



Department
for Education

Free school application form

Special schools

September 2016

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

Cleeve School

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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

Introduction

The Kemnal Academies Trust proposes to establish a day, co-educational special school in the London Borough of Bexley. It will provide highly specialised education for 120 pupils between 11 and 19 years old, with an Education & Health Care Plan, with moderate learning difficulties with associated additional needs including autism, speech, language & communication difficulties, associated social, emotional and behavioural difficulties, sensory impairments and physical disabilities. The Local Authority have also identified approximately five students each academic year who may be more academically able but who are unable to cope with the demands of mainstream education. The majority of these students have a diagnosis of an autistic spectrum disorder and are currently accessing expensive out of borough provision.

There are currently 50 pupils in LB Bexley, between 11 and 19 years old, whose statements are in this category, who are likely to be appropriate for the school. These pupils are currently accommodated at Woodside Special School. This school is designated as a school for pupils with autism and not principally for students with MLD. This school has been judged by Ofsted as requiring improvement since 2008. We therefore believe that these students are not currently realising their full potential. The London Borough of Bexley have committed to commissioning 94 pupils for the first academic year following the schools opening rising to 120 over the following three years.

Cleeve School will aim to achieve significantly improved outcomes for this specific cohort of pupils thereby dramatically improving their life chances.

Cleeve School will be particularly distinctive from existing local provision as it will work in partnership with its [REDACTED], wherever possible to maximise inclusivity of SEN pupils to mainstream education and providing access to mainstream teaching and shared facilities. For example, learning experiences will be enhanced through opportunities and enrichment activities in the expressive arts in a purpose built Arts facilities, [REDACTED] staff and students.

Therefore, co-location with a mainstream secondary school is key to the success of this high quality bespoke provision; allow a unique opportunity for pupils within Bexley to flexibly access mainstream and specialist provision. Funding is very limited for SEN and co-location enables partnership working across the schools to provide skilled and flexible provision within a highly cost effective model.

Cleeve School will also work in partnership with a local special school, Marlborough School, which will provide the leadership and expertise to ensure the proposed model

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is successfully delivered, by ensuring high quality professional development in key pedagogies for the delivery of effective teaching and learning for all pupils.

Rationale

The Cleeve Free School proposal responds directly to a need identified by the local authority. The London Borough of Bexley has acknowledged the need for this school. The Deputy Director of Education and Services for Children at LB Bexley has discussed with TKAT, the increase in need for high quality specialist secondary places for pupils with moderate learning difficulties and to potentially reduce the number of children placed out of the borough.

LB Bexley are in the process of approving their strategy for SEN in the borough, this proposal meets the following key objectives of their strategy

- The importance of educating children within their own communities and close to home
- Better and wider opportunities for young people to participate in the everyday activities that all children and young people have in their local community e.g. after school clubs
- The same opportunities as other children in further learning and training and access to employment and independent living as they move to adulthood
- Additional choice for children and parents as to the sort of education offered for children with SEN

Data provided by LB Bexley shows that there are 50 pupils who will enter the school on opening. A further 10 pupils have been identified who are currently in primary SEN places in Bexley, who will benefit from the opportunity to enter the new special school, when making the transition to secondary education. In future years, school places will be released for students with MLD at Woodside school, allowing these schools to focus on their specialised provision for pupils with autism and thus improving the achievements and life chances of all SEN pupils in the area.

LB Bexley have identified a number of pupils who are currently part of Woodside School at Halt Robin Road. This school recently received an Ofsted inspection and was rated as 'Requiring Improvement'. TKAT have been approached to work with the school to provide support to the leadership to improve the performance of the school. Starting the new free school in September 2017, using existing facilities at Halt Robin Road, taking over these pupils before new build is complete, will allow TKAT to bring a positive influence to the future of these children thus improving their life chances and their transition to adult hood.

Vision and Ethos

TKAT's ultimate aim is to ensure it drives educational standards through the provision of outstanding teaching, leadership and learning for all. It believes it is important for

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Academies to retain and promote their individual identity and so endorses earned autonomy across the Trust. The leaders focus on pupil progress and attainment, and regularly share knowledge, insight and experience. The Trust believes passionately in the power of collaborative working and actively promote school-to-school support. Pupils are at the heart of everything the Trust does and it strives to inspire learners and change lives as a result its exceptional educational provision.

The key objective of TKAT is to ensure that the life chances of all pupils in all its Academies are significantly improved as a result of the educational provision. TKAT is committed to providing outstanding teaching and learning to enable all pupils to meet the challenges of the twenty-first century.

TKAT believes in:

- ◇ raising educational standards of progress and achievement
- ◇ exceptional teaching and leadership
- ◇ outstanding professional development
- ◇ effective support from the Centre and school-to-school
- ◇ earned autonomy
- ◇ innovation and problem-solving

Working within the TKAT group of schools, Cleeve School will aspire to excellence allowing all students to realise their potential and improve their quality of adult life. It will:

1. Have high aspirations and expectations for all its students and an underlying conviction that they will succeed.
2. Implement a specialised curriculum with outstanding teaching and pastoral support which will facilitate progress in all areas of learning
3. Offer an outstanding range of facilities
4. Equip its students to live full, independent lives ready to meet the challenges of the twenty-first century.
5. Establish a centre of excellence providing support and training special and mainstream schools in the region.
6. Effectively engage with parents, carers and relevant professionals

The school's ethos will be to minimise the barriers to learning that young people with SEN needs often encounter and provide a range of experiences and opportunities within a safe and caring environment.

To achieve the vision, Cleeve School will implement a curriculum with four key elements:

- An academic curriculum

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- A personal, social and emotional curriculum
- A therapeutic curriculum
- The extended and enriched curriculum

With all elements being equal, to meet the holistic needs of all pupils.

With consideration of the challenges and difficulties young people with MLD and associated difficulties often face, Cleeve Free School will focus on achieving the following outcomes and key Performance Indicators.:-

1. High levels of progress and achievement in all areas of learning

- The majority of students to make above expected progress in the core subjects
- 100% of students in training, education or employment after leaving school

2. For students to become independent and socially competent adults with good emotional wellbeing and the confidence and skills to play a positive role in society

- 100% of students to meet their personal, social and therapeutic targets as set in their Personalised learning Plan
- 100 % of students are able to participate in a particular activity or extra - curricular activity
- 100% of parents and students are satisfied with the school and would recommend it to others

3. The school will become a centre of excellence

- 100% of teaching will be good or better
- The Inclusive Expressive Arts provision will be considered as exemplary
- The school will be outstanding in its Ofsted judgement.

Overarching vision for the Trust

TKAT is one of the largest multi-academy trusts in the south of England with 40 academies in the TKAT group. There are 26 primary schools and 14 secondary schools. In addition to being one of the most improved MATs in the country it is also one of the top performing. One of its key objectives is for all TKAT schools to be Good or Outstanding.

TKAT is regarded as a successful, aspirational organization; pupil numbers are rising and teacher recruitment and retention is strong. Recruitment of headteachers/leaders is also strong, it does not experience difficulties in recruiting to senior leadership posts across the trust, more over it is being approached by outstanding school leaders who want to work for TKAT.

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The Trust is now moving towards its next stage of development with the implementation of a growth model that will see a measured rate of growth over a three to five year period, where the conversion of schools in challenging circumstances is proportional to the number of Good or Outstanding schools joining the Trust. The growth plan also includes the opening of five Free Schools, spread over several years i.e. a special school in the London Borough of Bexley in 2017, two primary schools in West Sussex in 2018; a primary school in East Sussex in 2018 and an all-through school in Medway in 2020.

Although there are SEN resource units in a number of our mainstream schools, there are no special schools at present within the family group, which is a gap that our growth plan seeks to fill. Recently Shenstone School, a special school for primary age children in Bexley, has received an Academy Order to convert to an Academy with TKAT. It is anticipated that it will convert in January/February 2017.

This, along with the unique partnership with Marlborough School will allow TKAT to secure cohesive provision for the effective management of SEND within LB Bexley. Cleeve school will aspire to become a centre of excellence extending its work with other mainstream schools within the TKAT group, offering training and outreach programmes to support inclusion and the success of students within LB Bexley and across the Trust.

Section D – education plan: part 1

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Year 7		11	10	13	15	15	15	15
Year 8		12	12	11	14	15	15	15
Year 9		7	13	13	12	15	15	15
Year 10		20	8	14	14	15	15	15
Year 11			21	9	15	15	15	15
Year 12				22	10	15	15	15
Year 13					23	15	15	15
Totals		50	64	82	103	120	120	120

The figures for 2017 have been based on the pupil data provided by the London Borough of Bexley. See section E1. These figures have then been extrapolated into future years as the students move through the school. Bexley have included 5 pupils per year that will be transferring from mainstream secondary provision across varying year groups. We have assumed that there will be 1 pupil per year group. We have assumed that in 2020 only some of the pupils will continue at the school in year 14 as some will move to local colleges which the school would encourage where appropriate. The school would retain the more vulnerable students for year 14. As the new build would be fully complete in 2019/2020 we have assumed full capacity in all year groups from 2021 onwards.

Section D – education plan: part 2

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

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Curriculum Principles
<p>Cleeve School will implement a curriculum to achieve its vision based on the key principles that it:</p> <ul style="list-style-type: none"> ● Is broad, balanced, fully inclusive and tailored to the needs of aspirations of all. ● Capitalises on students' strengths and individual interests. ● Facilitates success and enjoyment and engenders a sense of community and belonging, including with its co-located mainstream school. ● Promotes the students' spiritual, moral, social and cultural development. ● Develops skills that the students will require to enable them to progress through learning and achieve challenging targets.

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- Promotes successful transition to adult life, enabling them to live as independently as possible.
- Enables students to live life as responsible citizens who work hard and contribute to society.
- Enables them to make productive use of their leisure time.
- Empowers students to become autonomous learners and creates a commitment to life-long learning.

These principles will be realised through the four key elements of the curriculum that form our specialist approach:

- The academic curriculum
- The personal, social and emotional curriculum
- The therapeutic curriculum
- The extended and enriched curriculum.

These elements are considered as equally important in enabling our students to enjoy their learning, successfully reach their full potential and prepare them for adult life. These elements will provide a cohesive framework to integrate learning and to deliver the key outcomes for the school:

1. The highest possible academic achievement for all students

We will ensure that the students' academic progress is a key priority. The curriculum will be planned and suitably differentiated to enable all learners at all levels achieve to the best of their ability. The school recognises that students with MLD and additional learning needs will need a high level of structured learning with opportunities to build vocabulary and conceptual understanding, They will also need opportunities to reinforce and consolidate their learning and to generalise this across different contexts. The programmes of study will be carefully designed to develop the core skills and knowledge required for students to successfully progress to the next phase of learning. The students' progress will be very closely monitored to ensure they are on track to meet their challenging targets and to achieve the broad range of qualifications appropriate for their ability and prior attainment. The curriculum and its delivery will be monitored to ensure the students receive an appropriate level of challenge. The breadth of the academic curriculum is sufficiently wide to address the learning styles and interests of the students, address their particular needs and prepare them for a range of destinations.

2. Students to become independent and socially competent adults with good emotional wellbeing and the confidence and skills to play a positive role in society

The students' personal, social and emotional development is of paramount importance and will form a major part of the students' personalised learning plans. Many of the students have been identified as lacking in self - confidence in relation to their learning and themselves. We will ensure that our suitably differentiated curriculum enables small step learning that builds on the students' successes and that these are recognised and celebrated. The PSHCE programmes of study will play a particularly

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important role in developing self –awareness, emotional intelligence and independent life and employability skills which will be taught discretely and integrated throughout the school day and will be an increasing focus as the students prepare for transition into adult life. The wider curriculum enrichment activities will engage, motivate and inspire students, support the development of their social communication skills and develop positive attitudes for school and learning. They will be encouraged to take risks with their learning, build perseverance and resilience and take on responsibilities.

Cleeve School will provide a highly positive and caring ethos with a secure environment in which vulnerable students can feel secure and thrive. The therapeutic curriculum will be implemented to meet the specific needs of students as identified in the EHC plans or statements of special educational need developed by commissioned services for Speech and Language Therapy, Occupational Therapy and Physiotherapy. In addition, a trained Learning Mentor will support the SENCO and deliver therapeutic sand tray and play activities. Therapists will identify the students' potential barriers (environmental and personal factors) which could limit a student's access to and participation in the academic and social aspects of the curriculum and wider community and identify strategies and approaches to reduce these and monitor success in these. They will therefore play a fundamental part in improving their outcomes. Staff will work in close collaboration with the therapy team and deliver programmes throughout the day, integrating them seamlessly in lessons wherever possible

3. To become a centre of excellence

The school acknowledges that to become a centre of excellence requires high aspirations and commitment to continuous improvement. Staff at all levels will put the students centre stage, strive to provide the best possible education for them and frequently monitor and evaluate the curriculum and their quality of teaching and leadership to provide an appropriate and high quality education for all its pupils that is progressive, purposeful and always moving forward. This will be key to building an aspirational, sustainable learning community. They will learn from inspirational and innovative colleagues within and beyond the school and create exciting and stimulating lessons. They will commit to sharing their knowledge, skills and expertise with other schools and support families as effectively as possible. At the heart of their teaching will be a passionate commitment to ensuring that the students are enthusiastic about their learning, excited by the progress and aspirational about the future regardless of their starting points.

Expected Pupil Intake

Cleeve School will admit pupils with an Education and Health Care Plan (or a statement of special educational need) whose primary need is identified as a Moderate Learning Difficulty. Pupils with MLD will have attainments well below age expected levels in all or most areas of the curriculum despite appropriate interventions. They may appear immature and find it difficult to mix with their regular peer group. They are often vulnerable and develop an over-reliance on adult help and support.

Upon entry, all of the students will have most or all of the following as identified in their EHC plans and statements of special educational need:

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- difficulty understanding basic concepts
- difficulty acquiring basic skills in reading, writing and numeracy with a resultant lack of confidence to use and develop the skills they do have
- a lack of logic
- poor problem solving skills.
- an inability to generalise learning and apply it to new situations.
- Limited communication skills coupled with immature social and emotional understanding
- poor fine and gross motor skills
- difficulty with personal organisation
- poor auditory /visual memory
- poor long and short term memory; difficulty remembering what has been taught
- speech and language delay
- emotional and behavioural difficulties
- a lack of social skills

Their range of attainment up to Year 9 has been assessed as significantly below age related expectations, falling within two key stages below.

A small proportion of students (10% on opening) also have an identified specific Speech, Language and communication disorder and have:

- difficulties extracting information from the prosodic features of language
- procedural memory difficulties
- semantic pragmatic deficits
- increased risk of dyslexia

An equally small proportion have an identified hearing and /or visual impairment and will need :

- specialist aids and resources
- access to a signing environment
- monitoring and support from visiting specialist sensory teams

It is expected that over time, the school will admit an increasing number of students with an additional diagnosis of an autistic spectrum disorder who may be more able academically but who are unable to have their needs met in mainstream education or special resource provisions. These students will typically have additional:

- significant social interaction and social communication difficulties
- rigidity of thinking
- sensory processing difficulties
- heightened levels of anxiety and difficulty with emotional regulation

In the classroom, all of the difficulties outlined may impact on the students' ability to:

- Attend, listen and engage in learning
- Understand and use speech and language to express themselves
- Think things through

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- Manage their feelings and behaviour appropriately
- Develop self- confidence and self – esteem
- Develop independence
- Interact with others, develop friendships and express themselves in socially appropriate and fulfilling ways
- Achieve emotional health and wellbeing
- Make progress and achieve the best possible outcomes.

Additional characteristics of expected pupil intake.

In addition to the pupil's special educational need, student data indicates that:

- there will be a slightly higher proportion of boys (60%)
- the majority of students will be White British
- there will be a very small proportion of students with EAL
- the proportion of students eligible for the pupil premium will be well above average
- an unknown proportion may be gifted and talented

The students' needs will be met through the four elements of the curriculum and the teaching strategies outlined in D5.

Type of Curriculum

Cleeve School will follow the National Curriculum. Access to the National Curriculum is specified in the students' statement of special educational need/EHC plan and it is recognised that the National Curriculum has many clear advantages the school to realise its vision of high levels of achievement for all students.

- It provides equality of opportunity for to a broad and balanced education across a range of subjects and enables an appropriate focus on the core skills of literacy, numeracy and information and communication technology.
- There is sufficient flexibility within the framework to enable teachers to decide how learning takes place and fits together and plan challenging schemes of work that are engaging and relevant for students and encourage achievement.
- It is suitably structured to enable continuity in learning, enabling the students to build upon and consolidate skills as knowledge as they progress.
- It enables students to progress and achieve nationally recognised qualifications as it relates directly to examination requirements.
- It facilitates effective tracking and monitoring and as it is consistent with the vast majority of schools nationally, enables us to compare students' progress with the data produced by similar schools to inform school self-evaluation.
- It helps engender an appreciation of human creativity and achievement promotes the spiritual, moral, cultural, mental and physical development of pupils
- It prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- It provides the foundation for partnership working with the co-located mainstream school and other schools within TKAT trust.

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- It facilitates the transition of pupils between schools and phases of education and provides a foundation for lifelong learning.
- It facilitates staff induction and training
- Pupil progress through the curriculum is understood and recognised by parents, employers and the wider community

Leaders and Teachers will have the scope to exercise their professional judgement and creativity in determining how to contextualise, extend, deepen and embed the curriculum and learning experience to ensure that lessons are motivating, appropriate and meaningful for the students. The school will also incorporate the National Curriculum framework for PSHE and Citizenship teachers in England (DCSF/QCA) as well as other schemes for the delivery of PSHCE. Therapeutic programmes and the extended and enriched curriculum will be woven in where appropriate to integrate learning. These are outlined below.

Curriculum Model

Curriculum Weighting for Key Stage 3

Subject	hours per week	Mandatory/ Voluntary	Comments
English	5	M	Includes whole school reading, Speech and Language Therapy programmes e.g. SULP
Maths	4	M	
Science	3	M	
PSHCE	3	M	Includes citizenship, SRE and life skills
Computing / ICT	.75	M	
History/Geog	.75	M	
Modern Foreign Languages	.75	M	Spanish is recommended by the Dyslexia Association
DT/Food Tech	2	M	includes shopping
Music	.75	M	
Art	.75	M	
Drama	.75	M	
PE	3.75	M	Includes swimming and dance
RE	.75	M	
Collective Worship	1.25	M	
Form Time	2.5	M	Includes whole school Assembly
Enrichment	7.5	V	Includes 30 minutes lunch club and 45 minute after school club daily.

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Individual therapy		Needs only basis	Timetabled throughout the day as appropriate.
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Curriculum Weighting for key stage 4

Subject	Hours per week	Mandatory/ voluntary	Comments
English	5	M	These subjects must be taken at either GCSE or ELC Level Includes Speech and Language Therapy programmes
Maths	4	M	
Science	3	M	
PSHE	4	M	Includes Citizenship, SRE and life skills,
RE	.75	M	
Collective Worship	1.25	M	
Sport and Fitness	.75	M	
Form Time	2.5	M	Includes whole school assembly
Art and Design Performing Arts Business studies* Construction* Drama * Design and Technology; ICT Sports and Leisure Stage Management*	7.5	M but optional courses	Key stage 4 pupils will choose a package of qualifications /accreditations at either Entry Level or Foundation Level selecting from the list Outlined. *denotes subjects students may be eligible to access as a BTEC at Cleeve Park School. Any student for whom it is deemed appropriate will be able to access GCSE's at Level 2 within Cleeve Park School. In addition a range of short Courses and "drop down" (off-timetable) days will be available including work related learning, enterprise and Cleeve School Partnership projects.

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Enrichment	7.5	V	includes lunch clubs, after school clubs
Individual therapy	Needs Only basis	M	Timetabled throughout the day as appropriate

Curriculum weighting for key Stage 5

Subject	Hours per week	Mandatory / Voluntary	Comments
English	3	M	Includes Speech and Language Therapy programmes
Maths	3	M	
PSHCE	17.5	M	Includes SRE, work experience placement , travel training, employability skills, enterprise, optional short courses, termly "drop down days (off-timetable) for Cleeve School Partnership projects and possible college transitional link course dependent on cost.
RE	.75	M	
Collective worship	1.25	M	
Sports/fitness	.75	M	
Form Time	2.5	M	Includes whole school and post 16 assemblies
Individual Therapy	Needs Led		Timetabled throughout the day

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At Key Stage 3, students will spend approximately half of their time studying English, Maths, Science and PSHE. An emphasis will be placed on the development of core skills of Literacy and Numeracy, thinking and reasoning. Core lessons will be largely taught as discrete lessons and the foundation subjects will be taught through a cross curricular thematic approach to support transference and generalisation of learning, a thinking skill that can be challenging for many students with MLD and associated needs. These themes will be developed in collaboration with the co-located mainstream school to facilitate joint projects within the expressive arts and opportunities to extend these throughout the curriculum. A wide variety of linked trips and visits will further extend the learning. The vast majority of subject teaching will be undertaken by the class teacher. Students will access some specialist teaching for PE and the expressive arts, some of the latter being provided by co-located mainstream staff. This will enable teachers to get to know their students very well and to plan effectively to meet specific needs and assist the students in settling into the school routines and gaining in confidence. The effectiveness of this model will be reviewed annually and amended if necessary.

At Key stage 4 the curriculum is forward looking and prepares learners for the future through the development of broad competencies. It will require the students to develop and apply new understandings and to adapt to new ways of doing things. Across subjects and learning areas the curriculum will develop student competency in such areas as communication and problem solving giving the skills to learn independently throughout their lives. A wide range of National Qualifications will be available for all students or Entry level. This will include the core subjects of English, Maths, Science and PSHCE for all students. Our ambition is to provide a genuinely flexible option based curriculum offer at key stage 4 that works with each students' strengths and preferences to promote maximum engagement and secure the best possible academic and social outcomes.

The curriculum for students at key stage 5 will be adult oriented. The major aim of the curriculum for this specific group is to promote independence and confidence in a range of functional, vocational and personal and social activities to establish the essential life skills to allow progression to Further Education establishments. Their programmes of study will enable them to learn in a variety of different environments to broaden their social skills and experience.

Teaching staff will adapt the curriculum objectives, learning outcomes and assessment criteria to meet the ability and learning styles of their students. Subject leaders will develop schemes of work and set learning outcomes across a key stage. They will be expected to ensure that planning, delivery and assessment is carried out in accordance with curriculum policy. Staff will evaluate the effectiveness of these schemes of work and revisions will be made accordingly. Staff will work in collaboration with therapy staff and a range of other multi-agency professionals to ensure access to the curriculum, personal wellbeing and maximum progress.

Timetable

The curriculum will be delivered in a daily timetable of six 45 minute lessons. From our experience with students with SEN, we considered this to be an appropriate lesson length which allows content to be delivered whilst maintaining the students' attention

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and memory. It also allows for the possibility of double lessons for appropriate subjects that are not too long in length.

Lessons will also involve a short gross motor learning break to help all students maintain concentration and those with ASD and related sensory processing difficulties to self-regulate. These activities may form part of their individualised therapeutic curriculum in the form of a sensory diet.

8.45 – 9.00	Registration/ Form Time
9.00 – 9.15	Whole school reading: everyone in school reading for pleasure in small ability groups to support their reading development.
9.15 – 10.00	Lesson 1
10.00 – 10.45	Lesson 2
10.45 – 11.00	Break
11.00-11.45	Lesson 3
11.45- 12.30	Lesson 4
12.30 – 1.30	Lunch and Enrichment Curriculum – 30 mins allocated to a full range of clubs and sporting activities or free leisure time
1.30 – 2.15	Lesson 5
2.15 – 3.00	Lesson 6
3.00 – 3.30	Collective Worship and Form Time
3.45 – 4.30	Optional Enrichment Activities

Along with other schools in the partnership, the school will follow the Local Authority's term dates to support families with siblings attending other schools.

Content of the Curriculum

The majority of students will have general developmental delay resulting in attainments significantly below expected levels at the start of secondary school. The key focus at key stage 3 will be on the development of the students' core skills of literacy and numeracy and conceptual understanding required for these students to progress, to and succeed in, the appropriate accredited courses at key stage 4 and 5.

English (Literacy and Oracy)

The School recognises that many of our students will have struggled to develop their literacy skills for many years prior to starting with Cleeve school and that these vital skills that underpin all learning and will impact on our students' level of independence and success in adult life. The School will therefore provide tailored teaching and set personalised targets for literacy within the students personalised learning plans. This will be a continued focus throughout all key stages and monitoring will ensure it is effectively planned for and reinforced and developed across all subject areas.

Teachers will draw from a wide range of pedagogy and resources and be supported by the Speech and Language Therapist as appropriate. All staff will receive the necessary training to implement the programmes identified. We will implement structured reading and phonic approaches, e.g. OUP Project X and the DFE phonics programme, "Letters and Sounds" and implement grammatical and language based programmes such as Colourful Semantics and the Derbyshire language scheme where appropriate. These

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programmes provide a highly structured approach to the comprehension and expression of increasingly complex vocabulary and narrative and grammatical structures and provide an effective tool for the development of literacy and language. We will use a variety of ICT resources to support and motivate learning and to reinforce concepts and knowledge e.g. word processors and hand held spell checkers to support sequencing, memorising and organisational skills.

All students in Key Stage 3 and 4 will begin the school day by reading in their tutor groups to further develop their confidence and social skills as well as extending the number of texts they read. A range of age appropriate and specially designed texts, other reading materials and online books will include well-chosen works of literature from other times and cultures that link with the school's ethos and SMSC focus. This will foster the development of social and emotional understanding, and an exploration of morality and fundamental British Values. Teachers will provide a range of creative writing topics and drama/role play activities will encourage students to develop their imagination, confidence and expressive vocabulary and boost their self-esteem. The school will aim to create literate students who can be inspired by literature and /or interact with society through newspapers or magazines and feel confident in a society filled with the written word.

Speaking and listening activities will be prioritised throughout all areas of the curriculum. All students will have the opportunity to make presentations, participate in formal debates and structured discussions and role play activities designed to enable them to express themselves and interact appropriately within the variety of social contexts that they will find themselves in beyond their school life. Teachers and Teaching Assistants will work with the Speech and Language therapist and implement programmes as appropriate either within English lessons or as a discrete session for smaller groups of students e.g. those with SLCN and ASD. The Social Use of Language programme' and 'Talkabout' programmes offer the specific teaching of key language and communication to equip students with the skills to think things through, manage their feelings and choose appropriate behaviour and social strategies. It is envisaged that these lessons will support student levels of confidence and independence enabling them to participate more fully in lessons, all aspects of school life and life beyond school. Individualised, direct speech and language therapy input will be class based as far as possible and appropriate.

Maths

We recognise that maths is essential for everything we construct, calculate and problem solving in our daily lives. It provides a means for organising, communicating and manipulating information. We will plan for motivating, practical learning activities which allow the students to solve relevant and meaningful problems and to explore the patterns and relationships on which mathematical concepts depend. We will use a variety of maths resources that are effective for students with Learning difficulties such as Numicon and a range of computer software programmes to support this such as adventure games that promote problem solving, logic, decision making and planning.

We aim to develop the students' ability to apply their knowledge to unfamiliar problems, developing their logic and sequencing skills. Opportunities for problem solving and

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investigational work will also promote perseverance, imagination, flexible thinking and team working skills.

We will place a particular emphasis on the development of functional skills e.g. numeracy, time, measurement and money management. Groups of students will be taken shopping to purchase best value goods, use self-service and staffed checkouts and develop the skills of paying and receiving change. They will also have the opportunity to undertake work experience in our partner special school cafe. This approach will secure the best possible independent living outcomes.

Science

Science will form a core part of the curriculum. Science is viewed as a vibrant, ever-changing, relevant subject that affects every walk of life and this will be reflected in the learning experiences and in the visits that we will offer all our students. We will bring provide a wide range of practical learning experiences to motivate and engage students and outcomes will focus on the development listening, observation, visual and episodic memory, classification, measurement, prediction and inference, independent problem solving as well as literacy, numeracy and communication and team work skills. Individual students with fine or gross motor difficulties will have additional support through OT to enable them to engage in practical work.

The Personal and Social Curriculum

Personal and Social education will be a central part of the curriculum which aims to provide students with the knowledge, skills and understanding to prepare them to play as full and active part in society as possible. We will prepare students for life beyond school by helping them to develop a healthy and safe lifestyle, the ability to reflect upon and manage their own personal feelings and behaviours, good relationships with others and respect for diversity

PSHCE

The Personal and Social Curriculum will be largely delivered through the PSHCE curriculum. This will aim to give students the skills that are required to cope with everyday situations. It will encourages healthy lifestyles and teach decision making skills that will impact on the students in the future. PSHCE will be delivered across the school through both discrete lessons and through whole school activities and events at all key stages. Discrete PSHCE lessons will involve active learning through discussion, investigations, role play, group work and problem solving. Students' personalised learning targets will also be addressed across the curriculum.

The school will develop its own PSHCE programmes of study drawing on the core themes of the PSHE association curriculum including aspects of the National Curriculum framework for PSHE and Citizenship programmes of study and include life skills. The programmes will centre around the themes of:

- health and wellbeing
- relationships
- living in the wider world

Schemes of work will focus on areas such as on drug and alcohol education, the importance of physical activity and diet, financial education, internet safety,

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discrimination, extremism and intolerance. We will also draw on aspects of the Social and Emotional Aspects of Learning (SEAL) framework to supplement and extend these schemes as appropriate. Topics such as 'Respect for all' and 'Anti-bullying' give students the opportunity to build up healthy and successful relationships with other people, especially their peers, and to have an understanding about equality and diversity within society.

Functional life skills will be emphasised throughout and learning will be linked to meaningful, everyday contexts as far as possible to facilitate the generalisation of skills. Various settings will be used to deliver the curriculum including both schools, the home, the community and a purpose built flat. Students at Key Stage 5 will also access FE college provision.

Sex and relationships educations will focus specifically on healthy and successful relationships, the difference between private and public, and an awareness of appropriateness when it comes to sexual behaviours. Students will be taught about puberty and the feelings and emotions associated with it, on growing up, healthy relationships, dealing with feelings both in public and private places and all aspects of keeping safe (including online).

Many elements of PSHCE will be reinforced throughout the curriculum and the school day. Assembly themes such as friendship and healthy eating will reinforce the learning, and enable students to take what they learn into everyday situations. Celebrations of achievement events reinforce the students' emotional well-being and aim to increase students respect for each other and to build their self-confidence. Circle time will form part of the PSHCE timetable at key stage 3 and extended as appropriate. Within this time students are given the opportunity to discuss how they are feeling and interact with others around them, which forms part of the building of relationships through sharing and listening to one another. Students will also have a time of reflection in which they can discuss how their day has gone and how they are feeling. Throughout, the PSHE programme will provide opportunities for students to reflect on their strengths and weaknesses and will be helped to develop strategies to support and compensate for their difficulties.

It is particularly important that the personal and social curriculum will be student centred with individual pathway planning. The school will develop PSHCE progression planning documents to enable practitioners to identify an appropriate personal learning intention for an individual. These planners will extend across the developmental continuum. Umbrella Learning Intentions will be broad to enable students to achieve greater fluency, gain in independence and make lateral progression. Half -termly learning intentions will represent smaller steps to inform daily teaching and learning and lead to learning activities with a clear purpose. For example, within a scheme of learning on Personal Safety will plan for a student to progress from using a locker or safe, to setting and using passwords that follow cyber-aware guidance to developing strategies for preventing identity theft. A scheme on Environmental Safety will plan for students to progress from recognising signs and labels for dangerous chemicals e.g. on packaging or on doors, to basic first aid for chemical burns/poisoning.

The Personal and Social Curriculum will be enriched and extended through:

- The Expressive Arts partnership with the co-located mainstream school.

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- Class and whole school projects throughout the year to deliver a range of academic and social outcomes. These may be linked to the curriculum or the specific interests of pupils and will be designed to provide rich and creative learning experiences that inspire, challenge and facilitate the development of new social relationships. Students will also access projects and events with the co-located mainstream school extending their social circles further.
- A buddy scheme within the school and with mainstream peers. Students will be provided with opportunities to support younger students in a variety of activities. A Buddy scheme will also be developed in partnership with Cleeve School for students where appropriate. This will draw upon the successful partnership of the Marlborough School with its local grammar school. Buddies will support relevant students in a variety of learning activities.
- Day and residential trips that extend their daily experiences and develop self-help and independence skills. These will include Outward bound courses designed to build confidence, self-esteem and teamwork and residential activities such as the Duke of Edinburgh Award
- Key stage 3 students will access Forest School. This is designed to enable students to explore and discover for themselves, experience appropriate risk and challenge, and enable them to make choices and to initiate and drive their own learning and development. It will enable them to experience success, develop positive relationships with themselves and other people and a strong, positive relationship with their natural world
- Yoga and relaxation delivered by trained staff.
- A purpose built hub within the school supported by the SENCO and Learning Mentor to enable students to access a calm space when needed to either study or self-regulate. They will also have access to a sensory garden within the grounds.
- Students in Years 11 – 12 will be encouraged to access to the NCS The Challenge programme

Work Experience and Work Related Learning.

Preparing students for the world of work will form a highly valued element of the curriculum. This will consist of planned activities that use the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work. Students in all key stages will be given opportunities to take on responsibilities within the school and in the partner special school cafe and allotment. Such activities will allow for the progression of skills. The school will also develop a small working office/admin room within the main reception area for students to practice administrative skills. Students will receive careers education and information and guidance form Connexions, participate in a broad range of enterprise activities enterprise and have the opportunity to engage in voluntary work and activities.

Within Key Stages 4 and 5 students will have the opportunity to undertake a work experience placement. This might be in the form of a small group of students accessing a local provider e.g. Bexley Twofold supported by a member of staff where appropriate or an individual placement. The key Stage 4 and 5 leader will work in partnership with students/parents and employers to secure safe and meaningful placements, based on the students interests as far as possible. Students will be well prepared for this through targeted PSHCE lessons and travel training so they know what is expected of them and how to succeed.

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The work experience and WRL curriculum will enable students to learn by doing, support active citizenship, problem solve and apply their knowledge, skills and understanding in a variety of contexts and develop employability skills.

Form Time

Although brief, Form Time will provide an opportunity for students to follow individualised programmes developed by therapists and/or teachers. They will typically engage in a range of visual and auditory memory and sequencing training, fine motor activities, therapeutic listening programmes, sensory circuits and social stories. Form time, along with longer PSHCE lessons, also provide opportunities for students to practice mindfulness and develop their self-organisational, concentration, self-control and independence skills. Staff will provide a high level of structure and routine for these sessions to settle students, optimise learning and prepare them for the day.

Expressive Arts

We will develop an Expressive Arts Specialism in collaboration co-located mainstream school. The school considers that this specialism will impact positively on student outcomes by

- Providing a balance to more literacy based subjects and work with student strengths.
- Developing the imagination and providing an outlet for creative and emotional expression.
- Fostering critical thinking and problem solving skills.
- Fostering improvisation and flexible thinking skills.
- Increase confidence, boosting self-esteem and sense of achievement and wellbeing.
- Enhancing their communication and ability to interpret the feelings of others, particularly for students with autism.
- Extending the social learning opportunities and opportunities for friendships.
- Enabling to exhibit and perform to the public in a range of venues and make a positive students contribution to their community.
- Provide a solid foundation for successful progression to FE courses and/or life-long leisure activities.

At Key stage 3, the expressive arts curriculum will be delivered in a creative way through the cross curricular linking of themes and SMSC e.g. a science focus on “The Heart” will link to cultural concepts of love, kindness and humanity explored through literature, music, drama, dance and art. Schemes of work will be drawn from the mainstream school and will be differentiated by staff working collaboratively to meet the needs of learners. This will facilitate joint learning activities, events and performances for students from both schools.

Students in KS4 will have the opportunity pursue a qualification in Art and Design, Performing Arts, Drama and Stage Management. Those students who do not wish to pursue these as a qualification option will have the opportunity to take part in them through enrichment activities leading to an annual production that evolves from their own ideas and related to their spiritual, social, moral and cultural development. Elements of these enrichment activities could be accredited within their chosen

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qualification route and other Awards e.g. Duke of Edinburgh Award, ASDAN PSD Award.

Students in KS5 will have the opportunity to participate in an annual production in partnership with Shakespeare for Schools. There will be an annual ARTS week across the whole school in which joint projects between both schools will be showcased to celebrate the achievements of the partnership.

Other Foundation Subjects

Briefly stated, these will improve the outcomes of students by promoting and developing:

PE - optimum levels of health and fitness, social and teamwork skills, fine and gross motor skills.

Food Technology – independent life skills, understanding of healthy diet, financial planning, social communication and teamwork.

Humanities - understanding of multi-cultural heritage, society and the physical world

Computing/ICT –confidence in a technological world, e-safety

RE - Coverage will be taken from the Bexley agreed syllabus and will be taught as a stand-alone subject. Students will learn about the world's major religions, social and moral issues. They will also learn about views that are independent of religious belief and to consider the challenges posed by these beliefs and values. This will support them in developing and reflecting upon their values. Through developing awareness and appreciation of different faiths, religious education will encourage responsible attitudes towards other people, counteracting prejudice and intolerance.

The Therapeutic Curriculum

1. Speech and Language Therapy

All of the students have an identified need for Speech and Language Therapy input on the EHCP plans /statement of special educational need. Cleeve Free School will receive Speech and Language therapy input from OXLEAS Healthcare Trust and will commission additional services to ensure all students make good progress in their language and communication skills. Speech and language therapy will specifically support the development of listening and attention, auditory memory, basic and advanced social communication skills, understanding and use of language, word finding skills, phonological awareness, stammering and speech sound production. Therapists will identify the students' potential barriers to communication (environmental and personal factors) which could limit a student's access to and participation in the academic and social aspects of the curriculum and wider community and identify strategies and approaches to reduce these.

2. Occupational Therapy

Some students will have an identified need for Occupational Therapy on their EHC plans/statement of special educational need. The school will commission Occupational Therapy from OXLEAS Healthcare Trust and other providers as appropriate. The OT service will be commissioned to complete assessments and provide practical strategies

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to help students with functional difficulties ranging from aspects of personal care, fine motor activities and difficulties with attending to or engaging in adult led tasks. The school anticipates an increasing number of students with an autistic spectrum condition (asc) and will work to support their and emotional regulation through the provision of a sensory room, access to sensory circuits and sensory diets.

3. Physiotherapy

Some students will have an identified need for Physiotherapy and this service will also be commissioned from OXLEAS Healthcare Trust. This service will focus on posture, gross motor activity, improving muscle strength and length, joint range of movement, balance, proprioception and motor planning. Pain is also a significant indicator for physiotherapy. Physiotherapist will assess a student's gait pattern and foot posture and will refer onto Orthotics as appropriate. Where appropriate, the school will implement the MOVE curriculum, supported by staff from the partner special school and supervised by the Physiotherapist.

4. Therapeutic Sand Play

The Learning Mentor will also provide access to therapeutic Sand Play where necessary providing a free and protected space where the student can create a concrete manifestation from his or her imagination, using sand, water and miniature objects. Sand Play helps to value and illuminate the child's internal symbolic world providing a safe space for its expression. It is particularly helpful for students who find it hard to articulate their concerns and allows them to resolve conflict, remove obstacles and gain self-acceptance.

The extended and enriched curriculum is outlined below,

Qualifications

The following tables are indicative of the compulsory and optional qualifications on offer at key stages 4 and 5 with some of the current specifications that would be appropriate to the needs of the students. The compulsory areas of study will remain constant. Subject Leaders will keep up to date with the changing specifications and ensure that we provide the most appropriate qualifications in response to the learning styles of students and to ensure optimal achievement.

Each student's choice of examinations and /or accreditations will be tailored to their areas of strength and interest and will reflect the curriculum principles of Cleeve school. Student outcomes at the end of the previous Key stage will inform the accredited routes and qualifications that they pursue. In keeping with our curriculum principles, where appropriate, students will be strongly encouraged to include an ICT qualification in preparation for independent living in a technological era. Optional qualifications may be changed in response to the interests of pupils. They will be able to take a mixture of subjects and levels from across the offering. Careers guidance will be offered to ensure students take the most appropriate options at each stage.

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We will ensure progression in learning and achievement, building on prior achievement and supporting future employability and enabling further study. At key stage 5, pupils will have the opportunity to progress further within a subject and work towards examinations at their own pace.

Our partnership with [REDACTED] with a unique opportunity to flexibly extend the suite of qualifications on offer to our students. Students will either join the mainstream classes and be supported as appropriate by Cleeve staff or staff will provide discrete courses e.g. construction for a cohort in either school.

Students will be offered a range of ASDAN awards and qualifications as these foster the development of personal, emotional and academic skills that prepare students for the workplace.

Key Stage 4 Compulsory Qualification	Entry Level including Functional Skills	Foundation level	GCSE/IGCSE (A-C)
English	<i>Entry Level Certificate English EL 1-3 AQA 4970</i> <i>OCR Functional skills ELC EL 1-3</i>	<i>OCR GCSE English J350</i> <i>OCR Functional Skills Certificate English Levels1 &L2</i>	[REDACTED]
Maths	<i>Entry Level Certificate (AQA 5930)</i> <i>OCR Functional Skills Entry level certificate (ELC)</i>	<i>OCR GCSE Maths Foundation J567</i>	[REDACTED]
Science	<i>OCR ELC Science / Unit Awards R591 or WJEC Science Pathway EL2+</i>	<i>OCR GCSE Gateway Science J261</i> <i>GCSE Science Environmental and Land-Based J271</i>	[REDACTED]
PSHE	<i>ASDAN Certificate in Personal and Social Development (EL1-3)</i>	<i>ASDAN Award/Certificate in Personal Effectiveness</i> <i>ASDAN Bronze Award</i> <i>ASDAN Certificate in Personal and Social Development</i> <i>Duke of Edinburgh Bronze Award (optional)</i>	

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

We will offer a suite of qualifications at Entry level, Foundation level, GCSE/IGCSE. The school will seek to become an approved centre to deliver qualifications from a range of awarding bodies e.g. AQA, OCR, WJEC, ASDAN and Laser learning Awards. Outcomes at key stage 3 and personal choice will determine which optional qualifications the students will be eligible to pursue. These will be in the following range of subjects:

- Art and Design
- Design and Technology
- Computing/ICT
- Catering and Hospitality /Food Technology
- Performing Arts
- Sports/PE
- Health and Social Care

Students may also be eligible to access the following BTEC qualifications at Cleeve Park School

- Business studies*
- Construction*
- Drama *
- Stage Management*

and GCSE's in all foundation subjects.

Key Stage 5 Compulsory Qualification	Entry Level including Functional Skills	Foundation level	GCSE/IGCSE (A-C)
The school will determine which qualifications best meet the needs and abilities of the students at key stage 5 based on their KS4 outcomes.			
English	<i>Entry Level Certificate English EL 1-3 AQA 4970</i> <i>and/or</i> <i>OCR Functional skills ELC EL 1-3</i>	<i>OCR GCSE English J350</i> <i>OCR Functional Skills Certificate English Levels 1 & 2</i>	
Maths	<i>Entry Level Certificate (AQA 5930)</i> <i>and /or</i> <i>OCR Functional Skills Entry level certificate (ELC)</i>	<i>OCR GCSE Maths Foundation J567</i>	
PSHE students will be expected to undertake one (or two)	<i>ASDAN Certificate in Personal and Social Development EL1-3</i>	<i>ASDAN COPE</i> <i>ASDAN Bronze Award</i>	

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<p>programmes to develop life skills and employability</p>	<p><i>ASDAN Qualification in Personal Progress</i></p> <p><i>Laser Learning Award in Independent Living Skills</i></p> <p><i>Laser Learning Award : Preparing for College EL 1-3 (QCF)</i></p>	<p><i>ASDAN Certificate in Personal and Social Development</i></p> <p><i>ASDAN Community Volunteering Award</i></p> <p><i>Duke of Edinburgh Silver (optional)</i></p> <p><i>ASDAN award in Employability</i></p> <p><i>Laser Learning Award/certificate in Enhancing Employability L1,2 (QCF)</i></p>	
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A range of ASDAN Short courses e.g. animal care or units towards Laser Learning Awards: Learning Employability and Progression EL3-L1

Enrichment Activities

We will offer an extensive enrichment programme at Cleeve that will encourage and support students to be healthy, stay safe, enjoy an achieve - all vitally important to the delivery of our curriculum principles. It will provide the necessary balance between academic curricular and the social/emotional/therapeutic curricular and enable the school to address the students' broader needs. Enrichment activities will be designed to foster a range of life skills depending on the type of activity such as social, communication, fine and gross motor, creative and independent skills.

Our enrichment programme will be open to all students and will include a wide range of educational trips and visits linked to the curriculum, activity days to explore and demonstrate students' talents and skills based on a theme; guest speakers; fund raising activities and charity projects, frequent musical and dramatic performances, competitive and non-competitive sports, the Duke of Edinburgh Award, inclusive activities with our co-located mainstream school and family learning events. Leaders will determine the offer at different key stages in consultation with students on entry.

Many of our students are unable to access mainstream community provision and have limited opportunities to socialise with their peers outside of school, coming from a relatively wide geographical area. Our extended and enriched curriculum will enable us to accommodate the students' different needs, preferences, ages and abilities. This will be subject to review in consultation with students and parents/carers.

All students will be able to access art/pottery club, cookery, choir, cricket, cycling club, film club, football, netball, social club and a Performing Arts and a study and a homework support club at Cleeve School. These will be delivered by a combination of

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HLTA's, teaching assistants and the Sports Coach. This list represents the proposed offer for when the school is operating at full capacity and some clubs will be offered on a rotational basis. In the years leading up to this, a reduced set of options will be available.

The school will have its own band that will perform within and across the partnership during assemblies and other events and students will be encouraged to form their own groups and provided with the facilities to rehearse. We will develop a school choir and promote cross partner school choral performances as well as extended opportunities to sing in the community and in local and National venues e.g. Royal Festival Hall, in partnership with Bird College, the local music hub. They will also have the opportunity to experience live music through enrichment activities and visits to concert halls and other music venues.

In addition to the above, all students will be able to access a range of inclusive after school clubs run by staff at [REDACTED]. These include Badminton, Chess, Table Tennis and Textiles. Students in Key stage 3 and 4 can access a Drama Club, Basketball Club, netball and Football Club. These inclusive opportunities support the school to achieve its vision, enable the widest range of options available and ensure value for money.

The school will complete any necessary induction training and DBS checks for any external experts or volunteers /parents who run enrichment activities or events who are not employed directly by the school.

Pupil attendance, participation and achievement in enrichment activities will be recorded and will contribute to their annual assessment

We believe that our integrated programme of activities will contribute of a number of positive outcomes for all students including:

- Practical opportunities to support the students' academic progress and achievement
- Increased opportunities for all students to develop their social skills and their confidence to communicate with peers
- Opportunities for them to widen their social circles and friendships within and beyond the school
- Opportunities for students to develop positive relationships with a wider group of staff.
- A love of learning and willingness to embrace school life through appealing and memorable experiences
- Physical and mental health and sense of wellbeing.
- Opportunities for them to develop team working and problem solving skills
- Opportunities for them to develop understanding and empathy for others

Homework

Homework will give students the opportunity to reinforce learning through the completion of tasks directly related to class work. Homework will be set according to a timetable allowing students to follow a routine but it will be accepted that for some,

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

completion of tasks within the home environment may be particularly challenging. Teachers will be sensitive and flexible and will liaise with parents/carers to make special arrangements where necessary. Work set will be suitably differentiated to accommodate the learning needs of each individual and will vary in activity and type throughout the week. Discussion based homework will feature weekly to support the students language and social communication development. As students advance, homework tasks will develop and lengthen but there will be the opportunity to complete some of this at school in enrichment time. Parent workshops will also be provided on the development of literacy, numeracy and communication skills to maximise parental engagement, support the consistency of approach and raise expectations where appropriate.

Pupil Transition

Staff recognize that secondary transfer is a significant change for any child, but especially one with SEN. The senior leadership team will ensure that the right support is in place for each student for their effective transition. We will provide support and information before and during the admissions process and hold specific Open Days for parents/carers and potential students to visit the school and access information about the curriculum and dedicated multi-agency staff team. Parents/carers may also make arrangements to visit the school at other times. We will use a range of strategies to manage smooth transitions where appropriate including pictorial information books for pupils, social stories etc. A programme of transition visits will enable the students to get accustomed to the site – and the frequency of these will be individually determined in consultation with parents/carers. Older students from both schools will act as mentors for transitioning students and be involved in class-based activities. Staff will meet with colleagues from the feeder schools and offer parents 1:1 meetings with teachers, the SENCO, leaders and multi-agency professionals as appropriate. We will use information gathered during the assessment process to inform baseline assessments as appropriate and for provision mapping. Home visits will also be offered as part of the transition programme where appropriate and requested by families. The same process will be applied for any student who transitions into the school at non-standard entry points.

Leaders and teachers will work within a multi-professional team to secure the best possible transitions for the students post 19, and contribute to revised EHCP plans. We will work in partnership with Local College First providers and other FE colleges and LA transitions teams where appropriate. We will prepare parents/carers for this transition well in advance through SEN transitional annual review meetings from year 9 onwards and strengthen this process when the students are in Y12 by hosting regular coffee mornings and events on transition for parents/carers. The School will invite all agencies to our parents/carers evenings so they are readily accessible for families and signpost them to external support services.

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

The School's vision is based on securing the best possible outcomes for all students and our target setting will reflect our high aspirations for student success in all areas of the curriculum outlined above. All students will have personalised and aspirational targets set in each area as appropriate with progress measured against their own starting points and moderated with local / national data.

Measuring performance and setting targets

The school will set challenging targets for the students as they enter the school. The academic targets for key stage 4 will be derived from the KS2 teacher test results in English and Maths and will incorporate suitably aspirational qualification outcomes. The school will also conduct baseline assessments applying the same assessment criteria. End of year targets will be drawn from these and smaller targets will be incorporated into the students' Personalised Learning Plans as appropriate. These targets will be based upon the development of 'I can' statements linked to the curriculum. All student targets will be student-centred and aimed at overcoming specific barriers to learning and preparing them for life after school. In addition to functional literacy and numeracy skills, they will typically include targets linked to social communication skills, emotional regulation and behaviour, functional life skills and independence and therapeutic targets. There is an expectation that all students will make at least expected progress in English and Maths, compared to students with similar starting points, as measured by CASPA, with a high proportion exceeding this.

Realistic and ambitious academic and behaviour targets will be set such that:

- 100 % of students to achieve a range of entry level, foundation or GCSE qualifications including English and Maths at an appropriate level.
- Any student who gained level 4 in core subjects at key stage 2, (and has been assessed to be secure at this level in Year 7), to achieve at least grade C at GCSE.
- 100% of students will achieve a minimum of 90% their Personalised Learning Plan (PLP). These will include personal, social and therapeutic targets.
- 100% of students will undertake a work experience opportunities.
- 100% of students will participate in a range of school and community based activities, including inclusive activities
- 100% of those entered will achieve an ASDAN Youth Award Scheme at either Silver or Bronze.
- 100% of students to have undertaken an external work placement.
- 100% of students to have undertaken an internal placement (e.g. school council, peer mentoring, performing arts production)
- 100% of identified students to have undertaken the travel training programme by year 14
- Pupil attendance to be 95% or above and for students for whom and school refusal are issues for their attendance to improve year on year.
- A reduction in the incidents of challenging behaviour year on year with 0% exclusions.
- 90% of students, parents and staff will rate behaviour as good or better annually
- 100% of students, parents/carers and staff to judge that the school is responding well to the personal development, safety and wellbeing of learners.

D2 – measuring pupil performance effectively and setting challenging targets

- 100% of parent/carers are satisfied with the school and would recommend it to others.
- 100% of students will progress to further education, employment or training after leaving school.

And in addition,

- 100% of all lessons will be good or better
- The school will be outstanding in its Ofsted Judgement.

The School's targets will be adjusted in comparison with the performance of similar schools that are outstanding.

Attendance

The attendance figures will match or exceed the national statistics for similar special schools. The current students' attendance is above average and it is expected that attendance will be 95% or above. The School will continually monitor the average attendance figures for all groups as well as individual students and will work closely with families, the Local Authority Education Welfare Officer and Social Services as appropriate.

Behaviour

The School will have a clear behaviour charter with drawn up in consultation with pupils, families and staff. A key focus will be on recognising and rewarding good behaviour and supporting the students to identify good behaviour in themselves and others. General principles will be that the whole school community respects each other and the school property and works collaboratively to support all students, particularly those with frequent challenging behaviour. The safeguarding and emotional welfare of all of the school community will be of paramount importance. Exclusions will only ever be used as a last resort.

In addition to this, a number of students may also require an individualised behaviour support plan which parents/carers will consent to. Using the Functional analysis of behaviour, these will identify any particular triggers for challenging behaviour and strategies to effectively deal with this. Targets for improvements in behaviour will form part of the students' PLP's. For students with an autistic spectrum condition, these targets will be drawn from the SCERTS® assessments. The SCERTS® Model is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and persons with ASD and related disabilities, and their families. SCERTS® focuses on building competence in Social Communication, Emotional Regulation and Transactional Support across all settings as the highest priority. The wide range of SEN specific strategies and therapeutic interventions outlined above are intended to maximise all of the students' well-being and readiness for learning. Multi-agency referrals will be made where the school's actions have not met with expected progress.

Whole school standards of behaviour in lessons and unstructured times will be monitored through SLMT learning walks and other observations. The behaviour for specific individuals with behaviour support plans will be monitored through SOLAR which will provide effective data for analysis and swift intervention.

D2 – measuring pupil performance effectively and setting challenging targets

Assessment and Data Tracking

The school will develop its own assessment system and operate a data driven approach to progress. Assessments will be based on “I can” statements linked to the national curriculum and/or qualification specifications. These will be user friendly and accessible for students to self-assess their own progress towards targets and to become autonomous learners. The school’s bespoke assessment framework will allow the school to monitor the small steps in students’ progress towards their goals. This assessment system will enable us to fully incorporate the small steps of academic progress of the initial cohort of students from Woodside School which is currently captured through the use of PIVATS 5 and any other feeder primary school going forward. We will also gather the information from past placements, parents, therapists and any other people who have worked with the students in order to get a rounded view of their needs and abilities. We will conduct curriculum baseline assessments for all students within the first half term. Ideally, this will be within the first few weeks but this may be extended in certain circumstances in response to an individual’s particular needs e.g. a student with an ASC who needed to start the placement on a reduced timetable in order to manage the transition.

The school will also develop a bespoke assessment system for PSHE which will incorporate life skills. This will draw on exemplar from the DFE Assessment Innovation fund winners. In addition, we will work collaboratively with a range of specialist therapists to complete Baseline Assessments for the students’ individual special needs. This will enable leaders to ensure that progress through PLP targets can be rigorously monitored. In addition to SCERTS assessments for students with autism, we will complete sensory profiling assessments with support from an Occupational Therapist. For students with Physical difficulties we will conduct baseline assessments using MOVE (Movement Opportunities via Education) criteria with support from a Physiotherapist. We will also complete a range of individualised assessments as appropriate with support from the specialist Speech and Language therapist e.g. Colourful Semantics, Clinical Evaluation of Language Fundamentals.

Formative and Summative Assessment

Teachers will use ongoing formative assessments to inform lesson planning and interventions in a timely manner to ensure the next steps in progress. These will be documented in accordance with the school’s assessment policy and accessible for leaders when monitoring the quality of teaching and learning over time.

Teachers will complete summative assessments on an ongoing basis in the core subjects and these will be monitored and analysed on a half-termly basis. Foundation subjects will be formally assessed each term. Internal moderation will take place termly through whole school designated meeting time and by middle and senior leaders. External moderation will take place with Woodside Special School in Bexley and with The Bromley Partnership through its links with the partner special school.

Data tracking:

The School will also track student rates of progress over time using the progress data tracking system SOLAR (Special On-Line Assessment records). This system can be configured to track progress tailored to student need and will include progress across the national curriculum, personal and social development, Personalised Learning Plans and Behaviour where appropriate. It will enable teachers to enter data and evidence to

D2 – measuring pupil performance effectively and setting challenging targets

record progress towards each target as emerging, consolidating or consistent and capture evidence to support this. This data enables leaders to analyse patterns and trends at individual, year group, key stage and whole school level (as well as the progress of groups with particular needs e.g. girls, students with asc, PP) to maximise accelerated progress and address any underperformance of students and/or teaching. It is used by similar schools in Bromley and Kent and will support the comparison of progress data locally. In addition, this data can be exported to CASPA (Comparison and Analysis of Special Pupil Attainment) enabling leaders to compare progress data with similar schools nationally. These tracking systems are not currently being used by Woodside School and it is believed will provide us with a more robust tracking system for measuring progress and improving provision.

Monitoring and Evaluation Systems

The Head of School will be responsible for managing target setting, assessment and data tracking when the school opens and will delegate some of this responsibility to the Deputy Headteacher when it is “at-scale.” The HOS will be directly accountable to the Executive Head. She/he will ensure that all staff are trained in the schools assessment system and develop a clear understanding of what constitutes good progress for all students. She/he will monitor the quality of formative assessment through teachers’ annotations on lesson evaluations, ongoing student assessment records and ensure that the supporting documentation on the summative assessment on SOLAR e.g. annotated work and photographic evidence, has sufficient information for the achievement to be moderated by someone who doesn’t know the student. Particular emphasis will be placed on ensuring that baseline assessments provide a clear and reliable starting point for students’ progress to be measured and as such they will provide the basis for external moderation exercises.

Senior leaders conduct termly student progress meetings after each half term’s data drop with teachers to ensure that all students are on track to meet their targets and make at least expected progress and to plan for and further monitor agreed interventions to facilitate above expected progress. Where it is deemed that progress could be improved and a planned programme of interventions is set up, more frequent progress meetings will be arranged for individual students. They will be amongst the selected students for progress case studies.

The SENCO will be responsible for monitoring progress towards the Personal and Social targets identified in the Students Personalised learning Plans, for liaising with teachers on behaviour targets and with therapists on the progress towards therapeutic targets.

The head of school/Deputy will compile termly assessment summary reports for Governors and an End of Year Progress and achievement summary that they will use to benchmark progress data with similar good and outstanding special schools locally and nationally to inform whole school target setting. Parents/carers will receive termly reports on their child’s progress towards targets in their Personalised learning Plans and an annual report on their progress across the whole curriculum. In addition, the school will host two parents evenings and will invite parents/carers and a range of relevant professionals to an annual review meeting. In all of these activities, they will be formally consulted on their views about the quality of education their child is receiving and invited to make suggestions for improvement if necessary. In addition the school

D2 – measuring pupil performance effectively and setting challenging targets

will operate an open door policy for parents/carers to meet with relevant staff to discuss any issues or concerns they have throughout the year.

The table below summarises the planned assessment and reporting cycle.

D2 – measuring pupil performance effectively and setting challenging targets

Royal Cleeve School Annual Assessment and Reporting Cycle

	Half Term 1							Half Term 2							Half Term 3							Half Term 4							Half Term 5							Half Term 6																				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7							
External Moderation Events																																																								
Assessment Weeks																																																								
Internal Moderation of work																																																								
SOLAR Update Core Subjects																																																								
Update Pupil Tracker																																																								
Update SOLAR Foundation Subjects																																																								
Baseline week new pupils																																																								
Access Arrangements Final Date																																																								
Access Arrangements Assessments																																																								
Access Team Intervention Plans Written																																																								
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PLPs written																																																								
Annual Reports																																																								
Parent's Evenings																																																								
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Internal Moderation Entry Pathways																																																								
Coursework submission date Entry Pathways																																																								
GCSE Exams																																																								

D2 – measuring pupil performance effectively and setting challenging targets

Liaising with and reporting to parents/carers

The school fully recognise the vital importance of working in partnership with parents to secure the best possible progress against the students' holistic targets. We will work collaboratively with parents/carers and ensure that they are equal partners in holistic target setting, using the principles of the Achievement for All Structured Conversation Framework. The School will establish effective and excellent communication with families as a priority and liaise with, and report to, parents /carers regularly through formal and informal methods including:

- The sharing of curriculum medium term plans and user friendly reports on progress within these.
- The co-creation of meaningful yearly targets and annual review meetings of statements/EHC plans
- Termly reviews of Progress towards personalised learning plan targets drawn from the above.
- Twice yearly parents/carers evenings
- Open mornings/afternoons
- Parent/ carer Support group sessions and key worker liaison as needed.
- Parent/carers workshops on a range of topics, with visiting professionals as appropriate
- Special assemblies and events
- Monthly newsletters
- Daily home-contact books, Email, texts
- SLT availability.
- Twice yearly parent/carers satisfaction surveys
- Reasonable alternative arrangements for parents/carers who could otherwise be disadvantaged by any of the above e.g. access to translators.
- A log of parental complaints and compliment
- The school will seek to gain the award: Leading Parent Partnerships Award

Staff Morale, Development and Retention

We recognise that all staff within the community will play a vital role in securing the best possible outcomes for all students and that their morale and development is inextricably linked to their performance. In order to achieve the school's vision and values, we will:

- Ensure all members of staff are and feel valued
- Ensure effective levels of communication across the school
- Provide high quality induction for all staff
- Provide clear job descriptions stating roles and responsibilities within a transparent and fair accountability framework
- Encourage and foster creativity and innovation and self reflective practice.
- Promote teacher collaboration and peer support through a highly structured programme of coaching and mentoring within the school and across the TKAT trust
- Provide a wide range of stimulating whole school and personalised professional development opportunities for all staff to maximise their skills and confidence
- Ensure that all staff receive mandatory training for Positive physical Intervention (Team Teach), Manual Handling, Medical Training

D2 – measuring pupil performance effectively and setting challenging targets

- Measure staff wellbeing and consult with staff on a wide range of issues on a regular basis
- Ensure staff have their entitled breaks and PPA time in a welcoming staff /resource room
- Celebrate all staff achievements and successes.
- Accommodate flexible work patterns e.g. Job share or part time hours as far as practically possible.
- Offer staff mediation and access to counselling services.
- Provide a range of ways for staff to raise concerns
- Conduct exit interviews to evaluate our procedures

Monitoring and Improving the Quality of Teaching

The school recognises that the quality of teaching in all lessons has the most significant impact on pupil outcomes and the expectation in that 100% of all lessons will be good or better. The school will develop robust systems for monitoring and evaluating the quality of teaching, learning and assessment with the view to secure any necessary improvements in a timely manner and to narrow any gaps between policy and practice. The head of School will have These systems will be evidence based and consist of the monitoring of planning and lesson evaluations, termly formal lesson observations; weekly learning walks; regular work scrutiny; pupil progress reviews and data analysis, moderation exercises (within and across schools within TKAT and beyond) and case studies. Pupils and parents/carers will also be consulted on the quality of teaching. Teachers will receive detailed feedback on areas to improve as required. If teachers are performing below the school's expectations, a comprehensive programme of support will be offered. This will include coaching and joint teaching from middle and senior leaders as appropriate. Progress towards targets for improvement will be monitored every week where necessary. In the event that sustained support has not led to improvements in standards, robust capability procedures will be put in place. The Executive head will support the Head of School in this process.

The Executive Head will have strategic responsibility for the Professional Development Review cycle for all school staff and will directly manage the performance of the Head of School. The school will use the National Teacher's Standards as part of the framework for our PDR process and continually reference the latest Ofsted Criteria and guidance. The standards will be elaborated upon to provide explicit guidance for teachers on the expected quality of within the context of the Cleeve School and at different stages in their professional career. The academy will adhere to the national standards for teachers pay and conditions. The principal will be accountable to the Governing Body and TKAT executive board for standards. The Director for Secondary Education within the TKAT trust will be responsible for the Principal's PDR and implications such as training and development.

The support staff will also be part of the PDR process under the line management of teachers and senior leaders as appropriate. Support staff will also have access to a published set of professional standards to enable them to self-evaluate how well they are doing and how they can improve. Regular feedback to all staff members will inform performance target setting and any targeted action plans for improvement where necessary. Trends in performance and data will also inform the whole school

D2 – measuring pupil performance effectively and setting challenging targets

Improvement plan which will be heavily focused upon the quality of teaching, learning and assessment in the pursuit of excellence.

All staff will receive a substantial and informative induction programme where common expectations of standards will be clearly outlined. The school will also have a programme for informal peer observations for staff to share expertise and raise standards. Dedicated time will also be made for specialists within the [REDACTED] [REDACTED] staff to share good practice and plan joint programmes of study in the visual and performing arts. Staff from Cleeve School will also provide any necessary guidance/training for specialist teachers at key stage 4 and 5 who take individuals, small groups or whole classes for accredited courses.

Pupil Participation in various activities.

A database will be developed and maintained to capture information on the students' attendance in the wide range of activities on offer. The school will have a very high commitment to equality of opportunity for all students and will monitor equity of access and provision on a frequent basis.

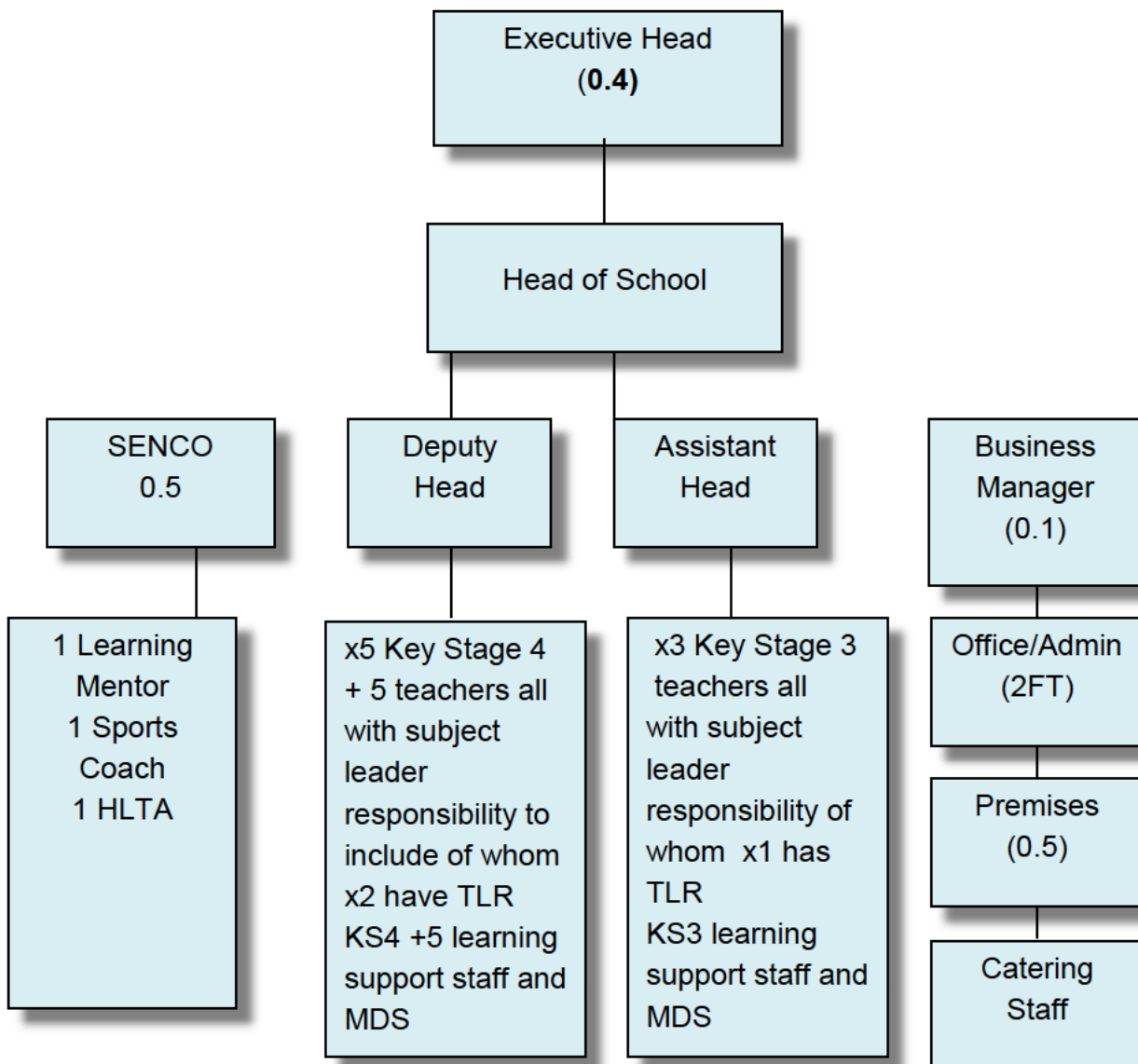
We will conduct person centred reviews and ensure that the strengths and interests of all students are incorporated into their learning offer. We will conduct AFA structured learning conversations and ensure that pupil led targets are incorporated within PLP's as far as possible. We will consult with students on a termly basis on a wide variety of topics and establish a student council.

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

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

Staffing Structure

Cleeve school will adopt a clearly defined team structure with clear lines of responsibility, authority and accountability. The organisational chart below shows the staffing structure for the fourth year of operation (2020).



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

Staffing and Phased Growth:

At full capacity there will be 120 pupils on roll. The staffing levels at Cleeve School will enable students to be grouped in classes of approximately 12 students and be supported by one teacher and two learning support assistants. This represents an increase of 50% on current support staff levels employed at Woodside School and is considered as essential to improve the quality of teaching and learning. Students will be grouped in Year groups as far as possible but there will be some flexibility for vertical grouping within key stages according to need.

The following table has been calculated using the current pupil data provided by the Bexley LA and the associated funding for each student. As such, the staffing has been closely aligned to current financial projections without consideration for potential uplift of exceptional top up allocations, ensuring that the staffing structure is affordable at each phase of growth. The level of staffing in years one and two will be supported by the leadership grant.

Staff/year	Sept 17	Sept 18	Sept 19	Sept 20	2021
Students on roll	50	64	82	103	120
Leadership Team					
Executive Head	0.5	0.5	0.4	0.4	0.4
Head of School	1	1	1	1	1
Deputy Head	1	1	1	1	1
Assistant Head	0	0	1	1	2
Business Manager	0.5	0.5	0.5	0.5	0.5
SENCO	0.1	0.1	0.1	0.1	0.1
Total leadership	3.1	3.1	4.0	4.0	5.0
Teaching Staff					
Key Stage 3	2	3	3	4	4
Key Stage 4	1.6	1.6	1.4	3.4	3.8
Key Stage 5	0	0	1	3	3.6
Total Teaching Staff	3.6	4.6	6.4	10.4	11.4
Learning Support					
Learning Support Assistants	8	10	14	18	20
Learning Mentor	1	1	1	1	1
HLTA	0	0	1	2	2
Sports Coach /HLTA	0.2	0.3	0.4	0.5	0.5
Mid Day Supervisors	2	2	2	2	2
Total Learning support	11.2	13.3	18.4	23.5	25.5
Administration					
PA (Exec Head)	0.5	0.5	0.5	0.5	0.5
Admin/reception/exams admin	2	2	2	2	2
Finance Assistant	0.	0.2	0.2	0.2	0.2
Site Staff					

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels					
Premises Manager	1	0.1	0.1	0.1	0.1
Network Manager	0.1	0.1	0.1	0.1	0.1
IT Technician	0.1	0.1	0.1	0.1	0.1
Asst Caretaker	0	0.2	0.2	0.2	0.2
Therapies: OXLEAS Funded	Occupational Therapy, Physiotherapy, Nursing Service, Part funding of Speech and Language Therapy				
Therapies : School Funded	Additional Speech and language Therapy ongoing				

Delivery of the curriculum

The majority of teaching will be delivered by teachers directly employed through Cleeve School who will take on responsibility for delivering a number of subjects across the curriculum in addition to their form tutor responsibilities. Common to a significant number of special schools, all teachers will take on a subject lead responsibility with additional TLR's allocated according to core subjects. The school will recruit to these positions at the outset where possible but will use the knowledge and skills of senior leaders to fulfil these roles where necessary in the initial stages. The Deputy Head and Assistant Head will both have a teaching commitment and this is reflected in the teaching roll. In the model above this has been allocated to Key stage 4 but leaders will deploy this teaching commitment as appropriate according to skill set of recruited staff and the teaching input from [REDACTED] staff. The AHT and DHT will provide PPA cover as the number of teachers increase. In the interim, and on an ongoing basis, PPA time will also be covered through a combination of HLTAs, learning mentor, Sports Coach, SENCO and HT as appropriate. An additional Assistant Head will be appointed when the school is at full capacity and will take on the leadership of outreach and training across and beyond the Trust as the need grows.

Students will be predominantly taught in form groups and will access subject specialist teachers in certain subjects e.g. PE through the Sports coach. Teaching of Music, Drama and Art will be provided by the mainstream partner school where appropriate and/or necessary. At Key Stage 4 students will access more subject specialist teachers and there will be flexibility with staffing within the school and within the co-located mainstream school, to allow as many qualifications to be offered as possible. Students may also access subject specialist teachers according to their chosen qualification route some of which might be provided by the [REDACTED] to offer SEN training, outreach and support to mainstream colleagues. Leaders from the Partner Schools will plan for this on a yearly basis according to student need and staff skill sets; determining whether the students will access classes within the mainstream school on an individual basis. Leaders will work closely with the SEN staff at [REDACTED] Academy and will offer a programme of training and support for mainstream teachers some of which will be delivered by teachers within the partner special school. In year 14, some lessons may be delivered by FE College Tutors where students attend link courses according to suitability and affordability.

PPA time will initially be covered by the DHT and Learning Mentor/Sports coach/HLTA.

It is anticipated that the school will employ a proportion of teachers and Learning support staff experienced in the field of SEN. However, it will offer high quality training

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

to staff at all levels to ensure that it is open to recruiting the best possible staff, regardless of prior experience. This will include input from speech and language therapists, occupational therapists, physiotherapists, and the Visual Impairment and Hearing Impairment teams.

The Executive Headteacher will meet regularly with the SENCO to oversee the planning for specialist interventions and monitor the progress of students within these. A trained learning mentor will deliver therapeutic sand play. Students will receive input in discreet one to one or small group sessions by a range of staff including specialist HLTAs who are supervised by Health / EPS professionals. The SENCO will co-ordinate staff training in this area.

Sharing staff across schools:

The unique partnership of schools within the TKAT trust allows for the staffing structure to be sufficiently flexible and affordable to respond to need at each stage as the school grows to full capacity without compromising standards at any school.

In the first year of operation (Sept 2017) we intend to admit up to 50 pupils and employ 24 staff. We therefore intend to start with a slim leadership team consisting of Executive Headteacher, (part time, equivalent to 2.5 days per week), one Head of School, one Deputy Head of School, (with 0.4 teaching commitment), and one SENCO, (part time equivalent to 2.5 days per week).

The Executive Head designate currently leads Marlborough Special School, an effective local special school for students with complex learning difficulties located 2.1 miles from the free school site. This school will be joining TKAT prior to the opening of the free school. It is anticipated that as Cleeve Free school grows in leadership capacity, the Executive head allocation will reduce. It is planned that an Assistant Headteacher will be recruited in year 3 and undertake some of the current deputy's responsibilities who will in turn assume some head of school responsibilities and develop the Post 16 provision. This will ensure effective leadership development and succession planning. The SENCO will also have a (0.5) role in each special school within the partnership. The Business Manager will be commissioned from the [REDACTED]. The Sports Coach will work across the both special schools. This supports the efficiency savings planned for by Marlborough School. It is anticipated that the Executive Head's PA and Finance Assistant will work across the partner special schools upon opening. [REDACTED] when the students move onto that site in year 2. Prior to this, interim arrangements will be made whilst the students are located off-site for 1 FTE equivalent premises manager.

Experience and Expertise

We plan to recruit leaders with relevant SEN experience and proven leadership skills. In recognition of the vital importance of succession planning, senior and middle leaders will be expected to undertake relevant qualifications including NPQH, NPQSL and NPQML as appropriate

Leadership Responsibilities

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

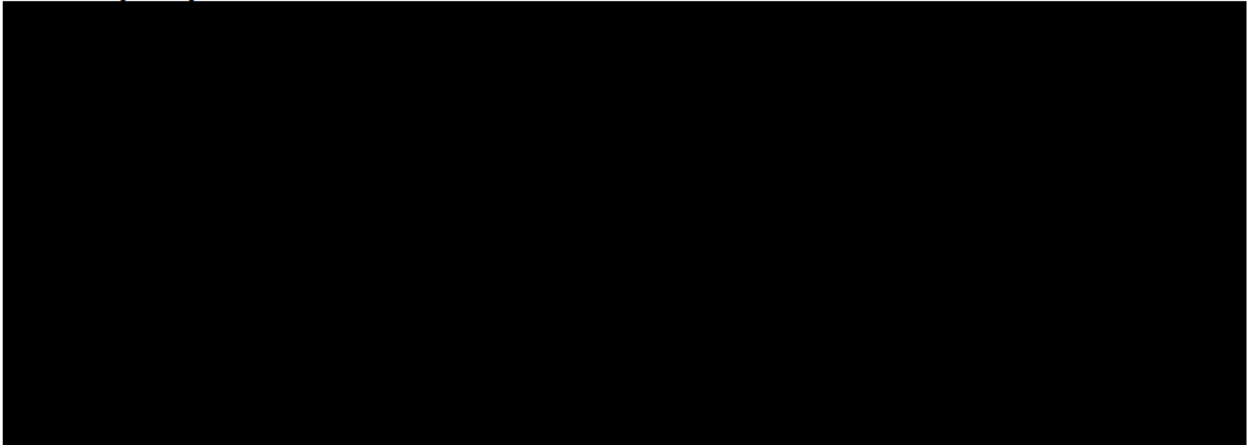
The table below is indicative of the range of roles and responsibilities of the leadership team at full capacity.

Executive HT	Head of School
<ul style="list-style-type: none"> • Strategic development of the school. • Strategic overview of Curriculum • Quality Assurance and analysis of teaching, learning and assessment. • Professional Development and performance review • Line management of HOS, SENCO, BM • Deputy Safeguarding officer • Liaison with TKAT Executive, LA and Head of Cleeve Park and PR and website • Strategic lead for external training and support services including outreach • Budget management (including Pupil Premium) • Staff structure, Student admissions, tribunals. • Provide information and informed advice to the governing body where appropriate • Provide regular reports of the school's performance to a variety of stakeholders. 	<ul style="list-style-type: none"> • Contribute to the strategic development of the school. • Strategic implementation of the curriculum • All day to day operational matters • Ongoing recruitment and appointment of staff • Whole school target setting and monitoring of pupil progress and achievement • Accreditation • QA and analysis of teaching, learning and assessment • Deputy Designated Safeguarding Lead • Line management and PDR for DHT, AHT, HLTA, Sports coach • School brochure, planners and whole school events • Provide information and informed advice to the governing body where appropriate • Contributing to regular reports of the school's performance to a variety of stakeholders.
Deputy HT	AHT
<ul style="list-style-type: none"> • Contribute to the strategic development of the school. • QA of the quality of teaching, learning and assessment • Strategic leader and line management of KS4 and KS5 • Designated Safeguarding Lead • Strategic overview of health and safety and behaviour and Management of Team Teach training • Links with Colleges and FE providers • Support for whole school events • PGCE placements 	<ul style="list-style-type: none"> • Contribute to the strategic development of the school. • Strategic leader and line management of KS3 • QA of the quality of teaching, learning and assessment • Deputy Safeguarding Lead • Contributing to regular reports of the school's performance to a variety of stakeholders • Management of educational visits • Transitions into and out of KS3

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

<ul style="list-style-type: none"> • Contributing to regular reports of the school's performance to a variety of stakeholders 	
<p>SENCO</p>	<p>Business Manager</p>
<ul style="list-style-type: none"> • Chair annual review meetings • Designated LAC teacher • Deputy Safeguarding Lead • Post 19 transition planning • Data analysis of behaviour and therapies • liaison with Therapists, EPS and CAMHS, EWO 	<ul style="list-style-type: none"> • operational management of the school's facilities and admin and resources staff • managing the schools resources, ordering and inventory and oversight of financial systems • Ensuring the operational review and effectiveness of the school's health and safety arrangements • Supporting the Exec Head with budget setting and monitoring • Preparing reports for governors and the trust as required.

Contingency Plans



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

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Cleeve School aims to develop its students as global citizens of the world who uphold the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We will admit all students where the school is named on their statement or EHC plan. We will strictly adhere to our public sector equality duty, documented in The Equality Act 2010, to eliminate discrimination, harassment and victimisation and advance equality of opportunity and our good relations between communities. We will hold regular whole school events which will be open to all stakeholders e.g. Celebrations of Achievements, end of year plays, on-going concerts and sporting events and ensure that these draw upon the range of cultural and religious backgrounds of all our student e.g. students will learn how to play African and Steel Pan drums; students will cook Indian and Chinese food for specific festivals and look at Islamic art as a basis for Arts Weeks.

We recognise that all of our students are increasingly exposed to local and world violence and wrongdoing. Terrorism, the safeguarding of children and young people against domestic violence, exposure to drug misuse and their exposure (through social media) of body image and unhealthy life styles is detrimental to their well-being. In addition, issues around mental health and well-being are common on a local, national and global scale. Children and young people all over the world, regardless of faith and religion, are constantly at risk and they need both protecting and educating on the issues they face as they move through life

Safeguarding and Welfare.

We recognise that our students may be some of the most vulnerable children and young people and it is our imperative to enable them to learn how to look after themselves and enjoy optimum wellbeing. Students will be taught explicitly how to keep themselves safe through the PSHE, Science, and SRE curriculum. This will extend beyond child protection and include education on the dangers of drug misuse, travel training, using electrical appliances etc. They will be taught about current global issues and events in a sensitive and appropriate way. This may include reflective times in assemblies following international incidents. They will be explicitly taught about the law and morality in order for them to make the right choices. All safeguarding training will be in line with TKAT and statutory requirements and will incorporate Prevent training.

In addition to the Therapeutic curriculum, the PSHE curriculum will focus on the development of self and other understanding and emotional intelligence. We aim to enable them to become increasingly aware of their own thoughts and emotions and to challenge themselves as well as others. One of our school values will be Positivity and staff will strive to instil this value at all times within the whole school community. Staff will be trained in teaching mindfulness and students will have access to yoga. Our enriched curriculum will support them to develop leisure skills and how to occupy their free time meaningfully and productively.

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

Our Expressive Arts specialism will also play a vital part in enabling our students to explore difficult or complex themes around well-being, safeguarding and the wider society in a non-threatening way through drama, music and art.

We will adhere to all legislation regarding safeguarding and The Prevent duty and all staff training will be in line with statutory requirements and TKAT monitoring procedures

SMSC

The Promotion of SMSC will be threaded through all curriculum and extracurricular aspects and will be an important focus of the overall effectiveness of Cleeve School. SMSC covers all that the school does to provide an environment in which all thrive and through which all are able to achieve their potential and participate in school life. Our Expressive Arts specialism will play a crucial part in this development. We will develop students who are responsible and respectful with a strong moral purpose. SMSC supports this development so that our students will flourish to become happy, confident, life-long learners who play constructive roles as citizens in our diverse and multi-cultural society. SMSC will be explicitly linked to the curriculum at KS 3 to ensure a broad range of coverage in each area.

The SMSC curriculum will:

- · Help to ensure that everyone in the school feels valued as an individual.
- · Ensure pupils make a positive contribution to the school ethos.
- · Encourage reflection on the 'why' as well as the 'how' and 'what' of education.
- · Increase student and staff motivation and help celebrate success.
- · Ensure that our values permeate every part of school life.

Spiritual Development: Students' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. Cleeve School will help students to develop curiosity about themselves and the world and the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing. The school's Expressive Arts specialism will give our students access to a means for self-exploration and expression and ultimately their sense of identity and self worth. This area of the curriculum is vital as many of our students flourish in the arts based programmes. Reflection time within lessons and during collective worship and an emphasis on valuing students' questions and ownership over learning within the curriculum (e.g. through beginning new schemes of work with "wow" days) will further support spiritual development.

Moral Development: Students' moral development involves them acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. Students will be taught to reflect on the consequences of their actions and learn how to forgive themselves and others. Students will be taught about others who are less fortunate and engage in regular charitable local and national fund raising events. Direct links will be made with the British Values and will be reflected in assemblies and displays.

Social Development: Students' social development involves them acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work

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

with others for the common good. The school will foster a sense of community through a wide range of expressive arts and sporting events, voluntary work and project links with the co-located mainstream school and partner special school. We will also teach social and interaction skills explicitly through SALT led social communication programmes within the therapeutic curriculum. Students will have opportunities to generalise these skills within supported enrichment activities and through the mainstream Buddy System.

Cultural Development: Students' cultural development involves them acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. The school's curriculum will include a wide range of learning opportunities to explore cultural diversity that will be enriched through a variety of visits, activities and celebratory events to be shared with all stakeholders and the wider community.

British Values: The school will fully embrace its duty to actively promote British Values and recognises their importance for preparing the students to leave school fully prepared for life in modern Britain. British Values will be central to the curriculum and will be reflected in the school's ethos and values and diverse curriculum and taught explicitly through the PSHE and RE curriculum. The school will take opportunities to actively promote British Values through assemblies and whole school systems and structures such as electing, and running, an effective school council. Curriculum planning will include meaningful opportunities to promote and explore these values and their links to global citizenship. British values will be also reinforced regularly and in the following ways:

Democracy: Democracy will be an important value for the school. Students will have the opportunity to have their voices heard through the School Council. The elections of members of the School Council will be based on student votes. The school will also hold class and whole school elections on a regular basis, setting up ballot papers and polling booths to make the experience as functional and accessible as possible for our students. The development of pupil voice will be a fundamental part of or provision and class teams will develop their own plans and report on these termly. Students will be encouraged to talk about their feelings and make decisions for them including for example, when they would like or not like support from a TA.

The rule of law: The importance of laws and rules, whether they are those that govern the class, the school or the country, will be consistently reinforced throughout the school day. The system for behaviour will be aligned to the school vision and always set against the agreed school behaviour code. Where relevant, students will be taught explicitly about the consequences of their behaviour and more appropriate alternatives e.g. through flow diagrams, comic strip conversations and social stories. Students will be asked to identify which aspect of the code they have broken to ensure that this connection is made and understood. They will be taught the value and reasons behind laws e.g. that they govern and protect us, to support their understanding of the responsibilities that this involves and the consequences when laws are broken. The school will arrange visits from authorities such as the police and the fire service as a part of its calendar to help reinforce this message.

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

To encourage and promote good behaviour, attitude and work, the school will devise a reward system that is consistently followed throughout the school. Staff will be committed to praising students' efforts informally, individually, during group work, in front of the whole class and the whole school.

Individual liberty: Pupils will be actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school we will provide boundaries for our students to make choices safely, through the provision of a safe environment and planned curriculum. Pupils will be encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety teaching. Pupils will be given the freedom to make choices, e.g. signing up for extra-curricular clubs, selecting a buddy from the mainstream school to partner with. Our SRE programme will also address LGBT issues at an appropriate level. We will support any and all of our LGBT students in a sensitive and respectful way drawing on external guidance and support where appropriate.

Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith: An ethos of mutual respect between all aspects of the school community will be promoted at every given opportunity. Staff will utilise conflict resolution approaches where appropriate and support the students to understand that they are all free to have different opinions and that they can learn too disagree agreeably. School assemblies and discussions involving prejudices and prejudice-based bullying will be followed and supported by learning in RE and PSHE.

Cleeve School will be non-denominational but be broadly Christian in ethos. We will have a calendar of religious festivals to follow, where we study other world faiths and learn about their customs, practices and celebrations. Students will visit different places of worship and celebrate a range of religious festivals. We will respect the views of all faiths and consult with families as appropriate re dietary requirements and respect their requests to opt out of certain events where appropriate.

Building Cohesive Communities

Cleeve School will ensure that both students and their families from different backgrounds and different communities feel welcome and play a full and active role in the school. Through cross-curricular themes and current events such as the Olympics and Paralympics and World Cup to study and learn about life and culture in other countries. The school will draw specifically on the cultural diversity of all its pupils in the school and within the co-located mainstream school, when selecting themes to ensure all cultures are represented. A wide range of different cultural community activities and events linked to these themes will bring their learning to life and enhance their understanding of their place in a culturally diverse society. Cleeve School will aspire to becoming an exemplary model of inclusivity.

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

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The students at Cleeve School will have a range of needs that can impact not only on their learning and progress but also on their personal and social development and wellbeing. The vision and ethos of the school will emphasise the development of emotional resilience and a growth mind-set in its students. The school will hold high aspirations for success in all areas of learning and development and will focus on preparing students for employability and life beyond school.

Initial Assessment of students' needs.

The students' statutory assessments as outlined in their Education and Health Care plans and the annual reviews of these plans by staff at the feeder schools, along with any other professionals' reports, will form the starting point for our delivery of a personalised provision. The school will undertake a rigorous transition programme for all students so that all staff and families have as much up to date information as possible (see D1). The Executive Head teacher will be responsible for admissions and leaders will use their extensive experience within special education to contact the Local Authority to discuss any issues where there are any perceived discrepancies with their stated level of support required. Where an assessment placement is offered in agreement with the Local Authority, the teachers will work in collaboration with the full range of relevant professionals to establish the students' baseline of needs to inform possible EHCP plans. A draft provision map will be drawn up for each student and finalised upon completion of the school's own baseline assessments. This will determine the specific grouping and or accredited learning pathway for each student. In the context of this particular school where the students are already known, Leaders will have the distinct advantage of being able to establish this provision outline well in advance of the students' entry including the quantity and prioritising of support required from multi-agency professionals.

Tracking and on-going assessment

Teaching staff and leaders will track small step progress against academic and personal and social developmental targets on a continuous basis using data tracking systems as outlined in section D2. The data will be analysed and form the basis of student progress meetings with teaching staff where further interventions are planned as necessary to ensure students are on track to have their targets met. Teachers and therapists will report on progress towards the students' Personalised Learning Plans on a termly basis and leaders will monitor this. Students and parents will be central to the process of setting outcomes and interventions and will be consulted at all stages of the annual review process and invited to share their insights. PLP's will identify specific outcomes, activities and support to achieve them and the responsibilities of parents, the student and the school.

The SENCO will hold half- termly multi-agency team meetings with therapists, LA Advisory Staff and EWO, EPS, CAMHS health and social care to ensure that the students' holistic needs are monitored on a continuous basis. Progress and wellbeing will be assessed against such measures as attendance, punctuality, behaviour data,

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logs, and academic data. The Form teacher and /or SENCO will liaise with parents where new needs are identified. An emergency annual review meeting will be convened by the SENCO where any student's EHC plans will need to be urgently altered or amended. The SENCO will report directly to the Executive Head teacher, both of whom have completed the accredited SENCO course.

Approaches to meeting differing needs

We will adhere to the SEN Code of Practice, the Disability Discrimination Act and the Equality Act in all our policies and procedures. The SEN Code of Practice outlines four broad areas of need; Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health Difficulties and sensory and/or physical difficulties. All students will have a one-page profile that is made available for all staff outlining what learning looks like for those students and the strategies to support that learning.

Cognition and learning

The curriculum will be suitably differentiated to meet the student's cognitive level and style of learning. Staff will have high expectations and develop an appropriate level of routine and structure and plan lessons that build on the students' prior knowledge and understanding. Work will be carefully planned to allow for small step learning. The content will be motivating and engaging and draw on the student's own strengths and interests as far as possible. Teachers will develop realistic learning objectives for every lesson with achievable success criteria. Staff will use clear instructions and careful questioning, checking on understanding at every stage. They will enable regular reinforcement of tasks to be mastered and the opportunity to practice and apply skills in everyday, functional situations.

Staff will provide plenty of opportunities for multi-sensory, practical learning and use a high level of visual support strategies to aid learning. The school will provide the full range of TEACHH strategies, as required for students with autistic spectrum condition, and any other students who would benefit from these. The School will make effective use of ICT hardware e.g. ipads, Clever Touch technology and a range of software programmes to make learning as accessible as possible and to facilitate peer learning. There will be an appropriate level of adult support to foster learning, communication, independence and functional life skills. This will also provide students with support in a timely manner within lessons to support them to stay motivated and on task. There will be a focus on developing independence through a functional and skills based curriculum and opportunities to generalise these to support learning and problem solving in a variety of contexts. Personalised learning plans will incorporate literacy and numeracy targets. Students will be encouraged to self-assess, use meta-cognitive skills and take ownership of and persevere with their own learning. Every opportunity will be taken by staff to promote and reinforce pupils' targets throughout the school day.

Gifted and talented students: The school is committed to providing education that appropriately extends students of all abilities. Developing and extending the gifted and talented is considered a responsibility of the whole school. All staff will be expected to develop teaching strategies and resources that benefit gifted and

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talented students and to ensure that the curriculum challenges the most able. This includes extended and enrichment opportunities. Leaders will work in close partnership with relevant staff from the co-located mainstream school to seek further opportunities to extend and challenge these students.

Sensory and/or physical need: Specialist teaching staff from the LA will provide guidance and ongoing support for students with a hearing and/or visual impairment. We will ensure that our building is fully compliant with DDA legislation. The OT will also input to the wider curriculum to ensure that functional and life skills objectives such as dressing and using cutlery are being addressed in parallel to academic learning needs.

Students with physical difficulties will receive support from The OXLEAS NHS Trust Physiotherapy service. The Physiotherapist will complete assessments, set outcomes and devise programmes to achieve these. She/he will monitor progress towards these and offer training and support for staff to implement these. Where appropriate, the school will implement the MOVE programme, with advice and support provided by the partner special school, which is accredited in this programme. This establishes targets in agreement with students and families and reviews and records progress on an ongoing basis using a highly structured progress tracking system.

Communication and Interaction skills:

The school expects to admit an increasing number of students with an autistic spectrum condition who will have specific communication and interaction difficulties. The Speech and Language Therapist will provide training to all staff on an ongoing basis and will work with individuals and small groups support teachers with the development of social skills through using a variety of resources e.g. The Social Use of Language Programme and Talkabout and with the development of literacy through assessment of the students grammatical and phonological awareness and support with specialised programmes such as Colourful Semantics which will be used within classes on a regular basis. Specialist teachers for Hearing and Visual Impairment will also provide training, advice and guidance and co-monitor the progress of students on their caseload.

Students with ASC will be assessed through the SCERTS framework (Social Communication, Emotional Regulation and Transactional Support) that offers specific objectives and interventions based on individual need to address areas of need. Targets will be set in the areas of Social Communication and Emotional Regulation and interventions planned and implemented by SALT and teaching staff. Data will be collected and collated to ensure that students are making progress and appropriate targets are set.

The very few anticipated students identified as having English as an Additional Language will receive assessment and planned intervention on an individual basis, designed in partnership with the Speech and Language Therapist. Language needs will be identified in the transition process and a support package for the student and family will be created based on individual need. Where appropriate assessments will be provided in the students' home language so that SEN needs can be fully assessed separately to language needs. We will ensure that translators are provided for

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students and families throughout transition and in ongoing meetings to ensure they understand content and are able to contribute fully to the education and development of their child as outlined in the SEN code of practice.

The Speech and Language therapist will offer supervision to the HLTA with teaching and learning responsibilities who will assist in the delivery of a range of interventions e.g. leading social skills groups, implementing The Social Use of Language Programme and structured language interventions to ensure that students with speech, language, communication and interaction needs are facilitated to access the curriculum and wider learning.

Social, Emotional and Mental Health Needs

A trained Learning Mentor will provide Therapeutic Sandplay for individual students in a purpose built, confidential space with any necessary supervision provided. This will consist of a block of input for which can be extended if required. The S designate is a qualified Yoga teacher and will offer Yoga and relaxation sessions as an enrichment activity and at other times where possible. Both members of staff will manage “The Hub” - a dedicated space for all students to access when they are feeling unable to cope in their original learning environment or when they want to talk to someone regarding their anxieties. Students will then be re-integrated back into class as soon as they are ready. Teachers will explicitly teach coping skills to all relevant students. Students will explicitly be taught emotional regulation and ways to express themselves appropriately without damaging their health and wellbeing. Where necessary, referrals will be made to CAMHS and students/parents will be signposted to external support agencies e.g. Social Care, voluntary organisations. These agencies will also be invited in to provide parents workshops on various aspects of mental health.

Students will also be supported through the PSHE programme that will include elements of SEAL and have opportunities for students to access “Girls Talk” or “Boys Talk” sessions where students can discuss common issues and concerns particularly around puberty and adolescence. The school will operate a strict anti-bullying and policy. The SENCO will develop Social Stories and Comic Strip Conversations in line with Carol Gray’s where needed to support students’ social and emotional understanding and to enable them to cope with change and transitions.

A proportion of the students with an ASC will have an identified sensory processing difficulty that can lead to high levels of distress and anxiety. The school will provide a calm and purposeful environment to enable all students to thrive and ensure that specific students have access to a low arousal physical environment within their class, and throughout the school. Sensory spaces will be provided for them to access to either seek or avoid sensory input.

Students will be assessed by Occupational Therapist and sensory profiles will be established for them, identifying their specific programme needs. These will be reflected in their PLP’s where strategies for intervention will include access to sensory circuits, personalised sensory diets and related resources e.g. weighted blankets. We will also establish the Alert Programme and/or other visual support systems to support them to develop strategies to self-regulate and optimise learning time.

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Staff will provide opportunities for students to take on responsibilities and facilitate success. They will encourage, praise and reward effort, achievement and behaviour and ensure equal opportunities for all students to participate and be fully included in the extended/enriched curriculum and inclusive learning experiences with mainstream peers.

Leaders will carefully analyse the specific needs and progress data of students in receipt of the pupil premium and will use additional funding across all areas of need to secure resources to narrow any gaps in literacy and numeracy, enable all pupils to engage in enrichment and extension activities beyond the school day, promote good attendance and punctuality, promote emotional resilience and ensure all pupils achieve accreditations to enable them to access further education, training or employment. Specific resources, including ICT, will be purchased for Pupil Premium Plus students to meet their PEP targets. Senior leaders will access the PALAC programme delivered by SENJIT at the Institute of Education (a pioneering, evidence based, research-led, programme to support professional development, to enhance the achievement and well-being of Looked After and adopted children.

Staffing

The staff team will work within an ethos that recognises all students as individuals and will work to their strengths and interests as well as implementing a variety of strategies and interventions to overcome their barriers to learning. The staff will be expected to be self-reflective practitioners, keep abreast of all new developments in the field of special educational needs and participate in opportunities to conduct action research in collaboration with The Institute of Education, enabling them to contribute to the field. Leaders will strongly encourage all staff to become outward looking and share best practice, developing links with a network of special schools which will be extended through the school's membership of SSAT (The Specialist Schools and Academies Trust).

The partnership working with the co-located mainstream school will provide unique opportunities to meet the broad range of learning needs identified through a range of specialist teaching input and inclusive learning opportunities and experiences. This will be managed very sensitively as it is recognised that some students will have attended and possibly struggled in mainstream schools previously. Leaders will ensure that all relevant staff in the mainstream school are fully aware of the students' individual needs and are supported to meet these effectively.

Leaders will ensure that all staff receive continuous, high quality professional development and deliver this wherever possible within the school, the partnership schools, TKAT Trust and beyond. This will include a variety of support and training for families to effectively meet the students' needs beyond school. There will be clear expectations for all staff around their roles and responsibilities in relation to meeting student needs. These will be monitored and recorded through weekly learning walks that record the class teams effectiveness that lead to actions for improvement and celebrate particular successes. The Senco will line manage the Learning Mentor for pastoral support and the HLTA with Speech and Language responsibilities whose roles are outlined above.

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Safeguarding, behaviour and attendance.

As in all schools within the TKAT trust, Cleeve School will be very committed to meeting its statutory duties in relation to safeguarding and ensure that its staff and Governors are kept fully up to date with all current legislation. Leaders are very conscious that statistically, students with SEN are more vulnerable to abuse and the school will be ever vigilant and committed at all levels to ensuring that all safeguarding procedures are fully implemented at all times. The school's school procedures for safeguarding children and young people are in line with Bexley and LSCB procedures. The Deputy Head Teacher will be the named safeguarding officer and all members of the SLT will deputise. The SLT will continue to work in a highly effective way with other agencies and conduct half termly caseload reviews with Social care staff. The school will monitor its safeguarding systems on a regular basis and elect a Governor with responsibility for safeguarding. The SLT will ensure a regular pattern of staff training and compile a database of this to ensure all staff receive the relevant training in a timely manner. This will include the widest aspects of safeguarding e.g. health and safety, medical training provided by the Oxleas Healthcare Trust, school nursing team and other providers where this training goes beyond that provided by the nursing team e.g. first Aid, CPR. All staff will have access to documentation regarding safeguarding and policies and procedures will form part of all staff induction. They will be clear about their responsibilities and be knowledgeable about how they can make direct referrals themselves.

The school will operate a clear system of sanctions and rewards. The school recognises how challenging behaviours can be linked to a student's SEN and will ensure that all staff members are fully trained and skilled in the positive management of behaviour and that policies and practice reflect the school's ethos and values of dignity and respect at all times. All staff will be trained in Team Teach to ensure the safe management of physically challenging behavior. Staff will be trained to analyse the functions of behaviour and to adapt the context for or consequences of behaviour accordingly. Positive behaviour support plans will be developed for individual students where required and targets will be linked to their PLP's as appropriate. Staff will complete frequency charts to monitor progress. All incidences of challenging behaviour will be recorded within a management system so that trends in behaviour can be analysed.

Leaders will hold regular meetings with staff to offer support and guidance and make referrals to the LA Educational Psychology Service or OXLEAS CAMHS as appropriate. Parents will be kept fully informed of behaviour plans and be consulted on a regular basis. Leaders recognise that some students will present with challenging behaviour in one context and not another and will ensure that we offer support for parents who experience this at home. We will run regular parent workshops on behaviour and invite other professionals in to lead on some of these.

Students' attendance will be rigorously monitored and the SENCO will liaise with the Educational Welfare officer to improve attendance rates where necessary. Attendance data will be analysed on an individual and group as well as whole school level.

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Other agencies

The designate Executive Head and SENCO of Cleeve School have well established and highly effective links with a wide variety of multi- agency professionals working within Bexley Children’s Services and the OXLEAS NHS Trust and will work collaboratively with them as outlined above. They also have good local knowledge and working partnerships with local charities e.g. Mencap, Bexley NAS, AFASIC and respite providers. These agencies provide expert support and guidance for students and families, and will support the School in the development of a holistic approach. The designate Executive Head has a highly effective working relationship with Bexley SNAP – a charity that provides weekend and holiday schemes and enables them to use the partner special school as a community facility. This will be extended to the new school and enable students and families to access competitively priced activities and events during school closure periods enhancing all areas of learning. The Scholl will welcome these agencies to set up a support group at the School for families in the wider community.

Section E – evidence of need

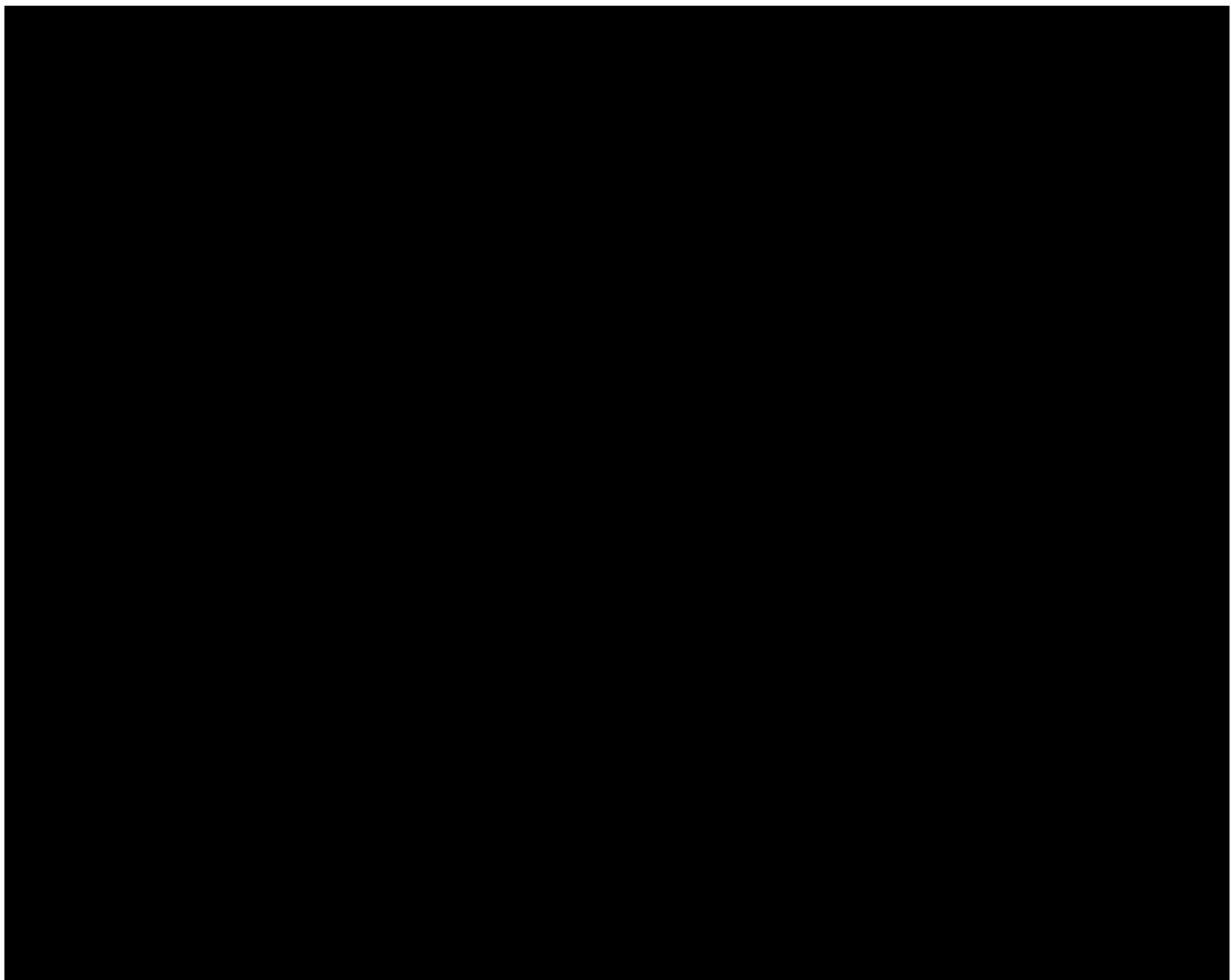
E1 - provide valid evidence that there is a need for this school in the areas

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<p>The Cleeve School proposal responds directly to a need identified by the local authority. TKAT have been in detailed discussions with the relevant officers at London Borough of Bexley since February 2016 following LB Bexley's acknowledgement of the need for this school.</p>		
<p>Current Provision in the area</p> <p>The SEN schools in the Bexley area are:</p>		
Name	Provision	Ofsted rating
Marlborough School	Age range 11-19 A mixed school for students who have severe, profound and complex difficulties	Good – May 2015
Oakwood School	Age range 11-16 A small mixed day school for students experiencing emotional and behavioural difficulties	Good – June 2016
Shenstone School	Age range 2-11 A special school for pupils who have severe and complex learning difficulties	Good – November 2015
Westbrooke School	Age range 5-11 A primary day special school for pupils with emotional, behavioural, social difficulties and /or ASD	Outstanding – July 2015
Woodside School	Age range 5-16 An all-age Special needs school for children with moderate learning difficulties, with a unit for primary age pupils with ASD	Requires improvement – May 2016

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

TKAT have been approached by LB Bexley to provide leadership and support to Woodside School following their Ofsted inspection. The Woodside school operates on two sites; [REDACTED] To ensure the best for the pupils of this school, TKAT and LB Bexley are proposing that the free school opens with the pupils at [REDACTED] the majority of whom have moderate learning difficulties from September 2017. In line with the SEN Strategy that LB Bexley are in the process of approving, this will allow Woodside School in future years, to focus on its specialised provision for pupils with autism and thus improving the achievements and life chances of all SEN pupils in the area.

LB Bexley are predicting an increase in pupils with SEN over forthcoming years, hence the need for a new free school, [REDACTED] the first phase of which will be open in September 2018.



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

Children's Services
Civic Offices
2 Watling Street, Bexleyheath, Kent, DA6 7AT
020 8303 7777
www.bexley.gov.uk



m/r [REDACTED]

y/r [REDACTED]

Date 31 August 2018

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

Dear Sir, Madam

Confirmation of support for Cleeve Free School

We confirm that the Local Authority of London Borough of Bexley supports the Kemnal Academies Trust's application. We understand that Cleeve Free School is to be a co-educational day school for 120 pupils aged between 11 and 19 years with moderate learning difficulties with associated additional needs and / or high levels of anxiety (appropriate to the provision of the school), in the Bexley area, which is proposed to open in September 2017/2018.

We confirm that we agree there is a need for the type of proposed provision in the local area and we will consider naming Cleeve Free School in line with our statutory duties in appropriate pupils' Education, Health and Care Plans. We anticipate naming Cleeve Free School in the Education, Health and Care Plans of approximately 94 pupils for the first academic year following the school's opening, rising to 120 over the following three years. Based on existing trends in pupil numbers we anticipate we would currently make between 12 and 14 referrals a year. We anticipate a 3% growth, which would mean that over a period of three years referrals would likely rise to between 13 and 16 a year.

We agree to pay the top up fee for each Bexley pupil placed. Top up rates will be initiated on the needs of each individual student based on the funding range / bands below.



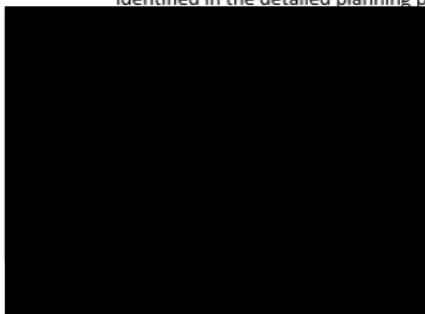
E1 – provide valid evidence that there is a need for this school in the area

Special Schools Placement element: £10,000 per pupil.

Top Up Rates:

Band A	Band A +	Band B	Band C (in exceptional circumstances)
£5767	£7642	£9625	£14404

We acknowledge the importance of co-locating the Free School with mainstream provision, and agree that this will greatly benefit and improve the life chances of pupils with moderate learning difficulties with associated additional needs in the Bexley area. In support of this, we confirm that the London Borough of Bexley will contribute £2 million towards works required to accommodate the new free school on the Cleeve Park School site. This could include adaptations required to the mainstream school and other works that might be identified in the detailed planning phase.



Parental Engagement

As this proposal is as a result of basic need requirements in the Bexley area, no parental engagement has yet taken place. However on approval of the bid for the free school, TKAT will embark on a programme of engagement with all relevant parties. In particular this will include parents of pupils with SEN in existing schools in the Bexley area. This will initially be the parents of the pupils at the Halt Robin Road site, to impart information about TKAT and the proposals for the new school at the [REDACTED] [REDACTED]. This will take the form of individual and group meetings with parents.

In preparation for the new school building opening in 2018, TKAT will engage with prospective parents via letter and leaflet to primary age pupils currently in SEN schools in Bexley.

A new website will be established for the school and comments will be invited from anyone with an interest in the new school.

These comments will be taken into account during the detailed development of the new school.

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



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

E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan
Not applicable.

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

Section G – budget planning and affordability
Please see the full detail included in the Excel spreadsheet, as required.