Children will have the opportunity to work on a variety of techniques such as drawing, painting, collage and printing; although through our topic based approach these skills will be woven into the broader curriculum where children can make links across subject areas.

Sex and Relationships Education KS2

For pupils at The Windmill School, difference's in social understanding, relating, verbal/non-verbal communication, imagination and flexibility of thought will affect aspects of learning in sex and relationships education.

TWS propose a curriculum that is highly structured and individualised using concrete strategies that take account of the developmental level of each individual. Building relationships through friendships and more intimate partnerships is a key development for our young people, but one that is the most challenging to achieve.

TWS propose that a specific SRE program is taught from **Year 5** onwards using the following programme of study that has a developmental progression pathway of teaching units that can be selected according to the child's needs.

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<u>Unit 1: Public/Private</u>	<u>Unit 2: Myself & My Body</u>
<ul style="list-style-type: none"> • Body awareness • Public/private parts of the body • Where can I touch? Where can others touch me? • Public/private places at home, school and elsewhere • Public/private activities • Behaviours in public/private • Important people to me 	<ul style="list-style-type: none"> • Public/private • Body parts and terminology • Describing and comparing parts of the body • Puberty and change • Coping with change • Hygiene
<u>Unit 3: Growing and Changing</u>	<u>Unit 4: Relating to Others</u>
<ul style="list-style-type: none"> • Public/private • My body; names and functions of reproductive organs • Puberty: masturbation, wet dreams, periods • Relationships: girlfriends/boyfriends, dating, mutual consent, sexuality 	<ul style="list-style-type: none"> • Different types of relationships • Consent, sexuality and rejection • Changing relationships • Saying 'no' • Male/female anatomy • Menstruation, erections, wet dreams, masturbation

Secondary Department (KS3)

The curriculum at Key Stage 3 will follow an adapted National Curriculum format. Pupils will study the following subjects: English, maths, science, computing, art, design and technology, PSHE including independent careers advice and SRE, physical education including swimming, religious education, history, geography and music. Within the English curriculum we will also timetable sessions for 'Social Thinking' as well as 'Inference for Reading' in years 7 and 8. These interventions are considered critical for developing key skills for learning at higher level. Morning sessions will also include sensory circuits or a relaxation and sensory session to regulate arousal on transition into school.

The highly autism specific methods of teaching a thematic curriculum at KS3 will mirror the model in the primary phase, again reducing the number of transitions made and giving more time to the generalisation of skills and concepts through the topic based approach. This will ensure key opportunities for our learners to develop the skills knowledge and resilience to make positive choices at KS4 to study towards external awards in areas of strength and interest. Topics chosen will have relevance and meaning and build on the prior learning that has been achieved in the primary phase. The transition point at Y6 to Y7 brings anxieties for those who are moving into a new school. TWS will acknowledge and manage potential anxieties related to change through visits before entry and help to contextualise the new school and its surrounding environment.

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SRE in KS3

Revision of topics from earlier units covered in the primary phase will precede areas that move into growing changing and relationship development will form the curriculum offer at secondary phase. We will differentiate lessons to meet the varied needs of the learners using effective methods of evaluation and assessment throughout the units of work against descriptors taken from the PSHE programme of study in conjunction with SCERTS assessment data to ensure that the content of lessons are suitable and developmentally appropriate to the individual needs of the class group.

Extra Curricular (KS3)

Lunchtime clubs will comprise the 'Special Interest Group' (SIG) including board games and using a games console such as Wii to facilitate social interaction and communication, music and ICT. There will also be opportunities within 'Music Club' for dance and choir activities on termly rotation. Lunch and break time clubs at KS3 will be structured with teaching assistants facilitating social interaction and communication. These will be considered key activities that will target personal goals lifted from the SCERTS Framework.

Example Curriculum Map for Key Stage 3

	Autumn Term	Spring Term	Summer Term
English	James and the Giant Peach (Inference text)	Shakespeare The Tempest	The Iron Man Topic link (reduce re-use recycle)
Maths	Money Including all mathematical skills and knowledge applied meaningfully to the world around them	Time Problems involving 'real life' Overlap with PE - Fitness testing (timing)	Using and applying where appropriate use and apply place value, multiplication and division, addition and subtraction.
Science	Living/non-living – life processes	Materials and their properties	Chemistry / changes and physical properties
Computing	Opportunities to recognise common uses of information technology beyond school. They will learn	A range of technological equipment (including iPads, computers,	Learn how computers and computer systems work and be able to develop their mouse and touch screen

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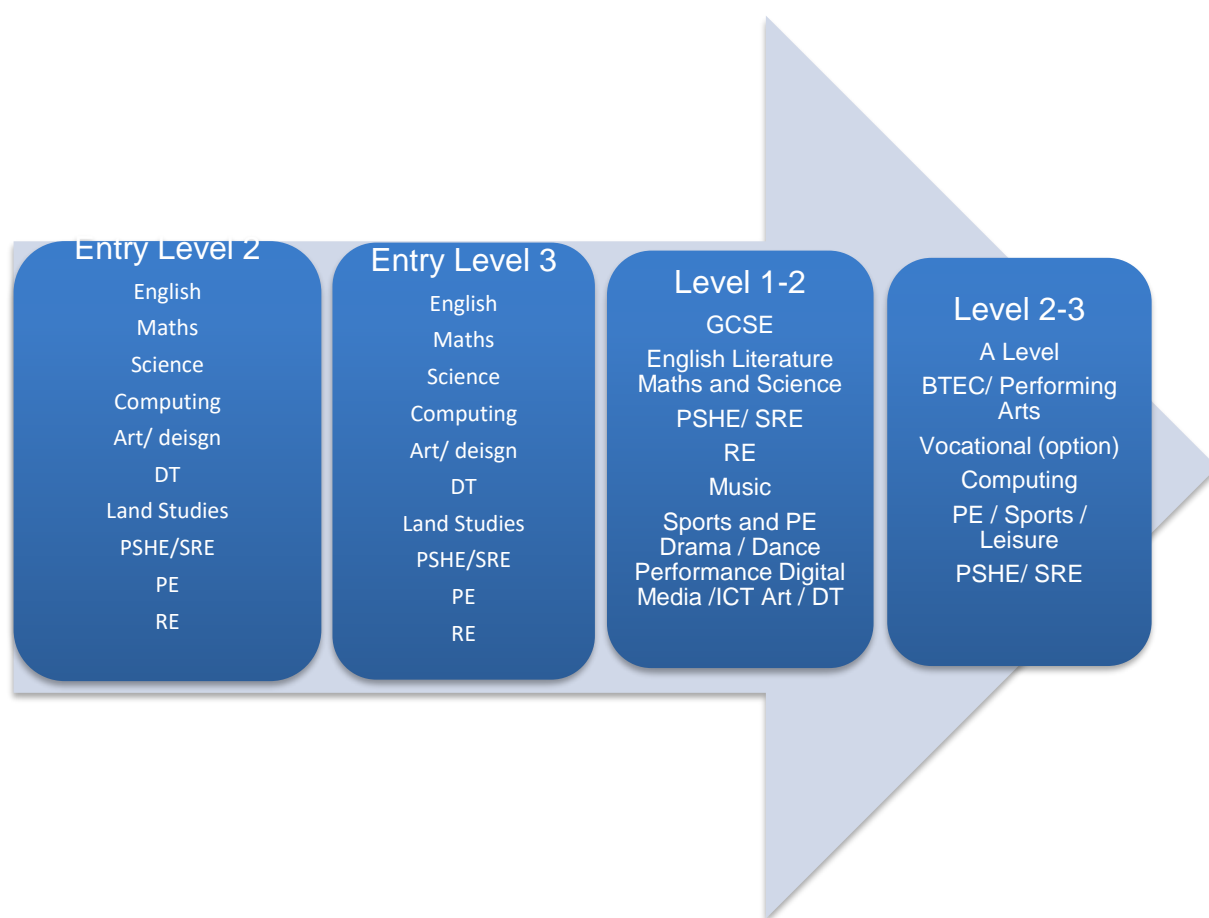
	how to use technology safely	robots, programmable toys and digital cameras)	control as well as their typing skills
History	Local area history	old and new	Educational visit Museum of London
Geography	Local area – investigate geography of school	Visit to recycle centre (topic) investigating environment	Making connections
Art	Portrait / drawing	Illustration- linked to Roald Dahl text (English)	Photography – linked to topic (recycle/ reuse)
Design Technology/ food	Junk modelling – Topic Recycle	Food tech/ design a peach based recipe (linked to English)	Using tools with confidence (Cook and eat traditional foods during various religious festivals).
RE	Festivals and traditions – Autumn <ul style="list-style-type: none"> • Christmas • Remembrance Sunday • Jewish / Islamic new year 	Religions of the world, including Islam, Judaism, Sikhism, Hinduism, Buddhism, Christianity	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues
PSHE	Social challenge – to show waiting a turn and requesting help – SCERTS	Emotional Expression and Self-Management/Self Advocacy	Looking After Our Environment/Environmental awareness – Topic Link
PE	football/ tag rugby	dance/ exercise fitness	Trampoline/ athletics
Music	Individual and group music sessions related	Focus on learning to sing and to use their voices,	music across a range of historical periods, genres, styles and

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	to topic of the term.	compose music on their own and with others	traditions – link to History – Museum trip Instruments
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Secondary Department (Key Stage 4)

The curriculum at KS4 continues to build on and extend individual’s strengths and interests. All learners will continue to follow an adapted National Curriculum studying set syllabus’ towards qualifications in English, mathematics, science, computing, art and design including textiles, food technology, music, physical education, religious education and a humanities subject on a pathway towards GCSE or Entry Level Certificate. The 14-19-curriculum pathway will offer a range of units covering key life skills and vocational areas of strength and interest. The diagram below illustrates how the pathway options change according to progression routes.



Key Stage 4 Progression Routes

The KS4 curriculum offer will provide a number of pathways for learners at TWS to gain

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externally accredited qualifications. The main qualifications offered will be Entry Level and GCSE. City and Guilds and ASDAN qualifications will also be available through some of the vocational option routes incorporating 'Land Studies' as a forest school type outdoor learning programme that will complement Animal Care and Animal Assisted Therapies that are planned for delivery across the school.

All learners at secondary phase will have mandatory taught elements of the core curriculum available to them that focus on key skills. Pupils will take part in art, music and drama alongside the core offer and will take level 2 certificated courses. These sessions will be taught by staff who have a specialist background in autism education, these may be staff across the MAT or staff newly appointed to The Windmill School.

Vocational Courses will be made available for those for whom it is appropriate at Level 2. These courses would link with KS5 to ensure clear pathways and routes of progression.

Key Stage 5 (Post-16)

The KS5/P16 curriculum will be based around individual learners aspirations for their next steps. The curriculum will be as stimulating and motivating as possible based on individual strengths and special interests.

Key elements will be focussed on:

- Employment
- Further training
- Living and leisure
- Relationships
- Contributing to the community

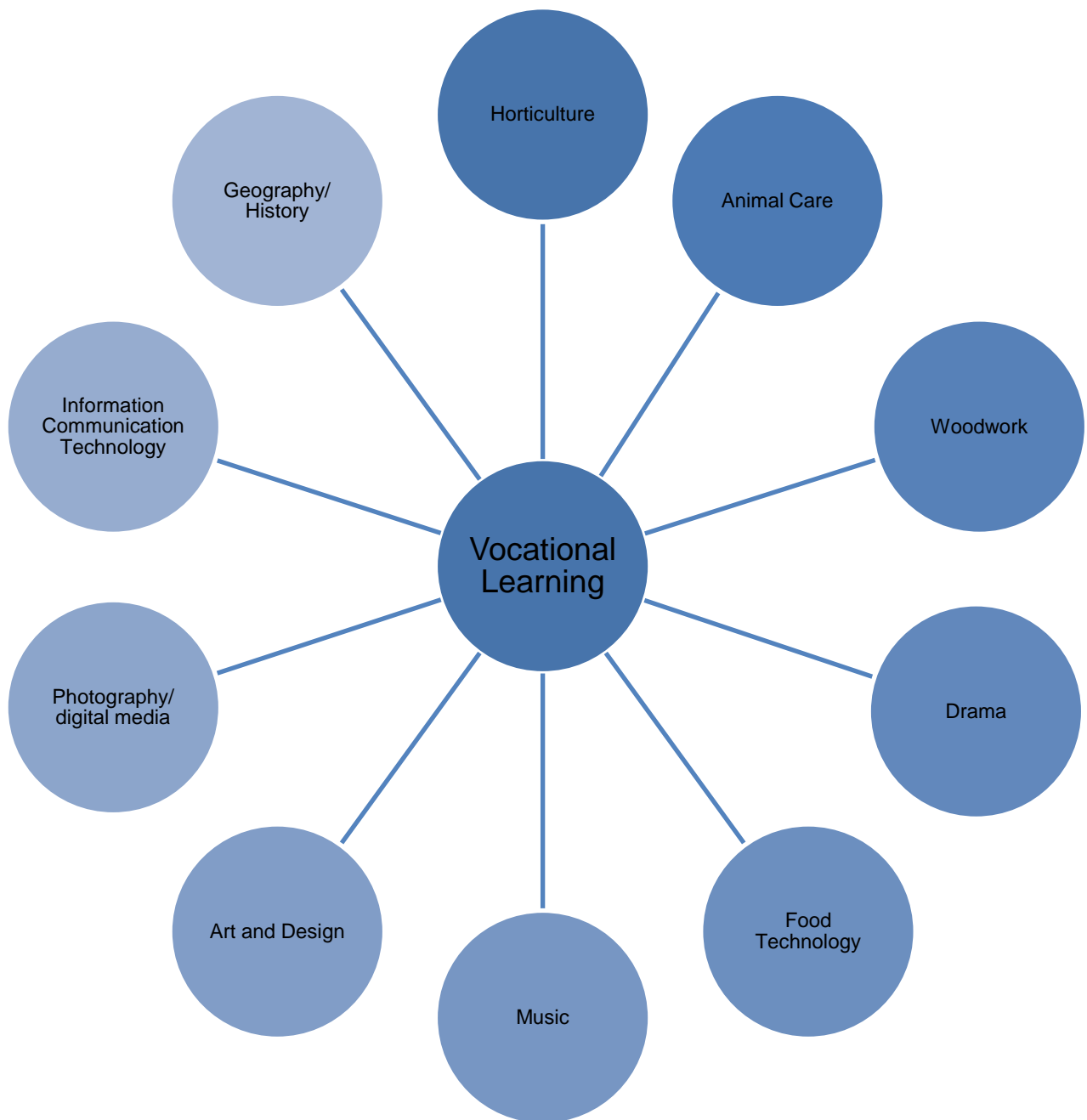
All accreditation will be meaningful and promote confidence and resilience and enable learners to develop the ability to apply skills that they may need in the future .

The provision available at KS5/P16 will draw on the resources available within TWS, local colleges and partner schools in order to deliver BTEC or A Level courses. Our offer will include work experience placements to support access to employment.

All teaching in the KS5/P16 department will continue to build on developing key skills for higher education and employment including literacy, numeracy and communication skills. There will continue to be an emphasis on developing skills for independence and, where appropriate, therapeutic support. Learners will receive coaching and mentoring for moving on and transition; this will form an essential part of the curriculum at this stage. Our goal at this key transition phase being to help learners and their families plan for the next step in their educational career or employment or transition into supported living.

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

14 – 19 Vocational Pathway



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:

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D2 – measuring pupil performance effectively and setting challenging targets

Assessment and autism

The variation in strengths and skills across the autistic population bring a particular challenge for assessment procedures. For autistic pupils progress is not always linear and some associated issues around generalising skills brings an additional complexity to assessing the autism profile. The Autism Education Trust highlight the need to use a range of assessment systems that will capture formal measures of progress as well as softer measures against social communication, emotional regulation and well-being.

Tracking of engagement with learning

Oak Lodge has extensive experience using the SCERTS Assessment Process (SAP) for measuring non-academic progress over time. SAP has the capacity to measure Social Emotional Growth that is critical for learning. For example, being able to monitor the teacher's attention (eye-gaze) – an ability known as joint, shared attention – during a maths session is essential for knowing what s/he is referring to. This ability does not come naturally to learners on the autism spectrum; not being able to track the attention of the person speaking can cause confusion and ultimately impede pupils' learning.

More recently Oak Lodge has developed a robust tracking tool that is being piloted across a network of schools in Barnet, Haringey and Hammersmith & Fulham. This is a new and exciting opportunity for TWS to develop the tracking of progress of learners right from the start on entry to the school through to early adulthood.

All professionals providing input to the curriculum model at TWS will contribute to a multidisciplinary target setting and assessment process including input from the speech and language therapist and occupational therapist. TWS will ensure that each pupil has a baseline assessment against SCERTS descriptors carried out by the multidisciplinary team within 6 weeks of entry to the school.

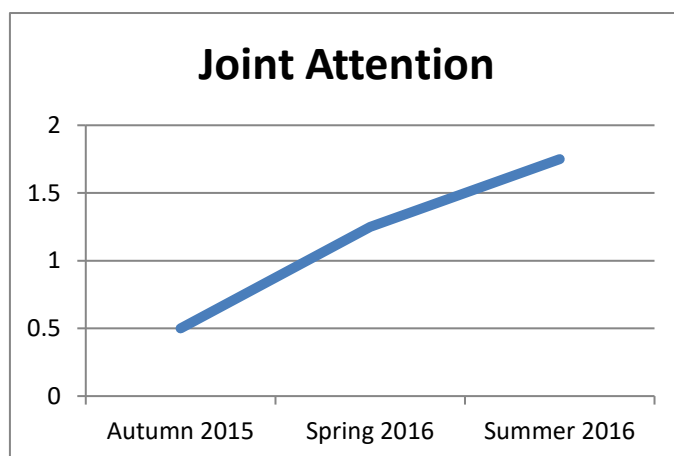
D2 – measuring pupil performance effectively and setting challenging targets

Each learner at The Windmill School will have SCERTS targets recorded on their personalised learning plan. These targets will address the differences in functional social communication and ability to regulate their behaviour. Progress measures against SCERTS targets will be taken alongside other formative assessments, recorded at 3 assessment points during the year as part of our holistic progress reporting.

Example database of SCERTS targets

Childs name :			
Autumn	Spring	Summer	JOINT ATTENTION
1. Shares attention			
0	0	0	JA1.1 Monitors attentional focus of a social partner (= SR1.2)
0	0	0	JA1.2 Secures attention to oneself prior to expressing intentions
0	0	0	JA1.3 Understands nonverbal cues of shifts in attentional focus
0	0	0	JA1.4 Modifies language based on what partners have seen or heard
0	0	0	JA1.5 Shares internal thoughts or mental plans with partners
0	0	0	Total JA1
0.00	0.00	0.00	Average JA1
2. Shares emotion			
0	0	0	JA2.1 Understands and uses early emotion words (= MR1.1, SR3.1)
0	0	0	JA2.2 Describes others' emotional states with early emotion words
0	0	0	JA2.3 Understands and uses advanced emotion words (= MR1.2, SR3.2)
0	0	0	JA2.4 Describes others' emotional states with advanced emotion words
0	0	0	JA2.5 Understands and uses graded emotions (= MR1.3, SR3.3)
0	0	0	JA2.6 Understands non verbal cues of emotional expression (= SU2.2)
0	0	0	JA2.7 Describes plausible causal factors for emotions of self and others
0	0	0	Total JA2
0.00	0.00	0.00	Average JA2
3. Shares intentions for a variety of purposes (↔ JA5.2, SU4-SU5)			
0	0	0	JA3.1 Shares intentions to regulate the behaviour of others (= MR4.3) <input type="checkbox"/> a. requests desired objects and activities <input type="checkbox"/> c. requests a break <input type="checkbox"/> b. requests help <input type="checkbox"/> d. protests/refuses undesired objects or activities
0	0	0	JA3.2 Shares intentions for social interaction (=MR4.4) <input type="checkbox"/> a. greets <input type="checkbox"/> d. regulates turns <input type="checkbox"/> g. expresses empathy <input type="checkbox"/> b. calls <input type="checkbox"/> e. requests permission <input type="checkbox"/> h. shares secrets <input type="checkbox"/> c. requests comfort <input type="checkbox"/> f. invites partners

The SCERTS Assessment Process (SAP) has the capacity to demonstrate detailed progress in the core domains that impact on learning as demonstrated by the diagram that shows gains made in joint attention.

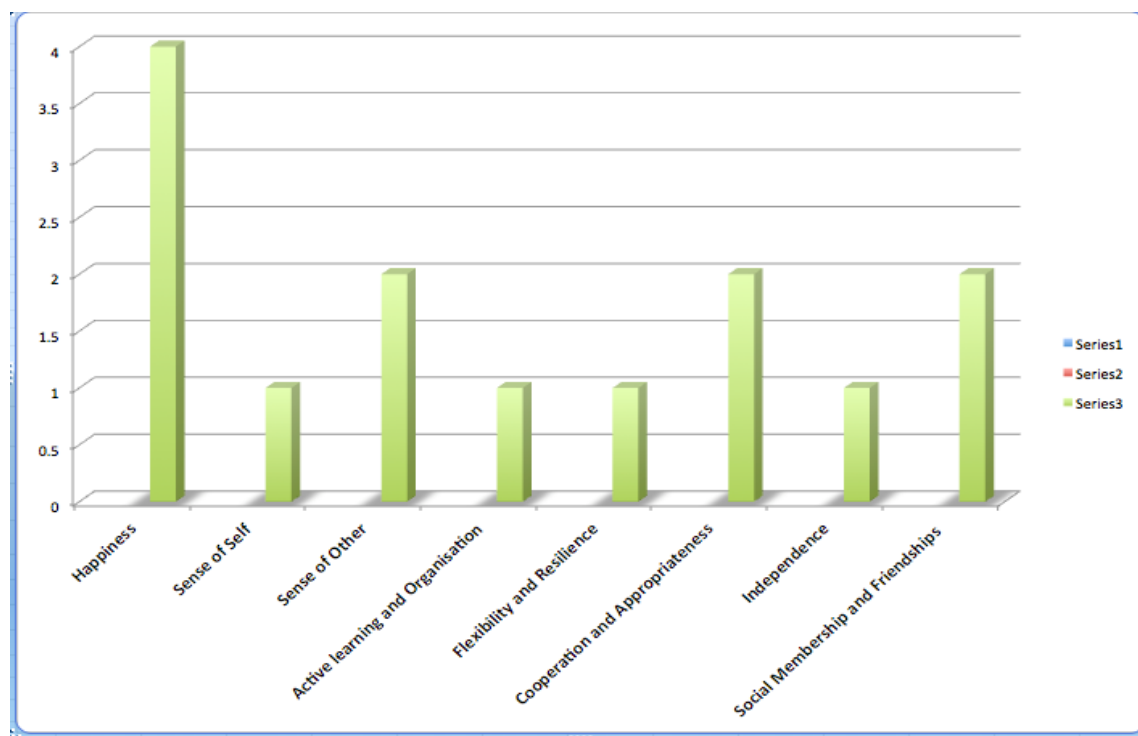


At the end of the year a progress measure taken across the pupil profile will be used both in reporting to parents and at annual review of the EHCP to show overall gains

D2 – measuring pupil performance effectively and setting challenging targets

made across all domains.

Assessment of academic performance will also be aligned with softer measures taken from the SCERTS Framework that acknowledge social development, communication, engagement and capacity to learn.



Tracking of academic progress

The recent assessment review is an exciting opportunity to evaluate and combine a range of assessment and reporting systems to create a more holistic approach.

We know for some high achieving individuals who have particular strengths and talents, the barrier to their learning, because of the impact of their autism is often the fear of failure and perceived stigma around difference. We can support all our learners to overcome their barriers to achievement in order to make individual choices that are meaningful to them.

The unusual pattern of peaks and dips in the autism profile requires dynamic assessment across a range of assessment tools. Baseline measures using prior teacher assessment and results of standardised tests will enable challenging targets to be set alongside comparisons with national data sets for SEN. The Windmill School will also benchmark against the progress pupils on the autism spectrum make in ARPs and schools that are in our teaching school alliance in order to get a more accurate picture of progress amongst the autistic pupil population in Barnet.

D2 – measuring pupil performance effectively and setting challenging targets

So that TWS is keeping up with best practice, alongside the SCERTS assessment process, we will carry out robust measures of academic performance using baseline assessment of key skills and knowledge on entry to the school.

Expectations of progress will always be considered in relation to each individual's starting point to ensure that challenging targets can be set. Targets may be set in relation to academic achievement, but will also provide direction for celebrating achievement in more holistic areas. Communication and social interaction targets, for example, can be useful for setting achievement of skills towards social emotional growth and communicative competency.

Where children have been assessed against the new end of KS1 and KS2 tests, this information will form early baseline assessment alongside teacher assessments made against P scale descriptors, NC descriptors and SCERTS. Pupils entering the school at Year 7 will also take cognitive ability tests in order to obtain a baseline measure alongside previous teacher assessments and SATS scores. Challenging targets will be set based on prior attainment and compared with national expectations

Portfolios of work will be produced to demonstrate and record progress over time. We aim to create learning journals in hard copy and digital format that will go with the young people when they leave The Windmill School.

All learners will have assessments of reading ages using age standardised tests, also measuring comprehension in preparation for using Inference Awareness as an intervention to accelerate reading. Additionally, those in Y1 will have an assessment of phonics and spellings.

As a result of rigorous monitoring and tracking of academic progress, Oak Lodge have been able to demonstrate outstanding academic progress across different groups and cohorts within the school. The Windmill School will adopt similar practices and will report termly to governors on the academic and non-academic progress of the pupils. Staff will be expected to formally record progress on the database every term. Senior staff will monitor this so that any early interventions can be put into place if necessary.

Alongside attainment measures using the National Curriculum, The Windmill School will also use the NAS My Progress Model to track progress in attendance, behaviour and independent skills. There will be inevitable overlap with data derived from SCERTS.

Recording of progress in all areas will be derived using the following systems:

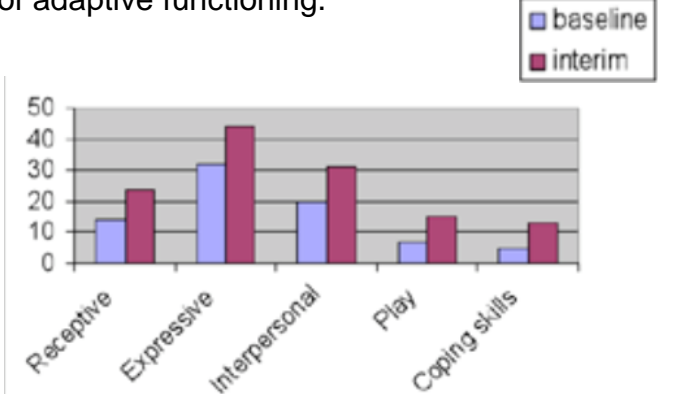
- Annual Reviews
- End of KS records
- My Progress files
- Record of Achievement
- Learning Journals

D2 – measuring pupil performance effectively and setting challenging targets

Setting Challenging Targets

All learners will have a personalised plan (PLP) that will record targets set using SCERTS and academic measures. These will be available for all staff and shared with parents. Data collected on progress made against personal targets will be collected three times a year and reviewed and amended by the multidisciplinary team. The Windmill School will set a target of 100% of learning plan targets to be achieved.

Our approach to target setting is positive in its expectations; we recognise that persistent but sensitive early intervention is critical for engaging a young person in their learning. Our aims are to develop potential and prevent regression. Throughout planning expectations will be high but realistic and based on thorough assessment of individual needs that arise out of the analysis of the individuals strengths and interests at each point throughout the year.

SCERTS	100% meaningful gains made across all domains of adaptive functioning. 	
National Curriculum		Progress Measures
Below expected age related standard	Emerging	25% of end of year descriptors achieved
Below expected age related standard	Within	50% end of year descriptors are achieved
At expected age related standard on track for scaled score of 100	Secure	75% statements are achieved and at least 25% working towards

D2 – measuring pupil performance effectively and setting challenging targets

Above expected age related standard and on track for scaled score of 100+	Exceeding	100% statements achieved with 25% mastered at higher level
Behaviour	0% permanent exclusions	
	100% reduction in positive handling interventions	

From their different starting points all learners at The Windmill School will make expected progress or exceed standards expected when compared with similar children with similar profile nationally. We expect given the unusual pattern of peaks and dips in the autism profile that learners will span the ability range.

Our aspiration is that all learners fulfill their potential given their starting points and that their progress will be outstanding.

KS1 working ' within ' in reading, writing & mathematics	> 85%
KS2 working ' within ' in reading, writing & mathematics	> 85%
KS3 ' secure ' in reading, writing & mathematics	> 85%
KS4 ' secure ' achieving a C+ in EN & MA SCI	> 95%
KS4 ' exceeding ' achieving a C+ other subjects	> 95%
KS5 ' secure ' functional skills & vocational pathway	100%
KS5 ' exceeding ' GCSE re-take & L3 Quals.	100%

We have the highest standards for expectations for our pupils to not only make progress academically and in their skill development, but also socially and emotionally.

It is expected that all pupils will achieve externally assessed accreditation of their coursework, through traditional routes leading to Entry Level, GCSE, BTEC or A Level.

On leaving TWS our expectation is 100% of learners to move on to employment, training or education. Our long-term outcome will be for young people who leave The Windmill School to be well-rounded, resilient young people with a range of self-monitoring skills to compliment their academic outcomes and to ensure they are well

D2 – measuring pupil performance effectively and setting challenging targets

prepared for the next stage in their transition to adult life.

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

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

The build up to a full staffing profile is represented in the table below; as detailed in the budget plan and also (in terms of class structure) diagrammatically in Section D Part 1.

The Windmill School		2018	2019	2020	2012
SLT	Headteacher	1	1	1	1
	Deputy Head		1	1	1
Class 1	Teacher	1	1	1	1
	TAs	2	2	2	2
Class 2	Teacher		1	1	1
	TAs		2	2	2
Class 3	Teacher			1	1
	TAs			2	2
Class 4	Teacher				1
	TAs				2
Class 5	Teacher	1	1	1	1
	TAs	2	2	2	2
Class 6	Teacher	1	1	1	1
	TAs	2	2	2	2
Class 7	Teacher		1	1	1
	TAs		2	2	2
Class 8	Teacher				1
	TAs				2
Class 9	Teacher	1	1	1	1
	TAs	2	2	2	2
Class 10	Teacher		1	1	1
	TAs		2	2	2
Class 11	Teacher			1	1
	TAs			2	2
Class 12	Teacher	1	1	1	1
	TAs	2	2	2	2
Class 13	Teacher		1	1	1
	TAs		2	2	2
Class 14	Teacher			1	1
	TAs			2	2
Additional Teaching Capacity	Science	0.4	0.6	1	1
	PE	0.5	1	1	1
	Music	0.2	0.4	0.6	0.8
	Art/DT	0.2	0.4	0.6	0.8
Multi-Disciplinary Support	Occupational Therapist	0.2	0.4	0.4	0.4
	Speech & Language Therapist	0.2	0.4	0.6	0.6
	Drama Therapist	0.2	0.4	0.4	0.4
	Clinical Psychologist	0.2	0.4	1	1
Administrative	School Business Manager	0.2	0.3	0.3	0.3
	School Secretary	1	1	1	1
	Administration Assistant		1	1	1
Premises	Caretaker	1	1	1	1
	IT Manager	0.2	0.4	0.4	0.4

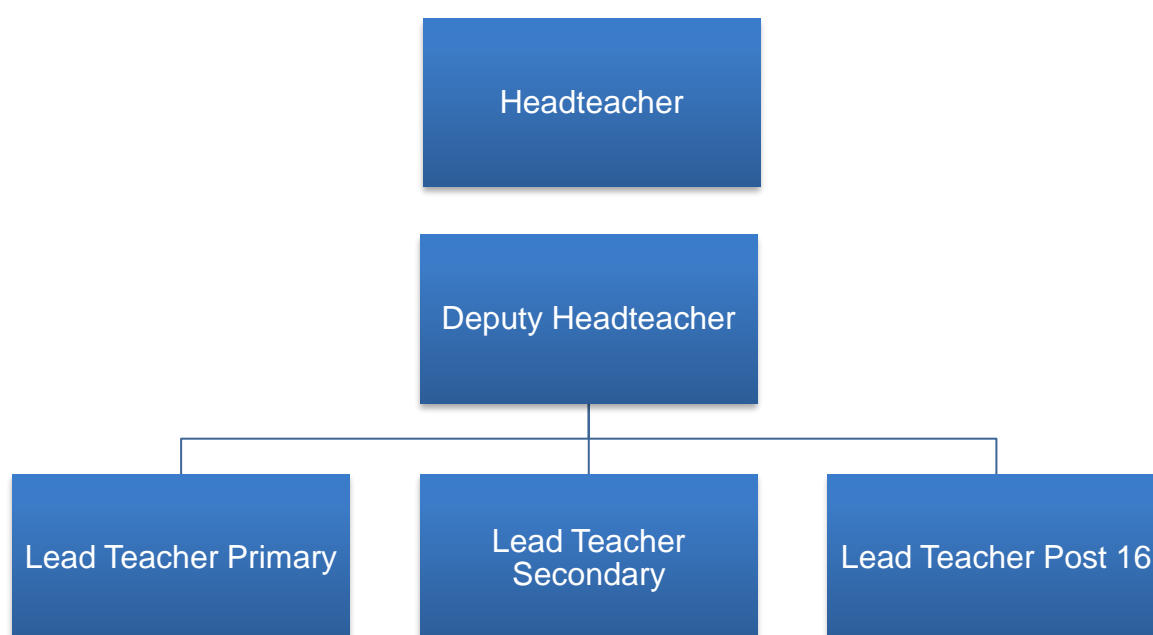
In addition to specialist teaching and support staff, we intend to recruit a multidisciplinary team comprising of an occupational therapist, speech and language therapist (specialist in autism and communication), a drama therapist and a specialist

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

clinical psychologist.

It is expected that some staffing, especially part-time subject support for science, PE, music and art will be provided by Oak Lodge staff. We also anticipate some shared therapeutic and counselling resource in addition to sharing school business management and IT network support roles.

The leadership structure at school level in the first year of opening will comprise solely of the Headteacher. A Deputy Headteacher will be recruited to commence the start of Year 2 and at the same time, teachers with the necessary qualifications and skills will be considered for TLR positions to lead the Primary, Secondary and Post 16 departments.



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:

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

Oak Lodge has a very diverse pupil population and it is envisaged that the profile of learners attending The Windmill School will be very similar. The mission statement for The Windmill School is 'Celebrate Uniqueness' and we will ensure through the implementation of our policies and through our actions that every child and young person is healthy, safe, and able to enjoy and achieve in their learning experience. We will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally and with respect.

Our objectives are:

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum, whilst recognising that this can only be achieved by personalisation of provision
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation.
- To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognize and celebrate diversity within our community whilst promoting the British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs as defined in the 2015 PREVENT strategy.
- To ensure that pupils and parents are fully involved in the provision made by the school.

At The Windmill School our staff will model behaviour and give advice during individual sessions concerning any issues that may arise. The daily form time sessions will cover a range of matters relating to good moral conduct and difficult dilemmas that help develop good citizens of sound moral conduct.

Our curriculum contains many areas where these aspects are explored to ensure that we develop our pupils so that they become responsible young people, ready for life in modern democratic Great Britain.

D4 – the school will be welcoming to pupils of all faiths/world views and none	
<p>Democracy</p> <p>We develop the notion that decision making can be influenced through democratic process</p>	<p>At The Windmill School</p> <p>Expectations for behaviour displayed in all classrooms. Code of conduct, school agreement linked to behaviour policy. School council, teaching/ planning should include pupil voice. Target setting on PLP's linked to personal achievement.</p>
<p>Rule of Law</p> <p>We will demonstrate that living under the rule of the law protects individual citizens.</p>	<p>At The Windmill School</p> <p>Displayed in each classroom expected vs. unexpected behaviour list. Teaching of right and wrong, how to trust and earn trust</p> <p>Staff safeguarding training and system of reading policies on safeguarding. Regular monitoring of behaviour data.</p>
<p>Individual Liberty</p> <p>We will remain committed to allowing freedom of speech we will support all learners to exercise their freedoms but in a safe environment that protects them from exploitation and social manipulation by others.</p>	<p>At The Windmill School</p> <p>Pupils actively encouraged to make choices knowing they are in a safe and supportive environment. Pupils have choice built in to choosing their learning journey and to make positive choices for change and improvement through school council.</p>
<p>Mutual respect</p> <p>To develop an understanding of the problems or identifying and combating discrimination.</p>	<p>At The Windmill School</p> <p>Part of the schools ethos for behaviour revolves around core values respect and working together. The school vision and aims are that all learners at the Windmill School will be encouraged to think about the effects their behaviour has on others. Models</p>

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

derived in the SCERTS Framework will guide their interactions.

We recognise that it is important to make the pupils aware of behaviour towards them that is not acceptable and how they can help to keep themselves safe. Opportunities for pupils to learn about keeping safe, who to ask for help if their safety is threatened and how to develop a healthy safer lifestyle will be provided through the following curriculum.

- PSHE
- Citizenship activities
- SRE in Science
- Safe use of Digital Technology in ICT, E-Safety, including mobiles
- Awareness of potential risks associated with extremism and radicalisation
- Health and Safety training in practical subjects
- Assemblies
- Daily contact with their form tutor

Our school procedures for safeguarding children are in line with Barnet procedures and the local safeguarding board. The main elements include; establishing a safe environment in which children can learn and develop, supporting every child's development, supporting pupils who have experienced abuse, raising the awareness of all staff regarding the need to safeguard children, providing a systematic means of monitoring children known to be at risk of harm, developing good working relationships with other agencies, ensuring that the school delivers education that promotes an ethos of keeping up to date with children's issues and being clear about staff responsibilities, training and support:

The Headteacher will be the designated Safeguarding lead who will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's, E Safety policy, visitors on site, the use of school premises by external agencies, anti-bullying policy and other policies that may be specific to the school's profile, community and philosophy.

All staff will hold a valid DBS certificate and be appointed to the school according to the Safer Recruitment Policy. All visitors and volunteers will receive essential and relevant information whilst on placement to ensure they are aware of all safeguarding procedures and practice.

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

The Windmill School will be an all age school for pupils aged 5-19 who have a primary diagnosis of autism with mild to moderate learning disability. These pupils will span those who have some language delay, through to those who have good conversational language.

Pupils' statutory assessments will perform the main role of assessment in terms of autism. These assessments will be provided on pupils' Education, Health and Care plans (EHCP) when they arrive at the school.

From the start TWS will work collaboratively with CRAE to gain better understanding of the impact of autism for each learner on his/her experiences, thinking, learning and interactions as we try to see the world through his/her eyes. Using this perspective and working within the learner's capacity to learn, we will help individuals to develop the skills and knowledge they require in order that they may function in society as independently and meaningfully as possible. All teaching and learning will be stimulating and vibrant our accountability to our stakeholders will be nothing but outstanding. The proposed curriculum at TWS is designed around the particular needs of the pupils that will attend as outlined in section D2.

The school will hold half termly meetings where the needs of the pupils will be discussed with key staff across the school. This model reflects the new Joint Commissioning Standard as outlined in the Special Education Needs Code of Practice in which the pupils' learning, medical, social and mental health needs are assessed and outcomes set by education, health and social care professionals in individuals' Education, Health and Care Plans.

Meeting the distinct profile of need

The curriculum offer across the school will have three essential elements: a modified National Curriculum, therapeutic enrichment and parallel autism-specific interventions.

To teach learners with autism, we must understand how the key neurological

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

differences impact on social communicative competence and active engagement in learning. Essential priority goals should be embedded in all educational planning. As social emotional learning occurs within the context of everyday activities, at home, at school and in the community support should be infused across activities and be consistent.

To ensure consistency of practice across the whole school we will use the principles of Mesibov's TEACCH (Treatment and Education of Autistic and Communication Handicapped Children), the underlying principles of which place emphasis on visual structure and clarity. In order to feel sufficiently calm to learn, learners with ASC need a sense of safety, predictability, order and routine. The level of structure required will vary from individual to individual, depending on his/her spectrum of need and over time with successful learning, the degree of structure required may decrease: in line with the notion of the 'least restrictive environment'. This is especially relevant given the broad spectrum of need. It is important that we offer each individual only as much support as he/she needs, however it is equally important that autistic friendly scaffolding is only removed as and when appropriate and to a level that is appropriate to the individual in order to prevent regression.

Learners with ASC show idiosyncratic processing of information from initial attention and relevance to the attachment of meaning. Although they can be very focused on self-directed activities, they may show variable attention to directed tasks. They may have difficulty focusing on relevant information in the environment or in deciding the relative priority of information i.e. in choosing or selecting. Difficulties in perceiving patterns or regularities in their environment can result in particular challenges in abstracting general principles from information or situations, as they are unfamiliar. Additionally, seeing connections and therefore in generalising learning.

Throughout planning, expectations will be high but realistic and based on thorough assessment of individual needs that arise out of the analysis of the individual's sensory sensitivities, strengths and special interests.

A strengths based approach recognises that many individuals with autism often have excellent rote memory and memory for facts. However they also experience difficulty with personal memory for events and in accessing their memory at will. It has been suggested that difficulty in 'experiencing self' also influences the pupil's ability to store and recall information as personally relevant. Due to weakness experiencing personal dimension to memory, learners cannot evaluate new information and how it relates to what they already know, in addition memory is also less readily accessible without specific cues. Therefore, learners with ASC need teaching approaches, which enhance self-awareness and personal memory. A range of strategies for memorising and recalling information are needed (classification, rehearsal, visualisation techniques, samples, schemas). Teachers and teaching assistants at TWS will all receive on-going

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

training in autism specific methods of teaching to accommodate the characteristic learning style.

There will be a multidisciplinary team led by the clinical psychologist providing therapeutic support. The team will complete an assessment and implement an individual therapy plan based on need and individual interest. Pupils will receive input in discrete one-to-one or small-group sessions. The therapy team will also contribute to the curriculum and to staff training to ensure the needs of each pupil are met as outlined in their EHCP. Pupils will be explicitly taught emotional regulation and ways to express themselves appropriately without damaging their health and wellbeing. The counselling support currently available at Oak Lodge School will be shared across the Trust.

Sensory and/or physical needs

TWS will provide a low arousal physical environment and sensory spaces available for pupils to access to either seek or avoid sensory input. All pupils will be sensory profiled by the OT. Targets derived from the screen will be added to each learner's PLP and incorporated into teachers planning. In addition, there will be time allocated for pupils to engage in sensory integration work or sensory circuits.

Transition

Transition into the school will be planned and based on principles of full participation of young people and their families', comprehensive multi-agency engagement, provision of high quality information and effective transition planning. Pupils will receive the same comprehensive transition planning in year or at the start of a new year. Transition plans will differ for each young person they are likely to include the elements of pre-school visits for each child taster days and lessons home visits and development of behaviour and personalised learning plans. We will ensure effective transition between the key stages by doing pre-visits to new classes of pupils delivering sample lessons and writing social stories to help pupils cope with change. Parents will be invited to formal meetings to co-construct any transition plans that need to be written.

Prior to leaving the school a considerable amount of work will be done with pupils to support the change and ensure that they leave school with rewarding opportunities ahead.

Behaviour

The behaviour policies and procedures used at Oak Lodge will be adopted at the Windmill School as they are guided by the National Autistic Society's SPELL philosophy (**S**tructure **P**ositive **E**mpathy **L**ow Arousal **L**inks). We aim to support individual needs and provide opportunities for all pupils to increase their independence,

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

develop communication and reduce anxiety, whilst maintaining a calm, safe environment for all. The Windmill School will demonstrate an understanding that, because of autism, some pupils may act in ways that can be socially inappropriate, disruptive or unsafe.

A young person with an Autistic Spectrum Condition may not have developed sophisticated social mapping and therefore is unlikely to manipulate situations, lie or have intent or empathy. For such a young person, challenging behaviour should not routinely be interpreted based on understanding of 'typical development'.

Individuals with autism can behave in ways that may, restrict their social inclusion and adversely affect their quality of life. Working with families to enable the children and young people we support to learn to behave appropriately in different situations is central to achieving our aim of their acceptance and inclusion.

All behaviour support at The Windmill School will be an integral part of the curriculum within the SCERTS domains of mutual and self-regulation. The clinical psychologist will make significant contributions to the analysis of behaviour and the subsequent support plans that are derived from such analysis.

Occasionally there is a need, where behaviour is threatening or dangerous, to intervene physically. Our expectations at The Windmill School will derive from our experience at Oak Lodge to implement a policy where;

1. High professional standards from all staff provide a calm environment that supports the needs of all learners
2. There is consistent use of preventive strategies that work to calm and engage each pupil
3. Any regular challenging behaviours are closely monitored in order to update and review Behaviour Support Plans.

Since the implementation of the transactional support at Oak Lodge there has been a clear reduction in the frequency of incidents where positive handling has been necessary. Although all staff at The Windmill School will be trained in positive handling techniques we are confident that through the implementation of the SCERTS framework that the need for such intervention will be minimised.

In our experience at Oak Lodge, many instances of challenging behaviour emerge as a result of the impact of sensory bombardment from the environment. Because we intend to provide an environment that will take account of sensory sensitivities this will be conducive to achieving a sense of calm. Therefore, we would expect fewer instances of

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

dysregulated behaviour.

Safeguarding

Safeguarding will be in line with procedures demonstrated across the MAT and The Windmill School will continue to work in close collaboration with external agencies in Barnet to ensure we protect and support our pupils.

We take our responsibility to protect and safeguard the well being of those children in our care very seriously. We understand that all children are vulnerable to safeguarding issues given that SEN children are more vulnerable to abuse. The multi-disciplinary team and governors are committed to following safeguarding procedures outlined in “Keeping Children Safe in Education” (July 2015), “Working Together to Safeguard Children” (March 2015) and “London Child Protection Procedures” (Currently on 5th Edition).

Attendance

The school will set itself challenging targets for attendance through its strategic planning. Using a system of tracking and intervention will ensure that targets are met. At The Windmill School we expect at least 96% attendance rate. The trustees will monitor this closely and any interventions necessary will be implemented immediately to ensure that this target is met.

The Windmill School will be an inclusive, accessible and integral part of the local community. The Windmill School will embrace diversity and celebrate uniqueness to ensure that everybody will be treated distinctively, with individual rights to learn and develop in a purposeful and adaptive environment. The Windmill School will recognise that the spiritual, moral, cultural and social development of learners will have a significant impact on their ability to learn and achieve in order to fully prepare them for a positive adult life experience in modern Britain.

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

We have obtained a both a commitment from Barnet LA and interest from parents for places in The Windmill School's first years of operation.

We wrote to Barnet LA in January 2016 using the following text to provide information of our proposal:

“Oak Lodge is preparing an application to open an all age autism specific free school, which I hope will gain the approval and support of the Local Authority.

Oak Lodge has been rated “outstanding” in its two most recent Ofsted inspections and is the only school in Barnet that holds the Quality Assurance Mark awarded by The National Autistic Society (NAS). As education professionals working locally, we are aware of anticipated growth in demand for specialist provision due to the general demographic pressures of a rapidly expanding population. Additional specialist provision for children and young people with autism in the local area would enable a solution to expected local growth, increase parental choice and free up places in generic special schools and other settings to offer the promise of better outcomes for all.

Throughout each year, and particularly during phased transition, the demand for places for students on the autistic spectrum at Oak Lodge and the other specialist Barnet provisions exceeds capacity and are often not appropriate. We believe the needs of some of these students will be better met in a more specialist provision. Such provision would be able to take better account of their sensory sensitivities than a generic special school, an attached provision or a full mainstream placement. It would provide them with an autism-specific, predictable and purposeful learning environment in which they could succeed and thrive more effectively.

We believe that we are in a strong position to open an autism-specific school as we

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

have already demonstrated the capacity, skills and experience needed to run a highly successful school in the community that meets the highest standards expected by the NAS and Ofsted.

Our ‘working name’ for the school is The Barnet Autism Free School and it will have the capacity to take up to 90 full-time learners with an autistic spectrum condition. It is anticipated that all learners will have an Education, Health and Care Plan (EHCP). It is intended that the school will open with 30 learners (equivalent to 5 classes) and then expand on an annual basis. It is anticipated that it will be at full capacity within a four-year period.

In order to complete our application to the Department for Education to open the Special Free School we need to show evidence of demand. Part of this includes showing the support of the Local Authority and it’s commitment in principle to name our school in Statements of Special Education Needs for pupils with the type(s) of SEN for which our school will be designated

In order to offer this education we would expect there will be a cost to the Local Authority to commission individual placements which would be equivalent to the Barnet Special School Band 3 or Band 4 according to the needs of each student, after taking into account the ██████████ per place base level of funding provided by the Education Funding Agency to special Free Schools.

I am therefore writing to you to obtain your confirmation that you would be happy to name our school in pupils’ statements / EHCP and approximately what number we might expect. Should you be in agreement I have attached a draft template, which you may wish to use for your response.” (Copy of letter attached as annex.)

Barnet LA have duly responded with confirmation of their intention to commission places at the proposed school and acceptance of the proposed funding levels to ensure the school’s financial viability. (Also attached as an annex.)

We also wrote to parents across Barnet to invite interested parties to attend a parent consultation meeting at Oak Lodge School on 4th February 2016. This letter went out in the weekly Barnet LA newsletter to schools and so was distributed to all existing provisions including the pre-school teaching team. (Attached as annex). We told parents that:

“Finding suitable autism education provision in the Borough of Barnet has continued to be a challenge for many families. With an increasing shortage of places at current specialist provisions in the borough, families can find themselves at a loss, without a suitable educational provision of choice for every child with an autism spectrum condition.

Oak Lodge School is submitting an application to the Department of Education to open an autism specific free school. If we are successful, this will add to the existing

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

continuum of local provision for children and young people with an autism spectrum condition and strengthen the quality and range of educational pathways available. We believe that if successful this will be an exciting opportunity for children and young people in the Barnet area.

BAFS will be a specialist school for learners aged 5 to 19 years with a confirmed diagnosis of an autistic spectrum condition and an EHCP plan. With a proposed opening date of September 2018, it is planned once at full capacity to accommodate up to 90 students.

We are interested in consulting with parents and carers and invite you to attend a consultation meeting to provide you with an opportunity to find out more about BAFS and register your interest. If you wish to attend, please book your place by email or phone.”

At the meeting we used a PowerPoint presentation to help explain our vision of the new school. (Attached as annex). We described our intention to fill a known gap in the local offer by proposing a new school that would be separate, distinct and specific in its exclusive provision for CYP with distinct learning needs related to their autism, who because of a combination of sensory sensitivities and level of cognitive ability did not fit the existing range of generic special schools or Attached Resource Provisions.

51 people attended the event representing 36 children. The parents of 22 expressions of interest were from parents of children who would meet the admissions criteria and be within the appropriate age range on opening. We have continued to receive further expressions of interest through our website link from other parents who were unable to attend and have currently received notification from a total of 33 parents who would wish to have The Windmill School named on their child's EHCP. (Latest data supplied as annex)

The evidence of identified local need for further specialist SEN provision related to ASD is presented in a document considered at Barnet Council's Children, Education, Libraries & Safeguarding Committee meeting held on 6th January 2016. (Attached in annexes) The document titled 'The future provision of specialist places for children and young people with Special Educational Needs and Disabilities 2015/16 to 2019/20' references the unprecedented growth in pupil numbers and a consultation with headteachers carried out as part of a review of SEND provision.

The report notes that Barnet currently places a significantly greater proportion of SEND pupils in mainstream schools compared with the national average or with statistical neighbours. It also notes that a number of SEND pupils are placed in the special schools of other local authorities and that in 2014 7.5% of pupils with statements were placed in a non-maintained or independent provision.

The report describes a projected increase in required specialist provision places. By 2020 it concludes that for ASD/SLCN, a further 36 places will be required at Primary and 70 places at secondary in addition to the expansions of provision it has already planned. It is also recommends some rebalancing of MLD/ASD places at Oak Lodge to meet a projected shortfall of 16 Secondary MLD places across the authority by 2020.

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

The report goes on to present 3 options for the delivery of additional school places, one of which is an all-age autism specific special free school of up to 96 places. It states that a new school of this type would provide for pupils with significant autism, for whom the environment and provision available in other local special schools or mainstream schools is not considered to be suitable because they are not designed to reduce the sensory sensitivity of those with severe autism and are unable to be individualized to the extent necessary. It also describes that such a school would need to meet the autism needs of CYP whose academic ability may be in line with mainstream peers as well as pupils with cognitive impairment. Whilst recognising the larger capital cost of this option, the report also notes that in revenue terms it is far more cost effective.

The council committee approved the report and voted unanimously to authorise further consultation with stakeholders in order to inform a recommendation to the committee in May 2016.

We therefore feel confident that demand for places does, and will continue to exist and that our proposal to establish The Windmill School would be a suitable vehicle to meet that need.

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

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)
<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>Watford, Herts</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> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>7</p>
<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>Finchley, London</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> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>21</p>

			<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
[REDACTED]	Welwyn Garden City	<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> <p>[REDACTED]</p> <p>[REDACTED]</p>	5
[REDACTED]	Finchley, London	<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> <p>[REDACTED]</p>	4
[REDACTED]	Hemel Hempstead, Herts	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	6

		<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>	
<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>Welwyn Garden City, Herts</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> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>2</p>
<p>[REDACTED]</p>	<p>Ealing, London</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> <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>2</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>	London	<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>	2
<p>[REDACTED]</p>	Watford	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	2

[Add lines as appropriate]

F1 (a) Skills and experience of your team

It is proposed that The Windmill School (TWS) will be established within a new Multi-Academy Trust created by the conversion of Oak Lodge School to a Special Academy. We are currently in the process of consulting with the current Oak Lodge Governing Body with regard to conversion. It is anticipated that conversion could proceed alongside the pre-opening phase of a successful free school application.

The core project team has four members who are all employees of Oak Lodge School. In recent years, 3 members of the group have undertaken regular consultancy and inspection work outside of school and this has led to the creation of openings at senior leader level to build capacity and to develop future school leaders as part of our succession planning strategy.

Our success in developing new leaders within Oak Lodge means that we have the capacity to commit substantial time to the free school project in the knowledge that we have a highly committed and effective group of senior and middle leaders who are able to share the workload. We have identified further potential leaders within our workforce to ensure that all potential capacity requirements can be 'back-filled' during and beyond the pre-opening phase.

This means that we are confident that the pre-opening team will have the time capacity to see this project through to a successful conclusion.

Oak Lodge is an organisation that is used to managing activities beyond the immediate needs of the school and its pupils. In recent years our school leaders have made significant time commitments to support the national quality assurance work of Challenge Partners, whilst contributing extensively to the Ofsted inspection programme and the NAS accreditation award system. Locally we have been able to give 1 day a week consultancy time over 18 months to support local redesign of SEND provision and provided temporary leadership of the autism advisory service. Various senior and middle leaders continue a valued contribution to local outreach services. At the same time as providing this wide support of system leadership beyond the school gate, we have also established a successful partnership with Barnet & Southgate College to manage a specialist Post-19 FE provision for complex needs and have recently completed a project to open and manage a charity shop with the help of our parent's foundation. We see the establishment of The Windmill School as a natural extension of our developing basket of provision.

[REDACTED]

F1 (a) Skills and experience of your team

effectiveness of Oak Lodge.

[Redacted content]

F1 (a) Skills and experience of your team

[Redacted text block containing multiple paragraphs of blacked-out content]

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
Finance	Post-opening MAT Trustee. Whilst we have sufficient financial expertise to run schools within the team, we currently lack a named person with sufficient technical knowledge to effectively hold school leaders to account.	We have made approaches to personal contacts that hold finance, risk and compliance roles and who have knowledge of corporate governance, contractual negotiation and business modelling in their respective sectors. Alternatively, it is possible this position could be filled with the appointment of an appropriately qualified member of the Oak Lodge governing body. One current member is a leading finance lawyer, whilst another has significant banking experience. If this key position remains unfilled, we intend to make application to Academy Ambassadors or SGOSS.
Marketing	Pre-opening. Whilst we believe that marketing will not be the same challenge for us, as for mainstream schools given local demand, we will still seek advice with regard to the use of social media to promote awareness and support for the	We will source this through a current parent governor of Oak Lodge who is a Communications Manager in the social care sector. It is anticipated that this individual will continue as a parent representative of the Oak Lodge LGB, post- academy conversion, but could potentially be appointed as an additional Trustee to the MAT.

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
	school.	
Legal	Post-opening to provide challenge and support as a Trustee for the MAT	Our parental consultation process has led to offers of support from 2 well-qualified individuals who have children with autism. We intend to explore their offers further with a view to inviting both to support our development where they can, with the possibility of one becoming a trustee of the MAT
Estates & Infrastructure	Post-opening Trustee	Anticipate to be recruited from Oak Lodge Governing Body
Adult Person(s) who have a diagnosis of Autism	Pre-opening and in Free School LGB. It is recognised that representation of an autistic view in governance is invaluable to ensuring best possible outcomes for clients. This is well exemplified by bodies such as NAS and CRAE who both include persons with a diagnosis of autism and whom can make a positive difference in their governance structures.	We are currently working with [REDACTED] and our contacts at NAS to secure commitment from appropriate individual(s).

[Add more lines as appropriate]

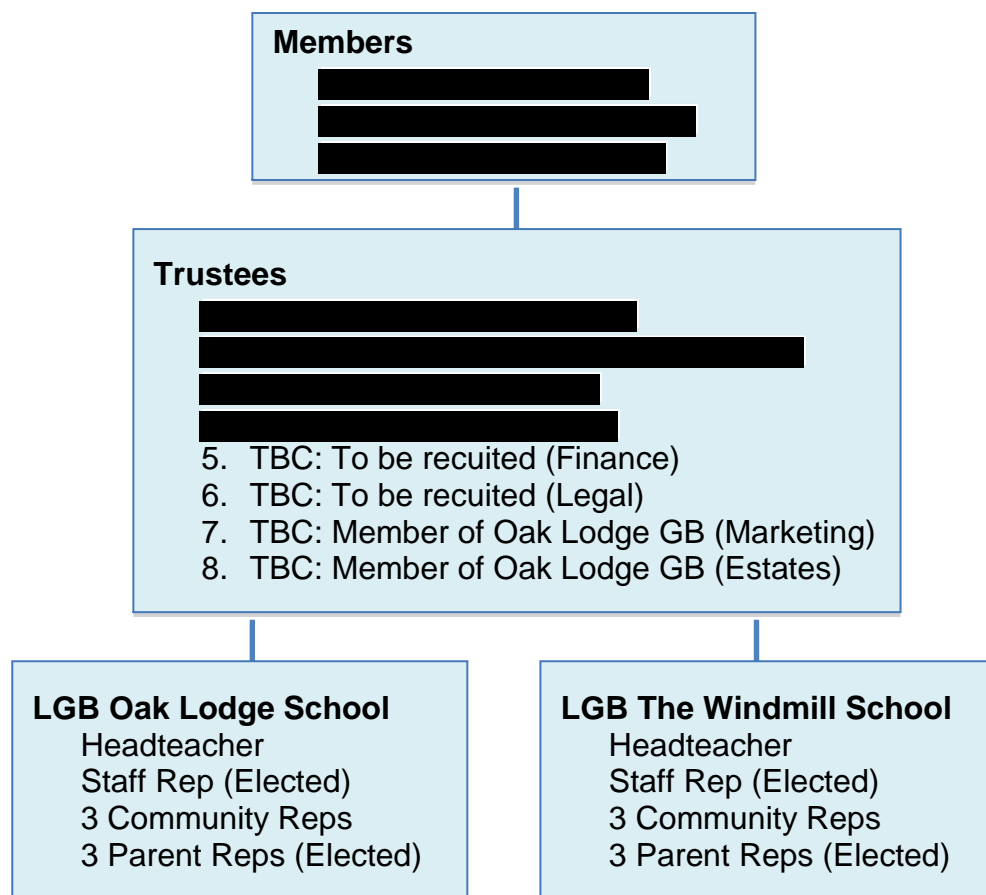
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

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

Proposed MAT Structure



Introduction

It is proposed that The Windmill School (TWS) will be established within a new Multi-Academy Trust created by the conversion of Oak Lodge School to a Special Academy. We were very encouraged by a positive meeting with our Regional Schools Commissioner to explore our proposals, during which the presumption and benefits of a MAT arrangement became very clear. We are now in the process of consulting with the

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

present Oak Lodge Governing Body with regard to conversion. It is anticipated that conversion could be achieved by 1st January 2017, alongside the pre-opening phase of a successful free school application.

The proposed approach is to:

- Oak Lodge School to convert to Special Academy by January 2017 and become the first school to be established within the Multi-Academy Trust (MAT)
- Develop the TWS Free School pre-school phase within the governance structure of the MAT
- From January 2017, enter into discussions with other Barnet Special Schools regarding the possibility of them applying to be academies and joining the MAT when each is ready.

The Trust and its governance structure will be established as an expandable model. Members will appoint trustees to the MAT board who will be responsible for ensuring the effectiveness and quality of Oak Lodge School, The Windmill School and any subsequent schools that become managed by the Trust. Local Governing Bodies will be created for both schools as a model to be replicated for any subsequent providers who join the MAT.

Oak Lodge School, where the core applicant group are currently employed is a maintained special school that has formed a loose partnership with the 3 other maintained special schools in Barnet. The headteachers of all schools in the partnership are supportive of the establishment of a MAT and see it as a potential vehicle for future governance alignment as and when their own governing bodies reach a decision to convert from maintained status. We consider that the formation of the MAT will act as a stimulus to partner schools to join the MAT, and to participate in the development of a robust MAT, which can promote best practice in the provision of special education in our area.

Establishing the MAT

The MAT will be constituted as a charitable company called 'Barnet Special Education Trust', limited by guarantee and registered with Companies House.

The MAT, as a company, will enter into funding agreements with the Secretary of State and will be legally responsible both to the Secretary of State and to parents and pupils for the running of the Academies within the MAT.

Members will initially be composed of the 3 founder members of Barnet Special Education Trust established as a company limited by guarantee. It is expected that this membership will pertain throughout the pre-opening phase. The members will meet annually and at other times as required with a role to ensure the Trust fulfils its founding principles and to receive the company's annual report and accounts. Membership will be

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

reviewed annually and according to circumstances may be subject to iteration and expansion in the post-opening phase to a maximum of 5 members.

If the current Oak Lodge governing body resolve to pursue conversion, it is anticipated that Oak Lodge will convert to be a special academy with effect from either January or April 2017. It is also proposed that a minimum of 2 suitably qualified Oak Lodge governors would be invited to become trustees. We believe this will be important to establish a coherent model for governance that will have 'buy-in' from both LGBs and the respective staff bodies of each school, whilst at the same time building on what good capacity already exists within the Oak Lodge governing body as currently constituted.

The Board of Trustees will be established with a view to ensuring a sound balance of the spread of expertise required to ensure sufficient independent challenge and support in the key areas of education, finance, legal, marketing and estates management. It is intended that the Board of Trustees will have 8 members including the Executive Headteacher.

The Board of Trustees will steer the strategic aims of the MAT. They will ensure that the key articles of association are adhered to along with holding the assets in trust for the benefit of learners. They will appoint the Chair and community governors of each Local Governing Body, whilst ensuring the election of staff and parent representation for each to keep a general overview of the work of the Trust and its schools. They will hold the Executive Headteacher to account and be accountable in turn to the Members, DfE and EFA for results, finances and management. The trustees will:

- Fulfil the responsibilities of the Trust under the funding agreements
- Determine the strategic direction, vision and values, consulting as appropriate with local governing bodies, the community and stakeholders.
- Determine the policies and procedures of the Trust including conditions of service
- Determine the Trust's Strategic Plan and objectives, annual plans and targets, the related annual plans of its schools and monitor progress and outcomes
- Ensure programmes of internal and external assessment to audit, and assess achievements and progress and ensure compliance with required standards
- Agree and monitor budgets for the Trust and each school and agree the Trust's annual report and audited accounts for receipt by the members
- Appoint the Executive Headteacher and the Headteacher of each school and agree their salary and appraisal increases
- Agree the arrangements for determining staffing structures, all other staff appointments, appraisal, salary and conditions of service decisions with Local Governing Bodies
- Determine arrangements for decision-making and appeals under its policies to ensure consistency across the Trust
- Appoint the Clerk to the Trust.

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

The Board of Trustees will establish a Local Governing Body (LGB) for each school in the MAT. It is planned that any school that joins the MAT will continue to have some degree of local autonomy. A scheme of delegation will be established that affords each member school control of internal budgets, following agreement with Trustees as to the level of commitment to centrally shared resources. The LGBs principal role will be to provide local challenge in relation to educational standards and achievement targets and to exercise operational oversight of the school, the safety and wellbeing of its own pupils, and its achievement of agreed plans and objectives within available resources. It is anticipated that each member school will be accountable through the Trustees to support the improvement of provision across the MAT on the principle of 'better together'.

The Local Governing Body of each school will report to the Board of Trustees and take a strategic role in the governance of their school to hold the Headteacher and other senior leaders to account:

- Ensure standards of attainment and achievement by pupils of the school are high
- Act as a critical friend to the school and to provide support to the Headteacher and the staff
- Monitor and evaluate the work of the school systematically and regularly in relation to pupil outcomes, staff performance, self evaluation and improvement, budget and financial monitoring and community cohesion
- Carry forward the Trust's vision, in a way appropriate to the specific qualities and characteristics of the school
- Implement all actions required to comply with statutory regulations and the funding agreement
- Implement the policies agreed by the Trust.

Effective Decision Making

We will establish a governance structure that has sufficient spread of expertise to offer support and challenge to the Headteachers and Senior Leadership Teams in all aspects of each school's performance. We will aim to do this with the minimum number of governors to achieve this standard and ensure an effective decision-making body. The proposed LGBs of Oak Lodge School and The Windmill School will comprise a minimum of 7 members + the Headteacher as outlined in the diagram above to ensure a strong balance of stakeholder representation and technical capacity. This arrangement will be kept under review by the Board of Trustees, with a view to modifying representation if it is felt to be required for the effective discharge of responsibilities over time.

We also propose to keep the number of committees to a minimum, whilst maintaining a level of local autonomy for each subsequent school that joins the MAT.

Board of Trustees Committees

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

- **Finance & HR:** As human resources are the highest cost factor we intend to combine governance of these elements under a single committee reportable to the Board and Members. This committee will be responsible for ensuring that audit and HR requirements are maintained for member schools of the MAT and for determining each member school’s annual contribution to central resources of business and HR administration
- **Estates:** Whilst we intend a degree of local autonomy for each member school, we believe that an overarching premises management strategy for all member schools will lead to greater financial efficiencies. This committee will therefore hold the responsibility to have strategic oversight of estates management including environmental and built assets, statutory buildings compliance, energy policy and IT infrastructure.

Local Governing Body Committees

- **Teaching & Learning:** To provide challenge and support, and to hold the Headteacher & SLT to account in respect of teaching standards, curriculum and progress outcomes for pupils.
- **Safeguarding & Wellbeing:** To hold SLT to account for pupil safety and welfare, the implementation of statutory guidance and law, local premises management

Proposed Membership Structure

The proposal is to establish the Multi-Academy Trust with 3 Members initially. The Members will determine the membership of the Board of Trustees. Included below for illustration is an indication of how the Board of Trustees, and the Local Governing Bodies below this, may look.

MEMBERS (total 3)	
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]

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

	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
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Board of Trustees (total 8)	
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
TBC: To be recruited	Finance
TBC: To be recruited	Legal
TBC: A member of Oak Lodge Governing Body	Marketing & Parental Engagement
TBC: A member of Oak Lodge Governing Body	Estates & Infrastructure
LOCAL GOVERNING BODIES	
Headteacher	(Unless chooses otherwise)
Community Representatives	3 for each school
Parent Representatives (Elected)	3 for each school
Staff Representatives (Elected)	1 for each school

Draft Meeting Cycle

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Finance & HR: Approve budget	Board of Trustees Committee & LGB reports	Finance & HR: Benchmarking and audit	Board of Trustees Committee & LGB reports	Finance & HR: Strategic budget plan inc. staffing for next year	Board of Trustees Committee & LGB reports
Estates: H&S Audit	Annual Trust & Auditor's Report	Estates: Monitor budgets and maintenance contracts	Review Development Plan progress	Estates: Asset Management Plan	Agree development plan & overall budget
Teaching & Learning Attainment & Progress report; Staffing & resources report	LGBs Hear Committee reports Approve report to Trustees	Teaching & Learning Interim pupil progress review Policy reviews; appraisal arrangements	LGBs Hear Committee reports Approve report to Trustees	Teaching & Learning Interim pupil progress review Curriculum planning for next academic year; appraisal outcomes	LGBs Hear Committee reports Approve report to Trustees

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

				and report	
Safeguarding & Wellbeing Local H&S audit		Safeguarding & Wellbeing Policy reviews H&S report		Safeguarding & Wellbeing Annual parent & pupil survey H&S report	

Providing Effective Challenge

The governance model will provide effective challenge to the Executive Headteacher and each school Headteacher and their respective leadership teams through:

- The provision of strategic direction with clear targets and performance indicators linked to each school’s education plan and self-evaluation documentation.
- The regular monitoring of pupil progress through creation of termly milestones to ensure early warning of potential concerns. Progress reports will be considered in relation to benchmarking against the large dataset of a specialist commercial SEN assessment evaluation tool.
- Targeted school visits by trustees and members of LGB’s to be agreed as part of overall development and review plan to ensure that governance at all levels knows what is happening rather than being told, with an understanding that trustees or governors may be removed from office where such a commitment is unfulfilled.
- Regular engagement with stakeholders through annual parent and pupil survey to inform plans for development and intervention
- The brokering of support from within other member schools and the commissioning of external school improvement partners to intervene when a SLT is not meeting KPIs within the Education Plan
- Holding the membership of trustees and governing bodies under review to ensure that the expertise to provide effective challenge and support is maintained.
- Being an outward looking organisation that seeks to develop links across the community to ensure that present and future trustees governors with required expertise can be maintained or recruited.

Conflicts of Interest

All Members and Trustees will be required to act in line with the Articles of Association. Members and Trustees will be required to declare, on joining the Trust, any pre-existing commitments or interests that might constitute a conflict. A record of these will be kept securely as part of the Trust commitment to the maintenance of School Financial Value Standards. It will be the responsibility of Members and Trustees to keep this record up to date with any new interests, or any interests that may form a conflict due to some change

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

by or within the school. This should happen on a termly basis as a standing agenda item for Trustees board or LGB meetings.

Relevant interests might be professional or personal, and either category can include financial interests. Where discussions pertain to the issues around which there may be a conflict, the relevant governors will be asked to abstain from the discussion and will not be entitled to vote on any motions arising from such.

We are not currently aware of any planned aspect of governance that could be viewed as a conflict of interest.

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

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

Income

As Barnet have written that they anticipate funding pupils at what are termed locally as Bands 3 and 4 of their high needs funding for special schools, we have established two ASD levels of need, with an assumption of a minimum 75% of pupils on Band 3 and a maximum 25% at Band 4. This is modelled in the spreadsheet by identifying 2 ASD designations on the cover sheet.

Expenditure

We have identified Executive Headship, School Business Manager and IT Network Manager as resources to be shared across the MAT. We would look to these personnel to be active in the development of a procurement regime that exploits the opportunities for cost efficiency inherent in the MAT model. In addition to supplies and services, this will include business, finance, legal and HR support. Dependent upon actual staffing and balance of skills within the Oak Lodge staff at the point of opening, it is possible that some specialist subject or therapeutic staff could be deployed across both schools. We already have experience of making this type of provision as we run an off-site Post-19 provision in partnership with Barnet & Southgate College and have a number of specialist staff working on both sites.

Pro-rata calculations have and will be applied for MAT contributions based on planned numbers as both schools grow to their full capacity. These will be subject to annual review by the Trustees to ensure transparency and fairness.

Benchmarking data was harvested through DfE sources to obtain average expenditure

Section G – budget planning and affordability

patterns for Outer London based special schools, academies and free schools, combined with our knowledge of expenditure patterns at Oak Lodge. We have made prudent assumptions based on this data in order to achieve a balanced budget in the years of growth that could be reviewed as the new school assumes steady state. The modelled build-up of cumulative surplus shows there is capacity for this to be achieved alongside capital re-investment requirements that may potentially arise.

The costs of teacher salaries have been calculated at the median of Oak Lodge existing salary costs to build in an element for performance related pay enhancement.

Teaching assistant salaries have been calculated at the mid-point of the expected salary range for each grade of TA in Barnet's maintained schools, anticipated to come into force next year. As with teachers, this enables allowance for performance related pay to be built into the model.

Should the number of pupils enrolling at The Windmill School be less than planned, we have established a class structure that can be scaled down to maintain a balanced budget. We could also reduce leadership costs if required by deferring the appointment of a Deputy Headteacher planned for Year 2 and utilising the current leadership capacity at Oak Lodge to provide the necessary support.

Catering at present has been assumed to be "in/out". Equally, as Oak Lodge follows a strategy of using TAs and teachers to cover mealtime supervision, treating lunchtime as a learning opportunity, specific mealtime supervision has also been disregarded in the staffing model.

We believe the accompanying Excel spreadsheet model demonstrates 'proof of concept' that the income calculated from anticipated levels of funding commitment expressed by Barnet Council will be sufficient to establish a viable and safe learning environment for children and young people that will have the capacity to ensure high quality outcomes for its pupils.

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.