



Department
for Education

Free school application form

Special schools

Published: July 2016

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

NORTHSTOWE SPECIAL ACADEMY (working title)

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The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

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

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

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

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

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

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

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

Section I of your application	Yes	No
12. Have you sent: a copy of Section A (tab 1 of the Excel template); and copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

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

the funding agreement with the Secretary of State;

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

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

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

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

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

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

Signed:



Position:  (please delete as appropriate)

Print name:



Date:

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

complete the Section A tab in the Excel spread sheet; and

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

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

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

complete the Section B tab in the Excel spread sheet; and

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

Section C – vision

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

Please:

use the space provided below; and

provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;

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

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

Overview

Cambridge Meridian Academies Trust (CMAT) proposes to establish a co-educational special school in the Northstowe development. We want to raise aspirations for the outcomes that young people with disabilities could achieve rather than being constrained by provision and services. The proposed new school will be part of a planned 'education campus' which will be at the heart of the community. The campus will include primary, secondary and post-16 provision and our vision is one of a family of schools working together to create a deep sense of inclusion, integration, understanding, excellence and pride. We view this aim as a modern-day evolution of the Henry Morris principle of community schooling.

As children and young people grow and develop, they learn at different speeds and yet, traditionally, they encounter big changes in the educational system at the ages of 5, 11 and 16 to which some struggle to adapt. Our model proposes that, in order to meet individual needs, the system should be adapted and re-shaped rather than the individual. We are committed to delivering a philosophy of all-through learning and support across the town that delivers a continuum of learning, brings services together around the child and fosters positive relationships with all parents. We will use for innovative age appropriate environments and curricula encompassing statutory requirements, fostering the development of key skills, therapies and developing all aspects of a child's learning. This will involve co-ordinated and seamless planning for the delivery of education and support resulting in high standards of provision, and smoother transition between schools and stages of learning for children, parents and carers.

We believe that the Northstowe development offers a unique opportunity to promote this visionary model. Using our strong track record of leading schools, we will establish a culture and practice of all-through schooling that will improve the experience of

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

learners, raise levels of achievement and provide better support for children and families.

The proposed school will mean children and young people with significant and complex learning difficulties and disabilities from the new housing development will be able to attend a school local to them. This will enable pupils to become settled and integrated into their local area and to build friendship groups with those living nearby. This will serve to strengthen the community as a whole and will transform lives.

The development

Northstowe is a new town being developed on the site of RAF Oakington, situated to the north of Cambridge. When complete there will be 10,000 new homes. Work has already begun on Phase 1 of the development, which will deliver 1500 homes. The first primary school will open in September 2017. Phase 2, which will provide a further 3,500 homes, will require a 3FE primary school. A single secondary school, built in 3 phases, opening in 2019, will provide education for the 11-16 population of the new town and will eventually provide 1800 places.

The creation of this free school arises from the development of Northstowe, and to meet a shortfall in the area predicted by the local authority (LA). The LA has identified a need for a special school to admit 110 pupils ranging in age from 3 to 19 years old. The provision will cater in the main for students with complex special needs, including severe learning difficulties (SLD) and those with profound and multiple learning difficulties (PMLD). The planned special school will form part of an education campus comprising a secondary school, a 400-place post-16 facility and a primary school.

Cambridge Meridian Educational Trust (CMAT's predecessor organisation) is the approved sponsor for both the secondary school and the post-16 facility on this campus. From the initial bidding process in 2008, our vision for an all-through and inclusive heart for this new community was made clear. The LA wishes to co-locate all new special schools with mainstream schools to provide flexibility, promote inclusion and reduce costs by sharing facilities and expertise. This application represents another step in our 8-year journey in working with the LA to realise our vision.

The trust

CMAT is a successful local multi-academy trust serving communities across Peterborough, Cambridgeshire and south Lincolnshire. The trust educates 5700 pupils, has over 700 staff and a team of 55 senior leaders operating one primary and six secondary schools in rural and inner city areas. From 4 through to 19, it uses its partnerships to provide high-quality education at the heart of a range of different socio-economic communities. Through collaboration, partnership and innovative educational thinking, its experienced leaders have transformed the lives of young people. The trust

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

is responsible for ██████████ of educational funding annually and since 2011 has delivered over ██████████ in refurbishment and new school projects either independently or in collaboration with the LA or Education Funding Agency.

Growth Plans

From the outset, the trust has defined a clear geographical area of focus – 15 miles around Cambridge and Peterborough and the main communication routes between. Whilst the 15 miles boundary is a little hazy at times, the principle remains key to our concept of our community and how we can provide rapid support across our group. The trust also stated that “at some point we may become” a family of 10 secondary, 20 primary and some other educational establishments. In addition to those already in our family, 2 further sponsored primary schools are due to join the trust in late 2016/early 2017. One average sized secondary SAT in Cambridgeshire has also voted to join the trust but complex land issues need to be resolved. In addition to these the trust or its predecessor hold the promotion rights to Northstowe Secondary, Northstowe Post 16 and Darwin Green Secondary Provision. The trust has never approached another school to suggest joining. Our central focus for growth is to build our capacity and presence in primary schools and to develop our existing local hubs (for example the primary schools in the catchment areas of our secondary schools).

Of our 5 free school proposals in this wave:

- **Northstowe Special Academy** and **Martin Bacon Primary Academy** are to be co-located on the same campus (at Northstowe) as the secondary and Post 16.
- **Darwin Green Primary Academy** will be very close to the secondary school at Darwin Green (for which CMAT is the sponsor)
- **Waterbeach Secondary Academy** will provide a logical expansion of our Swavesey, North Cambridge Academy, Darwin Green, Northstowe and Ely (N/NW Cambridge) secondary hub.
- **Corby Secondary Academy** is intended to both expand our Peterborough, Sawtry, and Stamford triangle alongside potential future applications and also to slightly extend the western boundary of our work – whilst remaining within our stated area of operations.

If successful and all current plans come to fruition, we would become a trust of: 11 secondary, 5 primary, 1 special and 1 Post 16 centre. We do not anticipate significant growth in sponsored secondary schools in this period. However, we would be very interested to explore the opportunity if approached by successful secondary academies. We expect to see a relatively rapid increase in the number of primary members of the family (both sponsored and convertor). Trustees have discussed an

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

approximate doubling every year for the next three year (3, 6, 12) as a result. We remain actively committed to developing our presence in FE and Special Schools but it is very hard to estimate a timescale for this.

Our values

CMAT's mission for Northstowe Special Academy (NSA) is to **deliver, promote and inspire high quality educational provision at the heart of the community** so that **every child is a successful learner, a confident individual and a responsible and employable citizen**. At NSA we will:

- **Ensure achievement for all.** We are committed to ensuring the best possible outcomes for all, both academically and otherwise
- **Pursue excellence** by utilising our experience, our schools and our friends
- **Utilise the local expertise and teaching school status of Swavesey Village College and other CMAT schools** in supporting Northstowe Special Academy
- **Deliver a high-quality learning environment and the very best buildings for educational provision.** Our experience at delivering effective and inspirational facilities is predicated on valuing people, knowing every child and building our house-system into the fabric of our premises
- **Ensure every child is known, valued and support to achieve at the highest level in all areas.** Excellent personal tutoring ensures that every child in a CMAT school achieves their full potential academically, culturally and socially
- **Extend the boundaries of learning** to ensure Northstowe pupils are resilient and confident individuals.
- **Provide transformational leadership in the school and from governors and trustees** as captured by Ofsted:

'Creating a successful new academy requires a very strong leadership team, subject leaders with talent, pastoral staff the students value and effective teachers, support staff and governors who want to be involved and who give their time and expertise every day. Vital to the whole project is a sponsor who can offer advice, experience and role models at every level. Nene Park Academy is fortunate in all of these respects.' (Ofsted, NPA, 2014)

Rationale

The local authority has identified that the Northstowe development, and other housing development in the locality, will necessitate the need for increased provision for those with special educational need (SEN). As at the January 2016 pupil census there were 2684 children aged 5-16 in Cambridgeshire with Statements of Special Educational Need (Statement) (now Education, Health & Care Plans/EHCPs). About 30% of children and young people with Statements of SEN/EHCPs attend a special school.

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

Due to the nature and complexity of some of these children and young people's needs, they are currently being educated in schools in other parts of the country. The creation of three new special schools will enable greater parental choice for those in the wider locality, more specialist provision and will lead to better outcomes for pupils.

As a trust, we are excited about the move into special education provision and view the creation of a special school as the next logical step in the expansion of our trust. The growth of expertise in special education will complement our existing skills at primary, secondary and post-16. We already have a strong background in special educational needs:

'Students with autism and related complex learning needs settle well and are soon integrated into mainstream provision where they make good progress because of careful placement and effective support.' (Ofsted, NPA, 2013)

'Students are very well cared for and arrangements to support those who are disabled or who have special educational needs, and those whose circumstances make them vulnerable, are highly effective.' (Ofsted, NCA, 2015)

The proposed school will enhance the existing provision in our trust and will provide a centre of excellence and resource for other schools in our family to access and utilise.

CMAT as a successful, local, and multi-academy trust has the capacity, knowledge and experience to take on this new challenge and to ensure that Northstowe Special Academy, as part of the education hub, is at the heart of the new community and is an outstanding place to learn and work.

Section D – education plan: part 1

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

use the table below; and

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

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

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

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception			1	2	2	4	4	5
Year 1			1	2	3	4	6	7
Year 2			1	2	3	4	6	7
Year 3			1	2	3	4	6	7
Year 4			1	2	3	4	6	7
Year 5			2	3	3	5	6	7
Year 6			2	3	3	5	6	8
Year 7			2	3	3	5	6	8
Year 8			2	3	3	5	6	9
Year 9			2	3	3	5	7	9
Year 10			3	3	3	5	7	9
Year 11			3	3	3	5	7	9
Year 12				3	3	5	7	9
Year 13				3	3	5	7	9
Totals			21	37	41	65	87	110

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
EYFS			
English	5	Mandatory	
Mathematics	5	Mandatory	
Science	1	Mandatory	
Art	1	Mandatory	
PE	1	Mandatory	
Humanities	1	Mandatory	
ICT	1	Mandatory	
DT	1	Mandatory	
PSHE	1	Mandatory	
Music	1	Mandatory	
Sensory curriculum	5	Mandatory	Incorporates other subject areas
Independence/social	2	Mandatory	
Key Stage 1			
English	5	Mandatory	
Mathematics	5	Mandatory	
Science	2	Mandatory	
Art	1	Mandatory	
PE	1	Mandatory	
Humanities	1	Mandatory	
ICT	1	Mandatory	
DT	1	Mandatory	
PSHE	1	Mandatory	

Music	1	Mandatory	
Sensory curriculum	3	Mandatory	Incorporates other subject areas
Independence/social	3	Mandatory	
Key Stage 2			
English	5	Mandatory	
Mathematics	5	Mandatory	
Science	2	Mandatory	
Art	1	Mandatory	
PE	1	Mandatory	
Humanities	1	Mandatory	
ICT	1	Mandatory	
DT	1	Mandatory	
PSHE	1	Mandatory	
Music	1	Mandatory	
Sensory curriculum	3	Mandatory	Incorporates other subject areas
Independence/social	3	Mandatory	
Key Stage 3			
English	5	Mandatory	
Mathematics	5	Mandatory	
Science	2	Mandatory	
Art	1	Mandatory	
PE	1	Mandatory	
Humanities	1	Mandatory	
ICT	1	Mandatory	
DT	1	Mandatory	
PSHE	1	Mandatory	
Music	1	Mandatory	
Sensory curriculum	2	Mandatory	Incorporates other subject areas
Vocational pathway	2	Mandatory	
Independence/social	2	Mandatory	
Session 6	1	Voluntary	See Section D1
Key Stage 4			
English	5	Mandatory	
Mathematics	5	Mandatory	

Science	2	Mandatory	
Art	1	Mandatory	
PE	1	Mandatory	
Humanities	1	Mandatory	
ICT	1	Mandatory	
DT	1	Mandatory	
PSHE	1	Mandatory	
Music	1	Mandatory	
Sensory curriculum	2	Mandatory	Incorporates other subject areas
Vocational pathway	2	Mandatory	
Independence/social	3	Mandatory	
Session 6	1	Voluntary	See Section D1
Key Stage 5			
English	5	Mandatory	
Mathematics	5	Mandatory	
Science	2	Mandatory	
Art	1	Mandatory	
PE	1	Mandatory	
Humanities	1	Mandatory	
ICT	1	Mandatory	
DT	1	Mandatory	
PSHE	1	Mandatory	
Music	1	Mandatory	
Sensory curriculum	2	Mandatory	Incorporates other subject areas
Vocational pathway	2	Mandatory	
Work Experience	1	Voluntary	Dependent on individual context
Independence/social	3	Mandatory	
Session 6	1	Voluntary	See Section D1

Please note that all of the above subject allocations are indicative only. Section D1 (below) details our core curriculum principle of tailoring the curriculum to individual need

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

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

The school day

We envisage a school day based on five one-hour periods. The school will have a single lunch period placed in the middle of the day to cater for the needs of the younger pupils.

We will further support pupils by a longer school day, typically finishing at 4.15 pm (see 'Session 6 and our PLEDGES programme of enrichment' section below), to ensure that we are able to provide a 'wider curriculum' that all students partake in – the term 'extra-curricular' will cease to be used. Such models have had many years of success in the (fee-paying) independent sector and we have successfully replicated this in a number of schools in our trust.

8:25-8:30	Registration bell
8:30-8:45	Registration begins
8:45-9:45	Session 1
9:45-10:45	Session 2
10:45-11:05	Break
11:05-12:05	Session 3
12:05-13.05	Lunch
13:05-14:05	Session 4
14:05-15:05	Session 5
15.05	End of school day/ Break
15:15-16:15	Session 6/ Homework Club

The school day will initially be structured around 5 one-hour lessons with one 'core additional period', leading to a 26-hour week. The provision of the last lesson of each day (Session 6) will initially support our expectation of students to engage in our PLEDGES programme (see below) developing their skills of independence, employability, healthy living and participation in society. However, as the school evolves we anticipate Session 6 becoming a normal part of the school curriculum. This will enable us to provide more flexibility within the curriculum and that will encourage the habits that students will need to adopt for life in modern British society.

Session 6 and our PLEDGES programme of enrichment

We believe in an all-round education where every child develops self-confidence and life-skills and we offer a range of opportunities to develop social, moral, spiritual and

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

cultural qualities. CMAT have considerable experience in this area having developed the model from 'the Swavesey Experience':

"The previous inspection judged the school to be good with outstanding features. However, senior leaders and the governing body were not content for the school to rest on its laurels. Although it was providing a good education for the majority of students, they sharpened the school's focus upon the needs of every child. To this end, they set three very challenging '100%' targets, known as the 'Vital Few'. These were: that every student should achieve a Level 2 qualification; that every student should participate in the wide range of activities that make up the 'Swavesey Experience'; and that the school should be recognised as outstanding in every judgement in its next inspection. All three targets have now been achieved."

Source: OFSTED report, Swavesey Village College, March 2011

Our PLEDGES programme reflects our commitment to support the overall development of every pupil by giving them opportunities and challenges to participate in and to develop new skills, interests and competencies. During their time at the school, pupils are expected to complete the seven Pledges at Bronze, Silver and Gold levels. Bronze should be completed by the end of Year 6, Silver by the end of Year 10 and Gold by the end of Year 13.

Pupils sign up for the activities and gather evidence which they then share with their tutor during their mentoring meetings in tutor time to demonstrate that they have met each particular Pledge. The 7 pledges are: **P**articipation, **L**eadership, **E**xcellence, **D**iversity, **G**iving, **E**nvironment, **S**ervice.

Curriculum overview

Northstowe Special Academy will offer a curriculum founded on differentiation, individualisation and personalisation for every child and young person. Each pupil will have an individual learning programme defined and reviewed as part of a unified and person centred plan supported by school, family and partner agencies. The exact curriculum that a pupil will draw upon different strategies and resources in order to give them all of the tools for they require for success. This may be in the form of specialised environments, resources, seating and programmes (including speech, sensory integration, feeding, physical). Extensive use of signing (MAKATON) and assistive technology (iPads and computer equipment with communicative programmes) will allow pupils to 'voice' their needs. All parents will have opportunities to discuss the plans and targets that they and their child has at least three times a year.

Our curriculum will cater for pupils aged from 4 to 19 years, working from P level 1ii to National Curriculum Level 4. It is designed to meet the wide range of ages and abilities

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in a stimulating and enjoyable way. Each pupil will work within the NSA curriculum framework of their key stage, but follows a personalised curriculum with their individual learning needs at its heart.

As already mentioned, the central paradigm of the curriculum is to meet the needs of each learner dependent on need. By definition, therefore, the curriculum information proposed here is a framework on which to assess individual need.

We do recognise that NSA will cater for two primary forms of need. For this reason, within each key stage, we plan one curriculum for SLD pupils and one for PMLD pupils. We will also provide a bespoke a tailored curriculum for those with Autistic Spectrum Disorder (ASD) and provide the necessary support for those with Multi-Sensory Impairment (MSI).

Those with SLD tend to have very significant intellectual or cognitive impairments. They may also have difficulties in participation, mobility, communication and the acquisition of self-help skills. These impact on the nature of the curriculum and in its delivery. SLD pupils at NSA will benefit from an adapted national curriculum. A broad range of subjects will be covered, with a particular focus on literacy, numeracy, science, Personal & Social Development (PSD) and ICT.

Those with PMLD will have complex learning needs. In addition, pupils often have other significant difficulties, such as sensory impairment, physical disability or a specific medical condition. PMLD pupils will follow our PMLD Curriculum where the focus is on learning in the key areas of Communication, Sensory Cognitive (early mathematics and science), Personal & Social and Physical Development. This learning will be provided in a wide range of contexts to provide a breadth of experience.

We will make full use of the excellent facilities planned for the new building at the new site at Northstowe and elsewhere in the trust to deliver the curriculum to all pupils. We plan a sensory garden, a sensory room, a hydrotherapy pool, a 4D sensory room and an allotment area to enrich our curriculum. The sensory room will take the form of a sensory integration suite. These will all be excellent resources for bringing learning to life and supporting individual needs. We also plan to have two small kitchens for pupils to use and a life skills/independence space.

Early Years Foundation Stage (EYFS)

Children in early years will follow the EYFS curriculum, adapted as needed to meet their individual needs. We will follow the EYFS approach of learning through planned, purposeful play and a mixture of adult-led and child-initiated activity. We envisage a higher proportion of adult-led activities than is found in other early years settings. This is because we believe this enables the children who have a range of special needs to learn most effectively. Where children have SLD, PMLD, ASD or sensory or physical needs (or a combination of these) they will need more adult support to access learning

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opportunities and this learning will usually need to be scaffolded, modelled and repeated for them.

Learning takes place in the seven early years areas of learning and development, with a particular focus on the three prime areas of Communication and Language, Physical Development and Personal, Social and Emotional Development. Children with SLD and PMLD will learn together and have time to focus on their specific needs, with slight variations in the curricula and assessment systems used. Children with SLD will be assessed using 'B Squared' for early years, based on the EYFS curriculum. Children with PMLD will be assessed using 'Routes for Learning', which enables a focus on their very specific learning needs, through the engaging contexts provided by the EYFS.

Key Stage 1 and 2

In the Primary phase, children follow either a SLD or a PMLD curriculum.

SLD pupils will follow a modified version of the national curriculum, covering the full range of subjects in practical and engaging ways, adapted to meet the needs of the pupils. Pupils have individual literacy, numeracy, science and PSD targets as well as specific targets to address their specific barriers to learning. There will be a particular focus on developing each child's communication and personal/social skills as these are crucial to their progress in all areas.

We will implement a 'Total Communication' approach with the use of speech, signing and symbols to support communication development. For pupils who are beginning to develop their phonics skills we intend to use elements of the 'Letters and Sounds' and 'Jolly Phonics' programmes, adapted as required to meet individual need. With regard to reading, pupils who are beginning to read will use Heinemann Sails and Oxford Reading Tree reading schemes, as appropriate to meet their needs.

PMLD pupils will follow a curriculum with individual targets in the key areas of Communication, Sensory Cognitive (early mathematics and science), Personal and Social and Physical Development. They will experience a sensory-based curriculum where all learning is brought to life through experiences involving all senses. Pupils will take part in a daily sensory story lesson where they enjoy a story involving props, sounds, smells and tastes. They will also have daily communication sessions, developing their individual means of communication including use of voice, gesture and switches, as well as topic lessons that support pupils to learn about the wider world through their senses. They will utilise the range of planned sensory rooms in school.

Key Stage 3 and 4

In the Secondary phase pupils follow either a SLD or a PMLD curriculum.

SLD pupils in Key Stage 3 will follow a modified version of the national curriculum, continuing to work on a wide range of subjects in practical, engaging ways. Pupils

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continue to develop their key skills including communication, English and mathematics and they increasingly focus on developing their personal and social skills including independence as they move through their secondary education.

PMLD pupils in Key Stage 3 will follow a specialist PMLD curriculum with individual targets in the key areas of Communication, Sensory Cognitive (early mathematics and science), Personal and Social and Physical Development. They will experience a sensory-based curriculum, working on developing their skills and widening their experiences through a range of topics and opportunities, including age appropriate opportunities where relevant to their needs.

In Key Stage 4, pupils will start to work on a curriculum moving them towards their future adult life. SLD pupils will work on accredited courses through OCR Life and Living Skills, studying for units in English, mathematics and ICT. They also follow the 'Equals Moving On' curriculum. This covers a range of areas including Technology, Creativity (Music, Art, and Drama), Daily Living skills, Leisure and Recreation, UK Culture, Humanities, PSHE and Citizenship.

PMLD pupils in Key Stage 4 will follow a similar curriculum to those in Key Stage 3. In addition to this, they will work on accredited courses through OCR Life and Living Skills, studying for units in communication and mathematics. All SLD and PMLD pupils in Key Stage 4 will also work on vocational studies each week, alongside Key Stage 5 pupils. They will be offered a choice of vocational options including areas such as Horticulture, Café skills, Motor mechanics, Arts and Crafts, Beauty and Child development.

Key Stage 5

In Key Stage 5 (6th form) students will follow a curriculum designed to support students over their years in the sixth form as they progress towards leaving school at 19. The programmes will be based around the anticipated end goal for each student, for example attending college, independent living or a supported work placement. We look to provide a curriculum that can help the student reach this long term goal. We will do this by breaking the goal into achievable steps.

SLD students in Key Stage 5 will focus on accredited courses through OCR Life and Living Skills. They will study units in a range of areas including English, Mathematics, ICT, World of Work (including Mini Enterprise), Home Management, Arts and Crafts, Personal Skills and Environment and Community.

PMLD students will follow a curriculum with individual targets in the key areas of Communication, Sensory Cognitive (early mathematics and science), Personal and Social and Physical Development. They will also work on accredited courses through

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OCR Life and Living Skills, studying for units in Communication, Mathematics and Arts and Crafts.

All Key Stage 5 students will have access a 6th form common room where they have opportunities to take part in age appropriate leisure activities and develop their social and independence skills. We aim to prepare our students for adulthood by giving them opportunities to make responsible choices, supported as needed by school staff whilst developing their independence.

All students in Key Stage 5 will also work on Vocational Studies each week (along with Key Stage 4) working on areas such as Horticulture, Café skills, Motor mechanics, Arts and Crafts, Beauty and Child development.

All Key Stage 5 students will have an opportunity to take part in work experience, or experiences of work, as appropriate to their needs. This could include work experience placements with, or visits to, local employers, local shops and garden centres. It could also include work experience within school, supporting pupils in other classes or learning about job roles in school including office staff, kitchen staff and the site manager.

Person centred time

In Key Stage 4 and 5, pupils will have defined 'person centred planning time', which focusses on their plans for their future. Wider professionals involved may be drawn in on the writing of this plan, for example the Child and Adolescent Mental Health Service, should all parties decide such input is required. Behavioural support will take the form of clear family agreed protocols. Person centred time plays an important role in enabling professionals within the school to monitor and review the Education, Health and Care Plan.

Assessing and meeting the needs of pupils

We will use a range of tools to evaluate the attainment and progress of pupils. Key to tracking performance is a clear appreciation of a child's potential and their progress towards that goal. In setting targets and monitoring progress, we will use a range of different assessment tools dependent on need. We recognise the changes to the national assessment framework, and in the absence of any directives about the future of P scales we will continue to use them

- B squared assessment: This will allow us to meet the statutory requirement to assess progress at P-scales.
- PACE2: This allows a more in-depth analysis of the B squared information particularly in the area of core subjects.

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- CASPA (Comparison and Special Pupil Attainment): This will allow a comparison of one student with other similar students nationally
- Sensory profile: This considers the seven areas of sensory processing and identifies and potential areas of difficulty.

In addition, we will also use:

- TEACCH Transition Assessment Profile (TTAP): this aids the transition of pupils into adult life and particularly useful for those with ASD.
- PIVATS assessment: for baseline information and target setting for English, mathematics, science and Personal & Social Development
- Phonic screening check: A national check on pupils' understanding of the sounds that letters make.
- Learning journals to record the progress of our pupils in both EYFS and other key stages where appropriate.

Pupils will have their progress measured against 'key' and 'higher' targets. These key and higher targets vary for different groups and therefore how progress is measured varies (see table below).

Individual P-level or NC level targets in English, mathematics and science plus PIVATS targets in PSD will be set using a combination of Progression Guidance, CASPA and professional judgement (of the class teacher and a member of the leadership team). This triangulation is used to ensure each pupil is set challenging, individualised targets.

Key targets will be based upon Progression Guidance (median quartile) or CASPA expected levels of progress. Higher targets will be based on Progression Guidance (upper quartile) and/or CASPA higher levels of progress (expected plus 30%).

In addition to P level targets pupils with PMLD will set individualised targets based on the PMLD/Routes for learning curriculum. This will enables their progress to be measured accurately.

Pupils in EYFS will have their progress measured in the 7 areas of the early years foundation stage curriculum using the B squared assessment system.

Those pupils in key stage 4 and 5 also have their progress measured against accreditation targets using OCR Life and Living Skills.

Group	How progress will be measured
EYFS	<ul style="list-style-type: none"> • In the seven areas of the EYFS use B squared.

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	<ul style="list-style-type: none"> • Also use individual targets from the curriculum for PMLD pupils.
KS1-4 SLD	<ul style="list-style-type: none"> • Using individual P-level or national curriculum level targets in English, mathematics and science. In each subject progress will be measured in the subject overall as well as in each aspect of the subject (e.g. Speaking, Number). • Use individual PIVATS targets in PSD.
KS 1-4 PMLD	<ul style="list-style-type: none"> • Use individual P-level targets in English, mathematics, science and PSD. • Use individual targets from Routes for Learning curriculum • KS4: Use accreditation targets (OCR Life and Living Skills).
KS5 SLD	<ul style="list-style-type: none"> • Use individual P-level or national curriculum level targets in English and mathematics. In each subject, progress will be measured in the subject overall as well as in each aspect of the subject (e.g. Speaking, Number). • Use individual PIVATS targets in PSD. • Use accreditation targets (OCR Life and Living Skills).
KS5 PMLD	<ul style="list-style-type: none"> • Use individual P-level targets in English, Mathematics and PSD. • Use individual targets from Routes for Learning curriculum • Use accreditation targets (OCR Life and Living Skills).

Supporting pupils as they enter and leave the school

Northstowe Special Academy will have a house system for its pupils. Each pupil will be placed in a form and their form tutor will play a key role in the experience the pupils have in school and in developing a relationship with their family. These tutor groups will be 'vertical' in that they will have a range of different aged pupils within them. Our experience tells us that this successful model helps pupils to integrate with one another and creates a harmonious community in our existing schools.

Within the context of the Northstowe Special Academy, the numbers of adults (support workers, teaching assistants and teachers) will mean that the ratio of staff to pupils will enable very small group sizes within each tutor group. This means that the tutor will gain an in-depth knowledge of each pupil in their group and will play a key role in their induction into the school. Furthermore, the tutor is the central point of contact for

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

parents and carers. The tutor will act as liaison between a number of different agencies and the family, such as healthcare workers, teachers and support workers.

Upon entry in to the school, and we recognise that a significant number may join within the year, an appropriate place of support and development will be developed and implemented in line with the content of the EHCP. This is especially pertinent where there may be transition-specific needs. This will be carried out in conjunction with both the pupil and their parents or carers. The form tutor will be key to these discussions.

After a period of two weeks, the tutor will arrange a meeting with the family to discuss the progress of the child in settling in to the school and to review their support plan. By this point, baseline testing should be complete and the resulting targets can be shared and finalised with parents and pupils.

The form tutor will also arrange, but not necessarily conduct, EHCP review meetings. They will also contact home at least every term to discuss the progress of individuals and the information detailed on their reports. This will also include discussions about their social development and progress in preparing for the outside world.

Our programme of PSD will help support pupils in their transition after school, and this will be coupled with a detailed programme of careers, information, advice and guidance. This programme will aim to help pupils to decide on future pathways, be they in education or in the world of employment. While this will commence in key stage 3, greater emphasis will be placed on this area in later key stages.

The PSD programme will help pupils prepare for the world of work and their part in society. This will include developing social interaction, personal autonomy, independence, recreation and adult roles within a family.

We will ensure a smooth transition as pupils leave the school. The opportunity for work placements later in the school will aid the development of employability and social skills. In addition to engaging local business with this venture, we will also utilise our other schools as a basis for a variety of different work placements.

As pupils approach the end of their time at Northstowe Special Academy, we will ensure that transition arrangements for their next destination are secure and smooth. We will meet with the relevant organisation before, during and after the transition to ensure the welfare of pupils and to support them and their families through the transition. We will also offer families and pupils the support of continued contact until the age of 25.

We will ensure secure and timely transfer of relevant files and paperwork to any new organisation and will keep pupils and their families informed of our actions. The tutor will play a key role in the leaving process and will ensure it is as least stressful as it can be.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

use the space provided below; and

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

D2 – measuring pupil performance effectively and setting challenging targets

Targets

Academic progress

80% of pupils will exceed or achieve their targets (DfE progression based)

20% will exceed their individual targets based on (DfE progression based)

100% of our post 16 students will gain a qualification related to their independent living skills

Behaviour

There will be no fixed-term or permanent exclusions in the school.

Attendance

All students will have an attendance rate of 90% or more, and the average attendance for the school will be 96% or greater.

Teaching

100% of lessons to be good or better, 20% judged to be outstanding.

The success of schools in the CMAT family is founded on strong leadership, excellent teaching and learning, and robust systems of assessment and tracking.

Target setting

The above information will then be combined to begin a process that culminates in the setting of clear and personalised targets, which form the core of all future discussions. These targets can take a range of forms, from those relating to academic performance through to social interaction or physical actions.

In order to ensure personalised targets, a key aspect is that information is discussed and tailored at every level and this gives rise to a highly efficient feedback mechanism

D2 – measuring pupil performance effectively and setting challenging targets

that results in meaningful and achievable targets being identified for every student. Moreover, the input from teachers and assistants at subject and classroom level provides a crucial form of feedback to shape future teaching.

Assessment

Assessment and testing are fundamental to the process. Each year group undertake regular and frequent assessments. Work will cross-moderated across both subject areas and other special schools to ensure precision, and to share best practice.

Tracking & Reporting Progress to Parents

CMAT have experience of a range of different management information systems, and intend to use SIMs as the base from which all tracking, monitoring and reporting would follow.

Data will either be analysed through the MIS, through exported data being interrogated via spreadsheet analysis, or using additional software (e.g. 4-Matrix). This allows cohorts to be analysed quickly in terms of significant groups (although this will be a function of number) to ensure progress is tracked in an efficient manner. This body of work will fall within the remit of the Vice Principal.

Data reports will be provided for students on a termly basis. Performance will be compared against individual targets and, in order to identify trends, against previous reports. Also included in this report will be an Attitude to Learning (AtL) score for each subject, which relays information on the engagement, behaviour and motivation of each student.

Tutors will meet half-termly with individual students to assess progress and to set targets with students that focus on academic progress, progress towards meeting the Pledges and on areas of weakness with regard to AtL. After the meeting, tutors contact parents to inform them of the outcome of the meeting, to report on progress in general and to indicate how parents may best support their child. The outcomes of the discussions with students and parents will be logged on the MIS system for later reference and to provide information on whether or not these targets have been achieved and their impact.

The first reports in each Key Stage will be provided to parents at a “meet the tutor” evening. Having someone there to explain what “eduspeak” means has proved very popular with parents and, we believe, improved their ability to support the school. In all years, parents also have the opportunity to meet with all of the teachers involved with the education of their child – this provides detailed subject-level feedback for students and parents.

Monitoring and improving the quality of teaching

D2 – measuring pupil performance effectively and setting challenging targets

The learning of a child or young person with complex needs is dependent upon the high quality of teaching. Northstowe Special Academy will provide the best possible teaching for the children and young people to make the best possible progress. NSA will have the flexibility to organise teaching to secure the most effective and appropriate learning for the children and young people attending. Teaching will:

- be judged to be consistently good, with an increasing amount of outstanding teaching, measured through rigorous and accurate self-evaluation
- provide accurate and detailed assessment and evaluation of progress and achievement
- enable expert multi-agency intervention and curriculum support to secure access to meaningful learning for all children and young people
- ensure that learning is enhanced through meeting the child or young person's care and therapy needs
- continually evaluate the impact of the support provided by Teaching Assistants on the learning and progress of pupils

Class teams will meet regularly to focus on provision mapping, underachievement and identifying ways to remove barriers to learning

Quality Assurance

In existing CMAT schools, teachers are observed a number of times during the academic year and by a number of people (from both within and outside of the trust). We are also part of a local collaboration in Cambridgeshire and Peterborough – the Collaborative Monitoring Project. This provides an external view, both of the individual but also of the quality of teaching and learning across the whole school with every teacher being observed over a two-day period by external observers (trained OFSTED or Senior Leaders from partner schools both within and beyond trust). We would utilise this collaboration to Northstowe Special Academy and view this as a valuable opportunity to develop the effectiveness of the group as a whole.

Within our house-based structure, Senior Tutors assess the performance of tutors in carrying out their duties. We have developed our own criteria for how we believe tutors should conduct themselves. This includes reviewing the quality of targets set with students and record keeping and we have created our own system to evaluate and compare the quality of these measures both between different Houses in a school and with other Houses in other CMAT schools. We envisage that NSA would sit inside this model; the quality of tutoring received by a pupil in a special school is not distinct from that in mainstream education.

The on-going analysis of performance data is central to our evaluation of the quality of teaching – outstanding teaching and learning results in outstanding outcomes. Subject-

D2 – measuring pupil performance effectively and setting challenging targets

and teacher-level data and information from a dedicated section of subject-level self-evaluation is combined with data pertaining to teacher observations and FRAME reviews (see below) to inform and populate the 'Blue Sky Performance Management' system used in CMAT schools.

In our existing schools, we also review different faculties within the school via a review framework (FRAME). Key features of this 360° review are:

- Sections which cover the key categories from the common inspection framework
- Achievement of Students
- The Quality of Teaching
- The Quality of Tutoring
- Behaviour and Safety of Students
- The Quality of Leadership and Management
- SMSC, literacy and numeracy
- A number of observations throughout the faculty
- Analysis of faculty performance, quality assurance and associated evidence

Given the smaller scale of Northstowe Special Academy, and its particular context, we would need to adapt this model of quality assurance to align with the structure of the school. Therefore, for example, we may wish to consider application of FRAME to particular subjects, year groups, key stages, or sections of the school. This evolution of FRAME would be the responsibility of a senior leader and would contribute to school self-evaluation.

Continuing professional development (CPD)

The search for excellence requires schools to become 'research-based' and 'enquiry-based' centres for staff and curriculum development. Northstowe Special Academy will continue to develop the competences and professional development of its staff and seek to become a teacher-training centre.

A Continuing Professional Development Group will link with both the trust and other special schools in the area and will regularly meet to agree the coordination and planning of the annual CPD calendar. Training will be identified from an annual audit of training. Schools in this partnership will share the cost of consultancy and specialist trainers used during inset days to coordinate this work between schools as part of the Continuing Professional Development Group. Priorities include:

Inter School Training Programme

D2 – measuring pupil performance effectively and setting challenging targets

An annual programme of joint training opportunities will be developed through collaboration between all special schools in the area and the trust. This will utilise special school teaching school alliances including Phoenix School in Peterborough, and Spring Common in Huntingdon. The outcome will be the sharing of good practice, the raising of standards and cost effective training for all.

Working with other special schools

The CPD group will develop the use of a joint training policy. Governors will review the joint policy and will adapt as required to ensure it reflects local needs and specialist training required for the special school context. The CPD group will develop a staff induction training pack and policy, and this will be shared with other schools in the group.

Initial Teacher Training and Retention

Northstowe Special Academy will work towards achieving Teaching School status to ensure the development of their staff, those wishing to work in the special education sector, and to promote greater collaboration and inclusion with the mainstream setting. NSA would be able to utilise the experience and expertise of Swavesey Village College in being a teaching school, to work towards this goal.

Future Training to Meet Changing Needs

There is compelling evidence (research led by Professor Barry Carpenter) that there is a growing national trend of increased numbers of PMLD children and young people. Teachers need to adapt to a new generation of children with previously unseen special educational needs and disabilities including children with foetal alcohol and substance abuse syndromes, as well as children with a wide range of conditions that have an impact on neuro-typical pathways.

Whilst it is anticipated that training materials will become available in the coming years to support schools, Northstowe Special Academy will work together to with other special schools in the area and the County Council to identify training opportunities with partners to develop understanding and competency in meeting these needs.

Health Training

The key health guidance document for schools continues to be 'Managing Medicines in Schools and Early Years' 2005 and we would ensure we were compliant in our administration and management of medication.

The health needs of the children and young people attending the school will be assessed and an appropriate number of staff will be trained to support identified need. Staff at Northstowe Special Academy will be trained to an appropriate standard and

D2 – measuring pupil performance effectively and setting challenging targets

assessed by Cambridgeshire Community Services (CCS) to be competent to carry out their roles effectively.

CCS have committed to provide the school with a written confirmation of proficiency when staff have undertaken training to ensure a record for insurance indemnity. Staff that attend health training will receive a statement to reflect the content of training and that their competency has been accepted by a health practitioner.

Training provided by CCS will follow the National Service Framework for children, young people and maternity services. Training delivery will follow the principles of seeking to gain understanding, confidence and expertise. The Special Needs School Nurses (SNSN) and Continuing Care Teams will provide a standard training package to ensure uniformity in assessment of staff. The hours offered would vary from year to year based on the amount of bespoke training required per school.

Health training will be carried out annually, in line with national best practice. NSA staff will be trained in Occupational Therapy, Physiotherapy and Speech and Language Therapy training as required.

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

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

In setting up Northstowe Special Academy, staff will need to undertake a variety of roles, and be capable of teaching good quality lessons out of their specialism. We expect the staffing profile to be predominantly experienced teachers. Many will be in their first or second middle- or senior-leadership post.

We will firmly create a narrative of becoming part of an exciting journey to recruit the right people from within CMAT and beyond. This will focus on the core of English, mathematics and science. All will be responsible for the delivery of aspects of the

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

curriculum relating to independence, employability, healthy living and participation in society. All staff will be required to partake in tutoring and student support.

As the school develops, we expect, in keeping with our teaching school aspirations, to introduce more newly- and recently-qualified staff. Most administrative support functions will be managed by trust core services with growing 'on-the-ground' support in-line with student numbers.

The table below indicates the growth of staffing at Northstowe Special Academy:

Year	2019	2020	2021	2022	2023	2024
Pupil numbers	21	37	41	65	87	110
Principal	1	1	1	1	1	1
Assistant Principal	0	0	1	1	2	2
Business Manager	0.2	0.2	0.3	0.3	0.3	0.3
TLR				1		2
Teachers	3	5	5	8	11	12.5
Site Manager	0.2	0.2	0.2	0.2	0.2	0.2
Site Staff (Cleaner)	1	1	2	3	4	4
Administrative	1	2	2	3	4	5
Medical Health Professional	0	0	0	0	0	1
Technicians	0	0	0	1	1	1
TA	9	15	15	25	35	44

CMAT Leadership Team

The Chief Executive Officer (CEO) of the Trust will initially act as the Executive Principal for the school. The time commitment for this role will vary dependent on need within each year, with greater input needed in the initial part of the year than the latter. In the first instance, this will average out through the year to 0.2 FTE (indicative).

The term CMAT LT is deliberate. This indicates a more flexible approach to the executive leadership of the school. As the trust expands and develops, it is unrealistic to expect the CEO to be in every school within the trust for 0.2 FTE. The envisaged growth of the trust will allow different models of executive leadership and support for schools. We envisage an executive position within the trust with overall responsibility for our special schools.

Principal / Assistant Principal / Business manager

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

The Principal will lead on different aspects of the school, both strategic and operational and will work closely with the CMAT LT. Together with the Assistant Principal(s), they will oversee completion and review of all EHCPs, have responsibility for safeguarding, staffing, children looked after (CLA), achievement, attendance, curriculum, the enrichment/PLEDGES programme and pupil welfare.

The Campus Business Manager will work closely with the Principals and Trust Core Services. They will have work on finance, staffing, safeguarding, recruitment and catering. The Trust Finance Team will explore opportunities with our Trust Catering Supplier, currently Pabulum to procure across the campus.

CMAT will support HR functions. The current trust preferred supplier is Education Personnel Management Limited. They provide a dedicated team to service all CMAT schools. This is a long-standing and positive relationship and they undertake payroll services for the trust.

Site support

The trust model of premises support is based around central line management through the Trust Facilities Manager who reports to the Trust Chief Operating Officer (COO) who reports directly to the Chief Executive Officer (CEO). Line management responsibility for the local team is through the Trust Facilities Manager who in turn reports to the COO. We will employ a Site Manager for the campus and 1 site officer. This will grow to a point where they have 2 Site Assistants dedicated to this site to support. The FTE figure cited above also includes provision for cleaning of the site. This will be carried out through the day on a rolling basis. Our experience tells us that this is a more efficient model of staffing.

Medical/Health workers

This is largely dependent upon specific need and the figures provided above are indicative of anticipated need. This will be sourced through the local authority, with whom we have a positive and strong relationship. The types of support envisaged include occupational therapy, speech and language therapy, physiotherapy and school nursing. The exact combination of these is dependent upon our initial and growing cohort. We ultimately intend to employ our own specialist lead.

Teachers / TAs

Teachers will work closely with Teaching Assistants (TA) to ensure the effective delivery of the curriculum and achievement of a small group of pupils. Teachers will take lead responsibility for planning and delivery of the curriculum, assessment of progress against targets and the development of personal and social skills. The deployment of teachers will be dependent on exact cohort sizes. We envisage a model

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

moving from combined year groups, to key stage teachers, to year group teachers as the school grows in size.

L3 TAs will support the teaching of small groups of pupils and will provide specialist support where required. They will, in some instances, be required to work with a class where the main teacher is not present. An example could include taking a class to allow the teacher to carry out their planning, preparation and assessment (PPA). Such instances would be carefully managed and planned. It is possible that some L3 TAs may have some hours paid at L4. The budget balance will be managed accordingly with a greater number of L2 TAs being introduced than in the current financial plan.

Teaching Assistants will work closely with the class teacher. They will support teaching and learning activities and will provide appropriate support to small groups within the class.

Should numbers not be forthcoming:

Modelling the 70% funding provided demonstrated that the majority of savings were to be made by applying the 1:3 TA and 1:8 teacher ratio to the new student numbers. Where further savings were still required – altering the TA ratio to 1:2.5 per class, employing more Level 2 TAs as opposed to Level 3 and delaying the increase in administrative staff (or the 1st or 2nd Principal, or at least reducing the FTE by deploying support from elsewhere in the trust) produced a budget we were convinced we would be able to manage.

The trust would also consider redeploying staff to Ely College, Northstowe Secondary, Swavesey Village College, Darwin Green Academy or North Cambridge Academy. These are all local academies that are part of the CMAT family and often within reach by excellent public transport links through the guided busway.

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

CMAT welcomes pupils of all faiths, views and those of none. It promotes the development of spiritual, moral, social and cultural (SMSC) development through:

- **Acts of Collective Worship, Assemblies and Tutorial Programmes:** Those with responsibilities for planning acts of collective worship, delivering assemblies and drawing up tutorial programmes regularly consider aspects of SMSC and ensure that matters of topical concern are also included as well as recurrent issues. In addition, British values are promoted in assemblies, highlighting the role of SMSC in the British culture. Each academy has an annual plan that demonstrates this coverage.
- **Charity work:** Each house within an academy is responsible for a charity and is linked to a specific type. This includes Health, Education, Animal, International and Environmental. In addition, students work together on National charitable events.
- **Teaching and Learning:** Teaching and learning offer opportunities for SMSC where appropriate. Teachers are encouraged to discuss aspects of their own work that impinge on SMSC development.
- **External Links:** Those with responsibility for publicising the academy or liaising with other schools and organisations consider the SMSC aspects of their public relations. In addition to being representatives of the academy, they report SMSC matters arising from their links to the academy at appropriate occasions.
- **Extra-curricular Activities:** Those with responsibility for running clubs, societies, trips and other events develop their awareness of SMSC opportunities their activities have, and maximise the benefits they bring.
- **Pastoral Care:** At house meetings, SMSC issues are a regular feature on agendas. Thought is given about how aspects of these issues may be best communicated to members of staff, to students and parents, and to other interested individuals.

British Values and SMSC are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum.

CMAT schools take opportunities to actively promote British Values through a range of whole school systems and structures such as electing and running a successful School Council. We actively promote the British Values through ensuring our curriculum planning and delivery includes real opportunities for exploring these values. This means challenging students, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. Specific examples of how we promote British Values are:

Democracy

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

Democracy is an important value at CMAT schools. Student leadership opportunities exist throughout our schools, both as part of the House system and within individual subject areas. Positions of Head Boy and Girl are established through an election process, which involves the nomination and selection of candidates, running a 'campaign', hustings and a democratic vote. Last year, schools held a school-wide Mock Election to coincide with the forthcoming General Election and are currently preparing a similar activity on the issue of the EU referendum.

The Rule of Law

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced. For example, Nene Park Academy has established a clear set of 'Expectations' which aim to support individual progress, respect for others and the recognition that the school is a shared community with common values. CMAT work closely with local agencies such as the police, PCSOs and Youth Offending Service.

Some of our schools participate in the annual Bar Mock Trial Competition run by the Citizenship Foundation and some have been Regional runners-up on two occasions, and Regional Winners on one occasion. Several of our pupils who have taken part in this event have since gone on to pursue further study and careers in law.

Individual Liberty

Within CMAT schools, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment, a planned curriculum and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these, for example through our e-safety teaching and delivery of sessions on alcohol, drugs and sex-related education.

Mutual Respect

Respect is one of the core values of CMAT. This can be seen and felt in our schools. Pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. Children and adults alike, including visitors are challenged if they are disrespectful in any way.

Tolerance of Those with Different Faiths and Beliefs

CMAT achieves this through enhancing students' understanding of their place in a culturally diverse society. Our students come from all parts of the globe and we consider this a strength of our community. Assemblies and discussions involving prejudices and prejudiced-based bullying have covered areas such as homophobia, disability and racism. Events such as Remembrance Week include specific references

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

to those from other faiths and cultures. The school monitors incidents that involve those of 'protected characteristics' and notifies the local authority of any concerns.

CMATs approach to safeguarding and ensuring the welfare of pupils is thorough, meticulous and robust. This has been recognised by Ofsted:

'The academy's work to keep pupils safe and secure is outstanding. Students feel, and are, safe, secure and valued. Governors are trained in 'safer-recruitment' procedures and have established exemplary ways of establishing the suitability of those who visit, volunteer in, or work at the academy. Teachers' annual safeguarding training means they know what to do if concerns about any students arise.' (Ofsted, NCA, 2015)

All policies relating to safeguarding and welfare are reviewed regularly, and relevant training on safeguarding, child protection, safer recruitment and the Prevent Duty are provided to all staff on an annual basis.

CMAT has a very strong and proud tradition as a quality provider of both an academic and wider curriculum. Both Nene Park and Swavesey Village College are pathfinder institutions within the 'Whole Education' movement and ascribe to the philosophy that:

"Education should be much more than examination syllabuses, national tests or the national curriculum so Whole Education encourages everyone involved in education to look outside the narrow confines of these externally imposed constraints. Now is the time to re-think the curriculum and ensure that all young people have access to the right blend of knowledge and skills." (<http://wholeeducation.org>)

Through our trust-wide PLEDGES programme, 100% of Northstowe's pupils will have a set of experiences that develop crucial life skills.

In our schools, every young person's development is monitored and encouraged with targets set in termly meetings with tutors. The tutor is at the heart of inspiring his tutees to the completion of the bronze, silver or gold pledge. Governors and Trustees monitor and quality assure this provision alongside academic achievement and learning. Each tutor, middle and senior leader and principal within CMAT has the completion of pledge awards as part of their performance management.

Recently, pupils at North Cambridge participated in:

- Environmental days at Anglesey Abbey
- Letter writing to pupils abroad
- Trips to the battlefields of France
- Day trips to Boulogne to improve language skills
- Punting experiences on the 'Backs' of Cambridge
- Museum tours and dance sessions with Kettle's Yard.

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

We believe in the transformational power of physical activity:

- Swavesey Village College and Nene Park both hold the Quality Mark Distinction for PE and Sport.
- North Cambridge has recently achieved the Sainsbury Games Silver Award.
- Nene Park's unique partnership with Peterborough United Football Club has drawn visits from Chelsea FC and Reading FC, and been featured on Sky TV.
- Golf, sailing, archery, BMX, spinning, street dance and mountain biking are all available through the sport provision locally in the CMAT Cambridgeshire academies.

We believe in achieving excellence, in terms of levels of performance and crucially, in levels of participation too.

We will look to engage with national and local bodies in establishing a clear vision for developing physical activity at NSA. We are delighted that North Cambridge Academy has become the home for the Cambridge Gymnastics Club in an exciting collaboration. Starting with about 20 children, the facilities are now in use every day by 300 children each week, with another 250 on the waiting list.

At Swavesey Village College, Student Leadership in Sport is a key feature with the number of leadership and volunteering hours logged ranking the school third in England.

All of these activities and initiatives support the holistic development of pupils and help promote British values, SMSC and personal qualities such as resilience, respect, tolerance and teamwork.

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

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

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

use the space provided below; and

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

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

Children attending Northstowe Special Academy will be those who:

- have the most severe or complex learning difficulties
- have a significant disability
- often have a significant disability and additional needs – medical, social, emotional, behavioural and sensory or physical
- require modification to the curriculum and personalised learning approaches
- have their needs identified and assessed through the statutory assessment process, have a statement of Special Educational Needs (SEN) or Education, Health and Care Plan (EHCP) and placement agreed through County Resourcing Panel/Statutory Assessment and Resources Team (START)
- Will have EHCPs or SENs and decisions on placements will be made through the County Resourcing Panel (CRP) taking into account parental views.

The educational aim for children and young people with severe and complex special educational needs is to provide a curriculum that is creative, stimulating and fun, and supports the children to make expected levels of progress. Children will be enabled to integrate and contribute to society. High expectations by teachers of children and young people's progress are key to securing good progress. All children and young people will progress at varying rates this is even more pronounced when considering the progress of children and young people with special educational needs. It is essential when measuring children and young people's progress that age and prior attainment are taken into account. At NSA, we will ensure:

- An effective tracking system is in place to assess pupils on entry and as they progress through the school
- All staff to have high expectations of pupils progress
- All pupils have individual learning plans/personalised learning targets which are shared with them, their parents and all staff
- Children, young people and parent/carers have a voice in assessment, review and target setting
- We regularly monitor pupil's progress through staff observation and informal/formal assessment
- We formally record progress via a tracking system, updated at least termly, recording of progress in P-levels and national curriculum levels. This will include qualitative comments support a child or young person's progress portfolio
- That we set individual targets and a bi annual review

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

- Teacher planning takes account the pupils current attainment levels and the educational implications of any multi-disciplinary assessment of the child or young person and the support for the next steps of learning
- Use additional resources and intervention programmes targeted to support identified need
- Make children and young people aware of their progress, how well they are doing and helping them understand what they need to do to achieve their next step
- Encourage children and young people to self-assess their progress against small step targets in each lesson
- Inform parents of their child's progress on a termly basis and encourage them to engage in their child's progress and understand the processes used by the school
- That we record and discuss the pupil's progress/targets at the Annual Review
- Moderate samples of work, in school, across key stages and with other special schools in the area
- Complete annual reviews in line with the most recent SEN code of practice.

All children are entitled to a broad and balanced curriculum, irrespective of age, race, gender, disability or religion. As described in section D1, at NSA we will deliver a curriculum that meets the requirements of the EYFS curriculum and the national curriculum and includes modifications to make it accessible to all children and young people.

The curriculum will have an appropriate emphasis on Personal, Social, Health Education and Life Skills and on the development of communication, in its widest sense, across the whole curriculum. NSA will create personalised programmes designed to meet the needs, interests and aspirations of its pupils. Children and young people at Northstowe Special Academy will experience a curriculum that is:

- Dynamic, engaging, fun and accessible to all
- Identifies not only knowledge and understanding, but enhance the development of key skills, such as communication skills, skills of daily living and problem solving
- Provides age-appropriate contexts and creative experiences
- Part of the life journey of the child or young person and adequately prepare them for the next stages
- Enables those with complex needs the opportunity to acquire and practise their skills in a variety of different settings
- Utilises methodologies that are known to be effective within certain disability groupings
- Meets statutory requirements

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

- Can be explained in a concise curriculum statement which outlines its primary purpose and rationale
- Engages with families and communities
- Provides individualised learning.

To support maximum access to the curriculum teachers will:

- Have a detailed knowledge of the requirements of the national curriculum
- Use assessment information to inform planning and teaching
- Adapt and evaluate teaching approaches to meet the needs of their pupils
- Adapt the content of the national curriculum to maximise access to each subject area
- Explore how to reduce the impact of barriers to learning which arise from physical, intellectual, emotional, social or sensory impairment
- Adapt and modify resources as necessary
- Manage specialised aids and approaches effectively
- Work collaboratively with specialist teaching assistants
- Work collaboratively with colleagues from other agencies.

Engaging with families

Arrangements for participation and feedback for children, young people and parents will be informed by best practice person centred approaches and the ‘Sort Break’ core offer. Disabled children, young people and their families will be routinely involved and supported in making informed decisions about their treatment, care and support, and in shaping services.

Disabled children want staff to listen to them, ask them for their ideas, take notice of what they say and be given choices. Involvement of children and their parents in planning services leads to services that are more appropriate. Northstowe Special Academy will publish in its prospectus the arrangements for ensuring that participation and feedback is achievable as well as effective for every child, young person and their family. These arrangements will be reflected in the individual agreements that are in place for each child and their parents. This will include:

- A record of their expectations of the school, how they wish to be communicated with on a day to day basis and agreement on how to ensure their successful involvement on planning and review arrangements
- Details of the school’s arrangements to support parents coming together to have a collective voice in how the school supports their children
- A description of the role that the school can play in supporting parents to fully participate in shaping local universal and specialist services at both strategic and operational levels

Engaging with children and young people

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

NSA will engage children and young people in decisions and choices relating to their school life. This may take the form of a school council or through other forums of engaging the voice of the young people attending the school. Their views will be sought in developing the school curriculum, organisation, recruitment and how resources are deployed. Young people will be encouraged to give their views, hopes and aspirations on their plan for the present and the future.

Young people need to be supported to enjoy and participate in community life. They will be supported by their own circles of support to enable them to access these opportunities. A person centred approach will be embedded in the young person's planning process. The views and wishes of our pupils will be taken into account in planning these aspects of their single plan. Their social inclusion within their community is a critical part of their future participation in later life.

Working with other agencies

Families with vulnerable children may have a number of different services and professionals supporting them and their child. We will work with families and at the same time able to access support from other professionals to help them meet needs in school. Northstowe Special Academy will support the development and provision of services to secure the earliest possible identification of need, the co-ordination of a single plan and support to families to prevent the escalation of difficulties.

Medical Passports

Where medical passports are available, NSA will ensure they are used in the school environment.

Nursing

Due to the continuous improvements in medical intervention and care, children with complex and continuous health needs are a growing and these are accessing special education within Cambridgeshire. Staff at NSA will need to be adequately prepared to understand the nature of children's health concerns or to handle medical emergencies in the classroom. NSA will utilise school nurses and support workers specifically trained in the care of these children. The service aims of Cambridgeshire Community Services Area Special School Nursing Service (SNS) are as follows:

- To facilitate research based individualised nursing care for children and their families, with special health care needs in an educational setting
- To facilitate a high level of training and skills within the school staff in order to enable them to ensure continual safety of children and young people in their care

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

- To ensure all children and young people within the Area Special Schools are in receipt of a completed health action plan at school leaving
- To act as a point of reference for health issues within the school environment and be able to coordinate health provision. The skill mix of the nurses includes children's training and learning disability training. Nursing input into Meadowgate is provided through Cambridge and Peterborough Mental Health Trust.

A range of different levels of support is available and will be tailored to need.

Therapies

There are a number of factors that will influence the provision of therapies available at Northstowe Special Academy, and this is driven primarily by need. A core offer of support will be reviewed annually by both NSA and the local authority. A range of different levels of support is available and will be tailored to need.

Child and Adolescent Mental Health

Providing Child and Adolescent Mental Health Services will be considered in conjunction with partner agencies. The core offer will be reviewed annually by both CMAT and the local authority. Mental health support to children and young people attending will be provided via two main services at the local authority: the Education Psychology Service (EPS) and Child and Adolescent Mental Health Service - Learning Disability (CAMHS-LD) Teams.

The CAMHS-LD team will work with pupils at Northstowe Special Academy through a range of inclusion projects. They currently provide services for referred children between 0-18 years old who have a learning disability and additional neuro-developmental, mental health or challenging behaviours.

Educational Psychologists

Northstowe Special Academy will receive an annual planning meeting with Educational Psychologists where issues and concerns around children and young people are explored and discussed and this may involve mental health concerns. As part of a service agreement with the local authority we will have a named Educational Psychologist. The contact will provide advice or information regarding children and young people's mental health concerns. Such as:

- Implementing specific techniques or programmes.
- Undertaking training to develop skills with those supporting our pupils
- Developing home-school plans to support pupils
- Exploring mental health or other referral pathways such as Child and Adolescent Mental Health (CAMHS-LD).

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

The Cambridgeshire Educational Psychology Service operates within a threshold model of service delivery. Collaborative targets are agreed and actioned in support of the child or young person and a review period for monitoring is set. If the Educational Psychologist and NSA agree that the child or young person meets the highest threshold level for Educational Psychologist involvement then the direct assessment with child or young person would include suggested actions from Educational Psychologist as to best way forward. This may include ongoing programmes of work with the child or young person in question or those directly supporting their needs

Social Care

Many of the children and young people attending Northstowe Special Academy will have some contact with the Disability Social Work Team. This will include time allocation being given to identify a named Social Care link.

Short Breaks

Many of the children and young people attending Northstowe Special Academy will be eligible for support either through the Early Intervention Grant (EIG) funding or social care, previously Aiming High. Our staff will:

- All have a clear understanding of the relevant eligibility criteria
- Ensure that parents know about the support they may be able to receive
- Actively support children, young people and their parents to be able to access this support
- Have a good understanding of the range of support and services that are available and develop good working arrangements with all sponsors who may be supporting child or young person at their school
- Support the development and implementation of a 'single care plan' approach that reflects the importance of short break and associated Social Care support in the lives of the children and young people

Locality

It is expected that support from Locality Teams and associated services will be accessible to all children and young people. Northstowe Special Academy will:

- Have a proactive relationship with the Locality Team and associated services where their school is located
- Ensure that they have an understanding of key Locality Team contacts where each and every child who attends their school lives
- Develop working protocols with their immediate Locality Team to ensure that issues that may relate to either where the child lives or attends school are dealt with in an effective and timely manner

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

Looked After Children

Northstowe Special Academy will:

- Act and behave as a good corporate parent to those identified as Children Looked after (CLA)
- Participate and actively contribute to the care planning process regarding the CLA, recognising the child's holistic needs and the wider inclusion agenda
- Set and work towards robust educational attainment targets for the looked after child/young person, recognising the historic under achievement of CLA per se
- Work in partnership with the allocated social worker, foster carer, residential worker and potentially the looked after child's birth parents
- Appoint a named member of staff for responsibility of CLA

Sensory Service

Northstowe Special Academy will have a named specialist teacher of the deaf and a specialist teacher of the visually impaired. They will provide functional assessment, advice and information on sensory access to teaching and learning and independence skills. This will take into account the presence of additional disabilities and the context of the individual placement e.g. the level of awareness and/or experience of Visual Impairment/Hearing Impairment/Multi-Sensory Impairment good practice within its staffing. We will use the local authority Sensory Support Service to provide:

- An annual vision/hearing summary for children and young people at the beginning of each school year, based on clinical and functional assessment information.
- A termly planning meeting with the school's identified link person for children and young people with Visual Impairment/Hearing Impairment/Multi-Sensory Impairment.
- An Individual Education Plan planning meeting with each teacher who has children and young in their tutor group/class requiring a higher level of sensory access support.
- A rolling programme of training on set topics.
- Training on the use of specialist equipment, e.g. hearing aids.

Safeguarding

Naturally, Northstowe Special School will ensure that there is a designated teacher to lead on Safeguarding issues and liaise with the appropriate authorities. This person, and the associated deputy for safeguarding, will all have a detailed working knowledge of '*Safeguarding Disabled Children: Practice Guidance DCSF 2009*' and this guidance will inform best practice standards within the school. All staff at the school will be

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

cognisant of 'Keeping Children Safe in Education (2016)' and of 'Working Together to Safeguard Children 2015'.

We recognise the responsibility we have under Section 175 (LA Schools)/157(academies and Independent Schools) of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Body approve the S175/157 return to the local authority on a yearly basis. This policy demonstrates the schools commitment and compliance with safeguarding legislation. Through their day-to-day contact with pupils and direct work with families, staff at our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Services in Cambridgeshire. This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

We will adopt the local authority policy for the safeguarding of vulnerable adults and will also ensure that we are compliant with the Mental Capacity Act 2005 (for those aged 16 or over). As a trust, we are secure in our existing safeguarding practice and recognise the need for even more stringent practice in the care and education of vulnerable children and young people.

Behaviour

We will adopt and adapt our successful practice from other schools in our family to meet the needs of the cohort at Northstowe Special Academy. Key principles of our approach to managing behaviour are:

- Reminding pupils of the school rules
- The use of praise, encouragement, celebration of individual achievement and individually planned targets and rewards
- Examining behaviour issues carefully: looking at context, where it occurs, whom it occurs with and what it results in
- Staff in classes and each department will write individual behaviour strategy plans and risk assessments, outlining any behaviour issues they may feel there are in the class or department and the responses to it
- If appropriate, a statement relating to a behaviour target will be written on the individual's Individual Education Plan, a copy of which will go home
- Following up behaviour issues through individually planned and timed programmes aimed at alleviating the behavioural issues
- Keeping parents and carers informed of behaviour issues and involving them with programmes and targets
- Where required, serious behavioural issues will require the involvement of the senior staff and parents. If it is agreed that outside help is required (for

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

example – the educational psychology department / CAMHS etc.) then this will be as a result of a joint decision being made by the above parties involved

- Staff at NSA will act as models of appropriate behaviour, ensuring that students are constantly reminded of appropriate standards.

We will ensure robust systems are in place to record and analyse patterns in behaviour. A senior member of staff will have responsibility for this and will play a key role in the evolution of our practice.

Attendance

We will track attendance and punctuality through the effective use of our management information system. This will be analysed on a daily, weekly and half-termly basis. We recognise that for some, with complex health issues, they may be absent from school for legitimate reasons. We aim to work closely with families and other agencies to ensure that this causes minimum disruption to the education of such individuals.

We also view attendance as being intrinsically linked to the culture and ethos of the school. We will work hard on creating an environment and curriculum where pupils want to attend school and be an active part of our community. We recognise that our targets for attendance are ambitious, but remain resolute that they can be achieved through a positive and holistic approach with pupils and their families. Where required, we will ensure that appropriate provision is made for those who are, for whatever reason, absent from school for a prolonged period of time.

Section E – evidence of need

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

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

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

use the space provided below;

include evidence as annexes; and

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

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

The need for this school arises from the development of the Northstowe site and forms part of the local authority plan for the area. The new school will provide additional new special school places and this increase in capacity will avoid children with severe and complex special educational needs and disabilities needing to be bussed to more distant alternative special school provision.

The development will comprise of up to 10,000 new homes. Work has already begun on Phase 1 of the development, which will deliver 1500 homes. The first primary school will open in September 2017. Two further primary schools will be required in phase 2, which will provide a further 3,500 homes. A single secondary school, built in 3 phases, will provide education for the 11-16 population of the new town and will eventually provide 1800 places. Northstowe Special Academy will be part of the 'education campus' of the town and will serve the local and wider community of Cambridgeshire. CMAT is the approved sponsor for both the secondary school and the post-16 facility at Northstowe.

The local authority has carried out extensive research into the need for a special school at Northstowe. The January 2016 pupil census shows there were 2684 children aged 5-16 in Cambridgeshire with Statements of Special Educational Need (Statement) (now Education, Health & Care Plans/EHCPs). About 30% of children and young people with Statements of SEN/EHCPs attend a special school. Due to the nature and complexity of some of these children and young people's needs, they are currently being educated in schools in other parts of the country.

In Cambridgeshire, approximately 3.4% of school-aged pupils have a Statement of Special Education Needs/EHC Plan. In around 1% of the school-aged population, these needs are so complex that mainstream education is not considered to be

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

appropriate and a place at a special school is required. In total, around 0.9% of Cambridgeshire's school aged population has a place at one of the current seven Area Special Schools. These are:

- Castle School, Cambridge
- Granta School, Linton
- Highfield School, Ely
- Meadowgate, Wisbech
- Samuel Pepys School, St Neots
- Spring Common School, Huntingdon

The Council also has three special schools for children and young people with social, emotional and mental health difficulties (SEMH). The SEMH schools are:

- The Centre School, Cottenham for boys and girls aged 11-16
- Trinity School, Foxton, Hartford, and Wisbech (a multi-site special school) for boys and girls aged 11-16
- The Harbour School, Wilburton for boys aged 7-16

The quality of provision is good or outstanding; it is growth in demand for places in these schools is an issue. Additional accommodation has been provided at Spring Common, Highfield, Castle and Meadowgate to enable the authority to commission additional places to meet need. Despite this increase, a number of the schools are still operating with very few available places. This creates significant pressure early and when there is no in county capacity the alternative is out county independent schools, which are at a distance and therefore are residential and very costly.

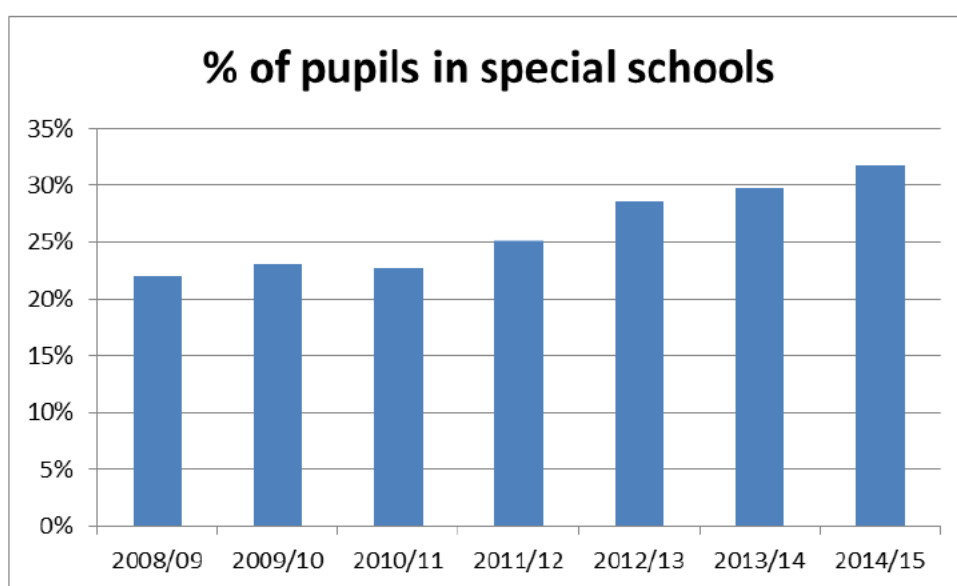
The table below shows the current commissioned Special School Places for the last academic year and the table below shows the growth in the number of places at each special school.

School	No. of Places Apr – Aug 2015	No. of Places Sept – Mar 2015
Castle	150	165
Granta	138	130
Highfield	106	116
Meadowgate	158	158
Samuel Pepys	102	102
Spring Common	165	175
The Centre	55	55
The Harbour	72	80
Trinity School	105	105
TOTAL	1,051	1,086

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

With the significant demographic growth experienced across Cambridgeshire and major housing development proposals, there is insufficient capacity to meet the additional demand forecast. In addition to these pressures, changes in legislation means that it is likely that more young people will opt to remain at an Area Special School until they are 23, a change that will further limit the available capacity.

Analysis of population data indicates that the Council needs to develop additional special school provision over the next decade in response to a combination of increased numbers of children and young people and the increased complexity of need.



Source: Cambridgeshire County Council

The Council has concluded that it needs to create three new area special schools by 2022, each providing approximately 110 places. The preferred locations for two of the schools are at Northstowe and at the new development of Alconbury Weald, situated to the north of Huntingdon. Work has already begun on a new special school, which is scheduled to open in September in 2017 in the town of Littleport, north of Ely in the district of East Cambridgeshire. This would provide three new area special schools and 370 additional area special school places across Cambridgeshire between 2019 and 2030.

Although the Northstowe development will not generate demand for a special school in its own right, it is likely that a significant proportion of pupils attending the school will be residents of the town. Analysis of the population from the recent developments in Cambridgeshire at Cambourne, Loves Farm (St Neots) and Cromwell Park (Huntingdon) indicate that, although new developments have a higher incidence of pupils with SEND, the available evidence indicates that there is not a higher demand

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

for special school places. On this basis, it is assumed that for Northstowe 0.9% of the school-aged population would require a place at an Area Special School. The table below shows demand for special school places forecast from development at Northstowe.

	Number of dwellings	Number of 2-19 year olds	Number of Special School places required
Northstowe complete	10,000	8,361	75
Phase 1	1,500	1,243	11
Phase 2	3,500	2,970	25

Source: Cambridgeshire County Council

Northstowe Special Academy will enable children and families to access schools that are local to them and, hence, provide a community focal point that will build community cohesion and avoid divided and fragmented communities. The children with significant and complex learning difficulties and disabilities from the new housing development will be able to attend a local school thus enabling them to become settled and integrated into their local area and to build friendship groups with those living nearby. NSA will have a positive impact for families and children in the local and wider community.

Local authority support

CMAT has a positive and long-standing relationship with Cambridgeshire County Council. They are aware of this application and are supportive of our plans. We have secured a commitment from them to fund up to 30 places in the first year of operation and a further 30 in the additional year.

Cambridgeshire County Council have committed to pay the top up fee as per individual need using the county's matrix formula per day pupil. The amount of top up per pupil will be within the current range at our area special schools i.e. [REDACTED]. The council has calculated that gives an average of approximately [REDACTED] top-up. Allocations will be made on an individual needs using agreed criteria.

NSA will also receive a per pupil ESG allocation at the national rate and it is the responsibility of the local authority to then provide top-up funding based on the individual needs of the learners in line with their Education Health and Care Plan (EHCP).

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

As Northstowe Special Academy will be a free school established to meet basic need, the Council will be responsible for funding an amount to support pre-opening revenue costs and post-opening diseconomies from the growth fund it has established with the agreement of Schools Forum within the local Dedicated Schools Grant (DSG), in line with the framework set out by the Education Funding Agency (EFA) in their published operational advice.

In October 2015, Schools Forum agreed a policy on new school funding stipulating a payment of up to ██████ for pre-opening costs for a special school and the diseconomies arrangements that apply until a school is at normal capacity with pupils in all year groups.

Parental/student support

For this application, it has not been possible to ascertain parent support for the proposed new school as the development of site is in its embryonic stage. There are no families to consult with at Northstowe. The local authority expects all of those needing a special school place from Northstowe and its catchment area to request a place at Northstowe Special Academy.

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

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

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

use the space provided below;

include evidence as annexes; and

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

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

All pupils attending NSA will have been assessed through the Statutory Assessment process in line with the SEN Code of Practice. All will have a SSEN or EHCP that names the school. All children placed at Northstowe Special Academy by the Council's Statutory Assessment and Resource Team (START) will:

- Have the most severe or complex learning difficulty;
- Often have a significant disability and additional needs – medical, social, emotional, behavioural and sensory or physical; and

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

- Require modification to the curriculum and personalised learning approaches.

Decisions on placements will be made through the Council's Resourcing Panel (CRP) following individual consultation for each child or young person, their parents and Northstowe Special Academy, as detailed in the Council's Area Special School Specification.

The information provided in section E1 demonstrates the need for specialist provision, i.e. for those with a SEN or EHCP. Given this demand, we do not envisage admission of those without statements or EHCPs. Therefore, CMAT and the local authority do not expect pupils without EHCPs to attend Northstowe Special Academy) unless identified by the local authority as an exception).

Section F – capacity and capability

F1 (a) Skills and experience of your team

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

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

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

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

complete the table below; and

provide a short commentary on your plans to manage the pre-opening project.

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

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

Project Leadership

Initially the [REDACTED] (CV in Annexe). It is intended for this to move to being the [REDACTED] in an Executive Leadership role as the project moves from page to reality. An initial estimate of the time for this transition is September 2018.

Recruitment of Principal Designate:

The Principal will play a key role in both developing the Special School but also in the wider campus. We would therefore expect to invest in a full time role from earlier than is traditionally provided. A brief overview timeline would therefore be:

- March 2017: Establish job description, person specification, conditions etc. in consultation with NLE, partner and HR advice
- June 2017 /September 2017: Advertise role. Closing date mid-September
- July 2017: Determine interview process and ensure skills available from supporting consultants
- September 2017: shortlisting with Academy Council, Trust HR, CEO and COO with support from NLE or similar.
- October 2017: Interview days
- November 2017: Opportunity to reconsider or re-advertise if necessary
- Easter 2018: Post commences with Sept 2018 as backstop

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
		<p>Outstanding on 3 occasions). Either securing pre-opening contract or contracting similar experience.</p> <p>Further support provided by [REDACTED], with this application. Future availability for long-term support would need to be negotiated at a later date and is dependent on the success of this application.</p> <p>Working closely with [REDACTED].</p>
Financial management of non-mainstream setting	Pre-opening team	<p>Advertisement imminent for new member of Trust Finance Team with this as one key aspect of knowledge and experience.</p> <p>Employing NLE as consultant (see above)</p>
Leadership of Special School	Pre-opening team	Advertise and appoint so role is filled approximately 9 months pre-opening
	Executive Leadership	<p>[REDACTED] will oversee the simultaneous opening of both Northstowe Secondary and Special Schools. The secondary will operate as a partner school to SVC for its opening years. It is highly likely to open with only 70-90 students. It is planned that a Vice Principal or Assistant Principal from SVC will be the Head of School for the secondary on opening.</p>

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Recruitment of skilled special school practitioners	Pre-opening team Local Academy Council	NLE, partner schools and LA support during recruitment Utilise experience from HR providers (currently EPM) Recruit a governor with either extensive governance or leadership in a special school setting to add to “Campus Governance” team
Public Relations and managing community links in non-mainstream setting	Pre-opening council	NLE appointment as consultant Procurement exercise, using LA support, for company with experience.

[Add more lines as appropriate]

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

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

A letter of confirmation of CMAT's capacity and capability from [REDACTED] is included in the appendices.

A diagram of the trust governance arrangements is included in the appendices also. In addition, two other slides detail the determination of the scheme of delegation, the champion model and the structure of our educational executive leadership governance.

In responding to DFE guidance and acknowledged pressures emerging from our growth, the trust has recently restructured its governance arrangements. The key improvements are:

- a refined focus on skills-based governance
- the introduction of a specific role in the central team to oversee governance
- the piloting and introduction of a second scheme of delegation to maximise our utilisation of the skills of our local academy councils and to refocus the work of the trust policy and scrutiny committees on to our academies that need it most and the operations of the central team.
- streamlining policy writing processes to enable local academy councils to focus on how their academy is delivering what we promise
- improved communication between the local academy council, the trust and its sub-committees, and our evolving executive leadership body

It is our intention to recruit sufficient skill into the Northstowe Academy Councils from the outset to enable them to open on the second scheme of delegation.

If successful in our applications to establish the primary and special school provision on the Northstowe Campus, the trust will initially determine whether to operate a single Academy Council for the campus or to establish an academy council for each of the three constituent academies. If as currently envisaged the special provision and the secondary school open simultaneously, it is our current intention to operate with one academy council prior to opening but to rapidly move to two distinct councils either just prior to opening or soon after. The distinct nature of special education and the trust's lack of previous experience at both executive and board level in this area has prompted this decision. It is critical that we recruit expertise in special schools onto the board and ensure that we have a close connection with the community we serve.

A single pre-opening council is intended to foster strong links from the outset that should provide a powerful foundation for our intended inclusive ethos on the campus.

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

As the surrounding new town develops and the mainstream schools grow towards their capacity, these decisions will need to be regularly reviewed.

Educational quality assurance across the trust is currently provided by internal cross-moderation of examinations etc., internal quality assurance (provided by: two colleagues who spent one year seconded to Ofsted; two consultant former HMIs; a retired outstanding Headteacher); peer reviews with local schools not in the trust or from external agencies (PiXL, Whole Education, AfPE, Artsmark etc.) and our executive leadership. The Trust CEO or similar executive leader visits each academy to review progress at least monthly.

Local Academy Councils are provided with detailed information to review and interrogate. A helicopter review of this is presented through the Trust data dashboard to trustees. Link trustees make termly contact with local Principals and Academy Council Chairs to triangulate perspectives on this information and report on these at board meetings. The CEO visits each Academy Council at least annually (and attends all meetings of academies in difficulty) to ensure that all Academy Council Members are aware of alternative routes to register any significant concerns they may have and to ensure that the trust is making an impact.

Policy and Scrutiny committees review premises, personnel and financial information in detail for all scheme of delegation one academies. Quarterly reviews are held with the Principal, CEO, Director of Finance, COO, Academy Finance Manager and Academy Council Finance Champion for each scheme of delegation two academy with overviews reported to the policy and scrutiny committee. CMAT Internal Audit provide regular internal reviews as well as undertaking requested specific reviews. The policy and scrutiny committees have the power to intervene should it be required. Each committee is chaired by a trustee who reports back to board meetings on progress.

Examples of previous interventions by the trust include: providing additional teaching or leadership expertise from partner academies, changing the structure of the senior leadership teams, employing external consultancy support to increase capacity or address a skills shortage and provision of bespoke training. The trust ensures that all new Principals are provided with significant development support over their first two years in post (and beyond if required).

The trust anticipates that whilst aspects of these arrangements will work equally well in a special school environment, it will be essential to ensure that external skills base and methods of review for this new form of provision are secured.

A detailed audit of existing trust policies will be undertaken to establish where current policies will translate and where work will need to be undertaken – whether this be by

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

creating new appendices to existing policies or creating distinct ones for special schools.

Financial connections and conflicts of interest

The trust does not have a history of making related party transactions and has sought the advice of solicitors and auditors where there was considered to be a potential conflict. All involved in governance and leadership are required to give detailed lists of interests. There are no envisaged conflicts with regard to this application.

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

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

Please complete the Excel spreadsheet (where necessary);

add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, just particular areas you want to highlight); and

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

Section G – budget planning and affordability

G3: Budget

Top up rates for the purpose of this exercise have been agreed with the LA as [REDACTED] per place as detailed in the letter of support contained in the appendices.

“The Council confirms that whatever referrals we do make to the school, and placement is agreed, the Local Authority will pay the top up fee as per individual need using the county’s matrix formula per day pupil. The amount of top up per pupil will be within the current range at out area special schools i.e. [REDACTED]. This gives an average of approximately [REDACTED] top up. Allocations will made on an individual needs using an agreed criteria.”

Working closely through the budgeting phase with a successful academy and through comparing costs in our most similar sized academy, we have attempted to deliver the level of individual support achieved at the partner special academy by driving the tight margins we are used to achieving in Cambridgeshire. A critical part of our application is the long term educational sense of having an all-through, all-inclusive campus – our target is to translate that into an economic success as well. Currently, debates are ongoing as to the possibility of the campus housing an energy hub for district heating. We look to exploit all possible avenues to bring further revenues into the academy. However, we have not relied on them to achieve the picture provided.

Section H – premises (use Excel spread sheet)

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

complete the Section H tab in the Excel spread sheet; and

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

9 September 2016

Dear [REDACTED]

APPLICATIONS FOR FREE SCHOOLS

We have spoken at various times about your plans to [open one or more free schools](#). These conversations have taken into account your growth as an approved sponsor and multi-academy trust. I hope you are aware of the DfE guidance document updated in July 2016 (the previous version was from December 2015) which includes the following sections:

Page 4 – You can apply to open a free school in Wave 12 from 1 September 2016 to midday on 28 September 2016. Completed applications must be submitted within this timeframe. Applications received after this time will be considered in the next wave (March 2017).

Page 7 – If the RSC can see that you have capacity for the free schools for which you want to apply, he or she will provide written confirmation. Please include it (and any other useful correspondence) with your application and complete the shorter information.

I am happy to confirm your capacity to apply this September for at least five free school applications. Four of these will be in Cambridgeshire:

- Northstowe Special School – to likely open in 2019.
- Northstowe Primary 2 (Martin Bacon) – mainstream, to likely open in 2021.
- Darwin Green Primary 1 – mainstream, to likely open in 2019 or 2020.
- Waterbeach Secondary – mainstream, to likely open in 2020 or 2021.

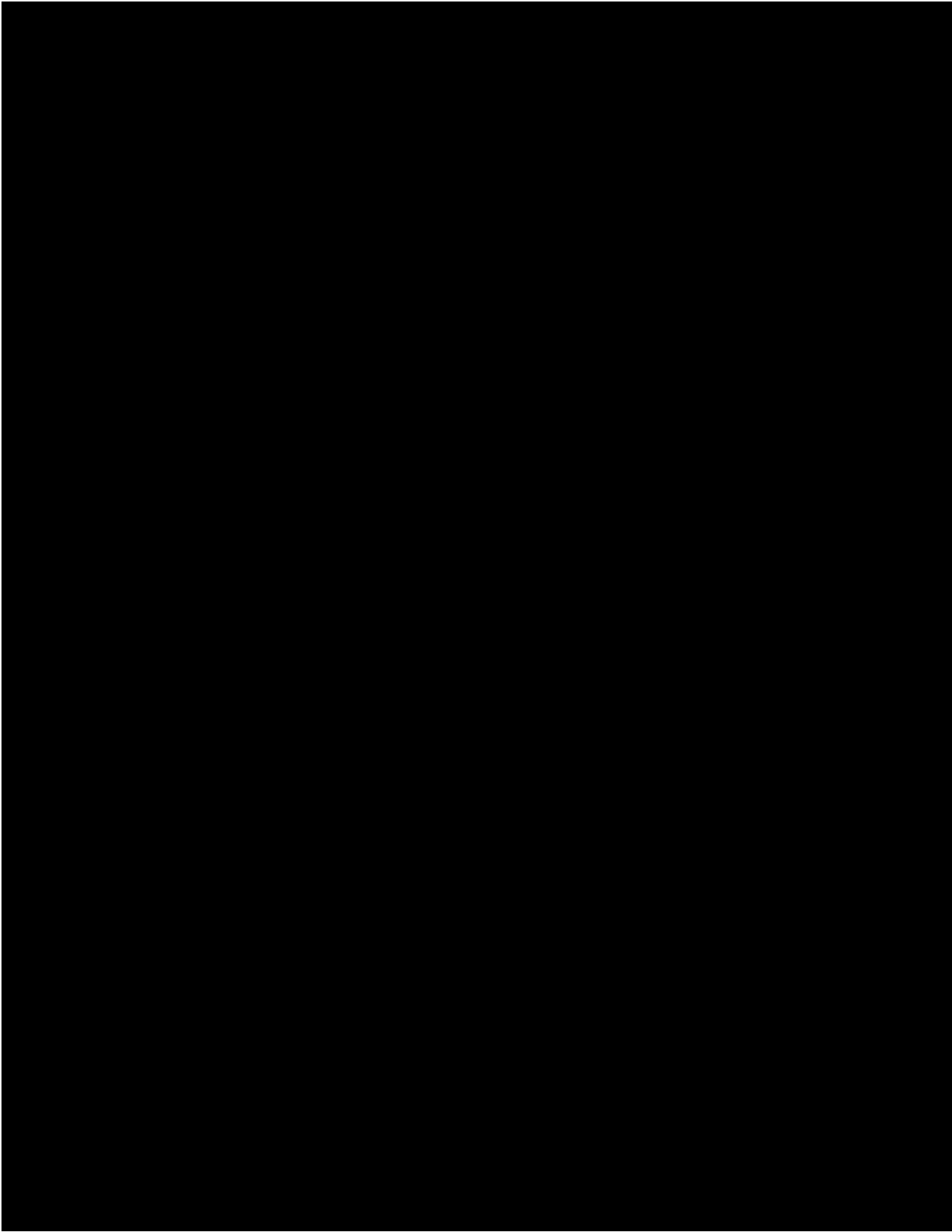
I know you have shelved plans for a possible Alconbury Weald secondary school.

You will also apply for a secondary school in Corby, to likely open in 2018. This is in [REDACTED] in Northamptonshire local authority.

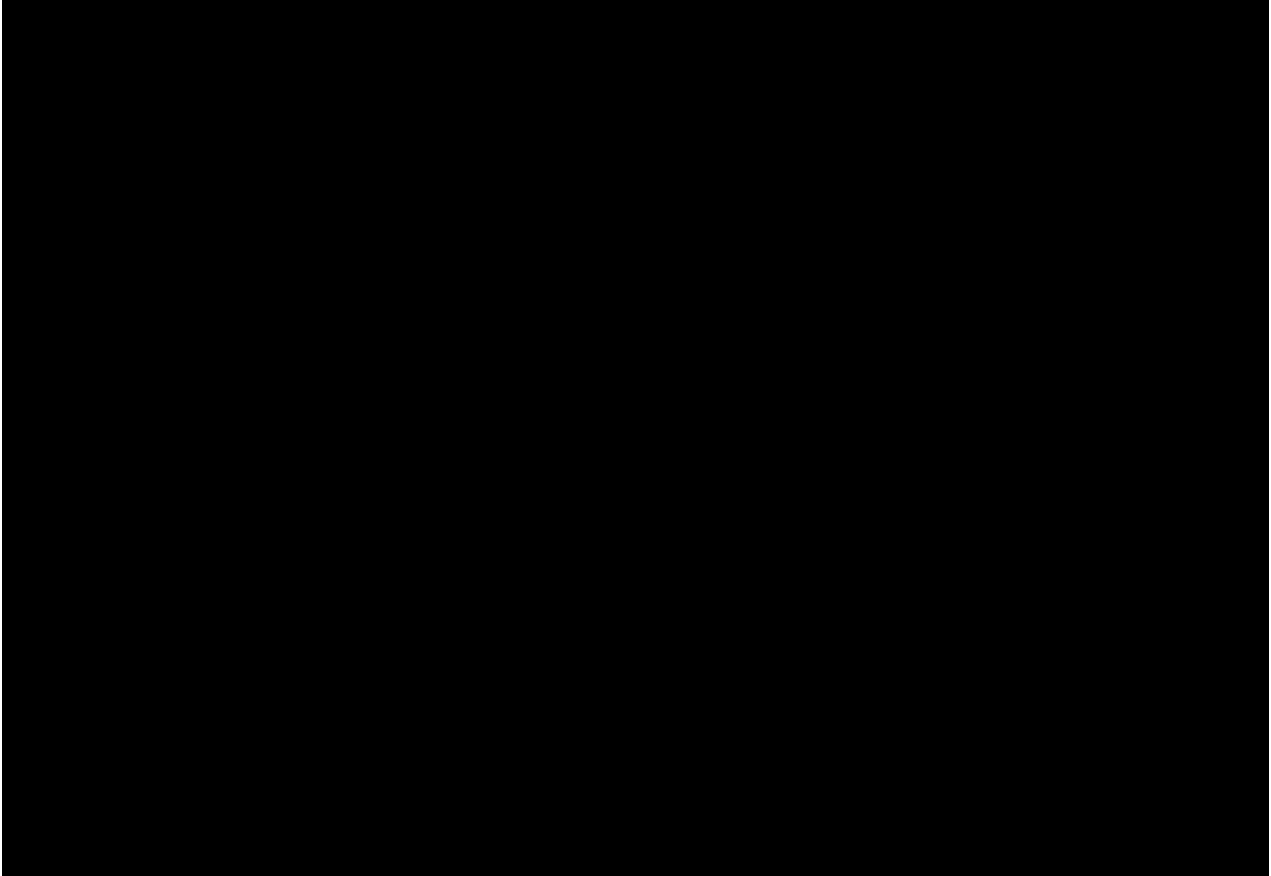
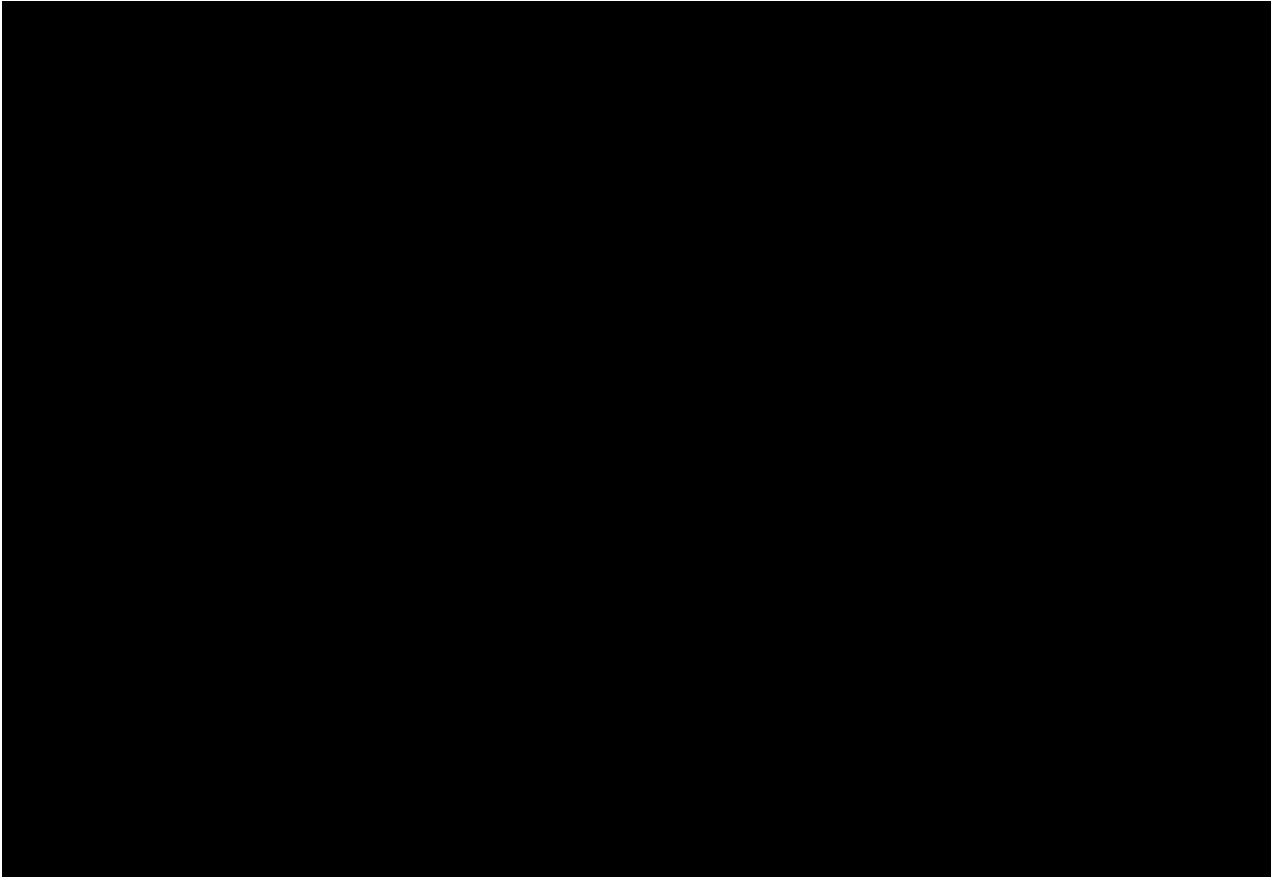
I know you have spoken to [REDACTED] (from my team). Of course this letter does not guarantee any successful applications. Still, I wish you the best of luck with your proposals.

Yours sincerely,

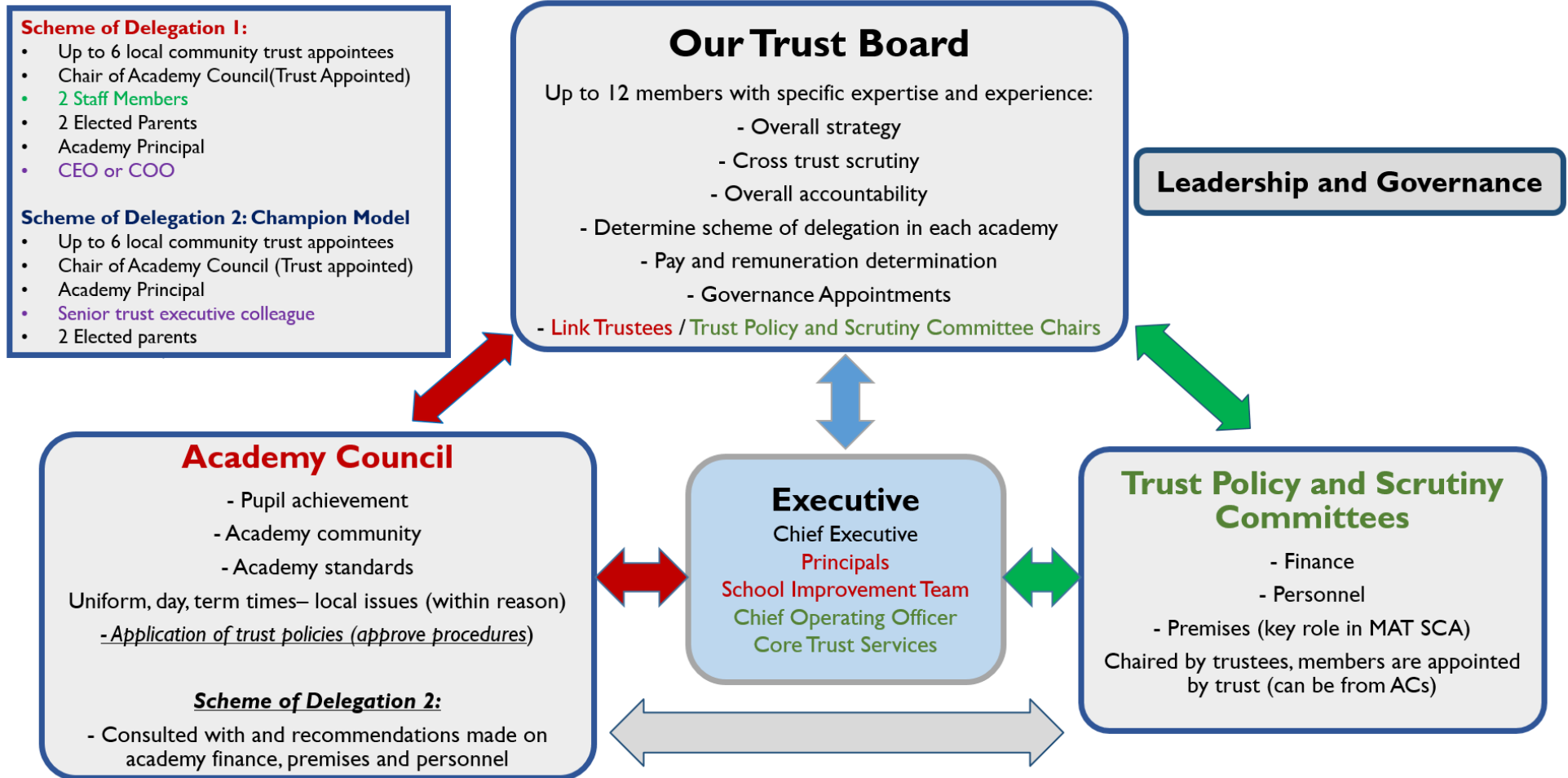
Map of the Northstowe development



Excerpts from the Design Code showing the Education Campus



Scheme of Delegation



CMAT Local Governance

CMAT believes in strong leadership.

Each Academy in the Trust has its own Local Governing Body. Our Schemes of Delegation, reflect two distinct levels of local governance for the best interests of the children and the community they serve.

Scheme of Delegation 1-

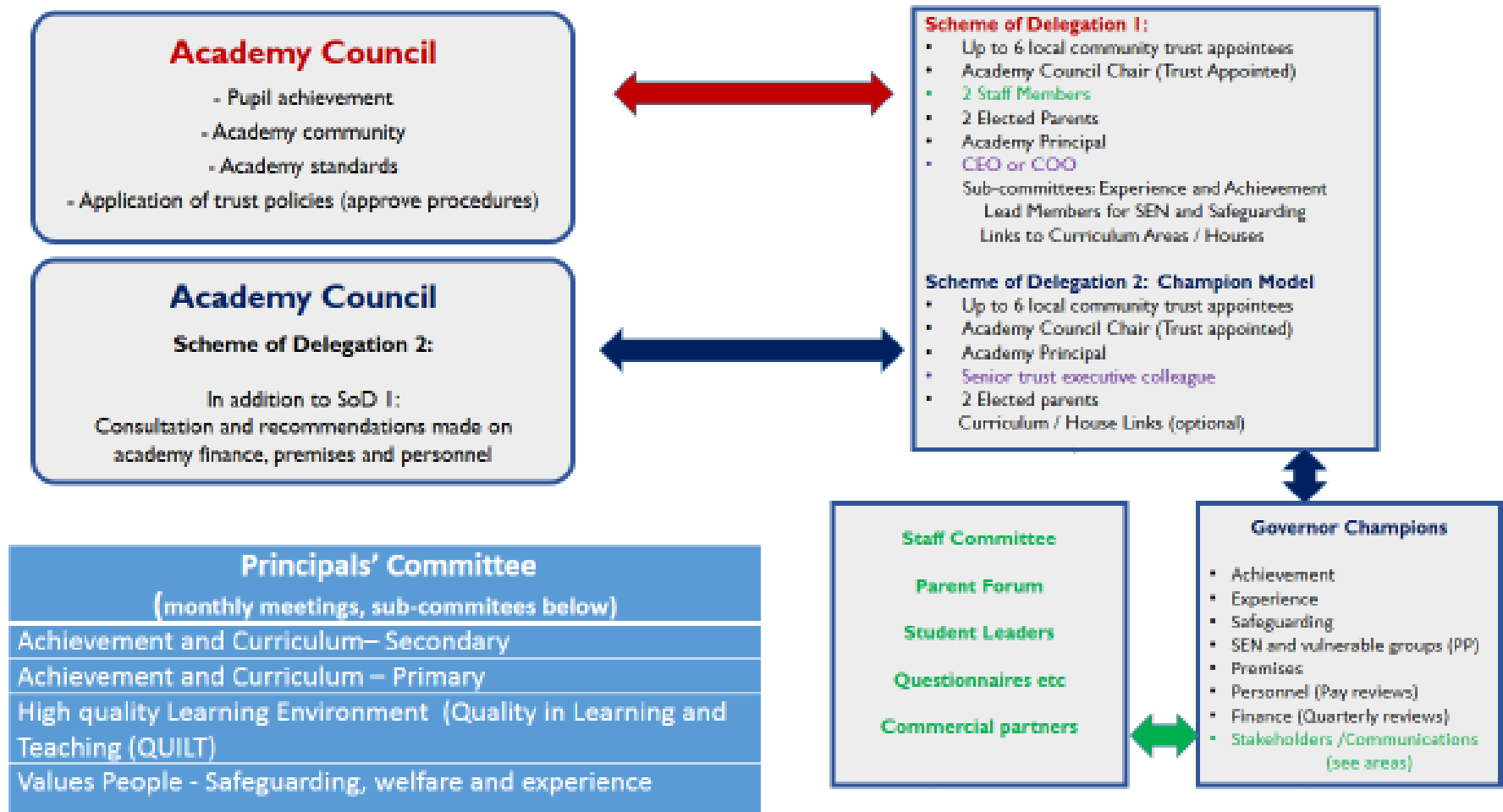
CMAT has been asked by an LGB, RSC or an LA to support a school in difficulty– as a result of either concerning Ofsted judgement, financial viability, poor reputation, absence of leadership or similar threat.

- LGB focuses on and reports to the trust about :Achievement, Community and Experience (inc PP spend)
- Trust informs LGB of headline financial, personnel and premises data but work undertaken by Executive, with Policy and Scrutiny Committee ensuring impact.

Scheme of Delegation 2–

A confident trust academy (either joining as OR has grown to be) which will be indicated by: positive Ofsted judgement, strong pupil outcomes, good reputation, stable financial position and successful, experienced and skilled leadership and LGB.

In addition to Scheme of Delegation 1, also have oversight and hold Academy Principal accountable for **finance, premises and personnel**



Projected Growth

Growth in demand for Specialist Special Educational Needs and Disability (SEND) Provision

From: [REDACTED]

1.0 PURPOSE

- 1.1 To provide an update on the response to growth in demand for specialist special educational needs and disability (SEND) provision for those children and young people, up to 25 years of age, who have the most complex learning needs and disabilities.

2.0 BACKGROUND

- 2.1 The Local Authority is committed to working to plan for the current and future needs of children and young people with very complex SEND to enable them to achieve good outcomes that we know are important to them. These outcomes are:
- To be happy, confident and healthy;
 - To have friends;
 - To do well in early years settings, school and college and continue learning through life;
 - To have a job and be able to pursue interests;
 - To be independent at possible and to be safe.

3.0 NUMBERS

- 3.1 We know that the number of maintained Statements of Special Educational Needs (Statements) and Education, Health and Care Plans (EHC Plans) remains fairly consistent, at about 3200. However, it is expected, that, as the impact of the SEND Reforms (Children and Families Act 2014) embeds for the 16-25 age group, this number will rise to at approximately 4100 by 2018. This is because the EHC Plans brought in by the reforms, cross in to further education (FE) and extend up to 25 years of age whereas Statements ceased when a young person moved to Further Education (FE). Young people and adults who have left education, will now also have the ability to apply for an EHC Plan) up to the age of 25 years. The Plans will also now have to continue whilst a young person is not in education, employment or training (NEET).

4.0 SPECIAL SCHOOLS

- 4.1 The Council currently has six area special schools for children aged 2-19 with a new special school at Littleport planned to open in 2017. The current area special schools are:
- Castle School, Cambridge
 - Granta School, Linton
 - Highfield School, Ely
 - Meadowgate, Wisbech
 - Samuel Pepys School, St Neots

- Spring Common School, Huntingdon

4.2 The Council also has three special schools for children and young people with social, emotional and mental health difficulties (SEMH). The SEMH schools are:

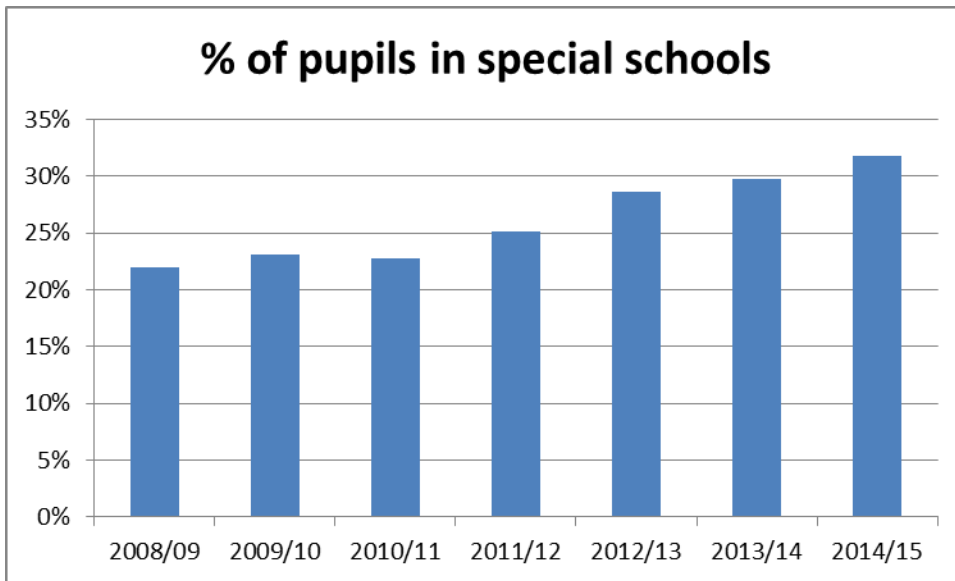
- The Centre School, Cottenham for boys and girls aged 11-16
- Trinity School, Foxton, Hartford, and Wisbech (a multi-site special school) for boys and girls aged 11-16
- The Harbour School, Wilburton for boys aged 7-16

4.3 The growth in demand for places in these schools is an issue. Additional accommodation has been provided at Spring Common, Highfield, Castle and Meadowgate to enable the authority to commission additional places to meet need for this academic year. Despite this increase, a number of the schools started this academic year with very few available places. This creates significant pressure early in the academic year. When there is no in county capacity the alternative is out county independent schools which are at a distance and therefore are residential and very costly. The SEMH schools as a cohort have capacity to increase numbers in the next few years. This is due to Trinity School being at 50% capacity as the school was unable for a period to support greater numbers of pupils. As the school moves forward more students will be placed in the school. In addition, discreet key stage 1 provision is being made available in The Harbour School for up to 6 boys .The capacity in the SEMH schools needs to be kept under review.

4.4 The table below shows the current commissioned Special School Places for this academic year and the position in the later part of the last academic year in the tables below show the growth in the number of places at each special school.

School	No. of Places Apr – Aug 2015	No. of Places Sept – Mar 2015
Castle	150	165
Granta	138	130
Highfield	106	116
Meadowgate	158	158
Samuel Pepys	102	102
Spring Common	165	175
The Centre	55	55
The Harbour	72	80
Trinity School	105	105
TOTAL	1,051	1,086

4.5 The table below shows the growth in demand for special school places over the six years.



7.0 FUTURE NEED - PROPOSALS

7.1 As previously detailed the increase in the child population expected over the next 18 years, and increases in certain areas of need, will mean that the current special school arrangements, including the new special school at Littleport, will not meet demand. The plans to respond to this include proposals for:

- A new special school built at Northstowe co-located with the new schools and Services in a campus-type provision. Possibility of residential attached for up to 14 beds to offer 52 week provision in county is being explored;
- A new Special school within the Alconbury also co-located;
- A new special school within the Bourn Airfield development also co-located. This is still to be approved by South Cambridgeshire District Council.

7.2 This would provide three new area special schools and 370 additional area special school places across Cambridgeshire between 2019 and 2030. The need for 52 week residential specialist school provision is set out in the Building Family Resilience (LAC Strategy) and links to the SEND Commissioning Strategy/Action Plan. Young people continue to be placed in independent specialist residential schools where there is a need is for a 52 week placement to provide care and education as there is not this provision currently available in county. Whilst these are few, they are high cost and mean that young people are at a distance from their families and LA services. Each of the proposed new special schools sites will be explored to identify the most appropriate location to set up a residential unit attached to the school. Funding to build will be looked for from within the discussions with developers.

Letter of confirmation, support and funding from LA

Your ref: [REDACTED]

Date: 21st July 2016



[REDACTED]
[REDACTED]
[REDACTED]

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

To Whom It May Concern

Confirmation of Support for Northstowe Special Academy Free School Bid

Please accept this letter as confirmation that Cambridgeshire County Council (Council) supports the CMAT application to open a Free School, Northstowe Special Academy. The Council understands that the Free School planned will support children and young people with an Education, Health and Care Plan (EHCP) or Statement of Special Educational Needs (Statement) who have:

- have the most severe or complex learning difficulties
- have a significant disability
- often have a significant disability and additional needs – medical, social, emotional, behavioural and sensory or physical
- require modification to the curriculum and personalised learning approaches
- have their needs identified and assessed through the Statutory Assessment process, have a Statement of Special Educational Needs (SEN) and placement agreed through County Resourcing Panel/Statutory Assessment and Resources Team (START)
- Will have Statements of Special Educational Need and decisions on placements will be made through the County Resourcing Panel (CRP) taking into account parental views.

The school will provide for up to 110 children aged between 4 -19 years of age in Cambridgeshire from September 2018. The Council has identified this type of specialist provision as necessary and should the offer of high quality education for the special educational needs and disabilities (SEND) detailed above be made available the Council would intend to name the school subject to consultation with the school and parents / carers, for individual children and young people. The Council is clearly not in a position

to identify those individual children at this time and of course placement would need to be considered through the statutory processes. This would require an Annual Review of the child's Statement or EHCP. However, the Council is clear that this provision is required for the following reasons:

- Detailed forecasting shows that the population of children and young people requiring a place in an Area Special School continues to rise rapidly
- Three new Area Special Schools are needed and planned for those pupils who have severe learning disabilities and other complex needs. These schools will cater for those who have ASC, PMLD with SLD. We have a growing cohort ,even without the new houses planned for Northstowe ,of those who cannot manage in a mainstream school despite purposeful measures and who have broadly average and above average cognitive abilities and this will be replicated in the new town . They will need special school
- A new free school in county offering 110 places would support growth and at a cost that would be in line with the efficient use of resources.
- We would aim to name and place the new starters in the school from 2019 onwards. The starters would be in years agreed with the school taking into account the range of ages of those children moving into the new hoses with their families. In year, the Council would expect around 30 children and young people to attend the school. In year 2 an additional 30 joiners and in year 3 a further 30 is anticipated.

The Council has shared its SEND Action Plan widely with parents and professionals. County Councillors have an opportunity to comment on the proposal too. This sets out the demand and response for area special schools as the county's population grows. We are in the process of updating parents and carers about developments via parent carer forums and Parent Partnership Service (SENDIASS). We are advising parents of our support for the Northstowe Special Academy bid and our intention to place if the bid is successful and high quality provision for children and young people with SLD and other complex needs and for whom mainstream/area special school is not appropriate. Details will be published in our Local Offer.

The data provided by the Local Authority clearly identifies growth. This growth cannot be met by current provision in county, or cross border, as this does not have capacity and is not affordable. We believe that the school would be full within 5 years and therefore the Council needs to continue with its commissioning strategy to ensure that the demand can be met in county.

In conclusion the Local Authority confirms that there is a need for the type of proposed provision in the local area and we will consider naming the school in line with our statutory duties in appropriate pupils' Statements of SEN or EHCPs. We anticipate

naming the school in the Statement and/or EHCPs of 30 pupils for the first academic year following the school's opening and a further 30 in the following year.

The Council confirms that whatever referrals we do make to the school, and placement is agreed, the Local Authority will pay the top up fee as per individual need using the county's matrix formula per day pupil. The amount of top up per pupil will be within the current range at out area special schools i.e. [REDACTED]. This gives an average of approximately [REDACTED] top up. Allocations will made on an individual needs using an agreed criteria.

Yours sincerely

[REDACTED]

[REDACTED]

[REDACTED]
[REDACTED]



Department
for Education

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