



Department
for Education

Free school application form

Special schools

Published: July 2016

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

BEARSTED ACADEMY

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	x	
2. Have you provided information on all of the following areas (where appropriate)?		
Section A: Applicant details	x	
Section B: Outline of the school	x	
Section C: Education vision	x	
Section D: Education plan	x	
Section E: Evidence of need	x	
Section F: Capacity and capability	x	
Section G: Budget planning and affordability	x	
Section H: Premises	x	
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	x	
4. Have you fully completed the appropriate budget plan(s) where necessary?	x	
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?	x	
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?		
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?		
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?		
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?		
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?	X	
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	X	

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

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

Section I of your application	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> • 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 <p>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?</p> <p>(See guidance for dates and deadlines)</p>	X	

Declaration

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: 26th September 2016

Section A – applicant details (use Excel spread sheet)

See accompanying spreadsheet.

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

See accompanying spreadsheet.

Section C – vision

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

Leigh Academies Trust (LAT) is a highly-successful multi-academy trust operating in Kent, Greenwich and Bexley. The Trust is currently responsible for fourteen academies: seven primary; six secondary; one special; and a further two in pre-opening: one free school secondary – Stationers' Greenwich Peninsula Academy and a basic-needs primary, Cherry Orchard Primary Academy. All academies that have been inspected by Ofsted since joining LAT have either been judged 'good' or better, or have improved from their previous category status. LAT was recently identified by Ofsted as one of the country's seven top-performing multi-academy trusts and was subject to an Ofsted research visit to identify best practice. These findings are to be published by HMCI as a significant research paper in autumn 2016.

The Trust has chosen to remain local and medium-sized so that we can focus our attention on the local communities that LAT serves. All of our current academies can be accessed within a one-hour drive along the [REDACTED]. We are developing 'clusters' of academies across the region in accordance with a clear growth plan agreed by the Board. The original cluster is in North-West Kent, centred around [REDACTED]. The other two have developed in South-East London ([REDACTED]) and Central Kent, based between [REDACTED]. LAT will also seek to develop a new fourth cluster in the [REDACTED] during the same time period. The location of this cluster and communication routes will also ensure that it is no more than one hour from any other LAT academy. Integrating both special academies and specialist resource provision within clusters is an essential element of the growth plan. Through this, students can access specialist expertise to support their specific educational needs, whilst having access to opportunities through a broad range of settings.

The Trust's motto is "Shaping Lives, Transforming Communities". Its core mission statements are summarised thus:

What we stand for:

- High ideals, strong moral values and boundless ambition to achieve excellence for all;
- Strong collaboration and teamwork so that we are much greater than the sum of our parts.

What we value:

- A 'can-do' attitude towards continuous improvement and innovation;
- Creating confident young adults with high levels of resilience and integrity.

What makes us distinctive:

- Small-school, 'human-scale' education to personalise the educational experience;
- An enterprising culture to create close partnerships with industry and other educators.

All Trust academies enjoy high-quality support in a range of educational and 'back-office' services. This includes human resources, finance, IT, estates management and procurement, ensuring that support is highly responsive and tailored to the needs of individual academies. It allows the Trust to access best value and more efficient ways of supporting academies by delivering these services to the standard they demand.

In addition, the Trust has developed a range of educational support services for its academies. This includes the Academy Improvement Team, which contains high-quality

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

senior experts in a range of subject areas, who support and challenge academies on a weekly basis. The Trust also recognises the importance of a range of other educational services to support academies to meet the needs of their young people. That is why we have also developed our own [REDACTED] across the Trust, including a [REDACTED], [REDACTED], [REDACTED] and [REDACTED].

Academies within the Trust experience regular Module Reviews with Trust Executive team. This enables full discussion and accountability on all educational improvement matters at least six times per year. In addition, the Trust has an effective programme of annual peer review for its academies. This puts together trained external inspectors with senior academy staff to provide scrutiny and challenge to leaders within academies with a view to facilitating continuous improvement.

Given our track record of transforming local communities LAT seeks to deliver an outstanding 11 – 18 academy for students with high functioning Autistic Spectrum Disorder (ASD), which equips them to enter a career or education pathway and make a strong contribution to the wider community.

Key Stage (KS) 3 curriculum will provide a broad and balanced curriculum enabling access to appropriate pathways and qualifications in KS4. At Post 16 students will study vocational courses, supported by exceptional local business links, focused on ensuring each student accesses an appropriate career path at 18. Students will be supported to access opportunities at LAT academies, further and higher education or other providers.

The academy will use student-tracking tools and intervention strategies leading to highly-aspirational target-setting and accountability, processes already well established at Milestone Academy and with ASD resource provisions across LAT. These will underpin consistently outstanding teaching and learning developed by recruiting the best possible staff and providing high-quality staff training, such as the annual Trust teaching and learning conference. Together these will deliver outstanding student outcomes.

All aspects of the academy will seek to reduce barriers faced by students, and work closely with families and other stakeholders. This will include adopting best practice around building design and management to ensure that the academy is as ASD-friendly as possible. The Academy will work closely with all local schools, parent groups, charities and other organisations linked to the local offer, promoting greater community awareness of ASD.

Therefore Bearsted Academy will:

- i) Ensure that every student makes the best possible educational and social progress, and an appropriate career or educational pathway when leaving the academy.
- ii) address the significant demand for such a school in central Kent;
- iii) lead development of a network of centres of excellence for the teaching of ASD students, and support other schools to significantly enhance provision for students and families; and
- iv) strengthen further LAT's excellent educational provision in central Kent.

The LAT Central Kent cluster currently includes one secondary and four primaries, including school-based resource provisions, one of which is for primary-age students with ASD. Our North-West Kent cluster has shown that integrating a special academy

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significantly enhances SEND practice across all academies and local schools, improving student outcomes, and we wish to replicate this through Bearsted Academy.

The development of a primary ASD special school by Grove Park Academies, in Sittingbourne, has recently been approved and KCC have identified Bearsted Academy as a likely onward destination for its students [Annex B]. Grove Park Academies strongly support this bid [Annex A]. A strong partnership will exist between these two academies, ensuring highly-effective transition arrangements, to reduce anxiety for both students and families, thereby eliminating any dip in academic and social progress at Year 7. Easy physical and highly effective electronic communication will provide opportunities for joint training and a strong synergy between specialist services and resources, to the benefit of both settings.

Leigh Academies Trust prides itself on being highly inclusive, with a special school and nine school based resource provisions across its mainstream academies, and another in development. The Trust has a strong track record of excellent outcomes for students with SEND and, in particular, those students with ASD.

Milestone Academy: An all-age special school for 300 students with profound, severe and complex needs, of whom 60% have ASD. In March 2016, Ofsted again judged it as 'outstanding', stating that "pupils make exceptional progress and achieve outcomes of which they, their parents and staff are rightly proud" and that "the curriculum is exceptionally well designed to help prepare pupils for the world of work". The report highlighted that "the strategic influence of Leigh Academies Trust had a significant impact on the culture at the school" The Academy provides extensive outreach to schools through the KCC LIFT (Local Inclusion Forum Team) developing their SEND capacity. It is applying to be a Teaching School in the next round.

Longfield Academy: An 11-18 academy, which includes the Spectrum Centre for students with ASD. Ofsted has judged the Academy to be 'good' and has said of the Centre: "the special resource base is having a very positive impact on the way students gain a sense of what it means to be inclusive. This is as a direct result of the leadership of this provision. The students from the base respect and value this opportunity to be fully integrated into the life of the Academy."

In addition, there is the STAR Centre at **Dartford Primary Academy**, a mainstream satellite of Milestone Academy focusing on ASD and Speech and Language, and at **Wilmington Academy** the IRIS Centre for secondary age ASD students. This academy is also home to a satellite provision for thirty post-16 students from Milestone Academy.

The Trust therefore has a close, highly-collaborative network of specialist provisions which share their knowledge, skills and resources to support students, families and staff. Bearsted Academy will be intergrated into this network and will add to its capacity.

Together with the **Aspire Special School** and the Trust's new ASD provision at **Langley Park Primary Academy** in Maidstone, these academies will provide nationally-recognised centres of excellence leading the development of high-quality, specialist ASD teaching and inclusive practice in schools significantly enhancing student outcomes, career pathways and contributions to the local and glocal community.

Section D – education plan: part 1

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception	n/a	-	-	-	-	-	-	-
Year 1	n/a	-	-	-	-	-	-	-
Year 2	n/a	-	-	-	-	-	-	-
Year 3	n/a	-	-	-	-	-	-	-
Year 4	n/a	-	-	-	-	-	-	-
Year 5	n/a	-	-	-	-	-	-	-
Year 6	n/a	-	-	-	-	-	-	-
Year 7	n/a	15	20	20	24	24	24	24
Year 8	n/a	10	20	24	24	24	24	24
Year 9	n/a	10	20	24	24	24	24	24
Year 10	n/a	10	20	24	24	24	24	24
Year 11	n/a	0	10	20	24	24	24	24
Year 12	n/a	10	10	10	10	10	10	10
Year 13	n/a	0	10	10	10	10	10	10
Totals	n/a	55	110	132	140	140	140	140

These figures reflect the maximum numbers of pupils enrolled at the Academy at the conclusion of each academic year. We recognise that young people with ASD and their families may be anxious during the transition to a new school. This may mean that numbers increase within an academic year; staffing within the academy would be adjusted to reflect this.

Section D – education plan: part 2

D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and student intake

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

Introduction

Bearsted Academy will deliver two clearly-defined curriculum pathways for students.

The outstanding curriculum will ensure that there are:

- Opportunities for every student to learn to live well with their autism, enabling them to thrive academically and personally;
- Memorable experiences with rich opportunities for high-quality learning;
- Customised approaches to the changing needs of individuals and groups;
- Tailored programmes, which are coherent and relevant, enabling outstanding progress;
- A highly-personalised approach to enable each student to access their learning effectively;
- Support for every student when preparing for the next steps in their learning and participation in, and contribution to, life in modern Britain;
- Enjoyment and engagement for all students;
- A broad and balanced experience for all students;
- Educational and social development of the whole child;
- Improvement of academic outcomes year on year, with an aspiration to achieve well beyond national averages for students with a similar profile;
- Exceptional personal-progression pathways for all students, regardless of their interests, age, abilities and aspirations;
- Excellent business-based opportunities, emphasising skills necessary for employment;
- Challenge and aspiration, so that each child can achieve his or her very best.

Curriculum Overview

The curriculum will seek to provide pupils with a robust set of life skills to support their current and future success. This holistic approach to learning and support will remove any barriers to success. The curriculum will mirror that which is very successfully used at Milestone Academy, and within the ASD specialist resource provision at Longfield Academy. Specific features of this approach will include:

- Use of proven ASD strategies to support and engage learners with ASD and highly-trained staff to provide support with learning and managing behaviour;
- At Key Stage 3 (KS3) a broad, balanced and personalised curriculum would offer the full range of National Curriculum subjects. These will be mandatory for this Key Stage. At Key Stage 4 (KS4) some subjects will remain mandatory: English, maths, science, PE and PSHE/RE/citizenship. This curriculum and the related qualifications will be personalised to meet the needs and abilities of each student;
- At Key Stage 5 (KS5) English and maths will remain mandatory. Travel training/independence, personal finance and PE/leisure/adventurous activity will also be mandatory;
- Subject specialisms in KS4 and KS5 have been identified as catering/hospitality, horticulture, retail and office skills. These will vocational courses will prepare learners

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

for adult life particularly through engagement with employers local to the academy will maximise outstanding opportunities for work-related learning and experience. These will enhance and provide potential employment opportunities for students at the academy;

- Focus events will provide opportunities for students within all key stages to experience a range of engaging learning opportunities that link together a range of curricular disciplines and provide opportunities for extended learning. Dedicated individual days may relate to areas such as religious and cultural festivals, arts, sports, STEM, languages, careers and well being;
- Suitable residential opportunities will develop cross-curricular and independent-living skills;
- Additional support will be available through the effective use of Pupil Premium Grant monies and any provided for Looked After Children to ensure eligible students can fully access the curriculum e.g. reading recovery. The latter group will be in conjunction with Virtual Schools Kent;
- The school day structure will be designed to maximise learning and social opportunities. The school day will begin at 8.45 a.m. and conclude at 3.15 p.m. There will be a 15-minute morning break and 45 minutes for lunch. This will allow for five hours' taught time daily, every Monday, Tuesday, Thursday and Friday. On Wednesdays, students will go home at 2.00 p.m. Total taught hours will therefore be 24 hours weekly. The earlier finish on a Wednesday will provide time for high-quality, ongoing CPD to be delivered to all staff. As this is a common successful feature of other LAT academies, facilitating strong peer-to-peer working between a range of stakeholders within both mainstream and special academies. Evidence has demonstrated that this collaboration greatly enhances teaching and learning and leadership skills, and assists recruitment and retention, thus promoting and enhancing student outcomes.

Expected Student Intake

The student profile, as a percentage of total students, in current academies:

		Total On roll	FSM	Pupil Premium	Ethnic groups	White British	EAL	LAC	ASD EHCP
Milestone Academy		309	21%	33%	17%	81%	8%	8%	60%
Longfield	Academy	1047	25.3%	34%	10.7%	88.5%	2.9%	1.5%	4%
	Spectrum Centre	42						7%	100%

Bearsted Academy's student population will in many facets reflect very closely those profiles found at both Milestone Academy and the Spectrum Centre, ASD provision at Longfield Academy. Students currently travel to both from the key boroughs that Bearsted Academy will serve, and therefore all will have a very similar demographic profile. Developmentally, students at Bearsted Academy will be working between high 'P' levels and just below age-expected level at entry in Year 7 and, at the end of Key Stage 4, between GCSE for higher-ability students and entry levels and Level 1 for lower-ability students. The former will mirror student profiles found at Milestone Academy, and the latter at Longfield Academy. As at Longfield it is likely that the gender profile of the academy will be skewed, with a significantly higher proportion of male students. The Academy will work closely with all schools to ensure that it identifies and

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support all female students for whom it would provide the most appropriate education, and will ensure that the curriculum clearly meets the aspirations and interests of female students that are admitted.

Curriculum Design

The Academy will deliver a broad, balanced National Curriculum, personalised to meet the needs every student. Very rarely, it may be necessary to remove a student from the National Curriculum temporarily, but this will always be done in consultation with all stakeholders and only as a last resort if the National Curriculum is not the most appropriate offer.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Key Stage 3			
Maths	5	M	Daily
English	5	M	Daily
Science	3	M	
Geography/History	2	M	
Technology	2	M	Incorporates resistant materials, food technology and ICT
Art	1	M	
Music	1	M	
MFL	1	M	
PSHE/Citizenship/RE	2	M	Coaching in discrete social skills is important for students with ASD
Physical Education	2	M	
Total hours	24		
Key Stage 4			
Maths	5	M	GCSE or other appropriate qualification related to the needs of the student
English	5	M	
Science	3	M	
Physical Education	2	M	Recreational
PSHE/RE/Citizenship	1	M	Coaching in discrete social skills is important for students with ASD
Vocational Strand			
<i>Students will choose either one or two of the subjects below (as appropriate):</i>			
<ul style="list-style-type: none"> • Hospitality • Catering • Horticulture • Land-Based Studies • Retail • ICT 	Max 8	V	Students will be able to access either a totally vocational programme, or a combination of the vocational and academic strands, based on individual ability
Academic Strand			
<i>Students will choose one of the GCSE subjects below (as appropriate):</i>			
• Art	Max 4		Students will be able to access

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<ul style="list-style-type: none"> • Resistant Materials • Food Technology • History/Geography 		V	either a totally vocational programme, or a combination of the vocational and academic strands, based on individual ability
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Total hours **24**

Key Stage 5

Maths	3	M	GCSE or other appropriate qualification related to the needs of the student.
English	3	M	
PE/Leisure/Outdoor and Adventurous Activity	2	M	Recreational

Career Strand

Students will chose one of the following options:

Option 1 Hospitality/Catering	10	V	Combination of qualification and business related learning. Will incorporate a Supported Internship programme with local employers during Year 13. Options delivered will be subject to review based on student numbers and uptake. May be delivered in conjunction with local FE providers.
Option 2 Horticulture/Land Based Studies	10	V	
Option 3 Retail/Office Skills	10	V	

Key Stage 3

Every student will have a daily maths and English lesson and students will be set tasks according to need. The full range of core and foundation subjects will be delivered by subject specialists and students will be supported by HLTAs and STAs who know them exceptionally well and assist them in each lesson. At this key stage, all subjects will be mandatory, with some subjects offered on a modular basis. For instance, technology will incorporate resistant materials, food technology and ICT. Discrete social skills lessons will be delivered as part of the PSHE curriculum to meet students' specific needs. At Key Stages 3 and 4, there will be opportunities to take part in inter-school sporting events as well as other celebrations and shared projects.

Key Stage 4

English and maths will continue to be taught daily and science three times a week. At this key stage, students will move towards either the academic or vocational strand, or may straddle both if appropriate to their strengths and needs. Wherever possible, students will be entered for GCSE or Btec Level 1 or 2 qualifications, although it may be appropriate for some students that they undertake functional skills qualifications. Every student will have two hours of physical education a week, which will cover PE, leisure, outdoor and adventurous activities and may include sports and leisure opportunities, such as dry-slope skiing, trampolining and bowling. Teaching young people leisure skills in which they can participate beyond and after school will improve their quality of life as well as helping to keep them fit. PSHE, RE and citizenship will be delivered two hours a week on a modular basis and will continue to incorporate discrete social skills education. This is particularly important in building the necessary skills to increase participation in and contributions to the wider community.

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

It is at Key Stage 4 that students will begin to specialise in their learning to suit their interests and aptitudes and help prepare them for life beyond school. The academy will offer vocational opportunities in hospitality and catering, horticulture and land-based studies, retail and ICT. Students may choose only vocational options, or a combination of vocational and academic options, according to strengths and needs. These subjects have been carefully selected and will be developed as centres of excellence. Each of the vocational options presents an outstanding opportunity both to meet the needs and interests of the students and also to make use of the unparalleled local business opportunities very close to the academy for both work experience and future employment. Additionally, each vocational subject will enrich the development of life skills providing opportunities for hobbies and voluntary work and a chance to make a meaningful contribution in their adult lives.

Alongside the vocational strand, an academic strand will offer a range of GCSE courses. These will be taught by specialist teachers and students will be able to choose all four optional GCSE courses, each with an allocated two hours of taught time a week, or a combination of GCSEs and vocational subjects, up to a maximum of four in total. Where students have particular curricular strengths and interests in a subject not offered, the aim will be to procure delivery either on or off site, through a local provider, which may be a mainstream LAT academy.

Key Stage 5

At KS5, all students will continue to study maths and English each week. This may be at GCSE, City & Guilds functional skills or other externally-validated examination level. PE / leisure / outdoor and adventurous activity will be delivered to every student to encourage good health and wellbeing choices. All students will follow programmes in personal finance, travel training and social skills to equip them to access the community for leisure, employment and day-to-day life.

Options will be extended at KS5 so that every student has the opportunity to gain breadth and depth of knowledge and experience in one of three options, which will lead to part-time or full-time employment for many. The chosen option will absorb ten hours a week and will focus on a combination of qualification, BTEC Level 2 and if appropriate Level 3, and business-related learning, incorporating a supported internship programme with local employers during Year 13. The latter will build on the successful programme that is already operating at Milestone Academy in collaboration with KCC. The proposed site is adjacent to numerous significant employers who, through the Trust Education Business Partnership team, will provide opportunities in the curriculum areas identified. Options delivered will be based on the needs of the students and student numbers and will be delivered in conjunction with local FE providers. These options will offer students routes into strong career pathways in conjunction with local business partners. Additionally, every student will be able to choose two taught hours a week leading to either an Arts Council Arts Award or an ICT award, such as the ECDL (European Computer Driving Licence) or similar. These options will meet a wide range of interests and strengths.

Every aspect of curriculum design for Bearsted Academy has been developed with students' destinations uppermost in mind. Young adults with access to employment and leisure opportunities, and who can lead lives that are as independent as possible, will have the very best chance of happiness and success. We have developed a curriculum to support this ambition, with a breadth and depth to help develop well-

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

rounded young people.

D2 – measuring pupil performance effectively and setting challenging targets

Measuring Pupil Performance Effectively and Setting Challenging Targets

At the heart of Bearsted Academy will be the desire that every student should learn to live well with their autism and thereby reach their full potential. In order to achieve this, we will set appropriate- stretching targets, together with an extensive range of quantitative and qualitative success measures, which relate to both individual students and to the performance of the academy as a whole. Leigh Academies Trust already operates highly-effective systems for data analysis across all of its academies and this practice will be extended to Bearsted Academy.

Below are a range of performance targets and qualitative measures, common to all LAT academies, that Bearsted Academy will use to measure its success:

- amongst special schools for students who have a primary need of ASD, the academy will rank among the highest performing for student progress within Kent and nationally. This will apply not only to public examinations but also across a range of social and personal development metrics;
- all students will become as independent and confident as possible and will develop the best-possible social and communication skills;
- no students will be permanently excluded;
- places at the academy will be highly sought after by parents and carers;
- the academy will be judged 'outstanding' by OFSTED and other external reviewers;
- all students will access work, an apprenticeship, supported employment or college at the end of their education at the academy. No student will be NEET when they leave the academy;
- excellent communication will take place between the academy and parents and carers;
- the academy will have a positive impact on the wider community through its outreach work and engagement programmes. This will be measured through participation levels and stakeholder surveys.

Students will be assessed formally and progress reported to parents and carers six times per year. The academy will run at least two consultation events per year, as well as other regular events, providing support and guidance for parents and carers. Students will be encouraged to identify their achievements, and future personal and academic targets which will be provided as part of this process. These will be used to inform both consultation events and reviews of their EHCP. Academic achievement will be judged against progress markers in the Pupil Asset system, individual-specific targets and national benchmarks for progress at Key Stages 3 and 4 in academic areas. In addition to this, targets for social and personal development and progress towards achievement of the personalised outcomes in the student's EHCP will be closely monitored and communicated to parents and students. Annual Reviews will be student-centred with the highest levels of involvement from parents and professionals that the academy can secure. All statutory deadlines and requirements will be met. At Post-16, students will be assessed against national benchmarks when undertaking externally accredited courses will be targeted and monitored, but their progress in a range of social skills that will allow them to effectively access their next destination will be equally as valued. High aspirations for every students will be central in everything that the academy does.

Academic Achievement Targets

At the end of each key stage, the Academy will be expected to exceed national average statistics for student progress when compared with special schools for students whose primary need type is ASD. LAT will also evaluate against students at Milestone Academy and Longfield Academy. Across the academy there will be no variation between different groups of students and, in particular any vulnerable groups.

Attendance

In order for a child to reach their full potential it is essential that they attend school everyday. The academy will work closely and in partnership with parents and carers and, where necessary, other external agencies to ensure that attendance is consistently above 95%. The academy will work with the [REDACTED] of Leigh Academies Trust to support these vulnerable students and their families seek to ensure the highest-possible attendance, providing assistance and challenge when poor attendance or punctuality is evident.

Behaviour

The academy will promote a culture of positive behaviour. Expectations will be clear and shared with all stakeholders regularly. As at other academies the environment will be developed and maintained to minimise unnecessary stimuli, thereby ensuring a calm and purposeful environment in which students can work and socialise. This will include engagement with the academy restaurant to ensure that the specific dietary needs of individual students are met. The academy will review best practice regularly within other settings and make use of research to enhance the environment further. Students will be provided with personalised support and strategies through health services and therapists, enabling them to interact appropriately both within the academy and the wider community. Parents and carers will be engaged in this work so that they can effectively support their children particularly outside the academy day.

The academy will have a target of zero permanent exclusion and a commitment will be sought from the Academy to engage with county-wide and local area strategies for inclusion to help deliver this. Students will, by the nature of their difficulty, exhibit very different and sometimes challenging behaviours. Staff will be trained to understand the reasons behind such behaviour, enabling them to help students to become aware of their actions and their impact on others, and to make suitable adjustments.

Student participation in all aspects of academy life will be tracked within the academy by tutors and also by students, as appropriate. There will be an expectation that every student will have the opportunity to extend their learning beyond the classroom by undertaking a range of extra-curricular activities, depending on their interests and abilities. This will encourage students to interact with as many people as possible, thus building their confidence and skills. Awards will be given to recognise achievement and to encourage students to develop specific skills.

In the event of behaviour becoming a particular challenge for any student, parents will work with multi-disciplinary teams led by the academy to focus on strengths and needs. Agreed, targeted actions will seek to reduce incidents and improve learning and wellbeing. This will include education, health and social care and, where relevant, work. Trust EPs, therapy staff and relevant external providers will come together for regular solution-focussed meetings, which may include the young person if appropriate.

Very careful monitoring of behaviour and attendance will allow these aspects to be reported to parents and carers, both within the annual EHCP cycle and also through

the termly report schedule. This regular reporting of all composite behaviours and progress will ensure that no element of student performance goes unrecognised and that timely intervention or action can be taken. Active partnership with parents and carers will be a fundamental part of academy life and crucial in supporting all students to make the best possible progress.

'Stakeholder voice' activities, including an Academy Council and feedback opportunities, will help the academy to review attitudes to learning and behaviour amongst all stakeholders and will inform the LAT Academy Performance Agreement.

Monitoring and Evaluation Systems

To ensure that every child succeeds and that the academy achieves its ambitious targets, a robust monitoring and evaluation cycle will be in place. The table below illustrates the cycle that would be used. This six week cycle is very effectively applied at Milestone Academy and Longfield Academy to track and monitor the progress of students with ASD. It also provides a common set of metrics that can be used by governors and others to review progress of different academies and provisions with students with the same needs.

Assessment and Data Tracking Cycle	
Bearsted Academy	
Terms 1,3,5	Terms 2,4,6
Personal, Social and Physical Progress	Academic Progress
Communication, Independence, Well-being, Physical Development, Behaviour for Learning, PHSE	Core and Foundation Subjects
Updates for Academic Progress	Updates for Personal, Social and Physical Progress
Actions from Previous Module and Outcomes	
Lower School Years 7-9 : Analysis and Actions	
Upper School Yrs 10-11 : Analysis and Actions	
Post-16 : Analysis and Actions	
Includes information from external providers and work-related learning settings	
Vulnerable groups : Analysis and Actions	
Teaching analysis: Lesson- Observation Outcomes	
Behaviour, Attendance and Safeguarding : Analysis and Actions	
Self-Evaluation and Strategic Priorities	

A shared assessment, marking and feedback policy will be implemented so that expectations across the academy are clear and transparent. Individual teacher data

will be collected centrally on the management-information system (MIS) every six weeks and reported to parents and carers. This will also include information relating to student behaviours. Highly-detailed information will then be produced and published for staff. The data will be broken down further to enable a forensic evaluation by staff teams of the progress of each student's performance. This will enable classroom teachers to identify and plan personalised programmes of study for each student, to address their weaknesses and to build further areas of strength, ensuring that no individual or group is left behind.

Leaders responsible for each key area of the academy will then collate outcomes specific to their areas. They will report key trends and areas for development to the Academy Leadership Team, who will use this evidence to inform the termly modular review process.

Responsibility for academy assessment and data will sit with one of the Assistant Principals, who will analyse overarching academy performance regularly across a wide range of academic, personal, social and physical indicators. Analysis will take place of key groups of students, such as Pupil Premium, EAL, girls, boys, MEG and HAP, as well as whole-year groups. This will inform a constant review of academy development and the strategies to deliver this, ensuring that it always delivers the best possible education for each student.

In addition to the work of the [REDACTED], the academy will appoint its own governor with responsibility for monitoring closely in-year progress against targets. The governor will visit each academy at least three times per year between Board meetings and provide a report at each governing-body meeting. There will be at least four Bearsted Academy Board meetings per year, with progress against targets for student achievement, teaching and behaviour integral to every agenda. The termly modular reviews undertaken by the [REDACTED] will be published on the governors' portal so that all information can be reviewed by all LAT governors at any time.

Monitoring and Improving the Quality of Teaching

It will be an academy priority that all teaching should be judged at least 'good' and the majority 'outstanding'. Responsibility for monitoring and improving the quality of teaching, including professional development, will sit with one of the Assistant Principals. In line with the LAT observation policy applicable to all academies a robust monitoring schedule will review the standard of practice by triangulating the outcomes of lesson observations and work scrutiny, especially the quality of marking and feedback, with class progress data. The schedule will comprise a combination of regular reviews covering all teaching staff with more frequent and focused analysis of NQTs and those who are training as teachers on Schools Direct programmes. The schedule will also include a number of specific reviews, determined by need, where the quality of teaching in specific curriculum areas, or for specific vulnerable or academy-targeted groups, is scrutinised. The Academy Leadership Team and all staff with specific responsibility for key areas will be involved in the review process.

The academy will have an 'open classroom door' policy and staff will be encouraged to carry out informal observations of their peers in order to share good practice and collaborate on innovative pedagogical approaches. This will be sensitive to the needs of students participating in lessons or other areas aspects of learning.

Rigorous analysis of outcomes from the teaching reviews will inform the academy's coaching and mentoring, professional-development and career-development programmes. Any underperformance will be addressed promptly and support,

guidance and training offered in the first instance. High-performing staff will be used as coaches or mentors to ensure that individual staff needs are addressed effectively. Persistent underperformance will be addressed through structured, transparent competency procedures.

The academy will have an approach to teaching and learning that embraces innovation and encourages students to be active participants in their learning journey. In particular, it will seek to ensure that students can access their destination beyond the academy fully. The use of IT and work undertaken during social skills sessions will be central to this.

Student Destinations

In common with other LAT academies Bearsted Academy will annually review the destinations of its students. This will not only be of students at the end of KS4 and KS5, but also students transferring in year, within a key stage. These will be compared with data for similar schools nationally but also of students from Milestone Academy and Longfield Academy. The academy will do all that it can to support students with their onward career, employment or educational destinations, and will therefore have no students Not in Employment, Education or Training (NEET).

Academy Self-Evaluation

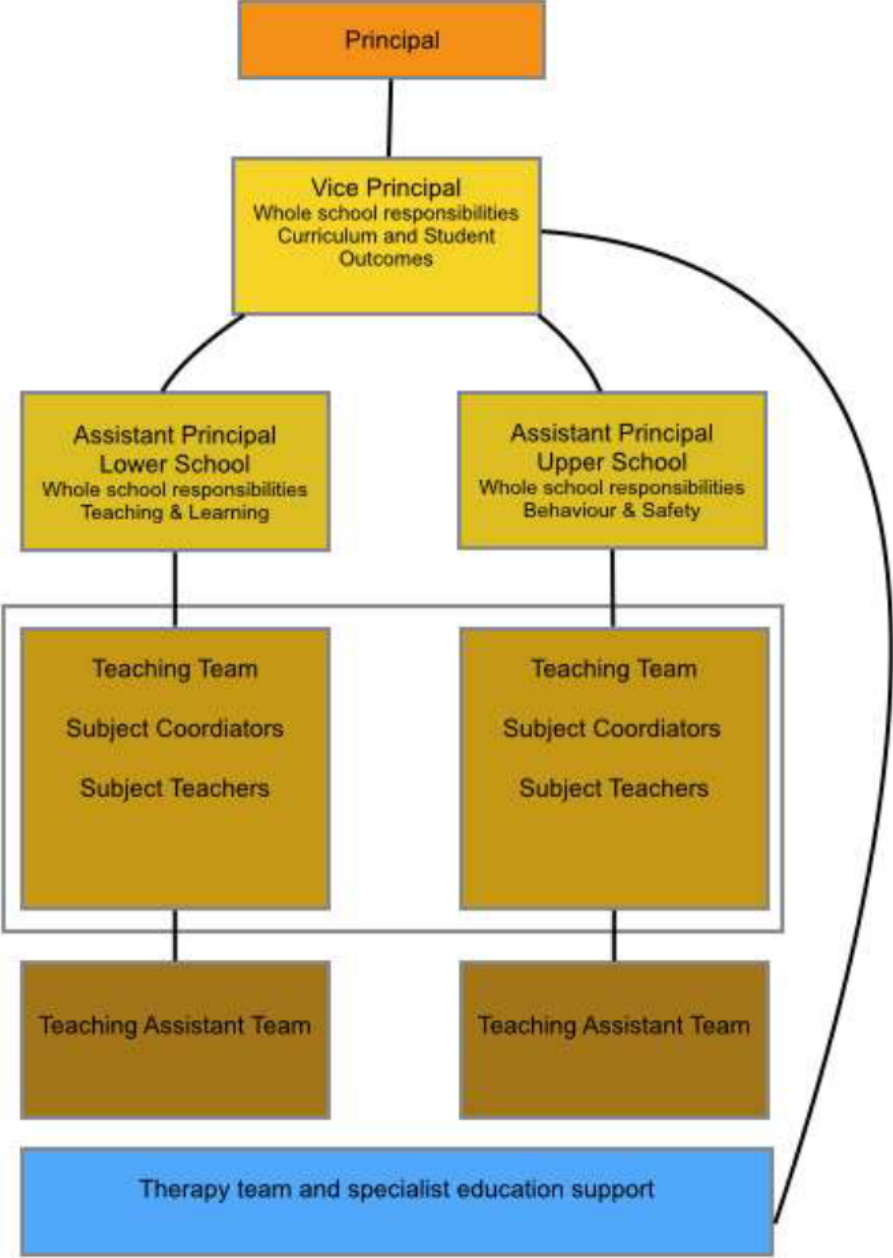
All aspects of the academy's monitoring and evaluation procedures will provide information on performance and on the progress the academy is making towards meeting its ambitious targets. Directors of Learning responsible for core subjects and other key areas of academy outcomes will feed directly into the six-weekly reviews and annual Academy Performance Agreement, which is developed by the academy leadership and staff and ratified by the Trust Executive and governors of the Academy Board.

The Trust already has an established performance-related pay structure, in which teaching standards are used as a minimum measure of teacher performance. Accountability measures for the outcomes of quality of teaching and student performance are both structured and transparent and the process includes central moderation and a review of judgements to ensure equitability across all academies.

D3 – A staffing structure that will deliver the planned curriculum within the expected income level

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

Staffing Structure: Steady state model



The staffing model draws upon best practice within LAT academies, specifically at Milestone Academy, as well as at Longfield Academy, Wilmington Academy and Dartford Primary Academy, all of which have significant specialist SEN resource provisions for ASD. It is a model whose strong impact on student outcomes, efficiency and affordability has already been proven. There are key links between senior staff and the Trust to ensure challenge, support and accountability.

Key Roles and Responsibilities

Principal: Carries overall responsibility for strategy and for communication with key

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

stakeholders, particularly the [REDACTED]. Line-manages Vice-Principal.

Vice-Principal: Deputises for the Principal when necessary and carries whole-academy responsibility for the curriculum and student outcomes. Also responsible for the personal, social and physical strands of the curriculum, as well as line management of academy therapy provision. The Vice-Principal will line-manage the Assistant Principals, the academy therapy team and specialist educational support.

Assistant Principals: Lead and manage a phase within the Academy – Lower School Years 7 – 9 or Upper School :Years 10 – 13 - providing a 'human-scale' approach to education. They will take whole-academy responsibility for either teaching and learning or behaviours and safety. They will line-manage teachers who either primarily work or have a pastoral role within their phase, as well as subject co-ordinators as appropriate.

Subject Co-ordinators: Take full responsibility for the delivery of specific curricular subjects. Together with the subject teachers, line-manage Higher-Level Teaching Assistants and Teaching Assistants who work specifically within their curriculum area.

EHCP / Medical Needs: Ensures that the statutory requirements relating to Education Health Care Plans (EHCP) and Health Care Plans are effectively delivered. In particular, the post-holder will be the key link with parents and carers, ensuring that their thoughts, and those of the student, are accurately represented during the review processes.

Therapy Provision: This team reduces barriers to learning by meeting the holistic needs of students. Works in conjunction with cross-Trust specialist educational support - Educational Psychologists and Education Welfare Officers and other specialist provision available through Kent County Council or the local Primary Care Trust (PCT).

Business Manager: Responsible for all site-related and administrative matters within the academy. Manages day-to-day contractual issues relating to catering, cleaning and health and safety. Line-managed by the [REDACTED].

Finance Manager: Responsible for day-to-day oversight of academy finances and production of regular financial reports for senior staff and governors. Line-managed by [REDACTED].

Academy Improvement Team : LAT employs a number of specialist subject staff to support academies, in English maths, science and modern foreign languages. These highly qualified, outstanding practitioners support senior leaders and in particular Directors of Learning to develop curriculum projects to enhance student outcomes. This team will support Bearsted Academy, particularly in its formative years when it may need greater support in these areas.

Academy Challenge Partners : LAT engages educational experts in Special Educational Needs, data analysis and Safeguarding to support senior leaders, SENCOs and Designated Safeguarding Leads to ensure that highly effective policy and practice is embedded in these key areas. In common with other academies Bearsted Academy will be allocated support from this team.

Student Support

Occupational Therapy (OT) :A sensory trained OT will be appointed to support any

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

relevant health provision, developing individual programmes and working with the class teams and individuals to assess and write new programmes to lower barriers to learning. They will hold suitable post-graduate qualifications and be experienced in working with students with ASD.

Speech and Language Therapist (SALT): A senior SALT will lead therapy across the academy, while another SALT will work with class teams to support programme delivery, work with individuals and small groups to assess and write programmes and deliver targeted speech and language therapy. Communication will be a key area of need across the academy and SALTs will lead on delivery of a total-communication approach across the academy. This will include alternative and augmentative communication, with low- and high-tech approaches such as signing, symbols, PECS (picture-exchange communication) and voice-output communication aids (VOCAs). The SALTs will work within multi-disciplinary teams, including family representatives. They will lead training for staff and families to empower everyone working with the student to enhance their communication skills and lower this crucial barrier to their learning.

██████████: Leigh Academies Trust employs three Educational ██████████ who work across all academies within the Trust. Bearsted Academy will be part of the two-weekly ██████████ forum, addressing any student concerns including mental health and wellbeing, lack of progress or significant behavioural issues. The ██████████ will work closely with the lead for behaviour, who will be a member of the Senior Leadership Team, reflecting the value that Bearsted Academy will place on good behaviour as a means of lowering barriers to learning and wellbeing.

In addition to working directly with students and staff, ██████████ will form part of the multi-disciplinary team, which will include families, working holistically to support students.

Working with business and careers advisors: The academy will engage with the Trust team to ensure that students engage with businesses as part of the curriculum and receive appropriate, impartial careers advice and guidance. This will ensure that all have access to clear career pathways through appropriate post-16 provision, FE courses, supported internships, apprenticeships and employment.

Support from existing academies

The Trust operates a range of systems and processes through which staff from different academies provide expertise to other settings, and therefore Bearsted Academy would receive support not only from Milestone Academy and Longfield Academy, but others as required. This assistance is provided on a no cost basis but a reciprocal arrangement is expected when appropriate. This not only uses expertise to the best effect but also provides excellent peer to peer staff development.

Bearsted Academy would also contribute to a number of LAT Drive Teams through which senior leaders develop Trust wide strategy related to curriculum development, teaching and learning, peer review and inclusive services. They would also be an integral part of the SENCO Forum for developing SEN policy and practice.

Professional development of all staff to support students with ASD

To thrive at Bearsted Academy the students will need to be supported by staff that are highly trained and skilled in supporting young people with ASD.

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

All staff (including caretakers, caterers, site staff) will receive basic autism awareness training (previously known as Level/ Tier 1). Teaching and support staff will all receive training in Good Autism Practice (previously known as Level/Tier 2).

All senior members of staff will be trained in at least NAS Leading Good Autism Practice (previously known as Level/ Tier 3). In addition at least one senior member of staff will already have, or will work towards gaining a Postgraduate Certificate in Autism.

Development of Staffing Structure as Bearsted Academy Grows

The following table shows how the staffing structure will develop and how staff will be recruited year on year as the academy's roll grows. These tables are broken down by main staff area, as follows:

	2018-19	2019-20	2020-21	2021-22
Students	55	110	132	140

	2018-19	2019-20	2020-21	2021-22
Post	Full time equivalent by academic year			

Senior Leadership Team

Principal	1	1	1	1
Vice-Principal	1	1	1	1
Assistant Principals	0	1	2	2

Teaching

Teachers (with TLR)	2	3	5	5
Other teachers	4	8	10	10

Educational Support

Higher-Level Teaching Assistants	4.8	9.6	9.6	9.6
Teaching Assistants	5.6	12.8	14.4	15.2
Therapy staff	2	2.4	3.2	4

Administrative Support

Finance	0.8	1.8	1.8	1.8
Business	0.5	0.8	1	1
Site Manager	1	1	1	1
Premises staff	1	2.4	2.4	2.4
Office Manager	1	1	1	1
Receptionist	1	1	1	1
Administrators	0.5	0.8	0.8	0.8
EHCP/ Medical Administrator	0.8	0.8	0.8	0.8
Data/Exams Manager	0.5	0.8	0.8	0.8
Technical subject support	0	0.8	0.8	0.8
Midday Supervisors	1.2	2.4	2.7	3.4

Total	28.3	52.5	60.5	62.8
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During the initial development, academy option choices in Key Stages 4 and 5 will be scaled not only to meet student aspirations, but also to ensure that all programmes are economically sustainable. Therefore:

- Initially: in any year, the academy will offer either geography or history, but not both;

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

- Year 1 : In KS4, two academic- and two vocational-strand courses will be delivered, based on student needs and aspirations. In KS5, the Year 12 career strand will be delivered through local FE providers, with students supported during their course by dedicated staff from the academy;
- Year 2 : In KS4, three academic- and three vocational-strand courses will be delivered, based on student needs and aspirations. In KS5, the career strand will be delivered through local FE providers, with students supported during their course by dedicated staff from the academy. Students in Y13 may undertake a dedicated supported internship with local employers, assisted by a qualified careers coach provided by the academy, LAT or Kent County Council Supported Employment.

Annex D – Bearsted Academy savings sensitivity analysis provides credible contingency plans to adapt the staffing structure if there was a reduction in income.

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

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All LAT academies are highly inclusive and welcoming to students from all backgrounds. Many of the Trust's academies already have students from a range of faiths and world views, including those for whom English is not their first language. It is universally recognised that children and young people with ASD are potentially more vulnerable to adopting extreme views and prejudices, which need to be carefully and sensitively addressed. A highly-supportive pastoral structure will be central to the academy, placing the needs of each student first. The curriculum will be broad and balanced, whilst remaining personalised to meet the needs of each student, and within it will be woven a strong commitment to spiritual, moral, social and cultural (SMSC) education.

Dedicated lessons within Key Stages 3 and 4 will deliver key strands and, in every key stage, the dedicated work of the academy in developing the social skills of all students will aim to enable them to understand their place, and that of others, within local, national and global communities.

Additionally, modern British values will be evident through other subjects within the curriculum, for example:

- In mathematics, tolerance and resilience will be promoted on a daily basis through problem-solving, in which students will be encouraged to persevere and try different methods to arrive at the correct solution. Students will be allowed to make mistakes and learn from them in all maths lessons. This will foster self-esteem, encouraging students to take risks and become lifelong learners while using their mathematical skills in all aspects of life;
- In English, we will promote British values by encouraging students to share ideas and interpretations through studying world literature. Students will feel safe articulating their views and, as appropriate, undertaking a range of collaborative activities;
- In science, we will promote British values by allowing students to feel safe in expressing their views and discussing a variety of ethical issues. Students will participate in a range of collaborative experimental activities, celebrating a different theme each year during national science week - for example, female scientists and British inventors;
- In RE, we will promote tolerance and an understanding of diversity and mutual respect of different faiths.;
- In modern foreign languages, students will study foreign cultures, comparing life in Britain with that in other countries, to make them aware of difference, diversity and tolerance.

Students may find it difficult to share or verbalise their thoughts and ideas within a group. Classroom management styles will be adapted to take account of the needs of all students in this respect. Wherever appropriate, new technologies, such as individual mobile technology, will be used so that students are able to develop their ideas and share them with others - for example, by developing animations through which they are able to share their thoughts.

Opportunities for students to meet together within small tutorial groups and, as

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

appropriate, assemblies will be provided to extend student engagement with spiritual, moral and social themes.

All LAT academies have a firm commitment to promoting modern British values, including democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and of those without faith. This will enable students to:

- develop their self-awareness, self-esteem and self-confidence;
- distinguish right from wrong and respect the law;
- accept responsibility for their behaviour, show initiative and understand how they may contribute positively to the lives of others;
- acquire an awareness of and respect for public institutions and services in Britain;
- appreciate and tolerate different cultural traditions, through appreciation and respect for their own and other cultures;
- respect other people;
- respect democracy and understand how to participate in the democratic process.

The academy will recognise the importance that worship plays in the lives of some families, students and staff. It will take account of this when developing policies, such as uniform, and when operating the academy to ensure that those of faith or no faith do not feel marginalised or excluded.

To ensure that this commitment to SMSC is implemented effectively, the [REDACTED] [REDACTED] will ensure that the Academy Board's [REDACTED] is fully signed up to the SMSC education principles and that staff appointments to the academies, from Principal through to teachers and support staff, will also sign up to these important tenets. The academies' commitment to welcoming students from all faiths will be clearly signposted and potential candidates will have to demonstrate the level of their commitment to these ideals at interview. The academies reserve the right not to appoint any member of staff who cannot conform to this principle.

Bearsted Academy will promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and of those without faith. Information published about the academy and disseminated to the wider community will be explicit about how we value families from different backgrounds and communities and how differences are celebrated.

At parents' evenings and events, the Academy will be explicit in its belief, not leaving it to chance, that students and families from all faiths and none are welcome. Senior leaders and governors will be open about their positive views, ensuring that they review annually their ability to address the needs of all students and parents.

To embed these principles within the academy's policy and practice, will undertake the UNICEF UK Rights-Respecting Schools Award (RRSA), which supports schools across the UK in embedding human rights within their ethos and culture. The aim is to improve well-being and to help all children and young people realise their potential. The award is based on principles of equality, dignity, respect, non-discrimination and participation and the academy will seek through its participation to have a positive impact on students' relationships and well-being, leading to better learning and

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

behaviour, improved academic standards and less bullying.

The four standards through which these principles will be enshrined are:

- Rights-respecting values will underpin leadership and management, ensuring that the best interests of the child are a top priority in all actions;
- Young people and adults use a shared understanding of the Convention on the Rights of the Child to work for global justice and sustainable living;
- The academy will have a rights-respecting ethos, where young people and adults collaborate to develop and maintain a rights-respecting school community;
- Young people will be empowered to become active citizens and learners.

Working through these standards, students will develop their social skills and thus the confidence to play an active role in their own learning and to speak and act for the rights of all to be respected locally and globally. 'Student voice' would therefore be central to operation of the academy.

Modern British values, within and in addition to the SMSC programme, will be central to Bearsted Academy. Students will be encouraged to learn about and exemplify these values, both in lessons and extracurricular activities, and the curriculum will mirror the practice in other LAT academies.

Spiritual aspects will be developed as part of the RE curriculum, tutorial time and assemblies. Moral and social education will be delivered across the curriculum, but explicitly as part of tutor time, assemblies and the timetabled PSHE programme. All subjects will contribute to the cultural development of young people through trips, visits and special events in school. Certain subjects, such as the arts and humanities, will play an especially strong part in raising cultural awareness. At Bearsted Academy, PSHE will be taught as a discrete lesson, although some of the themes will also lend themselves well to other subjects.

The academy will organise regular opportunities to promote wider cultural awareness and modern British values, both by bringing in individuals or groups from the local community and through trips and visits.

Safeguarding policies are developed by the Trust, taking account of the most recent statutory guidance and the advice of the local Safeguarding Children Board, and each academy may add extra sections to reflect its own context and phase. The current Safeguarding Policy was revised in September 2016 and is to be reviewed again in September 2017. Recent revisions take account of the most recent publication, 'Keeping Children Safe in Education (2016)', and of statutory responsibilities around the 'Prevent' agenda and female genital mutilation..

The academy will have an appointed Designated Safeguarding Lead and a deputy, who will ensure all academy staff and governors receive regular safeguarding training, in particular that relating to the Prevent duty, honour-based violence and child sexual exploitation. Staff will also be trained in the risks associated with the use of the internet, in particular social media, video communication and posting, and the use of mobile technology, and how to manage these risks. This is particularly relevant to students with ASD as they are usually unaware of the risks associated with the use of such technologies. The academy will have rigorous reporting systems to ensure that any concern is addressed quickly and effectively. The academy's IT system will have the most up-to-date filtering systems, which will be regularly updated. Information,

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

training and reporting mechanisms will also be made available to parents and carers to make them aware of the risks and help them understand how they can work with the academy to safeguard their children.

Students will also be guided appropriately on the dangers of all forms of radicalisation, honour-based violence, and sexual exploitation, as well as how to use new technologies at appropriate times.

Bearsted Academy will benefit from adopting all LAT policies in this field as well as from access to expertise from trainers and technicians within the Trust IT Service team. The academy will appoint a governor to scrutinise and monitor the safeguarding work and procedures and report regularly to the Academy Board.

The academy will provide a Parent Support Directory which signposts families to a range of ASD and community-based support groups. The Academy Board will ensure that there is an elected parent governor amongst its membership. There will also be a Parent Association, which will not only raise funds for extra-curricular projects, but will also play a vital role in bringing the community together.

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

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All students coming to Bearsted Academy will have a diagnosis of ASD or Asperger's syndrome and may have a co-morbidity, such as epilepsy; sensory impairment or need; ADHD; speech, language and communication needs; or social communication needs. All students will have a learning challenge or difficulty, usually moderate or severe, and will not thrive in mainstream provision.

All students will have either a Statement of Special Educational Needs (SEN) or an Education, Health and Care Plan (EHCP). Occasionally, a student may be admitted in consultation with the local authority on an observation-and-assessment placement while waiting for an EHCP if their educational placement has run into difficulties and they meet the admissions criteria.

All students will face barriers to learning due to their SEN and Bearsted Academy will aim to mitigate these for every student. All staff working at the school as part of multi-disciplinary teams, along with outside agencies, families and the students themselves, will work together to enhance learning and life chances and reduce barriers, so every student will be able to meet their full potential. Support will take the form of personalised learning goals and provision, personalised approaches to behavioural needs, individual student needs meetings, home visits and a relentless focus on high expectations and personalised support to reach challenging targets.

Mental-health issues will present a particular challenge and focus for the student population. Research has found that almost 80% of autistic people experience mental-health problems, including anxiety, depression and attention deficit hyperactivity disorder (ADHD), and there is growing evidence to suggest that difficulties with anxiety and depression can be as debilitating as the core social and communication difficulties. Mental-health needs will be addressed by all staff through personalised approaches and close collaboration with LAT Educational Psychologists, CAMHS and other expert professionals. Staff working at Bearsted Academy will be trained to manage and support those with mental-health difficulties in addition to other behavioural needs and all students and their families will be able to access the support they need, which will include at least four trained Emotional Literacy Support Assistants (ELSA).

It is anticipated that, as a feature of their ASD, some students will present as gifted and talented in some aspects of their learning. Bearsted Academy leaders will work closely with experts from across LAT to deliver a personalised curriculum, which offers stretch and challenge for the most able in any subject. In some instances, the student's needs may be better met in mainstream provision for a particular aspect of the curriculum and every effort will be made to secure this, within and beyond the multi-academy trust. At Key Stage 4, the curriculum will offer the flexibility to choose between vocational and academic pathways, with various options available in each. This might enable a student, for example, to take a maths GCSE alongside functional examinations in other core and foundation subjects. This can only be achieved through personalised curricula and every form tutor will work closely with other stakeholders to build a curriculum for each student offering maximum opportunity to both excel and be supported.

At Post-16, high-ability students and those with specific gifts or talents will have access to a very wide range of curricular opportunities, enabling them to maximise their

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

achievements and access the most appropriate onward pathway. LAT operates a co-ordinated programme of courses, known as LAT16. This will be available to students from Bearsted Academy, providing access to both academic and additional vocational courses, including elements of the International Baccalaureate Careers Programme, which could lead on to higher education, apprenticeships or a range of careers with training. Any student accessing this co-ordinated offer would benefit from an outstanding, bespoke support package both before and for the duration of the course. This would be developed jointly by the academies, student, family and external services, and reviewed regularly to ensure that it meets the current needs of the student.

LAT is sponsored by the University of Kent and Greenwich University and works closely with Ravensbourne College. Gifted and talented students will be provided with opportunities to extend their learning through outreach projects and specific events linked to their interests, gifts and talents.

LAT has a track record as a very successful global early adopter of new technologies and is at the forefront of innovative and highly-effective mainstream and SEN practice. Experience within LAT would enable Bearsted Academy to deliver personalised approaches to technology, which may include 'bring your own device' schemes with supporting policies. This is likely to appeal to many ASD learners as a motivational approach to learning, which would be managed to support the curriculum.

The therapy team at Milestone Academy will work closely with all other staff to offer an integrated approach to meeting needs and supporting learning. Building over time, the eventual therapy team will include:

- 1 x Senior Therapist (from the list below) who will be head of therapy provision;
- 2 x Speech and Language Therapists with experience of ASD;
- A sensory-trained Occupational Therapist with experience of ASD;
- A qualified nurse with a specialism in mental health and experience in SEN/ASD;
- A qualified Counsellor with experience in SEN/ASD.

These staff will work directly with students to assess needs, set and deliver programmes, train staff, families and stakeholders, contribute to multi-professional meetings and participate in student-progress meetings and interventions to help reduce barriers to learning and promote wellbeing. They will form a significant part of a whole-school approach to delivering an outstanding education.

In light of the admissions criteria, it is likely that females will be in the minority. We will always ensure appropriate peer groups for female students and take care to offer a curriculum which supports and meets their needs, which may at times be different from those of male peer groups. Outcomes will be closely tracked for gender-specific differences to ensure that every student is achieving to the best of their ability, irrespective of gender or other vulnerability. Closely monitored use of Pupil Premium funding will support this.

Some students will display behaviour which challenges us, their families and the community. Supporting and managing challenging behaviour will be a key area of focus for all staff, who will be trained in Team Teach - the promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence in responding to behaviours that

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

challenge, whilst promoting and protecting positive relationships. At Bearsted Academy, all staff will be Team Teach trained, with regular refreshers, and key staff will be trained as trainers to deliver in-house training and refreshers as required, thereby acting as in-house experts.

The monitoring of behaviour will be undertaken using specialist software called Behaviour Watch. This will facilitate effect-tracking and monitoring, allowing the academy to put in place timely strategies and support specific to each student. This will reduce incidents of challenging behaviour and improve behaviour for learning. It will also allow the academy to evaluate the effectiveness of whole-academy behaviour strategies, and to benchmark data available from other similar special schools in Kent, and school-based resource provisions within the Trust will enable progress to be tracked. Milestone Academy uses this software very effectively and with demonstrable impact on reducing challenging behaviours and will support training and implementation.

In the event of behaviour becoming a particular challenge for any student, parents will work with multi-disciplinary teams led by the academy to focus on strengths and needs and to agree targeted actions to reduce incidents and support learning and wellbeing. This will include education, health and social care, where relevant, working together with families to agree actions and outcomes. Trust EPs, therapy staff and representatives from relevant external providers will come together for regular, solution-focussed meetings, which may or may not include the young person, as appropriate approaches to behaviour management will therefore be highly personalised and this will be reflected in the academy's behaviour policy and curriculum.

Very careful monitoring of behaviour and attendance will allow reporting both within the annual EHCP cycle and through termly report schedules to parents and carers. This regular reporting schedule of all composite behaviours and progress will ensure that no element of student performance goes unrecognised, allowing timely intervention or action to be taken. Active partnership with parents and carers will be a fundamental part of academy life and crucial in ensuring that all students make the best possible progress.

Secondary students with ASD will present with additional safeguarding risks, often as a result of their social-communication difficulties, possibly coupled with an interest and strengths in IT. This places students at risk of grooming and inappropriate use of technology. Staff will be trained at very regular intervals to recognise and deal with the associated risks and parents and carers will be invited to training workshops to alert them to possible risks and learn strategies to support their children.

In addition to behaviour and safeguarding training, all staff will need to be trained to the highest standards across a range of learning needs. Every staff member will attend an initial one-day induction before they are able to work with students, covering the following:

- Safeguarding, including child protection;
- Moving and handling;
- Behaviour-management strategies;
- Communication needs;
- Basic ASD training.

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

In addition, when staff begin their career at the academy, they will complete a training core offer, which will encompass the following:

- An ASD programme, to include understanding of autism, sensory processing, communication, stress and anxiety, teaching strategies and working with families;
- A communication programme, to include signing, visually-supported learning, PECS and eating and drinking difficulties;
- A wellbeing programme, to include anger management, mental-health needs, mindfulness, supporting families, social and emotional development and mentoring;
- A teaching-skills programme to enable every member of staff to deliver outstanding teaching and learning throughout the school day. This will include an understanding and working knowledge of the following:

- TEACCH (treatment and education of autistic and related communication-handicapped children). The philosophy of TEACCH recognises autism as a lifelong condition and does not aim to cure, but to respond to autism as a culture. Core tenets of its philosophy include an understanding of the effects of autism on individuals; use of assessment to facilitate programme design around individual strengths, skills, interests and needs; enabling the individual to be as independent as possible; and collaboration with parents and families. At Bearsted Academy, this strategy will be used as part of a personalised approach to needs where more traditional teaching methods may not be having the required impact. It will be used for some students some of the time and not as a whole-school approach;

- The SCERTS model, which is an ASD-specific approach, encompassing:

SC: Social communication – enhancing spontaneous, functional communication, emotional expression, securing and trusting relationships with others;

ER: Emotional regulation - developing capacity to maintain a well-regulated emotional state and to be available for learning and interacting;

TS: Transactional support - development and implementation of support to help partners respond to the child's needs and interests, modify and adapt the environment and provide tools to enhance learning (e.g., picture communication, written schedules and sensory supports).

At the academy, SCERTS may not be used for all students but, along with TEACCH, will be in the teachers' toolkit of interventions to promote learning. LAT-employed Educational Psychologists have extensive experience of SCERTS and will provide support both through training and embedding the training into practice. Bearsted Academy will train trainers to deliver SCERTS training to staff and LAT educational psychologists to facilitate outstanding outcomes for all learners];

- PECS (Picture-exchange communication system), which will be invaluable within the academy for supporting those with additional communication needs, as well as pre-verbal communicators. This is designed to teach functional communication skills, with an initial focus on spontaneous communication. It can be implemented in a variety of settings and contexts and will enable Bearsted Academy students to develop the skills to communicate effectively their wants and needs;
- A training programme offered to families and other stakeholders will offer a 'pick-and-mix' approach to parent training and may be of use to grandparents, siblings,

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

family friends and carers, as well as academy partners such as providers of inclusion settings and work-experience placements.

To meet the needs of the cohort as effectively as possible, every staff member will need to work consistently to the highest possible standard. Recruitment and retention will be key to selecting, developing and keeping the very best staff. A rigorous recruitment process, employing safer-recruitment-trained interviewers, along with robust performance-management processes and development and promotion opportunities, will support this. The Principal and at least one other senior leader will interview every candidate for any vacancy. This will ensure a consistent approach to the recruitment process, which will be led by the LAT Human Resources department. Teaching assistants and all support staff will be educated to a minimum level, which will include maths and English GCSE or equivalent, or will be on the pathway to achieving this. Applications will be welcomed from Teaching Assistants (TA) with specialist training and experience and there will be opportunities for support staff to develop their qualifications while in post. Teachers will be qualified to QT standard, or will be on the pathway to this qualification, and will hold relevant SEN/ASD experience and post-graduate qualifications. There will be opportunities for post-graduate study in relevant specialisms, for gaining qualifications such as NPQML/NPQSL and for attending LAT leadership programmes. The academy will put in place the very successful teacher pathways already offered at Milestone Academy to help talented TAs become qualified teachers through a 'growing-our-own' approach, and with the rest of the Trust be an early adopter of any future DfE approved apprentice teacher programme.

Transitions at all stages of school life and beyond will be a particular challenge for all young people with ASD and we will support every student and their family to be well-equipped to take these steps, as well as to participate in and contribute to life in modern Britain. This will mean working closely not only with feeder schools but also with college providers and employers to support the transition process and to enable students to be successful when they join the academy and beyond the age of 18. Transition meetings will ensure that all parties work together to identify needs, including families and the students themselves. This will build on our other work with families to ensure that learning is generalised and that students can succeed in the home and community, as well as at school.

The learning environment will be particularly important for the student cohort at Bearsted Academy. The commissioned architects will work with ASD and behavioural specialists to plan and build a low-sensory-arousal working environment, with distinct activity and learning zones to provide support during transitions that are typically challenging for students with ASD. Colour schemes, flooring, sound proofing, lighting and displays will be planned carefully. Students with ASD are often easily overloaded with sensory information and a sensory-trained OT will take part in planning the building design from an early stage. Quiet zones will be provided to enable learners to manage their own behaviour and to give opportunities to find places to calm provide calm areas, should behaviours require these. Distinct learning zones will signpost students to learning opportunities and promote independence.

To offer the very best provision for students with ASD, Bearsted Academy will aim to gain National Association of Autism (NAS) accreditation within its first three years, enabling it to benefit from the very latest, best research in meeting the educational and

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

personal needs of young people with autism.

Section E – evidence of need

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

Evidence of Demand from the Local Authority

The letter from Kent County Council stating that they would identify Bearsted Academy on a EHCP and pay the required top-up fee is shown in **Annex B**.

Evidence of Need for High-Quality Places for Students with EHCP whose Primary Need is ASD

For this section, evidence is drawn from documents published by Kent County Council, specifically their:

- Commissioning Plan for Education Provision in Kent 2016 – 2020 [published March 2016];
- Review of the Kent Commissioning Plan for Education 2016 – 2020 [published July 2016];
- Strategy for Children and Young People with Special Educational Needs and Disabilities 2013 – 2016 [published April 2014].

Projected Growth of School-Age Population in Kent

Kent is currently an area of significant population growth, as reflected in rapidly-increasing demand for school places of both primary- and secondary-age groups. Overall in Kent, between 2014 and 2024, it is projected that the number of primary places required will increase by 12.9%, while for secondary the increase will be 23.9%. In those education districts closest to Bearsted Academy, which would represent the primary catchment area, the increases would be:

District	Primary % change (2014 – 2024)	Secondary % change (2014 – 2014)
Maidstone	+10.8	+30.4
Swale	+13.9	+26.1
Ashford	+19.9	+21.6
Tonbridge & Malling	+7.3	+18.6
Shepway	+15.9	+13.1

With significant growth in the general school population, it can be assumed that there will be at least a corresponding increase in the numbers of students with SEN.

Projected Growth of School-Age SEND Population in Kent

Overall, Kent has around 7,000 students with an EHCP, or 2.9% of the total school population. Approximately 47% of these students are in special schools, 13% in school-based resource provision and 40% in mainstream schools. Kent County Council project that, between 2015 – 2025, there will be a significant growth in students with an EHCP, particularly within the secondary-age group. This reflects the population growth generally, but also the impact of students moving from primary to secondary education in this period. The overall number of EHCPs grew by 5.4% between 2014 – 2015 alone. In those education districts closest to Bearsted Academy, the increases would be:

District	Primary % change	Secondary % change
----------	------------------	--------------------

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

	(2014 – 2024)	(2014 – 2014)
Maidstone	+13	+19
Swale	+8	+19
Ashford	+9	+16
Tonbridge & Malling	+7	+14
Shepway	+4	+11

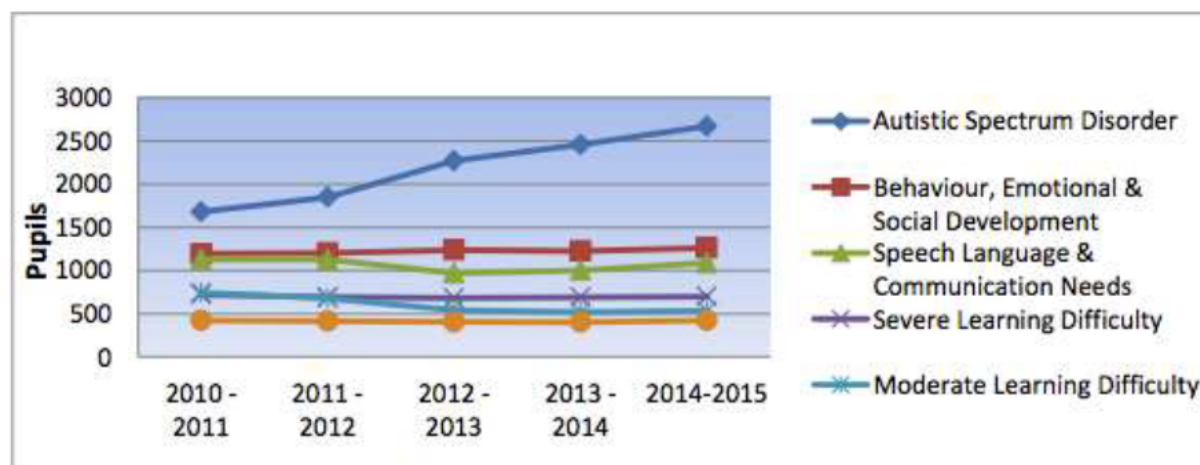
The Commissioning Plan states ‘...we are already aware of some pressures at secondary age within our special schools and forecasts indicate that there will be significant pressure on secondary school places from 2018 / 19 onwards... We need to monitor the growth in the secondary-age school population and respond accordingly with new SEN provision where required.’

The growth in EHCPs in recent years has been particularly marked where the primary need type has been indentified as ASD and it is exactly these students who will feed through into the secondary phase in the coming years. **Figure 7.2: Stated Students’ Primary Need Type 2012 – 2015** of the Commissioning Plan shown below identifies the trend as:

	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	5 year +/-	5 year % +/-
Autistic Spectrum Disorder	1680	1849	2271	2457	2671	+991	+59%
Annual Change		+169	+422	+186	+214		
Year of Year % Change		+10	+23	+8	+9		
Non-ASD	4925	4834	4570	4556	4703	-222	-4.5%
Kent total need types	6605	6663	6841	7013	7374	769	12
ASD as % of Kent total	25.4	27.7	33.1	35.1	36.2		

This is also shown within Figure 7.3

Figure 7.3: Stated Pupils Primary Need Type Trends 2010-2015



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

On page 12 of KCC's SEND Strategy, the Council recognises that this need must be met, by stating: *'This strategy has a priority to create at least 275 additional places for ASD and BESN [behavioural, social and emotional needs]'*

Capacity of Existing Provisions

Kent currently has four existing special schools designated to support students with ASD, of which only three are for high-functioning students. For students whose primary need is ASD, high functioning or with some level of learning difficulties, provision is available at Broomhill Bank School (North and South), Laleham Gap School and Grange Park School. These provide places for 546 students and KCC documentation indicates that this will be insufficient in future:

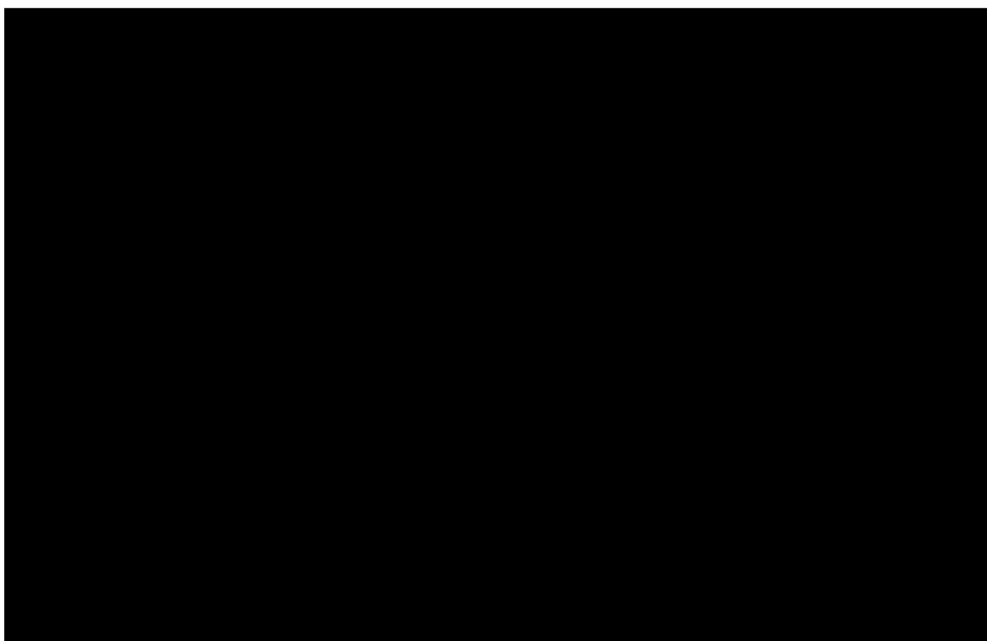
'The County Council's Commissioning Plan for Education Provision 2016-20 has highlighted the continued demand for specialist provision catering for pupils diagnosed with Autistic Spectrum Disorder (ASD). Provision has been created to address some immediate pressures coming forward for primary aged pupils across the county. However, the current bulge of Primary aged pupils is now moving through to Secondary.....we are already aware of some pressure at Secondary age within our Special schools and the forecasts indicate that there will be significant pressure on all Secondary school places from 2018/19 onwards.'

Notably, three of these schools are a very significant distance from the location of Bearsted Academy, requiring a journey of at least one hour to reach them.

The KCC commissioning document for this academy states:

'KCC recognises that there is no special school provision in Swale or Maidstone catering specifically for ASD for secondary school age. ASD schools serving high functioning ASD pupils are located in Sevenoaks, Dartford and Thanet covering parts of the Dover District. Pupils are having to travel lengthy journeys to access high functioning specialist provision because of the polar locations. KCC would welcome proposals for a centrally located ASD specific school for high functioning pupils to serve pupils located in Maidstone, Swale and Tonbridge and Malling.'

The location of existing ASD special schools are shown in the map below.



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


Current special schools for students whose primary need is high functioning ASD

A : Broomhill Bank School (South)

B : Broomhill Bank School (North)

C : Grange Park School

D : Laleham Gap School

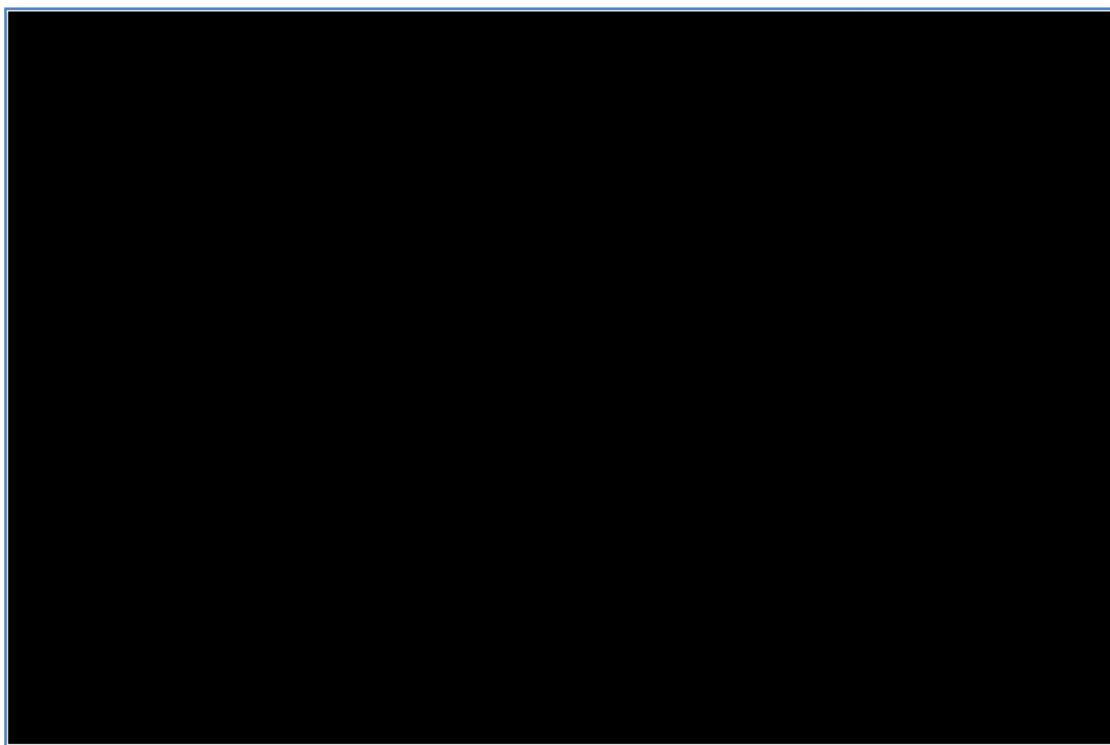
 : Bearsted Academy

L : Langley Park Primary Academy

V : Valley Invicta Primary School

Asp: Aspire Special School (Grove Park Academies)

Bearsted Academy will predominately draw students from three large boroughs in Kent – Swale, Maidstone and Tonbridge and Malling. As shown below the academy would be central to these three boroughs. This would significantly reduce travel times for students attending the academy, greatly enhancing the quality of life for students, significantly improving educational outcomes and opportunities and strengthening home-academy engagement. The map also shows the relatively close proximity of the Aspire Special School, in Sittingbourne. The strong relationship built between these two academies will significantly enhance student educational experiences creating a seamless educational experience for students and their families. In addition two new



primary ASD resource provisions have been established close to Bearsted Academy. One of these, Langley Park Primary Academy, is operated by LAT and any student transferring would therefore benefit from this relationship. The academy will also build a close link with the other, Valley Invicta Primary School, to make sure all students benefit excellent transition arrangements.

Each of the existing ASD special schools is oversubscribed, resulting in many students

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

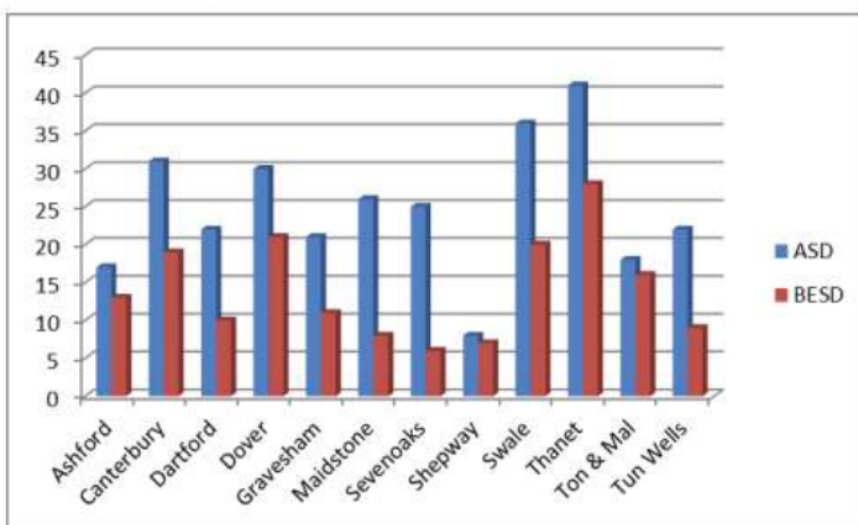
who require such specialist provision being unable to access it. Consequently, as is shown in the next section, a large number of students in the under-provisioned educational districts are required to access their education within the non-maintained sector.

Of late, KCC has also been developing school-based resource provision within primary schools to help address demand within the primary phase by offering provision attached to a mainstream primary school. However, whilst some of these students may move into similar provision at a secondary school, a significant proportion of students are unable to cope with the greater, less- structured demands of the secondary environment and their outcomes would improve if they were able to access their education within a special-school setting. KCC have identified this as an emerging issue, as noted in the Commissioning Plan, *'This will need to provide local onward progression routes from the new primary provisions we have created.'*

Independent and Non-Maintained SEND Placements

Where the needs of individual students cannot be met in Kent's maintained special schools, placements are commissioned in the independent, non-maintained sector. This solution can be expensive to deliver and may require a student to make a lengthy journey. A local solution within the maintained sector would, in almost every case, be preferable, but the availability of such places is limited. A review of the Commissioning Plan has highlighted that there is a significant number of ASD students for whom the only solution currently is an independent-sector placement. Figure 5.6 from the document shown below highlights this.

Graph 5.6: Independent sector placements for ASD and BESD



It should also be noted that, within those education districts closest to Bearsted Academy, the number of students so placed is:

District	Placements by student home area (July 16)
Maidstone	25
Swale	35
Ashford	16
Tonbridge & Malling	17
Shepway	7

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

Total	100
Please tick to confirm that you have provided evidence as annexes: <input type="checkbox"/>	

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

E2 – Valid Evidence of Need for Non-Statemented Pupils/Pupils Without an Education, Health and Care (EHC) Plan

The academy will not admit any students without an Education, Health and Care Plan (EHCP). Section E2 is therefore not applicable.

Section F – capacity and capability

F1 (a) Skills and experience of your team

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
Nei [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	6 – 12 initially, moving to full-time as project progresses.
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3, but dependent on stage of development of the academy.

		[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3, but will be flexible dependant on development of the project
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 - 5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 - 5
R [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 - 5

F1 (a) Skills and experience of your team

Included in **Annex E** is a detailed illustration about how we would use the free-school pre-development grant (PDG). It covers the two primary and one special school bids. The PDG provided by the EFA is based on the number of schools opening in the same year. The first receiving [REDACTED] and subsequent ones [REDACTED] each. So this proposal assumes PDG of [REDACTED].

Following communication with [REDACTED], [REDACTED] [REDACTED], in July 2016, we have received a letter confirming that Leigh Academies Trust has the capacity, experience and expertise to open and successfully operate Bearsted Academy and four further free schools, including Maidstone Primary, as part of the same development. This communication is included in our appendices.

[REDACTED] will be the member of our LAT core team with day-to-day responsibility for delivery of Bearsted Academy. As it is planned that Bearsted Academy will open in September 2018, we intend to run a recruitment process for the Principal (Designate) from September 2017, with the intention that the successful candidate will be in post by January 2018, or as finances allow.

As the academy will open in September 2018, we intend to run a recruitment process for the Principal (Designate) from September 2017, in the hope that they will be in post by January of 2018 or as finances allow. LAT has very significant experience of recruiting high quality school leaders. The process will be fully supported by LAT's dedicated HR Director and recruitment team.

LAT has a very strong governance structure delivered by Governors and Directors who have between them a wide range of knowledge, skills and experience. This includes those who have expertise related to SEND. The initial Academy Board would be developed around some of these existing LAT Governors and Directors, supplemented by others from local business, public services, academy staff and when possible parents / carers.

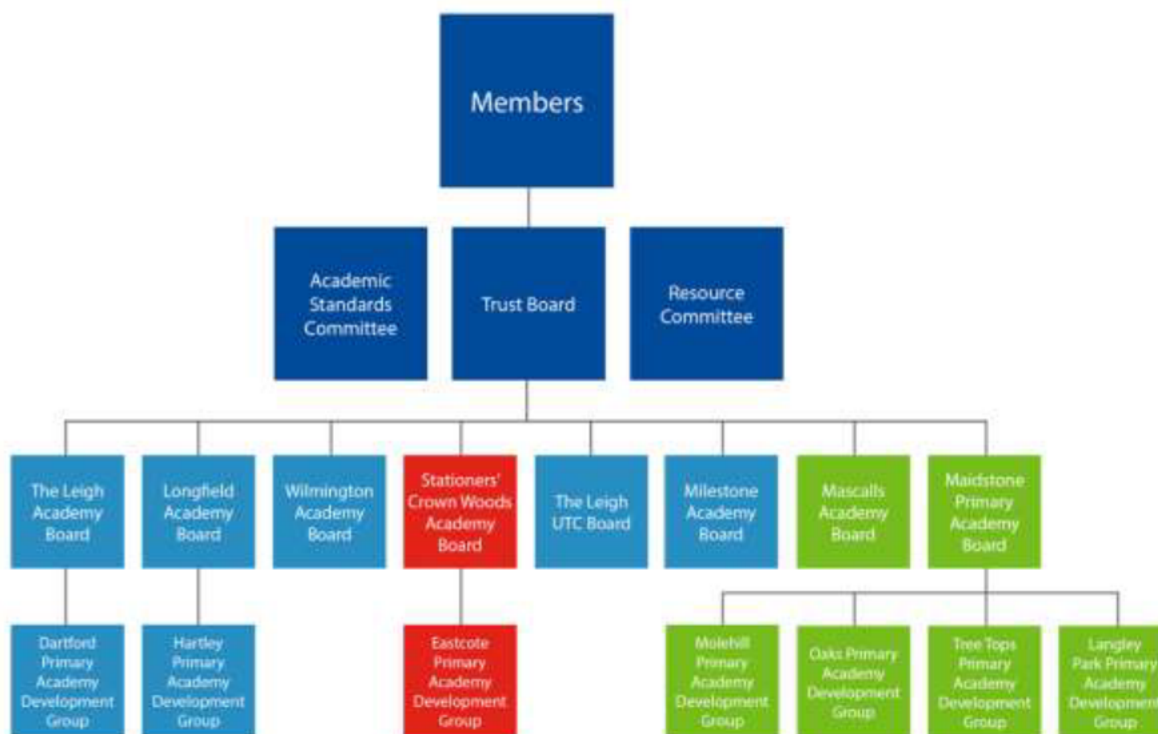
F1 (b) Skills gap analysis

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
None	None	None

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

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

The following diagram shows how Leigh Academies Trust is organised.



Bearsted Academy will be an academy within Leigh Academies Trust, forming part of the Central Kent cluster (shown in green in the above diagram).

Leigh Academies Trust is an incorporated charity, so the Trust is a company with charitable purposes and its own legal identity. This means that all contracts, land holdings and agreements will be in the name of the company and not any one individual director or member.

The governing document of the Trust is the company's Articles of Association, revised in December 2011. The Articles outline the way that the Trust must be managed, in compliance with the requirements of company law and charity law. Other governing documents are LAT's four master funding agreements (MFAs). The Trust is registered with Companies House () but is not required to be registered with the Charity Commission, as it is an exempt charity.

The Trust operates under a Scheme of Delegation, which defines the areas of responsibility for all boards and committees, the Trust Executive and Academy Principals. The document is reviewed annually by all stakeholder groups and is published widely. All committees have their own terms of reference.

Trust Members: The Trust follows company format, with Members (who would ordinarily be the shareholders) and Directors (who are also trustees for the purposes of Charity Law). The Articles outline the required characteristics of the Members (or their

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

representatives).

The Members of the Trust are:

██████████	██████████	██████████
██████████	██████████ ██████████	██████████

The Members of the Trust have limited liability. They also have specific rights and obligations under Company Law - e.g. to amend the Articles (subject to SoS approval), to receive audited accounts and to appoint certain categories of Directors.

Trust Directors: Directors are responsible for the general control and strategic direction of the Trust and delegate the day-to-day management of the Trust to the Executive Team. The Board should act collectively - i.e. decisions taken are based on the majority vote. No one Director has any more or less responsibility than another.

The Directors have responsibilities (and duties of care) under company law and charity law but, in essence, they must ensure that the Trust is well run, solvent and carries out its activities in accordance with its objects, as outlined in the Articles of Association. In addition, they have fiduciary duties, must act in the best interests of the Trust and must declare any actual or potential conflicts of interest, as well as protecting the assets and reputation of the company.

The format of the Board of Directors (or Trust Board) is outlined in the Articles of Association and there are a number of 'categories' of Directors, such as those who must be co-opted, appointed or elected. The Chair of each Academy Board is a Director of the Trust, therefore ensuring a direct link between the Trust Board and the governors of each academy. The Chair of Bearsted Academy would therefore become a member of the Trust Board.

Audit Committee : The members are comprised of both Company Members and Directors with the former having a majority to provide independent scrutiny. The main purpose is to review the Statutory Accounts before the Annual General Meeting of the Members.

Resources Committee: The members are appointed by the Directors. The Committee scrutinises the finances of the Trust, as well as having oversight of business, human resources and IT services across the Trust. It makes recommendations relating to the annual budget to the Trust Board.

Academic Standards Committee: The members are appointed by the Directors. The Committee scrutinises the overall educational performance and strategy of the Trust, as well as those of cross-Trust educational services, such business partnerships, inclusive services and the Academy Improvement Team.

Academy Boards: Essentially committees of the Trust Board, each with its own Terms of Reference.

These committees have no liabilities *per se* under charity law and company law, unless carried out under delegated authority from the Trust Board and in accordance with the Scheme of Delegation. Generally speaking, all activities and decisions of the Academy Boards are ratified by the Trust Board.

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

The Academy Boards behave in exactly the same way as the governing bodies of any other schools, but it is the responsibility of the Trust Board to ensure that they perform effectively. The Academy Board acts collectively and no member has any additional authority or responsibility above that of other members, unless delegated by the Trust Board. All Academy Boards contain both parent and staff representatives, who are elected by the relevant constituencies.

In some cases, Academy Boards have oversight of both a secondary and a linked primary academy.

Development Groups; These are advisory committees to the Academy Board, which provide more dedicated scrutiny of primary academies. Some members of the Development Groups are drawn from members of the relevant Academy Board.

Any conflicts or interest are managed carefully. They are declared at the start of each meeting, updated annually and published on Trust and academy websites along with other business interests and attendance records.

As the Trust continues to grow, it will need to evolve its model of governance. LAT envisages creating Cluster Boards for each of its clusters that will operate in between the Trust Board and Academy Boards. Their function will primarily be to oversee the educational operations and performance of academies within the Cluster. The Chair of the Cluster Board is likely to be the Chair of the lead school within the Cluster. Other governors on the Cluster Board will be appointed from academies within the Cluster. The Trust Board will become a smaller, strategic entity comprised of 8-9 members. It will include Chairs of Cluster Boards, plus other sponsor appointed members and the [REDACTED].

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

Section G – budget planning and affordability

Applicant type 4: Not required

However, our Finance Director has produced detailed budgets for Bearsted Academy. He has developed a 70% income model. All important documents are included in the following:

Annex C : Finance budget modelling;

Annex D: Savings sensitivity analysis;

Annex E: Pre Development Grant budget – Primaries and Special Sep 18

Section H – premises

See accompanying spreadsheet.



Department
for Education

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