



Department  
for Education

# Free school application form

## Special schools

**Published: July 2016**

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

- 1) MOORCROFT PRIMARY FREE SCHOOL**
- 2) GRANGEWOOD ALL-THROUGH FREE SCHOOL**

## Application checklist

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

7. <b>Independent schools only*</b> : 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. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Re-applications only</b> : 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: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	x <input type="checkbox"/>	<input type="checkbox"/>
11. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below?  Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	x <input type="checkbox"/>	<input type="checkbox"/>

Section I of your application	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> <li>a copy of Section A (tab 1 of the Excel template); and</li> <li>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</li> <li>a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	x <input type="checkbox"/>	<input type="checkbox"/>

## Declaration

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

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

the requirements outlined in the [how to apply to set up a free school guidance](#);

the funding agreement with the Secretary of State;

all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and

for children with an education health and care plan ('EHCP') naming the school, the requirements pertaining to children with SEN within the special educational needs and disability (SEND) code of practice, including the duty to admit a child where the school is named in an EHCP;

for schools where the Secretary of State agrees in the funding agreement that they can also admit non-statemented pupils with special needs, the school must, in respect of these pupils, comply with the School Admissions Code, the School Admissions Appeals Code and the admissions law as it applies to maintained schools. 16-19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

**Signed:**

**Position:** Chair of company / Member of company (please delete as appropriate)

**Print name:**

**Date:**

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

## 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

The Eden Academy is a multi-Academy Trust providing outstanding education for pupils with complex needs across West London and specifically in Hillingdon and Harrow. It currently comprises:

School	Phase	Needs group	Status	Location	OfSTED	Self-evaluation
Grangewood	Primary	SLD	MAT	Hillingdon	Outstanding (June 2014)	Outstanding
Alexandra	Primary	MLD	MAT	Harrow	Outstanding (March 2016)	Outstanding
Moorcroft	Secondary	SLD	MAT	Hillingdon	Good (Nov 2014)	Outstanding
Pentland Field	All-through	SLD & MLD	MAT	Hillingdon	Not yet inspected	Good
RNIB Sunshine House	4-14	PMLD & SLD with VI	Run as part of strategic alliance	Hillingdon	Outstanding (July 2014)	Outstanding

The Trust runs, via a management contract, Sunshine House School as part of its strategic alliance with the RNIB. Self-evaluation is supported via external scrutiny on an annual basis by e-Qualitas. ([www.e-qualitas.org.uk](http://www.e-qualitas.org.uk))

#### Rationale

We are seeking to establish two new free schools which would form part of our MAT, benefitting from our successful and established policies, structures and working protocols. The two bids are interdependent. We are seeking to do this in response to three critical factors:

1. There is continuing and growing demand for places for children with special educational needs (SEN) in North West London, specifically numbers of pupils who have severe learning difficulties (SLD) and autism. At present local authorities and commissioning officers seek to address this problem by placing children in out of borough provision escalating not only placement but also transport costs. In addition, this fragments provision across the region, forcing parents and carers to accept placements for their children outside of their local communities.

This increase is partly attributable to a rise in broader pupil numbers across the region. It has been confirmed by data from Hillingdon (see section E) who have provided a supporting letter confirming our view that the proposed new schools will contribute significantly to their significant concern on how to respond to growing demand for SLD

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

and autism provision<sup>1</sup>.

2. In terms of education for pupils with SLD, we currently provide primary provision in the north, and secondary provision in the south of the borough. This means many pupils are undertaking significant and lengthy journeys to attend school in one of these phases. This proposal seeks to minimise this and reduce transitions (see section E1).

3. The RNIB has indicated it is minded to close Sunshine House School. The charity's vision is to support blind and visually impaired people across the UK. Significant investment in one school curtails the RNIB's ability to extend its reach more widely across the country. Currently the school caters for vulnerable pupils with severe and profound learning difficulties, who are blind or partially sighted between the ages of 4 and 14. Our proposal seeks to offer these vulnerable pupils secure and consistent provision between the ages of 4 and 19.

We therefore seek to open two new free schools on the basis of two interdependent bids.

- Grangewood all-through free school (NOR: 140)

This school would cater for pupils with severe or profound learning difficulties including autism, some of whom will also be partially sighted or blind. We propose that this school replace the current primary provision in the north of the borough (Grangewood School). It is envisaged that this school would offer education for those pupils living in the north of the borough (and surrounding areas including those from neighbouring local authorities where appropriate) as well as catering for those pupils currently educated at Sunshine House School.

- Moorcroft primary school (NOR: 80)

This school would cater for pupils with severe or profound learning difficulties including autism. It is envisaged that this school would cater for pupils from the south of the borough who would then transfer to Moorcroft Secondary School improving transfer issues and reducing travel times and costs.

### **The vision, mission and values of the Eden Academy**

#### **Our vision:**

The Eden Academy will create a centre of educational excellence where our young people will achieve exceptional outcomes.

#### **Our mission:**

- The Eden Academy will be a national leader in special education.

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<sup>1</sup> See Annex B

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

- Our mission is to draw on the individual strengths of each Academy school to build good practice and ensure that outstanding teaching and learning is at the heart of everything we do.
- Young people will achieve excellent academic outcomes in a safe and nurturing environment and be empowered to make decisions about their lives and their contribution to society.
- We will nurture our staff professionally.
- We will create positive relationships with our parents and the wider community.

### Our values:

- Inclusion - a voice for everyone and everyone is heard.
- Focus - children & young people at the core of all we do.
- Collaboration - together we are stronger.
- Quality - excellence through innovation, creativity & continuous improvement.
- Integrity - transparency & fairness in all we do.

Our proposal is premised on the vision, mission and values that are already well established across the Eden Academy Trust. These are summarised as follows:

- Parents and carers will have a choice of provision for their children. The Eden Academy will provide cohesion and continuity between all the schools in the Academy. There will be common assessment, tracking and monitoring of pupil progress and a rigorous focus on outstanding teaching and achievement. Parents and carers will be able to choose the school for their child based solely on which school is most suitable for the child's needs, because all schools in the Academy are of outstanding quality. Quality assurance of standards is a key component of our vision.
- The curriculum offers in each school will be based on best practice, already embedded in the Eden Academy. [REDACTED]. The core curricular offer will offer a basic entitlement to a broad and balanced curriculum similar to the one that is already on offer in the Eden Academy schools. The extended curricular offer will be more specific to the needs of the groups concerned. For example, the curriculum at the provision catering for pupils with PMLD and VI needs will have more underpinning of physical therapies to support pupil achievement.
- There will be greater inclusive practice as a function of the structure of the Academy. Pupils will be offered a variety of packages that are customised to meet their needs. This may mean a pupil accessing provision at one of the other Academy schools either directly by using the facilities at the other school or indirectly through one of the Academy outreach services. For example a pupil at Alexandra who may be visually impaired would be supported by the highly qualified VI team who will be based at the PMLD/VI school. Therapeutic services, using the Academy's own highly qualified and experienced therapy



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

teams, have been harmonised across the Academy and provision is co-ordinated and deployed in a way that is cost-effective and responsive to need.

- The enlarged Eden Academy will extend the range of training and development opportunities for staff both inside and outside the MAT. The collective expertise of the Academy will span the whole spectrum of SEN from profound and complex needs (including VI) through to pupils with severe to moderate learning difficulties, many of whom will be on the autistic spectrum. The Academy has strong connections with the Hillingdon Teaching Schools' Alliance and a dedicated service (including a website) to support all practitioners including those that are new to teaching or to the special school sector. The Academy, with the addition of the two new schools, will therefore be in a position to offer direct training to staff from special and mainstream schools across the region and nationally. The Academy already has a series of international links allowing staff to benchmark practice against global best practice and to share expertise and understanding.
- Extended schools and family services provision will be further enhanced by the scale of the enlarged Academy. Our vision is to extend even further our existing seamless entitlement for children and families to access after-school clubs, breakfast clubs, weekend activities, positive parenting programmes and school journeys. We see that these are essential services for our young people that contribute positively and directly to pupil achievement. These extended services will also allow pupils from each of the schools to have many opportunities to mix with each other.

### **Pupils**

A visit to any of the Eden Academy schools immediately reinforces the view that this is a thriving and creative educational environment. Pupils are happy and focused, accessing an age and needs appropriate curriculum that both challenges and inspires them. This is enhanced by communication systems common across all schools. There is a core communication system that uses integrated symbols, pictures and objects of reference, building pupils' confidence in their ability to understand and ability to express themselves throughout their school lives. At the same time, there is an acknowledgment that individual pupils need different communication adaptations according to their needs. The Eden Academy provides a core and common language with many dialects.

Pupils' physical and creative therapeutic needs are responded to effectively across the Academy. There is a cohesive and effective therapeutic team that offers a fast response to needs as they arise as well as sustained and consistent support for on-going needs. The wrap-around nature of the therapy complements the educational programme to provide an holistic package for the Eden Academy pupils. This results in pupils whose emotional and physical well-being is secure and who are therefore positive and independent learners.

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

The Eden Academy is known for outstanding pupil achievement. Each pupil has actively contributed to setting his or her current targets and how to achieve them. Pupils have a strong sense of where they are going and what they need to do to get there. Pupil voice is strong across the Academy and is a major contributor to its success, through a rigorous system of feedback and evaluation. Pupils at Eden share in the pride of being part of the Academy and their contribution to its development.

No pupil fails in the Eden Academy. A highly sensitive and responsive system ensures that any problems are quickly recognised and picked up by cross-Academy teams. Pupils can self-refer if they feel they need support. They know where to go and who to go to, and understand that their concerns or problems will be heard and responded to by a highly experienced and skilled team. The Eden Academy is noted for its high and positive challenge for its pupils underpinned by a strong network of systems for pupil support<sup>2</sup>.

As a result school leavers present as confident and forward looking individuals. They are prepared for the next step in their lives, have been active participants in shaping what they want to move on to, and have acquired the right physical, emotional and intellectual skills to achieve their goals.

### **Staff**

The staff at the Eden Academy are a team, that, regardless of location, understand their role, their purpose and their contribution to achieving the best outcomes for the pupils and families. Every member of staff plays an active part in their professional development and regards it as a professional entitlement. Staff are aware of their strengths and the areas they need to develop, as a result of a sophisticated system of appraisal and performance management. Each individual is clear about the vision and aims of the Academy and how they can play a part. They enjoy the robust peer to peer support mechanisms and take full advantage of the extensive programme of continuous professional development that is on offer to them. They understand that professional development is a lateral as well as vertical concept. In other words, they can access training that enables them to broaden their skills at their current level as well as training that supports their move up the managerial hierarchy if they so wish. All professional development, whether lateral or vertical, is equally valued.

Staff are members of multiple teams and understand how good teams work. This comes from a strong sense of their own skills and aptitudes as well as an appreciation of those of their colleagues. They are equally comfortable leading a team or contributing as one of its members. Staff are empowered through a distributed leadership culture and practice that pervades the Academy. Eden Academy staff are recognised as leaders and practitioners that demonstrate best practice consistently and in an innovative way. This is a result of the extensive training and development programme that is offered on a local, national and international basis by the Academy and delivered by its staff.

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<sup>2</sup> See related OFSTED reports for evidence

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

The RNIB continues to play a role within the Eden Academy offering specialist resources, support and training to ensure that pupils who are visually impaired or blind receive the best possible provision whichever school they attend. The Eden Academy partnership with the RNIB provides outreach both locally and nationally to support pupils in other schools with similar needs.

Positions at the Eden Academy are highly sought after and retention levels are high<sup>3</sup>. The Academy offers a wide and varied package of opportunities for staff and a world class training and development programme. Staff are proud to be a part of the Academy and of their individual contribution to its success.

### **Families**

The Academy aims to ensure all families of students feel they are part of a close, supportive network. We seek to ensure that from the time of their first visit to the time when their son or daughter leaves, that the whole family feels it belongs, is valued and is supported. In addition to a range of parent workshops, 'Triple P' programmes and seminars designed to help with the challenges they may face, families also take advantage of the many social and respite activities on offer. Sibling groups that run on a regular basis, family swim sessions that offer opportunities for quality family time and theme days that run throughout the year are all hugely popular. The toy library, coffee afternoons, and family music groups are a common feature of the activities available as well as trips to the theatre, seaside and places of interest.

The Academy provides a full package of short term breaks. These include after-school clubs, Saturday swim clubs, a late night shopping club and breakfast clubs. There is also the opportunity for overnight stays for Academy pupils through the 'sleepover service', where young people can enjoy a safe and supervised overnight stay with their friends combined with a range of fun activities. Weekends provide the opportunities for more adventurous trips out that can also offer overnight stays as part of the adventure.

The Academy provides a clear and cohesive offer of support for families, responsive to individual need. This includes a confidential counselling service as well as practical advice and support for families on matters such as benefit entitlement and the filling out of forms. The Academy ensures that the right services are linked with the right families at the right time, and families appreciate the variety, the flexibility and the range of services on offer.

Families are also actively involved in evaluating and planning the kinds of services that they and others need. Family engagement is a cornerstone of the Academy's success since we recognise that this approach is the only way to understand, support and respond fully to the varied needs and challenges families may face. Engagement is developed by an awareness of the range of the Eden families' cultures, languages and physical location and is bolstered by an active programme of seeking parent and carer

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<sup>3</sup> Turnover for teachers, for example is around 4% per annum

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

views and empowering them to shape the kind of service they want and need.

As a result of this, families are proud to belong to the Eden Academy. They are active participants as well as supporters and do what they can when they can to promote the development of the Academy.

### **The wider community**

The Eden Academy is a well-known and widely respected provider of services for families and young people with special needs. It has a growing local, national and international reputation for excellence in the field, and is a leader in research and development. All those that interact with the Academy are clear about what it does, how it does it and how successful it is. This is due to our effective and proactive marketing and communications programme. The Academy does not present itself as an 'expert'. Its image is as a highly skilled reflective practitioner that is never complacent, but always exploring new ways to provide better outcomes for its families and young people.

The Eden Academy is not seen only as a local and regional provider. The regular national and international work through conferences, training and development and research promotes more sharing, more learning and an expansion of the world class practice for which the Eden Academy is renowned. Recent examples of this include involvement in G7 Education Summit in Japan (May 2016), EQUALS annual conference, the DfE expert group focused on the re-development of NVQs and supporting, via the British Council, more inclusive practices across sub-Saharan Africa and South Asia.

### **Aspirations and Outcomes**

Our key aspirations and outcomes can be summarised as follows:

- The schools will be an exemplar of best practice evidenced by their regional, national and international reputation as leaders in innovative practice.
- Parents will make positive choices within the Eden Academy offer.
- Pupil achievement across the schools will be 'outstanding', fulfilling each individual's potential in terms of qualifications and achievements. They will be confident and competent communicators, be independent in life skills and take an active part in, and derive pleasure from, learning.
- Behaviour and safety including safeguarding across the school will be 'outstanding'; in particular the behaviour for learning that ensures pupils continue to make rapid and sustained progress. They will show confidence in their own abilities, and will achieve and recognise their personal best.

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

- The quality of teaching in the schools will be 'outstanding' evidenced by excellent relationships between pupils and adults and young people leaving the school with clearly defined aspirations and vocational skills and qualifications.

## Section D – education plan: part 1

The Eden Academy proposal is a complex one which involves closing the current Grangewood primary provision and re-opening it a year later as a new all-through provision with an expanded remit for vulnerable pupils with severe and profound learning difficulties, who are blind or partially sighted and with an increased roll.

Our proposed timeline for this is as follows:

- 2018            Close current Grangewood primary provision.
- Temporarily house a percentage of Grangewood pupils in new provision in the south of the borough. Find temporary accommodation for remaining current Grangewood pupils for 2018-2019.
- 2019            Open new **Grangewood all-through free school** with expanded brief.
- RNIB Sunshine House closes. Staff and pupils transfer to new Grangewood site.
- New **Moorcroft primary free school** in the south of the borough officially opens.

Therefore we are proposing that the new site is occupied in 2018 but that this be as temporary accommodation for current Grangewood pupils. The numbers given below are therefore from 2019 when the two new schools officially open.

### GRANGEWOOD ALL-THROUGH SCHOOL

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

Year 8			7	10				
Year 9			9	8				
Year 10			9	9				
Year 11			4	9				
Year 12			9	5				
Year 13			0	10				
Totals			120	140				

### Moorcroft Primary School

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception			6	10	12			
Year 1			7	10	12			
Year 2			6	10	12			
Year 3			7	8	12			
Year 4			6	8	11			
Year 5			9	9	10			
Year 6			9	10	11			
Totals			50	65	80			

## Section D – education plan: part 2

### SCHOOL NUMBER 1: Moorcroft Primary School

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

#### EYFS curriculum

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Communication and language	3.0	M	Listening and attention; understanding; speaking
Physical development	3.5	M	Moving and handling; health and self-care
Personal, social and emotional development	3.0	M	Self-confidence and self-awareness; managing feelings and behaviour; making relationships
Literacy	3.5	M	Reading; writing
Mathematics	3.5	M	Numbers; shape, space and measures
Understanding the world	3.0	M	People and communities; the world; technology
Expressive arts and design	3.0	M	Exploring and using media and materials; being imaginative
<b>Total</b>	<b>22.5</b>		

#### Primary curriculum – Key Stage 1 and Key Stage 2 SLD/ASD

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	5.5	M	Includes communication and language
Mathematics	3.0	M	
Science	1.5	M	
Religious education	1.0	M	Includes assembly
Physical development	3.5	M	
Art / design & technology	1.5	M	
Topic	2.0	M	
Personal, social, health and citizenship education	2.0	M	



Music	1.0	M	
ICT	1.5	M	
Total	22.5		Split over 25 sessions

### Primary curriculum – Key Stage 1 and Key Stage 2 PMLD

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	5	M	
Maths	5	M	
Physical Development	5	M	
Skills for Learning and Life	5	M	
Topic	2.5	M	Includes creativity
Total	22.5		Split over 25 sessions

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

#### Pupil population

- The existing schools which make up the current Eden Academy have a naturally diverse population as a function of the catchment areas they serve.
- Approximately half the pupils in each school come from families who speak English as an Additional Language (EAL), which is broadly consistent with the proportion in Hillingdon and the surrounding boroughs. Across the Academy, including the existing Moorcroft Secondary School, there are around twenty different home languages.
- Many pupils attending Eden Academy schools are at an early stage of learning any language. It is anticipated from the proposed need profile that this situation will remain broadly unchanged. Current approaches taken to teaching language skills within the Academy will therefore be able to be adopted in the new free school.
- The proportion of pupils in each school who are known to be eligible for free school meals (FSM) varies across the Academy. Around one-third of the pupils who attend the existing Moorcroft Secondary School, which Moorcroft Primary Free School will feed, are currently eligible. At the Academy's other schools, this proportion varies between approximately 20% and 50%. These figures are significantly higher than in Hillingdon and neighbouring boroughs, from where pupils will be drawn.
- The Academy already manages pupil populations with higher than average eligibility for free school meals and proposes to continue these arrangements in the new free school.
- Moorcroft Primary Free School will provide education for pupils from 4 to 11 years of age. The Academy already has primary and secondary provision in other schools (Grangewood and Moorcroft Schools respectively), as well as one all-through school (Pentland Field). The Academy is therefore equipped to draw upon existing provision and expertise in teaching these age groups.
- Current Academy provision for pupils with autism spectrum disorder (ASD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD) is in the north of the London Borough of Hillingdon for pupils of primary age (Grangewood School) and in the south for pupils of secondary age (Moorcroft

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

School). Moorcroft Primary Free School is needed because transport links across the borough, which spans two major roads, mean pupils often spend disproportionate amounts of time travelling to school. It will enable the Academy to alleviate this issue by offering all-through education at both ends of the borough.

- Moorcroft Primary Free School intends to provide education for pupils with ASD, SLD and PMLD.
- Schools within the Academy already provide education for pupils with these types of special educational need. Therefore, the Academy already has systems, practices and expertise in place to ensure pupils are taught an appropriate curriculum which is relevant to their needs.

### A consistent approach to teaching, learning and the curriculum

- The curriculum principles for the proposed all through free school are consistent with the aims and vision of the wider Eden Academy. The process underpinning curriculum design for the new free school is outlined in Figure D1.1 below.
- The leadership structure of the Academy provides for support to school leaders from an experienced central team, who maintain a strategic overview of the work of schools in the Academy. This team, led by the Principal, includes a dedicated service manager with responsibility for curriculum and assessment.
- The proposal to open additional primary and secondary provision enhances the existing collaborative working arrangements between staff at all levels in the Academy. The existing and proposed schools will be able to share best practice, undertake robust moderation and manage performance rigorously.

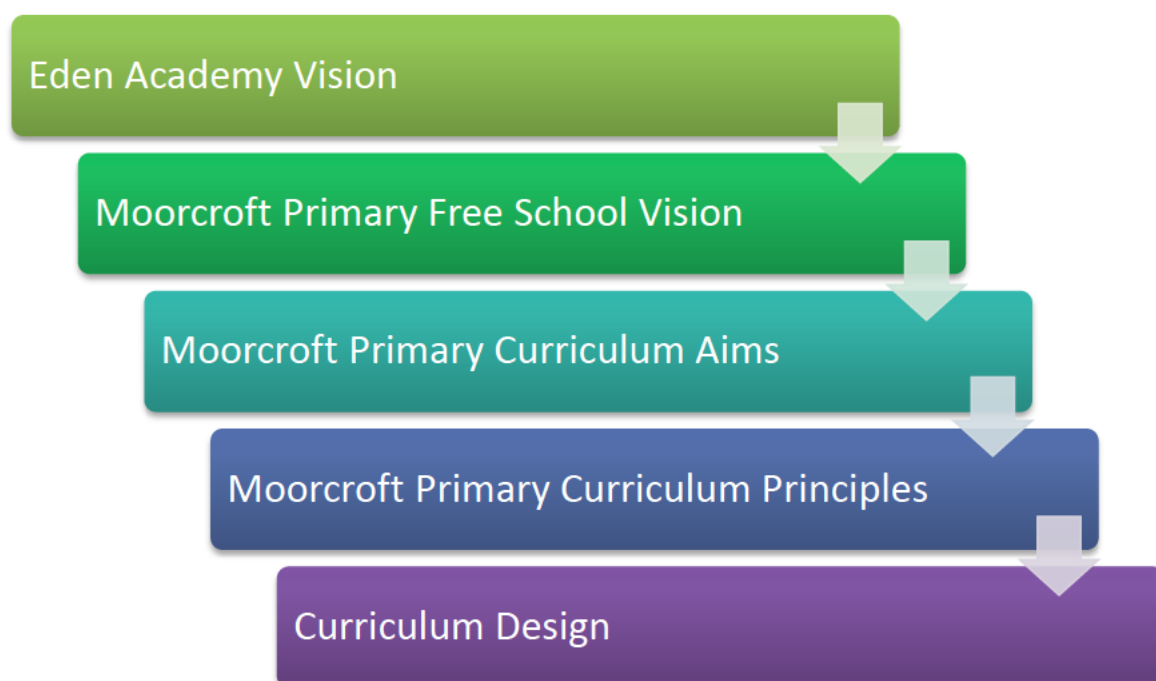


Figure D1.1

Academy level curriculum vision:

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

*Eden Academy will ensure the highest quality of learning leads to optimum educational outcomes for every individual by matching engaging curriculum provision to specific pupil needs across its three tiers of specialist SEN provision in its dedicated schools.*

School level curriculum vision:

*Moorcroft Primary Free School will ensure the highest quality of learning leads to optimum educational outcomes for every individual by matching engaging curriculum provision to the specific needs of pupils with severe learning difficulties and profound and multiple learning difficulties, some of whom will have additional needs including autism spectrum disorder.*

School curriculum aims and principles:

Aims	Principles
Every pupil should have access to a broad curriculum	<ul style="list-style-type: none"> <li>• Broad range of subjects based on the national curriculum for every year group</li> <li>• Core and sensory curriculum entitlement for every pupil</li> <li>• Personalisation to improve pupils' access to the curriculum focused on non-core skills based curriculum</li> </ul>
Every pupil should have access to a balanced curriculum	<ul style="list-style-type: none"> <li>• Curriculum organisation broadly by key stage with due consideration to pupils' level of development</li> <li>• Matched to need as pupils grow from childhood to adulthood</li> <li>• Balance of topic-based / subject-specific and preparation for adulthood</li> <li>• Age groups mixed and streamed as appropriate to optimise progress</li> <li>• Differentiated and personalised as appropriate to optimise progress</li> </ul>
In all its aspects, the curriculum is designed to challenge all pupils to achieve the highest standards of which they are capable	<ul style="list-style-type: none"> <li>• High expectations to be the norm across the curriculum</li> <li>• Teachers and other professionals to be deployed to make best use of expertise</li> <li>• Draw upon best practice from across the Academy in the drive for high standards</li> <li>• Programmes of study developed to provide appropriate rates of progress</li> <li>• Age-related and developmentally appropriate content ensures relevance</li> <li>• Assessment &amp; data management systems support pursuit of highest standards</li> </ul>
Every pupil should achieve the highest standards of	<ul style="list-style-type: none"> <li>• High proportion of core curriculum time devoted to literacy &amp; numeracy in all year groups</li> </ul>

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

which they are capable in literacy and numeracy (including pre-literacy etc. where appropriate)	<ul style="list-style-type: none"> <li>• Focus on building functional literacy and numeracy across the curriculum</li> </ul>
Every pupil should achieve the highest standards of which they are capable in terms of the development of their language and communication skills	<ul style="list-style-type: none"> <li>• Language and communication strategy implemented across the curriculum</li> <li>• Speech and language therapy (SALT) integrated</li> <li>• Tracking processes ensure progress monitored for every individual</li> <li>• Intervention strategies applied as necessary to address concerns</li> </ul>
Every pupil should be afforded the opportunity to optimise their learning across the curriculum through the use of information and communication technology (ICT) and other technologies	<ul style="list-style-type: none"> <li>• Provision of sufficient ICT and assistive and augmentative communication (AAC) resources to ensure learning opportunities are optimised</li> <li>• Professional development ensures high skill levels in teachers and other professionals</li> </ul>
Every pupil should achieve the highest standards of which they are capable in learning about ICT	<ul style="list-style-type: none"> <li>• Discrete ICT lessons provided from EYFS to Key Stage 2 as appropriate</li> </ul>
Every pupil should be enabled to achieve their personal best across the curriculum through strategies which take account of both age and developmental stage and provide personalised interventions to improve access to the curriculum	<ul style="list-style-type: none"> <li>• Comprehensive monitoring of each individual's progress against age and ability related expectation and barriers to progress</li> <li>• Clear rationale &amp; criteria for decision-making with respect to withdrawal from curriculum for interventions / therapies</li> <li>• Provision of range of inclusion therapists (speech &amp; language, occupational, creative)</li> </ul>
The pedagogy and approaches through which pupils engage with the curriculum should be matched to the needs of individual pupils and optimise their progress	<ul style="list-style-type: none"> <li>• Pupil-centred</li> <li>• Limited whole-class teaching (introduction and plenary)</li> <li>• Strong relationships (know and understand the pupil)</li> <li>• Focus on personal targets supported by clear, formative assessment</li> <li>• Optimum use of all professionals (teachers, teaching assistants, therapists, other specialists)</li> </ul>
Every pupil should, as far as possible, develop the confidence, skills and strategies to be independent both in school and in life	<ul style="list-style-type: none"> <li>• Strategies for developing and rewarding independence adopted across the curriculum</li> <li>• Appropriate balance between reliance on professionals and self-reliance</li> <li>• Opportunities for engagement with outside</li> </ul>

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outside and beyond school	<p>agencies, partners and employers</p> <ul style="list-style-type: none"> <li>• Structured approach to skills development and tracking</li> <li>• Applying learning outside the classroom</li> </ul>
Every pupil should, as far as possible, develop positive attitudes to learning	<ul style="list-style-type: none"> <li>• Systems focus on developing positive attitudes to learning</li> <li>• Appropriate balance of challenge and achievability to ensure positive experience of learning</li> <li>• Memorable learning experiences central to programmes of study, lesson plans, pupils' school life</li> </ul>
The curriculum must develop pupils' skills, understanding and abilities to operate as effective members of the community and society	<ul style="list-style-type: none"> <li>• Opportunities for engagement with outside agencies, partners and employers</li> <li>• Structured programme of life skills development throughout school</li> <li>• Enrichment programme of clubs, trips, residential experience, diverse sports</li> </ul>
The curriculum must develop pupils' understanding of local, national and international contexts	<ul style="list-style-type: none"> <li>• Enrichment programme of clubs, trips, residential experiences</li> <li>• Opportunities for focus weeks, special days, cultural events, religious festivals, special assemblies, national and international events, visits from outside agencies and partners</li> </ul>

Table D1.1

**Curriculum design overview**

- Inevitably, the learning difficulties of the school population will dictate a curriculum that can be modified and personalised to make it accessible to every individual.
- Leaders of Moorcroft Primary Free School will draw upon the considerable experience within the Eden Academy's existing schools in managing the balance between direct exposure to the curriculum and personalised strategies to improve pupils' access.

**Curriculum design – specifics for Key Stage 1**

- When pupils join the school in Key Stage 1, there will be a more play-based approach, with increasingly formal pedagogy being adopted for older pupils.

**Curriculum design – therapy**

- In common with practice in other Eden Academy schools, therapies will be organised on a rolling basis so that when learners need to be withdrawn they do not miss the same lesson repeatedly. At all times therapy provision is aligned with best educational outcomes and achievement for pupils and therapists provide in-class support to reduce the need for withdrawal. Regular multiprofessional meetings for individual pupils will enable staff to work collaboratively, ensuring relevant interventions are embedded in the classroom leading to improved progress.

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

**School timetable and calendar**

- As in other Eden Academy schools, the annual calendar at Moorcroft Primary Free School will align with that in Hillingdon and neighbouring boroughs. This supports parents and staff with children at local schools and ensures that the requirement to provide at least 380 sessions will be met.
- The start and finish times for the school day will be consistent across all Key Stages but the session times within the day will differ. The pattern of session times is shown in Table D1.2.

Session	Key Stages 1 & 2
1	09.00 – 10.00
2	10.00 – 10.45
3	10.45 – 11.00 Break
4	11.00 – 11.45
5	11.45 – 12.45 Lunch
6	12.45 – 13.30
7	13.30 – 14.15
8	14.15 – 14.30 Break
9	14.30 – 15.15

Table D1.2

**SCHOOL NUMBER 2: GRANGEWOOD ALL-THROUGH FREE SCHOOL**

**EYFS curriculum**

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Communication and language	3.0	M	Listening and attention; understanding; speaking
Physical development	3.5	M	Moving and handling; health and self-care
Personal, social and emotional development	3.0	M	Self-confidence and self-awareness; managing feelings and behaviour; making relationships
Literacy	3.5	M	Reading; writing
Mathematics	3.5	M	Numbers; shape, space and measures;
Understanding the world	3.0	M	People and communities; the world; technology
Expressive arts and design	3.0	M	Exploring and using

			media and materials; being imaginative
Total	22.5		

### Primary curriculum – Key Stage 1 and Key Stage 2 SLD/ASD

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	5.5	M	Includes communication and language
Mathematics	3.0	M	
Science	1.5	M	
Religious education	1.0	M	Includes assembly
Physical development	3.5	M	
Art / design & technology	1.5	M	
Topic	2.0	M	
Personal, social, health and citizenship education	2.0	M	
Music	1.0	M	
ICT	1.5	M	
Total	22.5		Split over 25 sessions

### Primary curriculum – Key Stage 1 and Key Stage 2 PMLD

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	5	M	
Maths	5	M	
Physical Development	5	M	
Skills for Learning and Life	5	M	
Topic	2.5	M	Includes creativity
Total	22.5		Split over 25 sessions

### Primary Curriculum – Key Stage 1 and Key Stage 2 VI/MSI

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Developing sensory skills	5	M	
Building Interaction and Communication	5	M	For more able, would include literacy
Explore and Discover	5	M	For more able, would include numeracy
Physical and emotional Understanding	5	M	For more able includes RE
Topic	2.5	M	
Total	22.5		

### Secondary curriculum – Key Stage 3 SLD/ASD

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	5.0	M	
Mathematics	5.0	M	
Digital literacy	2.0	M	Includes ICT
Skills for learning and life	4.0	M	including cooking
Creativity	2.0	M	
World around us	1.0	M	Includes science
Current affairs	1.0	M	
Health and fitness	5.0	M	
<b>Total</b>	<b>25.0</b>		

### Secondary curriculum – Key Stage 3 PMLD

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	5	M	Communication and literacy
Mathematics	5	M	Numeracy
Health and fitness	5	M	
Skills for learning and life	5	M	Relationships with others, managing change, independence
World around us	3	M	
Creativity	2	M	
<b>Total</b>	<b>25.0</b>		

### Secondary curriculum – Key Stage 3 VI/MSI

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Developing sensory skills	5	M	
Building Interaction and Communication	5	M	For more able, would include literacy
Explore and Discover	5	M	For more able, would include numeracy
Physical and emotional Understanding	5	M	For more able includes RE
Topic	5	M	
<b>Total</b>	<b>25.0</b>		

### Secondary curriculum – Key Stage 4 SLD/ASD



Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	4.0	M	
Mathematics	4.0	M	
Digital literacy	1.5	M	
Skills for learning and life	1.5	M	Including cooking
Talent pathways	1.5	M	
Creativity	1.5	M	
World around us	1.5	M	
Current affairs	1.5	M	
Work related learning	2.0	M	
Community	2.0	M	
Health and fitness	4.0	M	
<b>Total</b>	<b>25.0</b>		

#### Secondary curriculum – Key Stage 4 PMLD

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	5	M	Communication and literacy
Mathematics	5	M	Numeracy
Health and fitness	5	M	
Skills for learning and life	5	M	Relationships with others, managing change, independence
World around us	3	M	
Creativity	2	M	
<b>Total</b>	<b>25.0</b>		

#### Secondary curriculum – Key Stage 4 VI/MSI

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Developing sensory skills	5	M	
Building Interaction and Communication	5	M	For more able, would include literacy
Explore and Discover	5	M	For more able, would include numeracy
Physical and emotional Understanding	5	M	For more able includes RE
Topic	5	M	
<b>Total</b>	<b>25.0</b>		

#### Sixth form curriculum – Key Stage 5 SLD/ASD/some VI

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English (communication)	1.0	M	
Core skills	4.0	M	Cross-curricular
Digital literacy	2.0	M	Cross-curricular
Self-reliance courses	2.0	M	
Hobby courses	1.5	M	School or community based (dependant on needs)
Current affairs	1.0	M	
Work experience	4.0	M	WEx where possible, if not work training
Work training		M	
Enterprise	2.0	M	Dependent on school or community based
Social relationships	2.0	M	Dependent on school or community based
College	4.0	M	
Health and fitness	1.5	M	
Total	25.0		

#### Sixth form curriculum – Key Stage 5 PMLD and some VI/MSI pupils

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	4.0	M	
Mathematics	4.0	M	
Health and fitness	4.0	M	Physiotherapy
Skills for learning and life	3.00	M	Time for SLL reduced if pupil takes MC or E
Making contribution	0.75	V	
Enterprise	0.75	V	
World around us	3.00	M	
Current affairs	0.75	M	
Creativity	0.75	M	
College	4.0	M	Where applicable, plus core skills at college
Total	25.0		

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

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

### **Pupil population**

- The existing schools which make up the current Eden Academy have a naturally diverse population as a function of the catchment areas they serve.
- Approximately half the pupils in each school come from families who speak English as an Additional Language (EAL), which is broadly consistent with the proportion in Hillingdon and the surrounding boroughs. Across the Academy, including the existing Moorcroft Secondary School, there are around twenty different home languages.
- Many pupils attending Eden Academy schools are at an early stage of learning any language. It is anticipated from the proposed need profile that this situation will remain broadly unchanged. Current approaches taken to teaching language skills within the Academy will therefore be able to be adopted in the new free school.
- The proportion of pupils in each school who are known to be eligible for free school meals (FSM) varies across the Academy. Around one-third of the pupils who attend the existing Moorcroft Secondary School, which Moorcroft Primary Free School will feed, are currently eligible. At the Academy's other schools, this proportion varies between approximately 20% and 50%. These figures are significantly higher than in Hillingdon and neighbouring boroughs, from where pupils will be drawn.
- The Academy already manages pupil populations with higher than average eligibility for free school meals and proposes to continue these arrangements in the new free school.
- Grangewood Free School will provide all-through education for pupils from 4 to 19 years of age. The Academy already has one all-through school (Pentland Field), as well as primary and secondary provision in other schools (Grangewood and Moorcroft Schools respectively). The Academy is therefore equipped to draw upon existing provision and expertise in teaching these age groups.
- The Academy's current provision for pupils with visual impairment (VI) or multi-sensory impairment (MSI), Sunshine House School, is run in conjunction with the RNIB. It has recently developed to accommodate older pupils, but does not yet include those who are over fourteen years of age. Grangewood Free School will continue to develop the sensory curriculum to ensure that there is continuous provision for pupils with VI and MSI from 4 to 19 years of age.
- Current Academy provision for pupils with autism spectrum disorder (ASD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD) is in the north of the London Borough of Hillingdon for pupils of primary age (Grangewood School) and in the south for pupils of secondary age (Moorcroft School). Grangewood Free School on the site of the existing Grangewood School is needed because transport links across the borough, which spans two major roads, mean pupils often spend disproportionate amounts of time travelling to school. It will enable the Academy to alleviate this issue by offering all-through education at both ends of the borough. This will be achieved by opening another proposed free school for primary aged pupils.
- Grangewood Free School intends to provide education for pupils with ASD, SLD, PMLD, VI and MSI.
- Schools within the Academy already provide education for pupils with these types of special educational need. Therefore, the Academy already has systems, practices and expertise in place to ensure pupils are taught an appropriate curriculum which

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

is relevant to their needs.

- Grangewood Free School will allow a combination of specialist and integrated approaches to be adopted. The existing school for pupils with VI and MSI is currently a specialist and separate provision. Pupils at Grangewood Free School will benefit from the highly personalised provision which is already adapted to meet their specific needs by experienced and qualified specialists, as well as further opportunities for appropriate integration with pupils with other types of difficulties.

### A consistent approach to teaching, learning and the curriculum

- The curriculum principles for the proposed all through free school are consistent with the aims and vision of the wider Eden Academy. The process underpinning curriculum design for the new free school is outlined in Figure D1.1 below.
- The leadership structure of the Academy provides for support to school leaders from an experienced central team, who maintain a strategic overview of the work of schools in the Academy. This team, led by the Principal, includes a service manager with responsibility for curriculum and assessment.
- The proposal to open additional primary and secondary provision enhances the existing collaborative working arrangements between staff at all levels in the Academy. The existing and proposed schools are able to share best practice, undertake robust moderation and manage performance rigorously.

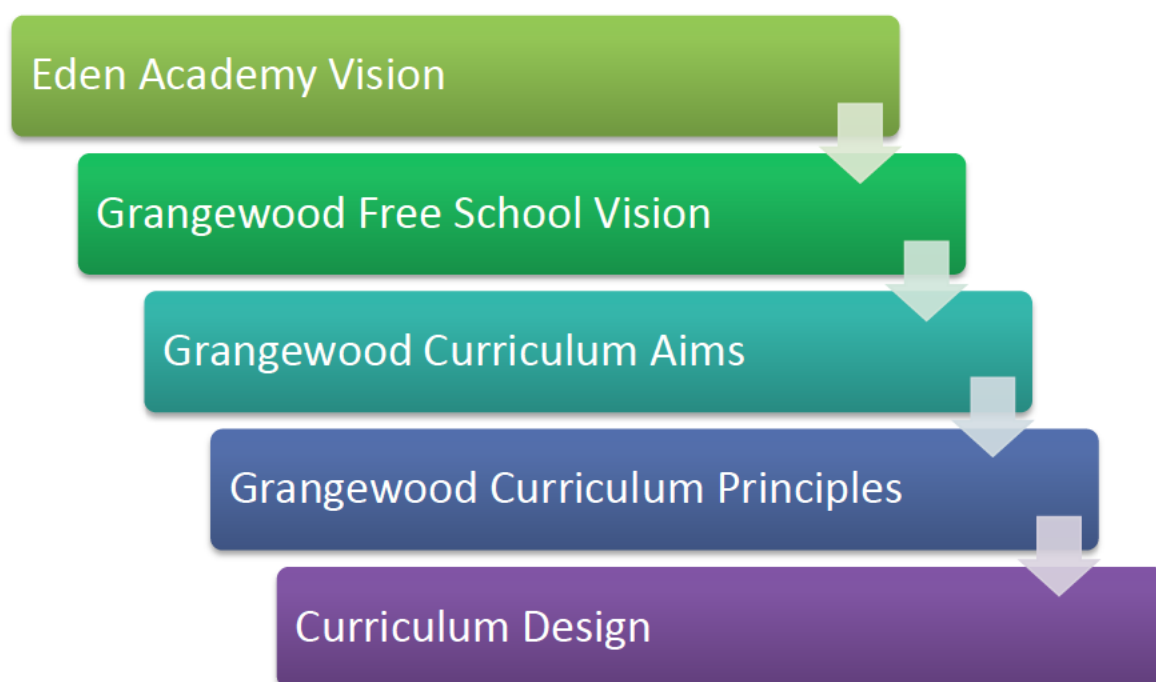


Figure D1.1

Academy level curriculum vision:

*Eden Academy will ensure the highest quality of learning leads to optimum educational outcomes for every individual by matching engaging curriculum provision to specific pupil needs across its three tiers of specialist SEN provision in*

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*its dedicated schools.*

School level curriculum vision:

*Grangewood Free School will ensure the highest quality of learning leads to optimum educational outcomes for every individual by matching engaging curriculum provision to the specific needs of pupils with severe learning difficulties, profound and multiple learning difficulties, visual impairment and multisensory impairment, some of whom will have additional needs including autism spectrum disorder.*

School curriculum aims and principles:

Aims	Principles
Every pupil should have access to a broad curriculum	<ul style="list-style-type: none"> <li>• Broad range of subjects based on the national curriculum for every year group</li> <li>• Core and sensory curriculum entitlement for every pupil</li> <li>• Personalisation to improve pupils' access to the curriculum focused on non-core</li> <li>• Skills based curriculum</li> </ul>
Every pupil should have access to a balanced curriculum	<ul style="list-style-type: none"> <li>• Curriculum organisation broadly by key stage with due consideration to pupils' level of development</li> <li>• Matched to need as pupils grow from childhood to adulthood</li> <li>• Balance of topic-based / subject-specific and preparation for adulthood</li> <li>• Age groups mixed and streamed as appropriate to optimise progress</li> <li>• Differentiated and personalized as appropriate to optimise progress</li> </ul>
Every pupil should be empowered and enabled to achieve the highest possible standards in terms of externally accredited qualifications	<ul style="list-style-type: none"> <li>• Focus on accreditation in core curriculum areas</li> <li>• Strategies for identification of potential in every individual</li> <li>• Strategies for co-ordination of multi-disciplinary approach as appropriate</li> <li>• Assessment strategies promote optimum progress</li> </ul>
In all its aspects, the curriculum is designed to challenge all pupils to achieve the highest standards of which they are capable	<ul style="list-style-type: none"> <li>• High expectations to be the norm across the curriculum</li> <li>• Teachers and other professionals to be deployed to make best use of expertise</li> <li>• Draw upon best practice from across the Academy in the drive for high standards</li> <li>• Programmes of study developed to provide appropriate rate of progress</li> <li>• Age-related and developmentally appropriate content ensures relevance</li> </ul>

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	<ul style="list-style-type: none"> <li>• Assessment &amp; data management systems support pursuit of highest standards</li> </ul>
Every pupil should achieve the highest standards of which they are capable in literacy and numeracy (including pre-literacy etc. where appropriate)	<ul style="list-style-type: none"> <li>• High proportion of core curriculum time devoted to literacy &amp; numeracy in all year groups</li> <li>• Focus on building functional literacy and numeracy across the curriculum</li> </ul>
Every pupil should achieve the highest standards of which they are capable in terms of the development of their language and communication skills	<ul style="list-style-type: none"> <li>• Language and communication strategy implemented across the curriculum</li> <li>• Speech and language therapy (SALT) integrated</li> <li>• Tracking processes ensure progress monitored for every individual</li> <li>• Intervention strategies applied as necessary to address concerns</li> </ul>
Every pupil should be afforded the opportunity to optimise their learning across the curriculum through the use of information and communication technology (ICT) and other technologies	<ul style="list-style-type: none"> <li>• Provision of sufficient ICT and assistive and augmentative communication (AAC) resources to ensure learning opportunities optimised</li> <li>• Professional development ensures high skill levels in teachers and other professionals</li> </ul>
Every pupil should achieve the highest standards of which they are capable in learning about ICT	<ul style="list-style-type: none"> <li>• Discrete ICT lessons provided from EYFS to Key Stage 5 as appropriate</li> </ul>
Every pupil should be enabled to achieve their personal best across the curriculum through strategies which take account of both age and developmental stage and provide personalised interventions to improve access to the curriculum	<ul style="list-style-type: none"> <li>• Comprehensive monitoring of each individual's progress against age and ability related expectation and barriers to progress</li> <li>• Clear rationale &amp; criteria for decision-making with respect to withdrawal from curriculum for interventions / therapies</li> <li>• Provision of range of inclusion therapists (speech &amp; language, occupational, creative)</li> </ul>
The pedagogy and approaches through which pupils engage with the curriculum should be matched to the needs of individual pupils and optimise their progress	<ul style="list-style-type: none"> <li>• Pupil-centred</li> <li>• Limited whole-class teaching (introduction and plenary)</li> <li>• Strong relationships (know and understand the pupil)</li> <li>• Focus on personal targets supported by clear, formative assessment</li> <li>• Optimum use of all professionals (teachers, teaching assistants, therapists, other specialists)</li> </ul>
Every pupil should, as far as	<ul style="list-style-type: none"> <li>• Strategies for developing and rewarding</li> </ul>

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possible, develop the confidence, skills and strategies to be independent both in school and in life outside and beyond school	<p>independence adopted across the curriculum</p> <ul style="list-style-type: none"> <li>• Appropriate balance between reliance on professionals and self-reliance</li> <li>• Opportunities for engagement with outside agencies, partners and employers</li> <li>• Structured approach to skills development and tracking</li> <li>• Applying learning outside the classroom</li> <li>• Preparation for moving on</li> </ul>
Every pupil should, as far as possible, develop positive attitudes to learning	<ul style="list-style-type: none"> <li>• Systems focus on developing positive attitudes to learning</li> <li>• Appropriate balance of challenge and achievability to ensure positive experience of learning</li> <li>• Memorable learning experiences central to programmes of study, lesson plans, pupils' school life</li> </ul>
The curriculum must develop pupils' skills, understanding and abilities to operate as effective members of the community and society	<ul style="list-style-type: none"> <li>• Opportunities for engagement with outside agencies, partners and employers</li> <li>• Structured programme of life skills development throughout school</li> <li>• Enrichment programme of clubs, trips, residential experience, diverse sports</li> <li>• Structured work training and experience in the 14-19 curriculum where relevant and appropriate</li> </ul>
The curriculum must develop pupils' understanding of local, national and international contexts	<ul style="list-style-type: none"> <li>• Enrichment programme of clubs, trips, residential experiences</li> <li>• Opportunities for focus weeks, special days, cultural events, religious festivals, special assemblies, national and international events, visits from outside agencies and partners</li> </ul>
Every pupil will follow the most appropriate pathway to optimise their potential: into further education; continuing in specialist provision; into employment	<ul style="list-style-type: none"> <li>• Progressive development of skills for learning and life throughout school to optimise potential and prepare for transition</li> <li>• Comprehensive monitoring of progress to ensure potential is identified and developed</li> <li>• Personalised provision to ensure guidance and preparation are geared to identified pathway</li> </ul>

Table D1.1

**Curriculum design – overview**

- Inevitably, the learning difficulties of the school population will dictate a curriculum that can be modified and personalised to make it accessible to every individual.
- Leaders of Grangewood Free School will draw upon the considerable experience within the Eden Academy's existing schools in managing the balance between direct exposure to the curriculum and personalised strategies to improve pupils' access.

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### **Curriculum design – specifics for Key Stage 1 (including VI/MSI pupils)**

- When pupils join the school in Key Stage 1, there will be a more play-based approach, with increasingly formal pedagogy being adopted for older pupils.

### **Curriculum design – specifics for Key Stages 4 and 5**

- The curriculum for pupils in Key Stages 4 and 5 will be structured not only to be challenging and rewarding, but also to allow access to accredited qualifications where appropriate and feasible. There will be a focus on offering purposeful and relevant courses, based on each individual pupil's identified pathway.
- The qualifications available to pupils in Key Stages 4 and 5 include:
  - AQA Unit Award Scheme (UAS) units to support pupils' development in process and organisation, digital literacy, health and fitness, managing change, relationships with others, independence and communication.
  - Equals to support pupils' development in functional academic skills, particularly in the sixth form.
  - The ASDAN Towards Independence supports pupils' development of personal, social and independence skills, particularly in the sixth form.
- Both ASDAN and AQA qualifications are particularly appropriate in the special school setting as they provide structured progression through short-term goals and incremental steps. This is motivating for pupils as a result of the rewards of frequent successes and the advantage of understanding short-term goals.
- While chronological age provides a useful reference point against which to plan and evaluate pupils' progress, age-related expectation in national terms is often beyond the reach of learners with the levels of difficulty of the intended population.
- Not all subjects will be externally assessed. Internal assessments will be used to set challenging targets and ensure there are high expectations of all learners.
- When considering which pathways and qualifications are appropriate for individual pupils, emphasis will be placed on ensuring that these make a strong contribution to pupils' intended destinations. The route followed is matched to each individual's intellectual, social and emotional development as well as their needs and interests.
- This becomes part of the thorough preparation for transition from school to the next stage of life, ensures that appropriate continuing support is organised and that the potentially negative consequences of transition are minimised.

### **Curriculum design – specifics for secondary-aged pupils with SLD or PMLD**

- As part of a coherent approach to education provision for the 14-19 age group, pupils are provided with a personalised curriculum pathway determined by their intended destination at the end of compulsory schooling. These pathways are outlined in the table below.



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Multiple pathways with a common core of building pupils' self-reliance, involvement in the community, health and fitness.			
<b>Academic Pathway</b>	<b>Employment Pathway</b>	<b>Community Supported Living Pathway</b>	<b>Bespoke Pathway</b>
Emphasis on preparation for a college placement and includes access to hobby courses.	Emphasis on work experience, work training and enterprise.	Concentrates on self-reliance, making social contributions and developing hobbies.	Bespoke pathways for individual pupils using a mix of any of the above options to best meet their identified needs and support them in achieving their goals.

**Curriculum design – specifics for pupils with VI or MSI (an increasing population in the proposed school)**

- Pupils with a visual or multisensory impairment often need a sensory curriculum. The leaders of Sunshine House School have developed a skills-based curriculum covering four broad areas:
  - Developing sensory skills (DSS)
  - Building interaction and communication (BIC)
  - Explore and discover (ED)
  - Physical and emotional understanding (PEU)
- This curriculum approach enables pupils to focus more consistently on a smaller range of targets. This is particularly beneficial for pupils who miss significant amounts of school time due to their health needs and medical appointments.
- This approach also forms the basis of a broader skills and content-based curriculum for more able pupils.
  - DSS maps onto and supports skills for learning and life (SLL) for younger pupils and learning for life (LfL) for older pupils.
  - BIC maps onto and supports language, communication and literacy (LCL).
  - ED maps onto and supports number and problem solving (NPS).
  - PEU maps onto and supports physical understanding and development and RE.
  - There is also a cross-curricular topic element.

**Curriculum design – therapy**

- In common with practice in other Eden Academy schools, therapies will be organised on a rolling basis so that when learners need to be withdrawn they do not miss the same lesson repeatedly. At all times therapy provision is aligned with best educational outcomes and achievement for pupils, and therapists provide in-class support to reduce the need for withdrawal. Regular multiprofessional meetings for individual pupils will enable staff to work collaboratively, ensuring relevant

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

interventions are embedded in the classroom leading to improved progress.

#### **School timetable and calendar**

- As in other Eden Academy schools, the annual calendar at Grangewood Free School will align with that in Hillingdon and neighbouring boroughs. This supports parents and staff with children at local schools and ensures that the requirement to provide at least 380 sessions will be met.
- The start and finish times for the school day will be consistent across all Key Stages but the session times within the day will differ. The pattern of session times is shown in Table D1.2.

Session	Key Stages 1 & 2	Key Stages 3 & 4	Key Stage 5
1	09.00 – 10.00	09.00 – 09.50	09.00 – 10.30
2	10.00 – 10.45	09.50 – 10.40	10.30 – 10.45 Break
3	10.45 – 11.00 Break	10.40 – 10.55 Break	10.45 – 12.15
4	11.00 – 11.45	10.55 – 11.45	12.15 – 13.15 Lunch
5	11.45 – 12.45 Lunch	11.45 – 12.35	13.15 – 15.15
6	12.45 – 13.30	12.35 – 13.35 Lunch	
7	13.30 – 14.15	13.35 – 14.25	
8	14.15 – 14.30 Break	14.25 – 15.15	
9	14.30 – 15.15		

Table D1.2

- In Key Stage 4 there will be some double lessons in order to allow flexibility and longer sessions for practical subjects as well as providing preparation for Key Stage 5.
- In Key Stage 5 there will be three longer sessions per day with subjects organised into groups to facilitate a flexible approach to curriculum delivery and pedagogy.

### **D2 – measuring pupil performance effectively and setting challenging targets**

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

#### **D2 – measuring pupil performance effectively and setting challenging targets**

- The Eden Academy is in the process of reviewing its approach to assessing pupils' achievement in response to the 2014 national curriculum. Academy leaders are also cognisant of the need to take account of the findings from the Rochford Review when these are published. The interim guidance has already been considered and applied. Consequently, changes to the Academy's existing systems are not finalised, particularly in respect of measuring the performance of pupils working below the level of the national curriculum. The large majority of the proposed

## **D2 – measuring pupil performance effectively and setting challenging targets**

population of Moorcroft Primary Free School and Grangewood Free School fall into this category.

- Assessment and evaluation of pupils' performance will continue to make use of:
  - Baseline assessments of attainment on entry to enable tracking of progress from different starting points
  - Attainment information from termly assessments
  - Assessments of progress against personal targets (see TLOs below)
  - Relevant information about progress towards accredited qualifications
  - Attendance information
  - Work experience evaluations where relevant
  - On-going narratives of progress recorded by classroom staff
  - Assessments by therapists, such as SaLT, OT etc.
  - Assessments of sensory impairments
  - Assessments of medical needs
- The current principle of setting challenging targets against national benchmarks will be replicated in the new system. At the moment, challenging individual targets against P levels and NC levels are set using available national data, such as progression materials. These are established using professional judgement to ensure they produce a baseline expectation of good progress. This in turn enables schools to make qualitative judgements and establish the proportion of the pupil body making and exceeding expected progress.
- The Academy has successfully established a mechanism for making meaningful comparisons with available national data despite small cohorts that reach the end of a key stage each year. This system is transferable to both proposed new schools.
- The Academy is also in the process of establishing the use of electronic data gathering and analysis software linked to its management information system. This will enable the Principal and other members of the central team to establish and maintain consistent approaches to assessment, moderation and evaluation.
- The Academy will continue to use a range of indicators to evaluate pupils' performance over time because comparisons with age-related expectations of attainment are often unrealistic given pupils' starting points as a result of their special educational needs and disabilities.
- In particular all Academy schools, including Moorcroft Primary Free School and Grangewood Free School, will focus on tracking pupils' progress against the pathways set out in their individual education, health and care plans (EHCPs).
- Pupils' personal development is currently measured using targeted learning outcomes (TLOs) and a similar system will be established in both Moorcroft Primary and Grangewood Free Schools. This enables robust evaluation and monitoring of progress in non-academic areas of learning, including behaviour where this is relevant.
- Target setting for these TLOs focuses on the priorities for each individual pupil.

## **D2 – measuring pupil performance effectively and setting challenging targets**

Teachers, teaching assistants, other professionals and pupils all participate in the target setting process which is now well established across the Academy. Each target describes 'good' progress in the aspect of personal development to which it relates. As with academic achievement, this system enables the school to make qualitative judgements and establish proportions of pupils making and exceeding expected progress. Regular reviews throughout the year ensure that the targets remain relevant and achievable.

- The performance of pupils with a visual or multisensory impairment is specifically based on targets set against the identified areas of the sensory curriculum shown in section D1. These are known as intended learning outcomes (ILOs) because they are more broad than TLOs.
- Leaders from the Academy's existing primary, secondary and VI/MSI provision will draw upon established good practice within these schools when finalising the common basket of indicators, following development of the replacement for assessment based on P-scales and national curriculum levels.
- Appropriate emphasis will be placed, where appropriate given pupils' needs and levels of development, on gathering achievement information which enables a meaningful comparison to be made with reliable national data.
- All teachers are set a pupil progress target as one of their annual performance management targets.

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

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

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

use the space provided below; and

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

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

### **MOORCROFT PRIMARY FREE SCHOOL:**

- New staff will be recruited and deployed to the leadership, teaching and support positions as shown in the organograms.

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

- The model of leadership proposed for Moorcroft Primary Free School includes a Head of School, one assistant headteacher with overall responsibility for primary education and specialist middle leaders overseeing provision for the Early Years Foundation Stage (EYFS), MSI and ASD.
- The assistant headteacher will have a 0.5FTE teaching timetable. This senior leader will also maintain an overview of SLD and PMLD provision within the school.
- Specialist middle leaders for stages or particular needs will have a 0.8FTE teaching timetable.
- There will be an additional six class teachers (including one for PPA cover) and approximately 40 teaching assistants (including four specialists).
- Therapists will be provided from within the MAT central team. This will enable the school to be responsive to pupils' needs using personnel who are familiar with the Academy's systems. It will also promote consistency of care and support throughout an individual pupil's education within the Academy. The central team approach allows the school to provide an appropriate and cost-effective clinical supervision model for therapists.

### **GRANGEWOOD ALL-THROUGH FREE SCHOOL**

- Staff from the existing Grangewood and Sunshine House schools will be redeployed in leadership, teaching and support positions as shown in the organograms.
- The model of leadership proposed for Grangewood Free School includes a Head of School, two assistant headteachers with overall responsibility for primary and secondary education and specialist middle leaders overseeing provision for the Early Years Foundation Stage (EYFS), 14-19, VI/MSI and ASD.
- Assistant headteachers will have a 0.5FTE teaching timetable. These senior leaders will also maintain an overview of SLD and PMLD provision within the school.
- Specialist middle leaders for stages or particular needs will have a 0.8FTE teaching timetable.
- Initially, staff requiring<sup>4</sup> a mandatory qualification (MQ) for teaching pupils with VI or MSI will be drawn from existing staff at Sunshine House School. Over time, additional staff will be recruited and/or trained as qualified teachers of the visually impaired (QTVI).
- There will be an additional eighteen class teachers (including two for PPA cover) and approximately 80 teaching assistants (including eight specialists).

<sup>4</sup> Statutory Instrument 2003 No. 1662, the Education (School Teachers' Qualifications) (England) Regulations 2003

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

- Therapists will be provided from within the MAT central team. This will enable the school to be responsive to pupils' needs using personnel who are familiar with the Academy's systems. It will also promote consistency of care and support throughout an individual pupil's education within the Academy. The central team approach allows the school to provide an appropriate and cost-effective clinical supervision model for therapists.

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

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

use the space provided below; and

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

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

#### **MOORCROFT PRIMARY FREE SCHOOL:**

#### **Welcoming to pupils of all faiths and none, with different backgrounds and communities playing a full and active role in the school**

- All Eden Academy school populations have a diverse range of ethnic backgrounds, religious and world views among their staff and pupils as a result of the catchment areas they serve. Staff in all schools work to ensure that the cultures associated with the wide range of pupils' backgrounds and religions are understood and given due regard. This helps to ensure that pupils and parents feel welcome and able to engage purposefully with all aspects of the school's work.
- Moorcroft Primary Free School will establish learning environments in classrooms and around the school which provide a balance of information about different faiths and beliefs. This may include thematic approaches where there is a periodic focus on individual aspects of individual religions, but the school will ensure that, over time, no particular faith or world view is given greater emphasis than any other. This will help to ensure that pupils and parents have the opportunity to develop their knowledge and understanding of cultures and faiths beyond their personal experience.
- The Academy and individual schools regularly organise family events that encourage integration, friendship and collaboration between those from different backgrounds. The Academy has comprehensive family services provision, co-ordinated by a service manager drawn from the central team, ensuring that Moorcroft Primary Free School will be able to build on existing provision in place at

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

the Academy's schools, as well as develop new approaches that match the broad range of needs that will be brought together in the school.

#### **Preparing pupils for life in modern Britain, encouraging them to work together, and learn about and respect each other**

Each school within the Eden Academy has a jointly developed policy on fostering and promoting pupils' spiritual, moral, social and cultural (SMSC) development. The Academy has identified and recorded aspects of SMSC which are particularly relevant to the needs of pupils with SLD, PMLD and ASD (see table D4.1).

<b>Spiritual development</b>	<b>Moral development</b>
<ul style="list-style-type: none"><li>• Self-esteem</li><li>• Faith, worship</li><li>• Critical thinking</li><li>• Valuing opinions of others</li><li>• Emotions and feelings</li><li>• Reflection and self-reflection</li><li>• Beliefs</li><li>• Values</li><li>• Personal experiences</li><li>• Relationships with others</li><li>• Understanding of strengths and weaknesses</li><li>• Creativity, art, music, literature</li><li>• Will to achieve, striving, excellence</li><li>• Celebrating success</li><li>• Wonder and mystery of the natural world</li><li>• Imagination</li><li>• Curiosity</li><li>• Courage</li></ul>	<ul style="list-style-type: none"><li>• Individualism</li><li>• Personal behaviour</li><li>• Responding to views of others</li><li>• Telling the truth</li><li>• Helping others</li><li>• Learning from mistakes</li><li>• Fairness and justice</li><li>• Distinguishing between right and wrong</li><li>• Respecting property</li><li>• Respecting the environment</li><li>• Making informed choices</li><li>• Making independent decisions</li><li>• Responsibility for own actions, consequences</li><li>• Moral code</li><li>• Empathy</li><li>• Respect</li><li>• Promoting good behaviour</li><li>• Discouraging bullying</li><li>• Respecting different views</li><li>• Fair play</li><li>• Assertiveness</li><li>• Expressing own views</li><li>• Considerate lifestyle</li><li>• Making decisions</li><li>• Welfare of self and others</li><li>• Taking responsibility for own actions</li></ul>
<b>Social development</b>	<b>Cultural development</b>
<ul style="list-style-type: none"><li>• Individual and group identity</li><li>• Local, national and global belonging</li><li>• Community</li><li>• Socially acceptable behaviour</li><li>• Obeying the rules</li><li>• Working as a member of the group</li><li>• Compromise and consensus</li><li>• Democracy</li><li>• Family</li><li>• Citizenship</li><li>• Positive relationships with others</li><li>• Equality</li></ul>	<ul style="list-style-type: none"><li>• Diversity</li><li>• Tolerance</li><li>• Inclusion</li><li>• Different cultures</li><li>• Traditions</li><li>• Artistic events</li><li>• Cultural events</li><li>• Celebrating talents</li><li>• Local, national and global belonging</li><li>• History, geography</li><li>• Foreign languages</li><li>• Worldwide communication &amp; ICT</li></ul>

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

- Team building
- Careers
- Being productive in the society
- Caring for others
- Co-operation
- Rights in the society
- Responsibilities in the society
- Conflict resolution
- Symbolic communication, images and icons that have meaning in different cultures

Table D4.1

Moorcroft Primary Free School will follow the Eden Academy principles in democratically establishing 'golden rules' that reflect the school's values, ensuring they are accessible to pupils of different ages, levels of development and cognitive ability. It will be important for leaders, staff and pupils to have ownership of the detail of these, so they are not established prior to the school opening. Table D4.2 below shows an example of how Moorcroft Secondary School has linked their 'golden rules' to SMSC development.

#### **Golden rules**

1. Treat me with respect and dignity. (spiritual, moral)
2. Talk to me not about me. (social)
3. Give me time to respond and interact in my own way. (social)
4. Listen to what I have to say. (social)
5. Let me know what's going to happen.
6. Telling me what I am good at builds my confidence. (spiritual)
7. Stay calm with me; even if I do not stay calm myself. (spiritual)
8. Try to understand me. I can't always explain my feelings. (spiritual)
9. Allow me to make choices and decisions for myself. (moral, spiritual)
10. Help me to stay safe.

Table D4.2

- Eden Academy schools hold regular, scheduled assemblies. The annual plan for assemblies clearly identifies how the theme or topic provides opportunities for SMSC development.
- Delivery of the PSHCE curriculum includes opportunities for pupils to understand and develop positive relationships and respect for others, as well as being responsible members of the democratic school, local and wider community. The school's programmes will allow pupils to explore beliefs, attitudes and the concept of prejudice at a level appropriate to their age and stage of development.
- The curriculum for SLD pupils includes themed topics on 'the world around us' as part of Skills for Learning and Life (SLL). This is taught through a cross-curricular approach to provide meaningful and motivating context to learning. The stated aims of this element of the curriculum are to develop pupils' understanding of their own religion and that of others and to develop tolerance and spirituality as part of personal growth.
- The curriculum for PMLD pupils is adapted to make it suitable for pupils' age and



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

stage of development. Themed topics focus on ‘the world around us’ and ‘current affairs’, which develops pupils’ breadth of knowledge about the wider world and opens opportunities for social stories.

- Eden Academy schools provide specialist arts therapy to identified pupils. This provides many benefits but particularly contributes to developing pupils’ social skills and healthy ways of interacting with others as well as providing emotional support to manage difficulties and problems productively.
- The Eden Academy has an overarching policy on safeguarding which will be adopted by Moorcroft Primary Free School. The Academy’s central team has two named safeguarding leads who are qualified to provide support and training to the designated officers and staff in each school. In common with other Eden Academy schools, Moorcroft Primary Free School will appoint a designated officer, two deputy designated officers and a designated governor.
- The Eden Academy regularly updates its policies and procedures in response to changing legislation and advice on best practice, including publications such as ‘*Keeping Children Safe In Education*’ and ‘*Guidance For Safer Working Practice For Those Working With Children And Young People In Education Settings*’. The current safeguarding policy includes guidance on preventing radicalisation and provides information about how the curriculum provided by individual schools supports the Prevent principles.

#### **Fundamental British values**

The Eden Academy has an overarching policy on promoting fundamental British values which will be adopted by Moorcroft Primary Free School.

##### *Democracy*

This is promoted as an integral part of the successful running of every class group. Pupils are encouraged to communicate their ideas and views, and also to listen to the ideas of others in a group. Class groups will regularly explore and then vote upon issues that affect them as a whole. They will do this through the means of communication that is most appropriate to them.

An example of this would be the setting of class rules. These will be selected by the pupils and, by a democratic process, agreement will be made as to which to adopt. Democratic processes will also be supported and developed through the Student Council – an elected body of students who will represent the views of their peers and be consulted on important school matters. For older students, projects on how our country is governed will take place, including visits from local MPs to talk about their work, or the class going to Westminster to observe processes first hand.

##### *The rule of law*

The importance of laws, whether they are the ones that govern the class, the school or the country are reinforced daily in all Academy schools. Pupils at Moorcroft Primary Free School will learn and understand that laws are there to ensure that everyone is

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

treated fairly and openly and to protect us. This message is reinforced through school assemblies as well as the clear way in which pupils are made aware of the school's behaviour policy. The concept of rule of law will be further reinforced by close contact with the community police representative who will be a frequent visitor to the school. Regular visits from the police to talk and work with pupils at Moorcroft Primary Free School will be aimed at generating a positive image of the work of the police force and the role they play. This will range from exciting opportunities to see and sit in a police car for our youngest pupils through to older students supporting with community based projects in association with the police.

##### *Individual liberty*

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As an Academy we educate, empower and provide boundaries for young people to make choices safely. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety and PSHCE lessons. Whether it be through choice of challenge or of participation in extra-curricular clubs and opportunities, pupils are given the freedom to make choices. The development of choice making for our pupils will be a core part of the offer at Moorcroft Primary Free School and will be developed in a range of ways. These will range from the use of augmented communication techniques for non-verbal pupils to enabling our pupils to find a voice to verbally express their wants.

##### *Mutual respect*

An integral part of our school ethos and behaviour policy is centred upon core values such as 'respect', and pupils will participate in discussions and assemblies related to what this means and how it is shown. Posters around the school will promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy. Much of the work of our creative therapy team is to enable our pupils to empathise with others and to see and understand the world in an increasingly non-ego centric way. Mutual respect is further encouraged by active promotion of our equal opportunities policy, learning and celebrating other cultures and taking part in a wide range of multi-cultural festivals and celebrations.

##### *Tolerance of those of different faiths & beliefs*

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. As a school based in Greater London, we are very well placed to draw upon the rich diversity of culture that surrounds us. Opportunities will be taken to affirm the faiths and cultures of all pupils within the school including not just festivals and celebrations but also visiting different communities to experience the life and culture of those communities. Assemblies and discussions will be delivered to address sensitive issues such as prejudices and prejudice-based bullying and these will be further reinforced during PSHCE sessions. The school and class rules will be a testament to our commitment to promote tolerance.

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

##### **GRANGEWOOD ALL-THROUGH FREE SCHOOL**

#### **Welcoming to pupils of all faiths and none, with different backgrounds and communities playing a full and active role in the school**

- All Eden Academy school populations have a diverse range of ethnic backgrounds, religious and world views among their staff and pupils as a result of the catchment areas they serve. Staff in all schools work to ensure that the cultures associated with the wide range of pupils' backgrounds and religions are understood and given due regard. This helps to ensure that pupils and parents feel welcome and able to engage purposefully with all aspects of the school's work.
- Grangewood Free School will establish learning environments in classrooms and around the school which provide a balance of information about different faiths and beliefs. This may include thematic approaches where there is a periodic focus on individual aspects of individual religions, but the school will ensure that, over time, no particular faith or world view is given greater emphasis than any other. This will help to ensure that pupils and parents have the opportunity to develop their knowledge and understanding of cultures and faiths beyond their personal experience.
- The Academy and individual schools regularly organise family events that encourage integration, friendship and collaboration between those from different backgrounds. The Academy has comprehensive family services provision, co-ordinated by a service manager from the central team, ensuring that Grangewood Free School will be able to build on existing provision in place at the Academy's schools, as well as develop new approaches that match the broad range of needs that will be brought together in the school.

#### **Preparing pupils for life in modern Britain, encouraging them to work together, and learn about and respect each other**

Each school within the Eden Academy has a jointly developed policy on fostering and promoting pupils' spiritual, moral, social and cultural (SMSC) development. The Academy has identified and recorded aspects of SMSC which are particularly relevant to the needs of pupils with SLD, PMLD and ASD. (see table D4.1).

<b>Spiritual development</b>	<b>Moral development</b>
<ul style="list-style-type: none"><li>• Self-esteem</li><li>• Faith, worship</li><li>• Critical thinking</li><li>• Valuing opinions of others</li><li>• Emotions and feelings</li><li>• Reflection and self-reflection</li><li>• Beliefs</li><li>• Values</li><li>• Personal experiences</li><li>• Relationships with others</li></ul>	<ul style="list-style-type: none"><li>• Individualism</li><li>• Personal behaviour</li><li>• Responding to views of others</li><li>• Telling the truth</li><li>• Helping others</li><li>• Learning from mistakes</li><li>• Fairness and justice</li><li>• Distinguishing between right and wrong</li><li>• Respecting property</li><li>• Respecting the environment</li></ul>

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

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Understanding of strengths and weaknesses</li> <li>• Creativity, art, music, literature</li> <li>• Will to achieve, striving, excellence</li> <li>• Celebrating success</li> <li>• Wonder and mystery of the natural world</li> <li>• Imagination</li> <li>• Curiosity</li> <li>• Courage</li> </ul> | <ul style="list-style-type: none"> <li>• Making informed choices</li> <li>• Making independent decisions</li> <li>• Responsibility for own actions, consequences</li> <li>• Moral code</li> <li>• Empathy</li> <li>• Respect</li> <li>• Promoting good behaviour</li> <li>• Discouraging bullying</li> <li>• Respecting different views</li> <li>• Fair play</li> <li>• Assertiveness</li> <li>• Expressing own views</li> <li>• Considerate lifestyle</li> <li>• Making decisions</li> <li>• Welfare of self and others</li> <li>• Taking responsibility for own actions</li> </ul> |
|---|--|

##### Social development

##### Cultural development

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Individual and group identity</li> <li>• Local, national and global belonging</li> <li>• Community</li> <li>• Socially acceptable behaviour</li> <li>• Obeying the rules</li> <li>• Working as a member of the group</li> <li>• Compromise and consensus</li> <li>• Democracy</li> <li>• Family</li> <li>• Citizenship</li> <li>• Positive relationships with others</li> <li>• Equality</li> <li>• Team building</li> <li>• Careers</li> <li>• Being productive in the society</li> <li>• Caring for others</li> <li>• Co-operation</li> <li>• Rights in the society</li> <li>• Responsibilities in the society</li> <li>• Conflict resolution</li> </ul> | <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Tolerance</li> <li>• Inclusion</li> <li>• Different cultures</li> <li>• Traditions</li> <li>• Artistic events</li> <li>• Cultural events</li> <li>• Celebrating talents</li> <li>• Local, national and global belonging</li> <li>• History, geography</li> <li>• Foreign languages</li> <li>• Worldwide communication &amp; ICT</li> <li>• Symbolic communication, images and icons that have meaning in different cultures</li> </ul> |
|---|--|

Table D4.1

Grangewood Free School will follow the Eden Academy principles in democratically establishing 'golden rules' that reflect the school's values, ensuring they are accessible to pupils of different ages, levels of development and cognitive ability. It will be important for leaders, staff and pupils to have ownership of the detail of these, so they are not established prior to the school opening. Table D4.2 below shows an example of how Moorcroft Secondary School has linked their 'golden rules' to SMSC development.

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

##### Golden rules

11. Treat me with respect and dignity. (spiritual, moral)
12. Talk to me not about me. (social)
13. Give me time to respond and interact in my own way. (social)
14. Listen to what I have to say. (social)
15. Let me know what's going to happen.
16. Telling me what I am good at builds my confidence. (spiritual)
17. Stay calm with me; even if I do not stay calm myself. (spiritual)
18. Try to understand me. I can't always explain my feelings. (spiritual)
19. Allow me to make choices and decisions for myself. (moral, spiritual)
20. Help me to stay safe.

Table D4.2

- Eden Academy schools hold regular, scheduled assemblies. The annual plan for assemblies clearly identifies how the theme or topic provides opportunities for SMSC development.
- Delivery of the PSHCE curriculum includes opportunities for pupils to understand and develop positive relationships and respect for others, as well as being responsible members of the democratic school, local and wider community. The school's programmes will allow pupils to explore beliefs, attitudes and the concept of prejudice at a level appropriate to their age and stage of development.
- The curriculum for SLD pupils includes themed topics on 'the world around us' as part of Skills for Learning and Life (SLL). This is taught through a cross-curricular approach to provide meaningful and motivating context to learning. The stated aims of this element of the curriculum are to develop pupils' understanding of their own religion and that of others and to develop tolerance and spirituality as part of personal growth.
- The curriculum for PMLD pupils is adapted to make it suitable for pupils' age and stage of development. Themed topics focus on 'the world around us' and 'current affairs', which develops pupils' breadth of knowledge about the wider world and opens opportunities for social stories.
- Eden Academy schools provide specialist arts therapy to identified pupils. This provides many benefits but particularly contributes to developing pupils' social skills and healthy ways of interacting with others as well as providing emotional support to manage difficulties and problems productively.
- The Eden Academy has an overarching policy on safeguarding which will be adopted by Grangewood Free School. The Academy's central team has two named safeguarding leads who are qualified to provide support and training to the designated officers and staff in each school. In common with other Eden Academy schools, Grangewood Free School will appoint a designated officer, two deputy designated officers and a designated governor.
- The Eden Academy regularly updates its policies and procedures in response to

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

changing legislation and advice on best practice, including publications such as *'Keeping Children Safe In Education'* and *'Guidance For Safer Working Practice For Those Working With Children And Young People In Education Settings'*. The current safeguarding policy includes guidance on preventing radicalisation and provides information about how the curriculum provided by individual schools supports the Prevent principles.

#### **Fundamental British values**

The Eden Academy has an overarching policy on promoting fundamental British values which will be adopted by Grangewood Free School.

##### *Democracy*

This is promoted as an integral part of the successful running of every class group. Pupils are encouraged to communicate their ideas and views, and also to listen to the ideas of others in a group. Class groups will regularly explore and then vote upon issues that affect them as a whole. They will do this through the means of communication that is most appropriate to them. An example of this would be the setting of class rules. These will be selected by the pupils and, by a democratic process, agreement will be made as to which to adopt. Democratic processes will also be supported and developed through the Student Council – an elected body of students who will represent the views of their peers and be consulted on important school matters. For older students, projects on how our country is governed will take place, including visits from local MPs to talk about their work, or the class going to Westminster to observe processes first hand.

##### *The rule of law*

The importance of laws, whether they are the ones that govern the class, the school or the country are reinforced daily in all Academy schools. Pupils at Grangewood Free School will learn and understand that laws are there to ensure that everyone is treated fairly and openly and are there to protect us. This message is reinforced through school assemblies as well as in the clear way in which pupils are made aware of the school's behaviour policy. The concept of rule of law will be further reinforced by close contact with the community police representative who will be a frequent visitor to the school. Regular visits from the police to talk and work with pupils at Grangewood Free School will be aimed at generating a positive image of the work of the police force and the role they play. This will range from exciting opportunities to see and sit in a police car for our youngest pupils through to older students supporting with community based projects in association with the police.

##### *Individual liberty*

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As an Academy we educate, empower and provide boundaries for young people to make choices safely. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety and PSHCE lessons. Whether it be through choice of challenge, or of participation in extra-curricular clubs and

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

opportunities, pupils are given the freedom to make choices. The development of choice making for our pupils will be a core part of the offer at Grangewood Free School and will be developed in a range of ways. These will range from the use of augmented communication techniques for non-verbal pupils to enabling our pupils to find a voice to verbally express their wants.

##### *Mutual respect*

An integral part of our school ethos and behaviour policy is centred upon core values such as 'respect', and pupils will participate in discussions and assemblies related to what this means and how it is shown. Posters around the school will promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy. Much of the work of our creative therapy team is to enable our pupils to empathise with others and to see and understand the world in an increasingly non-ego centric way. Mutual respect is further encouraged by active promotion of our equal opportunities policy, learning and celebrating other cultures and taking part in a wide range of multi-cultural festivals and celebrations.

##### *Tolerance of those of different faiths & beliefs*

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. As a school based in Greater London, we are very well placed to draw upon the rich diversity of culture that surrounds us. Opportunities will be taken to affirm the faiths and cultures of all pupils within the school including not just festivals and celebrations but also visiting different communities to experience the life and culture of those communities. Assemblies and discussions will be delivered to address sensitive issues such as prejudices and prejudice-based bullying and these will be further reinforced during PSHCE sessions. The school and class rules will be a testament to our commitment to promote tolerance.

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

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

##### **MOORCROFT PRIMARY FREE SCHOOL**

##### **The types of need the school will cater for**

- Moorcroft Primary Free School will provide education for pupils with profound and multiple learning difficulties (PMLD), severe learning difficulties (SLD), and autism spectrum disorder (ASD). There will therefore be a substantial range of needs in the Moorcroft Primary Free School population.

##### **How the school will cater for pupils' different needs – SLD / PMLD**

- The Eden Academy has extensive experience in providing education for pupils with SLD and PMLD. The new school will draw upon best practice already in place at the existing Grangewood and Moorcroft schools.

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

- In particular, the school will ensure that learning activities and resources are appropriate to both pupils' age and their level of development. Opportunities will be identified for pupils to gain accreditation that reflects their achievement.
- Pupils are set long-term targets, known within the Academy as planned learning outcomes (TLOs). These are fully personalised and describe the next steps in pupils' learning and development. They take into account the pupil's knowledge, their needs, current abilities, interests, and intended destination.
- The role of the adult in guiding learning changes as pupils progress through the key stages. Where pupils are conceptualising and rehearsing skills, the adult's principal role is one of demonstrator. As pupils begin to apply the skills they have learned, the adult acts as enabler to promote success and build pupils' self-awareness of their own strengths and weaknesses. In provision for older pupils, the aim is to develop pupils' ability to generalise their functional skills in different settings. The role of staff is to empower pupils and help them make informed choices.
- An increasing proportion of the curriculum is delivered in the community as pupils progress through the key stages. Visits are linked to the 'world around us' themes, and focus on developing independence in relevant contexts. Where appropriate pupils receive travel training as part of this element of their curriculum.

### **How the school will cater for pupils' different needs – ASD**

- The key areas of challenge for pupils with autism are communication, transition, behaviour, social learning and managing change.  
All pupils with autism need to develop good communication skills and this is supported by:
  - using concise and clear language
  - use the SIGNAL approach. This is unique to Eden Academy, particularly the existing Grangewood School, and is a precursor to using any visual language
  - using meaningful and child specific visual supportive resources at all times, including key-rings, schedules, individual photographs/symbols or the use of an individual timetable.
- Transitions can be a difficult time for pupils with autism. The Academy's schools have already devised golden rules to enable pupils to manage transitions calmly and at their own pace (see figure D5.1). These rules are revisited on a regular basis with all staff so they are able to accommodate pupils' needs. All staff attend termly good practice workshops to allow them to refresh these ideas.



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

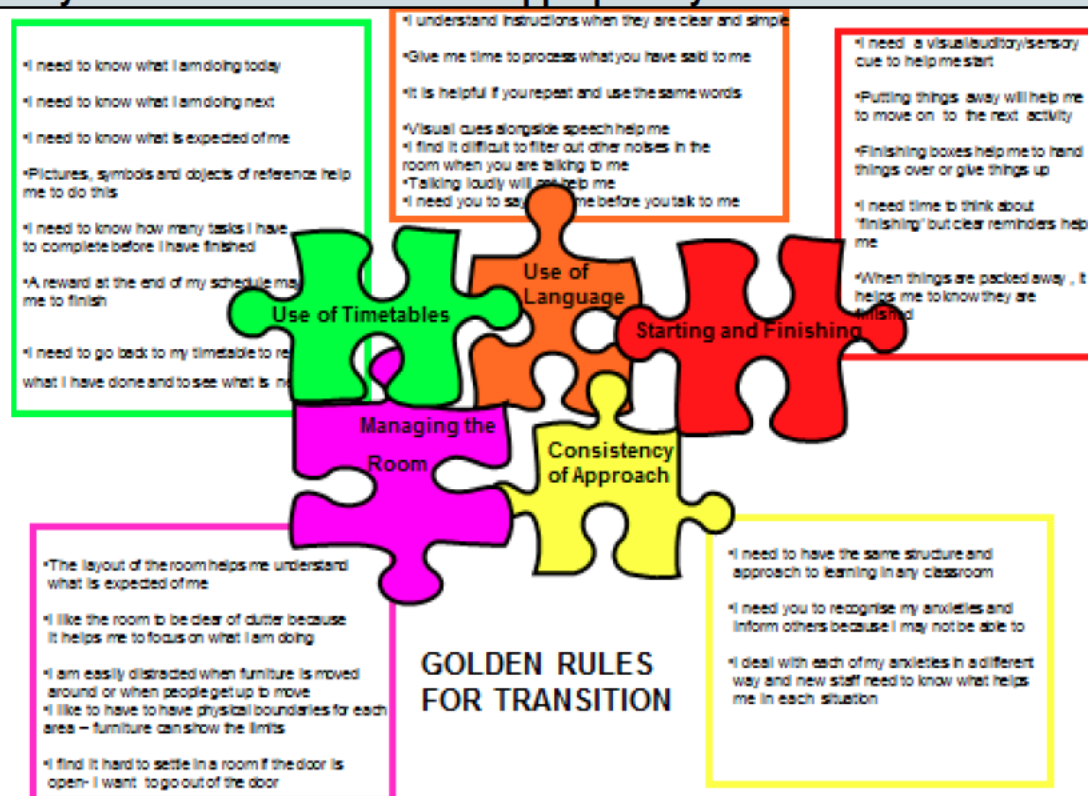


Figure D5.1

- Supporting pupils with autism to learn to manage their own behaviour is key. Eden Academy has access to expertise from a range of professionals who can work directly with pupils or advise classroom staff on meeting the needs of individuals. Where necessary, positive handling plans can be written to provide a consistent approach to de-escalation and behaviour management from all members of staff who work with the pupil. These are shared with parents and reviewed on a regular basis.
- Socialisation will be an integral part of most of the educational activities planned for pupils at Moorcroft Primary Free School. The objective is to empower pupils through constructing opportunities. Socialisation covers a wide variety of behaviours that pupils can learn, from showing reciprocity in a greeting to understanding appropriate behaviour in a restaurant. A significant part of this area is developing and supporting puberty and emotional literacy. Approaches to developing socialisation include:
  - Using a TEACCH system (see notes below)
  - Using clear visuals
  - The use of schedules in a variety of settings
  - Using the golden rules of transition
  - Devising and utilising social stories
  - Providing exposure to everyday social situations such as trains, cafés etc.
  - Setting up social situations like snack club, shop in school
  - Using role play to teach non-verbal communication
  - Learning to play through shared interests

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

- Encountering social situations
- Repeating experiences to increase confidence
- Developing emotional literacy
- Preparing for puberty
- Sex and relationship education

Notes on these approaches:

- TEACCH is a system which helps to structure the learning of pupils with autism into small steps. It is a practical approach and is already used very successfully throughout the Academy.
- It is a priority for many of our pupils that they become as independent as possible in all their activities. To support this, schools in the Academy already run a regular snack club which encourage pupils to serve others as if in a café, using real money to exchange for food items.
- To encourage pupils to manage change they first need to be able to generalise the skills they have learned and be able to repeat them. Pupils with autism often show a heightened sensitivity to sensory issues. Pupils' development in this area will be supported by:
  - Clear communication with pupils supported by the use of visuals
  - Practising preparing for change with pupils
  - Preparing pupils for new experiences and events
  - Helping pupils to understand and interpret others' reactions
  - Helping pupils to generalise the skills they have learned
- Timetabling will take account of the needs of pupils with autism to have clear routines.
- There will be noise-dampening measures to ensure they experience an appropriately calm and productive learning environment.

**How the school will cater for pupils' health & mobility needs and disabilities**

- Accessible hygiene areas will be provided for pupils with intimate care needs. The Academy safeguarding leads are currently reviewing the Academy-wide continence and intimate care policies to ensure they meet current standards and are consistent with the good practice in place within the Academy's existing schools. The Academy already takes account of the Safer Recruitment Consortium's '*Guidance for safer working practice for those working with children and young people in education settings 2015*'.
- Specialist teaching accommodation such as science labs and food technology rooms will also be designed to ensure they are accessible to learners in wheelchairs and those with other physical disabilities.

**How the school will ensure pupils' safety and promote positive behaviour**

- The Eden Academy has an overarching policy on safeguarding which will be adopted by Moorcroft Primary Free School. The Academy's central team has two named safeguarding leads who are qualified to provide support and training to the designated officers and staff in each school. In common with other Eden Academy schools, Moorcroft Primary Free School will appoint a designated officer, two deputy designated officers and a designated governor. The Eden Academy regularly

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

updates its policies and procedures in response to changing legislation and advice on best practice, including publications such as *‘Keeping Children Safe In Education’*.

- The Eden Academy’s schools adopt an holistic approach to behaviour management, which is based on non-confrontational, integrated interventions, specialist ASD approaches and programmes to encourage pupils to manage anxiety and self-regulate.
- The Eden Academy’s schools take an individualised approach to managing pupils’ attendance. Absence from school is seen and discussed with due regard to safeguarding principles. Where appropriate, health considerations are discussed at multi-professional meetings and appropriate adjustments made to provision. For example, home tutoring can be provided if necessary. The school has a dedicated family services team, which can provide a rapid response to parents and carers.

**How the school will cater for pupils’ social, emotional and pastoral needs**

- Pupils in Eden Academy schools exhibit a wide range of social, emotional and pastoral needs comorbid to their identified SEN, although these are not always recorded in their EHCPs. There is established Academy policy and practice for addressing these needs.
- These include mental health problems; emotional management difficulties; issues related to sexual development; needs related to identity, self-esteem and confidence problems and communication and relationships difficulties.

**How the school will work with other agencies**

- The Eden Academy directly employs a range of specialists, such as therapists and health professionals, who are normally engaged through other agencies. These personnel are shared across the Academy’s schools. These arrangements bring consistent working practices and allow high expectations to be set for the impact of their work. The key therapies offered through these specialists include:

<b>Therapy</b>	<b>Needs addressed</b>
Creative - Music / Art / Drama	Emotional & communication issues
Speech and Language	Language & communication
Occupational	Fine motor & sensory processing
Physiotherapy	Physical & gross motor skills
Habilitation (Habilitation Co-ordinator with inputs from QTVI & QTHI)	Visual impairment Hearing impairment

- The Academy employs its own team of speech and language therapists and occupational therapists.
- The Academy has an established relationship with Hillingdon PCT through which it sources physiotherapy services.
- Many pupils have medical needs. The Academy has established strong links with

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

the Community Nursing Team. Regular communications between Academy staff and this team ensure that any issues are quickly identified and dealt with or referred on to GPs and paediatricians, as appropriate.

- A significant proportion of learners have emotional and behavioural needs. The regular services of an Educational Psychologist (EP) are secured through a contract with an external provider.
- Moorcroft Primary Free School will maintain links with Hillingdon Autistic Carer Support (HACS) which supports parents of autistic children.

#### **How the school will engage with parents**

- Eden Academy schools have an excellent track record of promoting the positive engagement of parents, particularly as pupils increasingly present with more complex difficulties. Academy schools are now having to support more and more families who are not familiar with the UK education and health systems. The Academy's families service manager, together with Moorcroft Primary Free School staff, will draw on this experience to provide support to parents as part of their holistic approach to education.

#### **GRANGEWOOD ALL-THROUGH FREE SCHOOL**

#### **The types of need the school will cater for**

- Grangewood Free School will provide education for pupils with profound and multiple learning difficulties (PMLD), severe learning difficulties (SLD), visual impairment (VI), multi-sensory impairment (MSI) and autism spectrum disorder (ASD). There will be a considerable spectrum of needs in the Grangewood Free School population.

#### **How the school will cater for pupils' different needs – SLD / PMLD**

- The Eden Academy has extensive experience in providing education for pupils with SLD and PMLD. The new school will draw upon the best practice already in place at the existing Grangewood and Moorcroft schools.
- In particular, the school will ensure that learning activities and resources are appropriate to both pupils' age and their level of development. There will be appropriate opportunities for pupils to gain accreditation that reflects their achievement.
- Pupils are set long-term targets known within the Academy as planned learning outcomes (TLOs). They are fully personalised and describe the next steps in pupils' learning and development. They take into account the pupil's knowledge, their needs, current abilities, interests, and intended destination.
- The role of the adult in guiding learning changes as pupils progress through the key stages. Where pupils are conceptualising and rehearsing skills, the adult's principle role is one of demonstrator. As pupils begin to apply the skills they have learned, the adult acts as enabler to promote success and build pupils' self-awareness of their own strengths and weaknesses. In provision for older pupils, the aim is to

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

develop pupils' ability to generalise their functional skills in different settings. The role of staff is to empower pupils and help them make informed choices.

- An increasing proportion of the curriculum is delivered in the community as pupils progress through the key stages. Visits are linked to the 'world around us' themes, and focus on developing independence in relevant contexts. Where appropriate pupils receive travel training as part of this element of their curriculum.

#### **How the school will cater for pupils' different needs – VI/MSI**

- Provision for pupils with VI/MSI will be led and staffed by holders of appropriate mandatory qualifications (QTVI, QTMSI etc.).
- The school's physical provision will allow a continuum of support for VI/MSI pupils.
- A base will be constructed and resourced to be an ideal environment for VI pupils and will contain, for example, very little visual and physical clutter, a good acoustic environment with low background noise for those that rely on hearing, clear landmarks and mobility trailing routes.
- The elements identified above will also be incorporated into other parts of the school, so that pupils receive graduated support in more challenging environments, in preparation for the uncontrolled environment they will experience in the real world.
- The pace of learning will be varied to suit pupils' identified needs. For example, those with the most profound impairment may spend the majority of their school day in classes within the base. As they grow and move through the school, they will have the opportunity, if appropriate, to be able to spend less time in the base and more time in 'less ideal' environments to develop their sensory skills.
- The VI base will provide a suitable environment to carefully plan positioning and physical movements for pupils with VI and comorbid physical needs to ensure they maintain healthy lifestyles.
- Pupils with significant vision needs will consequently feel secure in the familiar and controlled surroundings of the VI base. This will act as a safe haven to return to if experiences in the wider school become too overwhelming.
- Staff in the VI base will compile vision passports and other useful documentation that other staff in the school will find useful when working with a pupil with VI. This promotes inclusion. Any queries that arise from these can be dealt with immediately by liaising with specialist staff on site. As a result of this specialist provision, pupils will be supported effectively and become confident learners.
- Staff specialisms will run deeper than textbook examples of simply knowing how to adapt positioning or use resources. Through practical training, staff will be skilled in and knowledgeable of in-depth and practiced approaches to supporting manual handling for VI persons, independence and personal care. This will provide added support for pupil well-being, security and trust in those they work with at the school.
- Additional attention will be given within the curriculum to developing pupils' sensory skills to improve access to information. This will include, where appropriate, vision stimulation, tracking and focus skills, dealing with visual clutter, developing listening skills, touch and tactile response, and structured approaches to searching/working methodically left to right.
- Other resources will include specialist screens for learners with visual impairment

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

and purpose designed VI learning aids.

**How the school will cater for pupils' different needs - ASD**

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- All pupils with autism need to develop good communication skills and this is supported by:
  - using concise and clear language
  - use the SIGNAL approach. This is unique to Eden Academy, particularly the existing Grangewood School, and is a precursor to using any visual language
  - using meaningful and child specific visual supportive resources at all times, including key-rings, schedules, individual photographs/symbols or the use of an individual timetable.
- Transitions can be difficult times for pupils with autism. The Academy's schools have already devised golden rules to enable pupils to manage transitions calmly and at their own pace (see figure D5.2). These rules are revisited on a regular basis with all staff so they are able to accommodate pupils' needs. All staff attend termly good practice workshops to allow them to refresh these ideas.

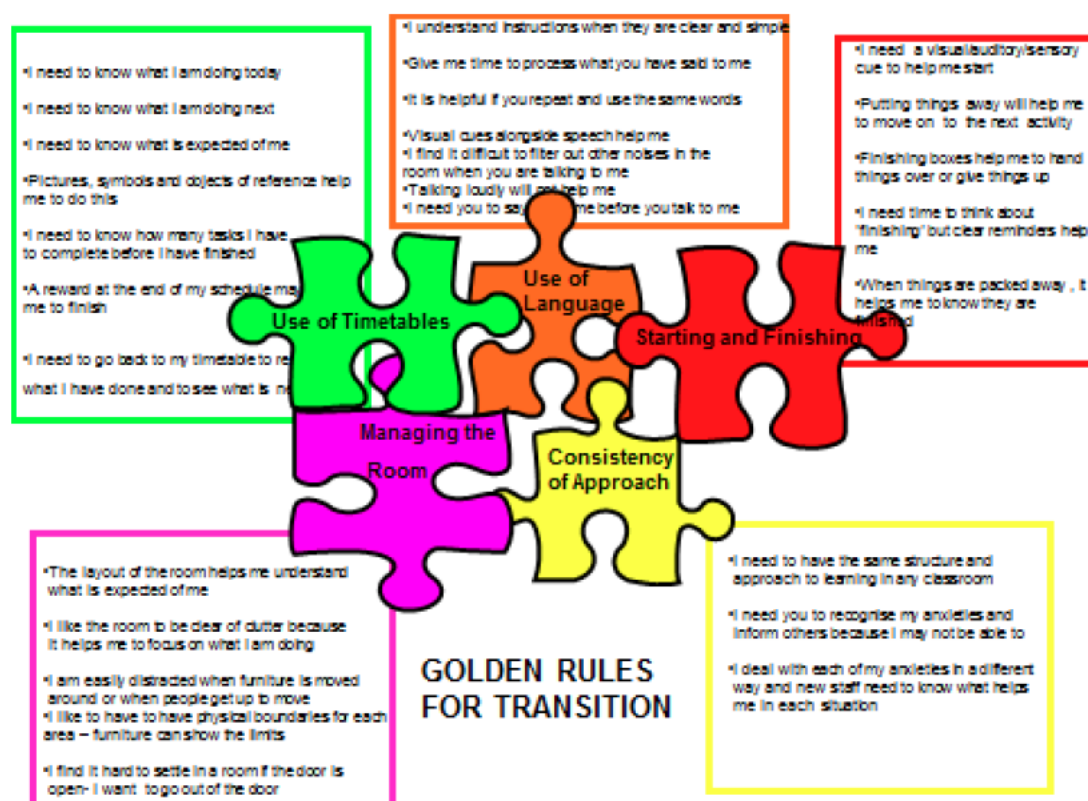


Figure D5.2

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#### **How the school will work with other agencies**

- The Eden Academy directly employs a range of specialists, such as therapists and



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

health professionals, who are normally engaged through other agencies. These personnel are shared across the Academy's schools. These arrangements bring consistent working practices and allow high expectations to be set for the impact of their work. The key therapies offered through these specialists include:

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Habilitation (Habilitation Co-ordinator with inputs from QTVI & QTHI)	Visual impairment Hearing impairment

- The Academy employs its own team of speech and language therapists and occupational therapists.
- The Academy has an established relationship with Hillingdon PCT through which it sources physiotherapy services.
- Many pupils have medical needs. The Academy has established strong links with the Community Nursing Team. Regular communications between Academy staff and this team ensure that any issues are quickly identified and dealt with or referred on to GPs and paediatricians, as appropriate.
- A significant proportion of learners have emotional and behavioural needs. The regular services of an Educational Psychologist (EP) are secured through a contract with an external provider.
- Grangewood Free School will maintain links with Hillingdon Autistic Carer Support (HACS) which supports parents of autistic children.
- Grangewood Free School will, most importantly, have strong links to the RNIB who will provide expertise to the school as well as working with it to provide outreach as part of its vision of being a centre of excellence.

**How the school will engage with parents**

- Eden Academy schools have an excellent track record of promoting the positive engagement of parents, particularly as pupils increasingly present with more complex difficulties. Academy schools are now having to support more and more families who are not familiar with the UK education and health systems. The Academy's families service manager, together with Grangewood Free School staff, will draw on this experience to provide support to parents as part of their holistic approach to education.

## Section E – evidence of need

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

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

##### Context

##### 1. Pupil numbers

LB Hillingdon has already completed a large three-phase capital investment programme to provide additional primary school places across the Borough. Design work for expansion projects at three further primary school sites in the north of the Borough is underway (3 forms of entry/630 places). Further primary school places will also be needed in the south of the Borough, where large-scale housing developments are in progress or are planned. Expansions of three secondary schools in the north of the Borough are under consideration and two secondary schools with expansion potential have been identified in the south of the Borough. A project to expand Northwood school (north of the Borough) by one form of entry is nearing completion and EFA-led projects at Abbotsfield and Swakeleys schools in the south of the Borough are underway (4.5 forms of entry). Over the next five years, a further 11-12 forms of entry are forecast to be needed in the secondary phase.

The pupil forecast is updated annually using the latest population forecasts, actual pupils on a school roll, movement of pupils in and out of Borough and the latest residential development predictions. Historically, movement of pupils into Borough schools has been high. The rapid and sustained growth in pupil numbers is also reflected in an increase in the number of pupils needing places in special schools. 130 additional places in special schools are expected to be needed.

The level of EHC Plans and SEN statements continues to increase, rising from **1467 in January 2014 to 1686 in January 2016** (an increase of 15% over two years). In addition, given the expected population rise over the next 5 years of 8.7% this therefore indicates a likely increase over the same period, in the requirement for special school places.

In September 2016, there will be 743 places funded at LB Hillingdon Special Schools (including special free schools). At August 2016, there were 127 pupils funded at Independent and Non-maintained Schools, a total of 870.

In addition, the RNIB has informed us of their intention to close Sunshine House School – a school that currently provides places for 40 pupils with SLD/PMLD and VI between the ages of 4 -14. This would mean that there was no appropriate educational option for these vulnerable children meaning the likely result is that the local authority would need to seek out of borough places. Currently, this development has not been shared

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

with parents due to its sensitive nature and because we would like to be in the position of providing an alternative. We are confident that Grangewood all-through free school would be an attractive alternative for those families given its geographical location (1.5 miles from Sunshine House), the proposed staffing (we propose to employ existing RNIB staff into the Eden Academy) and the retained involvement of the RNIB. However this does mean that we have not attached an indication of parental support to this application.

**Current capacity issues**

Currently, Grangewood is significantly over-subscribed with 102 pupils (and therefore houses one year 6 class at Moorcroft School) and Sunshine House School is full with 40 pupils. This clearly has significant ramifications for our only secondary provision (the current Moorcroft School) which has capacity for 70 pupils.

The two special schools in the local authority that cater for pupils with moderate learning difficulties and autism are significantly over-subscribed. Pentland Field School, our newly opened free school will be at capacity by 2017/18.

Unless additional pupil places are identified, the lack of capacity in the LB Hillingdon Special Schools, both maintained and Academy, will require pupils to be placed in the Independent and Non-maintained sector. This will have a significant impact in terms of the annual cost to the DSG and to transport costs.

**Current geographic issues**

Currently we are only able to provide primary provision in the North of the Borough and secondary provision in the South of the Borough. This means that some of the most vulnerable pupils are having to undertake significant and lengthy journeys across the local authority (which is bisected by the A40). It also implies a significant transition between primary and secondary provision. In our proposal therefore, pupils would be educated in the school that was nearest to their home.

**Local Authority Support**

We have the full support of the London Borough of Hillingdon and a letter detailing this report is provided as an annex.

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**

The two proposed schools will only be providing places for pupils who are statemented or who have an education, health and care plan.

# 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]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

<sup>5</sup> Note: the Eden Academy Board comprises 10 Directors, 6 of whom are listed above. A full list is available on request.

Mark				

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



## **F1 (a) Skills and experience of your team**

The new schools would form part of the Eden Academy Trust and would therefore access a wide range of professional expertise from the broader organisation.

### **F1.1 Pre-opening phase:**

During the application and pre-opening stage, the CEO and Principal of the Academy will work together with the operational leadership of the Academy and cross Academy working groups to:

- formulate the educational vision for the expansion of the Academy
- contribute towards the design of curricula that is both innovative and creative
- ensure current assessment policies and practices are sufficiently robust and suitable for the new schools in the Academy
- ensure monitoring, evaluation and performance management policies are rigorous and demonstrate clear accountability and responsibility
- create an holistic, multi-disciplinary approach to education that allows all children to access their educational provision at a suitable level.

Full CVs are provided for the Principal and the CEO as part of Annex A. They will be supported by a free school “task force” convened for the purpose of this application comprising:

-   




Based on learning from its previous experience of opening a new free school, the Academy believes that in order to ensure that the opening of the school happens efficiently and effectively, a project manager would need to be appointed to oversee processes including but not limited to:

- Recruitment
- Procurement

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<sup>6</sup> Details given in F1 skills table as an example of expertise that can be called upon when necessary

## **F1 (a) Skills and experience of your team**

- Building and construction
- Management of movement between sites during construction phases
- Communication

### **F1.2 On opening**

The schools would operate using the same structures and systems already working successfully across the Academy. In common with other schools in the Academy, the two new free schools would contribute 6% of their budgets to a central budget. Over time, this will reduce to 5.5% as Heads of School take up Headteacher roles. In return for this contribution, the new free schools would share or have access to:

- The CEO
- The Principal
- The Finance and Resources Manager
- 4 Service Managers covering curriculum and assessment, extended family services, therapies and professional development and training
- Marketing and communications support
- Audit and insurance
- Back office systems such as legal, payroll, human resources etc.

In order to ensure the new schools are integrated into the current Academy efficiently and effectively, new appointments would need to be made externally (or via internal promotion within the Trust) into the following posts:

- Head of School
- Classroom staff including teachers and support assistants
- Specialist staff in areas such as VI, autism etc
- Creative and physical therapists

It is planned that those who are already providing these services in the other Eden Academy schools will mentor and induct those that are newly recruited to the Academy.

**F1 (a) Skills and experience of your team**

[Redacted text block]

[Redacted text block]

**F1 (b) Skills gap analysis**

<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
Project management	Pre-opening team	The Eden Academy intend to employ a part time project manager using pre-opening grant money.

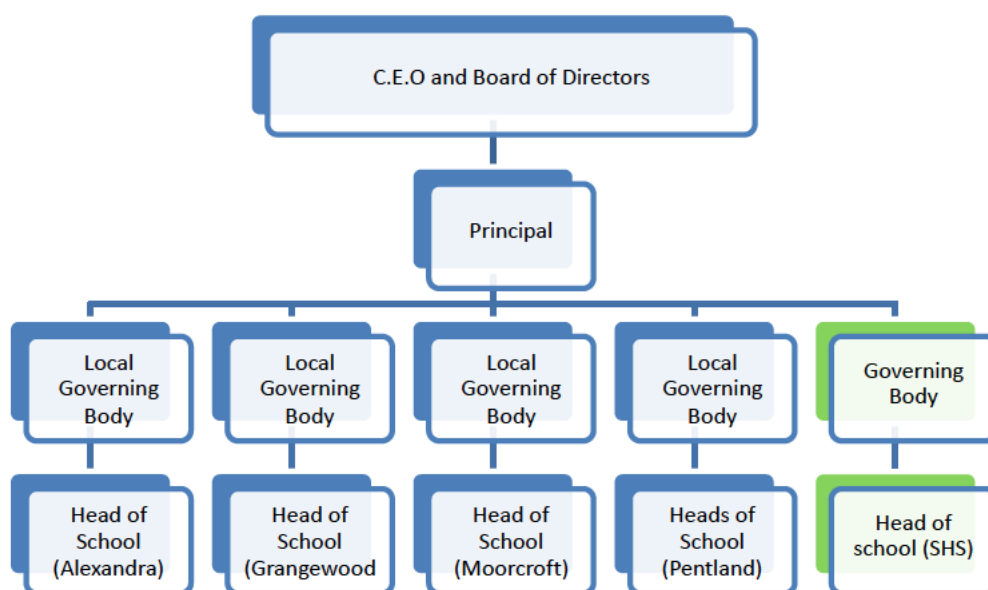
## F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

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

The Eden Academy is a multi-Academy trust that currently comprises Moorcroft School, Grangewood School, Alexandra School and Pentland Field School. The RNIB's Sunshine House School (SHS) is affiliated to the Trust and operates using the same structures and procedures as the other schools within the Academy.

The governance arrangements for the new schools would operate within the current structure. The Trust has a track record in school improvement (both Sunshine House School and Moorcroft School have moved from special measures to outstanding) and in setting up a successful free school (Pentland Field School).

In 2016, the BoD undertook a review of governance including an audit of skills at both BoD and LGB level, the results of which will inform future recruitment.



#### F2.1 Board of Directors ('BoD')

The BoD operates at a strategic level and is the responsible body for the performance, achievement and overall direction of the Academy. Its specific responsibilities include:

- ensuring achievement and overseeing standards – providing relevant support and challenge where appropriate
- ensuring high quality leadership, including governance

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

- the direction and strategy for the schools within the Academy (including the Academy Development Plan)
- the appointment and performance management of the Principal and CEO of the Academy (along with an appropriate Pay Policy for the Academy)
- ensuring financial accounting and all other legal aspects of the Trust are effectively managed (including statutory responsibilities)
- creating overarching policies to reflect the needs of all Academy schools.
- maximising opportunities for the sharing of expertise across the Academy, promoting effective talent management and succession planning.

In selecting the Board members, the Academy ensured that it comprised people with considerable experience of school governance with a range of backgrounds including finance, human resources and education.

Ultimately, all decisions made by the Local Governing Bodies are subject to scrutiny and amendment from the BoD and Directors receive all agendas and minutes from the LGB meetings for each school. Directors can also be members of LGBs.

The **scheme of delegation** for the Trust is available on request and can be accessed on the Academy website.

### **F2.2 Local Governing Bodies (LGBs)**

The LGBs are responsible for the quality of educational provision in the individual schools, for ensuring that the school complies with statutory requirements and for reflecting the views of its stakeholders in its future strategy and direction. Its purpose is to ensure that the following elements of the work of the school are suitably monitored and challenged:

- The quality of educational provision and performance (including curriculum and standards and achievement)
- All personnel issues

In addition, the LGB representatives feed into BoD committees on finance and asset management.

The LGBs include representation from staff, parents and the local community and act to ensure that these stakeholder views are represented at BoD level.

### **F2.3 External support and challenge**

External support and challenge is provided through the following mechanisms:

**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**

- Annual visits by e-Qualitas inspectors. Visits are undertaken by two trained OfSTED inspectors on an annual basis both to benchmark the judgements made by senior staff in relation to teaching and learning and for developmental purposes. The format and focus of these visits will depend on the needs of the individual school (e.g. at Pentland Field School, the next visit will focus on the effective use of data and target setting).
- The MAT has a good relationship with the Elliot Foundation and recently undertook a peer review of MAT effectiveness.

## **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 Eden Academy has significant experience in managing school budgets effectively and efficiently and robust systems, policies and structures are already in place run by a central finance team. This team covers:

- budget setting process and methodology
- budget monitoring
- budget reporting.

Governance is via the Eden Academy Finance Committee which meets twice a term and includes representation from each of the schools. There is also a separate and independent audit committee that covers the financial processes, year-end accounts and generally scrutinise systems and processes. They also oversee the approach to risk across the Academy including the risk registers. The Head of Finance and Resources is a qualified accountant.

Each school within the Eden Academy pays a central charge of 6%. This covers:

- Governance and leadership (Chief Executive, Principal, Head of Finance and Resources, Clerk to the Directors, central administration staff)
- Service Managers for CPD, Family Services, Therapies and Teaching and Assessment and an associate Head of School
- A marketing and communications manager
- Professional fees including audit costs
- Therapy supervision and training
- Insurance
- Central IT strategy services

In addition, the therapy service is centralised allowing schools to commission services from therapists according to their individual pupil population each year. This is separate from the 6% central cost.

\*To note: budget plans have been constructed using the Hillingdon bandings for top



**Section G – budget planning and affordability**

up fee levels. For the purposes of Sunshine House children transferring to Grangewood, we have budgeted at level 9. However this is the minimum top up that we will receive as the majority of pupils will receive more than £30,000 per annum.

**Annex A**

Full CVs are provided for the CEO and Principal of the Eden Academy Trust. In addition, CVs are provided for the following people in the given template:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
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CV	
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		[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]











■	[REDACTED]	[REDACTED]
■	[REDACTED]	[REDACTED]





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

















## Annex 2



HILLINGDON  
LONDON

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

31 August 2016



### **Re: Confirmation of Support for Special Free Schools in Hillingdon**

I can confirm that the London Borough of Hillingdon has identified a considerable need for the reorganisation and expansion of provision locally for children and young people with severe and profound learning difficulties and autism.

The analysis of data in the borough has provided evidence of a need for additional special school places and this will not only meet the growing demands due to population increases but also reduce the need for pupils to attend schools at long distances from home. We are clear that travel time should be minimised as should the number of transitions.

We strongly believe there is a need for an all age school in the north and a new primary school in the south of the borough. The local authority will consider naming the Eden Academy schools in Education, Health and Care (EHC) Plans, should you decide to proceed with these free school applications (and to pay top up funding in accordance with our scheme).

I have discussed the pupil data with Managers from the Eden Academy and support the proposed remodelling which will move pupils to the appropriate school nearest to their home address. The data indicates that we require at least 140 places in the north to include 40 for Sunshine House pupils (subject to parental approval) and 160 in the south, which requires an 80 place primary school in the south ideally with an option to expand as the south of the borough is experiencing rapid population growth.

For clarity I would like to confirm that the local authority intends to commission 80 primary special school places in the south of the borough should this free school application be successful. I can also confirm that the local authority operates a banded funding model for the allocation of top up funding. The expectation is that the majority of pupils in such a special school would attract top up funding at our Bands 7 and 8; the monetary values are currently [REDACTED] respectively. I can supply a copy of the funding document if that helps.

The local authority would also support the transfer of LBH pupils who are currently educated at Sunshine House School to the newly remodelled Grangewood all-through free school and would commission up to 23 places for these pupils at bands 8 and 9 [REDACTED]. This is based on the current LBH pupils placed at Sunshine House, although this could increase by the time of a new school opening. This school is part of our local offer and applies our funding scheme so is used widely for pupils with these complex needs. In addition, we would continue to commission places in the north of the borough school for primary and secondary pupils with the majority at Bands 7 and 8 (see above for monetary values).

I hope this confirms the local authority's support for the free special school applications in Hillingdon and I would be happy to answer any additional questions should you require it.

Yours sincerely

[REDACTED]

[REDACTED]