



Department
for Education

Free school application form

Special schools

Published: July 2016

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

DAMNONII ACADEMY

Contents

The application form explained	4
Sections	4
Application checklist	6
Declaration	8
Completing the application form	10
Section A – applicant details (use Excel spread sheet)	10
Section B – outline of the school (use Excel spread sheet)	10
Section C – vision	11
Section D – education plan: part 1	16
Section D – education plan: part 2	17
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	17
D2 – measuring pupil performance effectively and setting challenging targets	46
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	55
D4 – the school will be welcoming to pupils of all faiths/world views and none	62
D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately	70
Section E – evidence of need	79
E1 - provide valid evidence that there is a need for this school in the areas	79
E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan	88
Section F – capacity and capability	89
F1 (a) Skills and experience of your team	89
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school	100
F3 – independent schools only: a good educational track record and credible plans for meeting the standards of the state sector	106

F4 – Independent schools, including special institutions that are privately run only: a good financial track record and credible plans for meeting the standards of the state sector	107
F5 – Independent schools only: an appropriate, well-maintained, and secure site	107
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	108
Section H – premises (use Excel spread sheet)	110
Annexes	111
CV template	138
Self-assessment form for independent schools	Error! Bookmark not defined.
Governance self-assessment	Error! Bookmark not defined.

The application form explained

Before completing your application, please ensure that you have read both the [how to apply to set up a free school guidance and the criteria for assessment](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found on page 8 of this form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Section H asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. The form is available [here](#).

Failure to submit all the information required may mean that we are unable to consider your application.

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to:

FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

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

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

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

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

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

Submitting Section I

Section I, i.e. the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

Data protection

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?		
Section A: Applicant details	<input type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input type="checkbox"/>	<input type="checkbox"/>
11. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
12. Have you sent: <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	<input type="checkbox"/>	<input type="checkbox"/>

Declaration

****This must be signed by a company member on behalf of the company/trust****

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the [how to apply to set up a free school guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- for children with an education health and care plan ('EHCP') naming the school, the requirements pertaining to children with SEN within the special educational needs and disability (SEND) code of practice, including the duty to admit a child where the school is named in an EHCP;
- for schools where the Secretary of State agrees in the funding agreement that they can also admit non-statemented pupils with special needs, the school must, in respect of these pupils, comply with the School Admissions Code, the School Admissions Appeals Code and the admissions law as it applies to maintained schools. 16-19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed:



Position:  (please delete as appropriate)

Print name:



Date:

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

- complete the Section A tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

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

- complete the Section B tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Section C – vision

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

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

The need for our provision

Damnonii Academy will provide places for up to 120 students from key stage 2 to key stage 5 with social communication and interaction difficulties, many will have a diagnosis of Autism. Currently there is no provision for children and young people with social communication and interaction needs within 18 miles of Newton Abbot a town situated half way between Plymouth and Exeter and between Dartmoor and the sea, the excellent road and rail links open up our provision to South Devon.

Devon County Council have supported the development of Damnonii Academy identifying the development of provision for social communication and interaction including Autism and associated needs as a priority and advising us on the level of need in our area. Due to the increase in statemented/EHCP students with needs beyond that of a traditional or mainstream school Devon has at least 265 students in unplanned places. This is at a cost to education and social care of [REDACTED] (Sep 2016), [REDACTED] from the education budget alone, these figures do not include the impact on the transport budget. 253 students are placed out of County due to the lack of suitable provision. There are 211 students in the TQ postcode alone (the area covering our immediate surrounding area, see annex 1 for map) with a statement or EHC plan with primary or secondary needs suitable for our school currently in mainstream. There are a further 358 students in non-maintained special schools in South Devon with a primary or secondary need of ASD, Communication & interaction or MLD. 265 of these are unplanned, at least 72 of these live in the Newton Abbot area, travelling over 18 miles at a cost to the local authority. This data does not include children and young people living in Torbay. On this basis the local authority are fully supportive of our application wishing children to be educated in or near their own community.

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

'DCC would be able to commit to up to 80 places spread over two years; 47 in 2018/2019 and 33 in 2019/2020.

Due to the level of need of students, the Element 3 'top up' per pupil is agreed at [REDACTED]. Devon would be in a position to make a capital contribution towards the new school and could potentially offer a school site; both would be subject to Cabinet approval.' ([REDACTED], letter of support, Sep 2016)

The Multi Academy Trust's vision

As part of South Dartmoor MAT Damnonii Academy will have support and expertise from a multi academy trust with a proven track record. The Academy's vision is; 'to develop an educational provision for our community that ensures local children can attend excellent local schools that meet their needs and provide curriculum offers about which the pupils are passionate, to support schools across the region where we can make a legitimate contribution. We have the capacity to expand our group of primary schools offering the benefits of the MAT to up to 10 more, and are seeking a local secondary partner to help to ensure that a local high quality academic sixth form education remains viable. The MAT is actively exploring partnerships with local secondary providers and is in discussion with several local primary schools and the Diocese. We are presently 5 Primary and 2 Secondary and are offering school to school support for two further schools, one of which is a free school the other a part of an academy chain.' [REDACTED]

Damnonii Academy will provide a local solution for a significant cohort of children who are currently being transported to day or residential provision well outside of our community.

Our students and their needs

We have worked with our Local Authority and local heads (see letters of support annex 4) to establish that ASD and social communication and interaction is an area of special education currently under provided for in our area. With the LA we have identified students who are cognitively able but whose needs have not been met in a mainstream setting and whose experiences have meant that a mainstream school is no longer suitable, those students who experience great difficulty in the social side of school. Many but not all of these students will have a diagnosis of autism. Currently 135 students from Newton Abbot and the surrounding area travel at least 8 miles and up to 20 miles to attend a special school, these schools have been identified as at capacity in terms of numbers and expansion potential. None of these schools specialise in our proposed designation.

Children with Autistic Spectrum Disorders have difficulties in three main areas; communication and language, flexibility of thought and behaviour and social and

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

emotional understanding. In our experience, as a host to a communication and interaction resource base, students with significant issues in these areas find large mainstream settings extremely challenging. The constant change and unplanned interactions often cause high levels of anxiety which can manifest themselves in extreme and often violent behaviours. Even such day to day events as the lesson bell ringing can cause such students major upset. We believe that access to a setting with an environment, curriculum and pedagogy designed to meet their needs is fundamental to a successful school experience for these students.

Our curriculum vision and ethos

Personalisation.

Students at Damnonii Academy will access our curriculum with a range of personalised support to ensure that everyone can enjoy, progress and achieve. Progress will be tracked in a variety of ways and it is recognised that the progress made by our students will be more complex than simply measuring academic performance. Students will be set personalised targets and their journey towards these will be recorded in a variety of ways and kept centrally. In order for students to access the academic curriculum there are areas of personal development identified by each student's EHC plan that need to be worked through, reviewed and revisited. Following suitable assessment students will work at a level most suited to them in order for them to successfully access the curriculum developing confidence through a repeated sense of achievement. Higher levels of thinking and development will be made by students as they revisit experiences.

Husbandry

Young people attending Damnonii Academy will study an experiential curriculum delivered through outdoor learning based on Husbandry. Husbandry is an ancient term referring to *the care and management of nature and resources for living*, our school will enable students to learn about the care and management of not only their immediate surroundings but in a wider sense including themselves, their families and their wider environment. We have interpreted husbandry to refer to the care and management of the aspects within our boundaries. These boundaries change and develop in different situations, we aim to ensure that our students are equipped with the knowledge and understanding of the emotional and academic skills required to enjoy, progress and achieve ultimately becoming independent and successful.

Experiential Curriculum

Whilst the Damnonii Academy will fulfil an identified need in our area we are also committed to creating a special school with an innovative approach offering a

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

genuine alternative to current provision in our region, making use of approaches that have a proven track record throughout education and therapy (*Blakesly, D. Rickinson, M. and Dillon, J. 2013 Engaging children on the autistic spectrum with the natural environment: Teacher insight study and evidence review*) but which have not been previously applied to the curriculum in its entirety in this way or scale.

Our experience of using local ‘husbandry’ provision with our CAIRB students has demonstrated positive outcomes with clear impacts upon student’s mood and self-control. This has led to a reduction in uncontrolled behaviour, enabling progress with learning and the ability to be included in a wider range of activity within the community.

‘The most compelling benefits of outdoor learning for autistic children were: supporting the curriculum (bringing the curriculum to life); skill development (social skills and well-being); and personal, social and health education.’ Natural England Commissioned Report NECR116, Engaging children on the autistic spectrum with the natural environment: Teacher insight study and evidence review, 28 June 2013

Being in water appears to provide comfort and security to many autistic pupils and alongside the use of the school grounds as a key element for developing the pupil’s skills water whether the sea or the pool will be an important resource for our curriculum.

Equity, Partnerships and Positive Relationships

Students will work with a range of adults taking care of the land, growing food, developing our environment and working with animals. Through these experiences students will progress through a curriculum which develops their social communication and interaction and emotional literacy and engages them in a love of learning. Damnonii Academy will work with parents and carers at a much greater level than achieved at most schools. We know that the school’s relationship with parents/carers is a powerful one. Outside agencies and professionals and members of the community will work with Damnonii in order to support pupil development and providing support for our families.

Enjoy, progress and achieve

Damnonii Academy will not feel like school, this is a very important part of our ethos. Students’ prior experience, anxieties and sensory needs mean that a traditional style school approach and atmosphere could create negative emotional reactions and act as a barrier to learning. Our environment will support this in a visual and atmospheric way and our use of language and staff roles will continue to ensure that student engagement is maintained. We intend to adopt a project based approach for key

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

stage 2 and 3 with a transition towards some discrete subjects during year 9 as students move towards key stage 4. Students at key stage 2 and 3 will be taught for the majority of time by one teacher and support staff in their base. The building and environment needs to support the needs of our students and the experiential curriculum. There will be the sense of a small school or hub whilst being part of a larger community or centre, the design of the building, site and the timings of the day will enable us to support a wide age range on one site. Students will be set ambitious personal targets for both academic and soft skills. Transitions for students will supported including as they move towards key stage 4 and studying GCSE's and other suitable qualifications.

Summary

Damnonii Academy will provide an innovative approach to the curriculum for a group of students whose needs are not currently met in our area with the backing and support of a successful academy. The academy Trust has significant capacity and experience at senior leadership level with 'Executive Heads' of both primary and secondary phases and a range of experienced and high performing senior leaders. The Executive Head secondary is a DfE Education Adviser and has significant experience in residential special schools as well as mainstream SEN provision. The MAT is a 'sponsor' academy.

The team who will bring this vision to realisation have significant experience in specialist educational settings. The experiential approach working in the outdoors with a range of adults and other young people will develop emotional literacy helping students improve their social communication and interaction skills enabling pupils to access and enjoy learning and ultimately prepare our young people to achieve, be successful and live independently.

Section D – education plan: part 1

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

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

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

If you are proposing to open later than 2018, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception	n/a							
Year 1								
Year 2								
Year 3		6	6	6	6	6	6	6
Year 4			6	6	6	6	6	6
Year 5				6	6	6	6	6
Year 6		12	12	12	12	12	12	12
Year 7		3	15	12	12	12	12	12
Year 8		3	3	15	12	12	12	12
Year 9		18	15	18	18	18	18	18
Year 10		5	18	18	18	18	18	18
Year 11			5	18	18	18	18	18
Year 12				6	6	6	6	6
Year 13					6	6	6	6
Totals			47	80	117	120	120	120

Explanation

Standard points of entry each year are at year 3 and year 6 (key stage 2), year 9 (key stage 3) and year 12 (key stage 5) these have been identified as crucial transition points for children and young people with social communication and interaction needs. We have particularly chosen year 6 and year 9 as these are points just before the beginning of the next key stage and would provide the school with the opportunity to work with our students in order to ensure that progress to the next level is smooth.

From Sep 2018 to Sep 2020 we have built in the capacity to take on additional students outside of these standard points of entry in year 7, 8 and 10 in 2018 and in year 7 in 2019. This is to enable us to work with the local authority during the first 2 years providing greater flexibility at the start and allowing us to respond to the need in our area. As we grow we will be working with our local primary and secondary mainstream schools providing outreach the outcome of this should be that students with social and communication needs are better supported in their schools and entry points can be used with those where the personalisation required is too great for the schools to manage.

We will not have any students in year 12 until 2020 when a small amount of our year 11 students will choose to remain with us rather than transfer to a sixth form or FE college. Whilst there is a broad range of choice and options for year 12 students we anticipate that due to the needs of our young people some will prefer to remain with us. They may attend, if appropriate, a base housed within South Dartmoor Community College's sixth form at certain points in the week in order to promote inclusion, develop greater social skills and access a broader range of specialist subjects.

Section D – education plan: part 2

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

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

All applicants will need to complete the table of subjects and hours. Please use the table below.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
KS2 and 3 English/ Literacy/Computing	8hrs	Mandatory	All subjects planned for by class teacher through project based learning
KS2 and 3 Maths/Numeracy/Computing	8hrs	Mandatory	
KS2 and 3 Science/Computing	4hrs	Mandatory	
KS2 and 3 Humanities	1 1/2hrs	Mandatory	History and Geography, delivered though PBL
KS2 and 3 Arts & Technology	1 1/2hrs	Mandatory	Including art & design, music, drama, D&T, creative writing delivered through PBL
KS2 and 3 Healthy Living	4 1/2hrs	Mandatory	Including PE, cooking, PSHE and developing independence skills
KS3 and 4 Intervention	Variable dependent on need.	Optional	Identified by team around the child. Targetted intervention for either strand of the curriculum. Could include additional sensory intervention, THRIVE, 1to1 academic support etc
SMSC		Manadatory	Taught through PBL
KS4 English	5 hrs	Mandatory	Leading to suitable qualification from ELC to GCSE etc dependent on ability. 10hrs will taught through PBL and natural connections, 6 hrs divided between subjects for discrete subject teaching.
KS4 Maths	5hrs		
KS4 Science/computing	6hrs		
KS4 Intervention	Variable dependent on need.	Optional	Identified by team around the child. Targetted intervention for either strand of the curriculum. Could include

			additional sensory intervention, THRIVE, 1to1 academic support etc
KS4 Geography	2hrs	Optional	Student selects 2 subjects out of the 5, further personalisation will be available. Another option within this will be the level of qualification.
KS4 Art	2hrs		
KS4 Computing	2hrs		
KS4 Food Nutrition	2hrs		
KS4 Animal Husbandry	2hrs		
KS4 Employability	1 hr in addition to time in personal coaching and pastoral time	Mandatory	Including Citizenship Available at a range of levels Entry 2 to level 3 (ASDAN)
KS4 Healthy Living	4 hrs	Mandatory	Physical education, PSHE and healthy living inc cooking, independent living skills
KS4 personal coaching/pastoral	2 1/2hrs	Mandatory	Personal coaching focuses on progress, PSHE, SMSC and citizenship + Pastoral time with personal coach
KS5 personal coaching/pastoral	3hr 20	Mandatory	Communication and Interaction specific development and review
KS5 Employability & Computing	3hrs	Mandatory	Including citizenship and work experience. Available at a range of levels from ELC to level 3 (ASDAN)
KS5 Healthy Living	4hrs	Mandatory	PSHE, Physical education and healthy living inc cooking, independent living
KS5 BTEC Hospitality (inc catering)	15hrs	Optional	Available from entry level to level 3 (hrs depend on level)

KS5 BTEC Land Based (inc horticulture)	15hrs		
KS5 BTEC in animal management	15hrs		
KS5 Literacy	5hrs	Optional	Available for those that require additional Lit and Num. Could be up to GCSE level
KS5 Numeracy	5hrs		
KS5 A level option 1	5hrs	Optional	Students pick 1 or more subject to study at level 3 depending on individual need and ability. Subjects include Maths, English, Geography, Art, Photography, Classics, D&T, Science, Computer Science and Environmental Science. Some taught within Damnonii Academy others taught within SDCC 6 th form centre (KS5 timings of day in line with SDCC)
KS5 A level option 2	5hrs		
KS5 A level option 3	5hrs		
Personal Coaching and mentoring/work experience/supervised study time/ additional PSHE	2hrs 10mins	Mandatory	Students may be involved in peer mentoring with younger students, they may be receiving coaching or mentoring for academic subjects, additional PSHE if necessary or they may be working with other professionals on their communication and interaction needs. A personalised plan would be developed, followed and reviewed throughout the year. Managed by their pastoral lead. Also an opportunity for work experience to take place during the year.

KS5 Intervention	Variable dependent on need.	Optional	Identified by team around the child. Targetted intervention for either strand of the curriculum. Could include additional sensory intervention, THRIVE, 1to1 academic support etc
Supervised Study Time	5hrs	Optional	A staffed private study period where students are provided the time to self-direct study but with a member of the team to assist if required. This will be available depending on student and timetable. Could be during enrichment time if required due to timetable.
All key stages Enrichment Inc swimming/water based leisure activities, tennis, games, cooking, walking, orienteering, nature, art, study support for KS4 and 5	3hr (45mins after school each day, except Friday)	Optional	A personalised program per individual. Students will be encouraged to get involved with a minimum number of activities across the year determined in collaboration with student and team around the child inc parents/carers and multi profession team

Timings of the Damnonii Academy school day

8.30 – 9.45	Whole staff preparation, students and curriculum focused			
	KS2	KS3	KS4	KS5
9.45	9.45 – 10.45 1hr	9.45 – 11.00 1hr 15	9.45 – 10.15 coaching/ pastoral groups 30mins 10.15 - 11.15 1hr	9.45 - 10.25 coaching/ pastoral groups 40min
	10.45 – 11.00 break	11.00 – 11.15 break	11.15 – 11.30 break	10.25 - 13.00 2hr 35
	11.00 – 12.00 1hr	11.15 – 12.30 1hr 15	11.30 -13.00 1hr 30	
	12.00 – 12.30 lunch	12.30 – 13.00 lunch	13.00 – 13.30 lunch	13.00 – 13.30 lunch
	12.30 – 14.00 1hr 30	13.00 – 14.15 1hr 15	13.30– 14.30 1hr	13.30 – 15.30 2hr
	14.00 – 14.15 break	14.15 – 14.30 break	14.30 – 14.45 break	
	14.15- 16.15 2hr	14.30 – 16.15 1hr 45	14.45-16.15 1hr 30	15.30 – 16.15 employability 45min
16.15	End of school day			
16.15 – 17.00 Mon - Thurs	Students - Enrichment, planned for certain students inc swimming, cycling, KS4 and 5 academic support games etc			
	Staff – Team around the child mini case conference/supervision			

Explanation

Time is built into the beginning of the day for staff to plan together in order to support the PBL curriculum. Timings of the day are designed to support students providing them with breaks where students will have supervised unstructured time with access to a variety of support in order to assist them with the social developments that can take place during this time. Mini case conference time at the end of day provides staff to feedback to the team around the child and contact parents/carers.

All applicants will need to complete this section

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

Our students needs

Damnonii Academy will provide students with social communication and interaction needs many of whom will have a diagnosis of Autism with a place at a supportive school which understands their individual needs and provides an experiential curriculum based around husbandry and nature, giving them opportunity and space to flourish. All students studying with us will be supported by a personalised curriculum to cover both communication, interaction, social and emotional aspects alongside academic content. Students will be supported on their journey by a range of professionals including their learning coach (teacher); whom at key stage 2 and 3 is the main point of contact for students, parents and other professionals; learning assistants (HLTAs and TAs), Occupational Therapists, Speech and Language Therapists, Psychotherapists, Disability Nurses and Educational Psychologists.

Our group includes members with a varied experience in education including special education. Examples of SEND experience within our group includes

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

Typically a student with social communication and interaction difficulties, ASD and associated needs will experience problems understanding what other people mean and communicating with others. Communication is not simply verbal comprehension but how we use our body language, facial expression and tone of voice to communicate with someone else. Interaction involves communication where people are responding. Young people with social communication and interaction difficulties can have trouble in understanding what other people are thinking or feeling; finding it difficult to see things from someone else's point of view. They may do things which seem out of place; such as talking in a very loud voice to the person who is standing next to them, talking continually about things that interest them to someone they have never met before, and taking turns can be challenging. This can often make it hard to make or keep friends and join in games. Associated difficulties include moderate learning difficulties often due to their inability to access a mainstream curriculum, and pathological demand disorder (PDD). Some students may present

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

with ASD type behaviours but the underlying issue is attachment disorder (AD). People with PDD and AD needs respond well to the communication and interaction approaches. Often people with PDD seem to have better social communication and interaction skills but pathologically avoid demands and expectations as an anxiety driven response to the need to be in control. AD may present in a similar way to ASD as social communication and interaction abilities have not developed due to a lack of attachment with the primary care giver as an infant.

South Dartmoor Community College runs a communication and resource base (CAIRB) which provides limited places for students with an EHC plan or statement and a diagnosis of ASD. As described in section C our experience with these students is that the mainstream setting causes anxiety and stress which presents as a barrier to learning. In a mainsream secondary school the level of personalisation and the changes to the envrionemnt required to fully support these students is not possible. Our experience with our CAIRB students is that they respond very well to learning outdoors and particularly in the natural envrionment. The case study below describes the impact that an experiential curriculum based in a husbandry context can have on a student and their outcomes.

[Redacted content]

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

[Redacted text block]

[Redacted text block]

Curriculum Principles

We have identified 7 key principles which underpin our vision and inform the development of our curriculum. We will work with students to ensure that there are able to **enjoy, progress and achieve** our students experience of school to date may have impacted on their self-esteem and confidence when approaching new things including learning. The Damnonii Academy will ensure that students are able to access the curriculum and are supported to progress and achieve their personal targets and ambitions. In order to do this provision at the Academy will be **personalised** to each individual's needs and interests. This will include timetables, intervention programs, attainment targets and enrichment. In order to remain personalised frequent reviews will be made by the Achievement Tracking team to update the provision accordingly. These reviews will be undertaken in partnership with students, parents/carers, staff and the multi professional team around the child. **Equity and Partnerships** is an important aspect of Damnonii Academy's principles, working in partnership with the student, their family and the team around the child we will ensure that each student receives equity in their education and opportunities enabling them to enjoy, progress and achieve and ultimately develop their independence. Our teams around the child will be based on equity where everyone has an equally important role to play, responsibility in different areas and all work in a clear partnership supporting the child. **Developing independence** is a target that all students will share. Damnonii Academy will play a crucial role in teaching our young people how to develop their independence in order to prepare them for adult life and

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

their graduation or transition from us. Students will have the opportunity to enjoy, progress, achieve and ultimately become independent by studying an **experiential curriculum**. Damnonii Academy's curriculum will be based on learning through experience, these experiences will be based outdoors our experience has shown that learning in the natural environment greatly helps students with sensory needs and provides students with communication and interaction needs a more comfortable environment to develop new skills. Our experiential curriculum will be project based, National Curriculum subjects will be planned for through husbandry. **Husbandry** is an ancient term referring to the care for all things within one's boundary, students will study how to care for the environment, animals, plants, themselves and each other. Learning coaches and other staff plan the links with the curriculum and introduce students to new learning from a point of experience, engagement and confidence. Whilst studying husbandry students will also be following a social, communication and interaction curriculum which will help them learn how to successfully develop and maintain **positive relationships**. This strand of the curriculum will be delivered simultaneously sharing the husbandry theme. Students will learn how to work positively with others before they are able to access the experience and learning. Building Positive Relationships will be developed and practised with students and all adults they work with at Damnonii Academy including their parents/carers who will be supported by us in order to continue the Building Positive Relationships work at the Academy and from home.

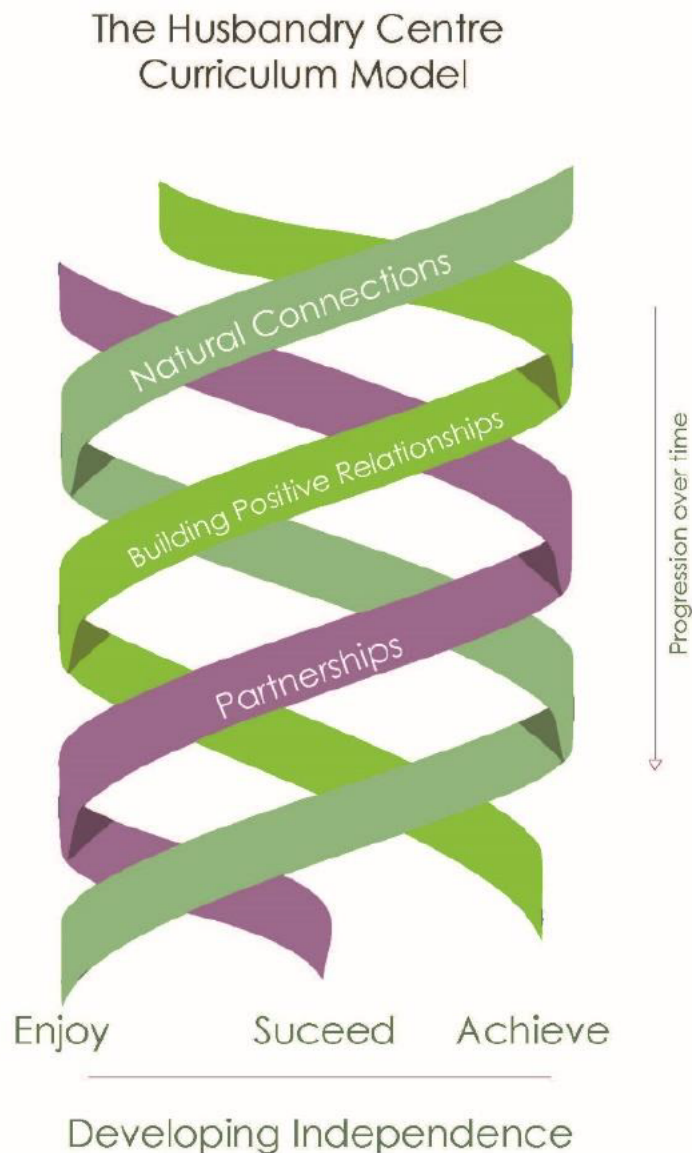
Damnonii Academy's curriculum model (see diagram 1) involves three entwining strands creating a spiral curriculum; **Natural Connections** links the experiential outdoor learning with the National Curriculum, **Building Positive Relationships** is taught simultaneously to Natural Connections and on most occasions will be approached through the same context and project theme often at the same time. If necessary a learning coach responding to student need and may revisit an exercise or experience with emphasis on a different aspect of either of these strands. The third strand is **Partnerships**, this refers to the partnership in place with the students and the team around the child including parents/carers, all husbandry staff, other professionals and multi-disciplinary professionals supporting each pupil as they move through Damnonii Academy. Our spiral curriculum enables us to revisit themes, projects, concepts and ideas at a variety of levels ensuring progression and reviewing understanding providing students with a level of confidence through prior experience in order to access new learning.

We will not use language associated with school, so rather than classrooms we will have bases, such terminology feels more comfortable and informal than a traditional classroom and further develops areas that you may associate in a primary classroom whilst making sure that student's sensory needs are catered for. Students feel safe

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

and secure in order to access the learning, the design of the room and the equipment available ensures that there are, for example, more than one line of exit. The hexagon design means there can be windows on a number of sides so there are long distance views wherever possible, light is important and with windows on more than one side natural light will be maximised. Areas suitable to work in groups or individually are available, resources are clearly labelled and kept tidily away so as not to overload the senses, displays are informative and sensitive in layout, use of colour and font and visual cues are used to support students' developing independence.

Diagram1



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

Expected Pupil Intake

Pupils attending Damnonii Academy will have a statement or EHC plan with a primary and or secondary need of speech, language and communication (SLCN) and/or Autism Spectrum Disorder (ASD), some students may have an identified attachment disorder. As our pupils are expected to attend from a wide catchment area we have made some assumptions on the nature of our pupil intake based on local authority averages and local special and mainstream schools. A low number of students who have English as an additional language are predicted due to our location, based on averages of local special schools less than 3% of our cohort will have EAL, Devon's average is 3.8%, the national average is 20.1%. Only 5 of the 2384 students with a statement or EHC plan with Communication and interaction, MLD or ASD are EAL. The national average for pupils eligible for and claiming FSM is 15.1% (National Statistics Schools, pupils and their characteristics: January 2016, Gov.uk), Devon's average is 13.1%. We can assume that we will have a least 13.1% of pupils eligible for and claiming FSM. Only 6 out of 2384 students with a statement or EHC plan with Communication and interaction, MLD or ASD have been identified as G&T, we think this is largely due to the lack of specialist provision for these students. In order to predict the amount of pupil premium students we have looked at the number of students attending the special school with the most similar designation, Southbrook in Exeter. Southbrook has 65% of their students who are identified as pupil premium (2014-15), it is a KS3 to KS4 school in a city. We predict that a larger than average number of students will be in receipt of pupil premium.

The following table includes information from our local special schools which could be used to indicate the percentage of students with English as an additional language and the proportion of disadvantaged students, each of these schools has a designation for very different needs and covers a reasonably large geographic area so the data cannot be relied upon as anything other than an indication.

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

Schools nearest to the Damnonii Academy	Distance from proposed location	Most recent Ofsted rating	% of pupils eligible for Free School Meals	% of pupils who speak English as an Additional Language	% of pupils with an EHC Plan
Southbrook Varied Complex Needs, 11- 16	Exeter, 17 miles	Good, Jan 2013	39.3	2.6	100
Bidwell Brook Severe or profound learning difficulties, 3-19	Totnes, 8.4 miles	Good, Jan 2014	48.4	3.4	97.9
Ratcliffe School High functioning autism and associated needs 5-16	Dawlish, 9.6 miles	Good, Mar 2015	50	0	100
Oaklands Park Complex Learning difficulties	Dawlish	Requires Improvement Feb 2016	42.9	7.8	100
Barley Lane Boys with behavioural, emotional and social difficulties	Exeter, 17 miles	Good April 2013	77.6	0	100
Ellen Tinkham severe learning difficulties (SLD), profound and multiple learning difficulties	Exeter, 17 miles	Outstanding Jan 2016	31.4	3.1	99.3

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

(PMLD), autistic spectrum conditions (ASD) and physical impairments.					
Coombe Pafford moderate learning difficulties. Some students may also have physical difficulties, ASD or complex needs 7 - 18	Torquay, 12 miles	Good Jan 2015	43.8	Much lower than the national average	100
Average figures that may be applied to the Damnonii Academy Free School			48.2	2.81	100
Local average			13.2	3.8	100
National average			14.5	20.1	n/a

Following discussions with local heads and our LA we intend to offer outreach to schools in order to support provision for ASD and Communication and Interaction within schools locally (see letter of support annex 4). South Dartmoor Community College runs a Communication and Interaction Resource Base (CAIRB), a base within the mainstream secondary school for up to 9 students with autism and associated needs in order for them to be supported in accessing as many mainstream lessons as possible. Students work with specialist learning assistants and study from a base which they are able to work from or return to if they feel the need. Each student has a personalised and adapted timetable which helps them access as much of the mainstream school as possible and work with multi agency professionals in order to support their alternative educational provision. Their timetable and provision responds to the student's needs, interests and ambition in order to engage, support and include them in as much mainstream education as possible and appropriate. There are only 7 CAIRBs, 4 primary and 3 secondary

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

across Devon each with a very limited number of places. We have discussed with the LA the opportunity for the Damnonii Academy to offer outreach support to school staff to provide a higher quality of provision for students with communication and interaction needs and high functioning autism across South Devon, this provision would be run by our outreach and parental engagement lead who would work with their team visiting schools and providing consultation on environment, curriculum, pedagogy and resources. Our outreach work would be referred to us by the local authority, we will work in partnership with Babcock and the Autism Education Trust providing training.

Type of Curriculum

The Damnonii Academy's curriculum draws on the principles of outdoor experiential learning, this delivery method is best suited to our students as their sensory, communication and interaction needs mean that a traditional school environment and curriculum does not provide the flexibility and personalised approach they require. There is considerable evidence to support the wide ranging benefits of learning outside the classroom in natural environments. *"When planned and implemented well, learning outside of the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development"* (Learning Outside the Classroom; How far should you go?, Ofsted, 2008). A report commissioned by Natural England identified that

"By far the greatest proportion of research findings focus on the impact of LINE (Learning in the Natural Environment) on participant's knowledge and understanding. Specifically, students perform better in reading, mathematics, science and social studies and show greater motivation for studying science." (DILLON, J. & DICKIE, I. 2012. *Learning in the Natural Environment: Review of social and economic benefits and barriers*. Natural England Commissioned Reports, Number 092). Students at Damnonii Academy will be able to access the National Curriculum through the experiential delivery method. Our students needs suit our project based learning approach where all subjects within the National Curriculum will be linked via the theme of **Natural Connections**, the social, communication and interaction focused aspect of our curriculum will be known as **Building Positive Relationships** both are linked by the overarching theme of husbandry, working with others and as an individual in and with nature provides great opportunity to communicate in a variety of ways and provides crucial moments for reflection. Physical movement stimulates the verbal centres of the brain so an outdoor based experiential curriculum will provide students with rich opportunity to constantly enhance their communication skills. Where concepts studied within separate subjects may seem abstract for student's at all key stages when planned for and applied to a context new learning begins to make sense. Learning coaches (teachers) will work with students to ensure that this

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

learning can then be applied to alternative contexts as they develop and move through the school resulting in students at key stage 4 beginning to study certain discrete subjects yet still being able to take part in larger cross curricula projects.

'Current evidence, though limited, suggests that engagement with the natural environment can be beneficial for children on the autistic spectrum. This reflects the fact that: (i) there is strong evidence that outdoor activities can benefit children in general; (ii) there is considerable evidence that outdoor learning is particularly helpful for children with SEN who often face more difficulties with classroom learning and greater barriers to accessing the outdoors; and (iii) there is some evidence showing autistic children benefiting from initiatives such as gardening projects, summer camps, field visits and animal therapy.' (Natural England Commissioned Report NECR116, Engaging children on the autistic spectrum with the natural environment: Teacher insight study and evidence review, 28 June 2013)

Our students will be referred to us by the local authority and could join us at any point throughout the academic year although the main point of entry would be in September. The students joining us will have struggled in a mainstream setting and will most likely have developed anxieties linked to their experience of 'school', these anxieties will present as barriers to them engaging in education and could include; relationship difficulties.

With adults, non-cooperation, could be abusive and aggressive.

With peers: poor social skills, withdrawn, prefers own company or perhaps domineering or bullying.

With self: low self-esteem, fear of failure combined with learned helplessness.

'Research shows that a combination of 'at risk' factors are likely to have negatively affected the development of these learners executive functioning skills. These skills are located in the pre-frontal cortex and include such skills as: Control of feelings, Goal directed, Response inhibition and task initiation' (██████████ educational psychologist, Feb 2016). Our experiential outdoor curriculum will provide our students with an experience very different to that linked with the pupil's understanding of 'school'. Our environment including the building and site will not appear in any way institutional or school like. Our centre will be a haven for wildlife and the animals and produce tended by the students will be evident from the moment you enter our site. Our emphasis on Natural Connections will set the tone for the atmosphere of Damnonii Academy, nature has a calming and relaxing effect on people. Studies into the impact on mental health, communication, concentration, engagement and achievement from across the world demonstrate that this approach is one very much suited to the young people we will be working with. (Student outcomes and natural schooling pathways from evidence to impact report 2016,

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

██████████
██████████
██████████) This environment will benefit all members of Damnonii Academy's community, the projects we are working on in partnership will be evident as we move through the school and will provide a perfect backdrop to supporting our students' progress academically.

South Dartmoor Academy are planning a school, working closely with the local authority to meet a local need, it has been identified that there is an increasing demand for special school places for young people with Social Communication and Interaction needs and ASD there are no other special schools within 18 miles of our proposed location with a similar designation. *'All local special schools are near or at capacity with no room for expansion'* (██████████

██████████)). Our setting has played an important role in helping us determine our approach. Apart from the evidence supporting learning outside the classroom as having a very positive impact on student progress and engagement it also suits being part of a very rural county. *Devon is the 3rd largest County in the UK and the 12th highest populated but the 7th most sparsely populated with a dispersed rural population* (www.devon.gov.uk/jsna_-_section_3-_devon_overview.pdf, accessed on 16/07/16). Our location in South Devon on the edge of Dartmoor National Park, which covers 368 square miles and is the largest open space in southern England, has prompted us to make contact with Dartmoor National Park whose educational ethos echoes our own. DNP will support us during the pre-opening phase and beyond in order to ensure that our students have access to appreciate the natural environment they live in and which is a constant presence effecting our weather, the counties economic growth and development potential and for many students who will leave us and continue to live locally how they can contribute to their environment and wider community. We will also work with ██████████

██████████
██████████
██████████
██████████
██████████ as part of our curriculum development steering group during the pre-opening phase and beyond. This group will enable us to develop an experiential outdoor curriculum that links seamlessly with the National Curriculum and our Natural Connections and Building Positive Relationships curriculum. We will be working on bespoke assessment measures in order to track pupil progress across a range of performance indicators, our curriculum steering group provides us with a range of expertise in the outdoor learning and experiential education sector in order to support us in the development of innovative, leading practice. ██████████

██████████ using Damnonii Academy as his focus, this research and analysis will

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

provide the Academy with external validation and will ensure that we are continually reflecting, adapting and innovating our practice whilst constantly referring back to our vision and fundamental principles.

Husbandry is a term that refers to caring for your environment and all aspects living and growing within your boundary. Husbandry is an ancient skill that is linked specifically to Devon, a 14 year apprenticeship studied whilst working on a farm dates back to at least 1742 and probably much further. Evidence suggests that the apprenticeship is a Devon tradition, husbandry was an important skill and required 14 years of study before you were regarded as proficient (Williams, Husbandry: an ancient art for the modern world, 2014). When referring to husbandry we are taking the principles of caring for everything within our boundary and applying this to the many opportunities where we have control over our approach, actions and transactions. For example the boundary we may be considering could be our personal ones; how we care for ourselves, communicate with others, respect each other, consider self-esteem, develop relationships etc, it could be the boundary of friendship groups or family, it could be a physical boundary including how we care for our home, our site or for example the tomatoes within the poly-tunnel, or how we care for the animals on our site linking to the more widely recognised term animal husbandry. This care for our surroundings is the perfect starting point to work on social communication and interaction skills with our student.

Curriculum Model

Damnonii Academy students will study the National Curriculum but it will be delivered in an alternative way, we believe an experiential approach in the context of outdoor learning planned for through cross curricula projects is the most appropriate approach for our students. We have carefully planned how many hours each subject should have across each key stage but the delivery method will mean that it will not be until the end of key stage 3 that students begin to make the transition towards discrete subjects for some of their timetable. We strongly believe that the transferable skills relevant across the subjects will be best applied by students as they can clearly see the links between each subjects discipline, how literacy skills are used when writing about something which traditionally would be considered geography. How numeracy skills are used when designing something traditionally recognised as design technology, art or music. How science is relevant to everything. We have identified that students at key stage 2 and 3 will require more time spent on literacy and numeracy, learning coaches will plan for at least 8 hours per discipline to be covered during the week. This planning will be carried out as a team with supporting learning assistants and other professionals in order to ensure that all of the opportunities presented within the Natural Connection projects are being maximised. For example a teacher may be working with their year 8 students

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

on a project that plans, designs and builds a new vegetable patch with raised beds, working with the husbandry team and the catering team the teacher will be able to identify the opportunities for numeracy, literacy, science, design technology etc. Working with the multi profession team therapeutic opportunities for individuals will be identified. The learning coach and supporting learning assistants are very aware of their student's needs and can plan for individuals to work on particular areas of their Natural Connections (academic) or their Building Positive Relationships (communication and interaction) needs. Within the teacher planning for this particular project they must identify each separate subject's relevance and link it to the National Curriculum. The Deputy Head of school with curriculum, teaching and learning responsibility will be ultimately responsible for ensuring this planning is taking place effectively, they will work closely with their curriculum and progression coordinators to support teams working together in order to maximise learning opportunities. Time at the beginning of the school day, from 8.30 to 9.45 has been assigned to whole staff preparation, this is in order to facilitate the cross curricula planning enabling staff to plan together as a team.

Healthy Living including Physical Education will play an important role in our student's development with all students at key stage 2 and 3 taking part in 4 ½ hours of PE or Healthy Living each week as we recognise the clear link between physical exercise and improved mental health. Working with the multi professional team and in liaison with parents/carers a Healthy Living program will be developed for each pupil. We plan to have a swimming pool on site as swimming and being surrounded by water has a very positive effect on young people with Autism. Neuroscience and cognitive psychology have not yet established why water based activity has such a beneficial impact upon children with autism although there is evidence of increased blood flow to certain neurons. Clinicians, however, are clear that the benefits are demonstrable. As a core aspect of the offer at Damnonii will be the opportunity for pupils to swim and undertake water based activities such as surfing on a regular basis. The development of autistic pupil's balance, tolerance to touch and ability to maintain eye contact have been noted in studies as has improved attention and focus and more appropriate conversations.(D.S. Vonder Hulls, L.K. Walker and M Powell Physical and Occupational Therapy in Paediatrics 26, nos-1-2 2006; C. Pan Autism 14 no 1.January 2010). Being in water appears to provide comfort and security to many autistic pupils and alongside the use of the school grounds as a key element for developing the pupil's skills water whether the sea or the pool will be an important resource for our curriculum.

Swimming is an important skill to learn and is a form of exercise that can easily be continued into adult hood. Our site will have a cycling track, swings and outdoor space suitable for a range of sports uses. Inside we plan to have a multi-use games

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

hall which will provide a space for a range of ages. This larger space will also be used to host community events. Students continue to have time dedicated to Healthy Living in key stage 4 and 5, we feel that at key stage 5 it continues to be an important part of the student's curriculum, it will continue to be mandatory although the activities will change.

Class sizes and the levels of support within these have been developed following research looking at special schools with students with a similar level of need. Our budget and staff plans support class sizes and support described in the table below.

	KS2	KS3	KS4	KS5
Group size	6	9	9	6
Learning Coach	1	1	1	1
Learning Assistant	2	2	1	1

Qualifications

Key stage 4 students will begin to have separate time for individual subjects but a large part of their learning will still involve cross curricula projects. The learning coaches will ensure that the relevant qualification content is being covered during cross curricula projects and it is made clear to students when the skills are transferable and when there is particular subject content being covered. Visual cues can be used to help students identify this, technology will be used in order to help organise work. Portfolios and work journals will also be used to document their learning journey and subject specific work. Students at key stage 4 will study an employability qualification in order to prepare them for their developing independence, they will work with their personal coach (pastoral lead) to monitor and ensure progress on the Building Positive Relationships (communication and interaction skills) curriculum and their academic studies against their progression flight path and personal targets. This pastoral role will be crucial as they will act as the communication link for all staff, student, parent/carers and other professionals throughout key stage 4 and 5 and will deliver aspects of the Building Positive Relationships curriculum.

At key stage 5 students will continue to study employability at a suitable level and will have dedicated time with their personal coach to continue developing independence and work on the Building Positive Relationships curriculum these will continue to be taught through the experiential Natural Connection context. At key stage 5 students will be studying separate subjects, for some this may be a vocational BTEC, this could be a land based course, animal management or hospitality (catering). We anticipate that the students who decide to remain with us at key stage 5 will do so

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

because they enjoy and appreciate the ethos and subjects offered at the Damnonii Academy. We will also offer A levels in a range of subjects which we are able to do as our sixth form base which will be located in South Dartmoor Community College's sixth form centre. We will offer English, Maths, Science, Geography, Art, Computer Science, Food Nutrition, Land Based and Animal Husbandry so that students who have studied these subjects at key stage 4 can do so at key stage 5. Some students may have accessed level 2 courses at key stage 4 and can progress onto level 3 but for some students it will be more appropriate to offer entry level courses continuing to work at the most appropriate level as the student moves from key stage 4 to 5 in order to ensure that every student is provided with personalised provision and is given the opportunity to study at the stage most appropriate for them whilst remaining ambitious. Students at both key stage 4 and 5 will only study the amount of subjects best suited to their personal needs, some students will have additional time for study support which could equally be used when appropriate for additional Building Positive Relationships work or developing independence specific intervention. This need will be determined by the student's personal coach in partnership with the team around the child including parents/carers.

Should students wish to study a modern foreign language at any stage we will ensure that this is possible using the wider academy as a source of specialist teaching, this is also true of any particular interest that a student may have. We would endeavour to enable student's interests, desires and ambitions to be pursued. This is made possible by being part of a successful academy chain.

Content of the Curriculum

Curriculum content when approached in a traditional subject content driven style introduces too many abstract concepts for students who have a more literal view of the world. Placing the learning into a real life setting and applying it to the outdoors and specifically nature will provides students with a level of understanding as they are able to see practically the theory and access new learning and skills. The environment both indoors and outdoors will provide the setting as students learn traditional husbandry techniques working with the land, animals and each other. National Curriculum content will be followed appropriate to the relevant year group and more importantly the stage and needs of the individual, identified by various assessment measures. Academic learning will be introduced to students linked by learning coaches to particular experiences students have had whilst at Damnonii Academy. This way of planning and structuring schemes of work and cross curricula projects enables students to approach new learning from a point of expertise. The day will be planned around the rhythms our site demands. Animals will need caring for, ingredients for meals will need to be harvested, plants will need to be tended to and site projects will be developing. For example a year 5 class have been

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

responsible for the chickens during the spring term conducting their daily feed, collecting eggs, ensuring their welfare, weighing the chickens, caring for the chicken run etc the timings of these tasks are determined by the needs of the chicken, the behaviour around the chickens needs to be calm, attentive and careful. The students will have been introduced to these aspects at the beginning of the 'chicken project'. It has been observed in a local special school and from anecdotal evidence from local private provision that when working in this way with animals students take great care to ensure that they behave appropriately. Being outdoors removes the over stimulus of a classroom environment,

'Results from studies indicate that positive emotional states can be achieved and enhanced during time spent viewing natural settings, as well as during contact with nature (e.g. Faber-Taylor et al. 2001; Faber-Taylor et al. 1998; Kellert and Derr 1998)... Study results (see section 6.1) have also confirmed physical activity in natural settings greatly improves positive emotions, self-esteem and behaviours (Boldeman et al. 2004; Health Walks Research and Development Unit 2000; Humpel et al. 2004; Morris 2003; Townsend and Ebdon 2006). Natural settings promote social exchanges and interactions which result in positive emotional states and behaviours (e.g. Bertera 2003; Bowling et al. 2003; Glass et al. 2006; Kweon et al. 1998; Sugiyama and Thompson 2008; Townsend and Ebdon 2006; Wells and Evans 2003).'

Townsend M and Weerasuriya R. (2010). Beyond Blue to Green: The benefits of contact with nature for mental health and well-being. Beyond Blue Limited: Melbourne, Australia.

When the learning coach (teacher) takes the students either to an outdoor learning base or their indoor base and begins to discuss what is required to ensure that the chickens are fed correctly and are gaining weight at the appropriate rate students are able to discuss this topic confidently as they have been working with the chickens regularly. Through their work they have been recording an observational diary which may include; notes on feed amounts, timings and photographs. In the context of chicken feeding students are confident sharing information, recalling facts and approaching the topic to create a written non-fiction document detailing how to care for the chickens aimed at someone to follow as though it is a manual. There are opportunities for a variety of styles of writing including creative writing, students could write from the perspective of the chicken, using this as a vehicle for teaching aspects of structure, grammar, syntax, vocabulary and punctuation appropriate to a particular genre. For example, using commas in a list to describe the 'bustling, chirping, hungry chickens'. A piece of persuasive prose could be written for a real life situation linked with the chickens in order to persuade the school to get more chickens, perhaps a different breed or develop the chicken run. Adverts could be made in order to persuade the wider community to purchase the eggs. There are a number of

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

numeracy opportunities within this project including measurement of quantity and volume; scaling up for ordering purposes; multiplication and division to work out quantities needed/used and how much more or less would be needed if we had more/fewer chickens; expectation of egg production; area of land needed for increase in number of chickens; fast recall of number bonds and facts for ease of calculation. There are some very clear links with Science in this scenario including; nutrition and hydration - link to human needs; hygiene and disease - both for chickens and links to human hygiene and disease; other physiological and psychological needs, e.g. fresh air, enough room per creature, safety, exercise; mammalian reproductive cycle; food chains and webs; fertility and fertilizers; mammal physiology. Alternative scenarios based around our site and the animals include planting seeds and weeding the beds, the design and build of an enclosure and housing for the new lambs in advance of their birth, creating spaces for insects to live, caring for the goats, planning the planting for the next season linked with the school lunch menu, designing and building a path through the vegetable beds. Each of these exemplar scenarios provide rich opportunities to cover all aspects of the curriculum, literacy, numeracy and science are areas that will be supported by other subjects including history where a historical event could be explored for example World War II through the perspective of the land army or considering how animals have contributed towards historical events then studying in more detail those events. Art could be used to help visually demonstrate the feed amounts required for the goats. The landscape could be explored looking at the work of David Hockney and his landscapes whilst studying the geography of the students local landscape (Newton Abbot is on the edge of Dartmoor) where science, numeracy and literacy are inextricably linked. The PSHE curriculum can also be easily linked to this experiential approach. The school will be working with students on personal and social development, the health aspect will inevitably be also covered but specific opportunities can be linked to the growth and development of the plants and animals.

Learning coaches will plan in liaison with the other professionals supporting the students to maximise the opportunities that the Natural Connections projects offer, the time at the beginning of the school day will help to facilitate this. During the pre-opening phase

[REDACTED]

[REDACTED]

[REDACTED]

He is also very experienced in designing and writing cross curricula experiential projects that maximise links with the National Curriculum and ensures pupil progression can be measured. We intend to design a spiral curriculum where students revisit scenarios, activities and experiences. Each time they revisit the area the learning coach will be planning for a higher level or more in depth link to learning whether that

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

be Building Positive Relationship or Natural Connections aspect of the curriculum. Approaching learning in this way means that as a student progresses through the key stages they are exploring new ideas and concepts within the comfort of prior learning and understanding.

Learning coaches across key stages will ensure that within their planning they also include social, moral, spiritual and cultural learning. As a community we will celebrate other cultures festivals at relevant points across the year, this will provide students with the opportunity to explore the food, dress, traditional art, dance, literature etc and religious aspects through an experience that they have been involved in the planning, catering and hosting of. Our wider community will be invited to attend these events, we will ensure that parents and carers are involved in a hands on way to support students in delivering these festivals providing fantastic opportunities for the school to reach a much wider audience when considering other cultures beliefs and values.

PSHE will be coordinated by the PSHE, languages and SMSC coordinator, it will be taught through project based learning and the healthy living curriculum at key stage 2 and 3. AT key stage 4 and 5 personal coaches will work on PSHE with students alongside the PBL opportunities available.

Students will be planting, tending and harvesting food throughout the year, the food students grow will be used by the centre each day as part of the catering ingredients. Our healthy living and husbandry teams will work with our students planning menus that use fruit and vegetables suitable to the season, preparing and cooking the food and serving the food to our immediate community. Students in key stage 4 and 5 will have the opportunity to study food nutrition and catering, working alongside other professionals making and preparing the food that they have planned for and grown and serving this to our staff and students will provide students with a wealth of opportunity to develop communication and interaction skills. Students will learn vital aspects of nutrition important to their health and well-being and will develop life-long skills vital to their developing independence. During the pre-opening phase we plan to make links with Ashburton Cookery School, one of the UK's top cookery schools located close to both proposed sites in order to develop further the potential for students to work with the produce they have grown and to provide our husbandry and catering team with inspiration and support. Throughout all key stages students will also be studying a curriculum that meets their individual needs through the experiential curriculum alongside the academic content. Students will work with a range of professionals including their learning coaches, HLTAs /Learning assistants, speech and language therapists, occupational therapists etc who will design and plan an individualised Building Positive Relationships development plan that works on each student's specific targets to develop their communication and interaction and

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

help students work with and understand their needs, these targets will be recorded on the students Achievement Tracking Record. We will develop a Thrive inspired approach and ensure that the concepts that underpin Thrive are used in a wider sense across the centre. The Thrive approach helps adults and young people develop communication skills and helps us all appreciate that behaviour is a form of communication. It provides adults working with young people the tools to ensure that the response to a child's emotional situation is one that supports emotional and social development. Staff will be trained in Thrive approaches and the theories underpinning Thrive will be used to ensure that we design a supportive pastoral system. We will not necessarily have discrete and obvious Thrive sessions. We intend to use the Thrive approach to inform everything we do including the design of the learning bases, the function and approaches of the teams around the student. The six developmental stages; Being, Doing, Thinking, Power & Identity, Skills & Structure and Interdependence are used to describe the way we develop sequentially and are able to access the enjoyment of learning and the understanding that as we grow we must be continually learning and adapting. The first 3 stages relate to the emotional regulatory stages in all of us; **Being** is physiological, it is being able to *'calm, soothe, slow down and make peaceful the bodily systems through breath, touch, voice, rocking, holding and a loving presence'*. **Doing** is *'relational/emotional - being able to signal distress and ask for help, knowing that others experience the same emotion and can understand what we feel, being able to have someone else's company and support when we are doing something hard'*. **Thinking** relates to *'Cognitive - being able to think through what might happen, being able to anticipate and plan or rehearse or remember the ways we've had success before; knowing the likely consequences to certain actions, being able to make sense of what is happening, being able to remind ourselves that we are fundamentally OK.'* (<https://www.thriveapproach.co.uk/approach/info/underlying-models/> accessed July 2016). These 3 stages are shaped in our early experiences and contribute to how we see and access the world, there may be barriers that have meant that the development of these areas has not followed the expected path. The Thrive approach focuses on these three areas in order to provide positive experiences to reshape them and fill in any developmental gaps. This principle is one that will be applied across Damnonii Academy and will be an integral part of our planning.

As students move through the centre and progress from one key stage to the next a major focus for students to develop independence will increasingly become more of a practical focus. At each students SEN annual review specific reference will be made to the development of their independence. At the ages of 11, 14 and 16 a plan is developed to support pupils at the transition stages and into adult life, our transition coordinator will work with the review team to ensure that students are provided the opportunity to explore employment specific to a students interest or ambition, social

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

interaction including leisure and recreation, taking part in adult roles within the family and personal autonomy, developing independence, independent living and adult status. At the earlier key stages students will be developing independence as they learn to deal with challenges, explore the limits of their comfort zone and approach their learning. As the students grow older becoming independent begins to become increasingly linked to real life situations.

Transitions

Transitions are a very important period for all students but for students with ASD and Communication and Interaction needs it can be a time of particularly high anxiety. Damnonii Academy will ensure that every transition is carefully planned for. A transition coordinator will be appointed in order to liaise with students, parents/carers, staff and other professionals in order to ensure that communication is smooth and effective. Students joining us at key stage 2 would very likely remain with us into key stage 3 and then 4 this enables Damnonii Academy to plan for and manage these transitions carefully. A student's SEN annual review will help identify personalised transition targets and support. The Academy has 4 main points of entry; at key stage 2 in year 3 and year 6, at key stage 3 in year 9 and at key stage 4 in year 12, students would wherever possible join us at the start of the school year in September. A student joining us at these points would complete our induction program, the transition from a previous school, between key stages and onwards to other destinations including colleges, apprenticeships etc must be planned for with the individual student's needs in mind.

The transition coordinator will work with the team around the child to tailor an appropriate support package that provides for example workshops, visits, introductory meetings etc at a level that is appropriate for that individual and their family. Our induction programme will begin before the student joins the centre and will usually last for 6 weeks, in certain circumstances this period may need to be extended.

We feel that it is important that on induction to the Damnonii Academy a young person is not subjected to a host of assessments to judge their academic performance. Students attending will have an educational health care plan which will include assessments made on their academic and attainment levels, the schools they will be joining us from will have teacher assessments and the results of national testing. We will use this where ever possible in order to provide an academic bench mark on entry and develop a personalised progression flight path, targets will be determined making use of CASPA, a tool to assist with the analysis and evaluation of attainment and progress of pupils with Special Educational Needs. We will use our own assessments to bench mark student's social and emotional, communication and

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

interaction needs along with the information from other professionals and parents in their EHCP.

Our assessments will be made during the induction period these will be made by professional's and parents/carers assessments both through observational assessments and that of the student's work but also using Behaviour Rating Inventory of Executive Function (BRIEF) and Special Needs Assessment Profile – Behaviour (SNAP) as tools. We intend to develop our own assessment framework working with educational psychologists to particularly suit our cohort of students. We will revisit these assessments at suitable points each year in order to track and demonstrate progress.

Our induction will help students and parents/carers understand how Damnonii Academy works and how relationships work with other students, adults and other professionals, this will be as much as possible an experiential one. We intend to ensure that parental/carer involvement is very high with parents visiting the school with their child and working with them during the induction process. Damnonii Academy's ethos will be based around equity and partnership and the understanding that everyone has a responsibility and role to contribute. A sense of partnership, responsibility and ownership will be felt across the centre with each member of the community having a different level of responsibility, all making a contribution. It will be made clear that it is recognised that everyone is a learner and the role of coach, teacher, expert, novice is an interchangeable one. This approach will help ensure the development of positive relationships and the communication and interaction skills we intend to develop are all based on mutual respect and positive social interactions.

Key stage 2 and 3 will feel, to the students, very similar. The approach, in essence, will be the same. Students will have a personal coach that remains with them throughout the year for most subjects much like a primary school model. We feel that this approach at KS3 will continue to be appropriate for the needs of our students and to make the most of the experiential curriculum it is important that the people delivering the practical experiences are also delivering the curriculum content in order to make the most of the shared experiences and to maximise those breakthrough 'wow' moments that can then be used to access learning in the classroom.

Towards the end of Year 9 there will be a transition point into key stage 4 where students will begin to study an increasing number of discrete subjects as they work towards the most appropriate qualification for the individual, these subjects will still approach curriculum content through an experiential outdoor approach but we recognise that there are certain aspects that may require a different style of planning, these subject specific skills and concepts will still be planned to link with Natural Connections and husbandry in the same way as with key stage 2 and 3 but there will

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

be occasions where learning must happen outside of the larger project's theme. Year 9 students will continue to work with their learning coach and at the beginning of the academic year there will be little change, when it is deemed appropriate their timetables will be begin to change. This change will have been discussed with the students as they move towards some subject specialist teachers working with them. The curriculum will remain experiential but the students will experience a greater range of people working with them.

As students continue towards year 10 they in partnership with parents/carers and the team around the student at the Damnonii Academy will make choices about the best qualifications to study. The choice of qualification will be best suited to the student, their attainment and targets and their ambitions. GCSEs and similar will be offered in English, Maths, Science, Art, Geography, Food Preparation & Nutrition and Ecology along with Suitable and equivalent entry level courses and vocational courses including; Horticulture, Animal Husbandry, Hospitality and Catering.

The next transition for students from key stage 4 into 5 will require them to work with the adults around them considering their ambitions and approach to the next stage of study. We predict that a proportion of students may choose to attend sixth form provision at an alternative provider as the range of choices and the teaching styles and approaches broadens at this level of education. We also anticipate that a proportion of our students and parents/carers would like to remain at Damnonii Academy to study at key stage 5. The transition for both groups of students will be carefully planned and managed by the transition coordinator and the team around the student. College visits, workshops, trial sessions etc can be arranged for students who will be graduating from the Academy. Students choosing to remain with us will already be familiar with the majority of staff but at key stage 5, depending on their course choices, students may be making use of South Dartmoor's 6th form centre. During year 11 students will have the opportunity to visit the SDCC sixth form centre working in this environment and with a wider range of adults in preparation for their key stage 5 studies. Students who stay with us for key stage 5 will have a broader subject offer due to our links with South Dartmoor Community College but they will still study some if not all subjects with us and receive all of the pastoral and social and emotional support that Damnonii Academy offers. Wherever possible the experiential outdoor learning approach will be used, this requires subject specialist staff and the rest of the team to plan together closely and effectively in order to deliver very structured course content for a specific qualification whilst still ensuring that the effective experiential learning is harnessed for this purpose.

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

Enrichment

Students studying at Damnonii Academy will take part in enrichment activities after the school day. These activities will be run by learning coaches and some learning assistants. We plan to offer a range of activities from Monday to Thursday which can be accessed by certain students on certain days. We will plan very carefully the enrichment offer making personalised timetables for students across each term. This will mean that not all students have a free choice but we will work in partnership with the team around the child to ensure that students are provided opportunities to take part in activities suitable to their age, interests and which will truly enrich their experience at the Damnonii Academy. Activities on offer will include swimming, water based leisure activities, cycling, walking and orienteering, photography, board games, art & crafts, caring for and working with the animals. Additional academic support will also be offered at this time for students at key stage 4 and 5, we understand that enrichment activities can provide students with opportunity to develop their communication and interaction skills in an informal and relaxed setting so we feel it is important that we encourage all to participate but we also recognise that time at home with their family is equally enriching. We will ensure that we monitor student participation in order to support an equal balance of extra curricula activity along-side encouraging family time. Parents/carers will be invited to attend, join in and support the enrichment activity time as much as possible.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

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

D2 – measuring pupil performance effectively and setting challenging targets

Measuring performance and setting targets

All pupils attending the Damnonii Academy will have an Educational Health Care Plan and will be referred by Devon and Torbay Local Authorities. Students will have had an assessment carried out of their needs and an educational psychologist will have been involved in this process. In order to begin the EHC plan assessment process data on the student's progress must have been gathered, we intend to use all information and data available including the results of any national tests carried out at key stage 1 to create an academic baseline on entry. Students will join us at key stage 2 in year 3 and year 6, at key stage 3 students will mainly join us in year 9 and students will have the opportunity to join us in year 12, although in discussion with the local authority we anticipate that students will be referred to us at other points and will not always start with us in September. We believe that it is important that our students during induction do not have to sit any academic tests or formal assessments as this will undermine the ethos and vision of the school which is to help students access the National Curriculum through developing confidence, self-esteem and inspiring enjoyment of learning. In order to ensure that we have all of the information we need to create an academic profile and create a baseline we will work with our local schools very closely, our transition coordinator will develop effective relationships with the SENCOs and pastoral teams at our local schools. It may be necessary to check literacy levels through spelling and reading age tests, these will be carried out in partnership with the team around the child and the pupil ensuring that the timing of these are carefully planned for and do not happen early during the induction period in order to ensure an effective transition. During the 6 week induction period informal assessments made by the team around the student will be gathering behavioural data, observations, examples of work etc in order to check that the baseline informed by the student's prior attainment is accurate. If discrepancies are identified the transition coordinator will work with the literacy and

D2 – measuring pupil performance effectively and setting challenging targets

numeracy at KS2 and 3 coordinator or the KS 4 and 5 progress coordinator in order to work out a strategy to determine an accurate baseline.

Early during the induction period an assessment will be made of student's communication, social, emotional and behavioural needs creating a social and emotional profile. We will use the Autism Education Trust's (AET) progression framework in order to create a personalised communication and interaction specific assessment of a student's needs. This assessment will be carried out in partnership with parents/carers, we will use the outcome to develop an intervention package and create personal targets for each student. The AET's framework is divided into 7 main areas, *'these relate closely to autism 'differences' as described within other AET materials, and the impact of these on the pupil's social, emotional and learning needs, their independence and community participation. The main Progression Framework areas are: Social Communication, Social Interaction, Social Imagination / Flexibility, Sensory processing, Emotional understanding and self-awareness, Learning, Independence and community participation'* (A Progression Framework for Pupils on the Autism Spectrum: Notes, Guidance and Instructions for Use, Suzanne Farrell et al, www.autismeducationtrust.org.uk, accessed July 2016). Regular six weekly updates or data drops will record student progress providing a measure of intervention impact. We will make use of additional, suitable assessment tools depending on student need. We are considering the Behaviour Rating Inventory of Executive Functioning Skills (BRIEF) (Gioia, Isquith, Guy and Kenworthy, 2000). This is an 86-item rating scale for parents and teachers of school age children, 5 - 18 years of age. It assesses Executive Functioning Skills (EFS) in the school and home context. EFS is an umbrella term that encompasses a collection of processes that are seen to be responsible for *"guiding, directing and managing cognitive, emotional and behavioural function"* (Gioia, Isquith, Guy and Kenworthy, 2000). It contains eight theoretically and empirically supported clinical sub-scales which measure different aspects of EFS. These, in turn form two broader indexes, Behaviour Regulation (BR) made up from three sub scales and Metacognition, made up from the remaining five. The BRIEF manual details good internal consistency as well as reliability on all teacher-rated scales. Students would be assessed on admission and an intervention programme designed to strengthen those EFS considered weak. This intervention programme would be monitored through half termly assessments. Another assessment tool we are considering is SNAP Behaviour (Special Needs Assessment Profile - Behaviour). SNAP is suitable for young people aged from 5 to 16yrs by Long and Weedon, it is a computer-aided assessment profile tool which acts as a means for drawing together - from the child / young person, family, teachers, SENCO, personal coaches etc - and organising all that is known about the social, emotional development that may be affecting the student. It considers the relationship that the young person has with themselves, their peers and adults under such categories as; attention, aggression, anxiety, depression and power.

D2 – measuring pupil performance effectively and setting challenging targets

Importantly SNAP-B contains within it a set of interventions that may be used to tackle areas of concern. An initial assessment is followed by a programme of interventions, and a follow up assessment enables the before and after profile to be examined. (It is currently being refreshed and republished alongside SNAP SpLd by Reid and Weedon). The Damnonii Academy during pre-opening will work with [REDACTED] to create bespoke assessment measures including one to assess Attachment Disorder, Attachment is an area of particular need identified by the local authority which most often presents in a similar way to ASD and communication and interaction needs. Students with attachment disorder would respond well to an autism friendly approach but greater progress can be made if the underlying need is correctly identified. Ways of working with the parent/carers can be personalised supporting the students and their family in order to ensure that students with attachment are able to enjoy, succeed and achieve. We will draw on the influential work of [REDACTED] when considering our Attachment assessments.

The Damnonii Academy's induction period will primarily assist the student in their transition to us but will also provide the centre with assessment information in order to inform a personalised flight path of progression using the baselines established for both the cognitive/academic and the social and emotional profile and creating a trajectory based on intervention made by us, this could be compared to a trajectory without intervention. We will use Comparison and Analysis of Special Pupil Attainment (CASPA) as a tool for the analysis and evaluation of attainment and progress for pupils with Special Educational Needs who are working significantly below age-related expectations. This tool uses national data and can be filtered to *'bench-mark against the attainment and progress of other children of the same age, level of prior attainment and, optionally, categories of Special Educational Need, using comparative data based on the analysis of results submitted to us by users of CASPA.'* (<http://www.caspaonline.co.uk/key-features/>, accessed July 2016)

The Damnonii Academy's leadership team will coordinate the team around the child with a focus on achievement tracking. Working with the Literacy and Numeracy Coordinators at Key Stage 2 and 3 and the Key Stage 4 and 5 Progress Coordinators and the assessment coordinator and transition coordinator the team around the child will use pupil assessments made in partnership including the learning coach, learning assistants, other professionals students and parents/carers these will be recorded in our data management system (SIMS) and on the pupil's achievement tracking record, whole staff meetings will be held at the end of each day from 16.15 - 17.00 to monitor student progress. These 'Mini Case Conferences' will inform the tracking of progress and planning and celebrate successes, as meeting time built into each day staff will have the opportunity to have conversations about individuals that in a traditional setting perhaps do not happen in such a timely way. This time can also be

D2 – measuring pupil performance effectively and setting challenging targets

used to make contact with parents and carers where any progress concerns or achievements can be reported home immediately. Intervention can be planned for the academic strand (Natural Connections) or the communication and interaction strand (Building Positive Relationships) and supported by the most appropriate professional in partnership with the student and the team around the child.

The Damnonii Academy will take part in a constant self-analysis in order to ensure that we are meeting the needs of our pupils, we understand that each year the needs of our pupils will change as the cohorts develop, new pupils are added to group dynamics and the needs of our local students change. In order to effectively measure our performance we have identified some key performance indicators which our senior leadership team working with our coordinators will monitor throughout the academic year. These KPI's link with our 7 core principles and can be found mapped against each other in the table below.

KPI	The Damnonii Academy Principal						
	Personalised	Enjoy, Progress and achieve	Experiential Curriculum	Husbandry	Developing Independence	Partnership	Positive Relationships
Pastoral care and pupil well-being	★	★		★	★	★	★
Quality of teaching and learning	★	★	★	★	★	★	★
pupil and parental satisfaction	★	★	★	★	★	★	★
Experiential curriculum planning and delivery and success	★	★	★	★	★	★	★
Effective transitions	★	★			★	★	★
Developing Independence progression				★	★	★	★
Appropriate and safe behaviour		★		★	★	★	★
Academic achievement	★	★	★				
Positive Behaviour	★	★			★	★	★
Pupil participation in enrichment	★	★	★	★	★	★	★
Staff well-being and retention		★		★		★	★

These KPI's will be used to inform the Academy's self-evaluation and will provide a starting point for target setting and staff performance reviews. The Damnonii Academy will use the Autism Education Trust's National Autism Standards in order to ensure that our provision follows best practice guidance. Initially during the pre-opening stage we will make sure that we refer to the standards as we develop our

D2 – measuring pupil performance effectively and setting challenging targets

provision. The standards are divided into 4 sections which include; The Individual Pupil, Building Relationships, Curriculum & Learning and Enabling Environments as we develop the layout and design of our environment we will use the Enabling Environments standards to ensure that our building and site enables staff to meet the standards. We will use the standards once open to ensure that we review our provision, the standards will be linked to our KPI's. Each KPI will be cross referenced to the standards, this will help to ensure that our vision and ethos is embedded in best practice. The AET's standards have been developed by the Autism Centre for Education and Research (ACER) at the University of Birmingham in collaboration with three local authority consultants with expertise in autism outreach and in developing standards for schools and educational settings. The standards will help us monitor, review, evidence and develop ensuring that everything we plan and do is carried out in the most supportive way for our students and their needs.

The Damnonii Academy will set ambitious yet achievable targets for each of these areas, within each KPI there are specific areas that will involve targets, for example an attendance target of 97%, a pupil absence target of 3% combining both authorised and unauthorised which will put us in line with South Dartmoor Academy's target will fall within the remit of pastoral care and student well-being, but will also impact on appropriate and safe behaviour (safeguarding), academic achievement, developing independence progression and pupil and parental satisfaction.

We will measure positive behaviour and safe and appropriate behaviour rather than behaviour generally, we will keep a central record using our data management system of behaviour but we will be focusing on the positives and ensuring students understand the reasoning behind our high expectations for appropriate and safe behaviour. We will set ourselves a target of no permanent exclusions as excluding a student from this type of school will be inappropriate and would mean that we had failed. We will measure positive behaviour through a reporting system using technology to aid ease of use and creating a visual display that can be used by students, parents and the team around the child. We will explore suitable apps that provide the opportunity to customise a matrix to record positive behaviours, student success and when necessary unacceptable behaviours, we are currently looking at SOLAR. This recording system will enable ease of access and analysis of the data and will help us monitor a student's progress on their flight path. This technology will be used for other relevant KPI's. Our behaviour policy will emphasise equity, partnerships and building positive relationships. Our data management system (SIMS) will store the data centrally and will report updates on the overall profile of each student which can be used with CASPA in order to easily track and monitor student progress in a range of areas.

Evidence towards the KPI's and subsequent targets will be gathered in a variety of ways including surveys and questionnaires used to gather qualitative data for

D2 – measuring pupil performance effectively and setting challenging targets

appropriate KPIs including student and parental satisfaction, staff well-being, observations of staff and students, work scrutiny and pupil progress and attainment. The table below suggests appropriate evidence for each KPI.

KPI	Source of evidence
Pastoral care and pupil well-being	Observations, survey results, student progress and attainment, attendance, AET standards audit
Quality of teaching and learning	Observations, student attainment and progress, work scrutiny, performance management, AET standards audit, AET competency framework review
Pupil and parental satisfaction	Survey, questionnaires, interviews, correspondence, level of involvement and attendance to events
Experiential curriculum planning, delivery and success	Observations, planning documents, student progress and attainment, line management meetings, minutes of meetings, AET standards audit, AET competency framework review
Effective transitions	Survey and questionnaires, work scrutiny, interviews, pupil progress and attainment, attendance data, AET standards audit, AET competency framework review
Developing Independence progression	Student progress and attainment, observations, work scrutiny, attendance data, AET standards audit, AET competency framework review
Appropriate and safe behaviour	Behaviour record (SIMS), observations, survey and questionnaire, attendance data
Academic achievement	Student progress and achievement, work scrutiny, observations, attendance data
Positive Behaviour	Observations, behaviour record (SIMS), questionnaire and survey, AET standards audit
Pupil participation in enrichment and residential	Record/register of involvement, observations, survey and questionnaires, AET standards audit
Staff well-being and retention	Line management meetings, attendance data, recruitment data

Setting and monitoring ambitious and realistic academic targets

It is unlikely that the academic progress of students attending the school will be measurable through the standard assessments at the end of Key Stage 2, 4 or 5, however students who are at or near national expectations will have targets to perform at or beyond their expected level of progress at the next point of assessment. If an academic curriculum, potentially 'ebacc', is appropriate our personalised approach and wider academy resources will be used to ensure access and achievement for pupils. For the vast majority of students we will use mainly formative assessment as sitting formal tests can have a very negative and stressful effect on students with low self-esteem and confidence. Assessments will take place regularly to ensure that progress is being made, assessments can be made in a variety of ways and will include work scrutiny, learning coach and personal coach observations and observations and assessments made by other professionals. This information will be used to plan and prepare for learning and will be shared regularly during the mini-case conference at the end of each day. This regular timetabled time for all staff is an opportunity to focus on each child and consider their progress. Key assessment points or data drops every 6 weeks will be used to compile data and a

D2 – measuring pupil performance effectively and setting challenging targets

brief summary or update will be recorded by the learning coach and learning assistants who are also responsible for the pastoral needs of the students, this will be recorded on the student's achievement tracking record. At key stage 2 and 3 this will be the coaches working with the class each day. At key stage 4 and 5 this will be the pastoral coach who meets the students every morning. Parent/carers will be involved in the partnership with school and will have contact with school on a regular almost daily basis, wherever possible they will be invited into school each week, this will help to ensure that students and their family are aware of student progress and their attainment against their personal targets and will be supported in meeting these targets outside of school.

The Progression Guidance Upper Quartile will be used as the default minimum expectation when setting targets in this range. Any variation around an individual student will have to be negotiated with the Head of School and parents to ensure that an appropriate level of challenge is ensured. Ofsted inspectors are advised that; 'For pupils attaining below level 1 at the end of Key Stage 1 or 2 inspectors need to use the Progression Materials. The median identified within the Progression Materials is taken as expected progress. To compare favourably would mean that **more than 75% of pupils are at median and above of which at least 25% are making upper quartile progress**. Inspectors need to use professional judgements where cohorts are small and look at year on year information.'" (Ofsted, December 2012).'

For our school, however, there will be an expectation that over 75% of students have targets set in the upper quartile. For these 75%+ of students, in receipt of genuinely challenging targets, the school will aspire to ensure that over 75% are achieved. This represents at least 'good' progress.

This approach has been developed in collaboration with Kingsweston School which has a similar intake to the proposed intake for the new school. Kingsweston is a strongly 'good' school whose data indicates that they are moving towards 'outstanding'. Such an approach will ensure that targets are ambitious for the individual but also made in the context of their specific needs.

The approach to target setting for disadvantaged or EAL pupils will be in line with that for all students. It is envisaged that the close partnership working with parents will facilitate the achievement of all but particularly those facing disadvantage.

Monitoring and evaluation

Senior and middle leaders will be held directly to account for the degree of challenge and the achievement of pupils and will report directly to the Executive Principal and the governing body.

The school Governors and Executive Principal will receive formal data drop and overall KPI analysis three times a year and hold senior leaders to account for the outcomes. Governor scrutiny will include the analysis of outcomes for a wide variety

D2 – measuring pupil performance effectively and setting challenging targets

of potentially vulnerable groups. This analysis will also be presented to the Academy Directors who will in turn hold the Academy Leadership and School Governors to account.

Monitoring and improving the quality of teaching

The Damnonii Academy's Deputy Head will have the responsibility for Curriculum, Teaching and Learning. This is a large role which requires someone with excellent rapport and a real understanding and appreciation of our student's needs, experiential learning and values the importance of outdoor learning. Responsibilities will include staff professional development and monitoring the effectiveness of teaching and learning. The only reliable way to do this is to visit lessons, speak to students, parents/carers and staff and observe regularly. The Damnonii Academy's ethos supports equity and partnership so regular drop ins and support carried out by someone who understands interpersonal relationships and is able to hold challenging conversations to support student progression is very important. This role will therefore not have any teaching commitments, the Deputy Head will be expected to support staff and work with students throughout the week in order to really immerse themselves in the teaching and learning and curriculum. Formal observations will be held but in order to support the idea that progress occurs over time these observations could be made across a period of days in order to truly measure student's progression and development. Line managers will support the Deputy Head by conducting regular work scrutinies and observations. Great care will be taken to ensure that whilst staff are aware that there is a clear performance management process it is designed to support and work in partnership with staff in order to support all students. Targets from observations will be used to inform performance management meetings. These targets will link to the school's key performance indicators and targets. Staff training and professional development will be on-going and constantly updated. We will work with [REDACTED] [REDACTED] to develop a bespoke training programme for our staff in relation to student needs and strategies including working with parents/carers and families.

We will work with Babcock Education and the Autism Education Trust to create a programme of continual training. We intend to run outreach for mainstream schools in our area in order to support students with communication and interaction needs. Our outreach team will receive Autism Education Trust training in order to work with Babcock Education and AET in our area. This will ensure that our offer is in line with national training. Working with Babcock will mean we can quality assure our offer and ensure that it reflects national best practice and guidance. The training outreach we provide will be based around the AET's standards and competency framework.

Babcock Education working with AET will annually quality assure the Damnonii Academy in order to help us externally judge how we meet our KPI's and the Autism

D2 – measuring pupil performance effectively and setting challenging targets

standards. Targets, training and development opportunities will be identified and met within an agreed period. Staff working with their team coordinators will use the Autism Education Trust's Competency Framework to review their practice. The AET's Competency Framework has been created to support staff working with students with communication and interaction needs, it reflects key legislation and aspirations in the new SEND Code of Practice 0 – 25 (2014) and the Professional Standards for Teachers and Trainers in Education and Training – England (2014).

Liasing and reporting to parents

Parents/carers have the most important role to play in supporting their son/daughter to enjoy, succeed and enjoy. Damnonii Academy will work with parents/carers at a very close level where communication is important. A formal report to parents will be made in line with the three data drops made to the Executive Principal and the Governors/Directors. Parents will have access to the Achievement Tracking Record which will be updated every 6 weeks. Learning coaches, learning assistants and personal coaches will make contact with parents every week to discuss informally their son or daughters progress and celebrate success. The Outreach and Parental Engagement Coordinator will develop opportunities for parents to join the students at the academy to take part in the experiential curriculum. These opportunities may take place during or after school and at weekends and in holidays.

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

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

The Senior Leadership Team

The Damnonii Academy will develop a staffing structure with clear lines of responsibility. These lines of responsibility are particularly important to ensure a smooth decision making process to enable timely intervention and will ensure the teams around the child work effectively, liaising with families, other professionals and agencies. Our Head of school, also SENCO, will have a direct link and line of responsibility to the multi-profession team and the social communication and interaction coordinators. Our Head of School will be an experienced leader who has worked on the leadership team of a successful (rated good or outstanding by OFSTED) special school. They will have particular experience working with children and young people with social communication and interaction needs and ASD. Their role as SENCO will put them at the heart of operations and will provide them with the strategic overview of pupil needs. They will also line manage the Building Positive Relationships Coordinators with responsibilities including; communication, (including parents), outside agencies and outreach, intervention, pastoral, transition and progress. In addition to this they will be responsible for resources including finance and all non-teaching staff excluding TAs. Our Deputy Head of School will work with the Natural Connections team with the responsibility of curriculum, teaching, learning and progress, the Deputy position will be a none teaching role in order that they are able to visit classes, work with smaller groups of students and support staff; providing them with an excellent overview of how the curriculum is working and hands on experience of how support and intervention is impacting on progress. The Deputy Head will line manage the subject and progress coordinators, our Deputy Head will have experience working in middle management and senior leadership in special schools

Our Staffing

Our students need a different approach to traditional school so we need to ensure that we do not simply replicate traditional roles and titles. Rather than teachers we will use the term learning coach, these will be full time members of staff with QTS, all of our learning coaches will hold a responsibility for an area of the curriculum or pupil progress. Our teaching assistants are known as learning assistants, by 2019 we will have 3 higher level teaching assistants who can be asked to plan for and take lessons enabling learning assistants to focus on smaller groups, individuals and carry out planning and preparation. Each HLTA will be linked to a key stage with one person assigned to key stage 2 and 3 as the curriculum approach for this range will be the same, this will enable the HLTA to develop an expertise in a particular stage of

academic and SEND progress, they will work with the key stage coordinators closely in order to support. They will also have the responsibility G&T for the pupils in their key stage.

Our group sizes and student to staff ratios have been developed in order to provide all students with the opportunity and support to succeed. At key stage 2 in years 3,4 and 5 class sizes will be 6 with a learning coach and 2 learning assistants per group. In year 6 class sizes will range from 6 to 9 where appropriate, again with 1 learning coach and 2 learning assistants. At key stage 3 group sizes will range from 6 to 9 with the same staff to group ratio as at key stage 2. Key stage 2 and 3 will be taught following a primary model where a group and members of staff remain together for the year, all subjects are studied together. This method supports ASD students and those with social communication and interaction needs, the group dynamics will need to be carefully considered but this approach enables groups to grow together and supports the project based, experiential style curriculum. This model also allows for a stage not age approach more easily. At key stage 4 and 5 groups with a maximum of 9 students will be supported by a learning coach who will work with students as their personal coach, this role is similar to a traditional tutor role. Classes will have no more than 9 students with a learning coach and at least 1 learning assistant at all times. At key stage 4 and 5 students will work with more learning coaches as they study a variety of discrete examination subjects, students will transition to this point with support towards the end of year 9. Whilst there will be a greater range of teaching staff working with the students they will be familiar as they will be full time members of staff wherever possible. Key stage 4 and 5 will also support a stage not age approach with students studying the level of qualification most appropriate to them. Whilst students will work with a wider range of learning coaches their learning assistants will remain constant. A student support team will be available from 2020 this team of teaching assistants will be available, without timetable to work with students at short notice, they will be able to provide additional pastoral and assessment support and will also work with the outreach and parental engagement coordinator.

Phased growth

From 2018 to 2020 as the school grows in student number staff will have a broader range of responsibilities, as student numbers grow additional members of staff with responsibility known as coordinators will be recruited. We have prioritised areas of responsibility in line with our curriculum strand focuses and the level of support we know our students will require. All teaching staff will be timetabled with PPA and TLR time in line with their stage and responsibility, this time will be covered by our HLTA and leadership team. Our core group of progress and curriculum coordinators will all be experienced members of staff on M6 they include; Literacy at KS2 & 3, Numeracy at KS2 & 3, Transition, Pastoral, KS4 Progress Coordinator (joins in 2019), KS 5 Progress Coordinator (joins in 2020), Husbandry and Outreach & Parental

Engagement. This team will work with additional subject coordinators who are also experienced teachers (M4) with a complete team in 2020, the table below demonstrates our staggered staffing over the first 4 years and includes how the responsibilities will be shared as the school grows to capacity ensuring we can deliver our planned curriculum and levels of support.

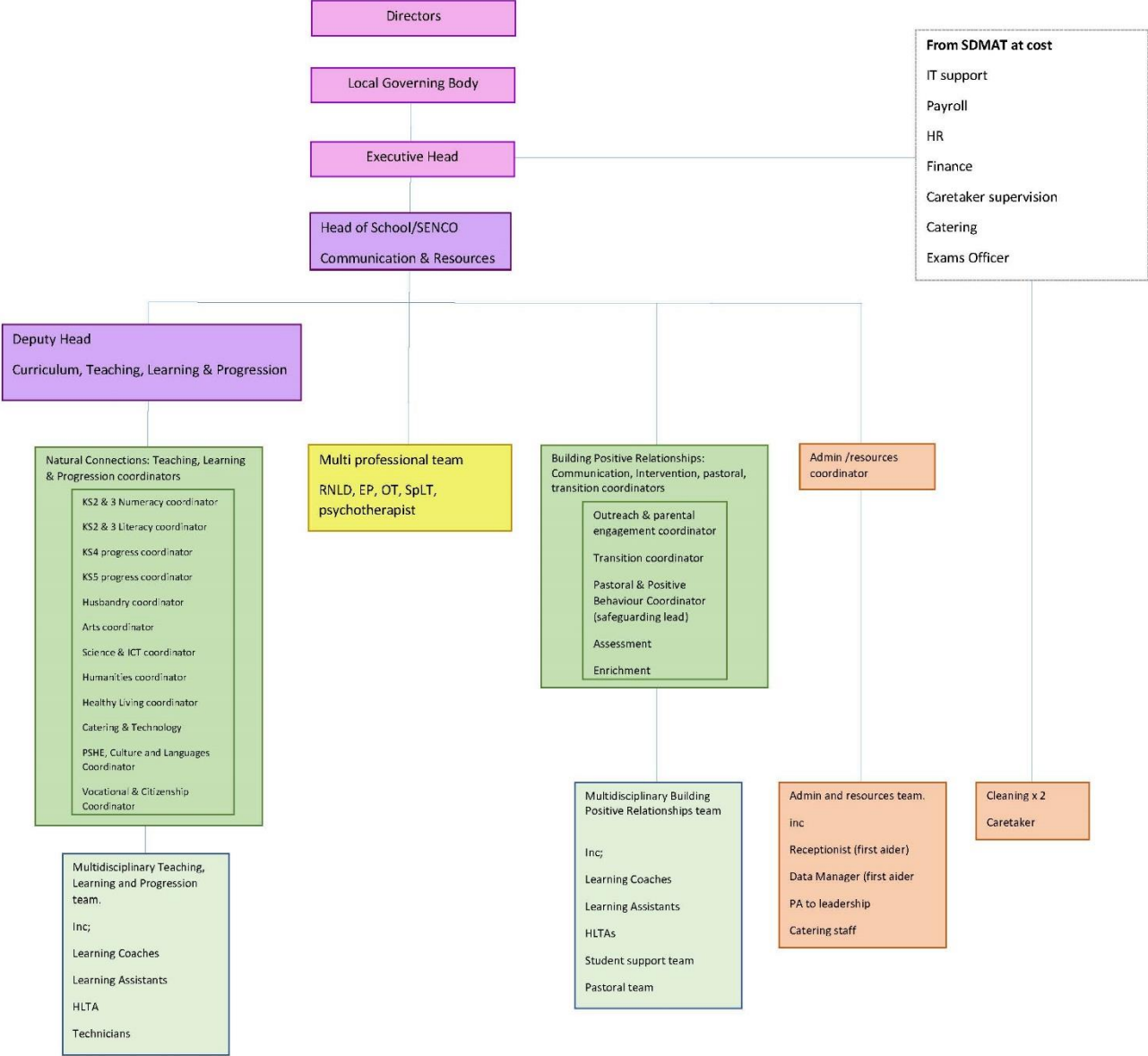
Staff / Year	Sep-18	Sep-19	Sep-20	Sep-21	
Students on roll	47	80	117	120	
Leadership Team					
Executive Head	1	1	1	1	
Head of School, SENCO	1	1	1	1	
Deputy Head	1	1	1	1	
Total	3	3	3	3	
Teaching Staff					
KS2 & 3 Literacy Coordinator	1	1	1	1	
additional responsibility AR	Arts , PSHE, SMSC				Arts, PSHE, Spiritual, moral, social and cultural
KS2 & 3 Numeracy Coordinator	1	1	1	1	
AR	Sc, ICT & Hum				Science, ICT & Humanities
KS4 Progress coordinator		1	1	1	
KS5 Progress coordinator			1	1	
Pastoral & Positive Behaviour Coordinator (safeguarding)	1	1	1	1	
AR	HL & En				Healthy Living (PE) and Enrichment
Transition Coordinator	1	1	1	1	
AR	Ass				Assessment
Outreach & Parental Engagement Coordinator	1	1	1	1	
Husbandry Coordinator	1	1	1	1	
AR	KS4 P, C&T, Voc				Key Stage 4 Progress, Catering & Technology
Healthy Living (PE) Coordinator		1	1	1	
AR	Enrichment				
Catering & Technology		1	1	1	
Science & ICT Coordinator		1	1	1	
Assessment Coordinator		1	1	1	
Vocational & Citizenship		1	1	1	
Arts Coordinator			1	1	
Humanities Coordinator			1	1	
PSHE Languages & SMSC Coordinator			1	1	Spiritual, Moral, Social and Cultural
Enrichment Coordinator			1	1	
Total	6	12	17	17	
Support Staff					
HLTA	2 x 0.9	3 x 0.9	3 x 0.9	3 x 0.9	2 TA/HLTA per KS2+3
TA	9 x 0.9	16 x 0.9	22 x 0.9	25 x 0.9	1 TA/HLTA per KS4+5
Student Support Team (TA not TT'd)	1 x 0.9		3 x 0.9	2 x 0.9	
Total	12	19	28	30	
Multi Profession Team					
Ed Psych	0.1	0.2	0.3	0.3	
Occupational Therapist	0.1	0.2	0.2	0.2	
Speech & Lang Therapist	0.1	0.2	0.3	0.3	
Learning Disability Nurse	0.1	0.2	0.2	0.2	
Psychotherapist	0.1	0.2	0.3	0.3	
Technicians					
Husbandry	0.3	0.6	0.8	0.8	
Science and Practical	0.1	0.4	0.6	0.6	
Non-Teaching					
Admin Coordinator	0.6	0.6	0.8	0.8	
Receptionist (first aider)	0.6	0.6	0.6	0.6	
AR	Shared PA to Leadership duties with Admin Co				
Data Manager (first aider)	0.2	0.3	0.3	0.3	
PA to Leadership			0.5	0.5	
Support Staff					
Cleaner x 2	0.4	0.5	0.6	0.6	
Caretaker			1	1	

Key learning coach (teaching) positions at coordinator level will be in position in Sep 2018. All coordinators will be timetabled as learning coaches working with students to support them both academically and pastorally. Subjects will be taught using project based learning, this will require time during pre-opening and additional time during the first year to secure links and refine therefore during the first year the leadership team will at times be required to teach in order to support staff in developing the two strands of the curriculum. Our student induction period during the first 6 weeks will focus on social communication and interaction skills through project based learning. Observations will be made and work assessed in order to benchmark student attainment and moderate student data on entry. This induction period will be planned for during the pre-opening stage. Staff recruited to start in Sep 2018 will take part in training, planning and team building events during pre-opening, we will use part of our pre-opening budget to fund this work. We appreciate that our team working with our young people must demonstrate and model excellent social communication and interaction skills, in order to do this the new team will need to work together and bond before meeting the students for the induction period. The Damnonii Academy will use INSET time at the beginning of the school year in order to provide staff induction but ensuring that our team are working effectively from the day that our students start will require some development time.

Lines of Accountability

The following organogram describes the lines of responsibility from 2020 onwards when all coordinators, learning coaches and learning assistants have been recruited.

Damnonii Academy Staffing Structure



The Head of School with responsibility for Communication and Resources line manages 3 teams and the Deputy Head. The teams include the multi-profession agency and the Building Positive Relationships Coordinators and falls under the Communication banner. As SENCO the Head of School is perfectly placed to liaise with these teams in order to ensure that each student receives the appropriate support and targets. In their role as line manager for resources the Head of School will work with the non-teaching staff including the admin team in order to make best use of resources to support student progress and development. Two key roles from the teaching team who will require admin support are; Outreach and Parental Engagement, this coordinator will be responsible for organising the outreach service working with local schools to support teachers working with students with social communication and interaction needs and coordinating the parental communication and engagement which contributes to the partnerships principle in the ethos of our school. This coordinator will support staff communicate effectively and regularly with families and lead the organisation of family events. The Transition coordinator will develop and lead the transition points for students entering and leaving the Damnonii Academy and moving from one year group or key stage to the next. They will lead the induction programs which will run for every students on entry to the Damnonii Academy. Both roles will require admin support during particularly busy points in the year.

The Deputy Head with the curriculum, teaching, learning and progression as a responsibility will line manage the progress and curriculum coordinators who work together in the Natural Connections Coordinator team. This group includes all subject and key stage coordinators who line manage the learning coaches they work most closely with, see section D5 for diagrams providing examples of the team around the child. In section G we have budgeted for an average learning coach (TA) salary, our TAs will have some experience working with SEND, we will provide additional training, we are most crucially looking for people with a rapport with the students and a real interest in working with children and young people with ASD. Our HLTAs are line managed by their relevant key stage coordinator, the KS2 & 3 HLTA is line managed by the KS2 and 3 literacy coordinator, the key stage 4 HLTA is line managed by the KS4 progress coordinator from 2019 onwards and the KS 5 HLTA is line managed by the KS5 progress coordinator from 2020 onwards, until then the KS2 & 3 numeracy coordinator will line manage both.

The Damnonii Academy will work closely with our multi profession team including an educational psychologist, occupational therapist, speech and language therapist, psychotherapist and learning disability nurse. This team will work with the Damnonii Academy; training staff, working with students, developing bespoke, personalised programs, developing resources, advising on the best approaches and use of space, consulting on the curriculum etc this will be in addition to the professional support students will receive via their educational health care plan commissioned by the local authority by an independent provider (currently Virgin Care). We plan to work with the provider in order to develop their service including how they work with schools and support students in a more timely way.

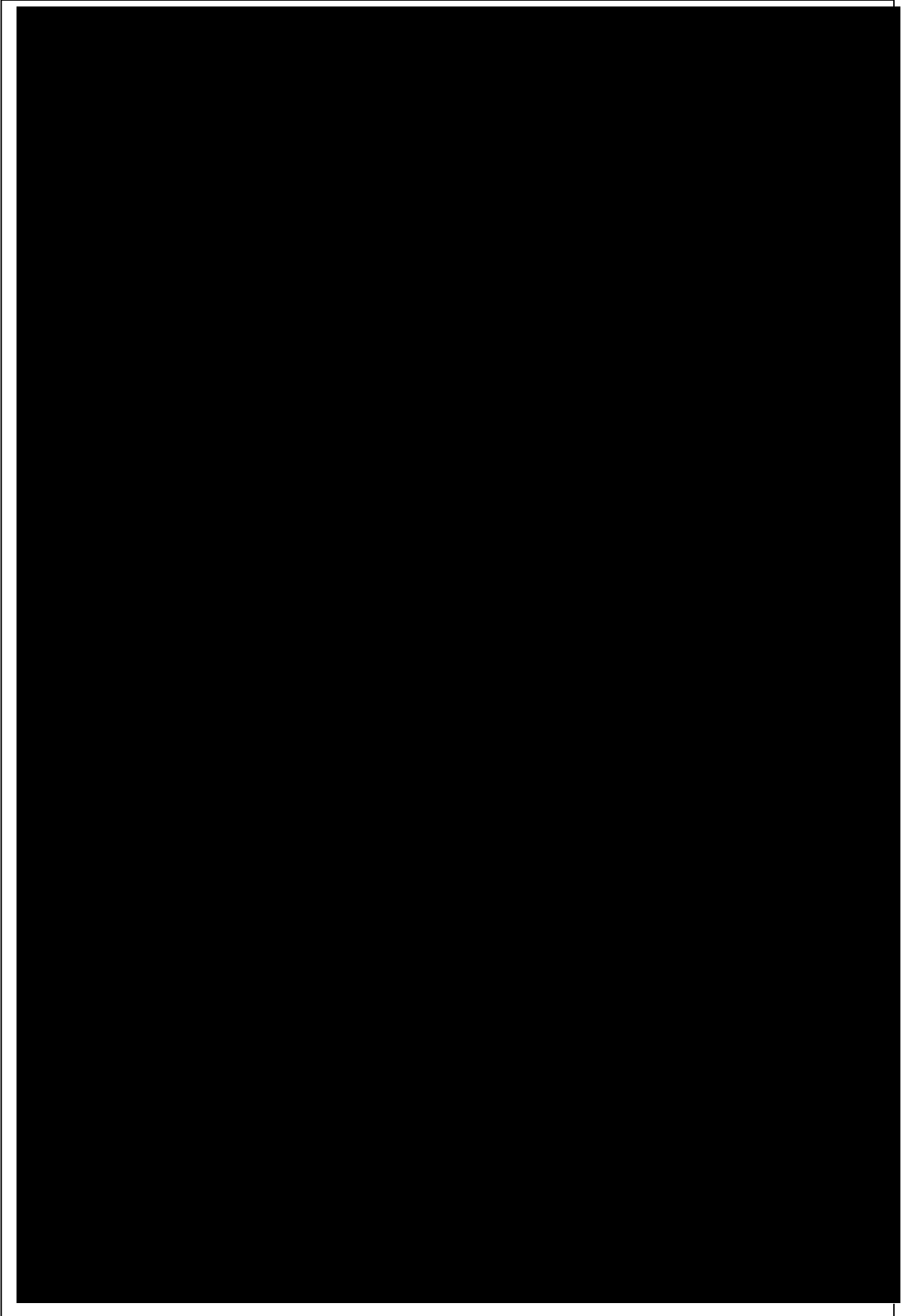
Affordability

Our budget plan and staffing structure have been carefully worked out in order to provide the best support to students, support the curriculum and ensure that we are able to employ experienced staff. If we were to receive less income due to a fall in student numbers we would make savings which would enable us to still deliver our core vision and curriculum.

Our budget plan included in the Excel template has been created alongside our curriculum development. We have carefully considered the most suitable range of qualifications and experiences required to support and develop our pupils. Our model will provide a setting that is built upon providing an excellent education that is personalised to the individual's needs. Hence when considering how to shape the school if only 70% full careful consideration must be given as to which compromises are acceptable. We have modelled a 70% reduction for year one, which is the year which provides greatest financial challenges. The assumptions in the year one model are indicative of the underlying thinking behind any reductions that may have to be made in the later years. The curriculum needs and student support needs have been at the forefront of all expenditure assumptions have been made in order to allow the school to recruit staff with a range of appropriate experience. All other expenditure has been calculated based on operational costs either from our existing academy schools or from DfE benchmarking tool for similar special schools. As the curriculum has driven the financial planning we are confident that we will be delivering an innovative, creative and high quality provision for pupils whilst also offering value for money. Using shared services and buying in services at cost from South Dartmoor Academy means we are using economies of scale.

With reduced numbers of pupils we have reduced numbers of groups and therefore teaching and technician support. We have maintained levels of multi professional support to ensure that the teams around the child remain robust as does the quality of information and guidance available to the learning coaches and learning assistants. In the year one model the Deputy Head teacher has not been appointed and there will be a need for the wider academy to support to ensure appropriate levels of leadership capacity are available. The Executive Principal will increase his level of support for the school if this situation arises, he has appropriate special school experience to ensure such support is pertinent to the school's needs.

With reduced budgets we would look to use local leisure pool facilities which, whilst a difficult compromise, would be manageable in the short term.



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

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

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

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

Damnonii Academy's 7 key principles include;

- Enjoy, progress and achieve
- Personalisation
- Equity and partnerships
- Developing independence
- Experiential learning
- Husbandry
- Positive relationships

All of these principles feed into the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faith and beliefs. Husbandry is a term that particularly relates to all of these areas as the term describes caring for everything within one's boundaries. These boundaries extend beyond the individual and include peers, family, staff, community, our country and ultimately our world. Students, through their experiences in both strands of the curriculum and through whole school and community events, will develop as citizens with British values.

The whole staff time at the beginning of each day for cross curricula planning will provide opportunity for coordinators with responsibilities including PSHE, SMSC and citizenship to assist learning coaches and HLTAs to plan to maximise opportunities and experiences covering SMSC, PSHE and citizenship.

The Spiritual, Moral, Social and Cultural curriculum

Damnonii Academy will play an active role in the community and will ensure that everyone is welcomed. Students of all faiths, world views and none will be welcomed equally. The spiritual, moral, social, and cultural curriculum will be planned for within the Natural Connections and Building Positive Relationship strands, teachers will use Damnonii planning resources that help teachers record their planning for these subject areas in line with the other academic and social, communication and

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

interaction areas. SMSC will form integral parts of the project based learning, these subject areas do fit with the Damnonii ethos perfectly as we help students develop their social, communication and interaction skills; areas of society, morals and culture will certainly be included. The coordinator for PSHE, Languages and SMSC will be responsible for ensuring that these areas are planned for and will monitor and moderate the teaching. They will also coordinate the opportunities for key stage, whole school and community events that celebrate aspects of religion and culture. For example the whole school will hold celebration events for particular religious celebrations throughout the year with a projects leading up to these events that explore the reason and history behind such events including; Holi, Hindu celebration of Spring, Diwali a Sikh and Hindu festival of light; Ramadan the Muslim period of dusk to dawn fasting, Eid a festival celebrating the end of the Hajj; Sikh festivals including Baisakhi the Sikh new year, Vaishaha Puja celebrating Buddah's birthday; Jewish celebration including Passover, Yon Kippur and Hanukah. Cultural events will also be explored including Indian Independence Day, American Independence Day, Bastille Day etc All of these events will be opportunity to explore food, decoration, symbolism and invite families and community to join in the celebrations and share student success.

PSHE

Personal, social and health education for our students with their associated needs will be a very important aspect of their Building Positive Relationships curriculum. Learning coaches, learning assistants and personal coaches with the team around the child will work with individual students in order to develop a personalised plan in addition to the curriculum time spent on PSHE. Our student support team and the pastoral coordinator working with the assessment and transition coordinators will work with the mutli profession team, particularly the Disability Nurse to ensure that students who need it have additional intervention to support their development in this area.

PSHE will be covered in a range of areas and like SMSC will be planned for through project based learning planning and will be monitored by the PSHE, Languages and SMSC coordinator and the Healthy Living Coordinator.

Citizenship

Students will study what it is to be a good British and Global Citizen opportunities for these appear in both of the curriculum strands. Students will work on projects where group work will be an important feature, not only does this develop their social skills but it also provides them with experiences which can be specifically developed to teach students about the variety of roles in teams, this can be transferred to when working outside of school with others. Through project based learning students will work with a variety of adults including those visiting, working with others helps

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

students appreciate the variety of roles people can have and gives them opportunity to learn how we work successfully together. Students during key stage 4 and 5 will take part in work experience when appropriate.

Learning coaches and assistants will plan for Citizenship through their projects, the Vocational and Citizenship Coordinator will work with the PSHE, Languages & SMSC coordinator to help members of staff identify and make the most of opportunities to explore democracy, the rule of law, employability, and develop community links.

Employability skills at key stage 2 and 3 will develop through PBL, as students transition to key stage 4 Employability and Citizenship becomes part of their timetable through this students study towards an employability qualification at the level suitable to them and have the opportunity to explore politics, religious and moral issues and consider society preparing them to play a full and active part in society

Students at key stage 5 continue to study the Employability and Citizenship subject at a level appropriate to the student's needs. In order to ensure students fully explore and learn how to play a full and active role in society their option subjects will also plan for opportunities when they arise to cover areas of Citizenship. This will be monitored by the Vocational and Citizenship Coordinator.

Healthy Living

Healthy living is a subject area with dedicated time within the curriculum the coordinator will work with staff in order to ensure successful planning and monitoring its role within project based learning. Within the healthy living curriculum students will explore physical education understanding how physical exercise plays an important role in physical and mental health, the types of activity will vary depending on ability, age and interest. Students will learn about diet and nutrition and cook meals that provide a balanced diet. Students will also learn about independent living skills through this curriculum area which will develop as the students move through the key stages. Within healthy living there are many opportunities to explore SMSC, PSHE and develop community links therefore the coordinators for these areas will work closely with the Healthy Living Coordinator.

Prevent

The Prevent Duty is a government requirement for all schools. We have identified that there is an opportunity to ensure that our students are aware of areas relating to Prevent including terrorism and extremism and have a safe environment in which to discuss and debate these area within the citizenship curriculum. Our Vocational and Citizenship Coordinator will be responsible in ensuring that these opportunities are appropriate and planned for. All members of staff play a role in the prevent duty, at Damnonii Academy all staff will be aware of this role and the clear safeguarding policy and procedures will support staff in the reporting of this. If a member of staff

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

identified a child who was at risk of radicalisation they would report it directly to the safeguarding lead (Pastoral Coordinator) and complete a record of concern form which is held centrally. The designated safeguarding lead is Pastoral Coordinator who reports directly to the Head of School.

Building a cohesive community

When considering our likely cohort based on special schools in our area we have predicted that there will be few students with EAL, due to our position in rural Devon the immediate community is largely mono cultural, white British. This does mean that the school has a vital role in ensuring that world cultures and all faiths are explored and learnt about. Damnonii Academy will ensure that all student needs are met including their religious ones. We will ensure that space and time is provided for acts of worship and all religious dress will be accepted, our uniform policy will reflect this.

Our Coordinator for SMSC will work with the Outreach and Parental Engagement, Arts and Healthy Living Coordinators and other members of the team in order to hold community events that celebrate religious and cultural events. These events will provide opportunities to invite the local community including residents, businesses, local schools and families to celebrate the student success and provide links that can be developed in future events. For example local businesses could get involved with workshops with students. Working with our community forms a crucial role to play in our third strand of the curriculum – Partnerships.

The following table details where PSHE, SMSC, citizenship and community links and the member of staff responsible;

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

	PSHE	SMSC	Citizenship	Community	Healthy Living
KS2 & 3	Healthy Living, PBL, pastoral, additional intervention	PBL, whole school events, Arts and Technology subject area, personal coaching	Whole school, personal coach time, pastoral role of learning coaches and assistants	PBL, whole school, personal coaching	PSHE, Healthy Living subject area, PBL, pastoral
KS4		PBL, whole school events, Arts option, personal coaching	Whole school, employability, PBL, personal coaching	PBL, whole school, personal coaching	
KS5	Healthy Living, Personal Coaching, additional intervention	Whole school, option subject, personal coachings	Employability, option subjects, personal coaching	Whole school, option subjects, personal coaching	
Lead staff responsible	PSHE, Languages, SMSC coordinator		Vocational and citizenship coordinator	Outreach and parental engagement coordinator	Healthy Living Coordinator

Safeguarding and welfare

The Damnonii Academy will have a clear safeguarding policy and lines of accountability relating to safeguarding, the designated safeguarding lead will be the pastoral lead who is line managed by the head of school. We will ensure safe recruitment and maintain a single central record for all of those working with our children and young people including volunteers. Staff will take part in regular safeguarding training and INSET and will receive regular support in order to ensure safeguarding policies and procedures are understood and followed by all staff. Staff will feel confident and supported when identifying cases or suspected cases of abuse and following the Prevent Duty.

Students who have been abused will be supported by the team around the child including the multi profession team, child protection plans will be followed and access to the multi profession team and outside professionals and agencies will be

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

facilitated. Damnonii Academy will have strong relationships with outside agencies including social care, local GPs and paediatricians and CAMHS.

Damonii will be in a crucial position to ensure our students and their families receive the support, guidance and are able to access agencies. Our focus on communication with families and working with other professionals and agencies form the Partnerships strand of our curriculum.

Summary

Damnonii Academy will work with a range of outside agencies, professionals and members of the community in order to provide our students with opportunities to develop as citizens of the world holding fundamental British values. Our teams around the child will work with our partnerships to ensure that we work to eliminate all types and forms of discrimination, harassment, and victimisation. We will at all times promote equality of opportunity and develop positive links with our community.

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

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

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

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

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

Our students' needs and our approaches

Around 700,000 people in the UK may have autism. That's more than 1 in 100 people. (*Autism: A resource pack for school staff, NAS, Dec 2015*)

Our use of the term Autism encompasses autism and associated needs including Aspergers Syndrome, Autistic Spectrum Disorders and Pathological Demand Avoidance (PDA).

Typically a student with ASD and social communication and interaction needs will experience problems understanding what other people mean and interacting with others. Communication describes when one person sends a message to another

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

person either verbally or non-verbally, interaction occurs when there is a response to communication. Whilst all student needs will be different there are three main areas of difficulty which students will share;

- difficulty with social communication
- difficulty with social interaction
- difficulty with social imagination.

Communication is not simply verbal comprehension but how we use our body language, facial expression and tone of voice to communicate with someone else. Young people with social communication and interaction difficulties can have trouble participating in communication, understanding the interactions they are part of including understanding what other people are thinking or feeling; finding it difficult to see things from someone else's point of view; and struggle to understand how others communicate. Social imagination relates to understanding abstract concepts, understanding and relating to other people's thoughts and ideas and the ability to predict and adapt to change. This must not be confused with imagination and creativity, many people on the autism spectrum are highly creative. They may do things which seem out of place; such as talking in a very loud voice to the person who is standing next to them, talking continually about things that interest them to someone they have never met before, and taking turns can be challenging. This can often make it hard to make or keep friends and join in games.

Damnonii Academy's Building Positive Relationships strand of the curriculum will provide students with the opportunities to work with staff, peers and other adults in order to develop their social communication and interaction skills. All staff will have taken part in the Autism Education Trust training including non-teaching staff and will know a range of strategies in order to communicate with our children and young people. Augmentative and Alternative Communication supports will be used including; Picture Exchange Communication System (PECS), using pictures to help communicate a message, sign language eg Makaton, communication boards, books and cue cards.

Learning coaches and learning assistant will be trained in the TEACCH programme this will support staff ensure that our project based curriculum is delivered with a structured approach. TEACCH support parent/carer collaboration with school so will play a particular role in our Partnerships strand of the curriculum.

Students with these type of needs may also experience sensory sensitivities, this may mean they are hyper-sensitive to one or more of the 7 senses, it may mean that they are hypo-sensitive where they are under-sensitive. People who are hypersensitive could be particularly affected by their surrounding environment which

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

in a traditional setting could be hard to control. For example a student may be sensitive to noise and light finding a traditional school setting full of overpowering noises and harsh fluorescent lighting this could add to a student's anxieties and present a barrier to them feeling calm, safe and secure and ready to learn. Someone with hyposensitivity may not feel pain or extremes of temperature, they may rock, spin or flap their hands in order to stimulate sensation and deal with anxiety.

At Damnonii Academy our environment will be developed with sensory needs specifically in mind including types of lighting and lighting levels making use of natural lighting as much as possible, suitable sound proofing materials and careful management of large and smaller spaces available to students. Working with occupational therapists specialist equipment, equipment providing opportunities for movement and play and sensory spaces will be available both indoors and outdoors.

Some of our students will also have a moderate learning difficulty this is often associated with ASD and social communication and interaction needs. The team around the child will ensure that support is provided for the specific learning difficult and progress in all areas of need are monitored and planned for. Students may receive additional intervention in certain areas. This intervention will be tracked by the relevant coordinators.

EAL students will receive additional intervention to support their progress if required, learning and coaching assistants will ensure that differentiation is used with resources etc and the learning coach and key stage coordinator will ensure that intervention if required is timely and monitored.

An associated disorder to ASD is PDD or pathological demand disorder. Some students may have attachment disorder (AD). Both of these needs respond well to the communication and interaction approaches. Often people with PDD seem to have better social communication and interaction skills but pathologically avoid demands and expectations as an anxiety driven response to the need to be in control. AD may present in a similar way to ASD as social communication and interaction abilities have not developed due to a lack of attachment with the primary care giver as an infant forming this attachment helps children learn to love and trust others, to regulate emotions, become aware of others' feelings and develop healthy bonds in the future. The responses to this can result in challenging behaviour but the main need will be social communication and interaction. The challenging behaviour is the outward communication of the underlying issue.

Damnonii Academy will work with students to encourage positive behaviour, Fintan O'Regan is a member of the steering group and as a consultant specialising in ASD and SEN will work with us during pre-opening in order to ensure that our behaviour policy supports positive behaviour. For those students whose inappropriate behaviour is indicative of underlying issues we will need to understand and interpret them

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

before we can affect different outcomes. Our role is to support children not just with their behaviour but with their learning and socialisation skills. Each are equally important. Damnonii Academy will use Team Teach which trains staff in the least intrusive positive handling strategies when dealing with behaviour *‘through the promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships. Positive Behavioural Support (PBS) approaches are entirely compatible with Team-Teach.’* (<http://www.teamteach.co.uk/about-team-teach>, Sep 2016). The Pastoral Coordinator will have responsibility for positive behaviour reporting directly to the Head of School.

Damnonii Academy will have a zero tolerance on bullying. Our students may not always recognise bullying due to their needs, learning coaches and assistants and all staff working with our students will be aware of our student’s needs and will report incidents of bullying to the student’s learning coach (in KS2 and 3) or personal coach (KS4 and 5). Incidents of bullying will be reported back to the pastoral lead and the team around the child will work out a plan of action in order to support all children involved, parents will be involved in this process.

Unstructured play and break times can be the time which causes anxiety. We will help students structure their break times whilst still providing them with the opportunity to mix with their peers and enjoy free choice. Our breaks and lunchtimes will be supervised by staff experienced and trained in our student’s needs and will support students in an appropriate way including; lunch clubs, a buddy system where students have a ‘buddy’ who they spend unstructured time with, and a buddy bench could be used to help students communicate to the playtime supervisor their need for help during break times. A safe, quiet place will be available for students at all times, this may be particularly useful at break and lunch.

People with ASD often have a specific area of interest which may mean that students are fascinated by a particular area. Data from the local authority shows that very few G&T students have been identified but this may be due to the type of provision they currently attend. Our HLTAs will support G&T students liaising with learning coaches in order to provide extension and higher level work in certain areas and working with the local community in order to provide opportunities as appropriate. HLTAs each have responsibility for a particular key stage, they will be responsible for the G&T provision within that key stage. Trips to particular exhibitions or museums could be organised, participation in local workshops and ensuring that parents/carers are engaged with the G&T provision and are provided with additional opportunities to take their son/daughter to events outside of school.

Damnonii Academy will have a wide age range, students will have different emotional and social needs as they develop with age including the possibility of a rejection of

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

their needs. The pastoral support system will help identify students and ensure they receive help and support with emotional needs working with parents/carers as part of the team around the child. The multi-profession agency will be able to work out specific intervention to help students with individual needs. This team will work with the Natural Connections Team and the Building Positive Relationships Team in order to ensure their intervention is included as part of the curriculum and any strategies can be worked into the pupils school day, students will have the opportunity to self-regulate with access to sensory spaces indoors and outdoors when they need it.

The design of the building will ensure that the key stages are separated when appropriate eg at unstructured play times. There will be opportunities to work together as a community but the site will be designed so that students feel as though they are part of a small learning base with their class group and others of a similar age and stage.

Our students may have a reduced understanding of danger and predicting what will or could happen next so staff need to have a particular awareness of how this can affect safeguarding. Staff will receive specific training relating to our students needs and whenever appropriate the link to how this can impact on the child's safety and ultimately safeguarding. Our site must ensure that students are unable to leave without permission with locked entrances and exits and suitable boundary fencing to ensure that students remain on site during the school day. Our teams around the child will ensure that our students have high levels of support and clear procedures to ensure that any issues relating to safeguarding or welfare are immediately reported to the appropriate person within the school who will then investigate and refer to the appropriate agencies for further support.

How we will assess and ensure student needs are met

Our student's progress both for the Natural Connections (academic) and the Building Positive Relationships (social communication and interaction) strand will be benchmarked on entry through the analysis of the data accompanying the student including prior performance, EHCP/statement and info from previous schools. This information will be used during the induction programme (initial 6 weeks at the school) in order to establish the students level both academically and in terms of social communication and interaction. The Transition Coordinator will run the induction programme and will work with the coordinators for the key stage, Pastoral Coordinator and Assessment Coordinator forming the benchmarking and moderation team to identify any need for adjustments to the benchmarking information. Learning Coaches will supply the benchmarking and moderating team with an assessment through observations and assessments of student work at the end of the 6 weeks for their class group. This information will be entered into the student's Achievement Tracking Record, which also holds the students targets, this document will hold

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

targets for both strands of the curriculum including academic (Natural Connections) targets set in the upper quartile of the progression guidance and their social, communication and interaction (Building Positive Relationships) targets, these targets will be developed with the multi profession team, parents/carers and will include targets from their EHC plan, this document will form a complete picture for each student's targets and progress and will replace an IEP.

Every 6 to 8 weeks the students Achievement Tracking Record will be updated by their learning coach, for KS4 and 5 students the student's personal coach will be responsible for using data stored on SIMS and inputted by subject teachers into marksheets forming the most recent academic progress data, they will complete the Building Positive Relationships data based on their observations and learning coach and assistant feedback. The progress tracking team including Key Stage Progress coordinators, Pastoral coordinator, Deputy Head and Head of School will work with learning coaches in order to scrutinise the progress of students. New targets will be developed, success will be celebrated and intervention will be planned for. The end of the day mini case conference will ensure that immediate intervention is available for areas of the curriculum where students are particularly in need of support. The analysis of the data will be available to monitor the effectiveness of this intervention. The information from these data drops will be presented to the Executive Principal and Governors/Directors 3 times during the year. They will scrutinise key group data, monitoring the progress of all students and particularly those who are disadvantaged. We will work with the Kingsweston leadership team during our pre-opening phase in order to continue to develop this process and our assessment policy as they are particularly experienced in setting challenging targets and ensuring students achieve these.

Our learning disability nurse works within the multi profession team and will support staff to improve or maintain our students' physical and mental health, reducing barriers to them becoming independent and supporting the person in living a fulfilling life. They will play a crucial role in identifying additional intervention for students who need extra support at key stage 4 and 5 as they develop their independence. They will also work with the Healthy Living coordinator and Occupational Therapist to plan for suitable physical activities students should have the opportunity to enjoy. Student's progress in developing independence and healthy living will be included on the Achievement Tracking Record.

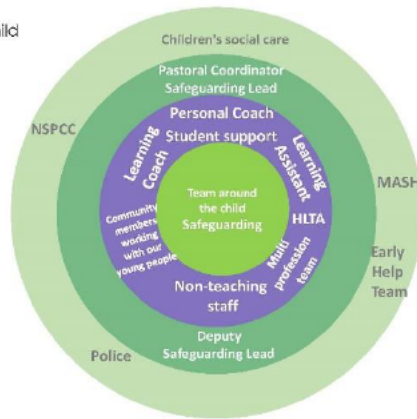
In order to succeed Damnonii Academy recognise that attendance is an important factor in achieving the ambitious targets we will be setting for our pupils. An attendance target of 97% will be a high target to set for students who may have been school refusing or have had high anxieties associated with school, this target puts Damnonii Academy in line with the other schools in the MAT. We know that high

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

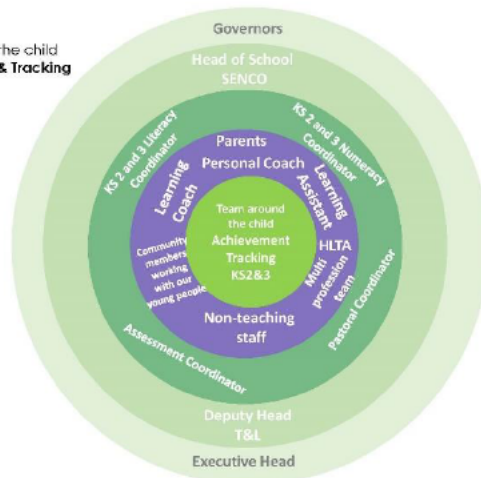
levels of attendance will produce positive outcomes for all of our students, the style and quality of our provision will support students in attending our school at this level despite previous attendance records. The pastoral team around the child will have the responsibility for monitoring attendance.

Please see the following diagrams providing examples of teams around the child.

Team around the child
Safeguarding

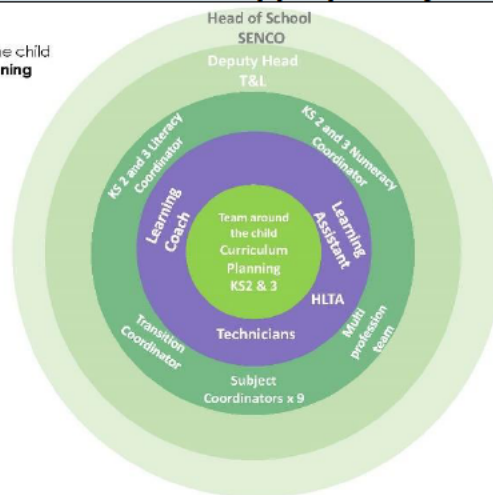


Team around the child
**Achievement & Tracking
KS2 & 3**

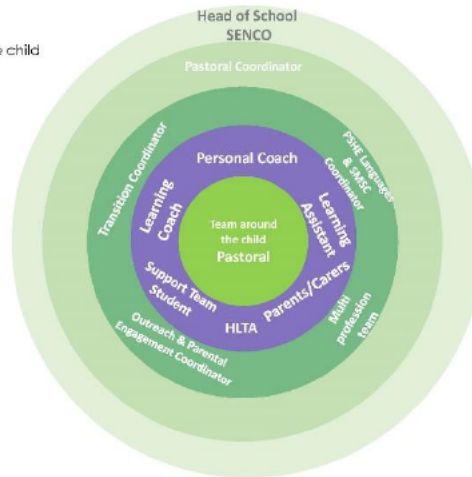


D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

Team around the child
Curriculum Planning
KS2 & 3



Team around the child
Pastoral



Our staff team will have clear lines of reporting dependent on the purpose or reason, the diagrams above provide examples of how our coordinators and their teams will work. In section D3 the organogram details the lines of responsibility which will be clear to staff depending on whether there is an issue concerning Natural Connections (academic), Building Positive Relationships (student needs including pastoral). Our Head of School is the SENCO, for a school of our type this position is key to its effectiveness and success. As SENCO the Head of School will line manage the Deputy Head who is the lead for curriculum, teaching & learning, and the Building Positive Relationships coordinators and will commission the multi-agency team. These lines of responsibility will place the Head of School and SENCO at the centre of understanding individual student needs and providing support, intervention and their role on the other teams around the child provides them with the clear overview of all aspects of the school and their impact on the students.

Summary

Damnonii Academy will recruit staff with expertise, background and experience in order to support the needs of its students and help keeping them safe. It will provide

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

all staff with the relevant training to ensure best practice and will work with Kingsweston School, Bristol in order to ensure that students achievement and progress is carefully tracked and monitored and intervention is planned for in a timely way whilst monitoring it's effectiveness.

Working with the multi profession team and outside agencies students and families will have support in order to ensure their son/daughter enjoys, achieves and succeeds, ultimately graduating from Damnonii with the skills, knowledge and understanding to be an independent person who is able to take an active role in the community.

Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete this section in full for each school they wish to open.

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

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

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

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

Evidence of Local Authority demand

We have engaged the support of Devon Local Authority and have been working closely with them since January 2016 as we developed our application. Devon identified early on in our development stage the areas of SEND we should create provision for, they have identified that there is a real need for provision for ASD students and those with social communication and interaction needs without a diagnosis of Autism. Our [REDACTED]

[REDACTED] the need for provision for students with attachment disorder who often present with social communication and interaction needs, moderate learning difficulty and may have a diagnosis of Autism. The [REDACTED] describes this need,

'Devon has seen a steady increase in the need for specialist provision through increased demographics and volatility in the independent sector. Whilst expansions have been achieved, the potential to secure additional capacity at existing schools is now extremely limited and often in the wrong place resulting in extended journeys to school and in some cases placements outside of the County. Provision for ASD is particularly limited with a number of schools oversubscribed and unable to meet demand.' ([REDACTED], letter of support, Sep 2016)

Devon LA have agreed to pay our per pupil top up funding at an agreed rate and have agreed to place 80 students with us across the first 2 years with 47 placements commissioned in 2018 and an additional 33 in 2019 totalling 80 places. Full letter of support in annex 2

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

	2018		2019	
	Places Available 2018	Commitment from LA	Places Available 2018	Commitment from LA
KS2 - KS4	40	40	80	80

'DCC would be able to commit to up to 80 places spread over two years; 47 in 2018/2019 and 33 in 2019/2020.

Due to the level of need of students, the Element 3 'top up' per pupil is agreed at [REDACTED]. Devon would be in a position to make a capital contribution towards the new school and could potentially offer a school site; both would be subject to Cabinet approval.' ([REDACTED], letter of support, Sep 2016)

Our proposed location is in or near Newton Abbot, [REDACTED] Stabb acting Head of Education and Learning describes the planned growth of the area in the local authorities letter of support, Sep 2016;

'Newton Abbot does not currently have any specific SEND provision despite have a large number of students who are travelling to specialist provision, in particular in Exeter. Furthermore, the area has been identified for significant and sustained housing growth with over 4,000 homes planned in the town itself and a further 2,000 on its borders. The delivery of SEND provision is integral to the strategic growth of the town. It should be noted that the town is adjacent to Torbay, an area of growth also.'

We have also engaged with Torbay Local Authority speaking to the [REDACTED] [REDACTED]. Torbay have expressed their interest in key stage 3 and 4 places and confirmed that the rising area of need of social communication and interaction ASD and particularly Attachment Disorder is reflected in Torbay as it is in the rest of Devon. We have met with the Head of Service but unfortunately we have been unable to secure a letter or supporting data around need in time for the application, we intend to have this commitment in writing if we are invited to interview. Newton Abbot is a very short train or drive away from Torquay the town at the heart of Torbay. We also intend to engage with Plymouth local authority, contact has been made but as yet Plymouth have not responded.

Contextual demand

Due to the increase in statemented/EHCP students with needs beyond that of a traditional or mainstream school Devon has at least 265 students in unplanned places. This is at a cost to education and social care of [REDACTED] (Sep 2016), [REDACTED] from the education budget alone, not including the impact on the

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

transport budget. 253 students are placed out of County due to lack of suitable provision. Having analysed this data considering; the designation of the schools with unplanned places, their location, the primary and secondary needs of the stated students attending these schools (year 1 to year 9 only as these students are our prospective students) and their home address' there are 358 students with a primary or secondary need of social communication and interaction, ASD or MLD attending schools with unplanned places. Unplanned places put these local schools at maximum capacity with no room for expansion. At least 63 of these are stated students (not included EHCP students as not many have made the transition to E from S) with a TQ postcode. The TQ postcode serves an area which our preferred Newton Abbot location is central to and covers the area where there is no current provision of the type we propose. Please see Annex 1 for a map detailing the TQ postcode area. Therefore there are currently at least 63 students whom in Sep 2018 will be in KS2 and 3 with an EHCP whom our school would be suitable for. The Local Authority takes the view that creating capacity in Newton Abbot creates capacity in a wider geographic area.

South Dartmoor Community College currently runs a Communication and Interaction Resource Base (CAIRB) this is special unit and resource base within a mainstream setting, with space for 9 students at KS3 and 4 (this provision is always full and oversubscribed). All students attending the CAIRB have a diagnosis of Autism and are placed by Devon LA, these students will instead be placed at the Damnonii Academy should we be successful. Students do transfer from mainstream school to special schools each year in 2016 according to the statutory SEN2 return 3.56% of pupils transferred from mainstream to SEN. Currently there are 211 students in mainstream education in year 1 to year 9 with a TQ home postcode with an EHCP or statement with ASD, SLCN (social communication & interaction) or MLD as a primary or secondary need, we predict that approximately 8 students in 2018 would transfer from mainstream to special school. In total in 2018 we predict that there are at least 80 students for whom the Damnonii Academy would be the closest and most suitable provision. Our school will have space for 47 students in 2018 and an additional 33 in 2019 places, our predicted figures do not include students below the age of year 1 at primary school. As described below the numbers available for students in year 1 and 2 are on the conservative side as we predict an increase in diagnosis of SEND. All data supplied by Devon Local Authority (March – August 2016)

The following table supplied by Devon LA (March 2016) tracks year 6 pupils back to pre-school by primary need across Devon, it demonstrates the particular rise of Social Communication and Interaction needs (SLCN, Speech, language and communication needs), there is also a rise in MLD and ASD (ASD). There has been a 577% increase in students with SLCN from pre-school to year 6, this is partly explained by child development as the child gets older a need in this area becomes

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

more apparent but by year 6 there is a significant increase in the early years of primary leading to key stage 2. There is an increase in diagnosis of ASD of 387.5% from pre-school to year 6 again ASD diagnosis does assess language, motor and cognitive skills any delays will become more apparent with age but this figure remains significantly increased. This data provides evidence that figures relating to the level of need of KS1 and 2 students in 2016 will be on the conservative side as there is a rise of at least 37% (SLCN) from the start of key stage 1 to the end of key stage 2. ASD rises by 62.5% from the start of key stage 1 to end of key stage 2.

Current Year 6 working back through that same cohort of students

Academic Year	Primary Need											Total
	AS D	H I	ML D	P D	PML D	SEM H	SLC N	SLD	SpL D	VI	UA	
NCY 6 - 2015/16	39	7	25	1 9	5	73	88	13	0	3	0	272
NCY 5 - 2014/15	35	6	25	2 0	5	70	92	12	1	3	0	269
NCY 4 - 2013/14	32	8	25	2 1	5	66	89	11	4	3	0	264
NCY 3 - 2012/13	27	8	22	2 3	4	52	86	10	2	3	0	237
NCY 2 - 2011/12	26	8	16	2 0	5	38	77	9	0	3	0	202
NCY 1 - 2010/11	24	8	17	2 3	5	24	64	8	0	2	7	182
NCY 0 - 2009/10	23	8	15	1 6	5	10	56	8	0	3	10	154
NCY-1 - 2008/09	8	7	4	7	5	2	13	6	0	2	25	79

Whilst working with Simon Niles, Strategic Planning Children's Services Devon, it has been identified that Newton Abbot would be central to a wider geographic area (covered by the TQ postcode, see annex 1) that lacks any form of specialist provision. In order to access suitable specialist provision students with social communication and interaction needs including ASD who live in the TQ postcode area are travelling a considerable distance (over 18 miles) to access a suitable school. As of July 2016 135 students are travelling from Newton Abbot area to special school provision. See table below for breakdown and destinations.

No of pupils	Location of Special School	Miles from Newton Abbot
26	Dawlish	18 miles
36	Exeter	18 miles minimum
27	Torbay	8 miles (neighbouring LA)
34	Totnes	8 miles

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

62 students travel at least 18 miles, this two way journey with a total of 2 hours and 36 miles takes a considerable toll on the children and young people making this journey as described by a parent,

'For an autistic child school can be so draining at the best of times, but adding 2 hours of travel is very demanding. When my son arrives home he is exhausted. A local school would be so beneficial.' (██████████, letter of support Sep 2016)

There are no other special schools in the immediate area, the closest is at least 8 miles from Newton Abbot and has a designation of Specific Learning Difficulty/Profound and Multiple Learning Difficulties/Complex Needs. The closest schools with a similar designation are South Brook in Exeter, at least 18 miles away from Newton Abbot and for key stage 3 and 4 students only and Ratcliffe in Dawlish for key stage 1 to 4 students with Autism and associated needs including ADHD and challenging behaviour. Ratcliffe is a residential school. Most special schools in our wider area are judged at least good by OFSTED but no other schools offer the experiential curriculum in a natural context that we propose. All of the schools are at or over capacity with no room for expansion

The table below lists the nearby special schools, their designation and OFSTED rating;

Special schools closest to the Damnonii Academy, designation and age range	capacity	Unplanned places	Distance from proposed location	Most recent Ofsted rating
Southbrook MLD/ASD/ Varied Complex Needs, 11- 16	120	6	Exeter, 18 miles	Good, Jan 2013
Bidwell Brook Severe or profound learning difficulties, 3-19	104	31	Totnes, 8.4 miles	Good, Jan 2014
Ratcliffe School High functioning autism and associated needs 5-16	82	At capacity	Dawlish, 9.6 miles	Good, Mar 2015

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

Oaklands Park Complex Learning difficulties 3-19	48	0	Dawlish	Requires Improvement Feb 2016
Barley Lane Boys with behavioural, emotional and social difficulties 7-16	60	3	Exeter, 17 miles	Good April 2013
Ellen Tinkham severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), autistic spectrum conditions (ASD) and physical impairments.	144	unknown	Exeter, 17 miles	Outstanding Jan 2016
Coombe Pafford moderate learning difficulties. Some students may also have physical difficulties, ASD or complex needs 7 - 18	227	unknown	Torquay, 12 miles	Good Jan 2015

Demand from Parents

A parent/carers forum has been set up with 6 members currently all parents of children who have social communication and interaction needs most have a child with ASD. This group have met to discuss the initial plans, all felt that the experiential curriculum would perfectly suit their child's needs. The approach in developing confidence and social skills via the Developing Positive Relationships Curriculum would support their children access the national curriculum through project based learning and the Natural Connections strand of the curriculum. Parents felt that our planned group sizes and levels of support were good and they were very interested to hear that the school will be working with its own multi profession team including educational psychologists, occupational therapists, learning disability nurse and speech and language therapists. They are looking forward to working with South Dartmoor Academy during the pre-opening phase when meetings will be held every 6 weeks chaired by the project manager in order to gain parent/carers feedback on developments and guide the development of our provision. A particular area that the parental forum will be able to add additional insight will be the branding and marketing of the school including website, name of school, uniform etc. Members of the parental forum are part of larger local support networks largely based on social media for parents and carers of children with autism. These links will be vital in ensuring that our local community are aware of the provision developing in the area.

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

All parents contacted have been supportive of the school and if they have children currently in year 1 to 9 they have all indicated their intent to name the school as their preferred choice. Due to time constraints a wider group of parents have not been contacted. We have 6 letters of support from parents of children and young people who all support the need for the application, see annex 3. We intend to gain a greater indication of parental support in time for interview through our links with social networks.

We have also gained letters of support from local mainstream schools, see annex 4, indicating the need for outreach to support staff working with students with social communication and interaction needs. A group of 4 primary school heads describe,

'As a group of schools working together to improve outcomes for children in our communities, we have already identified social, communication and interaction needs as a significant area of priority. In recent years the support available from our multi-agency partners has been reducing and is increasingly targeted at the very highest level of need. As a result we, as schools, are becoming more and more isolated... There is a definite need for additional provision and support in our own schools and the surrounding area. South Dartmoor Academy has a proven track record with the Communication and Interaction Resource Base (CAIRB) and this will provide a comprehensive base from which to build and develop a successful Special Free School.' (See annex 4 for full letter)

Our Marketing

When contacting Devon and Torbay local authority, parents/carers and local mainstream schools we have outlined our proposed provision, please see below text used for the 3 different audiences. As we have not finalised the branding and final name for the school we have not produced leaflets or a website, we felt direct correspondence would most effective.

LA communication (Devon and Torbay, used to begin the engagement process and initiate a kick off meeting) ;

'The school will support students and parents working in a close partnership, for students It will feel like a small school as our building will create small bases as part of a larger centre. Students will study an experiential curriculum through the context of studying the natural environment and husbandry with this approach students will learn how to develop positive relationships, access the national curriculum and will study qualifications at key stage 4 and 5 at a level most suitable to them including GCSEs and A levels, ultimately developing their personal independence. All

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

students in key stage 4 and 5 will study an employability award available up to level 3.'

Parent/carer communication, emailed directly to parents/carers:

'Our school will be for children with social communication and interaction needs including autism. The deadline for the application is the end of September, I have been working with the local authority and have identified a possible site in Newton Abbot whilst we also consider a possible location in Ashburton. Please find below a very brief overview of our plans.

Our application will be for a school for up to 120 students with social communication and interaction needs from key stage 2 to 5. Students will have an educational health care plan and will be referred to us via the local authority. We plan to open in September 2018, we will support students at key stage 1 via outreach, we also plan to offer outreach support to local schools offering teacher training and development for students with similar needs.

Our school will support students and parents working in a close partnership with our multi professional team, for students it will feel like a small school as our building will create small bases as part of a larger centre. Students will study an experiential curriculum through the context of the natural environment and animal husbandry. We are taking much influence from the Finnish origins of the Forest School movement, with this approach students will learn how to develop positive relationships, gain in confidence and access the national curriculum. Students will study qualifications at key stage 4 (years 10 and 11) and 5 (years 12 and 13) at a level most suitable to them including GCSEs and A levels, ultimately developing their personal independence. All students in key stage 4 and 5 will study an employability award available up to level 3.

An experienced steering group has helped me develop our application including educational psychologists, executive principals at secondary and primary level of both special schools and mainstream schools and the chair of the Forest School Association. We look forward to working during the pre-opening stage with the Autism Education Trust, Dartmoor National Park and Marjon University Outdoor Education department.

We have worked with both Devon LA and Torbay to demonstrate that there is need for our school as there is currently no local provision.'

Mainstream school outreach communication, emailed directly to local heads;

'South Dartmoor Academy have been working for several months now on putting together a bid to open a special school. We have consulted with Forest School

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

experts, other special schools and places such as the husbandry school who work successfully with vulnerable and SEND children in a nature based curriculum.

The school will be for students with an educational health care plan identifying social communication and interaction needs including Autism, from key stage 2 to 5 opening in Sep 2018 for up to 100 students in the Newton Abbot and surrounding area. Places at our school will be commissioned by the local authority.

The school will support students and parents working in close partnership with families and our multi professional team. Our curriculum will be experiential delivering the national curriculum through the context of the natural environment and husbandry. This approach will enable students to develop in confidence, develop positive relationships, access the national curriculum and ultimately personal independence. Qualifications at key stage 4 and 5 will be studied at a level most suitable to the individual including GCSEs and A levels.

We will provide outreach working with staff in our local mainstream schools to support inclusion for pupils who are able to remain in a traditional school environment and for students at key stage 1.'

Summary

Damnonii Academy has support from the local authority and commitment for the commissioning of 80 places in total by the second year of opening. The application has been developed with the Local Authority ensuring that the provision proposed meets the needs of local students. Social communication and interaction including Autism is an area of need not catered for by any special school in our area and an area of SEND on the rise across Devon. Local mainstream schools have described the need for support for students in order to support inclusion and describe how for some students the traditional setting of a school that does not have the flexibility to meet the individual needs of a students with ASD or similar is not suitable and in fact detrimental to their progress. Whilst there are no clear figures for parental and student demand for Damnonii Academy there is a strategy in place to achieve evidence of the level of demand in time for an interview. A parent/carers forum has been established, working with this group will enable access to a wider community making use of social networks.

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



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

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

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

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

We will only have students with an EHC plan

Section F – capacity and capability

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

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

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

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

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

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[REDACTED]	South Brent	[REDACTED]	[REDACTED]	2 days per week, 16 hours

			<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
[REDACTED]	Newton Abbot	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	3 days per week, 24 hrs

<p>[REDACTED]</p>	<p>Bristol</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>1 day per week during pre-opening, 8hrs</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>Ashburton</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>8 hrs per month plus additional days when necessary</p>

			<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
[REDACTED]	Bristol	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>1 day per week during pre-opening, 8hrs</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
[REDACTED]	Epson	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>8 hrs per month plus additional days when necessary</p>

			<p>[Redacted text]</p> <p>See appendix 5 for CV</p>	
--	--	--	---	--

[Add lines as appropriate]

F1 (a) Skills and experience of your team

Our Team

Our application has been developed with input from an experienced team who are committed to working with South Dartmoor MAT during the Damnonii Academy's pre-opening stage. The pre-opening stage will be led by [REDACTED] [REDACTED] South Dartmoor Academy and project managed by [REDACTED]. [REDACTED] has led the application and developed the team forming a steering group which has guided the development of the curriculum from the outset. working with; educational psychologists, an experienced leader of a private special school who now works as a consultant and provides training on behaviour management, leaders, practitioners and lecturers in outdoor and experiential learning, an NLP trained expert in coaching and leadership, experienced leaders of schools in primary, secondary and special schools and working in close partnership with the local authorities strategic planner for children's services and the SEND department. Our application responds directly to the needs of the children and young people in our area. A parent forum has been created and will work with the group throughout the pre-opening phase ensuring that the schools development responds to the needs of our students and their families, our parent/carers forum will develop into the Damnonii Academy's parents/carers association on opening.

RSC Supporting Letter

Our [REDACTED] wrote us a letter of support with regards to our capacity and capability to open a special free school, please find this letter below. [REDACTED] is aware of our application.

F1 (a) Skills and experience of your team



Department
for Education



10 February 2016

Dear 

FREE SCHOOLS CAPACITY

Thank you for your email of 28 January 2016 requesting a letter outlining our assessment of your capacity and capability to open a new Free School in Devon.

I am satisfied your trust has capacity to open a new all-through Special Free School in September 2017 should you be successful in your application. You are eligible, therefore, to follow the shorter application route for the capacity and capability sections (F1 and F2) of the application form.

The following link will direct you to the published Free Schools guidance documents <https://www.gov.uk/government/publications/free-school-application-guide> It is essential that you read the relevant assessment criteria booklet for your type of school before starting your application. Under each criterion there is a description of what you should include in your application.

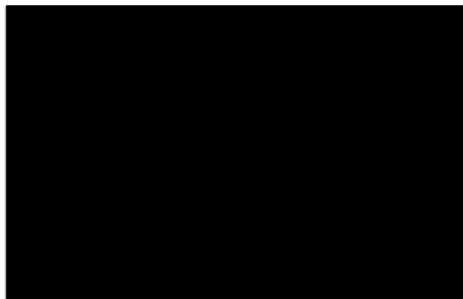
Please can you include this letter when submitting your Free School application to the department. Please note that this letter is not an endorsement of your application as a whole and does not imply your application will be approved. If you have not already done so, please can I also encourage you to register your interest on the department website at https://form.education.gov.uk/submitform.php?self=1&form_id=jHf1s573utr&1 ; we will then give you a unique registration number that you should quote when you submit your formal application.

The New Schools Network (NSN) is a DfE-approved charity that helps groups interested in applying with the process of submitting an application. You can access information about the services NSN offer at: www.newschoolsnetwork.org.



I wish you the very best in developing your Free School application further.

Yours sincerely,



F1 (a) Skills and experience of your team

live, we do anticipate that we would get a reasonable amount of 'out of County' interest. We are confident that we would attract strong applications for the position, advertising in March would enable any leader the opportunity to take up the position in Sep 2018 and provide them with the opportunity to work with our team on the development of the school from April 2018 onwards.

How we have filled the gaps in our expertise

During the pre-opening stage we will work with [REDACTED], an above average sized special schools for pupils from key stage 1 to 5 primarily serving Bristol (OFSTED rated Good in July 2014). Students attending all have an EHCP or statement with a range of needs including Autism, Asperger's, SLD and complex needs. Neil is an experienced leader of special schools and worked as a school improvement officer for a local authority specialising in special schools, his leadership team at Kingsweston have a depth and breadth of experience and expertise working with children and young people who primarily have communication and interaction needs. Once open we will continue to work with Kingsweston to ensure sharing of practice, training opportunities and school improvement.

We are also in contact with the head of strategic development at South Gloucestershire and Stroud College who have agreed to work with us during the pre-opening stage in a peer mentor capacity as we move through the various stages of setting up our special school. [REDACTED]

[REDACTED] for KS1 to 5 students with a diagnosis of autism and will be in contact with [REDACTED] to offer support. This provides the group with insight into the pre-opening stage helping the steering group priorities tasks and effectively manage the timeline.

We have identified finance as a gap in our skills although [REDACTED] has many years of experience managing school finance. We will recruit an additional member with a financial background to our team during the pre-opening stage. We will approach local accountancy firms in order to find someone with financial qualifications and a background in managing large budgets.

F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

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

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Finance	Pre-opening team and steering group, local governing body.	At the beginning of the pre-opening phase we would recruit someone with financial experience most likely from a business background who will then move into the governors role when open. We would contact SGOSS an organisation that helps recruit governors.
Recent Special School Leadership Experience	This was lacking from our original group.	We have developed a link with Kingsweston School Bristol, rated Good by OFSTED July 2014. The school is for KS1 to KS5 students with an EHCP for Communication, many students have a diagnosis of ASD. We will work with the leadership team, primarily [REDACTED]

[Add more lines as appropriate]

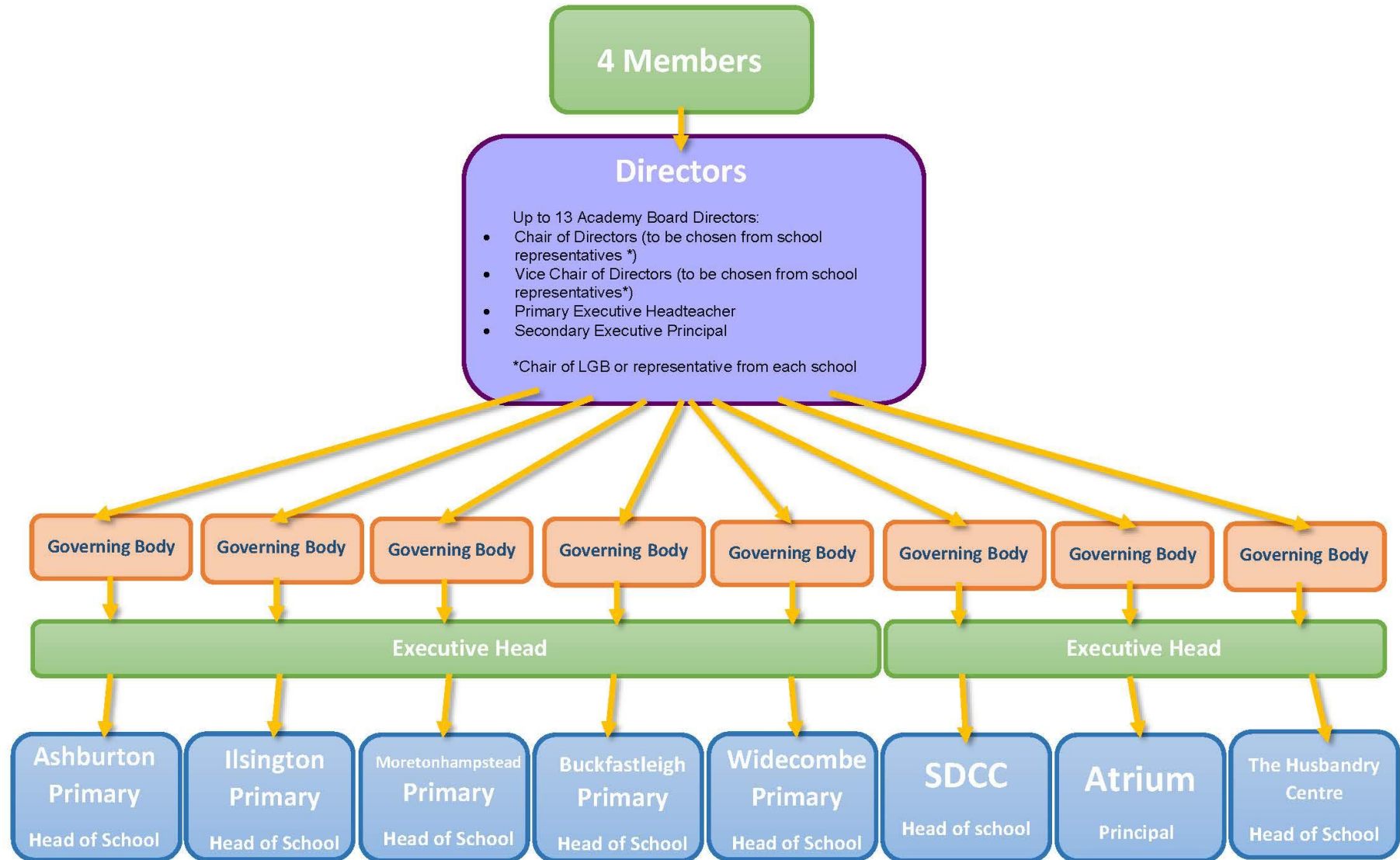
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

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

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

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

Please see below diagram detailing the Damnonii Academy's governance structure within the Multi Academy Trust.



As part of South Dartmoor MAT Damnonii Academy will have support and expertise from a multi academy trust with a proven track record. The Academy's vision is 'to develop an educational provision for our community that ensures local children can attend excellent local schools that meet their needs and provide curriculum offers about which the pupils are passionate. To support schools across the region where we can make a legitimate contribution. We have the capacity to expand our group of primary schools offering the benefits of the MAT to up to 10 more, and are seeking a local secondary partner to help to ensure that a local high quality academic sixth form education remains viable. The MAT is actively exploring partnerships with local secondary providers and is in discussion with several local primary schools and the Diocese. We are presently 5 Primary and 2 Secondary and are offering school to school support for two further schools, one of which is a free school the other a part of an academy chain.' The MAT is also heavily used by TLO ([REDACTED]) as an exemplar of excellent practice and training partner for schools nationally and internationally. The assistance being offered through school to school support includes specific work on developing high quality inclusive SEN provision in both settings. The Academy Trust has significant capacity and experience at senior leadership level with 'Executive Heads' of both primary and secondary phases and a range of experienced and high performing senior leaders. The Executive Head secondary is a DfE Education Adviser and has significant experience in residential special schools as well as mainstream SEN provision. The MAT is applying to become a 'sponsor' academy.

The Multi Academy Trust consists of select members from each of the Academy governing bodies and Principals including Hugh Bellamy the Executive Principal, the trust holds each of the governing bodies accountable for overseeing the leadership and direction of the relevant school. The Main change to the organisation of the trust will be that representation on behalf of Damnonii Academy will be made within the group of Directors, this will be the chair of governors. Directors are responsible for addressing such matters as:

- policy development and strategic planning, including target-setting to drive momentum on Academy improvement;
- ensuring sound management and administration of the Academies, and ensuring that managers are equipped with the relevant skills and guidance;
- ensuring compliance with all legal requirements;
- establishing and maintaining a transparent system of prudent and effective internal controls;
- managing the Academies financial, human and other resources (in particular control over the spending identified in the Academy School's improvement plans);
- monitoring performance and the achievement of objectives, and ensuring that plans for improvement are acted upon;
- helping the Academy Schools to be responsive to the needs of parents and the community and ensuring accountability through consultation and reporting;

- setting the Academies standards of conduct and values;
- assessing and managing risk (including preparation of a statement on the Academies' risk management for the annual report and accounts). The risk management process includes preparation of a risk register and a contingency and business continuity plan to deal with crises that could face the Academies;
- ensuring that procedures are in place to ensure that employees of the Academies are paid for work done in accordance with their contracts of employment with the Academies;
- ensuring that the Academy Schools have adequate insurance cover to support their activities as an employer e.g. employers' liability insurance, fidelity insurance, Director indemnity, public liability insurance

The Board has established the following sub committees:

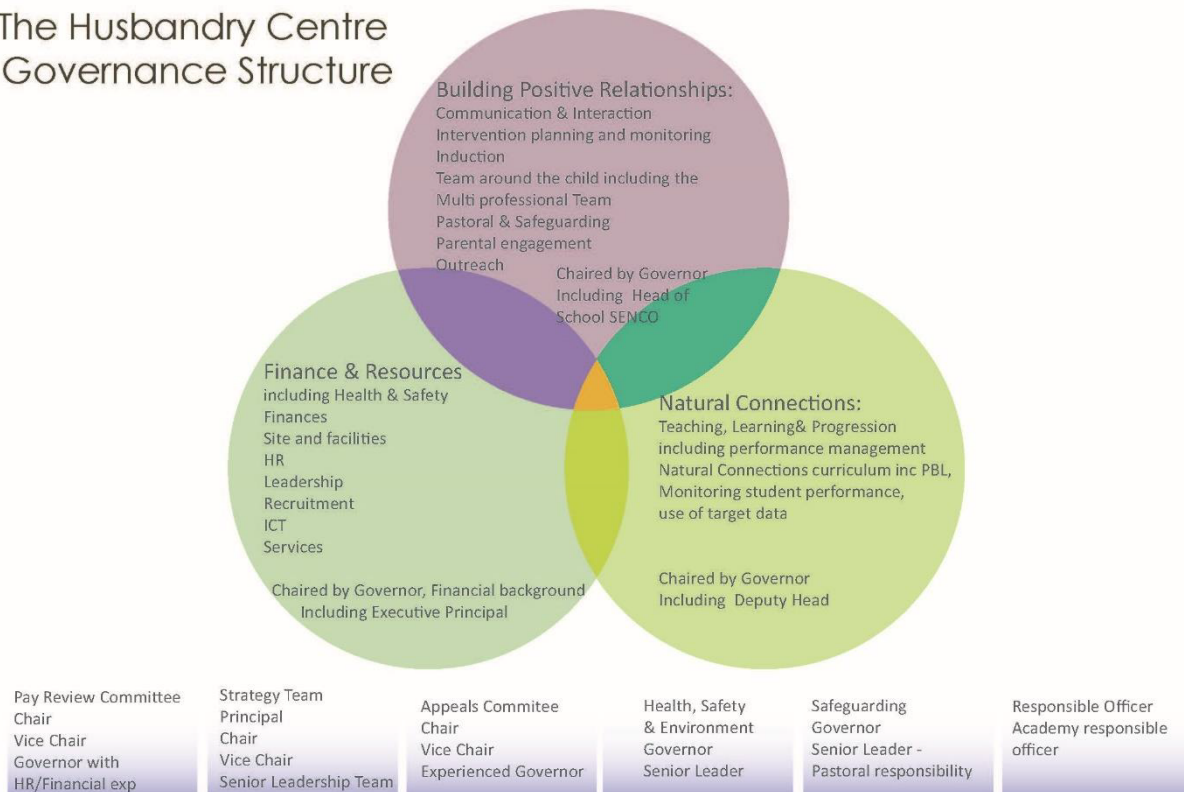
- Finance Committee (FC)
- Audit Committee (AC)
- Human Resources Committee (HMC) including Remuneration
- Local Governing Body (LGB)
- Pupil Discipline Committee (PDC) – sub-committee from LGB
- Staff Appeals Committee (SAC)
- Staff Discipline Committee (SDC)

The Head of School is responsible along with their senior leadership team for the day-to-day running of the schools. The Damnonii Academy will be the eighth institution within the Multi Academy Trust with its own local governing body answerable to the MAT. The Damnonii Academy's local governing body will consist of up to eight individuals, within this group there will be parent and teacher governors. Two of these positions have been filled including the Chair, [REDACTED] (non-voting advisor role), we intend to recruit 2 further governors during the pre-opening stage including one with financial experience offering support during the pre-opening phase and beyond. The governing body consists of 3 working parties each with a primary focus, each of these focuses do overlap into other areas, these working parties are designed to ensure that the governing body is able to support and raise standards using the School Improvement plan to monitor progress and keep the school's overall aims in mind, overlapping and cross party discussions will be encouraged. The working parties provide small groups a focus in order to then feedback to the whole governing body at each meeting. Each working party will be headed by a Governor Chair and every group will have a Senior or Middle Coordinator with the relevant responsibility. The areas that these parties will scrutinise include; 'Finance and Resources' covering health and safety, site and facilities, leadership, finances and human resources, 'Natural Connections: Teaching, Learning and Progression' to include the delivery of the experiential curriculum including project based learning, performance management monitoring student performance and scrutiny of data and academic intervention (including numeracy and literacy). 'Building Positive

Relationships: Communication & Interaction' focussing on intervention planning and monitoring, the team around the child and the multi professional team, outreach, safeguarding and parental engagement.

The diagram below indicates which senior leaders are linked with which parties and an outline of responsibilities. Along with these 3 working parties operating all year round and meeting at least once each half term there are an additional 4 committees that will operate as and when they are required these include; Pay Review, Appeals, Health, Safety & Environment and Safeguarding.

The Husbandry Centre Governance Structure



A Strategy Team will be formed to include the Chair and Vice Chair of Governors and the Senior Leadership Team this team will be led by the Head of School and will ensure the implementation and reviewing of the Improvement Plan, this group will meet weekly and attend Multi Academy Trust meetings when necessary. The Governors will take an active role within the Damnonii Academy without getting involved in the day to day management of the school. Governors will visit and conduct observations with members of staff and their contact will not be limited to the Senior Leadership team. There will be a mechanism in order to hold emergency meetings when the need arises.

Managing conflicts of interest

Conflicts of interest will be avoided by ensuring that no member of the governing body or steering group will participate in a decision in which the member has a personal, professional, organisational or institutional interest that is in conflict with the interests of the Damnonii Academy. The governing body has a responsibility to adopt appropriate

policies that protect against conflicts of interest and provide appropriate guidance to its members regarding their responsibilities in the event that a conflict arises. Generally, a conflict of interest exists if a governing body or Steering Group member's judgment is or may be influenced by considerations of personal gain or benefit, or of gain or benefit to a third party. This could be in relation to either the governing body or the steering group when we begin commissioning services including staff training and consultancy. The policy should make it clear that a Governing Body or Steering Group member with a conflicting interest has an obligation to avoid influencing the operation of the Damnonii Academy by any indirect means, such as in decisions regarding priorities, allocation of resources, or structure. [REDACTED]

The Damnonii Academy's local governing body will maintain a register of financial and other relevant interests for each of the members of the governing body, the articles of association will be followed and an agenda item for each governing body meeting will be included where members can declare an interest in any agenda item for that meeting. The governing body member would then not take part in the decision making process in that instance.

Independent challenge

Damnonii Academy will engage independent challenge working with academy improvement partners these include; TLO, Kingsweston Academy, Jurassic Coast School Alliance. We will also commission school reviews by the appropriate consultants including former [REDACTED]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Please

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, just particular areas you want to highlight); and
- refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Section G – budget planning and affordability

SDMAT have a supporting letter from their RSC, see annex 2.

The South Dartmoor Multi Academy Trust is recovering strongly from a period of financial turbulence. It has an effective finance team in place and has robust financial management systems. Cash flow is strong and the Trust set and managed a balanced budget in 2015/16, a balanced budget has been set for 2016/17 and likewise for the following three years. The Academy Trust has the back office and leadership capacity to support the operation of a new special school. The Academy has a strong infrastructure for estates management, catering and cleaning which will ensure the delivery of high quality services at the new school.

Our core operating and income assumptions are made based on pupil numbers and the curriculum, this is explained in detail on the spread sheet. Our senior leadership team is made up of a Head teacher and Deputy with a Finance and HR team shared with South Dartmoor Academy. This small team is supported by middle leaders whose responsibility is divided between key areas. We have made sure that we do not allow too large a leadership team to maximise budget efficiencies but also ensure a tight team that will work effectively and efficiently together.

Whilst we have set the average salary for teachers at either grade M4 or M6 (plus TLRs) we expect to recruit members of staff from a range of backgrounds and levels of experience.

Our ability to at least break even in the first year is evident in our budget planning spread sheet. We are able to break even in the opening year, despite low pupil

Section G – budget planning and affordability

numbers by recruiting a reduced teaching compliment, with some staff on part time contracts and with a reduced leadership team. We have not counted on any third party income in order to break even. Although we will be looking into the possibilities of sponsorship from members of our community.

Section H – premises (use Excel spread sheet)

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

- complete the Section H tab in the Excel spread sheet; and
- refer to the [*how to apply to set up a free school guidance and the criteria for assessment*](#) for what should be included in this section.

Annexes

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

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

Annex 1

TQ postcode area, main area our special school will serve.

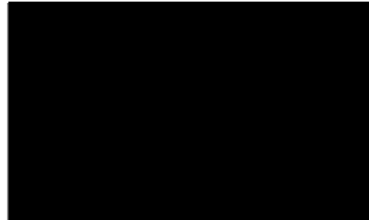


https://en.wikipedia.org/wiki/File:TQ_postcode_area_map.svg

Annex 2 Local Authority Letter of Support



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



23 September 2016

Dear Sir, Madam

Confirmation of support for South Dartmoor Academy Special Free School: The Husbandry Centre

Devon County Council fully supports the bid for a new special school in Newton Abbot, Devon. We understand that South Dartmoor Academy Special Free School: The Husbandry Centre is a school for up to 120 students from key stage 2 to 5 with an EHC plan identifying social communication and interaction needs including autism in the Newton Abbot area which is proposed to open in September 2018.

Devon has seen a steady increase in the need for specialist provision through increased demographics and volatility in the independent sector. Whilst expansions have been achieved, the potential to secure additional capacity at existing schools is now extremely limited and often in the wrong place resulting in extended journeys to school and in some cases placements outside of the County. Provision for ASC is particularly limited with a number of schools oversubscribed and unable to meet demand.

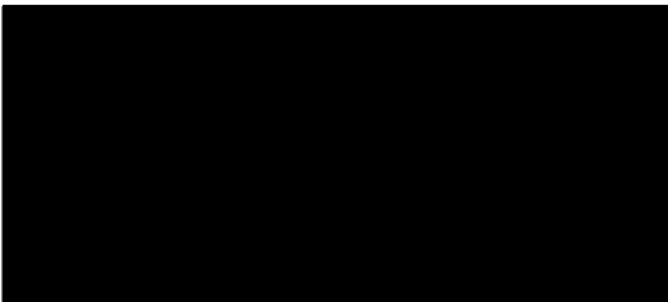
Newton Abbot does not currently have any specific SEND provision despite have a large number of students who are travelling to specialist provision, in particular in Exeter. Furthermore, the area has been identified for significant and sustained housing growth with over 4,000 homes planned in the town itself and a further 2,000 on its borders. The delivery of SEND provision is integral to the strategic growth of the town. It should be noted that the town is adjacent to Torbay, an area of growth also.

As previously reported to the Education Funding Agency, Devon is unable to commit to EFA Planned Places at this school unless it is able to disinvest from other provision, however the Local Authority recognises that this provision is needed and will be 'spot commissioning'. Should we be in a position to fund planned places and reinvest unplanned places, DCC would be able to commit to up to 80 places spread over two years; 47 in 2018/2019 and 33 in 2019/2020.

www.devon.gov.uk

Due to the level of need of students, the Element 3 'top up' per pupil is agreed a [REDACTED] Devon would be in a position to make a capital contribution towards the new school and could potentially offer a school site; both would be subject to Cabinet approval.

To reiterate, this bid forms a part of Devon's strategic plan for delivering school provision across the County. However we would welcome an urgent conversation with the EFA about how we can provide a stronger commitment to this proposal within the current revenue conditions.



[Redacted]

Subject: Letter of Commissioning Support

Dear [Redacted]

In follow up to the previous letter sent in respect of confirming commissioning support for the Special School Bid application I would like to clarify the following regarding the LA intention of commissioning places for children with Education Health and Care plans at the proposed new Special School.

The letter stated

'DCC would be able to commit to up to 80 places spread over two years; 47 in 2018/2019 and 33 in 2019/2020.'

To avoid ambiguity this does mean that the 47 SEN places in 2018/2019 would continue and in 2019/2020 an **additional new** 33 SEN places would then make the **total** commissioned places at 80.

Regards

[Redacted]

Disclaimer: <http://www.devon.gov.uk/email>

Annex 3
Letter of Support from Parents



15th September 2016

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

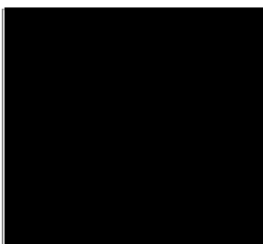
Dear Sir, Madam

I am writing in support of South Dartmoor Academy's application to open a special free school for children and young people with social communication and interaction needs aged from 7 to 18 studying at key stage 2 to key stage 5.

I am a parent whose child has experienced the lack of provision in our area and I feel that South Dartmoor Academy's application to open a special free school of this type in the Newton Abbot area would greatly help many local young people with this identified need access and enjoy education. I believe that South Dartmoor Academy's experiential approach to the curriculum set in the natural environment will help students develop their confidence, communication and social skills in order to access their learning.

Should South Dartmoor Academy's special free school application be successful I would request this school on my child's educational health care plan. My son is currently in year 4.

Yours faithfully,



[REDACTED]

Subject: Free School Application for those with Communication & Interaction Needs

Dear [REDACTED]

I have been given your details by [REDACTED] whom I know because our children attend the same Special School in Exeter, Southbrook. She forwarded me your email with the exemplar letter of Parental support attached, so that is all the information I have in relation to the project you are leading in this area.


From a parental stance, I have an interest in this project as my son will be heading into year 12 in September 2020 and Southbrook School currently finish in year 11. We also live in Denbury and would be ideally located for a Newton Abbot or Ashburton provision. However, at this stage I am primarily contacting you to register an interest in supporting your project in both a parental and professional capacity. I have a BSc(Hons) Degree in Psychology and initially worked in the field of Crime Analysis. However, following the birth of our son, who has complex physical and medical needs, in addition to Non-Verbal Learning Disorder (which sits alongside Aspergers on the Autistic Spectrum), I took voluntary redundancy to be with him and cater for all his needs. My son is now 12 and since he started school in 2009 I have changed direction to follow my passion for working with children with additional needs.

In the last 8 years I have completed various training courses including the Portage System, Total Communication, Makaton Sign Language, Speech and Language Link and Devon Parent Partnership Training. I worked for 6 years in Denbury Primary School as a TA, Specialist TA and Assistant SENCO primarily within Foundation, Key Stage 1 and supporting children to transition to either Key Stage 2 or onto other more specialist provisions. I have worked with children without any additional need, those with ASD, Down Syndrome, deafness and global developmental delay.

Having left Denbury in October 2015 I am now working free-lance as a Makaton Signing Regional Tutor and am able to train both parent/carers and professionals in various routes to suit their needs. I am currently making an application to the Makaton Charity to sit on their early years development panel and working towards establishing both pre-school age Makaton groups and jointly, a Makaton Singing Group for children and adults. In addition to this I feel very strongly about teaching the whole child and being particularly aware of well-being and mental health challenges for those with learning difficulties. With this in mind I am currently training with the Youth Mindfulness Programme to be able to teach children in mindfulness practise to build emotional awareness, resilience, confidence, self-esteem etc. I am also looking into the possibility of developing this further to develop life & well-being coaching for children.

Having read the background to your project I am very interested in becoming involved in establishing such a setting in the area and potentially working within the environment too. I am particularly interested in the potential for outreach provision to local primary schools, transitioning pupils and continuing my work in relation to Total Communication, Makaton Signing and Mindfulness well-being. I would be really interested in meeting with you and becoming involved at the earliest stages if possible. I will list my contact details below and would love to hear from you.

[REDACTED]



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

Dear Sir, Madam

I would like to take this opportunity to write to you to express my absolute support of South Dartmoor Academy's application to open a special free school for children with social communication and interaction needs aged from 7 to 18 studying at key stage 2 to key stage 5.

As a parent of an autistic 12 year old son I feel there is a real lack of provision in our area. We have had no choice but to send our son to Southbrook School in Exeter, which although we are very happy that he has a place there, it is a long way for a child with anxieties and who finds travel difficult, to go to. This school proposed by South Dartmoor Academy's would be so beneficial to this area and for all those children whose lives could be enhanced by this learning environment.

It is very difficult for our son to achieve well academically and this impacts greatly on his self-esteem. For students to develop their confidence, communication and social skills in the natural environment and not constantly in the traditional classroom approach will really foster self-worth and enjoyment for the students.

The long travel to school has been a worry for us as it does cause anxiety for our son. During the transition from primary; where as a mother I dropped and collected my son daily, usually taking him into his class – the difference of then getting on a bus for an hour without a parent by his side is very dramatic for our son.

Also with the school so far away it is not easy to keep the communication and interaction with the school so open. At primary my son had the same 1:2:1 TA who I would come and see at the end of each day for a handover. With a school in Newton Abbot it would make it so much easier and open to the idea of more communication and parental interaction. I would be able to volunteer and get involved in more events and weekly reading sessions or something.

If the South Dartmoor Academy's special free school had already been up and running then I would definitely have requested this school for my child's education. I like all the ideas for learning in the environment suggested and it would save two hours of travel a day. For an autistic child school can be so draining at the best of times, but adding 2 hours of travel is very demanding. When my son arrives home he is exhausted. A local school would be so beneficial.

Yours faithfully,





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

Dear Sir, Madam

I am writing in support of South Dartmoor Academy's application to open a special free school for children and young people with social communication and interaction needs aged from 7 to 18 studying at key stage 2 to key stage 5. There is, in my view, a dearth of such provision in this area.

I am a parent whose child has experienced the lack of provision in our area. I have had to fight hard to ensure that my child has his needs met. Many children with similar needs have been less fortunate than my son. I believe that South Dartmoor Academy's application to open a special free school of this type in the Newton Abbot area would greatly help many local young people with this identified need access more appropriate education. I believe that South Dartmoor Academy's experiential approach to the curriculum set in the natural environment will help students develop their confidence, communication and social skills in order to access their learning.

Should South Dartmoor Academy's special free school application be successful, I would have considered requesting this school on my child's educational health care plan had he been younger. My son is currently in Year 11 at South Dartmoor CAIRB and so would not benefit from the provision himself. However, I would like to see greater access to appropriate education for children with similar needs coming through the education system after him.

Yours faithfully,





22 September 2016

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

Dear Sir, Madam

I am writing in support of South Dartmoor Academy's application to open a special free school for children and young people with social communication and interaction needs aged from 7 to 18 studying at key stage 2 to key stage 5.

I am a parent of an autistic son who I have had to place in secondary education this year, in an area where there is precious little choice or appropriate provision for our children.

As well as being a parent, I am a qualified teacher and have also spent the last 6 years working in a fantastic local Forest School, mostly with pre-school and home-educated children. I have witnessed first hand how incredibly valuable working in the natural environment can be and how people rarely fail to respond positively to being educated in this setting. The current trend for including Forest School within main stream education has taken off and the benefits are now widely accepted. Many of the children with SEN at my youngest son's mainstream school see this as the highlight of their week.

A school that offered a more natural experiential approach to the curriculum for children who struggle to cope with the demands placed on them by fluorescent lighting, echoing corridors, etc could not fail to be well received by the many young people and desperate parents who are seeking appropriate and stimulating provision for their child.

Having had a very stressful year visiting over 15 schools both in and out of County, trying to find a suitable school where I felt my son would be happy enough to enable him to learn, I would have dearly loved the option to have placed him in a setting like the school proposed by South Dartmoor Academy's special free school.

Yours faithfully

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



26th September 2016

Dear Sir/Madam

I am writing in support of South Dartmoor Academy's application to open a special free school for children and young people with social communication and interaction needs aged from 7-18 studying at key stage 2 to key stage 5.

I am a parent of a child with Autism, currently in year 6 and I'm also the founder and chairperson of the APS autism support group based in Torbay.

I deal with a lot of parents who are seriously concerned about the lack of provision places for children with additional learning needs and places for these children seem to be extremely limited. I've unfortunately met countless parents whom have been or are currently home schooling children because there doesn't seem to be enough support or places for all the children to go around. It appears that although many children meet criteria for places in a specialised provision, many are left out of a school placement they are entitled to because the waiting lists are so big. Education is vital for all of our children but children with additional needs thrive on routine and continuity and leaving these children at home with little or no education for months on end or placing them in the wrong provision because parents have to take what's available is extremely detrimental to these children.

As a parent currently applying for a secondary provision place for my own child, I find its highly likely that my child will be placed where theres a space rather than the best provision that will meet his needs. Its devastating as my child is traumatised at the thought of moving to a secondary provision as hes been in his current asd school placement for 7 years. Its therefore absolutely vital that he is placed in the correct provision for his needs rather than where the local authority have a place.

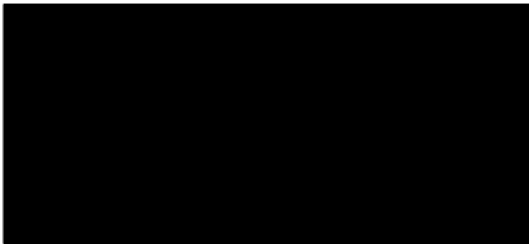
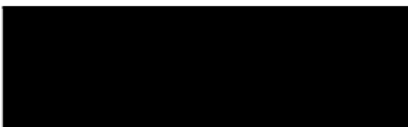
I happily support the plans for a future school and would be happy to provide any further comments or answer any questions.

Thanking you in anticipation



Annex 4

Letters of support for outreach from mainstream schools



Website: www.chudleigh.devon.sch.uk

16 September 2016

Dear

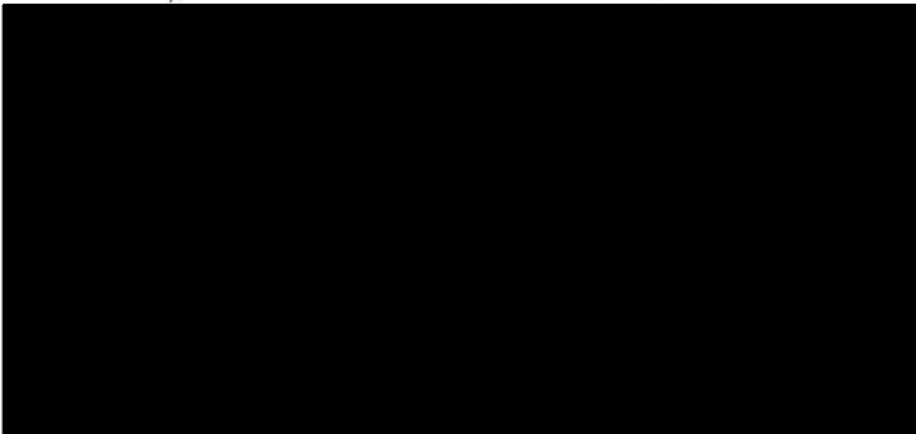
We are writing with reference to your proposals for a new Special Free School for students with an educational health care plan, identifying social communication and interaction needs including Autism, in our area.

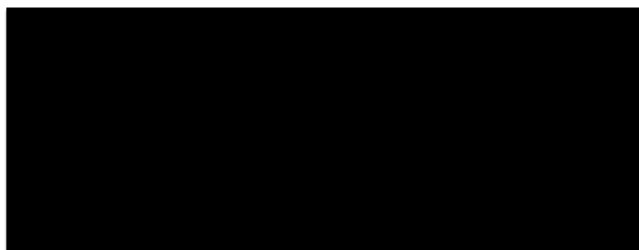
We are fully in support of this initiative. As a group of schools working together to improve outcomes for children in our communities, we have already identified social, communication and interaction needs as a significant area of priority. In recent years the support available from our multi-agency partners has been reducing and is increasingly targeted at the very highest level of need. As a result we, as schools, are becoming more and more isolated. Whilst we are able to draw on the experience and expertise in our own schools, the proposal that the free school will offer specialist outreach and support for both primary and secondary schools, is particularly interesting.

There is a definite need for additional provision and support in our own schools and the surrounding area. South Dartmoor Academy has a proven track record with the Communication and Interaction Resource Base (CAIRB) and this will provide a comprehensive base from which to build and develop a successful Special Free School.

We wish you every success with this initiative and very much look forward to working in partnership with you on this in the future.

Yours sincerely,





15th September 2016

To Whom it May Concern,

As the long standing Headteacher of Haytor View Community Primary School, formerly Milber Infants and Junior School, we have had lengthy experience of supporting children and families in challenging contexts.

We have a significant proportion of children who receive additional support as part of our Wave 1 and 2 provision, we also have a number of children in receipt of DAF funds, as well as several students with EHCPs.

We are a highly inclusive school, we do not support the use of exclusion to address the challenges of individual children's engagement with mainstream provision.

What has been particularly evident is the lack of appropriate alternative provision for children with additional needs, when we have worked with the LA to review the provision for individual children in spite of the tailored provision on offer, there has been no alternative provision to meet need. This has led to individual children experiencing negative experiences and emotional distress as a result.

We have worked with Southwest Intervention Service, in support of individual children. However, this has not had the sustained impact the individual children require, as they then return to the mainstream setting.

We would welcome the opportunity to work with a specialist provider, both in regards to the continued development of our own provision to meet need, as well as an alternative option for our most vulnerable students.

If you need any further information, please do not hesitate to contact me.

Yours sincerely



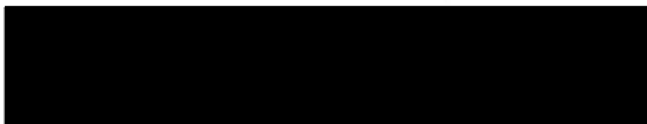



15th September 2016

Letter in Support of Proposed Special Free School at South Dartmoor Academy

I am happy to support this proposal for a special free school at South Dartmoor Academy which I think will add useful provision to the area.

Yours sincerely



National Teaching School
designated by

National College for
Teaching & Leadership



Rydon Primary School

21st September 2016

Dear [REDACTED]

Proposal for special School Provision in the Newton Abbot area

I am writing in support of the proposed plans for the much needed special school provision for the Newton Abbot area.

As a Headteacher who has worked in the area for the past fifteen years I am acutely aware of the need for specialist provision for pupils with an educational health care plan identifying social communication and interaction needs including Autism. At present, parents have to arrange for their children to travel long distances if they are lucky enough to secure a place in specialist provision. This adds hours onto the school day and added stress and pressure for the children as they are educated away from their local community.

I support the fact that this proposed provision will cater for children from Key Stage Two to Key Stage Five. This will enable a smoother transition at an earlier age thus eliminating the difficulties often seen when a child moves from primary to secondary school at eleven.

In each of the three schools that I have served as Headteacher, I have needed both outreach and short term support for children in my care. This has been impossible to find locally.

I support this proposal wholeheartedly.

Yours sincerely,

[REDACTED]



Templer Academy Schools Trust



[Redacted]

26th September 2016

Dear [Redacted]

I wish to let you know formally that I fully support the plans to provide a special school provision for the Newton Abbot area.

I have worked in Newton Abbot for the last six years at Coombeshead Academy, as well as Executive Headteacher for Teign School, Rydon Primary and Christow Primary. I am very much aware of the need for specialist provision for pupils with an educational health care plan identifying social communication and interaction needs including Autism. Currently, parents have to arrange for their children to travel long distances which is costly to county, not the best way to serve these children. Additionally, private schools are often used at great cost to county and parents to provide a service which should be available. Your proposal will go some way to addressing this issue.

I support the fact that this proposed provision will cater for children from Key Stage Two to Key Stage Five, ensuring a smoother transition at an earlier age thus eliminating the difficulties often seen when a child moves from primary to secondary school at eleven.

I am happy to support this proposal and wish you all the best with it.

Yours sincerely,

[Redacted signature]

[Redacted contact information]



Department
for Education

© Crown copyright 2016

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00179-2016



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk