



Department
for Education

Free school application form

Special schools

Published: July 2016

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

BEAM BRIDGE SCHOOL

THAMES VIEW BRIDGE SCHOOL

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The application form explained

Before completing your application, please ensure that you have read both the [how to apply to set up a free school guidance and the criteria for assessment](#) 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 on page 8 of this 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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. The form is available [here](#).

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. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

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

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

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

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

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

Submitting Section I

Section I, i.e. the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk 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 [how to apply to set up a free school guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- for children with an education health and care plan ('EHCP') naming the school, the requirements pertaining to children with SEN within the special educational needs and disability (SEND) code of practice, including the duty to admit a child where the school is named in an EHCP;
- for schools where the Secretary of State agrees in the funding agreement that they can also admit non-statemented pupils with special needs, the school must, in respect of these pupils, comply with the School Admissions Code, the School Admissions Appeals Code and the admissions law as it applies to maintained schools. 16-19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

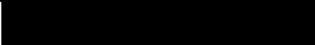
I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

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

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

Signed: 

Position: 

Print name: 

Date: 26.09.16

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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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

C 1.1 A brief overarching vision for your chain

Our motto “Excellence for All” sums up our aims. Partnership Learning’s over-arching vision is to maximise social mobility, giving our pupils the same opportunities as their most favoured peers – outstanding teaching, schools organised around the needs and ability profile of their pupils and wide-ranging enrichment activities to develop confidence and resilience.

We believe learning is most effective when pupils are taught with others of similar needs and ability, so we group pupils by need and prior attainment, enabling a differentiated curriculum within which teachers adjust their pace and style to ensure all pupils make rapid progress towards challenging targets.

We have particular expertise in providing outstanding outcomes within disadvantaged communities, although we believe our approach works across the socio-economic spectrum.

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

C 1.2 The number and types of open schools you already manage and have in pre-opening (including free schools, academies, voluntary aided schools and independent schools)

Number and types of open schools the Trust already manages or has in pre-opening:

| School | Age range | Open/Pre-opening | Status |
|--|------------------|-----------------------------------|-------------------|
| Sydney Russell School (All-Through) | 4-18 | Open | Converter Academy |
| Riverside School (Secondary) | 11-18 | Open | Free School |
| Riverside Primary School (Primary) | 4-11 | Open | Free School |
| Riverside Bridge School (Special) | 4-16 | Open | Free School |
| Thames View Junior (Primary) | 7-11 | Open | Sponsored Academy |
| Greatfields School (Secondary) | 11-18 | Open | Free School |
| Eastbury Primary School (Primary) | 4-11 | Open | Converter Academy |
| The Albany School | 11-16 | Joining Trust November 2016 | Converter Academy |
| Southchurch High School (previously Futures Community College) (Secondary) | 11-16 | Joining Trust November 2016 | Sponsored Academy |
| Greatfields Primary School (Primary) | 4-11 | Pre-opening Opens 2018 | Free School |
| Mallard Primary School (Primary) | 4-11 | Pre-opening Opens 2019 | Free School |
| Lymington Fields School (Secondary) | 11-18 | Pre-opening Opens 2019 | Free School |

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

C 1.3 The Trust’s planned expansion strategy (including how many schools the Trust hopes to have in total, planned geographical spread and timescales).

Trust - total schools planned in each key location 2016-2020

| Location | 15-16 Open or in pipeline | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 |
|--|--|--------------|--------------|--------------|--------------|--------------|
| LBBB | 7 | 7 | 9 | 13 | 13 | 13 |
| Neighbouring LAs (eg Havering/Waltham Forest/Thurrock/Essex) | | 6 | 12 | 16 | 16 | 16 |
| Southend-on-Sea | 1 | 1 | 3 | 3 | 4 | 5 |
| TOTAL | 8 | 14 | 24 | 32 | 33 | 34 |

Over the next five years we plan to add a mix of sponsored/converter/new free schools to our Trust as shown in the table above, spread across adjacent LAs and including a mix of primary, secondary, all-through and special schools. We intend to develop a hub structure based on groups of schools clustered together in close geographical proximity.

C 1.4 The rationale for our proposed schools: why we want to set up two special free schools in the areas we have identified and for the pupils we intend to educate

We plan to open two special Free Schools in the London Borough of Barking and Dagenham:

Beam Bridge School - a 176 place special Free School for pupils aged 4 -19 with autistic spectrum disorder (ASD), profound and multiple learning difficulties (PMLD) and severe learning difficulties (SLD) –



This school will replicate our existing special school, Riverside Bridge School, which itself is modelled on our partner school, the Ofsted ‘Outstanding’ Trinity School- a special school for 260 ASD/SLD/PMLD pupils aged 3-19.

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

Thames View Bridge School – a 60 place special Free School for pupils aged 6 -19 with Social, Emotional and Mental Health (SEMH) needs, to be located in the Thames View area in the south of Barking, in close proximity to our Trust's existing successful special school, Riverside Bridge School, to open in September 2018. This school will share core structures, policies and strategies with our existing special school, Riverside Bridge School, but will also draw upon the excellent practice of our SEMH partner school, the Ofsted 'Outstanding' Maplefields Academy - a special school for 90 SEMH pupils aged 5 – 19 in Corby, Northamptonshire.

The London Borough of Barking and Dagenham has had one of the fastest-growing school-age populations in the country over the last ten years and this is set to continue over the next ten. From 2016 there is a projected 20% increase by 2023 and a 25% increase by 2026. These figures include some known imminent housebuilding but do not take account of significant additional population growth due to be generated by further planned large-scale housing development.

Barking and Dagenham is one of the 10% most disadvantaged boroughs in the country and the wards where we hope our schools will be situated are in the top 5% of deprived wards nationally. The establishment of these new schools will play a key part in counteracting the local cycle of deprivation by teaching relevant skills and by supporting families and the work force through raising expectations and fulfilling aspirations.

Beam Bridge School

Our special Free School for ASD/PMLD/SLD will offer high-quality carefully integrated provision to meet the continuing rising demand already evident in Barking and Dagenham and to reduce the high cost of out-Borough placements and transport. The well-established local Trinity Special School is over-subscribed and our Trust's newly-established special Free School – Riverside Bridge – is already full in its first two cohorts. The Local Authority is clear that it urgently requires further additional ASD/PMLD/SLD special school places and is committed to commissioning them.

By co-locating the special school with the mainstream 11-18 Free School in east Dagenham which we have been approved to open, we will provide a cost-effective educational environment on an integrated learning campus, meeting the specific learning needs of pupils within the special school facilities but also utilising as appropriate the resources and learning opportunities of the mainstream school so that all pupils achieve their full potential and experience a wide range of appropriate challenges not normally available in special schools.

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

We already have successful experience of this model with the co-location of Riverside Bridge (Special) School and Riverside (Secondary) School.

Thames View Bridge School

Our special Free School for SEMH needs will offer high-quality provision to meet an unmet and rapidly rising demand in Barking and Dagenham. There is currently no SEMH special school in the local authority and our new provision will both reduce high out-Borough placement costs and provide quality placements for pupils who are currently having to be managed in often inappropriate mainstream settings. The Local Authority is clear that it urgently requires SEMH special school places and is committed to commissioning them.

The two new schools will together provide solutions to a number of local SEND provision issues. Additional in-borough special school provision would reduce the number of children placed in high-cost out of borough provision, children placed in mainstream provision whose places become less suitable as they get older, those without places altogether or those in existing provision deemed 'Requires Improvement' by Ofsted. Local provision will also help to better integrate SEND pupils and their families in the local community.

C 1.5 How the new schools we are proposing form part of our Trust's vision

The two new schools will enable us to establish a cluster of Partnership Learning 'Bridge' special school provision, incorporating Beam Bridge School, Thames View Bridge School and the existing Riverside Bridge School – the 'Bridge Group'. The whole cluster will work closely with our two partner schools: the Ofsted 'Outstanding' Trinity School and the 'Outstanding' Maplefields Academy. The cluster will enable efficiencies in such areas as leadership, curriculum planning, staff development, appropriate pupil placement and assessment.

Riverside Bridge School – the Trust's first special school – has received high praise from its DfE Education Adviser, has had all planned places commissioned and filled and is highly popular with parents.

Our vision is to promote high achievement through the inclusion of all pupils in the curriculum of the schools and the life of the community via effective pedagogy and a personalised learning strategy delivered within excellent facilities. Our key aspiration for both the new special schools is to raise achievement, reduce incidence of failure and ensure that all children and young people have access to equal, excellent, learning

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

opportunities. All activities will focus on the educational, social, emotional, physical, personal and cultural needs and well-being of pupils.

We will develop provision to provide a long term, sustainable service for both pupils and families to help them acquire skills and strategies for lifelong learning and independent living. We will provide a safe yet stimulating environment for these young people which will enable them to develop personal qualities and skills to enable them to lead successful lives and contribute positively to society.

Both schools will be inclusive schools where every child is valued and supported to achieve as full and independent a life as possible. The schools will be open to children from all religions and will practice tolerance of all faiths and beliefs in the multi-cultural community it serves.

Our personalised curriculum model will provide stretching opportunities for all pupils so that they can progress at a challenging rate commensurate with their intellectual capacities and aspirations. All pupils will have wrap-around support to allow them to develop at an individualised pace and to have the right challenges at the right time.

Both schools will promote social, emotional health and wellbeing, so that children have an authentic sense of belonging and have the opportunity to learn to live together and accept each other's identity and differences. Support and interventions will be available as early as possible in line with an accurate recognition of pupil needs. We believe that all pupils from an early age should be encouraged to think positively and communicate effectively so that they acquire and develop the vital skills of confidence, oracy, resilience and independence throughout their school and adult life.

Through our close links with our local partner school (Trinity School), the mainstream schools in our Trust, local colleges and independent providers, we can offer seamless transitions where appropriate and curriculum continuity, both in content and style, making learning exciting and challenging for all pupils.

Section D – education plan: part 1

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

- use the table below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) 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 2018, please leave the relevant earlier columns blank.

Beam Bridge School

| | Current number of pupils (if applicable) | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|-----------|--|------|------|------|------|------|------|------|------|
| Reception | | | 3 | 8 | 10 | 10 | 12 | 12 | 12 |
| Year 1 | | | 3 | 6 | 10 | 10 | 12 | 12 | 12 |
| Year 2 | | | 4 | 6 | 10 | 10 | 12 | 12 | 12 |
| Year 3 | | | 4 | 6 | 10 | 10 | 12 | 12 | 12 |
| Year 4 | | | 4 | 8 | 10 | 10 | 12 | 12 | 12 |
| Year 5 | | | | 6 | 10 | 10 | 12 | 12 | 12 |
| Year 6 | | | 4 | 6 | 8 | 10 | 12 | 12 | 12 |
| Year 7 | | | 4 | 6 | 6 | 10 | 12 | 12 | 12 |
| Year 8 | | | 4 | 4 | 6 | 10 | 12 | 12 | 12 |
| Year 9 | | | | 4 | 6 | 10 | 10 | 12 | 12 |
| Year 10 | | | | | 4 | 10 | 10 | 11 | 12 |
| Year 11 | | | | | | 10 | 10 | 11 | 12 |
| Year 12 | | | | | | | 10 | 11 | 11 |
| Year 13 | | | | | | | | 10 | 11 |
| Year 14 | | | | | | | | | 10 |
| Totals | | | 30 | 60 | 90 | 120 | 148 | 163 | 176 |

Thames View Bridge School

| | Current number of pupils (if applicable) | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|-----------|--|------|------|------|------|------|------|------|
| Reception | | | | | | | | |
| Year 1 | | | | | | | | |
| Year 2 | | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Year 3 | | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Year 4 | | 4 | 4 | 4 | 6 | 6 | 6 | 6 |
| Year 5 | | 4 | 4 | 4 | 6 | 6 | 6 | 6 |
| Year 6 | | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Year 7 | | | 4 | 4 | 6 | 6 | 6 | 6 |
| Year 8 | | | 4 | 6 | 6 | 6 | 6 | 6 |
| Year 9 | | 4 | 4 | 6 | 4 | 4 | 4 | 4 |
| Year 10 | | 3 | 4 | 6 | 4 | 4 | 4 | 4 |
| Year 11 | | 3 | 3 | 4 | 4 | 4 | 4 | 4 |
| Year 12 | | | 3 | 4 | 4 | 4 | 4 | 4 |
| Year 13 | | | | 4 | 4 | 4 | 4 | 4 |
| Year 14 | | | | | 4 | 4 | 4 | 4 |
| Totals | | 30 | 42 | 54 | 60 | 60 | 60 | 60 |

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.

Beam Bridge School

| Subject/other activity | Hours per week | Mandatory/ Voluntary | Comments |
|---|----------------|----------------------|---|
| RECEPTION, KEY STAGE 1 & KEY STAGE 2 | | | |
| Language, Communication, English & Literacy | 5 | Mandatory | Speaking & Listening Reading Writing |
| Mathematics | 5 | Mandatory | Using & Applying Number Shape, Space & Measure |
| PSHE/Citizenship/Life Skills | 4 | Mandatory | Independent living Employability Participation in society Learning to eat healthily and cook |
| Physical Development | 3 | Mandatory | PE Swimming Physical Development Healthy Living |
| ICT Capability | 1 | Mandatory | Finding Things Out Developing Ideas & Making things Happen Exchanging & Sharing Information |
| Creative Development | 2 | Mandatory | Art Music |
| Knowledge & Understanding of the | 5 | Mandatory | Science Design Technology |

| | | | |
|---|---|-----------|---|
| World | | | Humanities Religious Education |
| MFL | To be delivered via thematic approach of topic days as appropriate, in line with our core focus on developing communication | | |
| KEY STAGE 3 | | | |
| Language, Communication, English & Literacy | 5 | Mandatory | Speaking & Listening Reading Writing |
| Mathematics | 4 | Mandatory | Using & Applying Number Shape, Space & Measure |
| PSHE/Citizenship/Life Skills | 5 | Mandatory | Independent living Employability Participation in society Learning to eat healthily and cook Staying Safe Sex & relationships Road safety Home Management Money Management Careers |
| Physical Development | 2 | Mandatory | Physical Development PE Dance Healthy Living |
| ICT Capability | 1 | Mandatory | Finding Things Out Developing Ideas & Making things Happen Exchanging & Sharing Information |
| Creative Development | 2 | Mandatory | Art Music |
| Knowledge & Understanding of the World | 6 | Mandatory | Science Design Technology Humanities Religious Education |
| MFL | To be delivered via thematic approach of topic days as appropriate, in line with our core focus on developing communication | | |

| KEY STAGE 4 | | | |
|---|--|-----------|---|
| Language, Communication, English & Literacy | 5 | Mandatory | Speaking & Listening Reading Writing |
| Mathematics | 4 | Mandatory | Using & Applying Number Shape, Space & Measure |
| PSHE/Citizenship/Life Skills | 5 | Mandatory | Independent living Employability Participation in society Staying Safe Sex & relationships Travel Competence & Community Access Home Management Learning to eat healthily and cook Money Management Careers, Employment & Work Experience Vocational Skills, Work Related Learning, College Links |
| Physical Development | 2 | Mandatory | PE Swimming Physical Development Healthy Living |
| ICT Capability | 2 | Mandatory | Finding Things Out Developing Ideas & Making things Happen Exchanging & Sharing Information |
| Creative Development | 1 | Mandatory | Art Music |
| Knowledge & Understanding of the World | 6 | Mandatory | Science Design Technology Humanities Religious Education |
| MFL | To be delivered via thematic approach using topic days as appropriate, in line with our core focus on developing communication | | |
| KEY STAGE 5 | | | |
| Language, Communication, English & Literacy | 5 | Mandatory | Speaking & Listening Reading Writing |

| | | | |
|------------------------------|---|-----------|---|
| Mathematics | 5 | Mandatory | Using & Applying Number Shape, Space & Measure |
| PSHE/Citizenship/Life Skills | 6 | Mandatory | Independent living Employability Participation in society Staying Safe Sex & relationships Travel Competence & Community Access Home Management Learning to eat healthily and cook Money Management Careers, Employment & Work Experience Vocational Skills, Work Related Learning, College Links |
| Physical Development | 2 | Mandatory | PE Swimming Physical Development Healthy Living |
| ICT Capability | 2 | Mandatory | Finding Things Out Developing Ideas & Making things Happen Exchanging & Sharing Information |
| College Link Course | 5 | Mandatory | Link Course at Barking College. Each course runs for six weeks and whilst gaining experience of working in a college environment gives pupils experience of a range of vocational options |

Thames View Bridge School

| Subject/other activity | Hours per week | Mandatory/Voluntary | Comments |
|---|---|---------------------|---|
| KEY STAGE 1 & KEY STAGE 2 | | | |
| Language, Communication, English & Literacy | 5 | Mandatory | Speaking & Listening Reading Writing |
| Mathematics | 5 | Mandatory | Using & Applying Number Shape, Space & Measure |
| PSHE/Citizenship/Life Skills | 4 | Mandatory | Independent living Employability Participation in society Learning to eat healthily and cook |
| Physical Development | 3 | Mandatory | PE Swimming Physical Development Healthy Living |
| ICT Capability | 1 | Mandatory | Finding Things Out Developing Ideas & Making things Happen Exchanging & Sharing Information |
| Creative Development | 2 | Mandatory | Art Music |
| Knowledge & Understanding of the World | 5 | Mandatory | Science Design Technology Humanities Religious Education |
| MFL | To be delivered via thematic approach of topic days as appropriate, in line with our core focus on developing communication | | |
| KEY STAGE 3 | | | |
| Language, Communication, English & Literacy | 5 | Mandatory | Speaking & Listening Reading Writing |
| Mathematics | 5 | Mandatory | Using & Applying Number Shape, Space & Measure |

| | | | |
|---|---|-----------|---|
| PSHE/Citizenship/Life Skills | 4 | Mandatory | Independent living Employability Participation in society Learning to eat healthily and cook Staying Safe Sex & relationships Road safety Home Management Money Management Careers |
| Physical Development | 2 | Mandatory | Physical Development PE Dance Healthy Living |
| ICT Capability | 1 | Mandatory | Finding Things Out Developing Ideas & Making things Happen Exchanging & Sharing Information |
| Creative Development | 2 | Mandatory | Art Music |
| Knowledge & Understanding of the World | 6 | Mandatory | Science Design Technology Humanities Religious Education |
| MFL | To be delivered via thematic approach of topic days as appropriate, in line with our core focus on developing communication | | |
| KEY STAGE 4 | | | |
| Language, Communication, English & Literacy | 4 | Mandatory | Speaking & Listening Reading Writing |
| Mathematics | 4 | Mandatory | Using & Applying Number Shape, Space & Measure |
| Science | 2 | Mandatory | Biology Chemistry Physics |

| | | | |
|---|---|-----------|--|
| PSHE/Citizenship/Life Skills/RE/Employability/Golden Time | 4 | Mandatory | Independent living Employability Healthy lives Participation in society Staying Safe Sex & relationships Travel Competence & Community Access Home Management Learning to eat healthily and cook Money Management Careers, Employment & Work Experience Vocational Skills, Work Related Learning, College Links |
| Physical Development | 2 | Mandatory | PE Swimming Physical Development Healthy Living |
| ICT Capability | 1 | Mandatory | Finding Things Out Developing Ideas & Making things Happen Exchanging & Sharing Information |
| Option A | 4 | Mandatory | Two vocational options chosen from: <ul style="list-style-type: none"> • Art • Creative Digital Media Production • Hospitality and Catering • Sport • Duke of Edinburgh |
| Option B | 4 | Mandatory | |
| KEY STAGE 5 | | | |
| Language, Communication, English & Literacy | 4 | Mandatory | Speaking & Listening Reading Writing |
| Mathematics | 4 | Mandatory | Using & Applying Number Shape, Space & Measure |

| | | | |
|---|---|-----------|--|
| PSHE/Citizenship/Life Skills/RE/Employability | 4 | Mandatory | <p>Independent living</p> <p>Employability</p> <p>Healthy lives</p> <p>Participation in society</p> <p>Staying Safe</p> <p>Sex & relationships</p> <p>Travel Competence & Community Access</p> <p>Home Management</p> <p>Learning to eat healthily and cook</p> <p>Money Management</p> <p>Careers, Employment & Work Experience</p> <p>Vocational Skills, Work Related Learning, College Links</p> <p>Work Experience</p> |
| Physical Development | 2 | Mandatory | <p>PE</p> <p>Swimming</p> <p>Physical Development</p> <p>Healthy Living</p> |
| ICT Capability | 1 | Mandatory | <p>Finding Things Out</p> <p>Developing Ideas & Making things Happen</p> <p>Exchanging & Sharing Information</p> |
| Option A | 5 | Mandatory | <p>One school-based vocational option chosen from:</p> <ul style="list-style-type: none"> • Art • Creative Digital Media Production • Hospitality and Catering • Sport • Duke of Edinburgh <p>One college link course</p> |
| Option B | 5 | | |

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

D 1.1 Details about the pupil population at the existing school and how the pupil population at the new schools will be different

D 1.1.1 Population at existing school on which current bids are based – Riverside Bridge School

Riverside Bridge School - Current Student Characteristics:

| | | |
|---------------|----------|-----------------|
| Gender | 77% Male | 23% Female |
| FSM6 | 35% | |
| EAL | 42% | |
| BME | 81% | |
| Primary Need* | 71% ASD | 29% SLD 0% PMLD |

*Note: Our original planning assumption for Riverside Bridge School was that primary need would be in the approximate proportion of 50% ASD, 33% SLD and 17% PMLD. This is still the planned intake profile moving forward but it will only be possible to accommodate the planned proportion of PMLD pupils from September 2017 onwards when the school's permanent accommodation is fully completed.

D 1.1.2 Bream Bridge School - Expected Population

Beam Bridge School will serve in the main the same borough population as Riverside Bridge School and Barking and Dagenham's population profile differs very little from ward to ward. We therefore anticipate no significant differences in pupil characteristics.

Primary need is also anticipated to be similar, following the same pattern as that planned for Riverside Bridge School: 50% ASD, 33% SLD and 17% PMLD

D 1.1.3 Thames View Bridge School - Expected Population

Thames View Bridge will serve in the main the same borough population as Riverside Bridge School and Barking and Dagenham's population profile differs little from ward to ward. We therefore anticipate no significant differences in pupil characteristics.

However, primary need at Thames View Bridge will be different from Riverside Bridge School in that it will be 100% SEMH.

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

D 1.2 Information about what, if anything, will need to change about the curriculum in response to differences in pupil intake

D 1.2.1 Beam Bridge School

As there are expected to be no significant differences in pupil characteristics and primary need profile compared to Riverside Bridge School we do not plan to make any changes on these grounds to the curriculum as currently in operation at Riverside Bridge. However, the current curriculum at Riverside has developed since the original application written in 2013 - any changes are noted in D 1.5.1 below - and the age range at Beam Bridge extends to 19 rather than 16 at Riverside – see D 1.4.1 below for changes made to accommodate this.

D 1.2.2 Thames View Bridge School

There are expected to be no significant differences in pupil characteristics compared to Riverside Bridge School, therefore we do not plan to make any changes to the curriculum as currently in operation at Riverside Bridge on these grounds.

However, the primary need profile of Thames View Bridge will be different – 100% SEMH as opposed to a mix of ASD/SLD/PMLD - and the age range at Thames View Bridge extends to 19 rather than 16 at Riverside. We therefore plan to make changes to the curriculum as currently in operation at Riverside Bridge, in order to meet the differing needs and extended age range of these pupils, as outlined in D 1.4.2 below.

D 1.3 How the curriculum at the new schools will improve students' skills and outcomes in independent living, employability, healthy lives and participation in society.

As in our existing special school, Riverside Bridge, both our proposed schools will deliver these skills and outcomes primarily through their PHSE/Citizenship/Life Skills/Employability and Physical Development programmes, although other areas of the taught and enrichment curriculum will also contribute.

The table below outlines the core programmes in both schools, although actual delivery will be adapted to the needs of individuals and groups of pupils.

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

| <i>Independent Living</i> | <i>Employability</i> | <i>Healthy Lives</i> | <i>Participation in Society</i> |
|---|--|---|--|
| <p>EYFS</p> <ul style="list-style-type: none"> • Routines of the day • How to move around the local community. • Me, my family and my friends; Emotions <p>YEARS 1 - 4</p> <ul style="list-style-type: none"> • Routines of the day (getting dressed, brushing teeth, meals) • My family • Exploring different emotions <p>YEARS 5-8</p> <ul style="list-style-type: none"> • Looking after your home. • Family relationships/dealing with conflict/making friends • Looking after, sorting & putting away clothes • Hygiene • Organising & caring for own & others' possessions • Emotions • Eating at home, setting the table; dining out • Pets and caring for them <p>YEARS 9-11</p> <ul style="list-style-type: none"> • Lighting matches/BBQ • Basic safety including fire, police, ambulance • Safety in the Home • Washing and drying up • Making a bed • Cleaning surfaces, mirrors, | <p>EYFS</p> <ul style="list-style-type: none"> • Working on the farm <p>YEARS 1 - 4</p> <ul style="list-style-type: none"> • Exploring the farm environment <p>YEARS 5-8</p> <ul style="list-style-type: none"> • Jobs in school – teachers; cooks; teaching assistants; office; cleaners; caretakers <p>YEARS 9-11</p> <ul style="list-style-type: none"> • Health and Safety • Thematic work days • Mini Enterprise Projects • Horticulture: Tools/Potting Planting • Money Management • Careers, Employment & Work Experience • Vocational Skills, Work Related Learning, | <p>EYFS</p> <ul style="list-style-type: none"> • Body awareness • Outdoor and adventurous activities • Chasing games • Jumping/climbing • Healthy eating <p>YEARS 1 - 4</p> <ul style="list-style-type: none"> • Learning how to play games. • Gym – shapes and balance • Dance • Athletics • Body awareness • Action songs • Outdoor and adventurous activities • Healthy Eating <p>YEARS 5-8</p> <ul style="list-style-type: none"> • Physical skills through play • SRE: Puberty; types of relationships; Gender differences; Life Cycles; Growing up/body changes | <p>EYFS</p> <ul style="list-style-type: none"> • People who help us in the community <p>YEARS 1 - 4</p> <ul style="list-style-type: none"> • How to move around the local community. • People who help us in the community <p>YEARS 5-8</p> <ul style="list-style-type: none"> • Different communities • Rules-right & wrong • Emotions • People who help us in our community – emergency services <p>YEARS 9-11</p> <ul style="list-style-type: none"> • Getting on with other people • Managing Social Relationships • Anti-bullying |

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

| | | | |
|--|--|---|--|
| <p>windows, cooker, microwave</p> <ul style="list-style-type: none"> • Laundry • Nutrition • Snack making • Setting a table • Making and sustaining friendships; Role of Family & Friends; Conflict resolution <p>KEY STAGE 5</p> <ul style="list-style-type: none"> • Advanced safety in the Home • Entertaining friends at home • Nutrition • Making and sustaining friendships; Role of Family & Friends; Conflict resolution | <p>College Links</p> <p>KEY STAGE 5</p> <ul style="list-style-type: none"> • Health and Safety at college and work • Thematic work days • Mini Enterprise Projects • Money Management • Careers, Employment & Work Experience • Vocational Skills, Work Related Learning, College Links | <ul style="list-style-type: none"> • Healthy Eating • Health Related Exercise <p>YEARS 9-11</p> <ul style="list-style-type: none"> • Being Healthy • Physical and emotional changes • Personal hygiene and care/teeth • Healthy eating <p>KEY STAGE 5</p> <ul style="list-style-type: none"> • Exercise regimes • Hair and grooming • Visiting the doctor/dentist • Healthy eating outside the home | <p>KEY STAGE 5</p> <ul style="list-style-type: none"> • Getting on with other people in community situations • Managing Social Relationships in college or work |
|--|--|---|--|

D 1.4 Information about how the new schools will be for a different age range or for different needs, explaining how the curriculum will meet those needs, whilst having an ambitious approach to doing so

D 1.4.1 Beam Bridge School

There are expected to be no significant differences in primary need profile compared to our existing special school, Riverside Bridge School, and therefore no plan to make any changes to the curriculum or enrichment activities as currently in operation at Riverside Bridge on these grounds. However, there will be a difference in age range, in that pupils will be able to remain at Beam Bridge until the age of 19, rather than 16 at Riverside, necessitating additions to the curriculum to meet the needs of Key Stage 5 pupils.

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

Key Stage 5 Curriculum

At KS5 the curriculum will be highly personalised to the needs of individual students. However, there will remain a common core of Literacy, Mathematics, Physical Development and ICT, taking up just over half the week. Basic skills will be taught using a practical approach, with pupils undertaking problem solving activities to complete work in maths, English and ICT, as well as developing communication skills. This could involve planning events, following instructions in order to carry out practical tasks and developing an understanding of time.

For the remaining two days a week, pupils will follow a personalised programme comprising a mix of PSHE/Citizenship/Independent Living Skills with Employability Skills, Careers and Work Related Learning, combined with a programme of bespoke Link Courses at Barking and Dagenham College of Further Education. Each course runs for six weeks and whilst gaining experience of working in a college environment will give pupils experience of a range of vocational options.

Much effort will be put into preparing pupils for transition to the next stage of their education/development. We will continue to support our students after they have completed Year 14. Transition from can be a complex process involving support from a range of agencies including health, social care and adult services. We will provide a specialist careers service that will advise on what steps need to be taken. Having completed Year 14, we anticipate that many of our students will go on to colleges of further education and residential colleges.

We will collaborate closely on our KS5 provision with our partner school, Trinity School, which has a successful 16+ centre.

D 1.4.2 Thames View Bridge School

Thames View Bridge School will differ from our existing special school, Riverside Bridge School in three ways: a later starting age (6 years rather than 4) an extended upper age range (to age 19 years rather than 16) and a significant difference in pupil needs (SEMH as opposed to ASD/SLD/PMLD).

We will address the differences in pupil needs and age range through changes to curriculum structure, expectations of pupil achievement, levels of challenge in schemes of work, external accreditation and enrichment activities.

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

Curriculum Structure – Subjects and Time Allocations

At Key Stage 1 and 2 there will be no difference between the curriculum structure of our current special school and Thames View Bridge.

At Key Stage 3 the only differences are that Mathematics increases from 4 to 5 hours per week and PSHE/Citizenship/Life Skills reduces from 5 to 4 hours. This is to allow additional time for the depth of Mathematics teaching needed to prepare pupils for GCSE.

At Key Stage 4 there are more significant changes from the model in our existing school. In the table below, we show the curriculum model in our existing school in black non-italic type; where there has been no change in the revised curriculum for Thames View Bridge School this is shown by leaving the text unchanged; where there have been deletions, this is shown by the black text being struck-through; where there have been additions, this is shown by using red, italic text.

| KEY STAGE 4 | | | |
|--|----------------|------------------|---|
| Language, Communication, English & Literacy | 5 4 | Mandatory | Speaking & Listening Reading Writing |
| Mathematics | 4 | Mandatory | Using & Applying Number Shape, Space & Measure |
| <i>Science</i> | <i>2</i> | <i>Mandatory</i> | <i>Biology</i> <i>Chemistry</i> <i>Physics</i> |
| PSHE/Citizenship/Life Skills/ <i>RE/Employability/Gold en Time</i> | 5 4 | Mandatory | Independent living Employability Healthy lives Participation in society Staying Safe Sex & relationships Travel Competence & Community Access Home Management Learning to eat healthily and cook Money Management Careers, & Work Experience Vocational Skills, Work Related |

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

| | | | |
|--|---|------------------|---|
| | | | Learning, College Links |
| Physical Development | 2 | Mandatory | PE Swimming Physical Development Healthy Living |
| ICT Capability | ≥ 1 | Mandatory | Finding Things Out Developing Ideas & Making things Happen Exchanging & Sharing Information |
| <i>Option A</i> | <i>4</i> | <i>Mandatory</i> | <i>Two vocational options chosen from:</i> |
| <i>Option B</i> | <i>4</i> | <i>Mandatory</i> | <i>Art Creative Digital Media Production Hospitality and Catering Sport Duke of Edinburgh</i> |
| Creative Development | 4 | Mandatory | Art Music |
| Knowledge & Understanding of the World | 6 | Mandatory | Science Design Technology Humanities Religious Education |
| MFL | To be delivered via thematic approach using topic days as appropriate, in line with our core focus on developing communication | | |

The rationale for these changes at Key Stage 4 is that the pupils with SEMH needs will have a wider ability range than the ASD/SLD/PMLD pupils at our existing school and therefore need to be prepared for external GCSE and vocational examinations. This necessitates a rationalisation of the curriculum at Key Stage 4 to introduce an options system and concentrate on public examination requirements.

At Key Stage 5, where there is no current curriculum at our existing special school, we will base our curriculum on that of our Outstanding SEMH partner school, Maplefields Academy. The key focus will remain English and Maths - delivered both as stand-alone subjects and via cross-curricular projects - at a level higher than already achieved in Year 11, ranging from Entry Level to GCSE. Pupils will then choose one school-based vocational option and one college link course. They will also follow a BTec Employability course. These will be highly individualised pathways. In addition there will be extensive support for college visits, applications, interviews, careers advice and

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

living successfully in the community.

Expectations of pupil achievement, levels of challenge in schemes of work and external accreditation

Although at Key Stages 1, 2 and 3 there will be only minor differences in curriculum structure between our existing school and Thames View Bridge School, in all three key stages the wider ability range of the pupils with SEMH needs will be addressed by appropriately higher expectations of pupil achievement and levels of challenge in schemes of work. The aim will be to prepare pupils effectively for external assessments at KS1 and KS2.

At Key Stages 4 and 5, levels of expectation and challenge will be significantly higher than at our existing school, where pupils are not generally able to access Level 2 courses, in order to prepare Beam Bridge pupils successfully for external GCSE and vocational examinations.

Enrichment Activities

All pupils will be expected to participate in a range of enrichment activities, similar to our existing school but encompassing some more challenging contexts, to include:

- After-school clubs, such as sports, creative arts, cooking, and gardening
- Weekend and holiday activities, such as horse-riding, digital music, video-making
- Trips and visits, such as historical attractions, country parks, sporting events
- Residential, such as outdoor pursuit centres, camping, expeditions

D 1.5 An overview of anything else that will need to be different about the curriculum at the new schools

D 1.5.1 Beam Bridge School

As outlined in 1.2.1 above, we do not plan to make any changes to the EYFS/KS1/KS2/KS3/KS4 curriculum as **currently** in operation at Riverside Bridge. However, the current curriculum at Riverside has developed since the original application written in 2013 and we note these changes below.

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

| Subject Areas | Reception, Key Stage 1 & Key Stage 2 | | Key Stage 3 | | Key Stage 4 | |
|---|---|--|---|--|---|--|
| | <i>Original periods per week – as in Riverside Bid – 30 period week</i> | <i>Current periods per week at Riverside – on which Beam is based – 25 period week</i> | <i>Original periods per week – as in Riverside Bid – 30 period week</i> | <i>Current periods per week at Riverside – on which Beam is based – 25 period week</i> | <i>Original periods per week – as in Riverside Bid – 30 period week</i> | <i>Current periods per week at Riverside – on which Beam is based – 25 period week</i> |
| Language, Communication, English & Literacy | 5 (17%) | 5 (20%) | 6 (20%) | 5 (20%) | 5 (17%) | 5 (20%) |
| Mathematics | 5 (17%) | 5 (20%) | 5 (17%) | 4 (16%) | 5 (17%) | 4 (16%) |
| Physical Development | 5 (17%) | 3 (12%) | 3 (10%) | 2 (8%) | 3 (10%) | 2 (8%) |
| ICT Capability | 1 (3%) | 1 (4%) | 1 (3%) | 1 (4%) | 2 (7%) | 2 (8%) |
| Creative Development | 5 (17%) | 2 (8%) | 3 (10%) | 2 (8%) | 1 (3%) | 1 (4%) |
| Knowledge & Understanding of the World | 4 (13%) | 5 (20%) | 6 (20%) | 6 (24%) | 6 (20%) | 6 (24%) |
| PSHE/Citizenship/ Life Skills | 5 (17%) | 4 (16%) | 6 (20%) | 5 (20%) | 8 (27%) | 5 (20%) |
| MFL | | Thematic approach using topic days | | Thematic approach using topic days | | Thematic approach using topic days |

D 1.5.2 Thames View Bridge School

No changes other than those outlined in D 1.4.2 above.

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

D 1.6 How we will ensure the new schools and our current school are consistent in their approach to teaching and learning, etc

Our proposed two new special schools will enable us to establish a cluster of Partnership Learning 'Bridge' special school provision incorporating Beam Bridge School (ASD/SLD/PMLD) Thames View Bridge School (SEMH) and the existing Riverside Bridge School (ASD/SLD/PMLD).

We intend to appoint an appropriately skilled and experienced Executive Principal to lead all three schools, overseeing Heads of School in each provision. The Executive Principal will play a key role in the establishment of the new schools, ensuring that from the start, based on the successful Riverside Bridge practice, there is a consistent approach to teaching and learning, curriculum planning, staff development, appropriate pupil placement and assessment.

We will establish a joint Local Governing Board covering all three special schools to ensure consistency governance, overseeing the strategic development of the 'Bridge' group and the work of the Executive Principal.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

| D2 – measuring pupil performance effectively and setting challenging targets | |
|--|---|
| D 2.1 | How we will ensure the new schools and our current school are consistent in their approach to assessment, target-setting, behaviour and pupil and parent involvement |
| As explained in D 1.6 above, we will ensure consistency between our proposed new schools and our current special school by establishing a joint Local Governing Board covering all three schools and having an Executive Principal leading the group, to oversee Heads of School in each provision. | |
| D 2.2 | Explanation of anything that will be different in the new schools compared to the existing school we are replicating |
| Our existing special school, Riverside Bridge, has developed effective policies and practice, based on those of our partner school, the Outstanding Trinity Special School. These policies and practices have contributed strongly to the very positive reports from the school’s DfE Education Adviser. | |
| We will develop a consistent approach to key areas by adopting common policies and practice across the three schools. These will be based upon those implemented at Riverside Bridge, with appropriate additions/amendments to take account of any specific needs of the SEMH pupils at Thames View Bridge School. | |
| D 2.2.1 | Target-Setting |
| The principles underpinning target-setting for both proposed new schools will be the same as those currently operating at our existing special school, Riverside Bridge: | |

D2 – measuring pupil performance effectively and setting challenging targets

Academic Targets

- *Targets set will be ambitious and reflect our high expectations for the progress of individual pupils.*
- *For individual pupils the target will be based upon meeting or exceeding national expected levels of progress*
- *Targets will also reflect what teachers know about individual children and be grounded in effective approaches to assessment for learning.*
- *Targets may be amended to take into account of the impact of teaching and of targeted intervention to set appropriate revised targets for each child.*
- *Targets will also focus on narrowing any identified achievement gaps (e.g. for Looked After Children, gender and ethnicity) as well as on raising overall standards.*

Additional Targets for Confidence, Oracy and Resilience

We will track, monitor, assess and report individual pupil progress in terms of confidence oracy and resilience (CORe) on a termly basis according to a 4 point scale through teacher assessment, in order to track the development of pupils' ability to operate confidently and successfully in the wider world.

Whilst the principles above will apply across all three schools the actual format and context in which targets are expressed may vary according to pupil needs. For instance, using Pivats-based targets for one child but GCSE grades 9-1 for another.

D 2.2.2 Assessment

The principles underpinning assessment for both proposed new schools will be the same as those currently operating at our existing special school, Riverside Bridge:

Assessment will be designed to:

- *measure whether pupils are on track to meet or exceed end of key stage expectations;*
- *enable the identification of aspects of the curriculum in which pupils are falling behind;*
- *identify any performance gaps between groups of pupils;*
- *support the planning of appropriate teaching for all pupils;*
- *enable regular and effective reporting to parents;*
- *provide, where pupils move, clear information to other schools about strengths,*

D2 – measuring pupil performance effectively and setting challenging targets

weaknesses and progress towards end of key stage expectations.

- *develop staff expertise in the use of 'assessment for learning' techniques in the classroom, with monitoring of its effective use through classroom observations and pupil voice feedback.*
- *ensure that middle and senior leaders analyse assessment task and progress judgement data half-termly to determine any issues that need to be addressed.*
- *use on-going assessment data to target intervention programmes, both academic and pastoral, to ensure no child falls behind*
- *carry out half-termly individual 'learning conversations' between class/form teacher and each pupil in their class, based on progress data, resulting in targets for improvement being set for the pupil for the coming half-term*

Whilst the format and context in which targets are expressed may vary according to pupil needs across the three schools, the process at both new proposed schools to assess and monitor progress towards these targets will be the same as at our existing special school Riverside Bridge:

Teachers will record progress half-termly towards targets for each child, based on their professional judgement, utilising continuous assessment. tests and tasks as appropriate and using the following four-point scale:

- 1 – On track to exceed target by end of the year*
- 2 – On track to achieve target by end of the year*
- 3 – Some concern over achieving target by end of the year*
- 4 – Significant concerns over achieving target by end of the year*

Progress assessments will be recorded using an appropriate software package to enable analysis.

The half-termly assessments will be moderated internally by middle leaders, cross-checked by Head of School or senior leaders and the end-of-year assessments will be subject to external moderation.

D 2.2.3 Behaviour

For both proposed new schools the principles underpinning their behaviour and attendance policies will be the same as those currently operating at our existing special school, Riverside Bridge:

We seek to create a school ethos which promotes self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;

D2 – measuring pupil performance effectively and setting challenging targets

genuine caring and trust by:

- *valuing every pupil as an individual;*
- *promoting positive self-esteem and self-advocacy;*
- *communicating to pupils belief in their abilities and ambition for their highest possible achievement;*
- *providing an environment which is disciplined, caring, safe and free from disruption, violence, bullying or any form of harassment;*
- *promoting early intervention alongside fair and objective consideration of a pupil's problems and empathic, informed and effective management;*
- *encouraging consistency in the application of the positive behaviour support required by individuals;*
- *ensuring consequences are appropriate, effective and least restrictive relative to any behavioural difficulty;*
- *promoting for individual pupils as much independence to function in as normal an environment as possible;*
- *ensuring interventions provide opportunities to learn or improve skills and manage and control their own behaviour;*
- *encouraging positive relationships with parents and carers and shared approaches to the implementation of the school's policy and associated procedures.*

Additional New Strategies

Whilst the principles above will apply across all three schools, the needs of SEMH pupils at Thames View Bridge School will require some additional strategies which will be added to the group-wide behaviour policy, based on successful practice at our Outstanding SEMH partner school, Maplefields School:

- Individual Behaviour Support Plans (IBSP) to be written for each pupil, to identify their individual needs and specify how best to support them. Each pupil will also be risk assessed as part of their IBSP, to ensure full curriculum accessibility and guide other staff regarding appropriate support strategies. All IBSPs will be reviewed termly (or more frequently if necessary) and sent to parents/carers and other professionals working with the child.
- A structured reward scheme with pupils earning reward items by meeting targets, keeping school rules, behaving appropriately and completing work set. All pupils will have individual behaviour targets, set by the class/form team. Behaviour will be reviewed four times each day.

D2 – measuring pupil performance effectively and setting challenging targets

D 2.2.4 Involving pupils and families

For both proposed new schools the principles underpinning their strategy for involving pupils and families in decisions about their support, ambitions, and progress will be the same as those currently operating at our existing special school, Riverside Bridge:

We will ensure that pupils and parents/carers are fully involved in:

- *Annual and transitional review meetings, as appropriate to the age and needs of the pupil*
- *Discussions involving preparation for employment, independent living and participating in society in the planning meetings with pupils and parents/carers at an early stage (and particularly from Year 9)*
- *Transition/careers advice meetings*
- *Discussions around half-termly pupil progress reviews*
- *Any other key decisions regarding pupil curriculum or placement*
- *Receiving regular feedback about their child's progress, an annual review and End of Year reports.*
- *A progress review day, held twice a year during which each parent and child has a timed meeting with the tutor to discuss progress and agree targets for improvement.*

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

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.
-

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

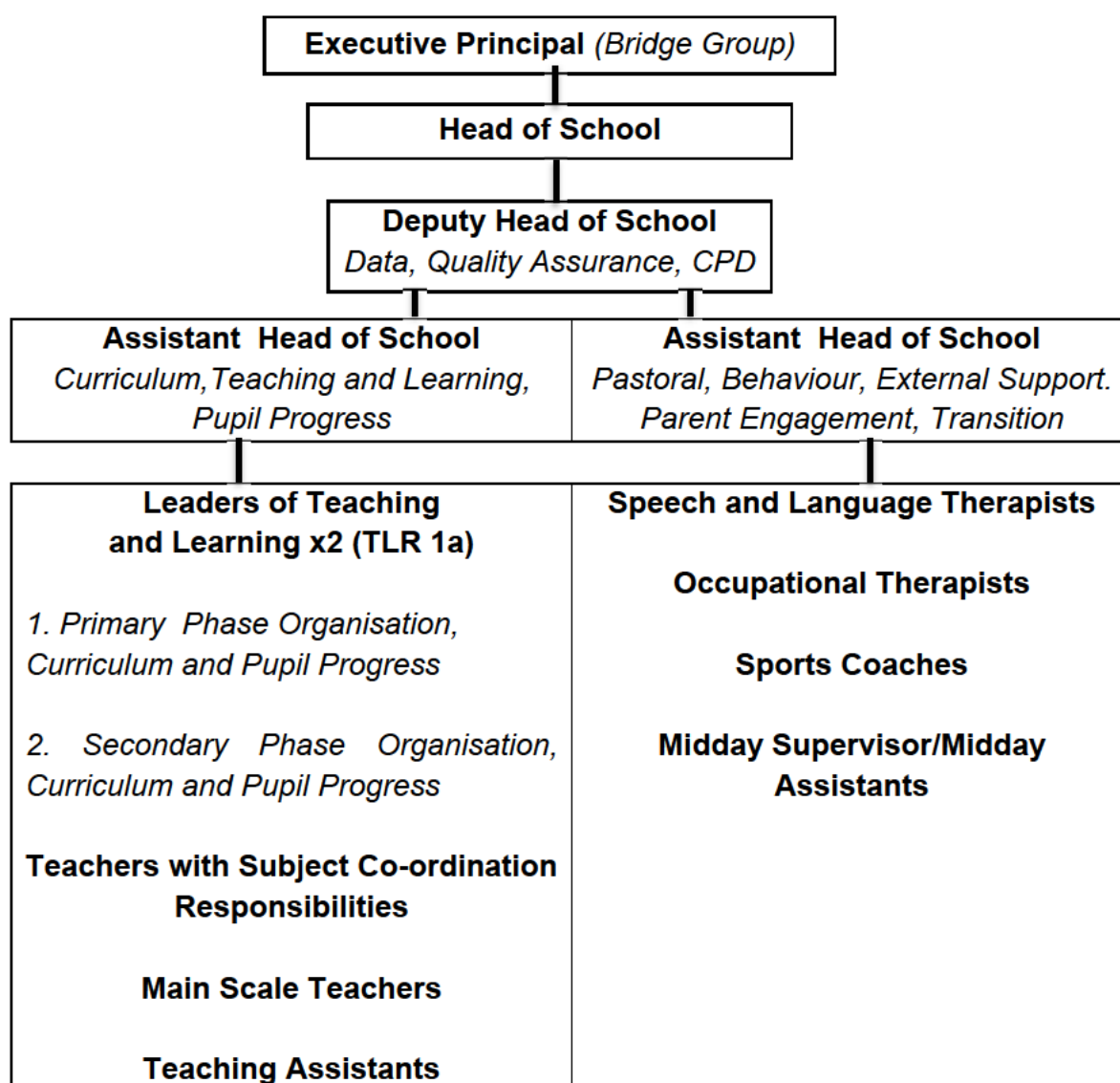
D 3.1 Organogram based on the school we are replicating, demonstrating lines of accountability for our two proposed schools at steady state

See organogram on following page

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

D 3.1.1 Staffing structure for teaching and learning for each of our proposed schools at full capacity/steady state

Beam Bridge School



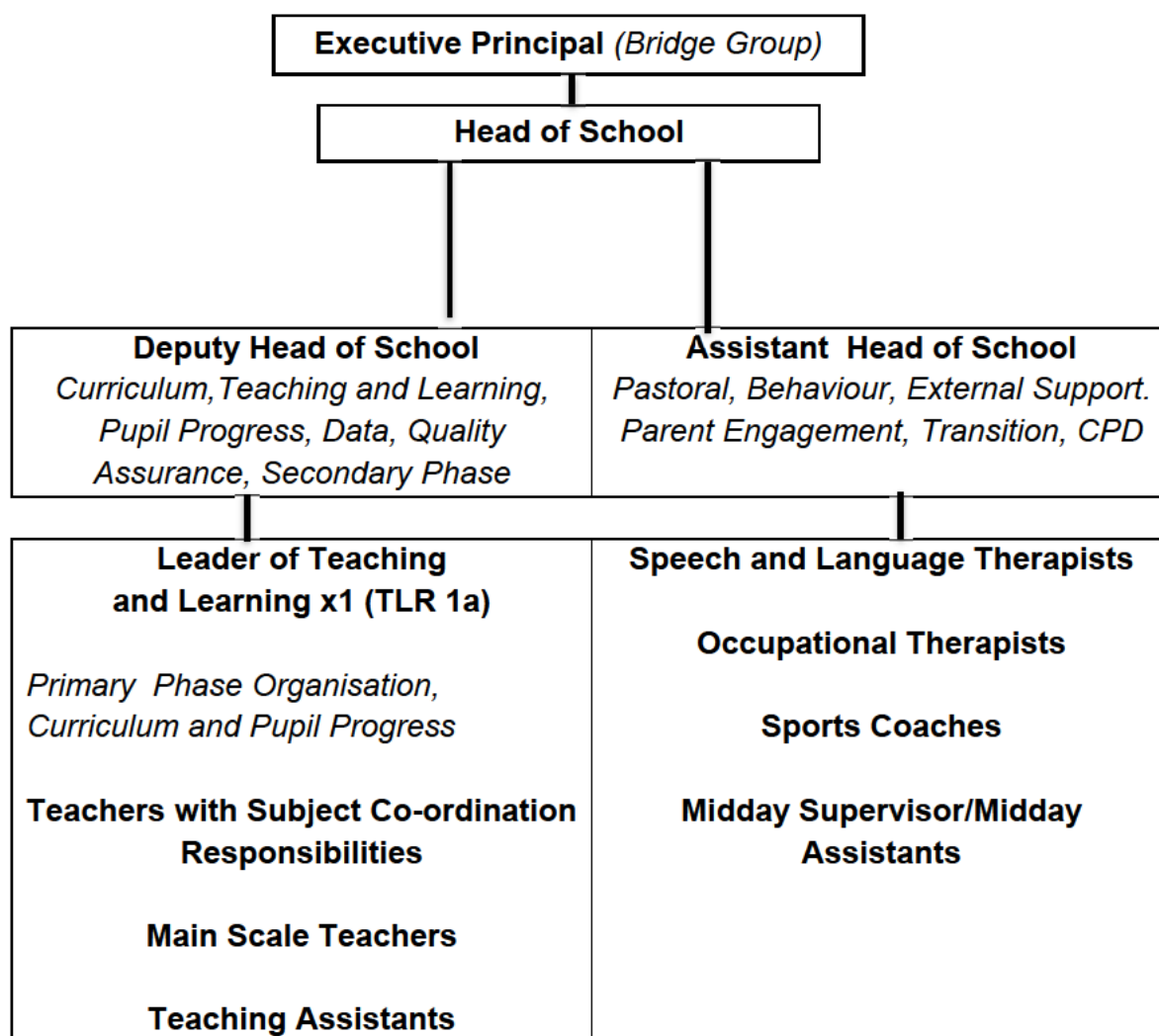
The organagram above shows the staffing structure for teaching and learning for Beam Bridge School at full capacity/steady state. It is based upon the structure at our existing special school, Riverside Bridge. However, there have been some changes in this structure since the writing of the bid for Riverside:

- reduction from two Deputy Heads to one;
- Assistant Head responsibilities changing from Primary/Secondary phase leaders to whole-school responsibilities;

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

- Leader of Teaching and Learning posts (x2) now have Primary/Secondary phase leader responsibility

Thames View Bridge School

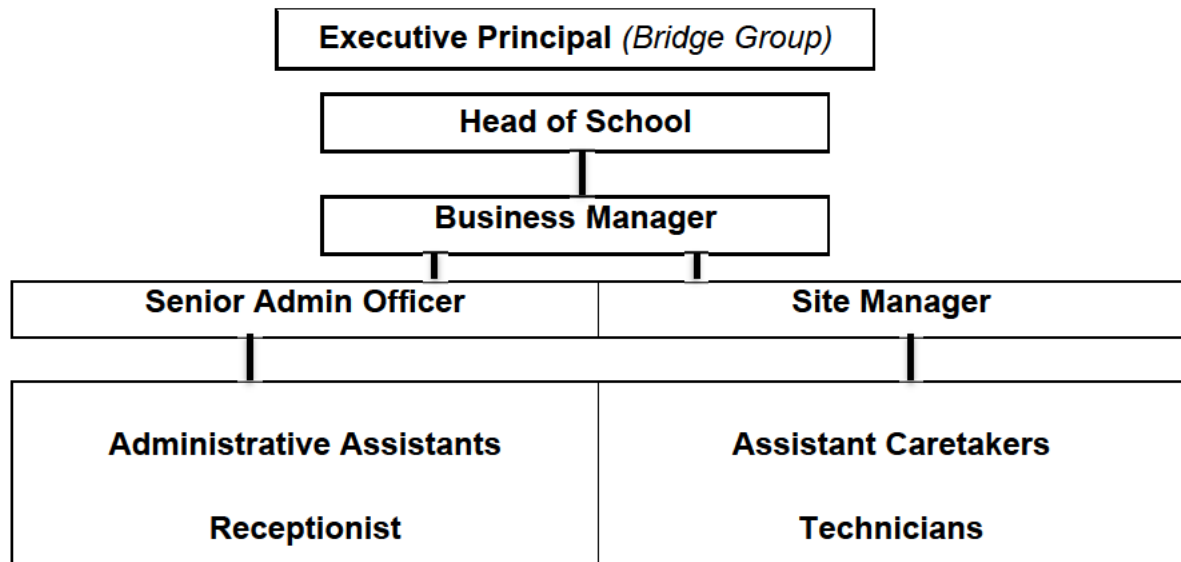


The organogram above shows the staffing structure for teaching and learning for Thames View Bridge School at full capacity/steady state. It is based upon the structure at our existing special school, Riverside Bridge. However, as well as the changes outlined above for Beam Bridge School, there has been some slimming down of management posts to take account of the fact that the school will cater for only 60 pupils as opposed to Beam's 176:

- One rather than two Assistant Heads – with the responsibilities of the deleted post shared between the Deputy Head and the remaining Assistant Head;
- One rather than two Leader of Teaching for Learning posts, with the responsibilities of the deleted post added to the Deputy Head's role.

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

D 3.1.2 Staffing structure for support staff at each of our proposed schools at full capacity/steady state



The organagram above shows the staffing structure for support staff for both our proposed schools at full capacity/steady state. It is based upon the structure at our existing special school, Riverside Bridge. However, there have been some changes in this structure since the writing of the bid for Riverside:

- The campus-wide Business Manager role has been replaced with a school-specific business manager post
- The campus-wide Facilities Manager role has been replaced with a school-specific site manager post

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

D 3.2 Proposed staffing structure for teaching and support staff each year until the school is at full capacity in line with planned pupil numbers

D 3.2.1 Teaching Staff

| Beam Bridge School – Teaching Staff | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Sept | Sept | Sept | Sept | Sept | Sept | Sept |
| STUDENT NUMBERS | 30 | 60 | 90 | 120 | 148 | 163 | 176 |
| Executive Principal | 0.33 | 0.33 | 0.33 | 0.33 | 0.33 | 0.33 | 0.33 |
| Head of School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Deputy Head of School | | | | 1 | 1 | 1 | 1 |
| Assistant Head of School | 1 | 1 | 2 | 2 | 2 | 2 | 2 |
| Leader of Teaching for Learning (Provision and pedagogy) TLR 1a | 1 | 2 | 2 | 2 | 2 | 2 | 2 |
| Classroom Teachers | 4 | 8 | 12 | 16 | 20 | 22 | 24 |

| Thames View Bridge School – Teaching Staff | 2018 | 2019 | 2020 | 2021 |
|---|-------------|-------------|-------------|-------------|
| | Sept | Sept | Sept | Sept |
| STUDENT NUMBERS | 30 | 42 | 54 | 60 |
| Executive Principal | 0.2 | 0.2 | 0.2 | 0.2 |
| Head of School | 1 | 1 | 1 | 1 |
| Deputy Head of School | | | | 1 |
| Assistant Head of School | | 1 | 1 | 1 |
| Leader of Teaching for Learning (Provision and pedagogy) TLR 1a | 1 | 1 | 1 | 1 |
| Classroom Teachers | 3 | 5 | 6 | 7 |

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

D 3.2.2 Support Staff – Curriculum and non-curriculum

| Beam Bridge School – Support Staff | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Sept | Sept | Sept | Sept | Sept | Sept | Sept |
| STUDENT NUMBERS | 42 | 68 | 96 | 122 | 150 | 162 | 176 |
| Teaching Assistants | 8 | 16 | 21 | 30 | 41 | 46 | 53 |
| Speech & Language – Senior + Therapist | 0.4 | 1.6 | 1.6 | 2 | 2 | 2 | 2 |
| Occupational Therapist | 0.2 | 0.6 | 0.6 | 1 | 1 | 1 | 1 |
| Sports Coach | 0.2 | 0.6 | 0.6 | 1 | 1 | 1 | 1 |
| | | | | | | | |
| Mid-day Supervisors (Actual number, not FTE) | 4 | 8 | 12 | 16 | 20 | 22 | 24 |
| | | | | | | | |
| Senior Admin Officer | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Admin Staff | 0 | 1 | 1 | 2 | 2 | 2 | 2 |
| Technician | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Librarian/Resources Officer | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| | | | | | | | |
| Site Manager | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Assistant Caretaker | 0 | 0 | 2 | 2 | 2 | 2 | 2 |

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

| Thames View Bridge School – Support Staff | 2018 | 2019 | 2020 | 2021 |
|--|-------------|-------------|-------------|-------------|
| | Sept | Sept | Sept | Sept |
| STUDENT NUMBERS | 30 | 42 | 54 | 60 |
| Teaching Assistants | 8 | 12 | 15 | 17 |
| Speech & Language/Occupational Therapists | 0.4 | 0.6 | 0.8 | 1 |
| Sports Coach | 0.2 | 0.4 | 0.6 | 1 |
| Mid-day Supervisors (Actual number, not FTE) | 4 | 6 | 7 | 8 |
| Business Manager | 1 | 1 | 1 | 1 |
| Senior Admin Officer | | | 1 | 1 |
| Admin Staff | 1 | 2 | 2 | 2 |
| Technician | | 1 | 1 | 1 |
| Site Manager | 1 | 1 | 1 | 1 |
| Assistant Caretaker | 0 | 1 | 1 | 1 |

D 3.3 Use of any of our existing staff in the proposed new schools

We plan to build on the expertise and leadership skills at our existing special school, Riverside Bridge, to ensure that the planning and start-up phases of our two proposed new schools are soundly managed and led. We therefore plan to appoint an Executive Principal from within our current special school leadership team to oversee the Bridge Group of three special schools. This will ensure consistency of effective practice across all three schools.

We are confident that there is sufficient capacity within the leadership team of Riverside Bridge School to ensure that such an appointment has no detrimental impact on the current and future success of Riverside. We have experience of successful succession planning, for instance appointing a Deputy Head from an existing Trust secondary as Head of School for a new secondary free school. In addition, we will commission substantial support in the pre-opening and start-up phases from our two Outstanding partner schools to ensure the Executive Principal has access to sufficient expertise and

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

additional capacity.

D 3.4 Contingency plans to adapt our staffing structure and still deliver a sufficient curriculum if income were less than expected.

Any decrease in numbers at either of our two proposed special schools is extremely unlikely, given that current and projected demand within Barking & Dagenham for places within a special school environment is set to significantly increase – even without further likely demand created by extensive planned house-building.

However, we do understand the need to test the ability of our budget plans to stand up to the unexpected.

The approach we would take for both proposed schools is to protect our core task of providing the highest quality teaching and learning, concentrating savings in areas that, whilst highly desirable and adding value, are not absolutely essential.

We would cut the build-up of leadership posts as necessary, for instance by delaying the appointment of an Assistant Head of School until numbers justified it. Although such delayed appointments would place extra burdens on the senior leadership of the schools but they would be able to call upon additional assistance from the two Partner Schools, Trinity Special School and Maplefield Academy for specific tasks and projects.

Although we would try to protect teaching and classroom support staffing as far as possible, given that curriculum staff costs are such a significant proportion of the budget we would adjust recruitment of new staff to match any reduction in pupil numbers, whilst maintaining pupil-adult ratios. All other payroll-related costs would be cut pro-rata.

Non-payroll costs, other than fixed essential costs such as Energy, Water and Grounds Maintenance, would be cut at least in line with drops in pupil numbers.

We have modelled responses to reduced income for other similar free schools in our Trust and are confident that we have robust, practical plans to make any necessary adjustments.

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

D 4.1 How the school will aim to attract pupils from different backgrounds and different communities; be welcoming to pupils of all faiths/world views and none; and address the needs of all pupils and parents

All of the Trust's current seven Barking and Dagenham schools – secondary, primary, all-through and special – are situated in an urban community which is extremely diverse in terms of background, ethnicity, first language and faith and they have all successfully attracted intakes which reflect these characteristics. This shows the confidence which all parts of the community have in Partnership Learning schools, where families from all backgrounds feel welcomed and valued.

We are therefore confident that our new special schools will benefit from the Trust's established reputation for welcoming and including all children and families. However, we also recognise the need to ensure diverse and welcoming images and messages in all our marketing and publicity materials.

We are very aware of the needs of pupils and parents from different backgrounds/communities and of all faiths/world views and none, and will seek to address these through such methods as:

- additional support for pupils with English as an Additional Language
- recognition and celebration of a range of religious and cultural festivals
- provision of a range of food in the canteen acceptable to all
- ensuring staff recognise and actively challenge prejudice, discrimination stereotyping and abuse
- welcoming parents and working to develop trust and understanding between home and school
- ensuring that the school environment and resources reflect a wide range of cultures and languages
- ensuring that positive images and role models are identified from a wide range

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

of ethnic groups

- establishing a home – school agreement with parents

We will encourage all parents to participate fully in the life of the schools - including involvement with the local governing bodies, school activities, parent support groups, parents' evenings and parental workshops - by making use of parents from different communities to encourage participation.

D 4.2 How the schools will prepare children for life in modern Britain, including through the teaching of spiritual, moral, social and cultural (SMSC) education and PHSE; adhere to the Prevent Duty; have appropriate policies on safeguarding and welfare; develop in students the skills to participate in society, be active citizens and lead healthy lives; promote fundamental British values; encourage pupils from different communities, faiths and backgrounds to work together, learn about each other and respect each other's views.

D 4.2.1 The teaching of spiritual, moral, social and cultural (SMSC) education

Through our broad-based curriculum in both our proposed special schools we will ensure that lessons provide opportunities to promote pupils' spiritual, moral, social and cultural development. Particular opportunities to promote pupils' development in these areas will be provided through religious education, personal, health, social and economic education (PSHE) and citizenship. A significant contribution will also be made by our inclusive, welcoming, equitable school ethos, by assemblies and by effective, positive relationships throughout the schools.

We will encourage pupils' spiritual development through: enabling the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve; enabling them to answer for themselves some of life's fundamental questions; ensuring that pupils develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

We will encourage pupils' moral development through: helping them acquire an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right; developing an ability and willingness to reflect on the consequences of their actions and learn how to forgive themselves and others; ensuring that our pupils develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

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

We will encourage pupils' social development through: helping them acquire an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good; seeking to develop a sense of belonging and an increasing willingness to participate; ensuring that our pupils develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

We will encourage pupils' cultural development through: helping them acquire an understanding of a wide range of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences; seeking to develop a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences; ensuring that our pupils develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture in its widest sense.

D 4.2.2 PHSE, Citizenship and Healthy Lives

In Reception classes, delivery of PHSE will be linked to the relevant areas of the Early Learning Goals, in particular: Physical development; Health and self-care; Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships; People and communities.

In KS1, 2, 3, 4 and 5 our schools will follow a PHSE programme of study linked to that produced by the government-funded national PSHE Association. The programme is structured around three Core Themes: Health and Well-being; Relationships; Living in the wider world – Economic well-being and being a responsible citizen.

The programme will cover the following over-arching concepts:

- Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- Relationships (including different types and in different settings)
- A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)
- Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)
- Diversity and equality (in all its forms)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)

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

- Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)
- Career (including enterprise, employability and economic understanding)

The actual delivery of the PHSE programme will be adapted to meet the particular needs and capabilities of pupils in each of our two proposed schools.

Citizenship education

Citizenship education in our two schools will aim to prepare pupils to play a full and active part in the community and provide them with an understanding of how democracy works and their role within the democratic process. It will also aim to prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions. The actual delivery of the programme will be adapted to meet the particular needs and capabilities of pupils in each of our two proposed schools.

D 4.2.3 Promotion of fundamental British values

We are clear that promoting British values includes challenging opinions or behaviours in school that are contrary to fundamental British values.

Through appropriate parts of the taught curriculum and through the ethos of the schools, we will seek to:

- enable students to respect the law of England, including respect for the basis on which the law is made and applied, and develop an appreciation that living under the rule of law protects individual citizens;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for democracy and support for participation in the democratic processes, in England;
- develop an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- build an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause

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

- of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

We will ensure that all pupils have a voice that is listened to, and demonstrate how democracy works, by actively promoting democratic processes such as the elected school council; use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view; use teaching resources from a wide variety of sources to help pupils understand a range of faiths, use extra-curricular activities, including any run directly by pupils, in promoting fundamental British values.

The actual methods used to promote British values will be adapted to meet the particular needs and capabilities of pupils in each of our two proposed schools.

D 4.2.4 Safeguarding and Welfare

The Trust has in place a full range of policies on safeguarding and welfare, which both our proposed special schools will adhere to, including:

- Acceptable Internet Use
- Administering Medicines
- Anti-Bullying
- Dealing with Extremism and Radicalisation
- Disclosure and Barring Service Checks
- E-Safety
- Intimate Care
- Positive Handling (Restraint of Pupils)
- Pupil Behaviour and Discipline
- Safeguarding and Child Protection
- Safer Recruitment
- School Personnel Code of Conduct
- School Trips
- Special Educational Needs and Disabilities
- Pupils with Long-Term Medical Conditions
- Troubled and Vulnerable Children
- Uncollected Children
- Whistle Blowing

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

Welfare

Pupil welfare will be addressed in both our proposed special schools through:

- A well-developed pastoral system
- Class base teachers and teaching assistants who know their pupils well
- Appropriate medical facilities and trained personnel
- Access to counselling and appropriate child and adolescent mental health services

D 4.2.5 Prevent Duty

The Trust has in place a comprehensive Preventing Extremism and Radicalisation Policy, which both our proposed new special schools will adhere to.

There is no place for extremist views of any kind in our schools, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils will see our schools as safe places where they can explore controversial issues safely and where our staff encourage and facilitate this – seeing it as their duty to ensure this happens.

Through our broad and balanced curriculum our pupils will understand and become tolerant of difference and diversity and also feel personally valued and not marginalized.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Pupils accessing extremist material online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, police reports of issues affecting pupils in other schools or settings;
- Pupils voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or 'hate' terms to exclude others or incite violence;
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability,

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

- homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others;
- Anti-Western or Anti-British views.

We will ensure that our curriculum helps our pupils build resilience to extremism and gives pupils a positive sense of identity. We will ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

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

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

D 5.1 Explanation of the types of need our proposed schools will cater for

Beam Bridge School - a 176 place special Free School for pupils aged 4 -19 with autistic spectrum disorder (ASD), profound and multiple learning difficulties (PMLD) and severe learning difficulties (SLD) all of whom will have EHC plans.

Thames View Bridge School – a 60 place special Free School for pupils aged 6 -19 with Social, Emotional and Mental Health (SEMH) needs, all of whom will have EHC plans.

D 5.2 How our proposed schools will assess the needs of pupils

All pupils in both our proposed schools will have been assessed as part of the multidisciplinary assessment underpinning their EHC plans. However, on entry to our schools we will carry out an appropriate range of baseline assessment during their first four weeks, covering cognitive, emotional, social and behavioural areas.

All pupils will then be assessed on a half-termly basis against individualised targets. Termly pupil progress meetings between class teachers and senior leaders, using on-going assessment data, will be used to review provision and to target intervention programmes if needed.

EHC plans will be reviewed annually, involving parents, appropriate school staff, an LA representative if required, the child if appropriate and any other person the school considers appropriate.

Parents will receive regular feedback about their child's progress, an annual review and termly and end-of-year reports. A progress review day will be held twice a year during which each parent and child will have a timed meeting with their class teacher to discuss progress and agree targets for improvement.

D 5.3 How our proposed schools will meet the needs of all pupils.

D 5.3.1 How our strategies represent best practice and make use of the teaching specialisms and SEN expertise of members of staff

We are confident that our strategies at both our proposed schools will represent best practice because they will be based upon those used by our two Outstanding partner schools – Trinity School, Dagenham, for ASD/SLD/PMLD and Maplefields Academy, Corby, for SEMH.

Our strategies are designed to make use of the teaching specialisms and SEN expertise of members of staff who will be recruited for our two proposed schools with a range of appropriate skills, as well as staff in our existing special school, Riverside Bridge, who will play a key role in leading and coaching staff in the new provisions.

Beam Bridge School

At Beam Bridge School we will deliver the curriculum through differentiated pathways based on primary need, using appropriately varied strategies as set out below.

We believe that delivering the curriculum through three differentiated pathways offers the best way for:

- achievement to be maximised
- each pupil to have a personalised curriculum appropriate to their needs
- teachers to deliver lessons at an appropriate pace
- expectations and targets to be set and reinforced
- pupils to be challenged and supported at the right level
- a positive learning environment to be nurtured and maintained
- pupils to develop confidence and self-esteem
- pastoral programmes to be appropriately differentiated

This pedagogical model has a proven track record in our successful local Partner School, Trinity School, which will provide consultancy and expertise to ensure the model is developed successfully.

In EYFS/KS1/KS2 class teachers will have responsibility for delivery of all subjects apart from P.E. and Music.

In KS3/KS4/KS5, apart from P.E. and Music, which will be delivered by specialists, other decisions about subject delivery by subject specialists versus class teachers will be based on pupil need and any added benefit it is felt would be derived from building a close relationship with one teacher on a primary school model.

Pupils will be helped to build upon their learning and gradually develop as more independent learners. The atmosphere will be one of supportive collaboration where pupils feel that their needs are being effectively met and all are making progress together.

Communication and speaking and listening skills will be continually practised with regular opportunities for individual and focussed group work. Speech and Language Therapy will be integral in delivering services which ensure progression for all pupils in the school.

Components of effective pedagogy for ASD pupils will include:

- initial teaching of new skills in a one to one setting with subsequent generalisation to independent and group work settings;
- introduction of unfamiliar tasks in a familiar environment when possible.
- curriculum access supported through the use of visual, experiential and concrete learning approaches;
- use of concrete examples and hands-on activities when teaching abstract ideas and conceptual thinking;
- use of organizational aids and visual supports to assist the pupil to attend to pertinent information;
- programmes based on individualised assessment, built around the functional level of each pupil with intervention drawing on existing skills and interests;
- appropriate expectations with an emphasis on development of skills independent of direct adult cueing and prompting.

Components of effective pedagogy for PMLD pupils will recognise that these learners require a high level of adult support for their learning needs and a pedagogy that:

- takes account of preferred sensory and learning channels and ways of processing information;
- focuses on those early communication, cognitive and sensory skills that are the foundation to all future learning and crucial to an improved quality of life;

- supports emotional well-being sustained by interactive approaches where learning is contingent on good personal relationships, repetition, familiarity, predictability and sensitivity to feedback from the learner.

Components of effective pedagogy for SLD pupils will include greater use of:

- experience in generalising knowledge learnt in one context to other contexts
- examples to learn concepts
- explicit teaching of learning strategies and reinforcement of them
- frequent and more specific assessment of learning
- time to solve problems
- careful checking for preparedness for the next stage of learning
- practice to achieve mastery

Thames View Bridge School

At Thames View Bridge School we will motivate pupils with SEMH needs who have so far found school a challenge by providing a safe, calm learning environment and a caring, nurturing relationship between staff and pupils. We will foster a sense of belonging and provide opportunities for all pupils to develop a sense of self-worth, confidence and control over their lives.

All pupils will follow a broad, balanced curriculum, which includes the National Curriculum, and will be encouraged to achieve their full potential with accreditation, whilst learning to establish independent working routines, managing their own behaviour and accepting responsibility.

We will prioritise Basic Skills, giving special emphasis to literacy. Our pupils will generally arrive with poor literacy skills and we will improve their attainment achievement in reading and writing using a variety of strategies, resources and learning styles.

In addition, we will provide direct timetabled opportunities for pupils to learn social, behavioural and communication skills and self awareness through structured teaching, to help pupils develop a respect for themselves and others.

This pedagogical model has a proven track record in our successful Partner School, Maplefields Academy, which will provide consultancy and expertise to ensure the model is developed successfully.

In EYFS/KS1/KS2 class teachers will have responsibility for delivery of all subjects

apart from P.E. and Music.

In KS3/KS4/KS5, apart from PSHE/Citizenship/Life Skills, which will be delivered by class teachers, all other subjects will be delivered by subject specialists.

Components of effective pedagogy for SEMH pupils will include:

- Planning lessons to address potential areas of difficulty and to remove barriers to pupil achievement
- Using scaffolding strategies for self-regulation and providing opportunities to practise social skills
- Cognitive-behavioural approaches that encourage children to regulate their behaviour by teaching them self-monitoring, self-instruction, anger management and self-reinforcement skills
- Placing importance on listening to pupils and giving positive feedback
- Ensuring adults with different roles all work together with parents and outside agencies to meet pupils' needs
- Developing collaborative peer support from the class when pupils find their behaviour hard to control
- Teaching new skills by: starting with easy tasks and working up to harder ones; demonstrating the skill; helping pupils to practise the skill with gradually reducing amounts of adult or peer support; and providing praise.
- Ensuring opportunities to be active and take breaks
- Making instructions short and clear
- Providing individual workstations

English as an Additional Language

In both our proposed schools, particular care will be taken with pupils whose first language is not English. Teachers in partnership with the Speech and Language Therapy team will closely monitor their progress across the curriculum to ascertain their cognitive ability and select the appropriate pathway.

We will support families with access to translation services to ensure that learning entitlement is fully delivered.

More Able/Gifted and Talented Pupils

Both our proposed schools will be committed to providing an education that

appropriately extends children of all abilities. Developing and extending the More Able or Gifted and Talented pupil is a whole-school responsibility. All staff will be encouraged to develop teaching strategies and resources which benefit More Able/Gifted and Talented pupils. We will ensure that More Able/Gifted and Talented pupils are challenged to achieve their potential. Pupils will be engaged via a range of activities, through the curriculum and the enrichment programme.

D 5.3.2 How our proposed schools will engage with other agencies, including health and social care, to support pupil development

Both our proposed schools recognise the important contribution that external support services make in assisting with assessment of and provision for their pupils.

Colleagues from a wide range of support services will be involved as necessary, including:

- Educational Psychologists
- Medical Officers
- Speech Therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Child and Family Consultation Service
- Child and Adolescent Mental Health Services
- Local voluntary groups supporting SEND children and their families

D 5.3.3 How our proposed schools will ensure safeguarding, good behaviour and good attendance and that any health needs will be met.

Ensuring Good Behaviour

In both our proposed schools our behaviour policy will aim to:

- Create a school ethos in which self-discipline, controlled behaviour and respect for the school environment and all the people who work in it, are highly valued.
- Give all staff the skills, knowledge and understanding to adopt our view of behaviour and empower them to deliver this policy.
- Promote positive self-esteem and encourage self-advocacy.
- Enable each pupil to live in the least restrictive and least dependent setting

possible.

- Provide each pupil with the skills necessary to manage and control their own behaviour.

The staff and pupils will follow the School Code of Conduct.

We will implement a range of reward and sanctions systems to discourage poor behaviour and recognise and celebrate positive behaviours in all children and pupils, not just those on behaviour support/intervention programmes. Whilst our intention will be avoid exclusions there will be rare occasions when exclusion is necessary.

All pupils in our proposed SEMH school will have Individual behaviour support programmes implemented to address their specific needs and this will also apply to any pupils in our ASD/SLD/PMLD school who need this level of behavioural intervention.

The class tutor has a fundamental role in the maintenance of an effective pupil behaviour system. He or she is best placed to maintain a continuous relationship in assisting the development of the pupils in the class. The individual tutor will be directly responsible to the Assistant head of school for pastoral and behaviour, who will be the first line of support to the tutor should difficulties be experienced.

We will work collaboratively with parents. Parents will be made fully aware of the school's expectations in respect of behaviour, codes of conduct and regulations, and have the opportunity to discuss and resolve problems faced by their child at school, freely and openly with relevant staff.

All staff will adopt an approach to physical intervention that is based upon a common set of principles and good practice and preventative strategies will be adopted to minimise its use.

Ensuring Good Attendance

In both our proposed schools we will set ambitious targets for attendance, aiming to exceed national levels of performance in special schools. The Assistant Head of School in charge of Pastoral will track and monitor attendance, absence, persistent absence and punctuality on an individual, class, year and pupil group basis through effective use of the school's MIS. A member of the administrative staff will be responsible for contacting parents on the first day of absence. Each school will buy into the Trust's Attendance Service to access Educational Welfare Officer Support.

Safeguarding

We are committed to providing a safe and secure environment for pupils, staff and visitors and

a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. Our policies and practice follow the requirements of 'Keeping children safe in education – September 2016'.

A senior member of staff in each of our proposed schools will have the key safeguarding role – Safeguarding Officer - responsible for Safeguarding, Child Protection and Children in Care. This will ensure consistency and clarity and a single point of contact for external agencies. They will be the focal point for school staff that have concerns about an individual pupil's safety and the first point of contact for external agencies who are pursuing Pupil Protection investigations; take the lead responsibility for helping staff promote the learning and achievement of all Children in Care. All staff will receive regular appropriate training in Safeguarding.

In addition, we will follow all statutory guidance on Safer Recruitment and the management of allegations of abuse.

A lead Governor will oversee these areas of the school's work.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

E 1.1 Demand table showing how many children the London Borough of Barking and Dagenham would place at the schools for the first two years of their operation

| Beam Bridge School | | |
|---------------------------|------------------|---|
| Year | Places available | LBBB Commitment to commission places – total number of pupils |
| 2019 | 30 | 30 |
| 2020 | 60 | 60 |

| Thames View Bridge School | | |
|----------------------------------|------------------|---|
| Year | Places available | LBBB Commitment to commission places – total number of pupils |
| 2018 | 30 | 30 |
| 2019 | 42 | 42 |

E 1.2 Parental support for the local authority naming one of our proposed free schools on EHC plans

Experience from our successful existing special school, Riverside Bridge, shows that parents are very happy to have a Partnership Learning special school named on their

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

child's EHC plan – the school has been oversubscribed in both its first two years of operation, despite being housed until very recently in temporary accommodation.

Our existing local provision has proved particularly popular with parents whose children were previously placed outside the borough and we are therefore very confident that our proposed increased local capacity will be equally welcomed.

In addition, the Partnership Learning 'brand' is increasingly well-known locally as a high-quality provider across phases.

We have canvassed views and support from local parents of pupils with EHC plans by sending a letter to 300 of them outlining our plans (see *Annex 1*). Responses were 100% positive, with written comments including:

"A good idea to have more special school places in Dagenham East."

"This will help children a great deal because there are children stuck in mainstream and no places at Trinity or Riverside Bridge."

"A welcome proposal – I commend your efforts."

"I think it's a good idea as it will create more special school places for children. Behind it 100%."

The core text of the letter to parents reads as follows:

I am writing as Chief Executive of Partnership Learning, the local Trust which set up and oversees Riverside Bridge School. The Trust also works closely with Trinity School as a key partner.

I am now pleased to be writing to you with good news about our proposed plans to open two further new high-quality Special schools in this Borough:

Beam Bridge School - a 176 place special Free School for pupils aged 4 -16 with autistic spectrum disorder (ASD), profound and multiple learning difficulties (PMLD) and severe learning difficulties (SLD) which we are planning to open in the east of Dagenham in September 2019. Pressure on places has been growing at Trinity for some time and although this has eased with the opening of Riverside Bridge School last year, continuing increases in pupil numbers mean that Riverside Bridge itself will soon be full. Beam Bridge will replicate Riverside Bridge, which itself is modelled on the 'Outstanding' practice at Trinity School.

Thames View Bridge School – a 60 place special Free School for pupils aged 6 -16 with Social, Emotional and Mental Health (SEMH) needs, to be located in the Thames View area in the south of Barking to open in September 2018. This school will share core structures, policies and strategies with our existing special school, Riverside

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

Bridge School, but will also draw upon the excellent practice of our SEMH partner school, the Ofsted ‘Outstanding’ Maplefields Academy - a special school for 90 SEMH pupils aged 5 – 19. There are currently no special school places for children with SEMH needs in the Borough.

The two schools would join a strong group of Special schools in the Borough within Partnership Learning.

We hope that you will be in support of our plans to open these two new local schools for children with a range of Special Needs.

E 1.3 Commitment from London Borough of Barking and Dagenham for a specific number of places in the first two years, including the top-up funding they will pay.

Please see letter in *Annex 2* below.

The London Borough of Barking and Dagenham has endorsed the applications from Partnership Learning for two special schools and confirmed their confidence that members of the Trust are both committed to the concepts in the proposal and capable of delivering them.

For Beam Bridge School, they have committed to purchasing 30 pupils in the first year of operation and up to a further 30 in Year 2 and for Thames View Bridge School 30 pupils in the first year of operation and up to a further 12 in Year 2. The Local Authority would be prepared to pay up to [REDACTED] per pupil on top of the £10,000 per place provided by the EFA for pupils allocated places and this will be based on the borough’s current banding document for children with additional needs.

E 1.4 Evidence that there is a shortage of high quality places in the local authority or neighbouring authorities for pupils with the needs we are proposing to meet

E 1.4.1 Overall school-age population growth and incidence of complex special needs

The London Borough of Barking and Dagenham has had one of the fastest-growing school-age populations in the country over the last ten years and this is set to continue over the next ten. As the table below shows, from 2016 there is a projected 20% increase by 2023 and a 25% increase by 2026. These figures include *some* known imminent housebuilding but do not take account of significant additional population

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

growth due to be generated by further planned large-scale housing development.

| Year | Total LBBB pupil population - current and projected (not including full impact of further planned house-building) |
|-------------|--|
| 2016 | 43,813 |
| 2017 | 45,019 |
| 2018 | 46,533 |
| 2019 | 47,963 |
| 2020 | 49,096 |
| 2021 | 50,150 |
| 2022 | 51,160 |
| 2023 | 52,237 |
| 2024 | 53,169 |
| 2025 | 53,798 |
| 2026 | 54,236 |

Source: London Borough of Barking and Dagenham/GLA

Even if the current proportion of the school population with complex special needs were to remain constant, it will be apparent that the growth in school-age population will significantly increase the demand for special school places – by 25% by 2026. However, recent history has shown that the *incidence* of complex special needs within the overall school population is in fact increasing: during the ten-year period 2006-2016 the overall school population grew by 27% but the number of statemented/EHC pupils grew by 40% in the same period.

We therefore expect, based on the experience of the previous ten years, that over the next ten years a similar pattern of pupil growth plus increased incidence of complex special needs will create a further 40% increase in demand for special school places. There are currently 456 places in special schools located in Barking and Dagenham –

Trinity Special School (280) and Riverside Bridge School (176) - plus out-Borough

placements (65) making a total of 521 places. Our proposed two new schools would provide an additional 236 places by 2026 – an increase of 45%. The slight head-room above the predicted 40% growth in demand will allow for the likely impact of further significant housebuilding on population growth.

We are confident, therefore, that our proposed two new schools are needed to cope with an overall shortage of special school placements for Barking and Dagenham pupils over the next ten years.

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

E 1.4.2 Need for additional high quality places catering for the specific types of need we have identified, to address a current and upcoming shortage of places for such pupils in the local authority

Currently Barking and Dagenham Local Authority is facing a number of urgent issues in meeting the needs of children with particular types of complex special needs, including:

- A continuing significant increase in pupils with ASD, many of whom also have additional and complex needs. It is this group of pupils who will find it increasingly difficult to access the mainstream curriculum. Additional appropriate provision will be required to meet their challenging needs. Our planned new Beam Bridge special Free School provision will be taking many of these pupils.
- A significant increase in pupils requiring special school provision for SEMH needs, for which there is currently no in-Borough special school provision.
- Too many pupils are being placed out-borough – currently 65 pupils, mainly with SEMH needs - as the demand for special school provision is exceeding capacity, for both primary and secondary age pupils. The Local Authority currently spends an average of c£50,000 per child on these placements.

Most of the Local Authority's difficulties in providing suitable placements for children with complex needs in recent years have been due to the significant year on year growth in numbers of young children with complex, long term disabilities coupled with a lack of any spare capacity at Trinity School and the absence of any SEMH special school places within the Borough. The opening of Riverside Bridge School in September 2015 has relieved some of this pressure in respect of ASD/SLD/PMLD places, but the new school is already over-subscribed in its first two cohorts of entry and there is still no SEMH provision.

E 1.4.3 Description of the special school provision in the area that our schools will serve, and why our free schools will offer something different and of higher quality

Current special school provision in Barking and Dagenham consists of:

- Trinity School – 280 places for ages 4 -19 with ASD/SLD/PMLD needs
- Riverside Bridge School – 176 places for ages 4 -16 with ASD/SLD/PMLD needs

Our proposed Beam Bridge School will offer 176 additional high-quality places for pupils ages 4-19 with ASD/SLD/PMLD needs, meeting the rapidly increasing demand for such places over the next ten years, driven by population growth and a growing incidence of these types of complex special needs. It will also provide much-needed

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

additional post-16 capacity for these pupils, open to its own pupils and those reaching age 16 at Riverside Bridge School.

Our proposed Thames View Bridge School will offer 60 new high-quality places for pupils ages 6-19 with SEMH needs, providing local SEMH special school places for the very first time in Barking and Dagenham.

As far as quality is concerned, both existing local special schools are already offering a high quality of education for their pupils. Trinity School is rated 'Outstanding' by Ofsted and Riverside Bridge School has received uniformly positive reports from its DfE Education Adviser, having based its curriculum and delivery on that of Trinity.

Our aim in our two proposed new schools will therefore be to maintain and add to the existing high quality of local special school provision. We will do this by:

- Establishing a combined group of Partnership Learning special schools – the Bridge Group – under the leadership of an Executive Principal and a joint Governing Board
- Modelling all aspects of provision and delivery on our Outstanding partner schools – Trinity School for ASWD/SLD/PMLD and Maplefields Academy for SEMH

Our proposed schools will offer significant potential savings to the local authority by enabling them to commission value-for-money provision locally rather than having to pay the high costs of out-borough placements.

There will also be gains in quality of experience for pupils and their families who will no longer have to face lengthy journeys to out-borough provision.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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.

F1 (a) Skills and experience of our team

We are a sponsor with at least one school and a MAT with at least two schools (we currently have seven) and we have a letter from our RSC confirming our capacity to open the schools in this application – see *Annex 3: Letter from our RSC confirming our capacity to open the schools in this application*.

Our named individual who will be in charge during the school's pre-opening is:

 – see CV in annexes.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

| Skills/experience missing | Where is the gap? i.e. pre-opening team, trustees, local governing body | How and when do you plan to fill the gap |
|----------------------------------|---|---|
| Legal | Pre-opening team | Use of the Trust's legal advisers, Browne Jacobson, on a paid basis as required |

F 1(b).1 A short timeline for our planned recruitment exercise for Executive Principal

We plan to recruit an Executive Principal to oversee both Beam Bridge School and Thames View Bridge School, as well as the existing Riverside Bridge School, to start from 1st September 2017, ready to oversee Thames View Bridge School's planned opening in September 2018 and Beam Bridge School's a year later.

We plan to appoint the Executive Principal from within our current special school leadership team to oversee the Bridge Group of three special schools. This will ensure consistency of effective practice across all three schools and ensure that the planning and start-up phases of our two proposed new schools are soundly managed and led.

In the interim period between an approval to proceed to the pre-opening phase and 1st September 2017 the Trust's Chief Executive will be responsible for ensuring that all preparatory requirements are fulfilled and that plans are on track, overseeing a steering group utilising specialist expertise from within the Trust and other consultant support as required.

Assuming that decisions on approving Wave 12 free school applications are announced by April 2017, we intend to carry out an internal benchmarking exercise within the Trust in May 2017, utilising an independent external adviser, to identify and confirm an Executive Principal from within our current special school leadership team

We are confident that there is sufficient capacity within the leadership team of Riverside Bridge School to ensure that such an appointment has no detrimental impact on the current and future success of Riverside. We have experience of successful succession planning, for instance appointing a Deputy Head from an existing Trust secondary as Head of School for a new secondary free school.

F 1(b).2 A short timeline for our planned recruitment exercise for Heads of School

We plan to recruit a Head of School for Thames View Bridge School to start from 1st April 2018 - the year of opening - ready for the school's planned opening that September and to recruit a Head of School for Beam Bridge School to start from 1st April 2019 - the year of opening - ready for the school's planned opening that September.

In the interim period between an approval to proceed to the pre-opening phase and 1st September 2017 the Trust's Chief Executive will be responsible for ensuring that all preparatory requirements are fulfilled and that plans are on track, overseeing a steering group utilising specialist expertise from within the Trust and other consultant support as required. From 1st September 2017, the newly-appointed Executive Principal will take on

responsibility for the steering group overseeing the pre-opening phases of the two new schools.

For both Heads of School, an open competitive recruitment process will be put in place, following a similar pattern to that used successfully to recruit Heads of School for other Trust Free schools.

For Thames View Bridge School, the Board of Trustees will advertise in December of 2017 and for Beam Bridge School in December of 2018 – in each case the year before opening - in the Times Educational Supplement for Heads of School with a salary range of L21 – L27 (Inner London). We believe that this is a competitive but affordable salary.

We believe that suitable candidates for Head of School with relevant experience and credible track records will be attracted by:

- The attractive and competitive salary
- The planned purpose-built school accommodation
- Joining a Multi-Academy Trust team with the support of an Executive Principal and fellow Heads of School
- Having access to the support and resources of Outstanding partner schools, two of which are Teaching Schools and National Support Schools

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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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

F 2.1 What changes, if any, we need to make to our existing governance structure, roles, and responsibilities, or schemes of delegation in order to ensure our trust continues to exercise strong accountability for our free schools both before and after they open, and for the rest of our trust.

We have in place a robust multi-academy trust governance structure based on an overarching Board of Trustees and Local Governing Boards responsible for one or more schools, which has worked well as the Trust has expanded and therefore we do not anticipate any structural changes.

In setting up the Bridge Group of special schools within the Trust, under the leadership of an Executive Principal from September 2017, we will establish a new Joint Local Governing Board from this date, with responsibility for Beam Bridge School, Thames View Bridge School and our existing special school, Riverside Bridge. This will ensure strong governance is in place for the two new proposed schools in advance of their opening.

This will ensure effective strategy and leadership across all three schools and consistent practice in such areas as curriculum planning, staff development, appropriate pupil placement and assessment.

We already have successful experience of operating joint local governing boards across more than one school.

See Annex 4: Governance structure diagram

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

F 2.2 A brief description of any specific conflicts of interest and an explanation of how we intend to manage them.

We do not anticipate any specific conflicts of interest. However, all Members, Directors and members of Local Governing Bodies and Sub-Committees will be required to:

- declare any interest of any kind by signing a register annually and by confirmation, to be formally minuted, at the start of every meeting.
- leave any meeting where any conflict of interest arises and not to participate in any decision-making process related to the matter
- adhere to charity law in respect of any benefits, contracts or procurement of services
- on appointment, be made aware of the requirement to adhere to best practice in probity in public office

F 2.3 Declaration of any financial transactions that are likely to take place between any member/trustee (or a connected party/business) and the academy, the nature of the transaction(s) and that they will comply with the ‘at cost’ principles set out in the Academies Financial Handbook.

There are no planned or expected financial transactions that are likely to take place between any member/trustee (or a connected party/business) and the Trust or any of its academies.

F 2.4 A brief explanation of the strategic remit of the board together with the remit of local governing bodies and their structure

The Trust has developed a detailed scheme of delegation which sets out the strategic remit of the board together with the remit of local governing bodies.

This scheme sets out the default position for Trust schools rated Good or Outstanding by Ofsted. If a school is rated Requires Improvement or put into Special Measures, or is rated by the Trust as being at significant risk of falling into one of these categories, the Trust reserves the right to amend the scheme as necessary, after consultation with the school’s Local Governing Board, to ensure rapid improvement.

Local Governing Boards within the Trust have a maximum of ten members (up to twelve if overseeing more than one school) made up of: Headteacher x1, Staff Governor x1, Parent Governors x2, LA Governor x1, up to 5 -7 Trust appointed governors.

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

In most cases Local Governing Boards oversee one school each, but where it makes strategic sense to do so they may oversee up to three each – as is planned with the proposed joint Local Governing Board overseeing the Bridge Group of three special schools.

See Scheme of Overall Delegation at Annex 5.

F 2.5 How the trust would intervene quickly in an academy or free school should that be deemed necessary and how it would know to do so

F 2.5.1 How the Trust would know that intervention was necessary

The Board of Trustees receives regular reports - including robust, externally moderated internal monitoring data - from each Principal/Executive Principal on all key performance indicators – including Finances, Pupil Achievement, Attendance, Behaviour and Safeguarding. These reports are supplemented by independent external reports, annual surveys of staff, parent and pupil satisfaction and by external data such as RaiseOnline, national performance tables and the data dashboard.

F 2.5.2 How the trust would intervene quickly in an academy or free school should that be deemed necessary

If the Board of Trustees became concerned about any of its schools it would:

- Obtain rapid independent verification of the concerns
- Take robust and proportionate action according to the nature and severity of the concerns, which could include as appropriate:
 - Removal of some or all delegated powers from the school's Local Governing Board
 - Setting up a School Improvement Board consisting of Trustees and independent external educational consultants to monitor the school's progress
 - Requiring the school to produce a robust recovery plan to be regularly monitored by the School Improvement Board
 - Suspension and/or dismissal of members of the school's leadership team including Head of School/Principal/Executive Principal
 - Drafting in temporarily key staff from other schools in the MAT
 - Deploying interim school leaders from external sources

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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.
-

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

| |
|----------------|
| Not applicable |
|----------------|

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) 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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Section G – budget planning and affordability

G 1.1 Effective financial management within our existing special school

Our existing special school, Riverside Bridge School, has had a very successful first year of operation financially, with an in-year surplus of approximately [REDACTED] on a budget of approximately [REDACTED], based on the planned intake of 30 pupils. In Year 2, it's budget projection shows a continuing healthy surplus, growing to approximately [REDACTED] on the planned intake of 60 pupils.

G 1.2 Beam Bridge School

Although there is a minor change of age-range compared to our existing special school (taking pupils to age 19 rather than 16) all other aspects of Beam Bridge School's operation, pupil build-up, total numbers and income mirror that of Riverside Bridge School, so we are very confident that it will be financially viable and that this can be fully judged by reference to our existing school's financial health.

G 1.3 Thames View Bridge School

Although there is a minor change of age-range compared to our existing special school (taking pupils to age 19 rather than 16) and the school will be smaller (60 as opposed to

Section G – budget planning and affordability

176) all other aspects of Thames View Bridge School's operation and income broadly mirror that of Riverside Bridge School.

In its first year of operation, Thames View Bridge School will absolutely mirror Riverside Bridge School's first year, in terms of operation, pupil numbers (30) and income, so we are very confident that it will be financially viable.

After a rapid build-up of pupil numbers (30 – 42 - 54 – 60) to reach full capacity of 60 pupils in Year 4 of operation, Thames View Bridge School will operate with the same costs and income base as Riverside Bridge School is currently, in Year 2 of its operation (when it too has 60 students) - and Riverside's budget projection for Year 2 shows a continued healthy surplus. We are therefore very confident that Thames View too will be financially viable when full. In the intervening Years 2 and 3 the only significant additional cost will be the staffing required for two additional classes each year, which will be more than covered by the additional top-up income the extra pupils will generate.

Nevertheless, given the differences in pupil build-up and overall size compared to our existing school, we have for Thames View Bridge School produced a full financial spreadsheet to demonstrate the school's viability.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Annexes

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

- Provide CVs of key individuals, any letters of support and maps.
- The annex is excluded from the page limit but should be submitted as part of your application, i.e. as one Word document.
- refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.



Partnership Learning

Dear Parents,

September 2016

Future Plans for Special School Provision in Barking and Dagenham

I am writing as Chief Executive of Partnership Learning, the local Trust which set up and oversees Riverside Bridge School. The Trust also works closely with Trinity School as a key partner.

I am now pleased to be writing to you with good news about our proposed plans to open two further new high-quality Special schools in this Borough:

Beam Bridge School - a 176 place special Free School for pupils aged 4 -16 with autistic spectrum disorder (ASD), profound and multiple learning difficulties (PMLD) and severe learning difficulties (SLD) which we are planning to open in the east of Dagenham in September 2019. Pressure on places has been growing at Trinity for some time and although this has eased with the opening of Riverside Bridge School last year, continuing increases in pupil numbers mean that Riverside Bridge itself will soon be full. Beam Bridge will replicate Riverside Bridge, which itself is modelled on the 'Outstanding' practice at Trinity School.

Thames View Bridge School – a 60 place special Free School for pupils aged 6 -16 with Social, Emotional and Mental Health (SEMH) needs, to be located in the Thames View area in the south of Barking to open in September 2018. This school will share core structures, policies and strategies with our existing special school, Riverside Bridge School, but will also draw upon the excellent practice of our SEMH partner school, the Ofsted 'Outstanding' Maplefields Academy - a special school for 90 SEMH pupils aged 5 – 19. There are currently no special school places for children with SEMH needs in the Borough.

The two schools would join a strong group of Special schools in the Borough within Partnership Learning.

We hope that you will be in support of our plans to open these two new local schools for children with a range of Special Needs.

If you wish to make any comment on our proposals, please use the reverse side of this letter and return to your child's class teacher.

Yours sincerely



Roger Leighton
Chief Executive, Partnership Learning



Partnership Learning

Future Plans for Special School Provision in Barking and Dagenham

I have read the proposals overleaf for two new special schools in Barking and Dagenham.

| Proposed new schools | TICK HERE |
|--|----------------------|
| I would like to register my support for the proposed Beam Bridge School - a 176 place special Free School for pupils aged 4 -16 with autistic spectrum disorder (ASD), profound and multiple learning difficulties (PMLD) and severe learning difficulties (SLD) | |
| I would like to register my support for the proposed Thames View Bridge School – a 60 place special Free School for pupils aged 6 -16 with Social, Emotional and Mental Health (SEMH) needs | |

| Comments or Questions |
|------------------------------|
| |

Name (Optional)

Email address (Optional)



[Redacted]
Partnership Learning

Town Hall
1 Town Square
Barking
IG11 9LU

Phone: 020 8227 2686

[Redacted]
Website: www.lbbd.gov.uk

Ref: QSIDocs/Schools/Academies/Academy
Matters/Partnership Learning

Date: 20 September 2016

Dear Roger,

Confirmation of Local Authority Commitment to Commission Places at Beam Bridge School and Thames View Bridge School

I am pleased to confirm that two new special schools are needed in Barking and Dagenham for children with the following Special Needs:

Beam Bridge School (Age range 4-19)

- Autism spectrum disorder (ASD)
- Profound and multiple learning difficulties (PMLD)
- Severe learning difficulties (SLD)

Thames View Bridge School (Age range 6-19)

- SEMH

I endorse the applications submitted by Partnership Learning and confirm that I am confident that members of the Trust are both committed to the concepts in the proposal and capable of delivering them.

As a senior officer of the Local Authority, with responsibility for Education provision I am happy to place pupils in Beam Bridge School and Thames View Bridge School in line with parental wishes by naming the school on their EHC Plans.

We have rapidly increasing demand for special school places in Barking and Dagenham, reflecting significant population growth. We are also acutely aware of the increasing complexity of needs for some children, which means that including them in mainstream schools, without specialist provision, is not possible.

The Local Authority anticipates purchasing a minimum of:

Beam Bridge School (Age range 4-19)

30 pupils in this school in the first year of operation (2019) and up to a further 30 in Year 2 and would expect the school to expand with pupils placed by the Local Authority in line with forecasts in the application.

Thames View Bridge School (Age range 6-19)

30 pupils in this school in the first year of operation (2018) and up to a further 12 in Year 2 and would expect the school to expand with pupils placed by the Local Authority in line with forecasts in the application.

Thames View Bridge School

The Local Authority would be prepared to pay up to £19,000 per pupil on top of the £10,000 per place provided by the EFA for pupils allocated places and this will be based on the boroughs current banding document for children with additional needs. The exact cost may differ depending on the specific needs of the child and this will be discussed with Partnership Learning on a case-by-case basis

Beam Bridge School

The Local Authority would be prepared to pay up to £19,000 per pupil on top of the £10,000 per place provided by the EFA for pupils allocated places and this will be based on the boroughs current banding document for children with additional needs.

The Authority will have two different banding options:

Band 1 – top up of £12,663

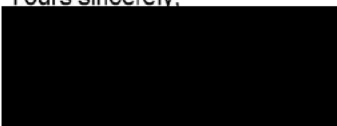
Band 2 – top up of £19,422

Band 2 funding will be allocated to the pupils with profound and multiple learning difficulties. Band 1 funding will be allocated to those pupils with severe learning difficulties as outlined in the Authority's banding criteria.

The amount payable for both schools will be decided by the Authority's Education, Health and Care Panel and considering the views of Partnership Learning on a case-by-case basis.

This increased provision is desperately needed in our Borough and we will be happy to work with the proposers, local voluntary and parents groups, and our colleagues in health services to support in any way we can.

Yours sincerely,



Jane Hargreaves
Commissioning Director Education



Department for Education
Eastbrook
Shaftesbury Road
Cambridge
CB2 8DR



The Sydney Russell School
Parsloes Avenue
Dagenham
RM9 5QT

21 September 2016

Dear 

APPLICATIONS FOR FREE SCHOOLS

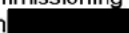
We have spoken at various times about your plans to [open one or more free schools](#). These conversations have taken into account your growth as an approved sponsor and multi-academy trust. I hope you are aware of the DfE guidance document published in December 2015 – and updated in July 2016, which includes the following sections:

Page 4 – You can apply to open a free school in Wave 12 from 1 September 2016 to midday on 28 September 2016. Completed applications must be submitted within this timeframe. Applications received after this time will be considered in the next wave (March 2017).

Page 7 – If the RSC can see that you have capacity for the free schools for which you want to apply, he or she will provide written confirmation. Please include it (and any other useful correspondence) with your application and complete the shorter information.

Ahead of the 'wave 12' application deadline of 28 September, I confirm that I believe you have the capacity to apply for two special free schools:

- Beam Bridge School – a 176 place school for pupils aged 4 -19 identified with ASD, PMLD and SLD. You would ideally co-locate this with a mainstream secondary school, such as your other proposal for an 11-18 school in east Dagenham.
- Thames View Bridge School – a 60 place school for pupils aged 6 -19 identified with SEMH needs, to be located in the Thames View area in south Barking, in close proximity to Riverside Bridge School also operated by your academy trust.

I know you have liaised with the local authority about the interaction with Trinity School, as well as commissioning arrangements for the above proposals. Please discuss anything further with  in my team.

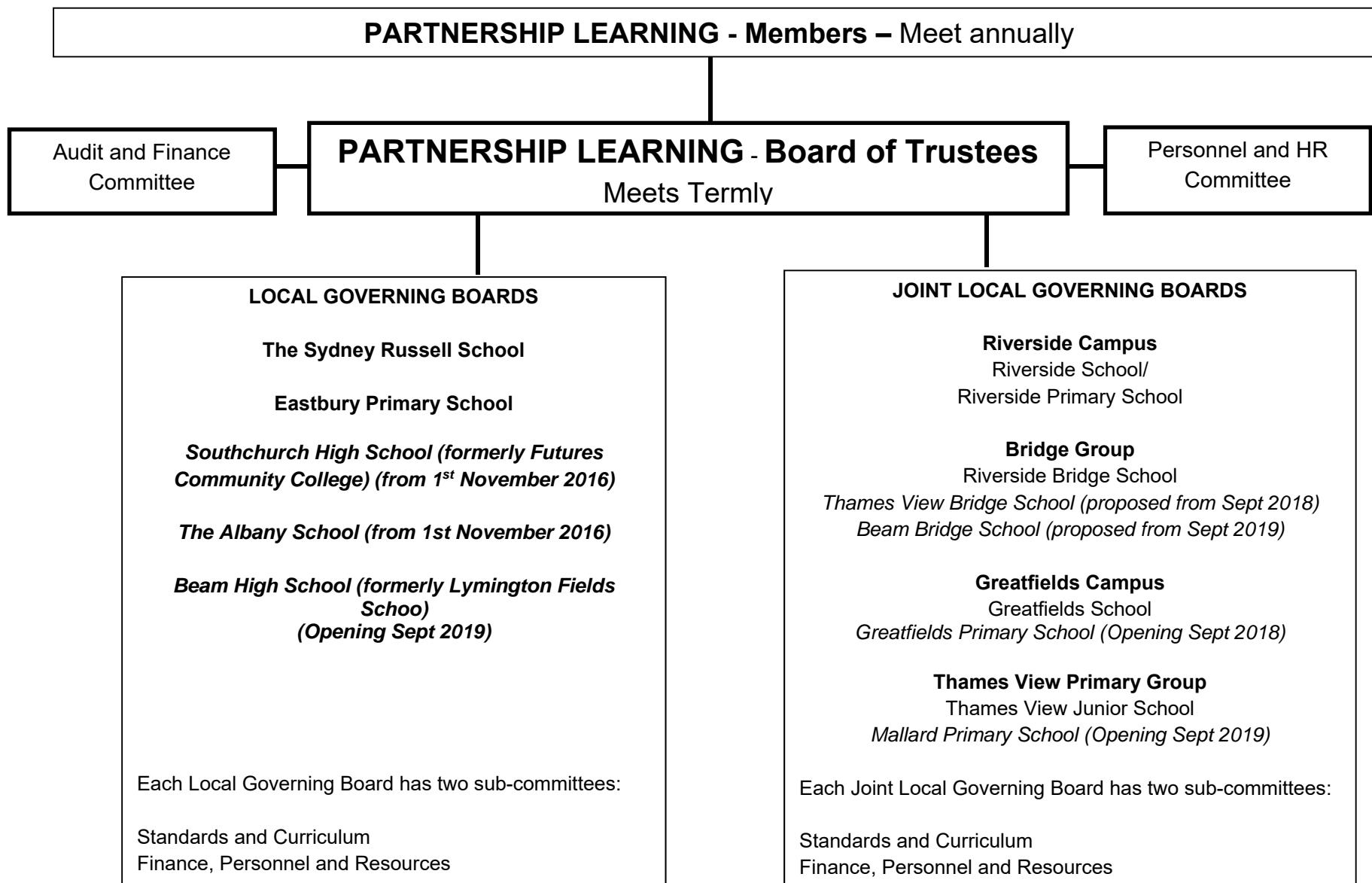
Of course this letter does not guarantee any successful applications. Still, I wish you the best of luck with your proposals.

Yours sincerely,



Tim Coulson
Regional Schools Commissioner, East of England and North East London

ANNEX 4



ANNEX 5



Partnership Learning

PARTNERSHIP LEARNING - SCHEME OF OVERALL DELEGATION

Introduction

The scheme of overall delegation outlined below sets out the default position for Trust schools rated Good or Outstanding by Ofsted.

If a school is rated Requires Improvement or put into Special Measures, or is rated by the Trust as being at significant risk of falling into one of these categories, the Trust reserves the right to amend the scheme as necessary, after consultation with the school's Local Governing Board, to ensure rapid improvement.

NB: In the table below the symbol 'A' is used to denote 'advised by' in the direction of the arrow/s.

| Decision/Responsibility | Delegation | | | | |
|--|-------------------|-----------------|---------------|----------------|------------------------|
| | Trust: Members | Trust: Board | Trust: CEO | School: LGB | School: Headteacher |
| GOVERNANCE | | | | | |
| Trust Members: Appoint | ✓ | | | | |
| Trust Board Trustees – Trust Member Appointed: Appoint | ✓ | | | | |
| Trust Board Trustees - Co-opted: Appoint | | ✓ | | | |
| Trust - Articles of Association: Agree | ✓ | <A | <A | | |
| Trust Board - Governance structure (committees): Establish and review annually | | ✓ | <A | | |
| Trust Board Committees - terms of reference: Agree annually | | ✓ | <A | | |
| LGBs - Scheme of Delegation/Terms of Reference/Operating Procedures: agree and review annually | | ✓ | <A | Consult | Consult |
| LGB Governors – Trust Appointed: Appoint | | ✓ | <A | <A | |

| Decision/Responsibility | Delegation | | | | |
|---|-------------------|------------------|---------------|----------------|------------------------|
| | Trust: Members | Trust: Board | Trust: CEO | School: LGB | School: Headteacher |
| LGB Governors – Other than Trust Appointed: Formally approve | | Formally Approve | <A | <A | |
| LGB Chairs: Appoint | | Formally Approve | <A | ✓ | |
| LGB Clerks: Appoint | | ✓ | <A | | |
| LGB Meeting Agendas – Overall agenda framework: Compile and prepare | | | ✓ | | |
| LGB Meeting Agendas – Trust items: Compile and prepare | | | ✓ | | |
| LGB Meeting Agendas – School items: Compile and prepare | | | | ✓ | <A |
| Trust governance details on trust and schools' websites: ensure | | | ✓ | | |
| School governance details on school website: ensure | | | | ✓ | <A |
| Trust Register of all interests, business, pecuniary, loyalty for Trust members/trustees/board committee members: establish and publish | | ✓ | <A | | |
| School Register of all interests, business, pecuniary, loyalty for School LGB and LGB committee members: establish and publish | | | | ✓ | <A |
| Trust Annual report and accounts: submit and publish | | ✓ | <A | | |
| POLICIES | | | | | |
| Determination of which policies will be set at Trust level and which at school level: determine | | ✓ | <A | | |
| Trust wide policies which reflect the trust's ethos and values: determine, approve and review at agreed intervals | | ✓ | <A | Consult | Consult |
| School level policies which reflect the school's ethos and values: determine, approve and review at agreed intervals | | | | ✓ | <A |
| STRATEGIC PLANNING | | | | | |

| Decision/Responsibility | Delegation | | | | |
|--|-------------------|------------------|---------------|----------------|------------------------|
| | Trust: Members | Trust: Board | Trust: CEO | School: LGB | School: Headteacher |
| Trust's vision and three-year and one-year strategies, agreeing key priorities and key performance indicators (KPIs) for the Trust as a whole against which progress towards achieving the vision can be measured: determine and monitor | | ✓ | <A | | |
| Trust one year and three year development plans: develop and monitor | | ✓ | <A | | |
| School's vision and three-year and one-year strategies, agreeing key priorities and key performance indicators (KPIs) for the school against which progress towards achieving the vision can be measured: determine and monitor | | Formally Approve | <A> | ✓ | <A |
| School one year and three year improvement plans, taking account of Trust-wide priorities: determine and monitor | | | A> | ✓ | <A |
| FINANCES | | | | | |
| Central Trust annual budget plan: Agree and monitor | | ✓ | <A | | |
| Central Trust three-year budget plan: Agree and monitor | | ✓ | <A | | |
| Determination of Trust top-slice and compulsory charges to schools: Determine and review | | ✓ | <A | Consult | Consult |
| Management of risk: Maintain Trust risk register, review and monitor | | ✓ | <A | | |
| Trust's scheme of financial delegation: Maintain and review | | ✓ | <A | Consult | Consult |
| School's scheme of financial delegation within Trust scheme of financial delegation: Maintain and review | | | | ✓ | <A |
| External auditors' report: Receive and respond | | ✓ | <A | | |
| School three-year budget plan: Agree and monitor | | Formally Approve | <A | ✓ | <A |
| School annual budget plan: Agree and monitor | | Formally | <A | ✓ | <A |

| Decision/Responsibility | Delegation | | | | |
|---|-------------------|------------------|---------------|----------------|------------------------|
| | Trust: Members | Trust: Board | Trust: CEO | School: LGB | School: Headteacher |
| | | Approve | | | |
| STAFF | | | | | |
| Central Trust staffing structure: Agree | | ✓ | <A | | |
| Trust Chief Executive Officer: Appoint, performance manage and make pay determinations for | | ✓ | | | |
| Trust Central Senior Team: Appoint and make pay determinations for | | ✓ | <A | | |
| Trust central staff other than senior team: Appoint and make pay determinations for | | | ✓ | | |
| Trust Central Senior Team (other than CEO) and other central staff: Performance manage | | | ✓ | | |
| School staffing structure: Agree | | | | ✓ | <A |
| School Headteacher: Appoint | | Formally Approve | <A> | ✓ | |
| School Headteacher: Performance manage | | | ✓ | <A | |
| School Headteacher: Make pay determinations for | | Formally Approve | <A> | ✓ | |
| School Deputy Headteacher and Business Leader (or equivalents): Appoint | | | A> | ✓ | <A |
| School Deputy Headteacher and Business Leader (or equivalents): Performance manage and make pay determinations for | | | | ✓ | <A |
| School staff other than Headteacher, Deputy Headteacher and Business Leader (or equivalents): Appoint, performance manage and make pay determinations for | | | | ✓ | <A |



Department
for Education

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