



Department
for Education

Free school application form

Special schools

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DISCOVERY SPECIAL ACADEMY

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The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

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

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

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

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

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

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

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

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

Declaration

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

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

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

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

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

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

Signed:

Position: [REDACTED]

Print name: [REDACTED]

Date: [REDACTED]

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

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

Introduction

Tees Valley Education Trust (TVET) has a diverse range of pupils who attend one of its three academies across Middlesbrough and Redcar & Cleveland. Two of these academies have specialist resource unit bases offering 110 places (55 each) to pupils with a range of moderate, complex and in some cases significant medical, physical, learning, sensory and communication needs out of approximately 900 pupils. All academies are in areas of significant social and economic deprivation.

The Trust wishes to extend its current specialist provision and open a co-educational special free school for pupils primarily with severe learning difficulties at the more complex and severe end of the spectrum of special educational needs. These pupils may also have physical/medical needs and/or communication difficulties. This special school would then become the 4th academy in the MAT as part of our projected overall plan to teach a minimum of 1,200 pupils across 5 or 6 schools within the next 4 years. This proposal would mean creating a purpose-built special school for pupils aged between 3 and 11 with a statement of educational need or disability (SEND) or an education, health and care plan (EHCP) in reception, key stage 1 (KS1) and key stage 2 (KS2). The proposed academy name of the Discovery Special Academy has been determined to reflect the strong local connections with Captain James Cook as well as TVET's commitment to developing a special school where teaching is founded in experiential learning.

The predicted capacity would be up to 12 children per age cohort, from reception to Y6. The academy would therefore be able to offer 84 places. Given the proposed numbers and the Trust's strong commitment to the integration and inclusion of all pupils (see section D), the Trust would prefer the Discovery Special Academy to be located [REDACTED].

Subject to all necessary plans we envisage opening the Discovery Special Academy in phases:

- phase 1 (September 2018) up to 12 pupils will join reception; with up to 12 pupils joining each of years 1 and 2;
- phase 2 (September 2019) will also see up to 12 pupils joining each of years 3 and 4; before
- phase 3 (September 2020) which will also see up to 12 pupils joining each of years 5 and 6.

This will ensure that the Discovery Special Academy is fully operational within three years. The intention is to offer places only to pupils with EHCPs (see D1 and E1). However, consideration will always be given to any emergency assessment placements with supporting paperwork in the interim periods.

This extra provision is urgently needed in the area because of the success of the local neo-natal care unit at James Cook University Hospital; with significantly more children

born pre-term or with life-limiting or life-threatening conditions now surviving until at least school age. This means the demand for specialist educational and health provision has increased sharply in recent years and continues to grow rapidly. This is evidenced in a 2011 study by the North East Regional Maternity Survey. In addition, from a published 2014 local authority (LA) review of special provision in Middlesbrough, demand for high quality places for children with severe and profound learning delay has now exceeded local capacity, with the majority of pressure on places in the lower age groups. For example, capacity at a local specialist setting has recently been increased by 20% but this still has not fully met demand. Consequently, children are placed in mainstream unit bases or settings that are unable sufficiently to meet their needs. These children can be placed on waiting lists for a specialist setting for five years or more.

The latest SEND census data for Middlesbrough and Redcar & Cleveland LAs shows that for SLD, physical and 'other' (generally used for a predominant medical need) across the primary phase and special settings, there were 614 children with a statement or EHCP [January 2015] with these needs across the two boroughs. This does not include children who may have co-existing speech, language and communications needs, and may also be eligible for a place at the Discovery Special Academy.

Both Middlesbrough and Redcar and Cleveland directors of children and family services (DCS) recognise the need for this provision and have expressed an interest in commissioning places at the new special school. Middlesbrough LA has stated that the LA could already commission 8 places for children leaving The Cleveland Unit moving into reception (see Section E and attached letters and references) while, currently, Redcar and Cleveland will commit to 2 places with the strong potential of commissioning more places once their current review of placement planning processes and SEND funding is completed. North Yorkshire and Stockton LAs are also reviewing their SEND provision and are currently in negotiations with the Multi Academy Trust (MAT) over this. Any further increase in LA commissioned places will be documented and available for inspection.

Over a ten year period, through insufficient special school places locally, children with far more co-morbid features and significant cognitive delays are being referred to the current specialist MAT provision. All of the current special schools across Middlesbrough and Redcar & Cleveland are at or over capacity, as well as having considerable waiting lists. The impact for the children who are not successful in accessing special school provision are then automatically considered for specialist unit provision. This is despite the fact that none of the Trusts specialist provision were originally designated for an increasingly more complex cohort of children.

Consequently, children who would usually access these provisions are unable to do so and we currently offer a range of outreach to support them in a purely mainstream setting.

Key features of the proposed Discovery Academy

With consideration to local need and as a proactive solution focussed Trust, we recognise our moral purpose and system leadership in using the skills and expertise the Trust has in SEND to open the free school. The substantive reasoning for co-location on the site with existing provision at Pennyman Academy are the tangible benefits of being able to share outstanding practice and existing specialist facilities and resources in which there has been significant investment over the past five years. This was recognised by Ofsted in 2014: *highly effective support ensures that pupils who are taught in the specialist unit provision make rapid progress and achieve very well.* This was shared with both the National and Regional School Commissioners in 2014. Therefore co-location would further enhance educational provision and access for a wider range of pupils both on and off site including:

- leadership and expertise from existing outstanding teams (on site shared moderation, monitoring and provision mapping);
- teaching and support staff with specialist knowledge, training and skill development (targeted at specific needs but also adding to teacher numbers through the SCITT course provided by the Trust's Teaching School Alliance (TSA));
- provision in terms of shared resident Educational Psychologist (EP), counsellor, external health care company (toileting, medical procedures and feeding etc.), pastoral family welfare support as well as a specialist language and learning teacher (see section D);
- specialist equipment to support learning and access (including hoists, lifts, chairs and furniture) as well as access to bespoke changing rooms and facilities with the staff trained to use them;
- shared learning areas such as the soft play and sensory rooms in Pennyman in order to support a range of therapies (e.g. occupational therapy, physiotherapy, rebound therapy) and access to bespoke swimming therapy; and
- transport arrangements for children across LAs using a single access route and point of contact with the Trust's SEND & inclusion welfare officer who is predominantly based at Pennyman.

As explained in D, adding the Discovery Special Academy to [REDACTED] would mean the Trust could ensure its strong inclusive vision could be further realised in practice for these most vulnerable pupils while, at the same time, affirming the distinctiveness of the special school as a separate school serving pupil with definably different needs. The [REDACTED] of special, unit and mainstream provision would enable each pupil's needs to be met across a range of appropriate settings. It would facilitate the breakdown of barriers to access and give all pupils opportunities to achieve their potential given the correct provision. [REDACTED] would also mean that siblings with different needs could be taught [REDACTED]: an opportunity that is not always available to all families with children with SEND (see section D). This would enhance the Trust's commitment to the further development of community and equality of opportunity for all.

The principles and practices described in C and D would work with the special free school situated on any site. However, shared access to bespoke learning areas and

commissioned services can only be readily accessed and more efficiently built upon if the same were true for the geographical location.

The proposed new special school provision will therefore offer distinctively different provision from what is already available both in TVET and in the area while benefitting significantly from being part of a Trust with such a strong track record for inclusion and support for the most vulnerable pupils.

Vision and Ethos

Fundamental to this proposal is the Trust's culture of co-production and growth, where professionals and agencies from a variety of settings work together to support the holistic development of the child. This outstanding inclusive practice has been the primary driver for the evolution of services and infrastructure described thus far. TVET is dedicated to continuing this and enhancing the lives of all the pupils in its care in order to enable them to secure the best possible life chances as they move through their educational career and life.

Aspirations for pupils

The academy will provide an outstanding learning and nurturing environment in the following ways.

- High levels of aspiration and achievement will be gained through a sensory based personalised curriculum, leading to better than national outcomes for pupils with the same SEND designation (see D2).
- Pupils will be taught in creative contexts that expand their horizons and encourage them to demonstrate a range of strengths and skills underpinned by a range of suitable care and medical support and therapies.
- Pupils will be prepared for the next stage in their learning journey and life, with greater levels of independence, effective social skills, good emotional well-being and resilience; all of which Ofsted has recognised in recent inspections of TVET academies.

Aspirations for families and communities

- Through co-production, we will actively champion the needs of the most significant and complex learners, eliminating environmental barriers and creating a team around the family, assisting them to be more empowered and make informed choices to support the young person on their journey to adulthood.
- We will offer families outstanding extra-curricular opportunities, allowing children with a range of SEND to take part in after school and holiday clubs and residential visits.

Aspirations for collaboration with education, health and care professionals

- We will lead in the further development of the culture of collaboration between education, health and social care professionals, as well as other bespoke / specialist providers, to support and challenge provision, ensuring maximum value for money and achievement for all vulnerable learners across the Trust,
- Through the Trust's teaching school alliance (TSA), we will continue to develop partnerships to deliver CPD with specialisms in SEND; lead this provision with

existing services like ITT and grow additional capacity such as education psychology (EP) through collaboration with universities and mental health (through resilience groups and counselling) to promote inclusion and equality of opportunity for all.

- Through continued outreach, therapies and pastoral interventions, the Trust will continue to work in partnership with existing specialist providers and ensure best value through joint commissioning.

A newly designed, purpose built school would allow the Trust to be at the forefront of developments in SEND provision while further developing and enhancing the outcomes for future generations of families in the Tees Valley area.

Section D – education plan: part 1

It is proposed to enrol 12 pupils into the reception class in September 2018 together with 12 pupils in each of years 1 and 2, followed by 12 pupils in each of years 3 and 4 in 2019 and 12 pupils in each of years 5 and 6 in 2020. By September 2020, it is anticipated the school will be at capacity.

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception		12	12	12				
Year 1		12	12	12				
Year 2		12	12	12				
Year 3			12	12				
Year 4			12	12				
Year 5				12				
Year 6				12				
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		36	60	84				

Section D – education plan: part 2

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English/literacy	5 – 7	M	In EYFS, English/literacy will be cross curricular with focussed groups for speech and language development. This approach will continue during KS1 with more focussed phonics work and discrete sessions being introduced at a developmentally appropriate stage. In KS2, English will be taught in discrete sessions each morning. Specific programmes will depend on individual pupil's language needs. Literacy will also be taught through cross-curricular work and embedded through the wider curriculum.
Mathematics/numeracy	5	M	In EYFS, mathematics will be taught throughout the curriculum with focussed groups for counting and number. In KS1, this will continue with more focussed group and individual work and discrete sessions being introduced at a developmentally appropriate stage. In KS2, mathematics will be taught in discrete sessions each morning but will also be taught through cross-curricular work and embedded through the wider curriculum.
Science	2	M	Science will be taught as part of a cross curricular approach in EYFS and KS1. Lessons will become

			more discrete as pupils progress through KS2.
Technology	1	M	Technology will be taught as part of a cross curricular approach in EYFS and KS1. Lessons will become more discrete as pupils progress through KS2.
Computing including Information and Communication Technology	1	M	ICTnot only includes the teaching of computer skills but also accessibility through the use of switches, eye gaze and speech recognition software for example. Computing will be taught through a range of topics to support accessibility as well as teaching specific computer skills such as programming using bee bots.
Humanities (History/Geography/RE)	3	M	Humanities will be taught through overarching half termly topics taken from the overarching themes in the curriculum and adapted as necessary. Some topics may be taught for a term depending on the number of weeks in the term and the complexity of the topic.
Physical education	1 ½	M	Physical education will be planned and delivered in partnership with physiotherapists and occupational therapists. This is not the only physical development pupils will access, they would also access this through specific therapies as required. Pupils may also take part in disability sports to develop areas of talent and to take part in local, regional and national competitions.
Music	1	M	As well as a subject in its own right, music will be used as a form

			of therapy to support children with a range of SEND.
Art	1	M	As well as a subject in its own right, art will be used as a form of therapy to support children with a range of SEND.
Social, moral, cultural and spiritual	1	M	There will be a specific SMSC curriculum developed by curriculum leaders. It will be taught both discretely and through specific assemblies, class time and topics.
Therapies	Needs basis	V	Number of hours spent and type of therapy accessed will be needs dependent and guided by the relevant practitioners involved. Where pupils require complex therapeutic intervention, dedicated time for this will be planned into the afternoon provision. Extended provision out of school hours will also include dedicated time for therapies via a direct payment system.

Links between the free school and current unit provision at TVET

TVET wishes to build on the skills and expertise already available within the Trust in order to establish a free school as a special school to offer local provision for pupils whose needs the Trust cannot currently support and for whom there is not sufficient provision in the area. This school will serve pupils with severe learning needs at the more complex end of the spectrum: it is likely that many of these pupils will also have serious medical, physical, sensory or communication difficulties. However, pupils whose needs are the most profound and multiple will have these needs met in more specialist settings where staff, resources and curriculum expertise are entirely appropriate. These settings are already well established in the area (see section E).

The Trust fully recognises the importance of the special school having its own clearly defined identity. However, [REDACTED] will bring significant education benefits and economies of scale. [REDACTED]

Given

Pennyman Academy's outstanding reputation for significant SEND provision in a mainstream setting, [REDACTED] would allow a raft of curricular opportunities for more pupils to access and benefit from [REDACTED] such as a large sensory room (with specialist areas), bespoke changing facilities, soft play areas, shared outdoor learning spaces and a physiotherapy room. This will provide economies of scales as well as further promoting and enhancing inclusion. [REDACTED] would foster a sense of wider belonging and reflect the ever growing diverse set of needs across the population while still retaining a unique sense of purpose and individual school identity.

This type of shared access to highly resourced, bespoke services in order to fulfil highly individual needs will create a hub for pupils and their families at a safe and familiar location. It also means that the out of school activities already offered could be extended, adapted and offered in the special free school. This will give all pupils the opportunity to attend the breakfast club from 8am, after school clubs (sport, art, drama and music), a joint residential with mainstream peers (1 week a year) and 3-4 weeks of joint holiday club provision annually.

If the special school was [REDACTED], the vision of shared services centred on the needs of the pupil could also extend to the curriculum offer. Learning would be built around the specifically tailored curriculum entitlement and bespoke core offer in the free school but would also allow for potential adaptations. Any pupil who had a talent in a certain area, would be encouraged and supported to further that talent alongside peers from across TVET and at times, in collaboration with children from other MATS or special schools. For example pupils could access joint workshops delivered by visiting subject experts or take part in joint curriculum enrichment days in specific subjects. Pupils would have access to specialist curriculum leaders across TVET as well as a range of external visitors including athletes, artists and authors. Shared curriculum learning opportunities would also be more readily developed through co-location with pupils working together to engage in topics and to take part in shared trips and visits. Each school's own performances throughout the year could be enjoyed and experienced by pupils from both settings with some of these jointly planned and delivered. Other enrichment activities such as choirs could also be jointly accessed with, for example, expertise from both settings used to develop a fully inclusive signing choir.

Through continuous review of progress and of pupils' IEPs and EHCPs with all stakeholders, identifiable pathways could be created which would allow pupil's access to the most appropriate TVET setting at any stage in their educational journey (See D5). This would allow greater personal, social and emotional development and mean that pupils attending the special school, the unit and the mainstream setting would all be entitled to and have the opportunity to access any therapy required to support the individual at any time. This access to shared therapies, professionals and resources and a fluid approach to access across the TVET academies would be easily attainable through co-location.

An ambitious curriculum for all

The acquisition of core skills is essential to enhance the lives of all children and young people, but especially so when their lives are complicated by a range of complex additional needs. In these circumstances, acceptance and acknowledgment of individual differences and how these might affect the medium and strategies through which we teach become increasingly important. Therefore, threaded through the whole ethos of the school will be the development of active, multi-sensory learning, resilience and social, emotional and mental health.

Our curriculum plan is founded in the belief that pupils with severe and complex SEND are as able as other pupils to access learning if it is presented at the right stage and through the right medium. The way we and the pupils communicate may change but the underlying message, the learning taking place, should not. In this way, pupils with SEND can become just as capable as their peers. We should not be changing the underlying curriculum approaches we use but organising learning activities to deliver a progressive curriculum that afford the desired kind of learning and cognitive development in individual children. The implication is that pupils with SEND can and should access the same curriculum entitlement as their mainstream peers but the pace and means by which we present and receive learning will change. In this way, we allow the opportunity for talents and gifts to be discovered and nurtured and each individual pupil's true potential can be known and understood.

To achieve this, the school will be organised in phases with reception, Y1/2, Y3/4 and Y5/6 teaching teams. This will allow children to be grouped in a way which is responsive to need and stage of development as well as allowing similar age groups to work together to support socialisation and emotional development thus intrinsically supporting differentiation and personalised progression. It also allows for some flexibility in grouping if, for example, there is a higher prevalence of boys than girls in a particular year group (see section D3 for a detailed explanation of how the proposed staffing structure will support this).

In addition, staff will be required to modify all curriculum areas, objectives, learning outcomes, activities, resources and assessment criteria to match pupils' individual abilities and needs, learning styles and developmental stages. The use of national curriculum frameworks allows teachers a structured approach to deliver and measure progress and achievement while being able to draw on content from earlier stages to personalise learning for individuals. Therefore pupils can work in a stage appropriate manner and context while using age appropriate materials.

As a result, the curriculum outlined below will be organised on a two year rolling programme so that each phase covers all relevant topics and learning outcomes. Each teaching team will plan trips and experiences to support topics as well as developing area provision flexibly across classrooms so that pupils have opportunities to work together across the phase. This structure allows for flexibility in topics and creativity in

planning to support both TA and teacher led intervention as well as individual access to a range of therapies.

Overarching schemes of work that develop learning outcomes over the course of the key stages will be created by subject leaders. These leaders will then ensure that a curriculum tailored to the stage and needs of the pupil (personalised) is planned, delivered, monitored and assessed at each level of expectation. Subject leaders will have the opportunity to work with their partner leaders across TVET and in other special schools locally so addressing and championing diversity, expectations and provision within the continuum of educational progression for all pupils. This will also ensure equality of opportunity while incorporating the principles of personalisation, high expectation and challenge.

As detailed in section C, the philosophy of the Discovery Special Academy is rooted in the belief that all pupils deserve an education of the highest standard. For pupils with severe and complex SEND this has to be an education that is mindful of the individuality of each pupil's learning difficulty and recognises the need for a multi-modal, holistic approach, supported by a range of multi-sensory activities.

While emphasis will be placed on the progression of all pupils and their academic achievement, this will be realised through an holistic approach to be delivered through the following three areas of development:

1. academic curriculum;
2. therapeutic input and offer; and
3. social and emotional curriculum

The following pages detail the proposed curriculum for these three areas. While they have been discretely referenced, each area will be interlinked and, as successful provision depends on the symbiotic and mindful use of the three together, woven into the overall curriculum offer.

1. Academic curriculum

The core academic curriculum will be based on the early years foundation stage (EYFS) for pupils joining in reception and Curriculum 2014 (revised national curriculum) for primary stage pupils. These frameworks set out the nationally recognised learning and development stages for all pupils in reception and key stages 1 and 2. This curriculum framework is understood by external stakeholders and therefore offers both a recognisable and applicable programme of study as well as supporting the universal language of education.

All pupils, regardless of need, are entitled to the same educational access to a broad and balanced curriculum. As explained in section C, the school will serve pupils with severe and complex learning, physical and communication needs at the more severe

end of the spectrum although as noted above not pupils with the most profound and multiple needs.

Following EYFS and Curriculum 2014 allows consistency in delivery and judgement of teaching and learning, thus supporting teaching standards and the quality of planning. Ensuring consistency across TVET is important to ensure the ongoing development of outstanding provision and be able to share the practice and expertise that are fundamental to the vision detailed in section C. The development and growth of outstanding SEND teaching is already a priority for the Trust as an accredited TSA and in conjunction with national support schools. Staff training and best practice will continue to be built, shared and extended to include the special school. Furthermore, transition for pupils who attend the special school to and from other settings will be further enhanced from what is currently available.

The QCA guidance booklets '*Planning, teaching and assessing the curriculum for children with learning difficulties*' (2009)ⁱⁱⁱ recognise and emphasise the importance of developing skills for learning of all pupils with SEND including:

- learning to use their senses;
- learning to develop physical skills for manipulation and mobility;
- developing attention and perceptual skills; and
- developing early communication skills.

These are pupils' tools for learning: they are prerequisites to learning and vital elements of the curriculum for pupils with significant special needs. These 'learning to learn' skills will be developed across the curriculum.

The curriculum will be measured and assessed using the nationally recognised assessment framework PIVATS (Performance Indicators for Value Added Target Setting) that is widely used across special schools nationally. This system is not only robust, but enables moderation and monitoring across TVET and by external agencies reporting on outcomes for parents and the government. Progress and achievement in this system can be compared to other children of similar category need nationally using tools such as CASPA (Comparative Analysis for Special Pupil Attainment). For further explanation of both PIVATS and CASPA see section D2.

While there is a sound rationale for following the EYFS and the primary national curriculum, each cohort and individual pupil's education will be tailored to need, thereby embodying the Trust's principles and vision for the Discovery Special Academy of personalisation, high expectation and challenge. To further enhance this, as well as being a recognised assessment tool, PIVATS will also be used to breakdown the EYFS and national curriculum into small, manageable teaching steps. To support these steps, each pupil will have their SEND statement or EHCP reviewed annually, as well as a termly review of their Individual Education Plan (IEP) to ensure it

is still appropriate to need and fit for purpose. This IEP will identify next steps in each pupil's learning drawn from PIVATS, whilst referencing their co-existing needs and conditions, incorporating both academic and therapy based provision.

Running alongside this rigorous curriculum expectation and delivery will be an educational culture in which pupils are encouraged to take risks. This will be part of the TVET's ethos in which risk taking and the development of resilience are recognised as being paramount to success. In the primary classroom, pupils need to feel confident to participate even if they are not always getting things right. Pupils learn most when they are motivated and when they are in an environment where they feel safe to take risks.

The TVET philosophy is that all its members are part of a learning community and mistakes are opportunities to be celebrated as learning opportunities and used to move forward in their educational journey. This ethos is reflected in the words of Samuel Smiles, *He who never made a mistake, never made a discovery*. Only in this way will pupils develop the skills of transference and generalisation rooted in the meta-cognition of learning. These can be difficult areas to develop in pupils with SEND, but when embedded as part of the wider curriculum and the language of learning, can be achieved. As part of this inherent ethos, TVET already works closely with the Trust's commissioned Educational Psychologist on the development of resilience with individual pupils.

TVET's TSA is already recognised as a leader in supporting pupils with SEND in a mainstream setting and is at the forefront of developments in communication and assistive technology. This will be further developed in the Discovery Special Academy. In this way, TVET will continue to break down the barriers to learning experienced by some of the most vulnerable pupils in education, ensuring outstanding educational opportunities and enhanced life chances for all.

In summary, at every stage of development, progress will be continually reviewed through the assess, plan, do, review model as set out in the SEND Code of Practice; planned work will be intrinsically linked to ongoing assessment and review and this in turn will inform possible interventions and future planning. Again, this model is focussed on personalised entitlement, multi-agency working and curriculum adaptations and, while development in SEND is not always linear, demonstrates the specific entitlement that will be gained through these stages of development.

The following pages will outline in detail the curriculum for pupils at the school and will demonstrate the clear commitment to a personalised approach through clear and appropriate differentiation based on pupil's stage of development while embodying the principles of challenge and high expectation. As explained in our vision (C) and throughout this application, we fundamentally believe that, while different teaching approaches and timing may be needed to enable pupils with SEND to make the best possible progress, they are entitled to access the same curriculum as their peers.

Reception

Where pupils are enrolled at the school in reception, they will access a personalised EYFS curriculum with activities planned to match their developmental stage. This curriculum begins at 0 years and therefore all pupils joining the school in reception will be able to access this. The EYFS curriculum will follow the principles of play based, experiential and exploratory learning. Activities in each area will be purposefully designed to teach the foundation skills needed to progress. In reception, there will be 2 classes of six pupils with a teacher and level 3 TA in each. This high pupil staff ratio will support the planning and preparation of high quality area provision as well as enabling high quality baseline assessment in the early years. This will also ensure the acquisition of foundation skills is well supported in a child led environment with active learning. For this reason, level 3 TAs across the school will be paid at the top of their scale to ensure it attracts experienced, high quality support staff (see D3).

Pupils will be assessed against PIVATS (see D2) to allow progress to be measured right through the school from the earliest stages to Y6. Following this, children will progress to the national curriculum with activities differentiated according to their stage of development, not age. This developmental stage will be determined through a thorough and robust assessment system again using PIVATS (see D2).

Key stages 1 and 2 curriculum

Engagement, motivation and thinking skills will be at the heart of the primary phase curriculum. In KS1 and 2, learning will continue to be delivered through a multi-sensory experiential pedagogy focussed on repetition and over-learning of key skills.

Scaffolded, concrete experiences will underpin learning of new concepts presented in different contexts to aid generalisation. As the pupil progresses, learning will become increasingly abstract and will allow the pupil to apply learning to a range of contexts and subjects. Scaffolding at all stages will be carefully planned to support the pupil to become more independent and maximise potential.

The fundamental principles are:

- a personalised approach to learning that caters for all needs and learning styles;
- a thematic, cross curricular and flexible approach to curriculum planning underpinned by developmental and sensory curriculum foundations;
- a learning journey based on personal outcomes and intentions drawn from a range of sources and expertise to ensure progression for each pupil according to their needs; and
- the use of a wide range of academic and therapeutic areas both inside and outside and a range of state of the art resources that support learning and emotional wellbeing.

In the primary phase, lessons will be taught using a mixture of whole class, group and individual sessions with ICT to support this in order to accommodate different paces and levels of learning. In each class, level 3 TAs will support this whole class, group and 1:1 work contributing to ongoing assessment for learning by providing quality feedback to the class teacher. This will support the planning of personalised next steps for each child. Additionally, each phase group will be supported by a level 2 care assistant working alongside health. This will ensure teachers and level 3 TAs are able to focus solely on their core role of 'Quality First Teaching' (QFT) and learning.

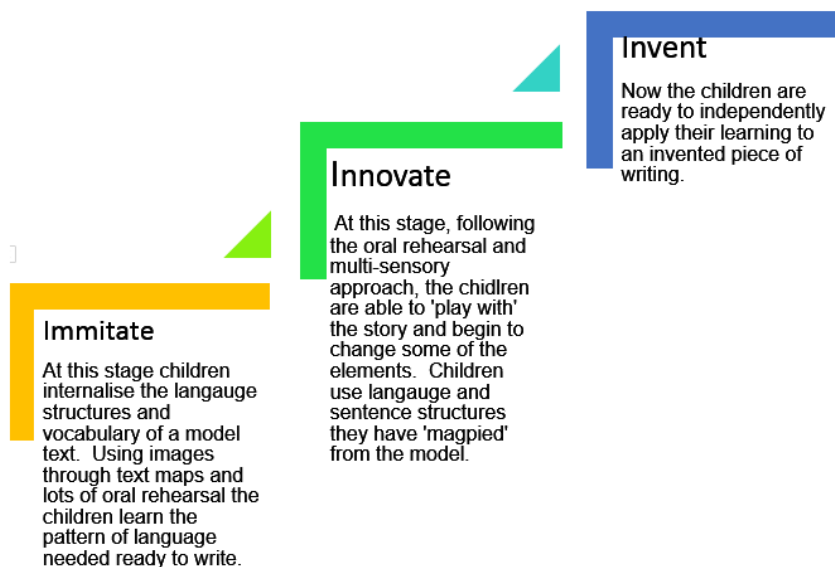
English and literacy

Literacy will be taught across the whole curriculum and is integral to life-long learning. It is present in all areas of the curriculum and underpins learning in all subjects. There will be many opportunities to prioritise literacy skills beginning with oral language competence and developing more formal written skills. Therefore, literacy will be taught through specific lessons as well as being incorporated into all learning environments and across the different curriculum areas. The literacy curriculum will be personalised to meet the developmental needs of each pupil. Speech therapists will be involved in planning individual objectives to support oral literacy development.

Pupils with severe learning and physical disabilities are likely to have a range of language development and communication needs. They may come to school with very limited speech, language and communication. For the very youngest pupils or for those accessing the UK education system for the first time, a thorough assessment of communication need will be undertaken by speech and language therapists using a range of appropriate assessment tools according to need. Early intervention is crucial to progress. Pupils' language and communication skills will be baselined within the first six weeks of attendance and appropriate provision and support planned. This may involve intervention work and/or accessing the correct Alternative and Augmentative Communication (AAC) or assistive technology to support the pupil. Limited ability to communicate or verbalise is not an indicator of overall ability. For some pupils, once the correct medium for communication is found, they are able to access learning at a higher level. All provision will be assessed, delivered and reviewed through collaboration with a range of professionals to ensure the best possible access.

Early phonics work will be based on Ruth Miskin's 'Read Write Inc' approach. This offers a multi-sensory, repetitive pedagogy and will continue as long as is necessary developmentally. Spelling will then be based on the appropriate rules and vocabulary lists from curriculum 2014 according to the developmental stage of learning.

The literacy curriculum will follow the 'Talk for Writing' pedagogy (Pie Corbett). This has proven success as an inclusive pedagogy across the Trust with pupils who have severe learning needs due to the multi-sensory nature and focus on oral language development into writing.



A SEND reading spine appropriate to the needs of the pupils will also be developed in collaboration with the literacy leaders at TVET and will be designed to give pupils access to a rich diet of texts and language. Authors such as Roald Dahl, the Ahlbergs, Martin Wadell, Julia Davidson and Oliver Jeffers will form the basis of a high quality rich diet to ensure an aspirational approach and foster a love of reading.

Pupils will be able to move from scaffolded learning based in their zone of proximal development to independent application across writing genres. While it is recognised that some pupils with significant learning needs will continue to require such scaffolds, it is vital that all pupils are given the opportunity to work with appropriate levels of independence. In this way they develop the confidence and resilience needed to see themselves as writers and make further progress.

Speaking and listening will play a vital role in the development and acquisition of literacy skills as they are key to successful progress in reading and writing and to the 'talk for writing' pedagogy.

Mathematics and numeracy

The overarching mathematics curriculum will be based on curriculum 2014 but focussed on the developmental stage not age of the child with adaptations as necessary. Due to the hierarchical nature of mathematics to build knowledge and skills, pupils will naturally be taken through a curriculum that is appropriate to their mathematical developmental stage. Pupils cannot begin to learn about the concept of 1:1 correspondence before they have had experience of counting through rhymes and songs. Similarly they cannot begin to understand the concept of addition until they have understood 1:1 correspondence and counting groups of objects.

It is important to note that, for pupils with learning difficulties, the application of mathematical skills entails learning basic number skills and using them in practical situations. Pupils need to develop a range of ideas or concepts that underpin mathematical thinking. These usually emerge from very young children's natural exploration and communication and are part and parcel of our perceptual and thinking skills.

While approaches used in early years teaching and learning encourage such development through exploratory learning, the national curriculum and the primary framework for numeracy take it for granted that pupils have developed these skills and absorbed these ideas before school age. However many pupils with severe special needs continue to need this learning beyond early childhood and after they start school. Therefore learning in mathematics will be taught using resources and multi-sensory approaches until the pupil is developmentally ready to begin more abstract processes.

From the very beginning of development, a range of materials, apparatus and contexts will be used to develop the concept of number so pupils gain a thorough understanding of the 'oneness' of one and the 'twoness' of two. Apparatus will be used to develop a sound, concrete understanding of concepts but also to reinforce the holistic approach to learning the school will embody. For instance, in mathematics, straws of different widths and lengths can be used in counting activities. Pupils blow through the straws to move a given number of objects such as cotton balls, ping pong balls or styrofoam peanuts. Blowing through straws improves posture, facilitates divergence of eyes and rests eyes (good for after computer work). Additionally, pupils can find objects buried in sand, foam or lentils to count and add groups of numbers. There are many ways to combine sensory and learning activities.

While it is recognised that some pupils may always need to use concrete methods in order to progress, it is also important to allow exposure to abstract concepts in order to challenge and assess the capabilities of each individual pupil at a level that is appropriate to their stage of learning. Indeed, Vygotsky (1978) warned against assuming pupils with SEN can only ever operate in the concrete stage: he argued to do this runs the risk of suppressing any abstract ability they may develop given the right scaffolding and learning environment. Although pupils with SEND often find it hard to generalise, pupils will still be presented with the same concept in many different contexts. This supports the development of mathematical concepts for pupils with SEND and the ability to transfer skills into different situations through over learning and repetition. In turn, this enables pupils to move from work that is heavily prompted to fluency and generalisation, from dependence to independence and from a single to many contexts as demonstrated in the diagram below.

North Yorkshire
CONTINUUM OF SKILL DEVELOPMENT

<i>from dependent</i>		Prompting				<i>to independent</i>	
Learners complete tasks independently							
The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help.	Support is still provided but there is a reduction in the level or frequency of prompting given.	The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.	The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.				
1	2	3	4	5	6	7	10

<i>from approximate</i>		Fluency				<i>to accurate</i>	
Learners reach a level of mastery combining speed and accuracy.							
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.	The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.	The skill is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation.	The skill is smooth, swift and accurate. No further refinement is needed.				
1	2	3	4	5	6	7	10

<i>from inconsistent</i>		Maintenance				<i>to consistent</i>	
Learners maintain competency over time through repetition. They remember how to do a task after a break.							
The skill has been observed on a single occasion only.	The skill is observed on more than one occasion but only intermittently.	The skill is reliably repeated but may need refreshing after a break.	The skill is consolidated and maintained over time. It is remembered after a break.				
1	2	3	4	5	6	7	10

<i>from single context</i>		Generalisation				<i>to many contexts</i>	
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff.							
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.	The skill is repeated but with some variation in setting, context, materials or staff.	The skill is frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different staff.	Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and with different staff.				
1	2	3	4	5	6	7	10

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It is this growth of abstract understanding that is so important to the development of mathematical competence and confidence.

Science

All pupils will learn science at a level that is appropriate to their developmental stage, not specific age. Relevant concepts will be taken from earlier stages in the national curriculum but taught through age appropriate materials. For example; pupils in year 6 may learn about states of matter (taken from the Y3/4 program of study) through exploring the effects of dropping mints into fizzy liquids. Reversible and irreversible changes, which is a concept taught in KS1, could be taught to older pupils through cooking linking it with life skills.

In science, the focus will be the provision of an active, stimulating learning environment; use of step by step activities; relevant multi-sensory activities; effective communication; science equipment; legal and safety considerations and the support that can be offered by other adults. Activities in science have the following characteristics that will help pupils with SEND to achieve success:

- they are about first-hand experience;

- knowledge and skills can be developed in small steps through practical activity;
- science activities can capture the imagination;
- working in groups encourages participation and interpersonal communication; and
- working on a variety of activities allows pupils to share their strengths and help each other

Lessons will encourage pupils to explore and understand the world around them through a sensory and practical approach to learning. Choosing familiar contexts and providing appropriate activities will motivate and stimulate pupils and help them gain a better knowledge and understanding of the world. Use of the local environment will provide pupils with a broad range of learning experiences.

Practical work will be modified and adapted for pupils with physical difficulties and computer modelling will be used where appropriate. Understanding cause and effect and how their actions can change this will play an important role in scientific discovery within the school. A multi-sensory approach will give pupils more opportunity to learn effectively in a way suited to their abilities. Pupils will be encouraged to use all their senses, not only visual observations. Therefore, pupils with some sensory loss are more able to participate actively in the practical activity.

Practical work and language development are mutually supportive. Pupils will be supported to develop their scientific language in the following ways:

- using the 'talk for writing' model when explaining experiments (see Literacy development);
- hearing and using words in a meaningful context;
- sensory approaches to support scientific understanding. For example, pictures are not adequate to make clear words such as rough, hard, damp, greater than, elastic or insulating; and
- using a range methods to communicate their scientific information, either orally or in a written form. It is not always necessary to write down results; and the use of a variety of different forms of recording; diagrams, discussion, drama, video, tape recording, photographs, drawings, paintings, zig zag books and on computers.

Design and technology

Design and technology (DT) can be a particularly inspiring, rigorous and practical subject for pupils with SEND. Using creativity and imagination, pupils can design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, computing and art in order to design and make high quality prototypes and products for a wide range of users. They will learn how to critique, evaluate and test their own ideas and the works of others. Projects will be chosen that are relevant and appropriate to

the needs of the pupils; for example Y6 pupils may make desk tidies for younger pupils and KS1 pupils may mark, make and draw pictures of themselves and create moving images using split pins and body parts.

Within the DT scheme of work there will be a focus on health and well-being linked to food technology. Pupils will learn about the nutritional values of a range of foods and how this impacts on their development and future health. They will be supported in understanding how to make the right choices for a balanced diet that is not restrictive. Food technology skills will be introduced when pupils have developed the physical skills necessary to do this.

In both DT and food technology, involvement will be carefully planned to allow all pupils to be included in different ways. As the school will not cater for pupils with the most profound and multiple needs, all pupils will be able to access some form of design and food technology whether this is cutting, mixing or pouring ingredients or working with tools that are appropriate to need. Pupils with the most severe disabilities will use appropriate equipment and be supported by staff in the school. Specific equipment will be explored through collaborating with other special providers to look at any specific adaptations that can be made for individual needs.

Computing

Computing explores the areas of computer science, information technology and digital literacy. All pupils will have access to a diverse computing curriculum at an appropriate level to their stage of development. At the earliest stages this could involve writing a set of commands for a bee-bot, pro-bot or roamer, or snapping on-screen program building blocks together in a programme such as Scratch. As pupils progress they will begin to encounter more complex algorithms to perhaps produce a scripted animation. Pupils will also explore the digital world around them understanding that, from the alarm that wakes them up each morning or the microwave they use for breakfast, to the more focussed work and IT they use in school, computing has a huge impact on their everyday lives. Understanding how to use computers to create, store, retrieve and edit a variety of work will also begin at an early developmental stage.

There will also be a focus on e-safety delivered to both parents and pupils. One of the most important aspects of understanding in computing, particularly for more vulnerable pupils, is how the network of the web operates. Pupils will have a stage appropriate understanding of how to keep themselves safe online, for example by not sharing personal information or by knowing who they can tell if they think something is happening that worries them. The importance of parental involvement in keeping children safe online will also be crucial. This understanding of e-safety is vital in the current digital age in order to allow children safe and secure access to digital content.

ICT will also be used and applied by pupils with significant special needs for a range of purposes, such as:

- engaging with a range of stimuli, for example, tracking images across a computer screen or listening to pre-recorded sound effects;
- working with computer-generated models, for example, choosing from two options to complete an on-screen pattern;
- affecting the environment, for example, using a switch to start music, to attract the attention of others or to start a dialogue;
- promoting independence, for example, using a joystick to steer a powered wheelchair around the school;
- enabling and improving communication, for example, taking photographs to improve presentation, using a speech output device to show choice or using email;
- providing a source of information, for example, using television, email, the internet (including access to the school website) or DVDs; and
- using assistive technology to aid learning, communication and interaction, for example, using eye gaze to access the curriculum or to explore cause and effect.

When used correctly and matched to the needs and the capabilities of the pupil through comprehensive assessment, ICT can be a great equaliser. However, time needs to be devoted to this often on a 1:1 basis in order to teach the appropriate skills. The challenge lies in the adaptations that may have to be made for learners to be successful with the tool. The benefits lie in the way ICT can then be used to remove the environmental barriers and open up learning to the pupil.

The development of the ICT curriculum will draw on the expertise of IT specialists in SEND. The curriculum will be adapted not only in terms of content for each individual, but also in terms of accessibility for example through the use of switches, eye gaze and speech recognition software.

Humanities

We want geography to inspire in pupils a curiosity and fascination about the world and its people. Geography is about the people and places around us and in order to develop geographical understanding, learning will begin with the pupils' immediate environment and the people who are important to them. Learning about their homes, their journeys to school, the physical and human features around their school and the jobs that the significant people in their lives do will foster an understanding geographical concepts.

As they progress, teaching will equip pupils with knowledge about the differences between places and people. Pupils will explore natural and human environments closer to home through trips and visits before looking at the differences between their local environment and those in other parts of the world. As pupils' understanding deepens, their growing knowledge about the world will help them to understand the

interaction between physical and human processes and how we as people can change this. For example, understanding how building more houses means there are less green spaces around us or how planting flowers can make the school grounds more attractive.

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We want to inspire pupils' curiosity to know more about the past. Teaching will give pupils the skills to ask questions, think critically and explore different sources of evidence. History helps to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. History also allows pupils to develop their understanding of time, sequence and progress.

The concept of the past can often be challenging to pupils with SEND. Therefore, historical understanding will be introduced at a very personal level. Exploration into their own history and how they have grown, developed and changed will be explored through personal timelines created from the pupil's own possessions and photographs. This offers pupils a concrete and practical context in which to explore a quite abstract concept; the passing of time. Pupils with SEND can sometimes find sequencing events in time a difficult area, cross-curricular history and mathematics can support this offering a different context in which to rehearse skills. Visual timetables in every classroom linked to images of clocks (when ready) will support in the development of this concept.

In order to comprehend the concept of historical figures, pupils will learn about current famous names and personalities developing an understanding of why they are famous and what it is they have done to become a public figure. This will then be related to the historical figures they are exploring and how their actions made them famous in their time.

As with all areas, careful planning and thought to the materials used to present concepts will ensure that learning is accessible to pupils throughout their educational journey at the school.

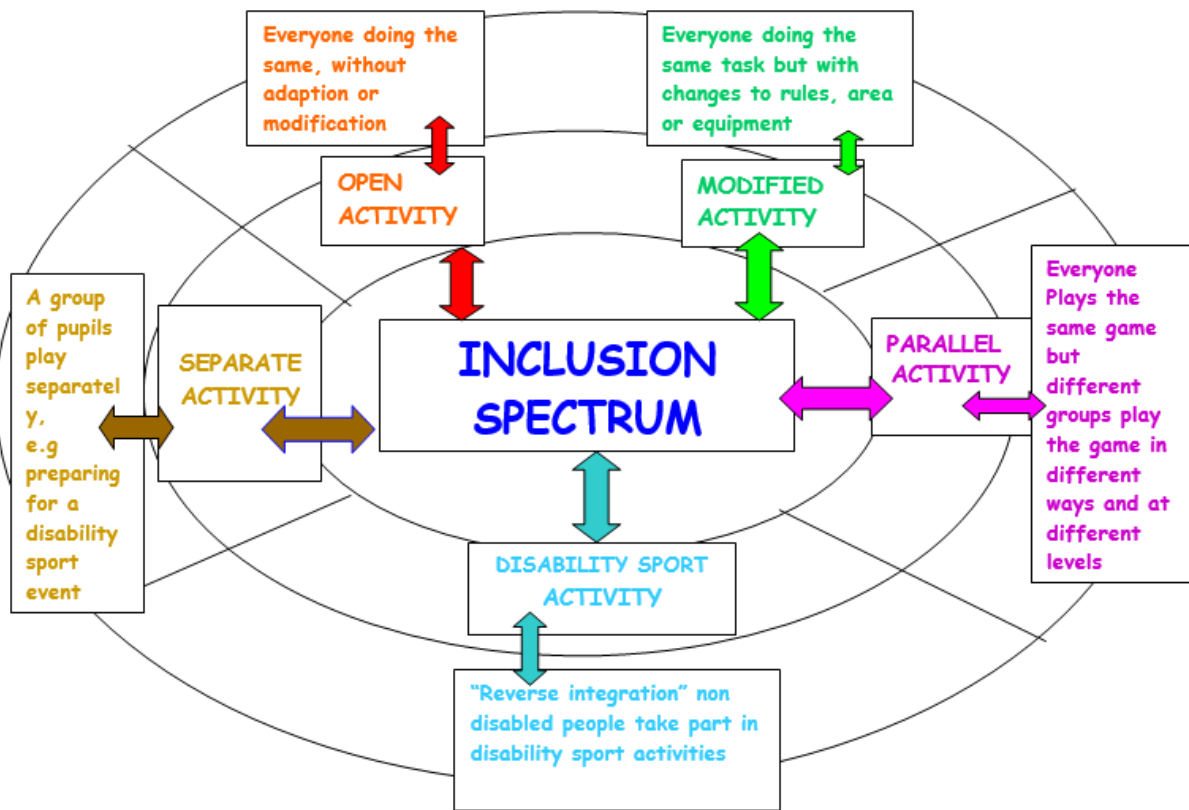
Physical education

Sport plays a major role in the inclusion of all groups in society. Therefore, TVET aims to ensure that all children, irrespective of age, gender, ability, race or SEND have a genuine and equal opportunity to participate in sport at all levels and in all roles.

Through the TVET all ability sport and health policy based around the inclusion spectrum, pupils will engage in a range of activities tailored to their individual and group needs. The inclusion spectrum is an activity-centred approach to the inclusion of pupils who have different abilities in physical education games programmes. In a

games or physical activity context, inclusion can be achieved by changing the environment of the activity or the way in which the activity is presented.

The inclusion spectrum provides deliverers of PE and sport with options and different methods of delivery. By delivering activities differently we can balance the needs within the group. This avoids the situation where more able pupils benefit at the expense of those whose skills are still developing.



Creative arts curriculum

A well-developed music and art programme will be central to a sensory, physical and therapeutic approach. All pupils will be encouraged to express their innermost thoughts and feelings through art, music, literature and crafts; exercising imagination, inspiration, intuition and insight.

The TVET special school will be a creative school with high aspiration in the use of the creative curriculum to support therapeutic as well as academic development. The creative curriculum offers a way of developing their creativity as a means of self-expression, encourages pupils to explore their ideas and movements, the opportunity to develop workshops and performances which combine dance, music and art. Through engaging with a range of specialist artists pupils will be offered a wide variety of creative experiences both on and off site.

Music

In line with curriculum 14, the music curriculum will give all pupils opportunities to make and listen to music from a wide range of musical genres and using different musical instruments. Pupils will learn to sing and have the chance to learn a musical instrument.

This curriculum will be adapted to suit the needs and abilities of each learner but will allow the same broad and balanced curriculum entitlement that all pupils receive. Music brings people together and allows all pupils to express their creativity whether that is through singing, use of instruments or by listening to and responding to what they hear with words, movements or gestures. Adaptations to musical instruments can be made to allow pupils with physical disabilities to use them such as attaching instruments to gloves with Velcro. A range of different areas and resources can be used to enable musical exploration such as the use of sensory paddles and switches to change the mood of a sensory room by changing and selecting different music. The use of iPads in music allows pupils to record, listen to and develop their musical enjoyment. By continually seeking out new ways to be innovative and exploring new ways to break down the environmental barriers, all pupils, no matter the severity of need can be engaged in enriching musical activities and experiences from a range of musical genres and times.

Music has been shown to improve emotional health and well-being and is naturally multi-sensory through sound, vibration, touch and vision. Music allows pupils to express their learning and emotions in a different way and can also support communication. Music can be a powerful tool in engaging pupils who would otherwise find it difficult to express their emotions. TVET has already held a number of successful performing arts events that have included pupils from each academy in mainstream and SEND provision that have given some of the most vulnerable pupils a voice. Parents and the local community have also been involved in these events. Music is a hugely powerful tool in bringing together a diverse range of people and children from across the Tees Valley. In addition to annual school performances, TVET in collaboration with other local MATs recently held a musical production at the Sage Theatre in Newcastle that celebrated the local area and industry. Music and sensory drama in the special school will incorporate the use of sensory spaces and through co-location, the school will have access to steel drumming and opportunities to work with a range of music specialists.

Art

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As pupils progress, they will begin to think about art and artists and the contribution they have made to the culture and creativity of our nation. As with all areas of the curriculum, for pupils with SEND, this will be stage appropriate and personalised. Artists will be carefully chosen to allow sensory exploration of art. For example Giuseppe Arcimboldo offers a wealth of imagery using the natural world, fruit and flowers which offers many opportunities to teachers and pupils. Similarly, Andy Goldsworthy uses natural materials to create sculptures, an art form which is easily made accessible to a range of needs and abilities. Artists who use digital imagery also offer another way to adapt and include all children in artistic endeavours and understanding.

As well as following an art curriculum, art will be used as a form of therapy allowing pupils another medium through which to explore, express and understand their emotions and encourage pupils to look at their work, for example using a large piece of foil or sand paper as the art surface. Pupils can paint, draw with crayons, or collage on these surfaces providing extra sensory input. Using a stand-up table mirror or an actual window with window crayons, window chalk, or window markers, pupils can draw a reflection of themselves or mark make part of the outdoor scenery. All art work allows freedom of expression and the development of creativity. Finding a range of materials and tools with which pupils can work, and being creative with the surface on which they work or the permanence of their art, can open up opportunities in art.

Staff within TVET already have training and expertise in the area of drawing therapy and will be available to the Discovery Special Academy to introduce and develop such therapies through practice and staff training. Art therapy offers a non-threatening environment in which to explore feelings and emotions without adult judgement.

Summary

Through the above curriculum entitlement, underpinned by personalisation and high expectation and challenge, pupils will have made expected or better than expected progress when compared with pupils of similar SEND category need nationally. They will leave KS2 equipped for the next stage in their educational journey with well developed, appropriate communication skills and a good emotional foundation built on resilience. The vast majority of pupils leaving the school will access secondary special school provision. TVET's special school curriculum will ensure they are ready to begin their secondary career with the relevant skills, knowledge and experience appropriate to their own stage of development.

2. Therapeutic curriculum

Supporting pupils' physical, sensory and communication needs will be a major focus. Working closely with other agencies, such as speech and language therapists, physiotherapists, occupational therapists, community nursing teams and other commissioned services will ensure pupils' holistic development needs are met. We will provide sensory assessments and access to specialist resources and programs

where required such as hydrotherapy, rebound therapy, sensory integration room, light room and soft play. This will be incorporated into PE, art and music in addition to provision of a sensory diet built into the everyday curriculum.

Physical and sensory

Physical development will include specialist programs created in partnership with physiotherapists and occupational therapists and based on the principles of sensory integration. In this way a sensory diet will be incorporated into the daily teaching of pupils.

A large body of literature indicates that pupils with sensory integration disorders (SID) and learning disabilities (LD) benefit from sensory integration therapy (SIT) and multisensory activities (Ayres, 1979; Longhorn, 1988; Cheatum and Hammond, 2000; Bundy et al, 2002; Reynolds and Reynolds, 2010). Ayres (1979:46) argued that *learning is a function of the whole nervous system* and believed that through focusing on activities designed to promote development in the senses, a child is *learning how to use his brain more effectively and easily*.

In many educational settings this type of intervention is isolated to weekly occupational therapy. However research has shown that, where possible, these activities should be incorporated into everyday practice in order to aid physical, educational, emotional and behavioural development. They should be part of a child's daily routine both in and out of school.

Acquiring, developing, practising, applying and extending physical, orientation and mobility skills will be a high priority for some pupils. Time will be built into the curriculum on a needs basis to allow these pupils to access the therapy they need in order to develop academically, physically and socially. For other pupils, these skills will be included in experiences and activities across the curriculum and therapies.

Some of these skills can be incorporated into the everyday curriculum through careful planning and activity design to allow continuous physical development through a sensory diet. Physical, orientation and mobility skills both indoors and outdoors include:

Skills	Meeting needs
Fine motor skills, for example, holding, grasping and releasing, manipulating	For pupils with cerebral palsy manipulating objects to drop down tubes aids hand-eye coordination, using large tweezers further develops this activity. Hide magnetic numbers in play dough or pulses and ask children to find the numbers and put them in order, or hide the letters of their name.
Gross motor skills, including coordination of movement,	Using large paint brushes with water and chinks on the floor and walls offers different sensory feedback and a chance to develop gross motor skills. Pupils can practice

for example, reaching, rolling, walking	key words, letter formation, record numbers as far as they can or write number sentences.
Managing the environment, for example, movement between rooms and outdoor spaces through tolerating and/or managing mobility aids, for example, splints, rollator, cane, wheelchair	TVET special school will design and develop first rate sensory outdoor spaces with specialist, fully accessible and inclusive areas and equipment. These areas will be designed for physical development and focussed learning.

Learning experiences outside the classroom have a positive impact on motivation and behaviour because they offer pupils a different kind of stimulus from the formality of the classroom, providing them with opportunities to learn that suit them as individuals, and demonstrating the value of real-life situations. Ofsted (2008a) reported that good quality education outside the classroom leads to better achievement, motivation and personal development.

3.Social, Emotional and Mental Health Curriculum

Spiritual, Moral, Social and Cultural (SMSC)

SMSC will be provided in all formal and informal settings and will permeate every aspect of the school's work. As noted in section C, inclusivity is integral to the vision and values of the Trust and TVET is already recognised to be the forefront of inclusive education. A strong, positive, inclusive ethos permeates everything that TVET does. Through the school's SMSC curriculum, British values will be promoted.

The development of SMSC will be an inherent part of the way the school works. It will be embedded in the culture of the school, modelled by staff and pupils throughout the day, taught formally in personal social development (PSD) and religious education (RE) lessons and recognised and celebrated alongside academic achievement.

In line with TVET's SMSC vision, the special school's curriculum will include:

self-knowledge: an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; an ability to build up relationships with others. Some pupils will need to be helped to understand who they are and how they are separate from other people. Pupils will be helped to understand what they are good at, through praise, reward and celebration. For many pupils, the PSD curriculum will focus on aspects of self-knowledge: from the very practical aspects of *who am I?* to more fundamental questions of *what am I good at?*, *what do I still need help with?* and *how can I move forward?*

A key area of our work will be the development of positive relationships. Although most SEND pupils can make positive relationships with the adults who reach out to them and empathise with them, they often find it harder to develop friendships with peers. Therefore, in order to help pupils to develop the confidence and skills needed to form positive relationships, members of staff will model key behaviours throughout school life. These skills will also be taught in PSD, supported through group resilience sessions, social skills activities and promoted on the playground. Through these supported activities, pupils will be given strategies to develop relationships with their peers.

Feelings and emotions: the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings, and how to learn to use such feelings as a source of growth. The school will use specialist resources to help pupils understand their feelings and emotions. Pupils will be helped to express feelings and emotions through a range of activities. The use of a nurturing approach as well as music and rebound therapy will support individual pupils to express, understand and manage their emotions.

Teachers and assistants will receive specialist training in supporting pupils who have complex emotional needs linked to their medical diagnoses. Pupils will be supported through positive, caring relationships underpinned by a desire to promote independence.

Further skills that will help pupils at the school to become team workers, reflective learners and independent enquirers will be embedded in the subjects of the national curriculum as well as the SMSC programme of study. Developing these skills can help pupils with learning difficulties to work with others, improve their own learning and performance and solve problems.

As part of this area of the curriculum for pupils in upper KS2 who are developmentally able to understand and respond, there will be a focus on keeping safe that will include:

- substance education;
- sex and relationships education;
- e-safety; and
- community safety.

As part of the SMSC curriculum the school will have a pupil council, allowing pupils to be included in the direction and development of the school's environment and enrichment activities. Pupils will attend regular meetings with a lead member of staff where they will discuss any relevant issues and areas that they would like to be developed in the school. Pupils will work together to put ideas into practice supporting fund raising within the school and for external charities. In this way, important, fundamental British values can be taught in a real life context.

RE will also be taught through both the SMSC curriculum and topic work and will teach children about the world views and faiths of others and about the concepts of understanding and tolerance. Each topic will incorporate links to RE, British values and SMSC education. These will be written into an annual, whole school long term overview by the relevant co-ordinator outlining the specific RE areas to cover.

For example in Y5 the topic 'Stargazers' that explores the cycle of the sun and the moon will focus on the Islam Festival of Eid that begins at the first sight of the new moon. Although this sounds like a complex concept, the festival is akin to many festivals of light and can therefore be easily related to the pupils own experiences such as Christmas. Use of 3D models of the moon will allow pupils to understand the basic concept of a full moon. In terms of a topic such as 'Stargazers' staff will use the overarching theme, in this case space, to teach appropriate concepts: for example, day and night, planets and stars, and shadows. All ideas that are introduced in science in the KS1 curriculum are manageable to children with SEND in upper KS2 if presented in the right way with accessible language.

Similarly, during a topic about allotments the pupils may explore the Christian involvement with the Fairtrade Foundation and the values behind this. Again, presenting this in an imaginative way will support their understanding. For instance, exploring what is fair with the pupils by suggesting some pupils have a longer playtime than others, or that some pupils are allowed to have snacks during lessons and discussing if this is fair. In addition, pupils could place fair trade products on a large map of the world to show where they are made, allowing pupils to physically see how much money they pay for their favourite chocolate, how much the shop owner gets and how much the cocoa farmer receives will help reinforce the concept of fairness. They could also explore the journey needed to make chocolate and deliver it to the supermarkets or the different people who would be needed to produce and get the chocolate there.

RE is an important element of the SMSC curriculum in teaching about diversity, tolerance and understanding. Given the predicted 20%+ EAL intake, the Discovery Special Academy will teach all faiths and none across the academic pathway. All pupils will be encouraged to share, listen to and partake in opportunities to explore the range of faiths and none at a level appropriate to cognition.

Curriculum enrichment

Curriculum enrichment and out of hours activities will form a vital part of the school. Pupils will be offered a variety of clubs and experiences after school and during school holidays. In the first instance this will include a week at Easter and two weeks in the summer. As the school reaches capacity this will be extended. Activities will be run by experienced sports coaches and other SEND professionals to make the appropriate adaptations to meet pupils' individual need.

We would also endeavour to support families of EAL children to access all enrichment activities irrespective of ethnicity or gender.

Enrichment will initially include clubs and local and regional competitions in:

- sports including: boccia, archery, dance, gymnastics, athletics and football;
- life skills including: cookery and gardening;
- the arts including: steel drumming, performing arts, recorder, guitar and choir; and
- curriculum enrichment including: film club, chess, computing and reading.

As the school develops, it will also offer therapeutic enrichment activities including access to hydrotherapy, rebound therapy and light and sound therapy during holidays and at weekends. These enhanced therapies will be available to pupils and families who attend the school in the first instance and then on a broader basis to others. This will be facilitated by the SEND local officer in liaison with health and social services using a direct payment method, should parents wish to choose this option.

By offering a variety of experiences, pupils' horizons will be broadened, impacting on their ability to access the wider curriculum. Enrichment also develops self-esteem, personal resilience and commitment to learning as well as cultural aspects of the curriculum. Taking part in competitive events allows pupils to experience success and challenge in a controlled and safe environment. Parents can celebrate the achievements of their children.

Trips and residential visits

Trips and visits form an essential part of the school curriculum. Pupils will be offered a variety of trips and experiences linked both to topic work and as part of their social and emotional development. All trips and visits will be carefully planned and organised with accessibility of venues and areas considered. These will be dependent upon the topic and focus of the class and will be decided upon by the class teacher each term. Some of these additional educational experiences may take place on the school site through specialist companies such as 'Zoo Lab' who bring a range of animals into the school for pupils to handle or visiting artists or drama groups who re-enact events from history.

In Y5 and Y6, pupils will be offered the opportunity to attend a residential visit at an outward bound centre. This will be at a centre that is fully accessible and has staff who are able to support the pupil's needs.

Supporting children and families

TVET recognises the vital role it plays in supporting parents, families and communities of pupils with SEND. Of course this is important for all families, but for those who care for children with significant and complex needs this can be even more significant.

Knowing where to turn for help, accessing resources and simply getting their child into the right setting can be huge hurdles for parents and families. The Trust has always been committed to ensuring this support is easily and readily available.

Across the Trust, TVET already offers a wide range of extra support to children and families in many areas including access to services, attendance and welfare and medical needs (as detailed in D3). This is supported by a unique model of brokering high quality provision through commissioning expertise but embedding it as part of a joint service delivery under TVET expectations. The inclusion and welfare team is available to speak to parents Monday to Friday during school hours and for the vast majority of the school holidays). This means there is already a plethora of support, advice and guidance available to children and parents. Uniquely, as part of this team, TVET employs a designated SEND and inclusion officer highly skilled in the legalities, policies and procedures of SEND. Both the inclusion and welfare officers work closely with families on a wide range of areas including parental engagement, referrals to specialist agencies, ensuring safeguarding, attendance, secondary transition and access to education. This expertise will be available to the Discovery Special Academy school from pre-opening and throughout its growth, at no additional cost.

As many of the pupils at the school will be transported to school, finding alternative means of communicating with parents is vital. Home school diaries will be used to allow weekly contact with parents regarding children's progress and development. As well as this, the school website will inform parents about policies, procedures, emergency notices and newsletters. The SEND and inclusion officer is also a point of contact.

There will be an area within the website to allow pupils and parents to link directly to their topics and class learning through a secure sign in. For those pupils not attending following medical procedures and prolonged hospital stays, welfare visits will be made by staff and packs of work will be delivered each week. Work will also be uploaded to their area of the school website and facilitated by a designated member of staff.

Parent consultation meetings will be held each term to inform parents about their children's progress and achievement. In addition to this, there will be a termly open afternoon where parents will be invited in to look at their child's work and discuss this with their child. Other school events such as productions, sports days, coffee mornings, school nursing drop-ins, parent e-safety meetings and curriculum enrichment activities will allow further opportunities for parents to be included in the school community.

Case studies

The proposed curriculum is exemplified in the following two case-studies.

Year 3 female pupil A

SEND Stage: Statement of SEN/EHCP

SEND Category: Physical (Phy) / Cognition & Learning (SLD) / Medical (epilepsy)

Other SEND: Speech & language

Professionals involved / intervention: consultant paediatrician, CWD social worker, Educational Psychologist, speech & language therapist, occupational therapist, physiotherapist, continence service, wheelchair clinic, school nurse, health care.

Specialist resources / equipment: Small group provision – 6 pupils: 2 adults, 1:1 provision, Band 2 top-up funding from LA, wheelchair, work chair, LA home to school transport, ICT resources & augmentative aids, sensory room, therapy suite.

A typical day for pupil A

Background

Pupil A has a diagnosis of cerebral palsy that affects all four limbs and her trunk control. Her locomotor development is significantly delayed and she cannot roll over fully or move independently. She has regular physiotherapy sessions at school and her seating is regularly reviewed to ensure her continued comfort. Pupil A is unable to sit upright without aid and she requires full support in the classroom to access activities. She has difficulty picking up objects and holding them and so needs help with all practical activities. All work is presented on A3 coloured paper in order that pupil A can access reading at an appropriate level independently. A variety of multi-sensory equipment is used to allow access to activities, for example large equipment and magnetic numbers in maths allow child A to independently complete a task for photographic or video recording evidence rather than having to record by hand or dictate to an adult scribe. In writing, pupil A will sometimes use an iPad to record her work or will dictate her work for her 1:1 support to scribe. Although pupil A requires 2:1 adult support to meet all of her personal care needs, she now informs staff when she needs changing. Pupil A also requires 1:1 support during feeding to prevent choking. She is regularly reviewed by the specialist speech therapist to ensure her eating and swallowing are functioning appropriately. Pupil A has accessed a local hydro pool following a 1:1 bespoke swimming and therapy program devised in conjunction with physiotherapists.

8:40	Collected from transport by TA
8:45 – 9:00	Registration and morning activities – small group (1:3) intervention delivered by the level 3 TA focussed on phonics using large magnetic letters and cards to blend and segment words.
9:00 – 9:15	Movement therapy following Madeline Portwood programme led by the class teacher and supported by level 3 TA.
9:15 – 10:00	Standing frame changeover – part of lesson 1 in standing frame (transferred back into work chair by L2 TA and carer). Mathematics: pupils A uses large manipulatives to work on the concept of multiplication using arrays. This is independent

	following input. Work is recorded using photographs to provide evidence and measure progress and understanding
10:00 – 10:15	Toileting and transfer into wheelchair
10:15 – 10:30	Break (wheelchair)
10:30 – 10:40	Transfer back into work chair
10:30 – 11:00	Guided reading/phonics. Pupil A works with the class teacher in a small group.
11:00 - 12:00	Session 2. English: working with the class teacher in a small group, pupil A uses large laminated cards to sequence a set of instructions. She then adds the imperative verb to the pictures using laminated, velcro cards.
12:00 – 1:00	Transfer into wheelchair, lunchtime with 1:1 support, break, toileting and transfer back into work chair.
1:00 – 1:30	Physiotherapy in the on-site therapy suite.
1:30 – 2:30	Session 3. Science topic: 'Predator', predators and food chains. Following an input on food chains, pupil A uses toy animals/puppets to sequence a simple food chain.
2:30 – 2:50	Assembly
2:50	Transfer into wheelchair
3:00	Returned to transport by TA

Year 1 male pupil B

SEND Stage: Statement of SEN/EHCP

SEND Category: SLD/physical and sensory (HI)/communications

Other SEND: Speech & language

Professionals involved/intervention: hearing impaired service, speech and language

Specialist equipment: hearing aid

Background

Pupil B has a diagnosis of Turner's Syndrome, a genetic condition that causes short stature. He has regular injections of growth hormone. Pupil B has a bilateral, conductive hearing loss. The loss is asymmetric is mild in his left ear, and moderate in his right ear. He wears a hearing aid but still benefits from being within the proximity of one metre to someone when they are speaking. Pupil B has significant global developmental delay that is compounded by poor concentration. He works in a small group of 8 children with 2 full time adults supported by care staff.

In all lessons, pupil B is seated in a position close to the teacher so he can see clearly and be easily focussed into careful listening. Picture Exchange Communication supports the development of speech and is used by all adults in the classroom. For new learning, pupil B needs close adult supervision but short, achievable tasks based on familiar concepts are regularly planned to ensure the development of independence and lengthen concentration time. All resources are clear with short manageable instructions reinforced through visual representation so pupil B can refer to these regularly. There is a specific focus on communication and speech development outlined in pupil B's IEP and reinforced by all adults who work with pupil B.

A typical day for pupil B

8:40	Walk to class from transport/registration
8:45 – 9:00	Movement therapy/class interventions: today, pupil B accesses a 2:1 session with the class teacher focussed on number recognition to 3
9:00 – 9:30	Speech and language therapy on site
9.30 – 10.30	Session 1 English: Working in a small group with the level 3 TA, pupil B works on recognition and 'writing' his own name using magnetic letters, he then uses large brushes and water to practice formation of the letters in the outdoor area.
10:30 – 10:45	Phonics. Pupil B works with the teacher in a small group on recognition of sounds.
10:45 – 11:00	Break
11:00 – 12:00	Session 2. Mathematics: A variety of independent active counting activities support pupil B in counting to 10. Working 1:1 with the TA finger painting numbers to 3 and adding finger painted dots to develop 1:1 correspondence extends this learning.
12:00 – 1:00	Lunchtime
1:00 – 1:30	Sensory room: circle time, led by the teacher and supported by the TA, focussed on careful listening incorporating the controls and switches in the sensory room to make simple choices.
1:30 – 2:30	Session 3 Topic: introduction to 'Towers, Tunnels and Turrets' in a group of 4 pupil B constructs towers from different materials and talks about which is the strongest. The teacher and TA support 1 group each.
2:30 – 2:50	Assembly
2:50	Whole class story
3:00	After school club : Boccia

Summary

The curriculum described in this application is built on the Trust's desire to further develop outstanding educational experiences and entitlement for SEND pupils. The TVET team is committed to excellence for all pupils, not only in its own establishments, but in championing this locally, regionally and nationally. To ensure a more inclusive society and one in which the pupils TVET champions can live successfully with high levels of resilience, TVET will continue to drive this ambition forwards. Therefore, the Discovery Special Academy curriculum offer submitted here is unashamedly focussed on high expectation and challenge and the commitment to be innovative in its approach; to seek out new ways of opening up the world of learning to the pupils it serves and to give SEND pupils a voice through supporting them and their families.

D2 – measuring pupil performance effectively and setting challenging targets

Introduction

Regular measuring and monitoring of pupils' performance, setting challenging targets for improvement and using the analysis of performance and target setting data to inform planning for individual pupils and at a strategic whole school level are already fundamental to TVET's approach to school improvement. Robust and externally validated assessment, recording and reporting (ARR) systems and clear lines of accountability from each academy to the Trust Board (see F2) are securely in place in all schools across the Trust. These have been highly commended in recent Ofsted inspection reports and in the recent successful application for teaching school status.

As an integral part of its approach to ARR and target setting, the Trust already has considerable expertise and experience in developing and implementing successful and meaningful ways of measuring the performance and progress of pupils with SEND, setting appropriately challenging targets for individuals and groups of pupils and using this information to inform future planning. These are currently used across all TVET's mainstream settings and, in particular, for pupils in the Trust's two located units for pupils with a range of SEND needs.

The systems put in place in the Discovery Special Academy will therefore build on and further develop the approaches that are already well established, taking full account of the particular context of the special school while at the same time acknowledging that all pupils will be expected to achieve, succeed and make the best possible progress.

Measuring and monitoring pupil performance and setting challenging targets

In order to ensure best outcomes for pupils at the Discovery Special Academy, progress will be closely tracked, monitored and analysed. A range of targets will be set for individuals and at whole school level. All targets will be credible, challenging and realistic, based on a thorough understanding of the cohort of pupils.

Working closely with other special schools and settings both regionally and nationally, TVET will ensure through externally validated moderation and comparison that performance data and targets are robust, valid and fit for purpose. High expectations of all pupils, combined with a fully evidenced knowledge of current attainment and progress and a deep understanding of what each pupil can achieve, will form the basis for setting appropriately challenging targets for individuals and groups of pupils and at whole school level.

Base-lining

All pupils will have their core academic attainment assessed during their first month in the academy. Following this initial base-line, more detailed holistic assessments will be made of pupils' therapeutic, social and emotional needs working with appropriate agencies. Academic attainment will be assessed using PIVATS which begins at a developmental level low enough to ensure all pupils can be assessed using the criteria. Base lining will be carried out by the class teacher supported by the level 3 TA through ongoing observations of work and activities. Moderation of baseline assessments will be carried out by key stage leaders and by the SLT to ensure consistency and validity of judgements. Where pupils join the school at a later stage, previous assessments will be used as a starting point for base lines and adjusted accordingly following similar internal assessments during their first month in the academy.

Targets will be set according to the children's base line assessments using targets from PIVATS as well as from appropriate therapeutic interventions. Academic targets will be decided by the class teacher with therapeutic targets developed in collaboration with appropriate professionals. Thorough and robust assessment systems will record and track individual learning and progress which will be reviewed half termly and reported to parents termly through pupil progress meetings and via an annual written report.

The outcomes of performance and target setting reviews will be reported termly to the Trust Board. The Board has also designate a trustee with the appropriate knowledge and expertise to have lead responsibility on behalf of the Trust to challenge and support the academy in the effectiveness of its data analysis and approach to target setting (See section F2).

While the academy's assessment systems and procedures will focus on personalised profiles for individual pupils, these will also be measured and compared with validated national expectations for pupils with SEND. This will allow progress to be benchmarked both within the school and in comparison to similar settings catering for pupils with the same level and type of need.

Progress will be tracked through the PIVATS level descriptors (Performance Indicators for Value Added Target Setting). PIVATS is an extended version of the revised P Scales and former national curriculum levels. It is currently the recommended method of assessment in SEND. Any further developments as advised by the Rochford review,

commissioned by the DfE and currently being undertaken, will be implemented as appropriate.

Using PIVATS ensures pupils are tracked within and across settings with recognised standardisation and consistency. Each of the level descriptors is expressed as P1(i) to P8 and PIVATS stages 1 to 4. Each stage has then been differentiated into five stepping stones that lead to the milestones P Scale 1 - 8 and national curriculum years 1 - 4. All descriptors have to be met in order to achieve each PIVATS milestone. This offers a more robust approach to assessment and avoids the pitfalls of a 'best fit' model where not all descriptors need to be achieved to reach a given level.

While PIVATS currently provides the most objective and quantifiable approach to measuring the performance and progress of pupils with SEND, TVET acknowledges that assessment can be, and often is, subjective and open to interpretation, in particular for pupils with the most challenging needs. A collaborative approach within the academy and across the Trust, combined with external moderation, will therefore be vital to ensure accurate assessment.

Teachers will be responsible for managing PIVATS at an individual pupil level and for inputting data into the CASPA (Comparative Analysis for Special Pupil Attainment) system as well as for tracking their class progress and setting appropriate targets. They will do this in collaboration with appropriate professionals involved with the pupil. Following this, key stage leaders will analyse progress within their key stage reporting to the deputy head teacher. In turn, the deputy will have strategic oversight of whole school progress and data analysis preparing reports for the head teacher, the local academy committee and, where appropriate, the Trust Board.

Internal moderation will be carried out by teams of teachers, team leaders and the senior leadership team (SLT) to ensure a thorough understanding and validation of judgements. This approach will also support teachers to further develop their knowledge and understanding of anticipated assessment outcomes. Working in partnership with regional special providers to moderate assessments will offer external validation. The PIVATS system also enables moderation and monitoring by external agencies reporting on outcomes for parents and the government.

PIVATS assesses progress across all of the core and foundation curriculum areas from a very early developmental stage. PIVATS also assesses the personal, social and emotional development of pupils enabling a holistic approach to assessment. For example, PIVATS assesses progress of a pupil's ability to interact and work with others and how well they are able to focus their attention.

As PIVATS data measures progress and attainment between fixed periods of time, CASPA will be used annually to analyse progress compared with similar pupils nationally. CASPA is a tool for the analysis and evaluation of attainment and progress for pupils with SEND who are working significantly below age-related expectations. It forms a national database of assessment information collected from participating

schools and local authorities. Within this database, there are trends that show rates of progress pupils make when compared with pupils of similar category need. CASPA's analysis and bench-marking takes account of the circumstances of individual pupils, both for the review of historic progress as well as when considering targets for future progress.

By providing a robust and reliable measure of progress and identifying potential areas of concern, CASPA allows schools to take appropriate actions to improve outcomes for pupils. Progress can then be compared with other children nationally in order to assess whether this is above, at or below the expected standard. Within this system, examples of pupils' work can also be recorded including photographs, videos and other assessment information which demonstrates each pupil's level of achievement. This offers a quantitative and qualitative approach to assessment that can take into account each pupil's personal learning journey which is vital when working with pupils with varied and complex needs. Class teachers will be responsible for determining individual interventions in discussion with the key stage leader. This will be closely monitored by key stage leaders and the impact and effectiveness of interventions will be overseen by these leaders and the deputy head teacher.

Using national SEND data offers support and challenge to ensure pupils make better than expected progress. These data will form the bedrock of the school's self-evaluation and school improvement activities by providing intelligent and user-friendly interpretation of assessments and targets for individual pupils, for cohorts of pupils and at whole-school level. Aspirational individual targets will be set using the professional knowledge of staff and national data drawn from CASPA. SLT will monitor and analyse progress towards targets to track identified groups of pupils and their outcomes. These analyses will help to inform judgements as to whether the curriculum and pedagogies used are being effective and signal the need for early intervention if required. Where gaps are identified, SLT and teaching staff will identify appropriate short, medium and long term actions. Information gathered from this will also inform IEPs as well as teaching and support through intervention. Overall TA deployment will be determined by the head and deputy head teacher taking into account their expertise and qualifications in specific interventions. Within the classroom, the class teacher will plan and manage the day to day operational deployment of the TAs. At a key stage level, the appropriate leader will work with the teaching team to ensure TA deployment is effective and has high impact.

Whole school monitoring and evaluation of pupils' performance and progress will inform the determination, tracking and review of school priorities. This will be recorded in the school's self-evaluation form (SEF) leading directly into the review and development plans (RAD) and to strategic discussions with the Trust Board. Termly reports will be prepared for the Trust Board and the local academy council who will monitor the school's policies and procedures and their impact on the progress and attainment of pupils (see F2).

To further support a holistic approach to support pupils' development, other sources of assessment may also be used dependent on pupil need. For instance, Mapping and Assessing Personal Progress (MAPP) is a suite of materials developed by The Dales School, North Yorkshire, to facilitate the planning, assessment and recording of progress in relation to personal learning intentions. In particular it provides a way of recognising lateral progression and could, for example, be focused on the physical progress made by a pupil. This approach enables pupils with severe physical needs to have small steps of progress towards personalised targets tracked. Assessment criteria for MAPP can be taken from a range of sources or individual targets can be developed in collaboration with professionals such as speech and language, physiotherapy or Educational Psychologists. Once a target has been set and inputted, evidence towards this target and the level of independence with which it has been achieved can be recorded and measured. This system can run alongside PIVATS supporting the judgements made by staff but allowing even smaller steps of progress to be measured, evidencing and demonstrating progress.

Annual assessment timetable

	Reception	KS1 and KS2
Autumn 1	PIVATS baseline completed within the first 2 weeks and individual targets set. IEP interim review. Ongoing observations and assessments.	End of previous year assessment used to develop personalised learning and interventions. Independent writing assessment in the first 3 weeks. PIVATS assessment data updated in Reading, Writing and Maths. Progress towards individual targets tracked through pupil progress meetings. IEP interim review
Autumn and Spring 2	Parent consultation meetings. PIVATS assessments updated and inputted into CASPA. Progress towards individual targets tracked and analysed and reviewed. Independent writing assessment. Update IEPs Report to Trustees.	
Spring and Summer 1	Progress towards individual targets tracked through pupil progress meetings. IEP interim review	
Summer 2	Written reports to parents. Independent writing assessment. All assessment data updated, tracked and analysed 3 weeks prior to the end of term to allow for comprehensive moderation. End of year assessment reports produced. Data inputted into CASPA and sent for national comparison.	

Annual review timetable for EHCPs will be developed by the SEND officer and Deputy Head Teacher.

Intervention and provision mapping will be regularly reviewed each half term by the KEY Stage leaders with the Deputy Head Teacher.

Assessment and monitoring performance case studies

Pupil A (joining the academy in reception). Pupil A presents with global development delay and has some difficulties with gross and fine motor ability. She was born at 25 weeks gestation and spent several weeks in the ITU. Pupil A has chronic lung disease (broncho pulmonary dysplasia) and in the past has required oxygen. Pupil A can suffer from recurring chest infections. Pupil A has significantly delayed language and communication skills. Pupil A wears glasses.

Pupil B (joining the Discovery Special Academy from an IAC: Year 3) Pupil B has delayed development and difficulties in areas of speech and language, motor skills, emotional and social development, cognition and learning. He also has a diagnosis of partial deletion of chromosome 17.

Pupil A	
Autumn 1	<p>PIVATS baseline for core areas within 1 month of joining the school – R P3(ii)a, W P3(ii)a.</p> <p>Therapeutic assessment completed with relevant professionals: speech and language therapy. IEP written to include academic and therapeutic targets after baseline completed.</p> <p>By the end of Autumn 1</p> <ul style="list-style-type: none"> • PIVATS baseline for PSD (P3(ii)b). All PIVATS data into CASPA • End of year targets set for core areas by class teacher in collaboration with level 3 TA, dialogue with DHT (Targets: R P5e, W P4a, M P5d) • IEP interim review.
Autumn 2	<p>Parent consultation meetings, progress, IEP, targets and current levels all discussed.</p> <p>Independent writing assessment and PIVATS assessment for all areas completed and inputted into CASPA (R P4d, W P3(ii)a, M P4e, PSD P4e).</p> <p>Progress towards targets analysed, pupil progress meeting with SLT (QFT, intervention review). Following pupil progress meeting, maths 1:2 intervention put into place focussed on counting through singing and rhymes using interactive resources (puppets, large currant buns, online number songs). Focus also on pupil A interacting with others through the 2:1 intervention rather than 1:1</p> <p>IEP review and update.</p>
Spring 1	<p>Pupil progress meeting with SLT to review progress (QFT, intervention review). 2:1 intervention allowed pupil A to make accelerated progress in maths and she</p>

	<p>is now back on track for the end of year target (P5d). Continued small group work on recognising 1 and 2 in different contexts to ensure this.</p> <p>IEP interim review.</p>
Spring 2	<p>Parent consultation meetings, progress, IEP, targets and current levels all discussed.</p> <p>Independent writing assessment and PIVATS assessment for all areas completed and inputted into CASPA (R P4c, W P4d, M P4b, PSD P4d). Progress has been made in maths and PSD with the pupil now confidently recognising 1 and being able to join in with simple songs and rhymes and is beginning to take an interest in other pupils.</p> <p>Progress towards targets analysed, pupil progress meeting with SLT (QFT, intervention review). Write dance introduced to support pupil A with gross motor movements in writing.</p> <p>IEP review and update.</p>
Summer 1	<p>Pupil progress meeting with SLT to review progress (QFT, intervention review). Progress has continued in maths but there are still difficulties around interacting and working with others and attention. Focussed work with pupil A in areas involving 1 or 2 pupils with the level 3 TA or teacher planned.</p> <p>IEP interim review.</p>
Summer 2	<p>Written reports to parents.</p> <p>Independent writing assessment and PIVATS assessment for all areas completed and inputted into CASPA (R P5e, W P4b, M P5d, PSD P4b). Pupil A has met targets in reading and maths. Moving forward, focussed work on gross motor skills as well as beginning to make meaningful marks for her own name is required (Autumn term IEP targets).</p>
Pupil B	
Autumn 1	<p>Incoming assessment data from end of Y2 (R P5b, W P6e, M P6e). PIVATS Baseline for core areas within 1 month of joining the school (R P5b, W P6e, M P5a). Pupil B was not confident with numbers to 3 or 1:1 correspondence on assessment meaning the class teacher, in discussion with the DHT, assessed pupil B at P5a not P6e in maths. Short burst 1:1 intervention with the level 3 TA put into place to ensure accelerated progress in this area.</p> <p>Therapeutic assessment completed with relevant professionals. IEP written to include academic and therapeutic targets after baseline completed.</p> <p>By the end of Autumn 1:</p> <ul style="list-style-type: none"> • PIVATS baseline for PSD (P5a). All PIVATS data into CASPA • End of year targets set for core areas by class teacher in collaboration with level 3 TA, dialogue with DHT, it is felt that although progress has been made over the half term this has been slow (Targets: R P6c, W P6a, M P6b) • IEP interim review.

Autumn 2	<p>Parent consultation meetings, progress, IEP, targets and current levels all discussed.</p> <p>Independent writing assessment and PIVATS assessment for all areas completed and inputted into CASPA (R P5a, W6e, M P6d, PSD P6d).</p> <p>Progress towards targets analysed, pupil progress meeting with SLT (QFT, intervention review). Following pupil progress meeting, maths intervention has proved successful and pupil B is now making rapid progress in this area. However, writing progress has stagnated, Focus on pupil B being able to produce name in different media as well as beginning to write this (multisensory – sand, shaving foam, magnetic letters).</p> <p>IEP review and update</p>
Spring 1	<p>Pupil progress meeting with SLT to review progress (QFT, intervention review). Progress in writing continues to be slow (P6d), occupational therapy review assesses that pupil B has some sensory processing needs that require sensory integration therapy. This will be accessed on site and delivered by OT.</p> <p>IEP interim review.</p>
Spring 2	<p>Parent consultation meetings, progress, IEP, targets and current levels all discussed.</p> <p>Independent writing assessment and PIVATS assessment for all areas completed and inputted into CASPA (R P6c, W P6b, M P6c, PSD P6b). Pupil B has settled much more this term and sensory integration therapy is having an impact, end of year target has been met in reading, a new target of P6a is set given the progress already made.</p> <p>IEP review and update</p>
Summer 1	<p>Pupil progress meeting with SLT to review progress (QFT, intervention review). Progress has been steady and has accelerated over the year.</p> <p>IEP interim review</p>
Summer 2	<p>Written reports to parents</p> <p>Independent writing assessment and PIVATS assessment for all areas completed and inputted into CASPA (R P6a, W P6a, M P6a, PSD P7d). Pupil B has met targets in writing following occupational therapy intervention, the original target of P6c was exceeded in reading and the new P6a target met. Pupil B has also exceeded his target in maths, accelerated progress.</p>

Pupil performance targets

TVET is proposing the following pupil performance targets for the Discovery Special Academy:

- termly: at least 90% of pupils to reach their personalised targets as set according to expectation drawn on data from CASPA and in discussion with teachers at pupils progress meetings and tracked termly. This takes into account the medical needs of pupils that may sometimes be degenerative or require medical absence;
- annually: at least 70% of pupils to make better than expected progress in English, maths and science (core subjects) relative to starting points across the year;
- by the end of KS2: at least 75% of pupils to perform in the upper quartile of SEND pupils nationally in maths, English and science following the completion of a full key stage.

Attendance and behaviour targets

While these pupil performance targets will be paramount, TVET recognises the need to determine a wider suite of key performance indicators (KPIs), in particular focusing on school attendance and behaviour. As the Ofsted inspection framework recognises, these are fundamental to ensuring pupils' well-being at school and providing the best possible learning environment to help all pupils to succeed and achieve. This can be particularly challenging when supporting pupils with a wide range of SEND, including challenging behaviour and medical needs that can make regular attendance difficult. It is especially important in these areas to work closely with the pupils' families and to make expectations clear to parents and carers.

Attendance

The school will cater for children with complex physical and medical needs. Therefore due account must be taken of long term absences and medical appointments. These appointments can often take place in specialist hospitals not in the locality, for example in Leeds or Newcastle. In cases where pupils may be absent for prolonged periods due to medical needs, the Trust's SEND inclusion officer will liaise with parents, carers, teachers and outside agencies. Home support packages will be organised and delivered to pupils when they are able to engage in learning offsite to minimise the impact on progress.

Attendance will be monitored daily by the attendance and welfare team and regularly analysed by SLT. Pupil attendance will be recorded electronically each day in SIMS and parents will be contacted immediately regarding any unexplained and unauthorised absences. Attendance data will be regularly reviewed and shared with all stakeholders to ensure accountability and to allow interventions and support to be considered. For example, where attendance is low, the team will work very closely with families to offer advice, guidance and support.

Attendance targets will be at least in line with or better than national expectation:

- pupil attendance to be at least good; above 96%;

- where attendance is low, for individual attendance to increase year on year through a team around the family approach;
- for at least 30%-40% of pupils to take part in a range of extra-curricular activities (taking into account transport needs for individual pupils).

Behaviour

To support expectations of behaviour throughout the school there will be a five point, graduated system of warnings and consequences. At all points during this system, pupils will have the opportunity to put right their choices. If behaviour escalates to the point where intervention is needed, staff will take children to a member of SLT.

Behaviour will be addressed on a daily basis and only in extreme circumstances will a consequence carry over into the next day or beyond. All incidents will be discussed with the pupil and the impact of their actions and the other choices they could have made will be considered. Pupils need to understand that behaviour is a choice, not a personality trait and the wrong choice does not mean they are then labelled as a 'bad' person or 'naughty' child.

Behaviour records will be logged and stored centrally through the use of the Child Protection Online Monitoring System (CPOMS). This ensures a chronology of all incidents is recorded and can be easily accessed when needed for the purposes of data analysis, safeguarding and parental reporting.

All recorded instances of both low level poor behaviour and major incidents will be logged and inputted into a bespoke tracking system. This will be analysed to monitor the percentage of incidents across the whole school, in particular cohorts and with individuals. Interventions and targets can then be implemented early and swiftly to ensure continued pupil progress. The pupil and parent support adviser (PSA) will work alongside parents, carers, teaching staff and external agencies to explore the underlying reasons for the behaviour and provide a holistic and robust approach focused on the social, emotional and mental health well-being of every pupil.

This clear focus on behaviour is intended to support the learning ethos of the academy with the following outcomes.

- where there are behaviour issues with individual pupils, a reduction in the percentage of incidents (relative to those recorded) of challenging behaviour year on year. This percentage will be personalised to pupils dependent on need and the level of support required;
- for 100% of parents to be at least satisfied and 50 – 60% to be highly satisfied with all aspects of the schools work including the safety and behaviour of pupil; and
- There will be no permanent exclusions.

The rationale for these proposed targets is:

- the target for general behaviour is in line with Ofsted's criteria for an outstanding school;

- where there are behaviour issues with individual pupils, a positive behaviour plan will be drafted, focussed on each pupil's individual needs, that will enable improvements in short, medium and long term behaviour; and
- all pupils will have behavioural needs identified and managed through effective EHCP plans including identification of relevant social and medical needs that affect behaviour.

Celebrating achievement

The academy will follow the ethos and expectations of TVET while having its own personalised behaviour policy, attendance policy and reward systems. Within these systems there will be an emphasis on celebrating outstanding behaviour, attendance and punctuality in assemblies and through the use of additional rewards. The high quality reward system will allow pupils to celebrate their successes with their peers, the school community and their families. This will include the presentation of certificates in a celebration assembly each week. Pupils will be chosen to receive 'star of the week' if they have demonstrated the core values of the school community in some way. This will include academic and physical achievements as well as pupils who demonstrate outstanding citizenship. These pupils will receive a school badge and have their lunch with a member of the SLT on the day of the assembly. Throughout the school, pupils will be recognised for their achievements through the use of displays and award cabinets.

Attendance and behaviour support

Across TVET there are key staff who work directly in the areas of behaviour and attendance. This includes specialist teaching assistants, pastoral and parent advisors, the SEND inclusion officer, welfare support officer and SENDCo. This team is extremely experienced in managing and monitoring pupils' behaviour and attendance. The Discovery Special Academy will have access to this expertise to support the growth of the school while it is developing its staffing capacity. In addition to this, the Trust has a team trained in delivering positive behaviour and handling systems which it is commissioned to deliver in other settings across the Tees Valley.

All of these approaches and systems for attendance and behaviour are designed to ensure continued improvement across the Trust. Success in these areas is paramount for the success of the pupils and to their access to high quality education. Without this, chances are limited and pupil progress stagnates. The Trust therefore recognises the importance of these areas.

Target setting, accountability and planning

The outcomes of target reviews will be used to inform the annual review of each pupil's IEP, as well as reviews of the school's SEF and individual subject development plans. In line with current TVET practice, the chair of each local academy committee (LAC), together with the CEO, the head teacher of each academy and the external school improvement adviser (see F2) will produce a report for each of the four meetings of the

Trust Board. Before being tabled at the Trust Board, these reports will be considered in more detail by the Trust's academic standards committee (see F2). This committee will make recommendations for the Trust Board to consider. In turn, the Trust Board, will consider performance against targets at whole school level and for groups of pupils at least termly and will use the annual summation of performance to inform future strategic improvement planning and make any specific recommendations/requirements for action to each academy (see F2).

Monitoring and improving the quality of teaching

The quality of teaching and effective delivery of the school's curriculum (outlined in section D1) will have a profound impact on pupils' performance and overall school effectiveness. Therefore, the school will place considerable emphasis on supporting, developing, monitoring and improving the quality of teaching, including effective use of the analysis of assessment outcomes to inform short, medium and long term planning. As part of its accountability and self evaluation, the Trust will set a school target for the quality of teaching based on the Ofsted school inspection criteria and judgements (see at the end of this section).

Current Ofsted school inspection criteria and evaluation against the national teaching standards will be used to judge the quality of teaching. The head of school, together with the executive head teacher, will be responsible for developing robust, effective and transparent processes for monitoring the quality of teaching throughout the school year and for performance management purposes. This approach will ensure that all teachers are offered appropriate challenge and support and, where necessary, appropriate and timely action is taken and interventions are put in place. Performance against the quality of teaching target and performance management arrangements and outcomes will be reported termly to Trust Board.

Performance management is critical to delivering and improving organisational performance and ensuring that staff are enabled to perform to the best of their abilities in order to succeed personally and professionally, which in turn allows schools to succeed. The focus should be on creating a culture that encourages continuous improvement and the pursuit of excellence, rather than being solely about managing underperformance.

With this in mind, all staff will be appraised annually. Agreed targets will reflect whole school priorities to ensure progress is made strategically. Personalised targets will also be agreed focused on individual professional development related to their specific role in school, classroom practice and pupil progress to raise standards.

Formal lesson observations and learning walks will form part of this process as well as moderation of assessment outcomes and monitoring of books and marking. Records of outcomes will be collated and included in the SEF and will feed directly into the school's priorities and improvement plans.

In addition to formal observations, there will be opportunities through teaching studies for staff to work collaboratively to develop their own and others teaching practice in a culture of co-production. This model is now embedded across the Trust and has proved very successful.

Across the Trust, there is already a strong culture of shared practice and moderation of teaching and practice both internally and externally. Each term, a review of teaching and learning in all the academies is undertaken with the support of a range of external professionals to offer validation, challenge and development points. In this way, the outstanding practice offered is not only maintained, but continuously grows and develops meaning the pupils are afforded the best possible education to prepare them for their future and increase life chances. As part of TVET, the Discovery Special Academy will be subject to the same internal and external reviews and monitoring systems.

Staff development will be carefully planned so the whole school priorities are emphasised to ensure success. Discussion of professional practice and pedagogy will be a key element to allow time to reflect on the quality of teaching and learning and enable ideas, knowledge and skills to be shared. Working in this way promotes a culture of shared practice at all levels to impact on school effectiveness and standards (D3).

Staff ownership of data and their clear understanding of pupil progress and the systems underpinning this also impacts on the quality of teaching and learning. Therefore, every half term, pupil progress towards their targets will be monitored and each term there will be the opportunity to reflect on and analyse data at a teaching level. This will include a pupil progress meeting with a member of SLT to identify individual and groups of pupils who may be underperforming. Targets set from this analysis will be ambitious but realistic given the individual needs and profiles of the pupils.

It is important to note that while half termly, termly and annual pupil, class, cohort and whole school analysis are vital in to ensure success, data analysis and tracking are a continuous and cyclical process of 'assess, plan, do, review' (SEND Code of Practice). Within SEND at TVET, teaching staff are highly aware of the importance of this and of the ongoing cycle set out in the Code. This ensures high quality personalised teaching, timely and focused interventions and better than expected rates of progress.

The school's quality of teaching target will be:

- at least 90% of teaching is judged to be at least good with no inadequate teaching (according to Ofsted inspection criteria).

Reporting to parents and carers

It is vital to keep parents and carers informed about their children's development and progress in all areas. Communication with parents and carers about success in pupils'

attainment, progress, lesson content, behaviour and attendance can have a huge impact on progress. Working with parents and carers where they may be issues ensures a collaborative and mutually supportive approach. For pupils who use transport to travel to school, home/school communication is even more important. The use of home school diaries, regular phone calls, parent consultation, annual reviews and a well-developed and informative website will all support this.

Pupil progress meetings with parents will be held each term and at the end of the academic year a formal written report will be produced for each pupil. As the great majority of pupils will have EHCPs, parents will also attend annual reviews to ensure statutory information is regularly updated. All data regarding pupils will be shared at these meetings and reviews. Open afternoons for parents to come into the school and see their child's work, talk with staff and share this with their child will also take place each term.

Parental links are vital in ensuring the social, emotional, health and academic needs of all pupils are met to the full.

Summary

TVET has a clear vision of excellence for all that will be supported by effective and robust systems and strategies. Ambitious expectations and progress will be assessed, tracked and adjusted on the basis of thorough analysis and moderation. This will be monitored and moderated through internal and external validation and communicated to all stakeholders. In this way, all pupils served by the Discovery Special Academy will have every available opportunity to progress to their full potential and be supported to do so by every member of the school community.

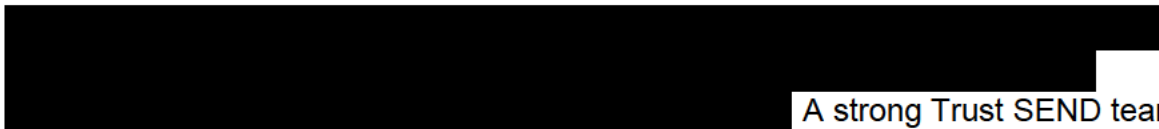
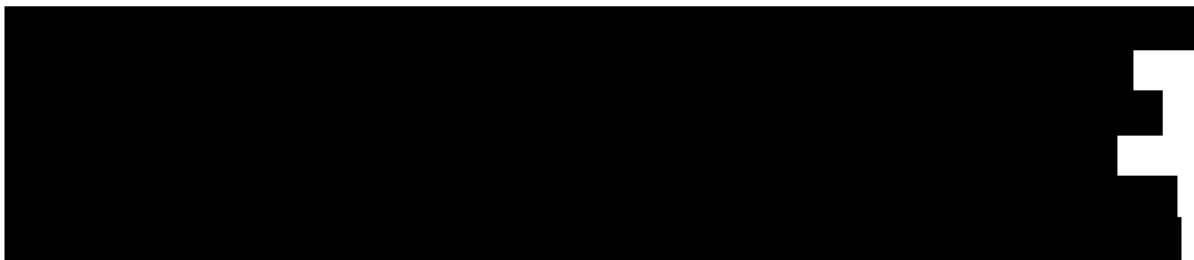
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Introduction

The staffing structure has been designed to support the vision detailed in section C and to instill a collaborative but purposeful academic and person centred approach. It offers a dynamic balance of class teachers, support staff and leaders, both middle and senior, to deliver and drive the ambition and ethos of the school. Over time, it builds sustainable capacity within the school and across and beyond the Trust. In order to ensure excellence and outstanding provision from the very beginning, staff employed will be experienced in SEND teaching. Teachers salaries will range from [REDACTED] and will include an Assistant Head Teacher leading KS2 and the Deputy Head Teacher leading KS1 / EYFS. Level 3 Teaching Assistants will be deployed based upon accurate assessment for learning to ensure accelerated progress for all children but particularly for those in receipt of pupil premium funding.

Current Trust expertise, staffing and shared system

TVET currently employs a team of highly skilled and experienced staff, covering leadership and management, policy and legislation development, pastoral support and curriculum development all within SEND provision and inclusion.



A strong Trust SEND team, currently offers SEND outreach support both across the academies in TVET and beyond as part of the national support school's outreach offer and the Trust's Teaching School Alliance. This expertise will be available to the Discovery Academy. The Trust also works with student teachers and has successfully inducted many NQTs as well as having an excellent record of teacher training including staff and leadership development through coaching and mentoring. This means that the Trust already has significant capacity to offer high quality CPD to staff at the Discovery Special Academy, as well as supporting educational development through seconded and executive posts to the Discovery Special Academy. Moreover, is currently building capacity through employing NQTs and RQTs to work across existing SEND unit provision with UPS teachers to ensure a 'pipeline' of ■■■ and ■■■ teachers from 2018 onwards.

There is also a wide range of broader skills and experience within the Trust: financial, buildings development, legislative and personnel management, as well as amongst our trustees. The expertise and systems within the Trust will be available to the Discovery Special Academy and as the school grows and develops, some of these roles will be specifically developed as part of the overall structure of the school and some will remain as part of the central Trust staff and therefore be available to the Discovery Special Academy.

Phased growth

The table below show the numbers of staff at different levels and how staffing will increase during the three development phases until the school reaches capacity in September 2020.

Phased growth

The staffing structure has been designed not only to meet pupils' needs but also to be sufficiently flexible in the unlikely event that fewer than anticipated pupils an enrolled in the school when it first opens. In section E, we explain further the steps that will be taken to ensure a full pupil complement from opening. As already noted, the DCSs of Middlesbrough and Redcar and Cleveland LAs have made a commitment in writing to commission places at

the Discovery Special Academy. These commitments are appended to this application. In addition, North Yorkshire and Stockton-on-Tees LAs have indicated a strong interest in commissioning placements although they are not yet able to give a specific commitment as is explained further in section E. The CEO and Head Teacher will keep pupil numbers and staffing under regular review and will report to the TVET Board as part of their regular termly reports.

Phased growth of leadership and teaching staff

The school plans to open reception provision in September 2018 with [REDACTED]. The school's leadership team will grow in line and in balance with the growth of pupils. When full in September 2020, the school's senior leadership team will comprise the [REDACTED].

Staff/year	Phase 1 Sept. 2018	Phase 2 Sept. 2019	Phase 3 Sept.2020
Pupils on roll	36	60	84
Leadership Team			
Trust CEO/executive headteacher	1	1	1
Headteacher	1	1	1
Deputy Head Teacher/EYFS KS1 lead (0.5 cover)	1	1	1
Level 4 Office Manager	1	1	1
Teaching staff			
KS2 Leader / AHT			1
Mainscale teachers	5	8	10
Total teachers (KS 2 leader)	7	10	13
Support staff			
SEND and Inclusion Officer	0.5	0.5	1
Parent and Pupil Support Adviser in charge of welfare	0.5	1	1
Level 3 teaching assistant	5	8	11
Level 2 care assistant	2	3	4

Health care	1	2	2
Operational			
Finance Officer	TVET	TVET	TVET
Bursar/HR	TVET	TVET	TVET
Level 3 office administrator		1	1
Caretaker	1	1	1
Cleaners	2	3	3

The proposed staffing model allows, over time, for up to 12 pupils to be enrolled in each year group from reception to Y6. In reception, there will be two classes of 6 pupils in each class to be supported by a [REDACTED] teacher and level [REDACTED]. This will ensure pupils' individual needs can be effectively met. Employing [REDACTED] teachers confident in EYFS outcomes at this stage will ensure excellence from the start. Experience in effective transition from different nursery settings and translating EHCPs into EYFS provision, with a sound understanding of how this relates to the code of practice, will be vital for these staff. In addition to this, staff must be skilled in forming highly effective and positive relationships with parents of children who are transported to school to ensure secure foundations are built from the earliest possible stage. This phase of the school will also be heavily supported by the DHT who will be an EYFS/KS1 specialist.

In KS1 and 2 there will be three phases: Y1/2, Y3/4 and Y5/6. Each phase will have 3 classes of 8 also supported by a teacher and level [REDACTED] who will work closely as a teaching team to ensure quality of provision. Working in phases also allows classes to be grouped in a manner which supports stage of development while still enabling similar age groupings to aid socialisation and personal development in a combination of vertical grouping and age and stage provision. Thus personalised learning along with rigorous support and challenge is inherent within the structural expectations and contributes to every child receiving an outstanding education.

Within each phase of three classes, a range of experience in teaching staff will allow for excellence and sustainable professional development. Y1/2 and 3/4 will have a [REDACTED] teacher and 2 [REDACTED] teachers with the lowest being [REDACTED]. The [REDACTED] teacher in KS1 will support the [REDACTED] with transition while the Y3/4 [REDACTED] teacher will support the HT with transition into KS2 until the AHT is appointed in phase 3. In Y5/6 there will be an [REDACTED] to lead KS2 and support with external transition and moderation across settings as well as 2 [REDACTED] teachers. This means that each transition point (Y1, Y3 and Y7) is supported by an experienced and senior member of staff who would also be expected to be a moderator across the LAs as part of a national teaching school MAT.

The [redacted] teachers identified as part of the staffing structure are currently students in special education within and across the Trust as part of the teaching schools' work with a local SCITT provider. Therefore, should this application be successful, the students would be invited to apply to be additional members of SEND staff across the Trust in the short term and then apply using the skills they have obtained to become employed in the Discovery Special Academy.

Higher mainscale, UPS and leadership posts will be advertised internally across the Trust as well as externally. It is envisaged that at least one of the SLT posts will be fulfilled from capacity from within TVET and that the other posts will be filled from a combination of internal and external applicants. We would expect SLT and UPS applicants to have demonstrated a commitment to wider professional development through either studying for diplomas, masters or lead practitioner affiliations, being an SLE for areas of SEND provision or being accredited for LLE/NLE standards in headship (or be willing to work towards). Moreover, we would expect SLT to have held SENDCo positions or been a part of the SEND provision in their current establishments. This will ensure that staff deployment reflects the level of maturity in understanding the pedagogical needs of the SLD cohort in addition for the reporting and accountability frameworks nationally.

In addition, TVET's internal teaching school already has a research and development group for SEND. This is a dual purpose of ongoing staff CPD as well as offering bespoke training packages and courses externally. As part of the internal provision, all staff, irrespective of where they are in their career progression will have experience of engaging in professional learning and research and development with external stakeholders both in the Trust and across the region/nationally.

Level [redacted] will be a combination of external and internal appointments. A rigorous development programme will be established through the teaching school in order build on individual skill sets and thus create an outstanding team around the child. A level [redacted] working alongside health staff will support each phase with care and health needs. This will allow teachers and TAs to focus entirely on teaching and learning.

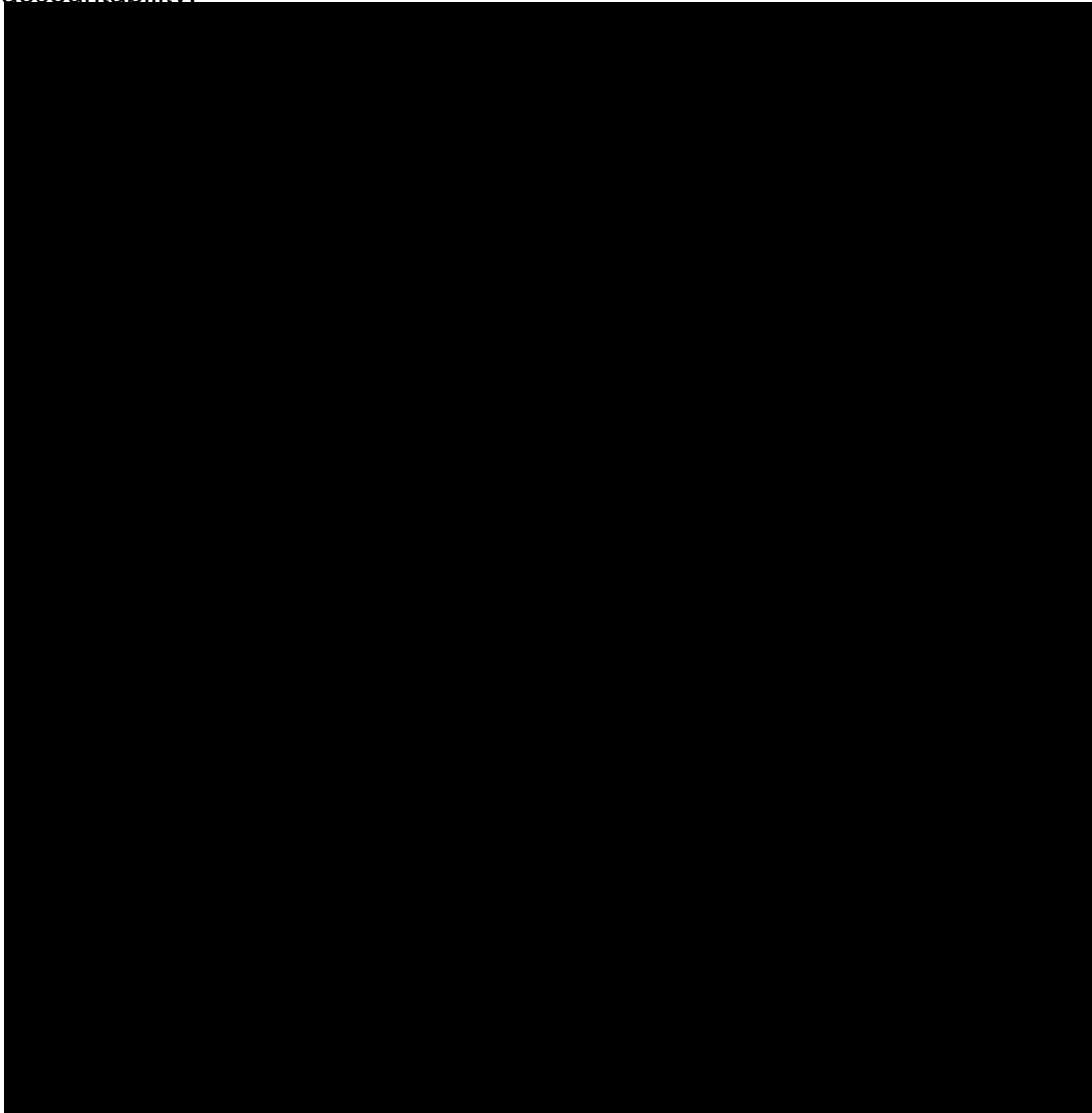
This model allows for a high pupil adult ratio given the SLD designation and complexity of pupils' needs. The Trust recognises that the Discovery Special Academy may not reach full capacity in the initial opening phase. Therefore, as part of the business model we have ensured fluidity within the staffing model described above. If cohorts are smaller than anticipated, then the vertical placement of phases will reduce from 3 classes to 2 with a [redacted] to support the educational development of the pupils. It will also ensure that the excellent educational provision described is still delivered within budget, keeps adult to pupil ratios within the 1:4 band for a school of this designation and fits in with the legally agreed LA top-up fee.

All teaching staff will be given 10% non-contact time in order to provide additional time for planning, preparation and assessment (PPA). In the first instance, due to the relatively small number of pupils on roll, the DHT will provide PPA cover. By year

three this will be delivered by the additional member of staff which is reflected in the financial template under supply teacher. Each team will have both a senior and middle leader to ensure the smooth operational running of the phase, be accountable for the delivery of strategic aims and objectives as well as ensuring the ethos and vision of the school pervades all areas of practice.

Specialist staff such as the additional educational psychologist, specialist learning and language teacher and speech and language therapists will be employed to support pupils with specific areas of development (see therapeutic staff below). This support will be targeted at groups and individuals with a focus on early intervention such as those children in early years who require more reading catch-up and phonic input and those children who may have diagnoses of dyslexia. Similarly, the school will work closely with the speech and language service to support pupils with a range of identified issues. These staff will be funded from the top-up fees agreed with the commissioning LAs (see sections E and G).

The chart below provides an organogram showing lines of responsibility and accountability.



Roles and responsibilities of the leadership team

CEO/ executive headteacher

The CEO/Executive Headteacher will support the headteacher in the strategic development of the academy. Working in collaboration with TVET's Board of trustees, the CEO/Executive Headteacher will set the vision and strategic direction for the academy as well as in the context of the Trust. The CEO/Executive Headteacher will work with the headteacher to identify targets and initiatives to be included in the academy development plan. ■■■ will then monitor and evaluate the effectiveness of provision and ensure the headteacher is leading the school successfully. The CEO/Executive Headteacher, together with the headteacher, will also develop a school team that has the necessary skills, knowledge and experience to improve the life chances of the pupils at the school.

Headteacher

The Head Teacher will take the lead role in ensuring the strategic direction of the academy. H/she will be responsible for establishing effective collaborative practice between the academy's professional teams and training and supporting all members of staff. The headteacher must be focussed on ensuring the academic, personal and pastoral needs of all pupils are met with all decisions reflecting this and serving pupils' holistic development. H/she will work with the SLT to identify the operational steps to deliver the targets and initiatives in the academy development plan. The headteacher will take responsibility for monitoring and evaluating progress towards these targets and report to the local academy committee, the Trust's academic standards committee and to the Trust Board. The headteacher will be required to forge positive links with local special schools, support services and the wider community. H/she will ensure best practice is disseminated throughout the school and communicate compellingly the school's vision, driving the school's strategic leadership, empowering all pupils and staff to excel.

Deputy headteacher

The Deputy Head Teacher will take full responsibility for the smooth operational running of the academy. In the absence of the headteacher h/she will be required to take on the duties above. The deputy headteacher will have lead responsibility for reception and KS1 and will be a specialist in this area supporting staff with baseline assessment and transition. H/she will also be given a number of specific roles that will be decided in collaboration with the executive headteacher and headteacher. H/she may, for example, take responsibility for any of the following: pastoral care, discipline, attendance, SEND policy and provision, personnel issues, CPD, curriculum, timetable, assessment and reporting.

The Deputy Headteacher will be the designated school SENDCo. As such, he/she will have day to day responsibility for the operation of the academy's SEND policy and coordination of specific provision to be made to support individual pupils. H/she will also be the key point of contact for parents, external agencies, LAs and support

services. The timetable will allow time for attending annual reviews and IEP meetings and for completing the associated paperwork for all pupils in addition to the SEND/Inclusion support officer. As part of this role the deputy head will have responsibility for overseeing the pupil premium budget and reporting on outcomes.

Assistant Head Teacher / KS2 leader

The AHT, together with the Deputy head teacher, will play a crucial role in developing and maintaining the quality of pupils' learning experiences across their phase. They will manage and organise the operational running of their phase as well as monitoring pupil progress and quality of teaching. The AHT will report directly to the deputy headteacher.

The AHT will also take responsibility and have expertise in a core curriculum area. He/she will have a slightly reduced teaching timetable (0.8) to ensure that these subjects are well embedded, monitored and developed during the development of the school to its full capacity. Capacity for this will be supported by the level [REDACTED]. Release time will be carefully planned to maximise the impact on whole school progression at a strategic level while reducing the operational impact in the classroom.

Therapeutic staff

As part of an established Trust business plan, both commissioned and statutory services will be commissioned, to ensure an holistic approach to the academic and therapeutic curriculum. Statutory services are currently provided by the LA or the clinical commissioning group and include educational psychology, school nursing, speech and language, occupational therapy, physiotherapy, hearing impaired and visual impaired services. To ensure high quality, sustained provision to services, the school will also commission a number of additional services as part of each pupil's EHCP agreement and core offer on entry to the academy by application and place panel meetings.

As commissioned services partially funded through the top-up fees charged to the LA as part of the EHCP agreement, this will not impact on the cost of the overall staffing structure as these services do not form part of the payroll. Commissioned services will include already procured services including health care, educational psychology, counselling, specialist learning and language as well as the development of services such as physiotherapy and ICT specialists. These costs will be shared proportionately across the academies within the Trust.

Pastoral and welfare support staff

The importance of pastoral care is clear and there will be a designated pupil and parent support advisor working at the school. This will be a [REDACTED] post initially and will grow in capacity reaching full time when the academy is full.

All [REDACTED] will support the statutory school nursing service in the personal care requirements of pupils at the academy. This will ensure teaching and learning can proceed with minimum disruption while providing consistent and high

quality care to pupils. As described above there will be a [REDACTED] supporting each phase of the academy.

The academy will also benefit from the expertise of the Trust's SEND and inclusion officer. Time is already planned proportionately to the needs of each Trust academy. Sufficient time will be allocated to the academy to ensure that, in the early stages of development, systems, policies and legal requirements are fulfilled. This cost will be shared across the academies.

Additionally, the Trust welfare and support officer will also work within the academy to promote excellent attendance and punctuality. This post will be shared across all academies in the first instance and as the school reaches capacity will subsequently be shared across two sites. Again the cost of this role will be proportionate to the time spent at each academy or school.

All pastoral staff will have a safeguarding role overseen by the school's nominated safeguarding lead who will be a member of the senior leadership team.

Trust operational staff

The academy will use an existing school business manager who will have responsibility for the operational running of the school finance and administrative duties. They will ensure the efficient running of the school office and of the academy's finance, administrative, personnel, premises, business and support services. They will manage a team of administrative staff as this grows in line with the school's capacity. The business manager will meet regularly with the head teacher and any other members of the leadership team as appropriate to provide an overview of key issues relating to back office matters including identifying priorities and contributing to strategic planning in line with the school's ethos and the development plan.

Operationally, the Trust employs a number of personnel who have key roles in ensuring the smooth running of the Trust as a whole and of each individual academy. There will be central operational teams shared across each pair of academies within the Trust. This allows for realistic economies of scale as the cost of salaries will be proportionate to each individual academy.

The Trust's Director of finance and corporate services who currently works across all academies is included in these roles. He has key responsibilities for the strategic direction, vision and delivery of the business support services: finance, administration, IT, facilities and governance. The Director leads on identifying and managing key business risks and developing operating frameworks, controls and policies to deliver the support services, manage statutory accounts preparation and audit management, budgeting, forecasting and cash flow management. He will also lead on procurement, tenders and value for money. Other shared operational roles include HR, payroll, office systems and commissioned services discussed above.

Less than full capacity

At the point of submitting the application the Discovery Special Academy is at 83% occupancy. Therefore, the staffing needs to be amended to reflect this whilst still ensuring outstanding provision can be delivered. If it remains at 83%, there will be one less [REDACTED] Teacher in Reception in the first year of opening and the Deputy Head Teacher would be in this teaching post as the Head Teacher would be available off time-table. In addition, there would be two Teachers across the Y1/2 phase, a [REDACTED] and an [REDACTED] Teacher ensuring a robust level of experience and expertise. All [REDACTED] [REDACTED] would still be in place and therefore small group / focussed work as part of 'Quality First Teaching' interventions would still be undertaken as planned.

In year two, should this occupancy rate persist, exactly the same rationale would be applied to the budget and in year 3 / 4 phase, there would be 1 [REDACTED], with an [REDACTED] or [REDACTED] Teaching assistant numbers would be the same level as at full capacity in order to ensure the QFT and interventions detailed above.

The number of Care Assistants would be assessed dependent upon NHS support and needs of the individuals that comprise the cohort as part of their EHCP.

This is explained in G.

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

Introduction

The TVET academies are all situated in high areas of deprivation. The Trust is therefore fully aware of the implications social and economic disadvantage can have on the lives of pupils and families, in particular those with SEND. In 2015 Middlesbrough was ranked highest as the most deprived local authority district based on the proportion of neighbourhoods in the most deprived 10% nationally (Office for National Statistics – The English Indices of Deprivation 2015). Therefore, the wider responsibility to pupils and families is at the forefront of everything TVET does. This includes a well-established inclusion and welfare team working across the academies and which would be available to the Discovery Special Academy throughout its growth.

TVET understands that the location of its academies can influence the views and values of the pupils they teach. Middlesbrough has one of the highest percentages of asylum seekers with one in every 186 members of the population compared to 1 in every 200 nationally.

The proposed commissioning arrangements across two LAs, with the potential for further commissioning from a wider area (see E) mean that the special academy is likely to draw from a wider geographic and demographic area than each of the current TVET academies. Middlesbrough and Redcar and Cleveland have high levels of social and economic deprivation.

Given the regional profile of pupils attending special schools, the Trust recognises that there is likely to be a preponderance of boys in the pupil intake and, in all probability, an increasing proportion of pupils from a wide range of multi-ethnic backgrounds where English is not their families' first language, including a growing number of Muslim pupils. The personalised curriculum and organisation of the school day will be sensitive to gender, ethnicity and faith. We will cater for all dietary requirements and ensure that, as appropriate, pupils can access settings for reflection and faith requirements.

TVET's vision is to achieve **excellence and enjoyment for all**. This underpins all the Trust's plans and actions. The Trust is building a learning community across its academies that ensures **all** pupils are well supported, can reach their personal potential and are equipped with the necessary academic, social and life skills to ensure that they become effective citizens of the 21st century. TVET wants its academies to be fun and exciting places where pupils thrive on success and are accepted regardless of faith, race, gender or ethnicity. The Trust will therefore work hard to ensure that, from its inception, this ethos is strongly developed in the Discovery Special Academy.

The Trust acknowledges the particular challenges of ensuring that pupils with complex SEND are supported to develop these essential life skills and attitudes. As acknowledged by Ofsted, the Trust already has considerable experience and expertise in helping pupils with SEND to develop their spiritual, moral, social and cultural (SMSC) understanding and their appreciation of British values. The SMSC curriculum and personal, social and health education (PSHE) will therefore be an integral part of the academy's curriculum (See D1).

Admissions

Faith, ethnicity, gender and religion will not be a barrier to admission. The values of the academy will be rooted in an inclusive ethos that accepts cultural differences and similarities and allows all pupils regardless of any needs or disabilities to be part of an outstanding learning community. Pupils will learn to regard people of all faiths, races and cultures along with a range of abilities, needs and disabilities with respect and tolerance.

The admissions process will make clear to parents and carers that they will be expected to sign up to the academy's core values and ethos. The academy will do everything reasonable to accommodate each pupil's specific faith, cultural, medical or dietary requirements.

In order to ensure all parents have access to and understand the academy and its offer, all literature will be clear and accessible and will be presented in different languages where needed. Working closely with LA teams, further support where English is a second language will be available for visits and meetings at the school.

Curriculum

As discussed in section D1, the comprehensive SMSC curriculum will allow pupils to explore and express their beliefs and how these affect their interactions with others. The RE curriculum will further embed respect for others based on a deeper knowledge and understanding. Establishing a strong school ethos supported by effective relationships throughout the academy and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.

Pupils will begin to learn that, while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to our country's rule of law. TVET promotes the fundamental British values of democracy, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. No TVET school will teach anything that undermines English civil and criminal law. An understanding of British values and how these have developed will be included both in the taught curriculum as well as wider school activities to commemorate important festivals and events. For example, the school will hold an annual Remembrance Day commemoration; pupils will learn about the major festivals of world religions and key events in British history. As a whole school, international events that involve Britain will also be celebrated such as the football World Cup, the Olympics and the Paralympics.

Pupils will develop an understanding of the importance of rules both in school and in the wider society. Respect for others and for property will be promoted at all times. Pupils will be taught the reasons behind rules and they will understand that the main purpose of rules is to protect people and keep them safe. They will also understand that if rules are broken there will be consequences. The academy's behaviour policy will set out clear examples of this. As explained in D2, adults will always discuss with pupils which aspect of the behaviour policy has been broken so pupils understand the consequences of poor behaviour.

The academy will follow the ethos of the Trust's behaviour policy, attendance policy and successful reward systems while at the same time being personalised to the school community (see D2). Within these systems there will be an emphasis on celebrating and highlighting outstanding behaviour, attendance and punctuality in assemblies and through the use of additional rewards. The Trust currently employs specially trained behaviour support staff who will provide additional capacity and staff development for the Discovery Special Academy.

Across the curriculum, diversity and difference will be celebrated through the careful selection of resources, including resources and activities designed to interest and motivate boys. For instance, book images and video clips used in the school will have a range of characters. Assemblies and SMCS education will tackle issues of bullying related to difference beyond the everyday experience of SEND. Planned activities such as exploring why Elmer the elephant paints himself grey or exploring difference in

stories such as *The Boy with the Pink Hair* and *The Lion who Wanted to Love* will support understanding of diversity at an accessible level.

TVET recognises the importance not only in keeping pupil's safe and teaching them how to keep safe but also in exploring their own feelings about safety and security. Pupils will learn how to keep safe, both physically and in the broader sense of issues like e-safety. Keeping safe will be a key element of the SMSC curriculum, as well as in assemblies and the school council. TVET has a very positive relationship with their local police community support officers who visit regularly and attend special academy events. This will be extended to the academy.

To foster global awareness, key international events and topics, as appropriate, will be acknowledged through curriculum work and assemblies. For example, local and global awareness of environmental issues and how this affects children across the world will be explored. Simple steps that can be taken by the pupils will be encouraged and the school will explore the possibility of becoming an eco-school. The importance of food and water conservation and the struggles that are faced by some children on a daily basis will be explored through SMSC and assemblies. This will seek to highlight the contrast in the lives of children in other parts of the world. All of this will be carefully planned and monitored by a designated member of staff in order to ensure a broad coverage of appropriate events and areas.

The academy's assemblies will promote the traditional values of empathy, respect and tolerance. A variety of materials will be drawn upon including UNICEF materials for school assemblies. These values will also be taught within formal RE and SMSC lessons and informally throughout the school day. All staff will be expected to model the purpose, values and rules whatever their role within the academy.

As outlined in section D1 the academy will offer a wide selection of high quality extra – curricular activities and experiences. This will include a week's residential each year at an outdoor education centre where staff are qualified in working with pupils with severe learning and needs. All activities will be open to all pupils and the academy will work hard to facilitate access and equality of opportunity particularly for pupils who will be transported to and from school.

Emotional well-being

The traits associated with emotional well-being underpin academic success and happiness as well as allowing more social and employment opportunities. The world is fast paced and ever changing and having the confidence to manage this is vital; even more so for children with severe learning needs and disabilities.

The social, emotional and mental health well-being of every pupil will be promoted by ensuring all pupils are valued by their peers and are resilient to external influences. This is an area in which TVET has been and continues to be innovative. Working closely with the Trust's commissioned Education Psychologist, TVET has already built

a comprehensive and successful resilience programme for pupils. This is being developed into a broader intervention programme that will be offered to other schools and academies both locally and beyond. Using strategies such as resilience buddies and resilience diaries will allow pupils to face difficult situations and record how they can deal with them. Parental, family and community involvement is also fundamental to enable a holistic approach to the resilience and emotional health and wellbeing of children and their families. Resilience skills include knowing how to persevere, how to manage failure (discussed in section D1 as part of the embedded therapeutic and wider curriculum) and how to work with others and collaborate. It is also important that children are able to communicate with others in relation to their emotional wellbeing to avoid situations becoming overwhelming. This will be facilitated by key members of staff and learning mentors in the school both in and beyond the classroom.

TVET understands that local demographics can influence pupils' views, values and experiences. The Trust accepts the need to put pupils' and families' emotional well-being and access to education at the forefront of everything it does. The Trust academies are all situated in high areas of deprivation and TVET is fully aware of the impact this can have on the lives of children and families. The well-established inclusion and welfare team at TVET already works closely with vulnerable families on issues ranging from access to breakfast clubs to more serious social care involvement. This team structure and expertise will be available to the academy throughout its growth (see sections D1 and D3).

TVET already has a collaborative and flexible approach to ensuring effective support for vulnerable pupils across the Trust from which the Discovery Special Academy will benefit. This will include sharing staff expertise including specialist behaviour teaching assistants who already work across the Trust's academies on a needs assessed basis. A designated PSA will work alongside parents, carers, teaching staff and external agencies to provide a holistic and robust approach focused on the social, emotional and mental health well-being of every pupil.

Pupil voice

To further engender British values as well as confidence and resilience, a strong pupil voice will permeate the Discovery Special Academy. A democratically elected school council will be established as soon as the school has the capacity in numbers and age of pupils to do so. All stakeholders will have a voice and pupils' contributions will be taken seriously by all adults. The council will offer pupils a voice in the areas they feel are important such as fundraising, provision of clubs and purchase of equipment for playtimes. Older pupils will be given additional responsibility by supporting staff at lunchtimes on the playground and in the dinner hall through a 'buddy' system.

Staff will allow pupils to take on responsibilities in the classroom and around the school, for example the literacy co-ordinator may have librarians to support in the running of the school library. Pupils will be supported to apply for positions of whole

school responsibility and given appropriate training and support to fulfil the daily responsibilities around the school.

Communities

Building community cohesion will play an important role at the academy. This will be facilitated through visits to the community, including to culturally diverse buildings, by the school choir and holding community events within the school. In addition, links will be built with organisations such as Larchfield, a local residential centre for adults with learning disabilities that offers a rich selection of arts and crafts and with Earthbeat, a local drama group also for adults with learning disabilities. Both these organisations offer opportunities to work in school as well as on their own sites. Community development will support the moral purpose and ethos of the school and will allow tolerance and understanding of need and difference to be at the heart of what the academy does.

As a Trust driven by its moral purpose to serve the children, families and communities around it, TVET has always supported local, national and international charities and supported staff engaged in charitable and voluntary work. TVET has supported national charities like Children in Need as well as a variety of local charities chosen by the academy council and voted for by the whole academy community. Each year, staff at the academies are involved in a local charity for the homeless supporting their collections and food bank. All of this work would be shared with the Discovery Special Academy. In this way the TVET community will also grow and be founded on the principles of inclusion and respect for others and their environment. We firmly believe that the more our pupils are exposed to this philosophy in action, the more inclusive society can become in the future.

PREVENT duty

Staff across TVET have undertaken face to face and online training focussed on the PREVENT duty that is updated annually. All staff are aware of their duties in relation to this and of the protocols for reporting any concerns to the local authority *Channel Panel*. In addition to this, TVET has established safeguarding and welfare policies and procedures and an effective online tool for recording all incidents relating to these areas (CPOMS; Child Protection Online Monitoring System). There is a clear structure of accountability regarding safeguarding including early intervention and reporting where there are any concerns about extreme or radical behaviour.

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

The Discovery Special Academy will primarily cater for pupils across the Tees Valley with severe cognition and learning difficulties (SLD in the code of practice). Many of these pupils are also likely to have delayed communication and interaction and co-existing complex physical and medical needs. The rationale for focussing on these particular categories and evidence of need are fully explained in sections C and E. These needs will be met through a multi-agency, collaborative approach using joint commissioning of services to provide a holistic establishment and with the support of local stakeholders. As detailed in sections C, D1, D3 and F, the Discovery Special Academy will benefit from the Trust's existing high level of expertise in these SEND areas, in particular at Pennyman Academy where, by preference, the school will be co-located.

Admissions

As a special school, all children referred to the school from reception to year 6 must have an EHCP. It is anticipated that all pupils will be referred to the school by local authorities, primarily Middlesbrough and Redcar and Cleveland in the first instance. Parents who want their children to attend the Discovery Special Academy will need to make this referral through the relevant LA's placement planning procedures.

On referral, the academy will request all relevant and recent paperwork including the EHCP and any supporting documentation, in particular recent health reports. Following this, the academy's deputy head/transition member of staff, together with the commissioned EP, will visit and assess whether the child meets the academy's admissions criteria. Pupils will then follow LA place planning protocols. If it is felt that the pupil's needs can be met by the school, the LA will be asked to confirm that it is willing to accept financial responsibility for the placement, including any appropriate top-up fees (See section G).

The academy's finance structure will be based on robust top up bandings devised and overseen by the SEND and inclusion officer and the finance director at TVET. Bandings will be reflective of the learning and physical needs of the child and will consider both the adult support needed as well as necessary assistive equipment such as specialist seating, standing frames or inclusive technology. It is recognised that national proposals for changes to high needs and top up funding are currently under development and subject to consultation but are likely to impact on the special school if it opens in 2018. The rationale for determining the proposed level of top up funding is explained in section G.

These bandings will be adapted to need so that, for example, if a pupil has a condition that is degenerative or changes over time, these can be adjusted accordingly. One full

term's notice will be given to the authority for any changes in funding and these will be backed up with supporting evidence.

Tracking and ongoing assessment

Once a child has secured a place within the school, they will be baselined within a month. Academic assessment will be carried out through PIVATS (section D2) and this will inform the stage at which the pupil will work. Therapeutic assessments will be carried out with and by a range of statutory and commissioned professionals such as speech and language, occupational therapists, physiotherapists and EPs. All areas of learning will be personalised to need. Assessment will inform day to day planning as well as more specific and tailored interventions and therapies. Once undertaken, this will be regularly reviewed and updated.

The information provided by assessment will enable staff to identify academic and therapeutic targets which will be included in pupils' IEPs. All targets will be shared with children and their parents and referred to regularly. Progress towards targets will be continually reviewed and termly pupil progress meetings with SLT will identify any vulnerable individuals or groups. This dialogue will allow targets and needs to be carefully managed. Progress towards targets will be measured against other children with similar needs nationally through CASPA (a recognised special school comparative data tool) and targets will then be updated, evaluated and shared with pupils, parents, staff and external stakeholders (See D2).

If QFT and interventions do not result in measurable success, pupil progress meetings will consider whether the target was realistic and sufficient time has been allowed. We will also consider if the most suitable intervention method or materials were used and relevant and accurate criteria were used in evaluation. Finally, consideration will be given to any other issues which may have interfered with progress e.g. long term medical absence, a degeneration in medical diagnoses, pupil motivation, parental support or quality of teaching. Suitable adjustments will be made and overall annual targets may be altered in agreement with the deputy head. The impact of these changes will be closely monitored.

Approaches to meeting different needs

As described in section D1, the curriculum will work with pupils' stage of development not their chronological age. However, pupils will be grouped in similar age brackets to aid social development and understanding. This will not be a barrier to stage appropriate learning as all teaching staff will be required to adapt and personalise learning within the overarching themes and topics of the group. This will ensure that pupils make outstanding progress and targets set are aspirational and challenging.

Meeting the needs of pupils with SLD, communication and interaction and physical disabilities will be achieved through a collaborative approach. A multi-disciplinary model will ensure all needs are met efficiently and effectively ensuring best outcomes for all pupils. Exchange between different professionals will benefit pupils; staff will

employ a number of specialist strategies to support the delivery of the curriculum. For example, staff will adapt their language to the needs of individual pupils. They may shorten sentences, simplify syntax and repeat key vocabulary, phrases and instructions. Instructions will be presented visually as well as orally to aid understanding and staff will check children have listened to and assimilated them.

Staff will make links between curriculum subjects to support pupils with acquisition and generalisation of skills and knowledge (see section D1). In addition to this, generalisation of context will also be carefully thought about, for example, a pupil may achieve success in a particular area every Tuesday with the same adult, but could they achieve the same success in a different classroom with a different adult?

Repetition of learning will also play an important part. Pupils with SLD do not always retain key information so need to over-learn new concepts. Teachers will need to repeat learning many times and regularly check for understanding and retention. This will be carefully and deliberately mapped out in planning and assessment.

In order to develop independence, familiar concepts will be used, the prime focus being pupils completing a task successfully on their own. The level of challenge and difficulty of these tasks will increase as the level of independent ability increases.

To support all of this, a multi-sensory approach will be used across the curriculum to strengthen learning and physical development (see section D1). Similarly, a practical, experiential and active approach to learning will be used to aid the development of abstract understanding. While some pupils may always operate in the concrete developmental stage, staff will find new ways and means of presenting learning to allow all pupils the opportunity to tackle abstract learning. The culture of creating learning opportunities and the secure environment in which pupils are able and supported to fail will ensure pupils can build resilience and face challenges with confidence and enthusiasm.

Additionally, the pace of learning will need to be appropriate to need. Pupils with SEND need activities broken down into small manageable chunks to develop concentration and retain motivation. Lessons will be structured to suit needs rather than having strict structures. Judgements made on teaching and learning will be based on the engagement and progress made in each lesson, not on how long is spent on specific tasks or whether the lesson is structured in a particular way.

Alternative and Augmentative Communication (ACC) and assistive technology will also be used in different forms. AAC devices such as PECS (Picture Exchange Communication System) and Makaton sign language will be used to enhance communication and support the use of speech where possible. Assistive technology can range from wheelchairs to the use of tablets, speech recognition software and eye-gaze. Consideration will be given to the purchase, storage and accessibility of all necessary equipment to aid cognitive and physical development. Sensory specialist

areas such as soft play, sensory rooms and access to a hydrotherapy pool will also support outstanding holistic and therapeutic provision.

To summarise, using a range of appropriate techniques, staff will ensure pupils are sufficiently challenged in all areas of the curriculum. As explained in D1, pupils will receive appropriately differentiated work and any child with a particular strength or talent will be able to access opportunities from across the Trust to further develop these abilities.

As a team, staff will be highly adaptable and will be able to offer effective support for any of the needs catered for by the school. The deputy head will be responsible for coordinating support for SEND and will refer to external agencies if necessary. As part of the SLT, he/she will work to implement the TVET SEND policy and will oversee its day to day operation. Formal training in specific areas of SEND needed over and above the expertise of staff will be given internally by different professionals e.g. SLTs, occupational therapists or procured externally. On an everyday basis, all therapeutic and teaching staff will work as a teaching team to develop strategies for the effective management of all areas of SEND encountered.

Meeting the needs of pupils with different characteristics

Careful thought and consideration will be given to individual pupils and their combined needs whether these are primary or secondary needs. For example, a pupil's primary need may be their specific disability but they may also have a socio-economic secondary need that affects their school attendance. Therefore, support will be built around the pupil and their family where appropriate with all necessary professionals to ensure outstanding academic experiences and outcomes can be achieved. In this case, teaching staff, welfare support and the SLT will work together to ensure attendance is increased and the child is accessing all necessary academic and therapeutic interventions.

All data will be analysed according to socio-economic context, attainment on entry, gender, free school meals, and pupil mobility. If a particular individual or group is underachieving consideration will be given to the reasons behind this and appropriate interventions will be put in place immediately to improve progress. These interventions may be academic, social and emotional, therapeutic or welfare based dependant on the underlying cause and need at that time.

Children Looked After (CLA) and pupil premium

It is likely that 4% of pupils attending the school will be designated as CLA (this is based upon special school rate locally and those across the Trust currently) and have an entitlement to additional pupil premium grant funding. The TVET vulnerable learner's team currently works with both Middlesbrough and Redcar & Cleveland LAs. The team has substantial experience working effectively with LA partners, including the LA's CLA & virtual schools team, social workers, foster carers and parents, to ensure that all CLA children make at least good or better than expected progress than their

non CLA peers when compared to children of similar category need nationally. The team has received consistent positive feedback from independent reviewing officers (IRO) and virtual school teachers who have commented on the excellent quality of information the Trust produces for CLA review meetings and the support staff provide to children, parents and carers. TVET staff have also contributed to and participated in 'life celebration events' for those CLA children who are residing in short-term placements and are seeking long-term foster placements or adoptive placements.

TVET works within the national and local frameworks for CLA children, and in addition, has its own Trust CLA policy that all staff are aware of and have access to. The TVET vulnerable learner's team attends LA awareness events and training specifically aimed at improving the lives of CLA children. All TVET schools have a nominated senior leader with responsibility for CLA, safeguarding and reporting on pupil premium. TVET has appointed a member of the Trust Board who has responsibility to oversee the attainment and wellbeing of CLA children and vulnerable learners. TVET schools publish a breakdown of pupil premium spending and overall effectiveness on each academy website. As a TVET academy, the same policy and procedures will apply to the Discovery Special Academy.

TVET recognises that nationally, there is still too large a gap between the attainment of CLA and the whole school population. Therefore, to ensure that the academy plays its part in helping to narrow the gap for CLA children, the Trust will ensure that each CLA child receives:

- a detailed school report, child's views and attainment data for the termly PEP meeting (with a member of school staff in attendance);
- a detailed school report, child's views and attainment data for the twice yearly CLA review meeting (with a member of school staff in attendance);
- annual review of the EHCP with supporting documentation;
- termly IEP evaluation and review (Teacher and SENDCo) followed by a termly progress consultation with foster carer and/or parents;
- half termly progress monitoring and tracking (PIVATS & CASPA);
- termly academic attainment data drop to the LA CLA team;
- an opportunity to work with the Trust counsellor to discuss any issues or concerns, if desired; and
- regular access to the school PSA and other members of the vulnerable learners team;
- detailed analysis of how CLA pupil premium has been used, where this has been effective and helped to improve outcomes. Crucially, where pupil premium spending has not had the desired impact, the academy will state how it intends re-directed pupil premium funding so that better outcomes are achieved.

Pupil premium spending will be allocated through careful assessment of need and identification of barriers through the personalised approach of the Discovery Special Academy. Following this, appropriate intervention and support, whether academic, social, emotional or therapeutic will then be carefully planned, implemented and monitored. Careful matching of human and physical resources to close the gaps will ensure high quality and effective provision for vulnerable learners. For more information about the pupil premium grant, see section G.

EAL

The Trust has projected that 20%+ of pupils will be EAL, based upon current percentages of local specialist provision. In order to meet the needs of these pupils, the Discovery Special Academy will ensure that (when requested) all literature is available in their first language. The Trust will pay for this service and update materials, reports and child specific legal plans accordingly. Interpretation services will be available through the existing LA Ethnic Minority Achievement Team and the Trust recognises that this will be an ongoing partnership.

All TVET academies currently offer a range of meals that meet none, halal, vegetarian and specific dietary requirements. As outlined in section D2, the curriculum will ensure that exposure to and experience of all faiths and none are represented throughout the Discovery Special Academy.

Safeguarding, attendance and behaviour

As discussed in D1-D4, TVET has a well-established welfare, SEND and behaviour team whose expertise will be available to the Discovery Special Academy. TVET has existing robust policies and procedures for safeguarding, attendance and behaviour that the Discovery Special Academy will follow as part of the Trust.

There will be a designated safeguarding officer (deputy head) who will carry out annual training with all staff. Staff new to the school will receive training upon taking up role. Regular safeguarding training by the LA Designated Officer (LADO) will also be given to ensure knowledge and skills are kept current.

All safeguarding concerns will be reported to the designated safeguarding officer (DSO) who will decide on appropriate action. This may include a referral to social care. Records of any concerns regarding pupil welfare will be kept on CPOMS (child protection online monitoring system). Actions will be recorded and any key documents relating to an incident kept within this system. This allows a chronology of concerns and incidents to be kept in order to support other agencies in deciding a course of action. Incidents that need immediate attention will be reported to the DSO directly and in person at the time of the incident in case immediate external agency involvement is required.

To support pupils with SLD and physical needs in communicating areas of need or concern, a range of strategies and support staff will be available. For example, the use

of pictures and social stories will support pupils with limited speech. With parental permission, interventions to support the emotional wellbeing of pupils such as play and drawing therapy will also be used. Advice and guidance from social services will be sought on any situation where allegations were a concern and only in the presence of a trained member of staff.

As noted in D2, attendance will be monitored and addressed in a timely manner and supported by the TVET welfare officer and inclusion officer. Day to day responsibility for this would lie with the school's SLT and parent support adviser who will check daily attendance and follow up on any unexplained absences. Where needed, appropriate actions such as phone calls, home visits and in severe cases referrals to family's first or social care will be taken.

Trust behaviour policies and systems all work on the principles of rewards and sanctions (see section D1 and D2). Within these systems there will be an emphasis on celebrating outstanding behaviour, attendance and punctuality. All instances of both low level behaviours and major incidents will be recorded and logged. Prevalence of incidents will be analysed to monitor the percentage of incidents across the whole school, in particular cohorts and with individuals. Interventions and targets will be implemented swiftly to ensure continued pupil progress. The PSA working alongside parents, carers, teaching staff and external agencies will provide a holistic and robust approach to behaviour focused on the social, emotional and mental health well-being of every pupil.

Other agencies and service commissioning

A key element of this bid has been joint agency work. The Trust will look to extend the commissioning it has already established with a health care company, specialist learning and language support teacher and EP to include other agencies such as physiotherapists and mental health services. All services will be used to support the physical, educational and emotional needs of the child as none of these aspects are mutually exclusive. For example, specialist speech and language therapists will support pupils with dysphagia (eating and drinking difficulties) and the EP will support emotional well-being through individual and group intervention as well as assessing areas of need.

Summary

Through a genuine and passionate desire to promote the development of the whole child, the Discovery Special Academy will work tirelessly to seek out innovative and pioneering ways to work with SEND pupils by keeping abreast of new research and initiatives in SEND teaching and pedagogy. Ensuring staff are kept up to date in training using expertise within and beyond the school will be vital. Moreover, sharing this expertise locally, regionally and nationally will champion the needs of SEND children on a wider scale.

TVET is committed to its work as a teaching school and as a national support school and will work alongside other NLEs and SLEs to promote SEND pedagogy, understanding and educational entitlement for all with a wide variety of stakeholders.

Section E – evidence of need

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

[The table below shows currently guaranteed commissioner demand for the first two years of opening expressed as a percentage of the total number of places available at the Discovery Special Academy school. As explained further below, Redcar and Cleveland has indicated the LA is likely to increase the number of commissioned places at the academy once the current review of LA bandings and SEND funding has been completed. Similarly, North Yorkshire and Stockton LAs have indicated a strong interest in commissioning when their current reviews have been completed.

Pupils with EHCPs

	Sept 2018	Sept 2019
Reception	12	12
Year 1	12	12
Year 2	12	12
Year 3		12
Year 4		12
Year 5		
Year 6		
Totals	36	60

Need for more high quality places

While the Tees Valley generally has a good mix of special educational provision, because there are many rural areas covering a large geographical location, this provision is often disproportionately sited. Therefore, the location of any new special school is vital in creating provision that can serve the needs of multiple local authorities with the shortest travelling times possible for pupils. Within this provision across Middlesbrough, Redcar and Cleveland, Stockton and North Yorkshire (being the largest geographical area) there are 11 schools catering for PMLD, complex physical and associated learning, 6 schools catering for SEBD and 3 catering for ASD. However, the area served by TVET, on the borders of Middlesbrough, Redcar and Cleveland and North Yorkshire is not well served in particular for early years and primary provision.

As noted in section C, this extra SEND provision is urgently needed in the area in particular for early years and primary provision because more children born pre-term or with life limiting or life threatening conditions are now surviving at least until school age. As a consequence, demand for specialist education and health provision has increased significantly in recent years and continues to grow rapidly. In 2014, Middlesbrough LA published a review of special provision available placements and demand. This survey demonstrated that demand for high quality places for children with severe and profound learning delay had exceeded local capacity, with most pressure on places for the lower age groups. For example, capacity at a local specialist setting has recently been increased by 20% but this has still not fully met demand. Consequently, children are placed in mainstream units that are unable to sufficiently meet their needs. Waiting lists for specialist placements mean that, currently, children in this age group with these profound needs can wait five years or more for a place to become available.

The latest SEND census data for Middlesbrough and Redcar & Cleveland LAs (January 2015) show that for SLD, physical and 'other' (generally used for a predominant medical need) across the primary phase and special settings, there were 614 children with a SEND statement or EHCP with these particular needs across the two boroughs. This does not include children who may have co-existing speech, language and communication needs who may also be eligible for a place at the Discovery Special Academy with this SEND designation.

Pressure on SEND placements is such that, in the area, all 12 LAs in the north east have recently signed up to a purchasing agreement (NE12) to help to match pupils with complex needs to appropriate specialist private provision that cannot be provided locally. These placements can be very costly and, crucially, may mean that the provision is a considerable distance from pupils' homes which is not only expensive in terms of transport but can also cause considerable difficulties for parents and carers to manage in particular if there are siblings attending other schools and if the children concerned have profound learning and medical needs.

As already noted (sections C and D), Pennyman and Dormanstown Academies in TVET already have located units for children with these needs. Therefore staff already participate fully in Middlesbrough and Redcar & Cleveland's placement planning arrangements. From this participation, the Trust has first-hand evidence of the current and growing pressure on specialist placements where demand is already well outstripping supply. The result is that, even with strong parental preference for a specialist placement, pupils with these profound needs are often placed in mainstream provision that cannot fully meet their needs. Notes from these placement planning meetings also indicate the rapidly increasing number of requests for high needs placements from neighbouring LAs (in particular North Yorkshire and Stockton-on-Tees).

The Discovery Special Academy will therefore offer more parental choice and access to outstanding SEND provision and strategic leadership. It will form part of a Trust that

has a proven track record for delivering outstanding special education and school to school support. The development of the school also comes at a time when LAs are working more closely together in a culture of co-production and collaboration which will eventually encompass a more efficient place planning process for SEND across the Tees Valley region.

Middlesbrough and Redcar and Cleveland LAs have confirmed the initial number of places at the academy they wish to commission from the Trust (see supporting statements in the annex). We know from attending meetings with Middlesbrough and Redcar & Cleveland LAs that there is an ongoing consultation period both locally and nationally concerning the development of a new framework for SEN funding, and, more crucially, moving towards a set formula for calculating how SEND places are funded. The DfE has also begun a national consultation on this. LA commissioning teams are therefore informing the Trust that, at the present time, they are not in a position to specify an actual proportion of Band 1 and Band 2 top-up fees, rather they will just commit to confirming how many places they are prepared to commission in the first two years of the academy's development (2018 – 2020). By the time the Discovery Academy opens, it is likely that fixed top up grants will have been replaced by an identified range of funding to meet particular SEND needs. The amount received by special schools will depend on each pupil's needs as described in their EHCPs. While it is therefore not possible at this stage to specify the top-up fee or range, the LAs have also agreed that they will pay the appropriate funding to meet the needs identified in the EHCP (see section G). In addition, the Trust has a resident Educational Psychologist who will be involved in setting the agreed pupil outcomes as part of the EHCP.

Demand from parents and the local community

The Trust has strong support from parents both in the local community and further afield which can be evidenced from the high number of parents requesting placements in its special unit provision. However, as already noted in sections C and D, while the Trust is currently able to provide high quality provision for pupils with both medical, cognitive and communication SEND, it does not currently have the capacity to meet the needs of pupils with more severe needs. The LA and the Trust acknowledge that these pupils should have placements in specialist provision but, as noted above, growing pressure on these placements mean that, increasingly, pupils with these more severe and multiple needs are placed inappropriately.

All places at the Discovery Special Academy will be commissioned through LA placement planning processes. Parents who want their children to attend the school will therefore need to demonstrate this preference through the appropriate LA's placement process. It is already the case that the units at TVET's Pennyman and Dormanstown Academies have strong parental support and, across both Middlesbrough and Redcar and Cleveland where parental demand through the LAs' placement process currently significantly outstrips availability. Through this process,

parents have also indicated strong support for additional local provision, in particular for children with more profound learning, medical and communication needs.

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

Proportion of pupils with and without an EHC plan

TVET is proposing that all pupils on roll at the Discovery Academy will already have an EHC plan (for SLD) that clearly identifies each child's particular needs and names the Discovery Special Academy as the education provider.

Section F – capacity and capability

F1 (a) Skills and experience of your team

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

[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

<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>	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>

			[REDACTED]	
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[REDACTED]

[REDACTED], has confirmed that TVET has the capacity to plan for and open a free special school in the Trust (confirmation e-mail attached).

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

The planning team will also be able call on the services of the marketing consultancy and HR support currently commissioned by TVET.



As detailed in F2, we believe TVET's governance arrangements are fit for purpose to ensure the Discovery Special Academy can be effectively integrated into the current governance structure. However, we recognise that the Board's knowledge and expertise of specialist SEND can be strengthened further. The Trust is currently undertaking a review and skills audit of Board membership and has plans to ensure that, by the Autumn Term 2016, by the time the application is submitted, a trustee with recent and relevant specialist SEND leadership experience and expertise will have been appointed.

At an early stage in the pre-opening phase, the Trust will consider appropriate appointments to the five members of the new school's local academy committee to ensure sufficient SEND governance expertise at this level (see F2).

The designation of the already existing bases at TVET means that pupils with a wide range of moderate learning, physical, medical and communication needs are currently being served provisions judged by Ofsted to be either outstanding or good. The Trust has considerable expertise in curriculum, assessment, sensory, communication, multi-agency and pastoral areas, as well as with the leadership and management of such specialist provision in a mainstream setting. This expertise is currently shared through a range of regional and national groups in which the Trust's leadership and teaching staff are active participants, as well as the challenge and outreach work the DFE has commissioned from the Trust. The recent teaching school designation also reflects the mainstream and specialist work the Trust delivers and undertakes with a range of both mainstream and special (including unit place establishments) leaders serving as strategic partners and developing bespoke Initial Teacher Training (ITT) modules, NQT and RQT packages, as well as SLE deployment and middle/senior leadership development. These links also extend to the universities and related training programmes for example the trainee Educational Psychologist's programme at Newcastle University.

Executive head teacher and appointment of Head Teacher designate



If this application is successful, a Head teacher designate will be appointed to start by January 2018 at the latest. This will allow time for the Head Teacher designate to be involved in the development of the school leading up to the September opening, including recruiting and appointing staff.

The recruitment for the Head Teacher designate will be advertised nationally and regionally by September 2017. The Trust Board will consider whether to commission an expert education recruitment agency to be its recruitment partner, weighing up value for money with regional evidence of the likelihood of the successful recruitment of a suitably high calibre applicant. The job description will be developed by the Trust Board and the CEO and will be rigorous in its approach ensuring that the progressiveness of the Trust and the expertise in SEND, having two large complex units, will be a key feature of this. The Trust's commitment to the development of its staff and future leaders in SEND will also feature as a part of its TSA delivery model.

The salary on offer will be comparable to similar local provision and school size and will allow for progression through the pay scale in order to retain talent and provide stability. Candidates will be subject to a rigorous application process fulfilling the criteria on the person specification as well as undergoing a robust interview process pertinent to the post. The candidate will also be assessed through their references. As discussed, the Head Teacher will commence January 2018 in order that they can become a member of the pre-opening team.

Pre-opening time commitments

The Executive Head teacher and project manager designate have undertaken a full analysis of the skill set required during the pre-opening period to ensure the school is ready for opening. We have also considered the likely time commitments that will be required.

As is demonstrated in D3 and the attached CVs, the proposed pre-opening project team has considerable specialist SEND education, finance and building expertise. The Trust's current unit provision means there is also strong expertise in SEND placement

planning, working with LAs to assess SEND needs and completing EHCP assessments, EHCP finance and specialist SEND building and equipment requirements.

The commissioned project manager designate has strong experience in managing all aspects of the free school pre-opening stage including ensuring all legal aspects are in place, working with the DfE to achieve the funding agreement and with the EFA and contractors on associated building works.

The project will also be able to call on TVET's current resources for HR, marketing and health and safety.

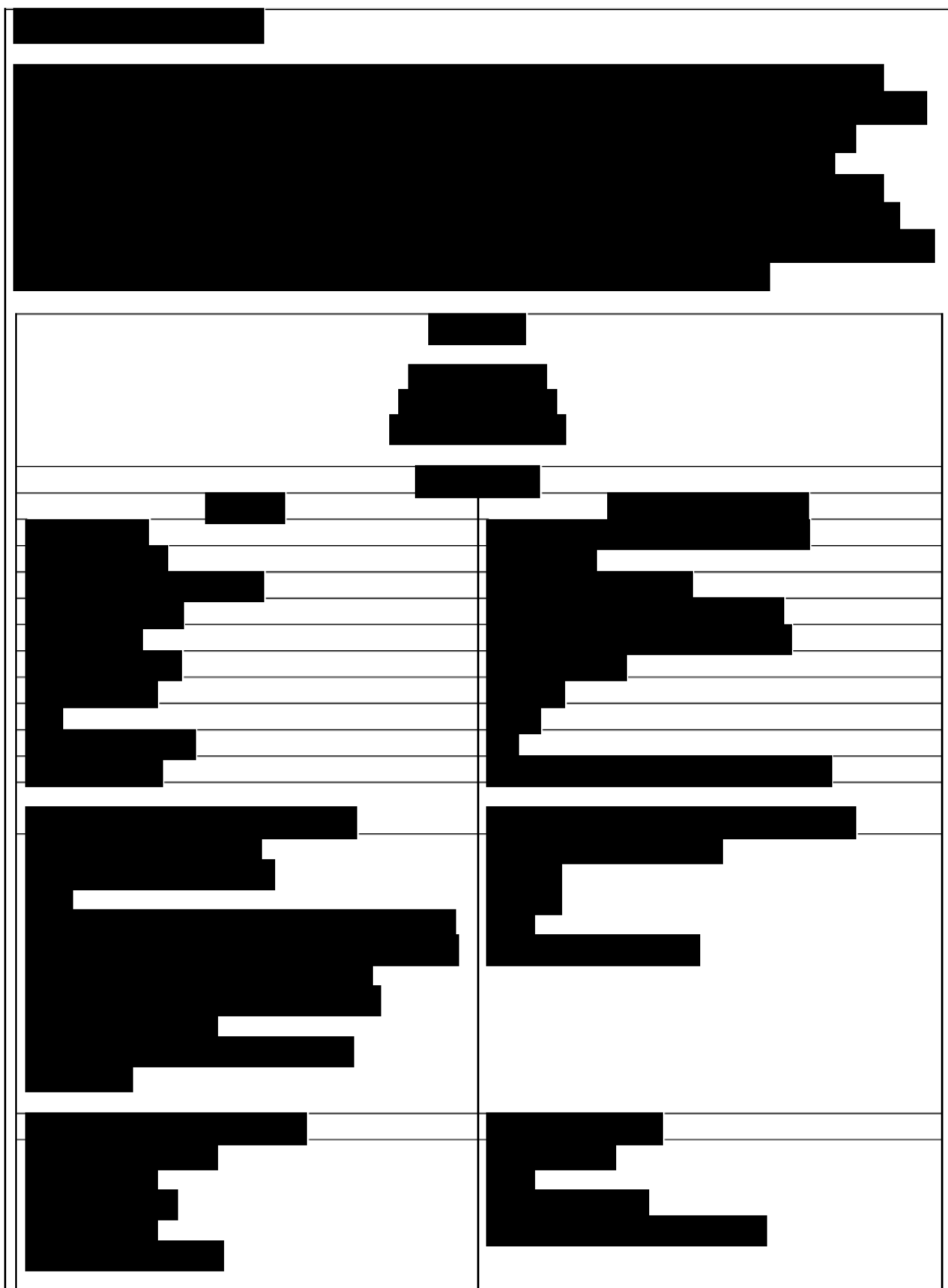
In order to ensure effective communication and clear and timely decision making, the following framework is proposed during the pre-opening stage.

- On confirmation of successful application, project manager (PM) to develop pre-opening project plan, risk register and meetings framework and timetable.
- Executive head teacher, designated trustee and project manager to meet monthly in advance of PSG meetings to consider progress and risk register.
- Monthly timetabled PSG meetings with project core team, DFE, EFA and other colleagues by invitation. PM to send out agendas and notes of meetings. Risk register to be updated and considered at each meeting.
- PM to co-ordinate theme meetings as required. From experience, we recognise that the building work stream is likely to require significant time especially during the design user group (DUG) stage where colleagues with SEND buildings and equipment expertise will be required. We have therefore ensured this time has been planned into the pre-opening grant expenditure.

F1 (b) Skills gap analysis

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Pre-opening project management	Pre-opening	[REDACTED]
Current special school senior leadership experience and expertise	Pre-opening	Special school adviser to be identified through regional TSA and school networks by end November 2016: to attend interview and provide advice specifically about the appropriate structures and systems for a special school during the pre-opening stage.
Special school governance	Trustees, local governing body	TVET is undertaking a governance review at Trust Board and LGB level in September 2016. Part of this review is to ensure sufficient trustee expertise in SEND/special schools. [REDACTED]

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



Accountability and scrutiny

Members appoint trustees with the exception of the CEO who is, ex officio, a trustee.

Trust Board sets the vision and strategic direction for TVET. The Board meets four times a year. The Board retains responsibility and accountability for monitoring each TVET academy's standards and outcomes, including pupil performance, finance, safeguarding and well-being and health and safety. The Board retains responsibility for the Trust's financial management, policy development and review, including ensuring compliance with legal requirements. Further explanation of how the Trust Board monitors pupils' performance and sets and reviews targets can be found in D2.

Academy standards committee

The academy standards committee meets three times a year. The committee undertakes a termly in depth review of current and projected pupil outcomes and agrees annual targets for each academy to recommend to the Trust Board. The committee monitors recent reviews of each academy, including Ofsted inspections and follow up action plans. The committee makes recommendations to the Trust Board about interventions that may be required in each academy and their impact. The external school improvement adviser [REDACTED] meets formally with the CEO, chair of the LAC and head and deputy head teacher of each TVET academy once a term to review performance towards academy targets and implementation of development and improvement priorities. He also advises on the head teachers' performance management. He meets termly with the chair of each LAC to consider the head teachers' performance and hold the Trust to account.

Finance Audit and Risk Committee

The finance, audit and risk committee considers the financial management, policies and procedures in each academy and in the Trust as a whole. The committee has lead responsibility for risk management and makes recommendations to the Trust Board on budgets and financial targets for each academy and making recommendations to the Trust Board about medium and long term financial planning. The committee considers the Trust's annual external and academy internal audit reports in detail, making recommendations to the Board as appropriate. The committee makes recommendations to the Board about the appointment of external auditors and the Trust's responsible officer.

Local Academy Committee

The Trust Board appoints the five LAC members for each TVET academy. The LAC chair is a trustee appointed by the Trust Board. The LAC meets four times a year with meeting dates set to co-ordinate and feed into Trust Board meetings. In accordance with TVET's Articles of Association, the role of the LAC is focussed primarily on teaching and learning and the operational running of the academy.

The LAC chair is required to submit a report on the academy's achievement and progress to each Trust Board meeting and to liaise regularly with the academy head teacher and the TVET CEO. Following each Trust Board meeting, each LAC receives their chair's report for information together with any comments from the Trust Board, including any required actions for the academy.

Transition Board

Any schools/academies joining the Trust that are under the floor standards or graded less than good by Ofsted will be subject to a Transition Board rather than a LAC. The skills of Transition Board members will be determined based on each school/academy's development needs. A LAC will replace the Transition Board once standards and performance are judged to be sustainably good and financial management is secure.

Intervention

In the past three years, Ofsted has judged the three current TVET schools to be either outstanding (Pennyman and Brambles) or good with outstanding features (Dormanstown). Provisional 2016 KS2 data indicates that all three schools will be well above the new and more challenging floor standard for progress. This does not mean the Trust Board is complacent but indicates the strong base from which to develop the Discovery Special Academy. As already noted, the CEO and Trust Board closely monitor pupil performance (D2) and financial management (see G). The very proactive lines of accountability between each academy's head teacher, the Trust's executive head teacher, the LAC chairs (who are trustees) and the Trust Board ensure both effective challenge and support and rapid intervention where it is required. As already noted, from its inception, the Trust Board has deliberately adopted a 'command and control' approach to the crucial aspects of effective governance and, as a small Trust, plans to continue with this model which will therefore apply as much to Discovery Special Academy as to the other TVET academies.

Conflicts of interest

The Trust Board has a robust approach towards where possible avoiding conflicts of interest and, should they arise, ensuring they are effectively managed. All trustees have signed a declaration of financial and personal interests which is reviewed annually and monitored by the Trust's Responsible Officer and external auditor. Consideration of business and personal interests is a regular agenda item at every Trust Board meeting.

There are no potential conflicts of interest in the Trust's arrangements for setting up this free school. The contract for consultancy support funded by the Trust to support preparation of this application was awarded following a competitive tender as are the proposed project management arrangements during pre-opening should the application be successful.

The trustee who has lead responsibility on behalf of the Board for monitoring the development of the Discovery Academy through to opening does not and will not receive any Trust remuneration for this role.



In accordance with DfE requirements, the project manager will be responsible for drawing down and managing the pre-opening grant on behalf of the Trust. The CEO/Finance Director will have delegated responsibility for approving expenditure and invoices. The Trust Board's Finance, Audit and Risk Committee will receive reports at each meeting about project expenditure, as well as the project risk assessment and risk register. The CEO will report on progress to open The Discovery Academy on time and within budget to each Trust Board meeting.

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

Section G – budget planning and affordability

The attached financial template provides the detailed financial plan for the Discovery Special Academy. The following explanatory notes provides supplementary contextual and explanatory information.

TVET's financial context

TVET is in a strong financial position, with a comfortable contingency that has been earmarked for planned future developments, including setting up the Discovery Special School.

As noted in D3, the Trust Board has agreed to support the development of the Discovery Special Academy with a loan to supplement the pre-opening grant and general income whilst the academy grows to full capacity. The projected budget in the first year of opening (2018-19), based upon the LA's commissioning 83% of places, shows a [REDACTED]. Therefore, it is anticipated that the academy will be in a sufficiently secure financial position to start to repay this advance from the Trust in year 3 (2020 onwards).

Benchmarking

The Trust regularly benchmarks general expenditure against similar academies. In terms of particular SEND income and expenditure, we make regular comparisons with and as a group of local authority and regional special schools. Predominantly, this is done in agreement with the local authority and health Trust and as part of the shared practice and SEND groups TVET are a part of.

Commissioning external services

As noted in D3, the Trust already commissions a range of external support services to support pupils in the two mainstream units. Once the academy opens, it will be included in this Trust wide contract from which it will be possible to achieve economies of scale. In addition, the Middlesbrough National Health Trust has confirmed that, as a special school, the academy will be entitled to school nurse support to help to meet the health needs of pupils. This will be free of charge to the school.

Section G – budget planning and affordability

Commissioning LAs and top up fees

TVET Discovery School will set two rates of top-up fees in recognition of the spectrum of needs the cohort will present with. All LA stakeholders have confirmed they will pay the set top-up fees in their commissioning letters (see attached appendices) and final fees will be agreed upon before commencement on roll. Top-up fees will be subject to annual review, or, in exceptional circumstances, may be reviewed as part of an interim review by agreement with the SENDCo, parents and the LA. A full academic term's notice will be given by either party if there is a change to the top-up rate. This will allow sufficient time and notification period for any adjustments to staffing and resources.

Rationale for TVET's top-up banding.

TVET SEN staff have, for a number of years, taken part in the LA SEND place-planning process which involves strategic analysis of those children born with complex needs and who are likely to require specialist 'high needs' provision when they reach statutory school age. The strategic group (LA officers and representatives from all of the special schools and unit provision within the borough) inform the assessment and placement process by assessing pupil information and observing the pupil in their current setting. This then forms the basis of the pupil's EHC process and eventual placement. Local intelligence gathered from these strategic planning groups supports TVET's assumptions that the current number of children within the SLD Band 1 descriptor averages at 60%, with the higher level SLD children at the Band 2 descriptor, 40%.

This is further supported by the number of young people with SLD who leave local special schools at age 16 or 19 and are identified as candidates for accessing Local FE Colleges, this figure is around 60% in each cohort. Young adults with SLD in the more significant band 2 will require more specialist college provision and that figure is also around 40%. Based on this analysis, we have therefore assumed 60% of pupil intake in band 1 and the remaining 40% in the higher band 2.

TVET Discovery Special Academy will set two rates of top-up fees in recognition of the spectrum of needs the cohort will present with. All LA stakeholders have confirmed they will pay the set top-up fees in their commissioning letters (see attached appendices) and final fees will be agreed upon before commencement on roll. Top-up fees will be subject to annual review, or, in exceptional circumstances, may be reviewed as part of an interim review by agreement with the SENDCo, parents and the LA. A full academic terms notice will be given by either party if there is a proposal to change the top-up rate (increase or decrease). This will allow sufficient time and notification period for any adjustments to staffing and resources.

The lower rate top-up band [REDACTED] will be allocated to those SLD pupils who need to access the proposed school life (Section D) and it's greatly enhanced adult to pupil ratio (1:3/4); including direct delivery of specific interventions, supported by

Section G – budget planning and affordability

commissioned and/or specialist agencies, outcomes addressed and identified in the pupil's EHC plan. In addition, pupils will have some basic independence / self-help skills, or are showing some emerging skills in this area. Pupils will also benefit from specialist health-care facilities and/or equipment; access to strategies and teaching materials aimed at promoting communication/social interaction and the modified curriculum through alternative/augmented means.

The higher rate top-up band [REDACTED] will be for those more complex SLD pupils, who, in addition to the enhancements listed above, will have complex education, health and care that requires some individual specialist equipment, with 2:1 health care / paediatric support. Pupils will be wholly or mainly reliant on adult input for every day needs and/or personal care; they will require individual specialist equipment and regular therapeutic input; the pupil is likely to have a combination of high needs which span more than one SEND descriptor and in some circumstances, the pupils' individual requirements may significantly exceed some of the above, e.g. there are clear Health & Safety issues that if not addressed immediately, an uncontrolled life threatening situation could develop; the pupils may display some challenging behaviours linked to their primary area of need or have multi-sensory needs that require sensory and therapeutic programmes in order to access an modified curriculum.

The Trust proposal for the two bands of top up fees described above was arrived at through a process of due diligence and the knowledge and expertise of TVET SEND & Inclusion Officer who, as part of the EFA SEND funding reforms, worked across both Local Authorities to establish appropriate bandings for children with profound to moderate needs in a variety of specialist settings. This work has continued over the last 3 years and has involved reviewing and refining bands based upon the needs of children and the capital review of LAs.

Given TVETs knowledge and involvement in top-up fees locally, we appreciate that the most profound children in the borough will have their needs met elsewhere, and will attract the highest rate top up fees of between [REDACTED]. The mainstream SEND children must have their needs met through the schools notional SEND budget; locally, mainstream Unit provision bands sit between £0 top-up up to approximately [REDACTED] in addition to the [REDACTED] funding. Therefore, the proposed Discovery Special School bandings sit above those of Unit provision but do not exceed those for children with profound needs in the region. Moreover, given the extensive experience in commissioning, we have derived fees for therapeutic and academic interventions, apportioned the hours that we expect children with complex and significant needs to display and factored this into the top-up fees in order to ensure that we can deliver the enhanced curriculum as described in Section D.

Given the top-up fees sit within a regional continuum and are reflective of the designated need, and allow the Discovery Special School to deliver an enhanced

Section G – budget planning and affordability

curriculum, we believe they represent excellent value for money whilst ensuring business sustainability.

The top-up fees are guaranteed given the LAs commissioning letters.

Staff salaries

As indicated in the financial plan template, the Trust has profiled staff salaries based on the assumption of recruiting at [REDACTED]. This is based on sound local knowledge, the work of the teaching school and experience of successful recruitment and retention. Across the years, the Trust will build in pay progression to the 2016/17 salary levels that are currently stated, for those members of staff who pass performance management (which they would need to do for an outstanding provision and school). Unfortunately, due to the nature of the financial template we have been unable to demonstrate this on the given spreadsheet. Should we be called for interview, we shall provide supplementary financial information detailing this.

At the point of submitting this application, we have a confirmed pupil occupancy of 83%, therefore we recognise that the staffing structure will be reduced accordingly. In the first year this means [REDACTED] in Reception will not be employed and the Deputy Head Teacher (who is factored in from year one) will become one of the Reception class teachers. The [REDACTED] (factored in across Y1/2 phase) will also be removed. This still leaves [REDACTED] members of experienced staff, one of whom is part of the SLT, to one [REDACTED] ensuring capacity for outstanding provision within the budget. This rationale would continue should the occupancy rate remain at 83% for year two. This would minimise the first year deficit and ensure the Trust can sustain the academy.

The management structure has been formulated in order to ensure the delivery of outstanding provision whilst ensuring a successful growth strategy over the first three years. It will also ensure capacity to add to the existing Trust and teaching schools in-reach and outreach work as well as expanding the number of representatives that can partake in LA, regional and national developments.

In terms of adult: pupil ratios, we are assuming a ratio of no more than 1:4 in recognition of the Discovery Special Academy's pupil's complex needs. This compares with 1:8 in the mainstream units. As already noted in D3, this will be achieved by a combination of a class size of no more than 8 pupils in each class and a higher ratio of teaching assistant support as is available currently in the units.

Pupil premium

We have assumed the annual pupil premium based on the likely free school meals (FSM) profile of the projected intake to the Discovery Special Academy. As already noted (E), TVET already serves an area of high social and economic deprivation and therefore attracts a high pupil premium grant. Despite the fact children will be transported in from across both Middlesbrough and Redcar and Cleveland, the

Section G – budget planning and affordability

average pupil premium based on published LA figures and special schools in these areas sits between 50% and 62%. Therefore, we have taken an average of 55% from our demographics. This will increase for the new special academy as pupil numbers grow during the first four years of its development. It is anticipated that pupil premium expenditure will focus not only on access to the curriculum through interventions and catch up programmes but also enrichment and extended schools activities. For example, supporting pupils with transport to access activities outside the normal school hours including holiday clubs and allowing access to bespoke residential experiences.

Therapeutic equipment

The Trust has invested in an extensive range of specialist therapeutic equipment, predominantly located within Pennyman Academy. This includes a large sensory room, soft play areas and fully adapted outdoor play areas. There are also well established links with a local hydro-pool and the facility for on-site physiotherapy. Our financial plan assumes the Discovery Special Academy is on a co-located site (adjoining Pennyman Academy) enabling pupils to have access to the resources listed above.

Section H – premises (use Excel spread sheet)

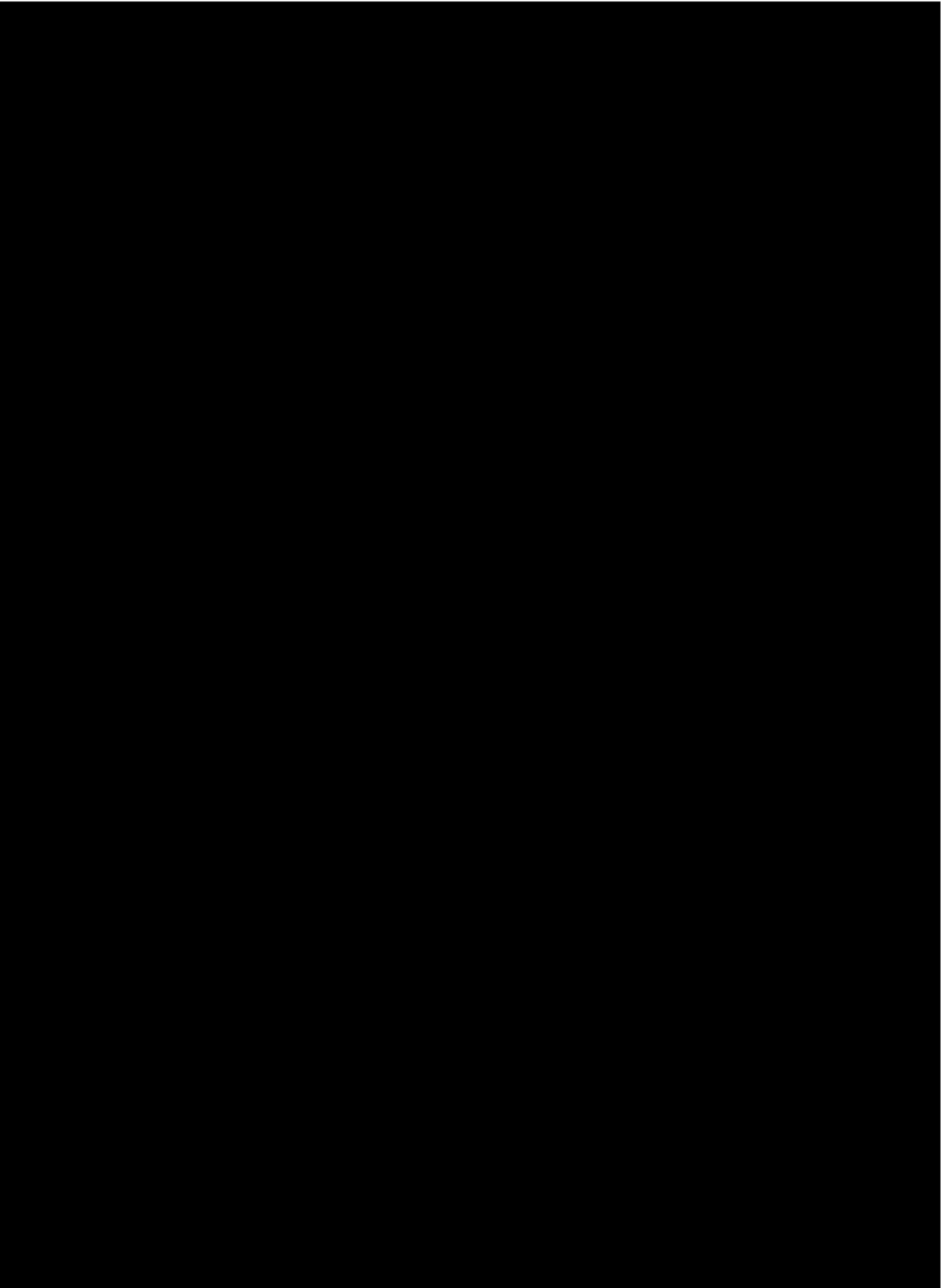
This section will need to be completed by **all** applicants. Please:

- 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 – CVs

[Redacted]

[Redacted]



<p>[REDACTED]</p>	<p>[REDACTED]</p>								
<p>[REDACTED]</p>	<p>[REDACTED]</p>								
<p>[REDACTED]</p>	<p>[REDACTED]</p>								
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[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]						
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<p>█</p> <p>[REDACTED]</p>	
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	[REDACTED]	[REDACTED]
4	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]

	<p>█ [REDACTED]</p>	
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█	[REDACTED]	[REDACTED]

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8	Reference names(s) and contact details	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
1	[Redacted]	[Redacted]
1	[Redacted]	[Redacted]
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4	<p>[REDACTED]</p> <ul style="list-style-type: none"> ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] 	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
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for Education

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