



Department  
for Education

# Free school application form

Special schools

Published: July 2016

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

**NORTH IFFLEY ACADEMY**

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# The application form explained

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

## Sections

### Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Submitting Sections A to H**

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

[FS.applications@education.gsi.gov.uk](mailto: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](mailto: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)?	<input checked="" type="checkbox"/>	
<b>Section A:</b> Applicant details	<input checked="" type="checkbox"/>	
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	
<b>Section E:</b> Evidence of need	<input checked="" type="checkbox"/>	
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	
<b>Section G:</b> Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> 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. <b>Independent schools only*</b> : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Independent schools only*</b> : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>

8. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Re-applications only</b> : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	<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 <sup>rd</sup> 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
<p>12. Have you sent:</p> <ul style="list-style-type: none"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Declaration

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

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

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

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

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

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

**Signed:**



**Position:** [REDACTED]

**Print name:** [REDACTED]

**Date:**

**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

#### Rationale

The Iffley Academy Trust is applying to open a Free Special School in North Oxfordshire in September 2018 for children aged 7 -18 with Autistic Spectrum Disorder (ASD), Social, Emotional and Mental Health Needs (SEMH) and associated Cognition and Learning Needs (C&L). The new school, North Iffley Academy, will become part of The Iffley Academy Multi Academy Trust and replicate the outstanding model of education offered by The Iffley Academy. A new special school is required as there is currently no provision in North Oxfordshire for students with the SEN profile described above.

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

The table below details the current SEN provision in Oxfordshire and illustrates the gaps in both the maintained and independent sector.

**Special Schools in Oxfordshire** ■ Does not meet need ■ Meets need

Maintained Special Schools	Key Stage				Day Places	SEN	Gender		Location	Ofsted grade
	2	3	4	5			Boys	Girls		
The North Iffley Academy <b>£18,000</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	SEMH/ASD C&L	<input type="checkbox"/>	<input type="checkbox"/>	North Oxon	n/a
Iffley Academy <b>£17,353</b> per place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	135	SEMH/ASD C&L	<input type="checkbox"/>	<input type="checkbox"/>	Oxford City	1
Bardwell <b>£19,993</b> per place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55	SLD/PMLD	<input type="checkbox"/>	<input type="checkbox"/>	Bicester	2
Frank Wise <b>£18,801</b> per place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	106	SLD/PMLD	<input type="checkbox"/>	<input type="checkbox"/>	Banbury	1
Northern House <b>£18,462</b> per place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	85	SEMH/ASD	<input type="checkbox"/>	<input type="checkbox"/>	Oxford City	1
Northfield <b>£19,628</b> per place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60	Significant SEMH (No peer group for ASD pupils)	<input type="checkbox"/>	<input type="checkbox"/>	Oxford City	2
Woodeaton Manor <b>£19,952</b> per place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60	ASD (average to high functioning)	<input type="checkbox"/>	<input type="checkbox"/>	Woodeaton, 4 miles NE of Oxford	2
Independent Special Schools	Key Stage				Day Places	SEN	Gender		Gender	Ofsted grade
	2	3	4	5			Boys	Girls		
Chilworth House <b>£63,027</b> per place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60	SEMH/ASD	<input type="checkbox"/>	<input type="checkbox"/>	Wheatley, South Oxon	2
LVS Oxford <b>£39,698</b> per place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35	ASD (average to high functioning)	<input type="checkbox"/>	<input type="checkbox"/>	Begbroke, 6 miles north of Oxford	2
Hillcrest Park (For pupils in residence at Hillcrest Children's Homes only) <b>£178,902</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28 no day places	Significant SEMH	<input type="checkbox"/>	<input type="checkbox"/>	Chipping Norton, West Oxon	2
Swalcliffe <b>£110,986</b> per place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47	ASD (average to high functioning)	<input type="checkbox"/>	<input type="checkbox"/>	Banbury	1

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

The anticipated cohort of learners will closely match that of The Iffley Academy (data provided is based on the profile of learners attending The Iffley Academy over the last 3 years):

- Pupils aged 7 – 18 with a complex range of SEN; students will have a primary need of ASD or SEMH and will have moderate cognitive disabilities
- 100% pupils will have Education, Health and Care Plans or Statements of SEN
- 55% will be on the FSM register and in receipt of Pupil Premium. Pupils with SEN are more likely to be eligible for FSM than those without SEN (28.2% compared to 12.8%)<sup>1</sup>
- 100% of Year 7 pupils will be eligible for Year 7 Catch-up funding
- 50% will be supported by CAMHS
- 6% will be Looked After Children
- 20% will be Section 17 or Child in Need children
- 60% will be boys and 40% girls
- At least 35% of students will travel independently and make their own way to school

The North Iffley Academy will: 1) respond to the Local Authority's demand for additional places in special schools - see LA letter of demand in section E1; 2) respond to parental demand: The Iffley Academy is over-subscribed, over the past ten years, pupil numbers have increased by 47%. The EFA are currently working on a complete re-build of The Iffley Academy. The North Iffley Academy will be over-subscribed, as parents and SEN professionals hold The Iffley Academy Trust and the serving Head Teacher, Kay Willett, in high regard; 3) meet the need for places locally: there is currently no provision with the same offer. The proposed location of the North Iffley Academy will be approximately 30 miles away from The Iffley Academy, which is located in Oxford.

Oxfordshire Local Authority has agreed to commission a minimum of 100 places, over a 4 year period (43 places in Year 1, 61 in Year 2, 80 in Year 3, and 100 from Year 4) at the North Iffley Academy from September 2018 as there is currently **no local special school provision** for students with the SEN identified above.

The Iffley Academy has a strong track record. As Oxfordshire's largest special school, The Iffley Academy provides 135 places for pupils with ASD/SEMH and C&L needs from across the county. Judged as 'Outstanding' in all categories by Ofsted in January 2015, the Academy is unique within Oxfordshire in its ability to meet the needs of a very diverse community of learners. We will replicate our existing outstanding model for children with the same Special Educational Needs living in the north of the county. This will ensure:

- all students in Oxfordshire with ASD/SEMH and/or C&L will have the opportunity to attend appropriate provision, regardless of where they are geographically located. This will enable them to integrate into their local schools, colleges and work placements and to learn to travel

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<sup>1</sup> Department for Education SEN in England: January 2015

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

independently

- students have frequent transition visits to the school to support their admission e.g. the school dogs will visit the pupils in their referring schools and support their transition visits
- increased special school places in areas of social deprivation in Oxfordshire<sup>2</sup> (The Iffley Academy currently makes provision for this cohort of SEN learners)
- increased special school places in the [REDACTED] to meet the growth in Bicester (it is expected that the town will double in size by 2030) and Banbury (population increase of 7% over the next 10 years)<sup>3</sup>
- specialist training and outreach opportunities can be provided by SEN lead practitioners in the north of the county e.g. Restorative Approaches, strategies for working with ASD learners. The school will run an Outreach/In-reach Service to local schools. The outreach/in-reach model will run as a Traded Service offering a) Assessment, diagnosis and support in teaching and learning b) Training c) In-reach placements, and d) SENCo support for the EHCP process. This will be run as part of the Oxfordshire Teaching Schools Alliance.

The Iffley Academy is in a strong position to open a Free Special School. The North Iffley Academy will support the social, emotional and academic growth of students through the delivery of an appropriate and tailored curriculum and pastoral care by experienced, dedicated staff. The school will replicate the outstanding practice and the highly successful key features of The Iffley Academy. The Iffley Academy Trust is committed to growing its MAT by opening a Free Special School in 2018, a Free AP in 2020 and will become an academy sponsor in 2017, to develop its vision of developing an Oxfordshire MAT comprising of between 4 – 6 special, mainstream and alternative providers.

### **Vision, Ethos and Key Features**

The North Iffley Academy will share the vision of The Iffley Academy. The provision will closely mirror the outstanding model offered as it is anticipated that the student cohort will be very similar. The North Iffley Academy will achieve the very best outcomes for all learners ensuring that students with ASD, SEMH and/or C&L achieve better outcomes than their peers, with similar needs, in mainstream schools, alternative provision and independent special schools. We will ensure we provide the most appropriate education for the special educational needs of the students and promote high standards and the fulfilment of potential. We will have high aspirations of every learner with a curriculum designed to enhance their academic and social development, and to focus on key areas, which will have a real impact on their lives. Our core curriculum will provide daily opportunities for individualised and group learning in English (Sound Reading System advanced synthetic phonics programme), Mathematics (Thematic approaches linked to problems solving or vocational contexts) and social

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<sup>2</sup> 2015 English Indices of Deprivation Data (IMD) for Oxfordshire

<sup>3</sup> Oxfordshire Pupil Place Plan 2015 - 2019

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

communication (non-verbal communication, paralinguistic skills, conversation skills, assertive behaviour) with students working towards outcomes from their Education, Health and Care Plans.

Our pastoral model will focus on every student having a lead practitioner acting as their mentor throughout their school career and taking responsibility for promoting their emotional well-being and development. A range of additional interventions and therapies (e.g. active listening and learning groups, art and music therapy, reflexology and massage, dogs as therapy sessions, mindfulness sessions) will support students to ensure they are emotionally 'ready to learn' and that individual barriers to learning are removed.

All students will have a Learning Passport, which will identify their targets for each day and enable them to self-assess their progress. Communication passports and class profiles will ensure that key information about each student's individual needs, interests and learning styles can be shared in a consistent and practical way with all staff.

**We will be aspirational for all our learners and expect all learners to:**

**a) Achieve their best**

Students will make outstanding progress in English and Mathematics. This will be upper quartile progress with robust targets set and linked to the students' Education, Health and Care Plans. All pupils will leave with accreditation in functional English, Mathematics and Vocational Learning e.g. BTEC Level 1 in Hospitality. Teaching will typically be outstanding with high quality expectations and challenge, very well planned tasks which fully engage all groups of learners with highly creative resources. Small group teaching in groups of 8 – 10, with a staffing to student ratio of 1:4 and the delivery of specialist strategies e.g. Sound Reading and mathematics, will ensure that the curriculum is delivered in a child centred way, considering the stage not age, and the interests, motivations and aspirations of every child. The latest SEN research will inform the academy's approaches to teaching and learning and pedagogy to ensure that the curriculum is challenging, creative and innovative. (The Iffley Academy has a strong track record "*Students achieve outstandingly well in literacy and numeracy, acquiring some excellent accreditation. The vast majority of students make rapid and sustained progress, achieving outstandingly well at the school.*"<sup>4</sup>)

**b) Become confident individuals living fulfilling lives**

Students will make significant progress in social communication and the development of independence and self-care skills. The communication curriculum (written and developed successfully at The Iffley Academy by the Integrated Therapy Team and TIA staff) will provide daily opportunities

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<sup>4</sup> The Isis Academy Ofsted Report published January 2015 (The Iffley Academy changed its name from The Isis Academy in December 2015)

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

for positive interactions across the school community, develop routines with communication and build confidence and understanding of individual communication styles. There will be a strong focus on the development of independent learning behaviours in the classroom. Lesson objectives will detail both learning outcomes and learning skills and these will be individualised for every student. Students will take part in regular off-site learning and educational trips. All students will be included and will attend at least two residential trips during their time at the school. Each residential trip will link to the acquisition of specific self-care skills e.g. choosing and dressing in appropriate clothing for the weather and activity of the day. As many of the students will travel to and from school by taxi the development of independent travel skills will be key and an Independent Travel Co-ordinator will work with students and their families to support this. (The Iffley Academy has a strong track record: *“Outstanding promotion of students’ spiritual, moral, social and cultural development leads to their exceptional personal development. This, alongside the high levels of attention paid to developing students’ independence, confidence and self-esteem, means that their personal development is very strong.”*<sup>5</sup>

### **c) Make a successful transition into adulthood**

Students will successfully engage in at least two work placements. These will be supported by academy staff and will be based on the interests and aspirations of the students. Students will be paired to local businesses. The Iffley Academy has forged strong links with a number of businesses and charities that have supported work experience placements for our students. Many of these are in North Oxfordshire and will be suitable placements for young people attending the new school. These include Sainsbury’s, Tesco, The Co-operative, South Leigh Barn, The Blue Cross and British Heart Foundation. Vocational pathways and the acquisition of qualifications, which are valued by employers, will be explored from Year 9 onwards and linked to students’ EHCPs. Vocational learning will be integrated throughout the curriculum and will be the central focus of the curriculum in the 6<sup>th</sup> form. Only 15% of young people with ASD go into full time paid employment<sup>6</sup> and we will seek to increase this statistic. The Iffley Academy has a strong track record: *“Students all have the opportunity to follow work related qualifications and know that the training that they receive will help them in their futures. Students are very well prepared for their futures through visits into the local community and also further afield.”*<sup>7</sup>

**We will be aspirational for all our families and expect them to:**

### **a) Work in partnership with the academy to make informed choices for their children**

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<sup>5, 7</sup> The Isis Academy Ofsted Report published January 2015 (The Iffley Academy changed its name from The Isis Academy in December 2015)

<sup>6</sup> Redman, S et al (2009) Don’t write me Off: Make the system fair for people with autism. London: The National Autistic Society, p8



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Families will engage with the high aspirations of the academy by:

- sharing important family information to enable the academy staff to produce a genogram of the relationships within the extended family and how they support the child.
- encouraging students to attend school regularly (at least 95% attendance)
- actively engaging with the school's timetable of events and communicating regularly and effectively with the staff team to ensure that the academy can respond appropriately to support the whole family
- talking to academy staff about the challenges they face and action the support they need from the school or other agencies

### **b) Support the academy staff in setting aspirational targets for their children in the following areas:**

- friendships, relationships, community, safety and transport e.g. 'I want my child to be able to go to the shops on their own and demonstrate good road safety skills'
- education and learning for life e.g. 'I want my child to use their iPhone to tell the time and to follow directions to the bus stop, so that they catch the bus on time'
- good health e.g. 'I want my child to understand how to develop successful strategies for coping with sensory overload'
- social communication and interaction, speech and language, occupational therapy, physiotherapy and creative arts psychotherapy e.g. 'I want my child to understand when it is socially acceptable to contribute to a conversation'

### **North Iffley Academy Key Features**

The key features of North Iffley Academy will mirror the offer provided by The Iffley Academy as it is anticipated that the cohort of learners will be very similar:

- A wide range of specialist professionals will enhance the experienced and skilled staff team, who are specifically trained to deliver collaborative practice as part of a trans-disciplinary educational team. All staff will receive entry level training in child development and socio-psychological matters, such as attachment theory, to ensure that they are equipped to succeed with the diverse population of learners, understand the difficulties of working with students with SEMH and ASD and to identify approaches and strategies that they will be expected to use.
- Staff will employ a wide range of specialist strategies to create a positive learning environment, promote outstanding behaviour and to deliver the curriculum e.g. Team Teach, Restorative Practices, Sound Reading, mindfulness techniques.
- The school will have strong links to the Oxfordshire Teaching Schools Alliance, providing Initial Teacher Training (ITT), research into innovative practice through Oxford University as a Deanery School and support for other providers, both special and mainstream, through school-to-school peer reviews and training opportunities.
- The school will run outreach support for local mainstream schools and will offer part time inclusion placements for students who will benefit from accessing specialist teaching and learning and for staff who would benefit from extending their SEN knowledge in a specialist setting. The

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

outreach/in-reach model will run as a Traded Service offering a) Assessment, diagnosis and support in teaching and learning, b) Training e.g. Team Teach (The Iffley Academy Trust has 2 Team Teach tutors), and c) In-reach placements e.g. 6 week placements with a focus on SEMH and developing strategies to support students in the mainstream classroom, d) SENCo support for the EHCP process.

### North Iffley Academy Unique Features

- The Iffley Academy was one of the first schools in the country to apply the ethos of “Restorative Approaches”. A report published by the DfE gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective<sup>8</sup>. This ethos underpins the community, and is a philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability. This whole school approach to relationship building and conflict management creates a caring community and a sense of shared responsibility. Pupils with SEN are 8 times more likely to be permanently excluded from school and the strongest predictor for being excluded, either permanently or on a fixed-term basis, is SEN<sup>9</sup>. Widely regarded as a centre of excellence in this approach, this will be a key feature in the new school, which will be the first special school in the country to gain the Restorative Justice Quality Mark from the Restorative Justice Council.
- ASD is the most common primary need amongst pupils with Statements/EHCPs<sup>10</sup>. A growing proportion of our pupil body have ASD as their primary need and The Iffley Academy is in the process of gaining accreditation through the National Autistic Society. This accreditation will unify standards of excellence both in policy and practice and enable us to act as a centre of excellence for supporting other schools, institutions and individuals with ASD. This knowledge will inform and enhance the provision at North Iffley Academy.
- Working with animals can have a profound impact on students, developing their self-esteem, self-confidence and developing their social, emotional and communication skills. Pupils cannot fail in any way in their relationships with animals; they do not judge or condemn and offer unconditional affection. The Iffley Academy has six dogs on site who have a positive impact on a number of aspects of school life. This model will be replicated at the new school.
- Integration opportunities into local schools and colleges will be available for all students at the point in their school career that they feel they are ready. Positive relationships with primary and

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<sup>8</sup> Department for Education ‘Preventing and Tackling Bullying’ October 2014

<sup>9</sup> ‘They Never Give up on You’ Office of the Children’s Commissioner School Exclusions Inquiry

<sup>10</sup> Department for Education SEN in England: January 2015

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

secondary schools will ensure that students are sensitively placed in local schools. The preferred site for the new Free Special School is adjoining a current multi academy trust with a working farm on site. This will provide extensive vocational opportunities for the students. The [REDACTED] of this school supports our vision for a new school on this site and is keen to see the two schools working collaboratively to promote inclusion. [REDACTED]  
[REDACTED]

**The vision of North Iffley Academy is that all students:**

- irrespective of their special needs and diversity, are of equal value, and should be encouraged to develop to their full potential. All pupils are unique and should be respected for the contribution that they can make to the school, and in their future lives in their chosen communities.
- will be provided with an academic provision in which the highest levels of teaching and learning are consistently delivered, and pupils are empowered to learn in a positive and creative environment
- have the right to be taught by staff who strive to understand pupils' needs, are well qualified and have respect for their special needs and diversity.
- will be taught in an exciting, safe and stimulating learning environment with teaching and learning based on a foundation of sound pedagogical practice, supplemented by a willingness to adopt responsive and flexible approaches and the most recent evidence based research.
- will be educated in a community which demonstrates a positive ethos and a culture of mutual respect.
- will be supported by a specialist environment designed specifically to meet their SEN.

## 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.

### Part 1 Growth of the North Iffley Academy Year 1 – 4

Year	Key Stage	Current number of pupils	2018	2019	2020	2021	2022	2023	2024
3	2	0	8	15	22	22	22	22	22
4									
5									
6									
7	3	0	25	30	40	40	40	40	40
8									
9									
10	4	0	6	10	12	24	24	24	24
11									
12	5	0	4	6	6	14	14	14	14
13									
<b>TOTAL</b>		0	43	61	80	100	100	100	100

Student numbers are indicated by key stage rather than by year as children and young people can join the school at any point in their school career. This model is in place at The Iffley Academy. However, it is anticipated that the majority of pupils will join the school at the beginning of an academic year and at transition from KS1 to KS2, and KS2 to KS3.

## 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
English/Language and Communication/Drama	6	M	Please see the tables in the main body of this section for full details of the curriculum offer for the different Key Stages (known by their Gallery names) across the academy: <ul style="list-style-type: none"> <li>- <b>Tate Gallery</b> (KS2)</li> <li>- <b>Louvre Gallery</b> (KS3)</li> <li>- <b>Guggenheim Gallery</b> (KS3/4)</li> <li>- <b>MOMA Gallery</b> (KS4)</li> <li>- <b>MCA Gallery</b> (KS5)</li> </ul>
Mathematics	4	M	
Computing	1	M	
PE/Sport and Active Leisure	2	M	
Thematic Approaches to Learning	10	M	
Skills for Life Vocational Learning	8	M	
Science	2	M	
RE and PSE (Assembly time)	1	M	

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 Iffley Academy is an open state-funded special school with a strong track record. We are seeking to open another special school, the North Iffley Academy. The admission indicators for the North Iffley Academy will be the same as The Iffley Academy. Therefore the cohort of learners will **closely match**<sup>11</sup> that of The Iffley Academy:

- Pupils aged 7 – 13 with a complex range of SEN; students will have a primary need of ASD or SEMH and will have moderate cognitive disabilities:
- 32% Cognition and Learning
- 35% Social, Emotional and Mental Health Needs
- 33% Communication and Interaction
- 100% pupils will have Education, Health and Care Plans or Statements of SEN
- 55% will be on the FSM register and in receipt of Pupil Premium.
- 100% of Year 7 pupils will be eligible for Year 7 Catch-up funding
- 50% will be supported by CAMHS
- 6% will be Looked After Children
- 20% will be Section 17 or Child in Need children
- 60% will be boys and 40% girls
- 100% of students will work towards Entry Level and Level 1 qualifications in English, Mathematics and vocational BTEC Awards
- 12% will have English as an Additional Language

#### **The Curriculum**

The design and delivery of the curriculum will be identical to that of The Iffley Academy as the learners, many of which will transfer from TIA in year 1, will benefit from the outstanding model currently in place. The cognitive profile of the pupils and the expected outcomes for KS5 will be identical to TIA. *'Excellent leadership ensures that the curriculum is very well planned, enabling students to reach the highest levels possible. The excellent range of subjects and exciting additional experiences support students' learning and personal development exceptionally well.'*<sup>12</sup>

The North Iffley Academy will adopt all the curriculum and teaching and learning policies from The Iffley Academy to ensure consistency in approaches to teaching and learning across the two schools.

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<sup>11</sup> Data provided is based on the profile of learners attending The Iffley Academy over the last 3 years

<sup>12</sup> The Isis Academy Ofsted Report published January 2015 (The Iffley Academy changed it's name from The Isis Academy in December 2015)

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

### **The Curriculum Model**

It is important that students attending the North Iffley Academy receive a broad and balanced curriculum, which gives them the opportunities they require to learn new skills in a targeted and structured way but also gives them the opportunity to use and generalise these skills. The students will have specific needs and disabilities. The complexity of the students and their individual needs, particularly around Communication and Interaction, would not be suited to a strict weekly timetable of the full curriculum. This model would not provide sufficient time and opportunity to rigorously tackle individual teaching programmes with sufficient frequency for our pupils to learn new skills.

### **Thematic Approaches to Learning**

The North Iffley Academy will offer a thematic cyclical approach to curriculum coverage which ensures that all classes are not drawing on the same resources at the same time in the same term but that, across the year, the curriculum is broad and varied enough to remain interesting and stimulating.

### **Class Teams**

Additionally, students will remain in their own class, with their own teaching team for much of the teaching week. Students will be provided with the best opportunities to develop a sensitivity and respect towards the needs of others and a desire to learn and achieve. We understand many of these skills and attitudes are not learnt through specific individual teaching but by consistent responses from all the adults working with a young person. Therefore, the teacher/child relationship and the attitudes and approaches of staff will be fundamental to student achievement. These relationships are forged primarily in class teams so it is vital that students spend much of their week benefiting from the consistency and safety they provide.

### **Individualised Teaching Plans**

The approach to the delivery of the curriculum across the school will aim to offer a balanced framework based on clearly defined individual class medium term teaching plans, appropriately targeted group work and carefully planned opportunities for pupils to consolidate and extend their skills. Plans will be written collaboratively by the teaching team, for each specific stage of the school. This approach will provide consistency throughout the school but also give opportunities for individual teachers to design and implement highly structured teaching programmes to meet the very specific educational needs of each child in their class. It equally provides guidance for achieving a balanced selection of appropriate teaching objectives across the curriculum areas. This individualised approach not only considers the age of the child but also the nature and degree of their specific disabilities and barriers to learning. Teaching workshops will be held fortnightly to develop curricular ideas and to share specific skills, resources and expertise. Colleagues from each stage of the school (known as Galleries) will meet together e.g. The Tate Gallery. A member of the Senior Leadership Team will be assigned to each stage of the school to provide support and monitor and evaluate the delivery of the curriculum model.

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

Stage	Student profile	Class size
The Tate Modern, London	These classes predominantly consist of: a) new students to the academy or specialist provision b) students in Y 3 – 6 c) students with Communication and Interaction needs who would benefit from having opportunities for supporting and mentoring new students to the academy	8
The Louvre, Paris	Students in Y 7 – 9 will be grouped dynamically to promote and support: a) appropriate friendship groups b) shared learning styles c) shared engagement and interest levels	10
The Guggenheim, Bilbao	These students in Y 8 – 11 require: a) highly individualised programmes personalised to learning goals b) additional support in forming appropriate friendship c) regular opportunities for the acquisition of independence and life skills	10
The Museum of Modern Art (MOMA), New York	Students in Y10/11 and are working towards accreditation	10
The Museum of Contemporary Art (MCA), Sidney	All students in Years 12 and 13 working towards next steps and future aspirations	12

**Galleries**

Students will be placed in Gallery teaching teams depending on their stage in the school, as shown in the table above.



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

### **Timetabling**

Curriculum areas, which will remain constant for **The Tate Modern (KS2)** and **The Louvre (KS3)**, are:

Language and Communication Skills/Drama

- English (Literacy Skills)
- Sound Reading (Phonics)
- Mathematics (Numeracy Skills)
- Physical Education
- Computing

Curriculum areas, which will rotate termly through a **thematic approach**, are:

- Art
- Music
- Technology
- History
- Geography
- Science
- RE
- Personal and Social Education (Citizenship, The World of Work and Sex and Relationships Education)

Curriculum areas, which remain constant for **The Guggenheim (KS3/4)** and **The Museum of Modern Art (KS4)**, are:

- Language and Communication Skills/Drama
- English (Literacy Skills)
- Sound Reading (Phonics)
- Mathematics (Numeracy Skills)
- Physical Education
- Science
- Computing

Curriculum areas, which will rotate termly, through **Vocational and Life Skills**, are:

- Art
- Music
- Technology
- History
- Geography
- RE
- Personal and Social Education (Citizenship and Sex and Relationships Education)

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

No more than four of the above curriculum areas will be covered by any stage in any one term. In Term 1 and 2 2018 we will draw up a series of Themes, 6 per year on a 3-year cycle, which will have a range of curriculum foci and will cover the range of curriculum areas listed above.

Curriculum areas, which remain constant for **The Museum of Contemporary Art (6<sup>th</sup> Form)**, are:

- Language and Communication Skills/Drama
- English (Literacy Skills)
- Sound Reading (Phonics)
- Mathematics (Numeracy Skills)
- Computing
- Supported work experience

Curriculum areas, which will rotate termly, through the delivery of the **Personal Development Programme** (Gold, Silver and Bronze E3/L1), are:

- Art
- Technology
- Sports and Active Leisure
- Hospitality
- Retail
- Land Management and farm studies
- Motor vehicle studies
- Small animal care
- Personal and Social Education (Citizenship and Sex and Relationships Education)
- Independent Travel
- Community Café
- Charitable projects
- 'Workright' employability skills
- Enterprise

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

**Compulsory Subject Time Allocations – Examples from the galleries**

Class Teacher (CT)                      Guest Teacher (GT)

<b>The Tate Modern and The Louvre</b>	<b>Taught by</b>	<b>Hours per week</b>	<b>Accreditation opportunities</b>
Language & Communication/Drama	CT	1	English Functional Skills E1, E2, E3
English	CT	3	
Sound Reading	CT	2	
Maths	CT	4	Maths Functional Skills E1, E2, E3, L1 and L2
Computing	GT	1	
PE	GT	2	-
Thematic Approaches to Learning (TaL)	CT	10	'Workright' Employability Skills E1
RE and PSE (Assembly time 4 x 10 mins per day, 1 x 20 minute on Fridays)	SLT	1	Citizenship (3 credits Personal Development Programme
<b>Total</b>		24	

<b>The Guggenheim and The Museum of Modern Art</b>	<b>Taught by</b>	<b>Hours per week</b>	<b>Qualification</b>
Language & Communication/Drama	CT	1	English Functional Skills E1, E2, E3, L1 and L2
English	CT	3	
Sound Reading	All	2	
Maths	CT	4	Maths Functional Skills E1, E2, E3, L1 and L2
Science	CT	2	BTEC E1, E2, E3, L1
PE	GT	2	Personal Development Programme or Certificate of Personal Effectiveness E3, L1
Computing	GT	1	ICT Functional Skills E1, E2, E3, L1 and L2
Vocational and Life Skills (SfL)	CT	8	'Workright' Employability Skills E1, E2, E3 Personal Development Prog (Gold, Silver, Bronze) E1, E2, E3,
RE and PSE (Assembly time 4 x 10 min per day, 1 x 20 min on Fridays)	SLT	1	Religious Education E1, E2, E3
<b>Total</b>		24	

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

The Museum of Contemporary Art	Taught by	Hours per week	Qualification
Language & Communication/Drama	CT	1	English Functional Skills E1, E2, E3, L1 and L2
English or Sound Reading	CT	2	
Maths	CT	2	Maths Functional Skills E1, E2, E3, L1 and L2
Independence and Individualised learning	CT	2	Personal Development Programme or Certificate of Personal Effectiveness E3, L1
Certificate of Personal Effectiveness	CT	4	
Computing	GT	1	ICT Functional Skills E1, E2, E3, L1 and L2
Personal Development Programme	CT/GT	12	Personal Development Programme or Certificate of Personal Effectiveness E3, L1 Employability Skills E1, E2, E3 Personal Development Programme (Gold, Silver, Bronze), E2, E3, L1 BTEC E3, L1 Hospitality
Sport and Active Leisure	GT	2	BTEC E3, L1
<b>Total</b>		26	

**Planning**

Each Stage of the school will be responsible for writing their own individualised termly plans. An example of how this will work can be seen below.

**Thematic Plan for The Louvre**

Why is Oxford so famous?						
Thematic Approaches to Learning (TaL)					Thematic Links to core subjects	
Curriculum area	(1) Art	(2) History	(3) Geography	(4) Science	English	Maths
<b>Focus</b>	Drawing and Sculpture Gargoyles	Significant historical people and places	Locational knowledge and local fieldwork	Living things and their habitats	Alice in Wonderland	Time
<b>Responsibility for planning</b>	Class teacher 1	Class teacher 2	Class teacher 3	Class teacher 4	Learning Manager	Learning Manager


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

Learning Managers for the NC Core Subjects English and Mathematics will be appointed and will write plans for all stages in the school. Learning Managers for Science, Humanities and Art/Technology (The Iffley Academy) will support in the writing, planning and resourcing of their subject responsibilities across the two schools. All teachers at the North Iffley Academy will have a Curriculum Link and be responsible for the planning, delivery and monitoring of teaching and learning across the school.

**Additional Interventions**

The following interventions will supplement the curriculum model:

<b>Intervention</b>	<b>Delivered by</b>	<b>Objective</b>
1:1 Sound reading	HLTA	Develop reading and spelling skills
Guided reading groups	Teacher	Supported reading for pleasure
1:1 STERN Maths	HLTA	Developing understanding of mathematical concepts and number using a hands on practical approach
Practical Maths groups	Teacher	
School kitchen based practical maths	Chef	
1:1 Speech and Language Therapy	Integrated Therapy Team	Sound articulation, fluency and resonance
Speech and Language Therapy		
Occupational therapy	Support staff	Develop fine and gross motor skills
Physiotherapy		Increase mobility and promote physical development
Mindfulness sessions	Teacher	Develop concentration and self-awareness
Swimming	Teacher	Build confidence in water in preparation for residential visits
Meta-cognition	Teacher	Develop strategies for learning and self-regulation


 Non-compulsory participation

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

**Social, Emotional and Communication curriculum**

The following interventions will supplement the curriculum model:

<b>Intervention</b>	<b>Delivered by</b>	<b>Objective</b>
Art Therapy	Art Therapist	These therapies support pupils in processing their emotions and feelings by promoting emotional well being and communication through music, art and time with the school dogs. Pupils develop trusting relationships in a safe and nurturing space
Music Therapy	Music Therapist	
1:1 Construction	Teacher	
Massage and Relaxation	Higher Level Teaching Assistant	
Dogs as Therapy*		
1:1 Gallery sessions (In house CAMHS)		
School Ambassador work		
Anger Management	Pastoral Support	Develop an understanding of emotions and the impact this may have on others
Mend it Meetings (Restorative work)		
Peer Mentoring	Teacher	Develop friendships and confidence when working with younger students
1:1 Communication work	Support staff	Develop receptive and expressive language skills
Communication groups	Teacher	
1:1 Sex and Relationships work Understanding puberty	Teacher	Working towards individual Health outcomes from pupil's EHCPs
Forest school	Teacher	Develop confidence and self-esteem through hands on experiences in a woodland environment

 Non-compulsory participation

**\*Dogs as Therapy**

The opportunity for students to take part in Dogs as Therapy will be a unique feature of the new school. The school will adopt the highly successful model used at The Iffley Academy where six

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

school dogs are used daily to support the physical, emotional and mental wellbeing of the students. TIA has a proven track record of using dogs as therapy to promote:

- **Physical Health:** e.g. lower blood pressure, endorphins (oxytocin) that have a calming effect, diminishes overall physical pain, the act of petting produces an automatic relaxation response
- **Mental Health:** e.g. lifts spirits and reduces depression, decrease feelings of isolation and alienation, encourage communication, provide comfort, increases socialisation, reduces boredom, lower anxiety, help students overcome speech and communication difficulties, provide motivation and rewards, reduce loneliness

**The School Day for KS2 – KS4 8:30 – 3:00 Monday to Thursday, 8:30 – 2:00 Fridays**

Days	Time	Activity	Comments
Monday - Thursday	8:30 – 8:50	Breakfast club	Available to all students but not compulsory
	8:50 – 9:00	Registration	All students
	9:00 – 9:10	Assembly	All students unless in a direct intervention e.g. art therapy
	9:10 – 12:15	Lessons 1, 2 and 3	3 hours of learning time
	12:15 – 12:55	Lunch time	20 minutes break and 20 minutes eating lunch
	12:55 – 1:05	Registration	All students
	1:05 – 3:00	Lessons 4 and 5	1 hour 55 minutes learning time
	3:00 – 4:30	Extended day opportunities*	A range of voluntary enrichment activities will run after school e.g. film making
Friday	<i>Friday will run as above with a change to assembly time and no lesson 5</i>		
	1:40 – 2:00	Rewards Assembly	School will finish at 2:00
	2:00 – 3:00	Independent Travel	Students ready to begin travel training will be supported by staff, on a rotational basis, across the year

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

**The School Day for KS5 8:30 – 3:00 Monday and Tuesday, 8:30 – 4:00 Wednesday and Thursday, 8:30 – 2:00 Fridays**

Days	Time	Activity	Comments
Monday - Tuesday	8:30 – 8:50	Breakfast club	Available to all students but not compulsory
	8:50 – 9:00	Registration	All students
	9:00 – 9:10	Assembly	All students unless in a direct intervention e.g. STERN Maths
	9:10 – 12:15	Lessons 1, 2 and 3	3 hours of learning time
	12:15 – 12:55	Lunch time	20 minutes break and 20 minutes eating lunch
	12:55 – 1:05	Registration	All students
	1:05 – 3:00	Lessons 4 and 5	1 hour 55 minutes learning time
	3:00 – 4:30	Extended day opportunities*	A range of voluntary enrichment activities will run after school e.g. film making
Wednesday and Thursday	<i>Wednesday and Thursdays will run as above with the addition of lesson 6</i>		
	3:00 – 4:00	Lesson 6	Accessing off site provision
Friday	<i>Friday will run as above with a change to assembly time and no lesson 5</i>		
	1:40 – 2:00	Rewards Assembly	School will finish at 2:00
	2:00 – 3:00	Independent Travel	Students ready to begin travel training will be supported by staff, on a rotational basis, across the year

\*Extended day opportunities will run on a rotational basis throughout the year, with four clubs running each week, and the following activities will be offered:

- Healthy home cooking skills
- Film making
- Crafts and junk modelling



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

- Ceramics
- Health and beauty
- Comics
- Games
- Shakespeare and performance
- Team games
- Picture book performances
- Festivals and celebrations e.g. planning a carnival
- Music
- Team sports e.g. basketball
- Health and active sport e.g. running and cardio health
- Gym and circuit training
- Lego

## **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

The anticipated cohort of learners at The North Iffley Academy will closely match that of The Iffley Academy (see D1). We will replicate the outstanding work carried out by The Iffley Academy on pupil performance, target setting, behaviour monitoring and behavioural support at the North Iffley Academy.

### Admission arrangements and baseline assessment

Assessment of learners at The Iffley Academy begins with accurate baseline assessment on which progression can be measured. This includes academic, social, physical, emotional resilience and ability to work towards independent living and an active participation in society (for further information see D5). In term 1 or following admission as a mid year entrant, the following assessments will be conducted:

Assessment	Conducted by	Provides an assessment of
Baseline assessment in English and Mathematics using TIA's own successful model	Class Teacher	Each student's current knowledge of the National Curriculum Programmes of Study and to inform target setting
Sound Reading	Teaching Assistant	Phoneme, phoneme awareness and graphemes
Salford Reading		Reading Age
Young's Parallel Spelling	Teaching Assistant	Spelling Age
Auditory perceptual ability		Auditory memory and sound discrimination
Visual discrimination		Differences in visual imagery needed for reading
Visual sequential memory Test		Ability to recognise patterns and sequences
Learning styles	Class teacher	Student's preferred learning style
Risk assessment	Pastoral Team Social Worker CAMHS	Potential behavioural risks
Risk and resilience		Protective and risks factors
Behaviour assessment	Class Teacher	General attitude and engagement in the learning environment and in free association
Sensory, fine and gross motor skills*	Occupational Therapist	Occupational therapy needs
Speech and Language*	SALT	Speech articulation, fluency and resonance
Observational assessments for Dyscalculia	Class Teacher	Difficulties with language of maths, patterns and memory
Observational assessments for Dyslexia	Class Teacher	Difficulties with decoding text

\*Students supported by the Integrated Therapy Team

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

### **Assessment and Target Setting**

We will set ambitious targets for students, who will make academic progress well in advance of their peers in other specialist provision or mainstream schools, as part of an inclusion model. We will consider the individual pupil's learning profile, the progress they have made so far, any significant gaps in learning, specific barriers to learning, prior knowledge, how to maximise and accelerate the mastery of subject specific skills as well as the broad development of social and emotional aspects of learning. We will also set targets for social factors which impact on academic progress, such as attendance. This will be targeted through whole school % targets, specific identified cohorts where increased attendance is required and with individuals where necessary.

A target of at least 95% attendance will be set for all students.

We will set targets for and monitor school leavers, considering destination data, tracking students' developments and monitoring students' abilities to maintain their new placements. The Iffley Academy sets a 0% target for NEETs with over 60% of learners based on the last three years data staying on at TIA for 6th form. The majority of the remaining students attend local colleges with very few going onto specialist residential provision. This successful model will be replicated at The North Iffley Academy.

A target of 0% NEET for leavers and at least 70% of students staying on at the North Iffley Academy 6<sup>th</sup> Form will be set from Year 1 of the academy opening.

All students will have specific targets set which directly relate to their special educational needs and social circumstances. This could include targets such as: their ability to travel independently; maintain their attendance at the academy despite a breakdown in the home setting; attend residential trips suited to their SEN or for young people known to the youth justice system (YJS), targets directly related to preventing offending or reoffending and reducing the number of first time entrants (FTEs) to the YJS. These targets will be closely linked to students' EHCPs and will be formally reviewed on a termly basis, with formative feedback being given consistently across the school day through the use of learning passports.

The following personal and social targets will be set:

- 30% of students will learn to travel independently
- Students known and involved in the YJS will reduce by 20% over two years
- Students will achieve at least 85% of the outcomes on their EHCP annually
- 100% of students will take part in at least two residential trips during their time at the academy
- 100% will access work experience placements

Assessment will be built explicitly into lesson planning, with a strong focus on assessment for learning strategies that involve students in self and peer assessment. Learning will be reviewed regularly during lessons and across sequences of lessons.

The Iffley model will be successfully replicated through:

- The transition of key specialist and experienced staff with expert knowledge in assessment and target setting to the North Iffley Academy e.g. Executive Head Teacher and Acting Deputy Head Teacher
- The assessment of pupils with SEN (P Scales and NC Years) and target setting form a central

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

part of the training and induction for new staff (teaching and support staff) and mentoring support will be provided by the Acting Deputy Head Teacher throughout the year.

- The implementation of The Iffley Academy assessment policies, practice and procedures
- The use of identical assessment tools, progress measures and data sets e.g. B Squared to record small steps of progress.
- Regular benchmarking, with other special schools and across the trust.
- Analysis of pupil progress data sets and progress measures, for all significant groups of learners e.g. Pupil Premium, Looked After Children, and the identification of any particular groups not making progress in line with that of their peers. We will expect the PP cohort to make progress in line with that of the whole school cohort
- Moderation of teacher assessment as part of Oxfordshire Special School's Data User Group

At the North Iffley Academy the Acting Deputy Head will be responsible for ensuring that there is a consistent approach across the Academy Trust. Data collection points will be timetabled across the year to monitor and assess pupil progress and to identify students that may need additional support or further challenge with their targets. Teachers will be given direct support with the administration of this work and the analysis of their own students' progress. Regular monitoring of teaching and learning will ensure that teachers' planning and lesson delivery is matched to the student's ability and provides sufficient challenge. We will ensure that 100% of lessons observed will be judged as good or outstanding.

### **Academic Assessment**

At the North Iffley Academy, rather than assessing pupils by NC levels, outcomes will be measured as a % of the competencies met for each year of the National Curriculum programme of study. For example, a student may be assessed in English as having met 65% of the Key Stage 1, Year 1 spoken language competencies - rather than as having achieved a NC level and points score e.g. level 1c (NC/P points score 7). This is in line with the national assessment without levels guidance.<sup>13</sup> This system follows the National Curriculum Programmes of Study but to enable students to be assessed accurately, we will assess students' competencies across a number of different year descriptors creating an average year score. This accurately represents exactly where a student is with their academic development and has been very effective with students with ASD and spiky profiles. The Iffley Academy has a proven track record of outstanding practice regarding assessment. In 2016 The Iffley Academy was invited to speak as part of the national conference *SEND Assessment: Evidencing Outstanding Progress* (January 2016) and since then a number of other schools have incorporated elements of our work.

Students at the North Iffley Academy will be set aspirational academic targets, which will be informed

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<sup>13</sup> Final Report of the Commission on Assessment without Levels, September 2015

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

by their baseline assessments carried out on entry. This data is considered in line with national data captured from progression guidance. The Iffley Academy has used the DfE's Progression 2010 – 11 document and The National Strategies Data Set 1: National Curriculum teacher assessment data 2009 to:

- a) set robust and aspirational progress targets for every student using percentile guidance figures
- b) measure the academy's progress against national data sets to make lower, median and upper quartile progress judgements.

The North Iffley Academy will use The Iffley Academy's conversion table for target setting and judging progress measures. This table has been created using percentile progress data (20th – 80th) from the Progression Guidance data sets (Y6 benchmark English). This data has been converted to an expected % of competencies for either Year 1, Year 2 etc. to be achieved within the academic year. At The North Iffley Academy we will refer to the Years as Stages to avoid our learners feeling that they are working at primary school levels whilst recognising that their cognitive ability is not in line with their chronological age.

We will expect 65% of learners to make Upper Quartile progress in English and Maths.

### **Ongoing Assessment**

We will provide high quality formative assessment rather than just summative grades and we will ensure that progress will evidence a deepening understanding and mastery rather than students just moving on to work of greater difficulty. We understand that progression can also be about consolidation, especially when assessing students with ASD, as outlined in the Final Report of the Commission without Levels (September 2015). Our assessment model will enable students with ASD to make sustained and rapid progress without confining them to a linear assessment tool and this will be achieved through lateral as well as vertical progress measures, prioritising gaps in knowledge and by consolidating skills. Every student will have individual percentile targets set in September, which are reviewed at three points across the year by the senior leadership team and six points across the year by the class teacher. This is cross-referenced with historical progress, across the whole school and within specific cohorts e.g. year group, primary SEN need. At these data points we will assess if students are on track to meet or exceed their targets. In addition to this, excellent formative feedback and teacher assessment will be used throughout, class teachers and senior leaders will moderate assessments across galleries, carry out classroom observations, conduct learning walks, sample work and collect and analyse cohort data sets, to ensure that assessment is carried out effectively. Social, moral and life skills targets will also be monitored and reviewed with an equal level of scrutiny.

*“Evidence from school records, including students' books, shows that the vast majority of students make rapid and sustained progress, achieving outstandingly well at the school. This is because*

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

learning across Key Stage 3, Key Stage 4 and in the sixth form, in all subjects, is linked very closely to their needs and abilities. As a result, a very high proportion of students make better than expected progress in English and mathematics.”<sup>14</sup>

### Conversion Table for Target Setting and Progress Measures

Using data from Progression Materials 2010 as baseline

Key Stage 4 2009 progression by prior attainment at Key Stage 2 English

Average Progress in P Level/NC point scores - LA maintained with special schools

KS2 English	Percentile	Percentile mean points score	Average points progress per year	Average % Year competencies achieved	Progress Judgements 2015 - 2016	
W	20	11	1	24%	< 25%	Negative/Inadequate
	40	13	1.5	36%	25% - 42%	Satisfactory
	60	18.1	2.5	61%	43% - 59%	Good
	80	26.2	4	96%	60%	Outstanding
1	20	12	0.6	14%	< 25%	Negative/Inadequate
	40	14.8	1	25%	25% - 42%	Satisfactory
	60	20.3	2.5	61%	43% - 59%	Good
	80	26.6	3.5	85%	60%	Outstanding
2	20	17.1	0.5	12%	< 25%	Negative/Inadequate
	40	23	1.6	39%	25% - 42%	Satisfactory
	60	27.2	2.5	61%	43% - 59%	Good
	80	32	3.5	85%	60%	Outstanding
3	20	25	1	24%	< 25%	Negative/Inadequate
	40	29.8	1.8	44%	25% - 42%	Satisfactory
	60	33.5	2.5	61%	43% - 59%	Good
	80	37.3	3.3	81%	60%	Outstanding
Mean of W - L3	20	-	1	24%	< 25%	Negative/Inadequate
	40	-	1.5	36%	25% - 42%	Satisfactory
	60	-	2.5	60%	43% - 59%	Good
	80	-	3.5	85%	60%	Outstanding

Using this above progression grid we will set targets that consider students' historical rates of progress, prior learning experiences (e.g. levels of attendance, engagement in learning) and the progress made by their peers at The Iffley Academy.

<sup>14</sup> The Isis Academy Ofsted Report published January 2015 (The Iffley Academy changed its name from The Isis Academy in December 2015)

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

All students will leave the North Iffley Academy with accreditation in English, Mathematics and vocational qualifications, with many students gaining Entry Level 3 and Level 1. These are valid courses, which have currency in the job market and in further education and are relevant and meaningful to the students from a functional, academic and vocational perspective.

Progress will however not be capped and whilst we anticipate the outcomes for the majority of our learners there will be opportunities for learners who are functioning outside of our cohorts' excepted norm to make additional progress and receive accreditation at a higher level. An example of this at TIA is the tracking of students in year 7-9 who have already achieved Entry Level 3 in Mathematics and will be able to attain GCSE through additional 1:1 intervention and partnerships with local mainstream providers.

The following academic targets will be set:

- 100% of students will leave with accreditation in English and Maths (80% will achieve Entry Levels 1 – 3, and 20% will achieve Level 1 or 2)
- 100% of students will achieve at least 3 accredited vocational awards (80% will achieve Entry Levels 1 – 3, and 20% will achieve Level 1 or 2)
- 100% will achieve a gold, silver or bronze award in Personal Development
- 100% will achieve accreditation in Sex and Relationships education (20% will build up to achieving a Certificate in Personal Achievement CoPE)

### **Behaviour Monitoring and Support**

The North Iffley Academy will replicate the Behaviour Policy and monitoring systems in place at The Iffley Academy. The academy has a very strong track record. The behaviour of learners is outstanding with students making excellent progress with their behaviour management skills, learning behaviours and emotional development. *'Students, staff and parents are very positive about students' excellent behaviour. This is promoted through strong relationships with staff and between students. There is evidence of some excellent improvements in behaviour over time for individual students.'*<sup>15</sup>

The behaviour policy and monitoring systems have been specifically designed to support students with Social, Emotional and Mental Health Needs, and Autistic Spectrum Disorder. At the North Iffley Academy we will use the same holistic approach, setting challenging targets for students and recording and monitoring progress in Social, Moral, Spiritual and Cultural development and the general behaviour of learners across the school. Students' specific range of behaviours and responses to the learning environment and free association will be monitored on a weekly basis and all staff will be well informed about the behaviour of the learners in their class. This will ensure that staff can adapt and refine planning to provide highly personalised interventions and additional support can be provided, as appropriate, by the pastoral team e.g. school dogs meet and greet students who

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<sup>15</sup> The Isis Academy Ofsted report published January 2015, The Iffley Academy changed it's name from The Isis Academy in December 2015

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

are finding the transition from the taxi into school challenging each morning. This will also ensure that teachers can set aspirational social targets which are appropriate and linked to the student's Educational Health and Care Plan.

Student behaviour will be recorded on 'record of behaviour' sheets, which will be entered into the school database on a daily basis. Logging incidents of challenging, inappropriate or unusual behaviour with a high level of detail will enable staff to get a full picture of the incident, the antecedent, the specific behaviour and the impact of this behaviour on others. Staff will carefully consider this information, including the student's perspective of what has happened, when supporting students moving forward with the restorative process.

Behaviours will be categorised and grouped by:

- a) category e.g. disruption to the learning environment
- b) time
- c) duration
- d) lesson
- e) teacher or support staff
- f) location

The data collected will be monitored on a daily and weekly basis to identify specific patterns in behaviour, any escalation in the behaviour of an individual student or class group, or particular times/locations across the school where additional support may need to be allocated. At the end of each term and academic year the behaviour data will inform an overview of the behaviour of learners across the school and an analysis of the data sets, for all significant groups of learners e.g. Pupil Premium, Looked After Children, will identify particular groups not making progress in line with that of their peers.

The following behaviour targets will be set:

- Less than 10% of recorded behaviours require the use of Restrictive Physical Interventions
- Bullying incidents account for less than 5% of the total of behaviours recorded
- Self-harm incidents account for less than 5% of the total of behaviours recorded
- Planned working out of class accounts for less than 5% of the total of behaviours monitored
- At least 70% of learners will have no behaviours recorded each week

Whilst this system will hold detailed records on behaviour across the school the information will be used solely for monitoring purposes and for allocating additional resources or highlighting areas of concern. The students will be supported to make progress using the restorative principles detailed in the school's behaviour policy, which will be a key feature of The North Iffley Academy.

*'Restorative practice supports people to recognise that all of their activities affect others and that people are responsible for their choices and actions and can be held accountable for them. It enables people to reflect on how they interact with each other and consider how best to prevent harm and conflict.'*<sup>16</sup>

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<sup>16</sup> [www.restorativejustice.org.uk/what-restorative-justice](http://www.restorativejustice.org.uk/what-restorative-justice)



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

*'The behaviour of students is outstanding. They are polite and helpful and work together in groups or partnerships very successfully. School documentation is exceptionally thorough. Incidents are carefully recorded, with high levels of detail, and there is clear information about any actions taken.'*<sup>17</sup>

In addition to recording inappropriate or concerning behaviour The North Iffley Academy will also monitor behaviours which link directly to students' Special Educational Needs e.g. students with Autistic Spectrum Disorder replaying and rehearsing conversations, students with Social Emotional and Mental Health Needs requiring physical management to keep them safe. This information will be invaluable in informing planning for students and identifying specific behavioural changes in individuals and specific cohorts of learners.

### Example of a termly overview of behaviour at The Iffley Academy

Spring Term 2016 Behaviour Monitoring			
A Weighted Behaviours	Termly overview		
	Number of students (%)	% of behaviours recorded	Weekly Average
Racist incidents	4 (3%0	5 (0.5%)	0.5
Bullying	11 (8.3%)	12 (1.6%)	1.1
Behaviours recorded	82 (62%)	2950.5 (100%)	268
No behaviours recorded	50 (38%)	n/a	n/a
Break, lunch or time concerns	73 (55%)	433 (27.5%)	39
Only in free association	6 (4.5%)	9.90%	
B Monitoring Behaviours	Termly overview		
	Number of students (%)	% of behaviours recorded	Weekly Average
Behaviours recorded	50 (38%)	434 (100%)	39.5
M1 Low level self-harm	12 (9%)	19 (4.4%)	1.7
M2 Planned working out of class	8 (6%)	25 (5.8%)	9
M3 Sensory Strategy	6 (4.5%)	6 (1.4%)	0.5
M4 Replaying conversations	8 (6%)	35 (8.1%)	3.2
M5 Dogs used to support	8 (6%)	25 (5.8%)	2.3
M6 Inappropriate touch (self)	7 (5.3%)	10 (2.3%)	0.9
M7 Individualised intervention	16 (12.1%)	182 (41.9%)	16.5
M8 Physical prompt required	27 (20.5%)	98 (22.6%)	8.9
M9 RPI required	16 (12.1%)	30 (6.5%)	2.7
M10 Significant self-harm	0	0	0

<sup>17</sup> The Isis Academy Ofsted report published January 2015, The Iffley Academy changed it's name form The Isis Academy in December 2015

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

Progress on student behaviour will be fed back to students regularly throughout each day, with proactive formative feedback given through the use of learning passports. This will happen every lesson with students reflecting on:

- readiness to learn
- ability to demonstrate the learning in the lesson
- effort and perseverance
- having a positive impact on the learning environment
- being able to be reflective and self assess their progress

This will be an integral part of our assessment system and will involve the learners in their own assessment. This has been proven to maximise learning outcomes. *'Assessment by pupils, far from being a luxury, is an essential part of formative assessment.'*<sup>18</sup>

In addition the North Iffley Academy will provide extrinsic motivation to all students through the use of 'Star Time', which will reward positive learning behaviours across the week. This reward time will enable students to clearly link a chosen reward to their progress in meeting their individual learning outcomes and celebrate their achievements alongside their peers.

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<sup>18</sup> Inside the Black Box: Raising Standards Through Classroom Assessment - Black and William

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

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

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

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

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

**Section D3 Staffing Structure**

An important feature of North Iffley Academy (NIA) is that it will mirror the outstanding practice and highly successful characteristics of The Iffley Academy (TIA). In order to effectively embed these characteristics, existing expertise within TIA will be shared with NIA over the first three years of opening. To ensure that the staffing structure at TIA is not compromised and there is no risk of an adverse effect on pupil outcomes, a number of appointments and internal secondment opportunities at both NIA and TIA will build capacity across the two schools. In the second year, as the NIA consolidates its structures, policies and ethos, and management passes to the Head of School, it is envisaged that TIA staff will begin to reduce their involvement, while retaining their mentoring roles.

The development of a skilled staff team at NIA will be through a structured and strategic approach to recruitment, capacity building and planned professional development opportunities within the Trust. This process will be driven by the Executive Head Teacher, who has the strategic skills, vision and experience to create, motivate and empower a staff team able to deliver the required outstanding outcomes.

[Redacted text block]

Services such as HR, payroll, legal, accountancy and audit, management information systems, licenses etc. will be shared across the two schools, allowing for effective and cohesive working, and economies of scale.

**Year 1 Focus**

- to utilise the skills of TIA staff in order to embed the core features, structure and

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

ethos at NIA. A number of key staff employed by TIA will provide expertise to NIA to varying degrees, and will induct and mentor newly recruited NIA colleagues.

- the Executive Head will have a strong presence at NIA, and will be supported by an Acting Deputy Head. The Acting Deputy Head will be seconded from TIA to NIA in order to consolidate TIA practice at a strategic SLT level.
- recruitments will take place, notably for Heads of School for TIA and NIA, and for teaching and teaching support staff for Year 2.
- there will be professional development opportunities for staff at TIA to backfill those staff who are supporting NIA.
- middle management will be developed with the introduction of Learning Manager (TLR) posts

#### **Year 2 Focus**

- operational management will pass from the Executive Head Teacher to the NIA Head of School.
- the establishment of key features and creating a culture based on TIA will continue and staff will continue to be shared across the two schools.
- middle management will be further developed with the addition of further Learning Manager posts
- recruitments for Year 3 will include Deputy Head Teacher: Assistant Head Teacher (■■■■ Pastoral Lead, ■■■■ Teacher) : Business Manager: Assistant SENCO: Teachers: Teaching Assistants: Vocational Pathways Coordinator, an Independent Skills Coordinator, and an OSLO/Independent Travel Trainer.

#### **Year 3 Focus**

- the involvement of TIA staff will gradually reduce as the new school strengthens its infrastructure and consolidates its own outstanding practice.

#### **Year 4 Focus**

- The North Iffley Academy will be fully staffed in order to deliver its curriculum offer and key features

## The North Iffley Academy Staffing – Year 1 2018

In year 1, the focus of the staffing structure will be to embed the key features, structures, policies, vision and culture of The Iffley Academy. The skills, knowledge and experience of existing senior staff will therefore be used to support the development of NIA. Staff will be shared between the two schools to varying degrees. One teacher and one TA will transfer from TIA to mentor and support teaching colleagues recruited to work at NIA. Curriculum development and organisation will be led by the Acting Deputy Head, who will be seconded from TIA. Roles depicted in blue boxes will be staff currently employed at TIA: roles within purple boxes will be recruited to work at NIA. There is scope to reduce staffing costs in catering, ICT and facilities if NIA is located on a shared site. Two key recruitments will take place in Year 1 for Heads of School for NIA and TIA.

Executive Head Teacher [REDACTED]	
Acting Deputy Head	Trust Business Manager [REDACTED]
Teacher [REDACTED] – TLR Maths	Finance Manager [REDACTED]
Teacher [REDACTED] – TLR English	Receptionist/Admin Officer
Teacher [REDACTED]	Finance Assistant [REDACTED]
Teacher [REDACTED]	Chef Manager [REDACTED]
Teaching Assistant	Kitchen Assistant
Teaching Assistant x 6	Facilities Manager [REDACTED]
Sports Coach [REDACTED]	Cleaner – 10 hours
Teaching Assistant – Additional Interventions	ICT Technician
HLTA cover support	
Pastoral Support Worker	
Art Therapist [REDACTED]	
Music Therapist [REDACTED]	
Speech and Language Therapist [REDACTED]	
Occupational Therapist [REDACTED]	

## Year 2 – 2019

In year 2, the focus will continue to be the establishment of key features of TIA and staff will continue to be shared across the two schools. As the school grows in size, further staff will be recruited to work at NIA. Management of NIA will pass to the Head of School. Teachers and teaching assistants who have transferred from TIA will either return to TIA or confirm their permanent move to NIA. Roles contained within blue boxes will be staff who continue to work across the two schools: roles within purple boxes will work at NIA.

Executive Head Teacher – [REDACTED]		
Head of School	Trust Business Manager [REDACTED]	Executive SENCO [REDACTED]
Deputy Head Teacher [REDACTED]	Finance Manager [REDACTED]	Assistant SENCO [REDACTED]
Teacher [REDACTED] TLR Maths	Exams Officer [REDACTED]	Art Therapist [REDACTED]
Teacher [REDACTED] TLR English	Receptionist/Admin Officer	Music Therapist [REDACTED]
Teacher [REDACTED] TLR Science	Finance Assistant [REDACTED]	Speech & Language Therapist [REDACTED]
Teacher [REDACTED]	Chef Manager [REDACTED]	Occupational Therapist [REDACTED]
Teacher [REDACTED]	Kitchen Assistant	
Teacher [REDACTED]	Kitchen Assistant – 12 hours	
Teaching Assistant x 12	Cleaner – 10 hours	
Teaching Assistant – Additional Interventions	ICT Technician	
Sports Coach [REDACTED]	Facilities Manager [REDACTED]	
HLTA cover support	Caretaker – 19 hours	
Pastoral Support Worker		

### Year 3 – 2020

In year 3, the structures and ethos of NIA will have been embedded and while work on consolidating this will continue, focus will turn to recruiting for key posts at NIA, and reducing the involvement of TIA staff as the new school strengthens its infrastructure and middle management. The development of key features of NIA will require the recruitment of a vocational pathway coordinator, who will develop work experience and work placement opportunities, independent travel trainer/OSLO, and an independent skills coordinator, who will work on a co-located basis within the Trust.

Executive Head Teacher [REDACTED]			
<b>Head of School</b>	<b>Trust Business Manager [REDACTED]</b>	<b>Executive SENCO [REDACTED]</b>	<b>Assistant Head Teacher [REDACTED] Pastoral lead</b>
Deputy Head	Finance Manager [REDACTED]	Assistant SENCO [REDACTED]	Pastoral Support Worker x 2
Teacher 1 – Assistant Head [REDACTED]	Business Manager [REDACTED]	Art Therapist [REDACTED]	Teaching Assistant – Additional Interventions x 3
Teacher [REDACTED] TLR Maths	Facilities Manager [REDACTED]	Music Therapist [REDACTED]	Vocational Pathways Coordinator [REDACTED]
Teacher [REDACTED] TLR English	Caretaker	Speech and Language Therapist [REDACTED]	Independent Skills Coordinator [REDACTED]
Teacher [REDACTED] TLR Science	Cleaner – 10 hours	Occupational Therapist [REDACTED]	OSLO/Independent travel trainer [REDACTED]
Teacher [REDACTED]	Receptionist/Admin Officer		
Teacher [REDACTED]	Finance Assistant		
Teacher [REDACTED]	Chef Manager – [REDACTED]		
Teacher [REDACTED]	Kitchen Assistant		
Teaching Assistant x 16	Kitchen Assistant – 12 hours		
HLTA Cover Support	ICT Technician		
Exams Officer [REDACTED]			
Sports Coach			

## Year 4 – 2021

In year 4, the school will reach full capacity of 100 pupils.

Executive Head Teacher [REDACTED]			
Head of School	Trust Business Manager [REDACTED]	Executive SENCO [REDACTED]	Assistant Head Teacher Pastoral lead
Deputy Head	Finance Manager [REDACTED]	Assistant SENCO [REDACTED]	Pastoral Support Worker x 3
Teacher [REDACTED] TLR Maths	Business Manager [REDACTED]	Art Therapist [REDACTED]	Teaching Assistant – Additional Interventions x 3
Teacher [REDACTED] TLR English	Facilities Manager [REDACTED]	Music Therapist [REDACTED]	Vocational Pathways Coordinator [REDACTED]
Teacher [REDACTED] TLR Science	Caretaker	Speech and Language Therapist [REDACTED]	Independent Skills Coordinator [REDACTED]
Teacher [REDACTED] TLR Outreach	ICT Technician	Occupational Therapist [REDACTED]	OSLO/Independent travel trainer [REDACTED]
Teacher [REDACTED]	Cleaner x 2		
Teacher [REDACTED]	Receptionist/Admin Officer		
Teacher [REDACTED]	Finance Assistant		
Teacher [REDACTED]	Chef Manager [REDACTED]		
Teacher [REDACTED]	Kitchen Assistant x 2		
Teacher [REDACTED]			
Teaching Assistant x 20			
HLTA Cover Support x 2			
Exams Officer [REDACTED]			
Sports Coach			



## **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**

#### **Section D4**

The North Iffley Academy will welcome pupils of all faiths and world views and none, and will not favour any particular faith or world view. The ethos of the North Iffley Academy will replicate the values of The Iffley Academy, where a culture of acceptance, respect and inclusion is well established.

To ensure that pupils are equipped to deal with the complex challenges presented by life in modern Britain, the culture of the school will be underpinned by a focus on mutual respect for those with different faiths, religions, cultures, ethnicities and beliefs. Through daily assemblies which incorporate acts of worship, the use of restorative approaches, and the teaching of the curriculum, the promotion of an open and accepting culture in which every individual view and opinion is valued will be fundamental. Pupils will be taught that acceptance of others' views is essential within the school community and the wider world, and that direct or indirect discrimination, harassment, victimisation and bullying for any reason is unacceptable.

#### **The daily assembly and collective worship**

The values of tolerance, respect and inclusion will be reinforced on a daily basis through a collective worship within the morning assembly. The morning assembly will be part of the fabric of school, providing a time of reflection to ground pupils within their community at the beginning of the school day.

The inclusion of collective worship within the assembly will ensure that worship takes place within a broad educational framework and a familiar context. Every pupil will attend the daily assembly with the emphasis on active and enjoyable participation and inclusivity. The academy will respect the right of parents and carers to withdraw their children from collective worship but expect that withdrawal will only be made after parent discussion with a senior member of staff, followed by written confirmation of withdrawal.

Following the assembly a session known as 'back chat' will take place within classes. These sessions will provide differentiated opportunities for pupils to discuss the content of the assembly further, to consolidate learning and to clarify any areas of doubt or uncertainty. Sometimes difficult themes will be explored in the secure environment of the class. All pupils will contribute to these discussions, regardless of their faith, world view and

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

culture, and their contributions will be received with equal respect.

Members of the senior and extended leadership team will lead the daily assembly on the following themes on a weekly basis:

Monday	Values Education
Tuesday	Current Affairs and News
Wednesday	SMSC
Thursday	PHSCE
Friday	Celebrations and Awards

A range of media will be used to engage pupils, including storytelling, drama, films and moving image, music, visual aids and visiting speakers. The Learning Manager for Humanities will deliver an assembly featuring a chosen religion on a fortnightly basis and leaders from different faiths will frequently join this assembly.

#### **Celebration days, enrichment days, events, visits and themes**

By linking the principles of tolerance and respect to current and topical issues, pupils will consolidate their understanding of these areas by providing a practical approach and real examples. For example at The Iffley Academy, the current EU referendum debate has been a theme across this term in Tuesday's current affairs assembly, and has facilitated discussion on migration, European unity, history, freedom of speech, consideration of different points of view, and the diverse nature of global society. Another theme which has been developed across a term in the weekly PHSCE assembly is that of Modern Britain. This has explored in depth what it means to be British, and covered areas such as migration, free speech and democracy.

Events, celebration days and themes which cover a wide range of faiths, cultures and views will take place on an annual schedule.

For example, Black History month will take place every November and will explore issues of race, faith and world views. Black History month will promote and celebrate positive role models and is a well-established and popular feature in The Iffley Academy's calendar. It will be celebrated through assemblies, displays and visits from role models from the community.

Celebration and festival days will focus on different religions and cultures to increase diversity awareness. Pupils will engage with a range of activities during the celebration days, including cooking, crafts, music, drama, ICT and debating, and themed lunches. Theme days will vary from the celebration of religious festivals such as Diwali, Lent, Passover, Ramadan, Ganesh Chaturthi (Ganesh birthday), Nirvana, to non-religious events such as Remembrance Day, Gandhi Day (International Day of Non-Violence), International

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

Women's Day and Human Rights Day. This equality of approach to different cultures will ensure that students are given opportunities to develop their thoughts and feelings about world views, and will encourage them to enhance the maturity of their opinions. Pupils will present their work at the end of celebration days in an assembly.

A number of educational visits will take place during the academic year designed to build cultural awareness and to allow pupils to experience different traditions, customs and influences. For example, the annual visit for The Iffley Academy pupils to Center Parcs in Amsterdam provides the opportunity for pupils to mix with people of different nationalities and extends their experience of the world. Key experiences on this trip include visiting the Anne Frank Museum, encouraging students to reflect on the dangers of anti-Semitism, racism and discrimination. We will include pupils from the North Iffley Academy in future trips. Pupils will visit local places of worships reflecting different faiths including, for example, a Sikh temple, Church of England church and synagogue.

Another successful feature used by The Iffley Academy will be extended to the North Iffley Academy. Pupils will interact with a group of older people who will visit once a week to work with pupils through the Full Circle charity. This intergenerational contact will build tolerance and respect, and will develop pupils' capacity to negotiate and build relationships with others.

#### **Teaching and Learning**

*"Equality of opportunity is ensured for all students at the school through the broad curriculum. The study of different faiths and cultures and the regular assemblies ensure that there is no discrimination of any kind."*<sup>19</sup>

Religious Education will be taught through the thematic approaches to learning curriculum (TaL), skills for life (SfL) and as a bespoke subject, totalling at least 9 hours a week. The Learning Manager for Humanities will prepare a wide range of schemes of work, which will be specifically targeted at students' abilities and special educational needs. An example of this is the Global Goals scheme of work, addressing issues such as how to end world poverty, combat climate change and fight injustice and inequality.

The emphasis on diversity will be reflected in displays around the school, and curriculum resources and texts will feature a range of faiths, values and cultures. Students will be

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<sup>19</sup> The Isis Academy Ofsted Report published January 2015 (The Iffley Academy changed its name from The Isis Academy in December 2015)

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

encouraged to explore their own backgrounds, ideas and beliefs through 'All about me' work which both feeds into their Education and Health Care Plan (becoming a framework to derive outcomes from) and is presented as class displays enabling students with communication and interaction difficulties to express and receive information about one another in a meaningful way.

Students in the lower end of the school will benefit from the thematic approaches to learning curriculum, which draws together key themes through a broad and varied curriculum, encouraging students to rehearse and generalise skills, for example, asking questions and challenging information in a variety of subjects and social contexts. At The Iffley Academy, the thematic project 'What is war?' encouraged students to develop emotionally and empathetically through the learning of historical events, famous individuals and different world views in a range of subjects e.g. Art, History, Geography and Science. This curriculum model prioritises how to maximise and accelerate the mastery of subject specific skills as well as the broad development of social and emotional aspects of learning.

At the next stage of students' progression we will deliver skills for life focusing on life skills, practical implementation of the work done lower down the school and through interacting with the wider community. An example of this is a scheme of work focusing on the Oxford Animal Sanctuary, with students volunteering, raising money and writing about the work done by different individuals; encouraging them to have mutual respect for life, stand up against abuse, neglect and cruelty and establish a culture of humanity and respect.

This work will be consolidated in the sixth form through work experience with students taking individual pathways into employment. Students will be equipped with the skills to interact in complex situations, acting appropriately, demonstrating emotional intelligence and awareness of other people's views, opinions and priorities.

#### **Promoting Modern British Values**

*"The experiences provided by the school support British values and contribute extremely well to students' preparation for life in modern Britain. For example, the students talked to inspectors about their fundraising activities, such as cake sales, showing empathy, outstanding behaviour and attitudes and excellent awareness of safety."*<sup>20</sup>

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<sup>20</sup> The Isis Academy Ofsted Report published January 2015 (The Iffley Academy changed its name from The Isis Academy in December 2015)

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

The North Iffley Academy will define Modern British Values as the promotion of “*democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.*”<sup>21</sup>

In order for pupils to embrace the concept that diversity provides British society with strength, not weakness, pupils will be taught about different communities, faiths and cultures.

The promotion of modern British Values through teaching and learning will reduce pupils’ vulnerability to radicalisation as it will enable them to challenge extremist views. The North Iffley Academy will recognise that pupils with special educational needs can be especially vulnerable to exploitation and radicalisation, and may lack the resilience to resist peer pressure. The academy’s approach will be that the challenging nature of issues surrounding radicalisation is no reason to stop discussion about the risks associated with terrorism, and staff will provide a platform for conversations so pupils will develop the knowledge and skills to counter extremist arguments.

All staff will be trained in the Prevent Duty to facilitate informed discussion and to take appropriate action if they think pupils are at risk.

#### **Restorative Approaches**

The Iffley Academy was one of the first schools in the country to adopt restorative approaches, and the application of restorative approaches principles will be a key feature at North Iffley Academy. A report published by the DfE gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.<sup>22</sup> The North Iffley Academy will achieve the Restorative Justice Quality Mark within Year 2 of opening and currently no other special schools hold this quality mark.

Pupils will be empowered to bring their concerns to staff because they know that incidents will be addressed through restorative approaches, which will be embedded in the culture of the school. Pupils and staff will be familiar with dealing with issues in a restorative way and will instinctively use restorative language and strategies when faced with conflict, bullying and unkind words. Staff will be trained in using restorative techniques, and will facilitate

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<sup>21</sup> School Inspection Handbook 2015

<sup>22</sup> Department for Education ‘Preventing and Tackling Bullying’ October 2014

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

'mend it meetings', where pupils will voice their feelings, take responsibility for their actions and consider the impact of their actions on others.

The use of the principles of restorative approaches will be a strong feature in the academy's community and the emphasis on respecting other people's views and feelings will be deep-seated within the culture of the school. Restorative approaches inherently develops consideration for others, and acknowledges that everyone has a unique and valued perspective. Pupils will be given time and space to reflect on their actions, and this focus on empathising with others and the development of emotional intelligence is essential in creating an ethos where diversity of views is welcomed rather than rejected or feared.

#### **Safeguarding**

*"The school's work to keep students safe and secure is outstanding. The school has rigorous policies, strategies and procedures to ensure the welfare and safeguarding of students. These ensure that all students are kept very safe."*<sup>23</sup>

The academy will recognise that in order to achieve excellent pupil outcomes, pupils must be taught in an environment which is caring, safe and secure and free from discrimination and bullying.

*"Students understand the different forms of bullying. They told the inspectors that there is no real bullying or teasing at the school. Staff and parents agree."*<sup>24</sup>

The academy will not tolerate racist incidents or allegations of victimisation, harassment or bullying of any nature, and incidents will be monitored on a weekly basis so incidents can be addressed, and any trends or patterns identified at an early stage (see D2).

A strong emphasis on safeguarding, positive behaviour management and restorative approaches will build resilience amongst pupils to resist discrimination and enhance awareness of risk. The culture of strong pastoral relationships and the mentoring structure will promote openness and will empower pupils to speak without fear.

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<sup>23</sup> <sup>24</sup> The Isis Academy Ofsted Report published January 2015 (The Iffley Academy changed its name from The Isis Academy in December 2015)

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

**The North Iffley Academy will adopt the successful policies which underpin outstanding safeguarding procedures in place at The Iffley Academy. These include:**

Behaviour	Anti-bullying
Attendance	Staff Code of Conduct
Non-exclusion	Guidance for Staff in Education Settings on use of social network sites
Safeguarding and Child Protection	Health and Safety
Intimate Care	Managing Medicines
Physical Contact	Teaching and Learning
Positive Handling	E Safety
Allegations of abuse made against teachers and other staff	Guidance on the use of photographic images and videos of children in schools
Personal, Social, Health and Citizenship	Sex and Relationships
Whistleblowing	Safer Recruitment
Drugs	Child Sexual Exploitation

[REDACTED]

The North Iffley Academy will replicate The Iffley Academy’s policy of having 3 designated Safeguarding leads to ensure that there is a clear emphasis on safeguarding within the school, and that there is always a trained member of staff on site available to deal with safeguarding concerns.

**Attracting pupils from different backgrounds and different communities**

The pupil community at North Iffley Academy will reflect the diversity of Oxfordshire as a county. As a countywide special school, referrals for pupils with SEN come from throughout Oxfordshire, ensuring that the community is diverse and not reflective of any particular community or geographical location. In order to encourage parents and carers to engage in the life of the school, the academy will use different strategies to involve parents as some families may live some distance from the school. These will include open days, fun days, social media, and an interactive website.

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

We will encourage interaction between families from different communities and ethnicities. For example, at The Iffley Academy, families of pupils who transfer to the school are offered mentors from families of pupils who are already enrolled at the academy. In a recent example, a family with English as a second language was supported through the transition process by a family with different ethnicity. This model will be employed at The North Iffley Academy.

The North Iffley Academy will aim to ensure that the staff body represents the diversity of the community and will have a Recruitment and Selection policy in place so there is no risk of discrimination throughout the recruitment process. The academy will carefully consider the needs of pupils from different backgrounds to ensure that these are met. For example, at The Iffley Academy, the needs of an Italian pupil with English as a second language were supported by the transfer of a Teaching Assistant who speaks fluent Italian from another class.

This policy of reflecting diversity through the staff body will extend to the recruitment of governors at the North Iffley Academy. The recruitment process will focus on creating a diverse body of governors in order to facilitate a governing body who represent their pupil community and who understands the challenges of Modern Britain. Applications from individuals of all faiths and world views will be encouraged through personal contact with community and religious groups.

#### **Living healthy lives**

North Iffley Academy will have a strong focus on pupil health and wellbeing and this will enable pupils to make informed and appropriate choices in order to live healthy lives.

Healthy eating, physical activity and making sensible lifestyle choices will be incorporated across the curriculum, and in the infrastructure of the school.

The provision of school meals at North Iffley Academy will be driven by an motivation to provide healthy, nutritional and creative food choices which are available and inviting to all pupils, irrespective of their dietary requirements and their special needs. The national school food standards will be closely observed and pupils will be encouraged to eat more fruit and vegetables, and to develop a taste for food that is low in sugar, salt and fat. School staff will serve pupils their lunch in a family service setting, providing a safe and secure eating environment which encourages positive social interaction and association during school meals. Pupils' feedback on their school meals will be actively encouraged and actioned. The content and consumption of packed lunches will be monitored, and staff will work with parents to influence the content of packed lunches if necessary.

At The Iffley Academy, produce which is grown and harvested by pupils in the school



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

vegetable gardens during horticulture lessons is used in the school kitchen and it is hoped that this model will be implemented at North Iffley Academy. Work experience opportunities in the school kitchen and in formal cooking lessons will provide pupils with hands on experience of choosing menus, ingredients, cooking and presenting healthy meals.

*“Primary sport funding and the sport premium funding are both used very well to provide new and exciting experiences for students so that they improve their fitness.”<sup>25</sup>*

Pupils will be encouraged to be physically active throughout the school day. PE lessons will be fun and creative, and will ensure inclusivity for all pupils. Pupils will be supported to be active during break times, with a high staff ratio to facilitate games and to monitor the use of outdoor play and gym equipment. An individual independent travel plan will be developed for all pupils at an appropriate stage of their school life, and secure bike racks will be provided for the use of independent travellers.

The academy’s extended school day offer will provide the opportunity for pupils to participate in a range of physical activities after school. Pupils will be consulted regarding their outside environment and the options available to them for physical activity, which will encourage participation.

Teaching about food, nutrition and healthy living will take place across the curriculum and through cross curricular themes.

North Iffley Academy will ensure that pupils have a clear understanding of the need to make healthy lifestyle choices throughout their lives. Every opportunity will be taken to equip pupils with the knowledge and information to allow them to make informed decisions about the use of smoking, drugs and alcohol and what impact the mis-use of these substances will have on their health. Pupils will be empowered to make safe, informed and positive choices and will be in a position where they can resist peer pressure throughout their lives.

#### **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:

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<sup>25</sup> The Isis Academy Ofsted Report published January 2015 (The Iffley Academy changed its name from The Isis Academy in December 2015)

- 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**

The North Iffley Academy will replicate the work of the Iffley Academy by targeting specific cohorts to enable all learners to make rapid and sustained progress. These include the following cohorts of students: Pupil Premium, LAC, EAL, gender etc. The progress of these groups will be measured both academically and through their development towards independence, healthy living, participation in society, employability, and how pupils involve themselves and their families in decisions about their support, ambitions and progress. At the Iffley Academy *“all groups of students achieve equally well and disadvantaged students benefit from high quality support, technological aids and/or communication aids to support their individual needs.”*<sup>26</sup>

#### **The profile of learners**

The Iffley Academy is an open state-funded special school with a strong track record. We are seeking to open another special school, the North Iffley Academy. The anticipated cohort of learners at the NIA will **closely match**<sup>27</sup> that of The Iffley Academy as the admission indicators for the school will be the same:

- Pupils aged 7 – 13 with a complex range of SEN; students will have a primary need of ASD or SEMH and will have moderate cognitive disabilities, as described below<sup>28</sup>:
  - 32% Cognition and Learning
  - 35% Social, Emotional and Mental Health Needs
  - 33% Communication and Interaction
- 100% pupils will have Education, Health and Care Plans or Statements of SEN
- 55% will be on the FSM register and in receipt of Pupil Premium
- 100% of Year 7 pupils will be eligible for Year 7 Catch-up funding
- 50% will be supported by CAMHS
- 6% will be Looked After Children
- 20% will be Section 17 or Child in Need children
- 60% will be boys and 40% girls

<sup>26</sup> The Isis Academy Ofsted Inspection, published December 2014 (The Iffley Academy changed its name from The Isis Academy in December 2015)

<sup>27</sup> Data provided is based on the profile of learners attending The Iffley Academy over the last 3 years

<sup>28</sup> Based on the historical admissions profile of The Iffley Academy

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

- 12% will have English as an Additional Language

The current highly successful Iffley Academy model will be used for:

- referral and admission of students to the school
- assessment of pupils' special educational needs

**Referrals and admission**

Referrals to the school will come from the commissioning Local Authority, via the SEN Moderation Panel.

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED] This is the first layer of assessment, which is undertaken before a student can be referred to the school. The Moderation Panel will then refer the case on to the school for consideration, if appropriate.

When considering referrals and whether the school can meet the specific SEN of the pupil, making suitable and appropriate provision in line with the vision for the school, the following information will be scrutinised:

- Education, Health and Care Plan, or Statement of SEN
- School reports from the referring school
- Educational Psychology reports
- Achievement and assessment data and performance in progress measures e.g. KS1 to KS2
- Therapists' reports e.g. Speech and Language, Occupational Therapy
- Medical reports
- Personal Education Plans, as appropriate
- Reports from Social and Health Care, as appropriate e.g. Child in Need
- CAMHS reports and recommendations
- Chronology of safeguarding concerns
- Genogram of the child's family, or details of the relevant family relationships
- SEN Officer recommendations
- The views of the parent and their aspirations for their child e.g. qualification pathways
- The views of the child and their aspirations for adulthood

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

1. Assessed by a member of the academy Admissions Team in their current school or home setting. This assessment will take the form of:
  - An informal meeting with the pupil
  - A meeting with the parent/s; to gain a detailed case history
  - Observation of the pupil in free-association or independent play
  - Observation of the pupil in a learning environment
  - A meeting with the specialist staff from the referring school
  - An assessment of the pupil's most recent work in English and Mathematics to see if it reflects the profile provided in the referral paperwork
  
2. Invited, along with their parents and a member of staff from the referring school, to the North Iffley Academy for at least two 'taster' sessions. This will be especially important with children with an autistic diagnosis as it is crucial to assess how the pupil will relate to their peers and the new environment and to determine if any particular support is needed with transition to the school, e.g. peer mentor, dogs used on visits. The observations listed above will also be conducted on these days.

The observations of the pupil conducted by the academy admissions team will specifically be assessing the pupil's:

- Behaviour in free-association and play with their peers. Their ability to interact with others, their preference for play with other children or adults and their ability to integrate with a group or whether they play alongside others or isolate themselves
- Nature of their play; are they overly physical, aware of personal space, likely to take risks with their play e.g. wander away from the adults
- Engagement with the learning environment. Their expressive and receptive language and processing skills, cognitive ability, level of independent learning, learning behaviours and socially appropriate behaviour
- Social communication skills, vocabulary and use of socially appropriate language
- Response to academy staff; are they withdrawn and shy or over familiar, are they particularly attached to either their parents or referring school staff.

This will highlight particular areas of support that may be required to assist the pupil's transition to the school.

Following the assessment process a decision will be made as to whether to offer a placement at the school.

**Admission arrangements and assessment**

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

Students will usually join the academy at the beginning of the academic year. In term 1 following admission, assessments will be conducted:

<b>Assessment</b>	<b>Conducted by</b>	<b>Provides an assessment of</b>
Baseline assessment in English and Mathematics using The Iffley Academy's own successful model (see D2)	Class Teacher	Each student's current knowledge of the National Curriculum Programmes of Study and to inform target setting
Sound Reading	Teaching Assistant	Phoneme, phoneme awareness and graphemes
Salford Reading		Reading Age
Young's Parallel Spelling	Teaching Assistant	Spelling Age
Auditory perceptual ability		Auditory memory and sound discrimination
Visual discrimination		Differences in visual imagery needed for reading
Visual sequential memory Test		Ability to recognise patterns and sequences
Learning styles	Class teacher	Student's preferred learning style
Risk assessment	Pastoral Team Social Worker CAMHS	Potential behavioural risks
Risk and resilience		Protective and risks factors
Behaviour assessment	Class Teacher	General attitude and engagement in the learning environment and in free association
Sensory, fine and gross motor skills*	Occupational Therapist	Occupational therapy needs
Speech and Language*	Speech and Language Therapist	Speech articulation, fluency and resonance
Observational assessments for Dyscalculia	Class Teacher	Difficulties with language of maths, patterns and memory
Observational assessments for Dyslexia	Class Teacher	Difficulties with decoding text

\*Students supported by the Integrated Therapy Team

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

Once a full assessment of the student's needs have been undertaken, the referral information, observations from pre-admission visits and the outcomes from the range of assessments will be used to:

- Write Termly Outcome Plans which set targets in the following areas: Friendships, relationships, community, safety and transport, Learning for Life, and Good Health
- Set quantitative progress targets in Reading, Spelling, Writing and the Spoken Word for the year
- Compile a Communication Passport for each student which details key information about the student e.g. 'I like to learn in a quiet space as I find loud places tricky'
- Compile class profiles which detail the preferred learning and communication styles of all the learners in each group
- Prepare Positive Response Plans which detail any risky behaviours the student may demonstrate and the strategies agreed to support them e.g. self-harm
- Prepare Positive Handling Plans which detail any student behaviours which may be physically challenging e.g. high level self-harm
- Prepare an integrated therapy timetable for each student, if appropriate e.g. fine motor skills group, rebound therapy
- Prepare an additional interventions timetable for each student e.g. art therapy, dogs as therapy

These detailed plans will give an overall picture of every student and their individual learning package for the coming year. The class teacher will work with colleagues and other agencies to ensure that the weekly delivery of the curriculum, additional therapies and interventions support outstanding academic, personal and social progress.

Post admissions meetings will be held for all students 4 - 6 weeks after admission. The students, parents and all professionals working to support the students will be invited to the meeting with the objective of reviewing the provision in place and ensuring that expectations about the placement are being met. Any queries or concerns can be shared and adaptations made to the students provision map.

Specialist arrangements will be made to cater for all learners including the use of quiet spaces, reflection rooms to support restrictive physical interventions and therapy rooms where specific targeted work will be carried out which is tailored to individual pupils. These therapeutic interventions will be informed by the behaviour data and case studies (see section D2) and termly reviews will be carried out to assess need and the progress of learners.

Students will be supported by specially trained staff who have excellent SEN knowledge and

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

are outstanding 'Team Teach' practitioners. They will work in conjunction with a wide range of outside agencies including Social and Health Care, the Learning Disability Behaviour Support Team, CAMHS, Educational Psychology and the Integrated Therapy Team. At the Iffley Academy *"disadvantaged students in receipt of additional funding achieve equally as well as their classmates in English and mathematics, and sometimes better. This is because of some high quality resources, additional therapies, and support provided by the additional government funding."*<sup>29</sup>

In 2015-2016 Looked After Children (LAC) at The Iffley Academy made more progress on average in Mathematics than the whole school average, their attendance was improved and students in receipt of Pupil Premium received additional interventions which made life changing differences, this included residential trips, 1:1 interventions and the development of independent travel. This enabled them to make progress in addition to the core offer towards independence, employability, healthy lives and participation in society. This model will be replicated at The North Iffley Academy.

We will make use of teaching specialisms and SEN best practice, tailoring these to suit individual students rather than using a one size fits all approach. This will include aspects of ABA, TEACH and the use of Social Stories™, however these will be selected as part of a package which supports the holistic progress of individual students, targeting specific development, mastery of competencies and generalisation of skills.

**Safeguarding, good behaviour and good attendance**

The outstanding model of pastoral care and support provided by The Iffley Academy will be used for supporting and promoting excellent behaviour and attendance at the North Iffley Academy. *'The school's work to keep students safe and secure is outstanding. The school has rigorous policies, strategies and procedures to ensure the welfare and safeguarding of students. These ensure that all students are kept very safe.'*<sup>30</sup>

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<sup>29</sup> <sup>30</sup> The Isis Academy Ofsted Inspection, published December 2014 (The Iffley Academy changed its name from The Isis Academy in December 2015)

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

The following successful Iffley Academy policies will be used across the trust:

Behaviour	Anti-bullying
Attendance	Staff Code of Conduct
Non-exclusion	Guidance for Staff in Education Settings on use of social network sites
Safeguarding and Child Protection	Health and Safety
Intimate Care	Managing Medicines
Physical Contact	Teaching and Learning
Positive Handling	E Safety
Allegations of abuse made against teachers and other staff	Guidance on the use of photographic images and videos of children in schools
Personal, Social, Health and Citizenship	Sex and Relationships
Whistleblowing	Safer Recruitment
Drugs	Child Sexual Exploitation

The North Iffley Academy will ensure that every student will feel safe when they come to school, will know what is expected from them every day and how to get any additional support from staff and/or their peers.

**Attendance**

It is imperative that all students attend school regularly if the aspirational vision for the students at the North Iffley Academy is to be achieved. The successful attendance policy of The Iffley Academy will support the attendance of learners and the following features will be in place:

- Attendance targets will be set for all students with a history of attendance of less than 90%; a key worker will be allocated to work with the student and parents/carers and strategies will be agreed to support good attendance
- Academy staff will transport approximately 35% (by Year 4) of the students to and from school. Support staff will drive and escort in the academy taxi fleet. This will give families and students identified as requiring additional support to attend school, a familiar, consistent and appropriately trained member of staff to ensure that transition times run smoothly and that healthy morning routines can be established and maintained.
- 1:1 transport for particularly vulnerable students, funded by the academy
- Trained escorts in transport for students with medical needs
- First day response system for student absence.
- Weekly attendance awards to celebrate 100% attendance.



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

- Termly attendance awards to celebrate class attendance and to reward classes for good teamwork in supporting the class group's attendance .
- Annual attendance awards for students with 100% attendance and those with significant improvements.
- A free Breakfast Club will run from 8:30 every day
- Disability Awareness training will be provided for all Local Authority contracted transport providers to ensure that the SEN needs of our students are respected

*'Attendance is outstanding. It has risen steadily in the past two years and is now well above other special schools and mainstream secondary schools nationally.'*<sup>31</sup>

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<sup>31</sup> The Isis Academy Ofsted Inspection, published December 2014 (The Iffley Academy changed its name from The Isis Academy in December 2015)

## Section E – evidence of need

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

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

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

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

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

##### Evidence of Local Authority Demand

Consultation with Oxfordshire County Council has identified that there is a clear need for an additional Special School in the North of Oxfordshire. Our vision was originally to open a Free Special School in [REDACTED] Oxford. However, following consultation with the LA in May 2016 we have adapted our proposal by moving the location from central Oxford to North Oxfordshire to meet the specific needs identified by [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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



**OXFORDSHIRE  
COUNTY COUNCIL**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**Application for a free special school in Oxfordshire - Local Authority letter of support for the North Iffley Academy**

[REDACTED], I am writing to confirm the local authority's support for your free special school bid, North Iffley Academy, in the northern area of Oxfordshire.

It is understood that the North Iffley Academy is planned for 100 students in key stages 2 to 5, with the main focus on children with communication and interaction /social, emotional and mental health needs, and additional special needs including cognition and learning, dyslexia, dyspraxia and language impairment. It is anticipated that the new academy would replicate the current Iffley Academy approach, which is graded by Ofsted as outstanding, ensuring a range a vocational and functional qualifications for students with the ability to achieve some qualifications.

Current there are 32 children and young people transported to The Iffley Academy from Banbury and Bicester and surrounding villages. This involves 8 vehicles at an annual cost of approximately £275k. This illustrates the existing demand and potential cost savings if there was a local provision in the north of Oxfordshire. There are also considerable benefits to the health and well-being of the children, preventing the need for an hour's journey to school and back home again each day. It is understood that the following is proposed in years 1 to 3 of opening:

- September 2018 - **Year 1 - 18 new admissions** plus transfer of **students currently at The Iffley Academy** that live in the north of the county and would benefit from changing provision to reduce their travel time to school i.e. students changing key stage 3 to 4 (**approximately 25 students**) - **TOTAL 43 places**
- September 2019 - **Year 2 - 18 new places - TOTAL 61 places**
- September 2020 - **Year 3 - 19 new places - TOTAL 80 places**
- September 2012 – **Year 4 – 20 new places – TOTAL 100 places**

I can confirm that the local authority would support this proposal and commission the places detailed above.

Given the existing number of children already travelling to The Iffley Academy from the northern

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

area this seems a reasonable forecast and the local authority would be committed to commissioning such places, where there is parental agreement to do so. One of Oxfordshire's overriding principles is to try to find suitable educational provision as close to a child's home as possible, this is in line with what parents tell us and the proposal supports this. Therefore Oxfordshire County Council would expect to purchase a **minimum** of 15 places per year, **totalling 100 places a year** from Year 4 of opening at the North Iffley Academy at a top up cost of approximately £8,000, in accordance with special school funding arrangements in Oxfordshire.

In relation to the wider context of specialist provision in Oxfordshire, there has been a significant increase in special school places in recent years from 866 in 2013/14 to 998 in 2016/17. In addition there were 44 new placements made to independent or non-maintained special schools in 2014 /15 which indicates the need for more maintained provision in Oxfordshire. 23 of the new placements were for children who had autism as their primary need and 10 had social, emotional and mental health needs. The profile of needs that the North Iffley Academy is proposing would help to address this gap in provision.

Currently Oxfordshire has community special schools for children with predominantly severe learning difficulties in each area, [REDACTED]

[REDACTED] However, all the special schools for children with SEMH needs, with additional complexities including autism, are located in central Oxford. Oxfordshire's aspiration is to develop local provision in the north and south, and the need has become more pressing given the demographic growth. Oxfordshire's Pupil Place Plan 2015-2019 details the growth across Oxfordshire (<https://www.oxfordshire.gov.uk/cms/content/pupil-place-plan> ) however, in relation to longer term growth, Bicester is expected to double in size by 2030 and Banbury's population is expected to increase by 7% in the next 10 years.

Given the existing cohort travelling from Banbury and Bicester areas to The Iffley Academy (32 children), placement patterns in previous years and demographic increases, it is clear that there is a need for provision that is being proposed. The planned places at The Iffley Academy will remain at 135 and the school roll will not be decreased. The Iffley Academy is an outstanding school with a resolute moral drive to improve the lives of children with special educational needs in Oxfordshire. The local authority is in full support of this application.

Yours sincerely

[REDACTED]

[REDACTED]

[REDACTED]

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

**Special Schools in the North of Oxfordshire**

A new special school is required as there is currently no provision in North Oxfordshire for students with an SEN profile of Social Emotional and Mental Health needs, Autistic Spectrum Disorder and/or Cognition and Learning. There is an urgent need for additional special school places in the [redacted] [redacted] to meet the growth in Bicester (it is expected that the town will double in size by 2030) and Banbury (population increase of 7% over the next 10 years).<sup>32</sup>

The table below details the current SEN provision in Oxfordshire and illustrates the gaps in both the maintained and independent sector.

**Special Schools in Oxfordshire**



Does not meet



Meets need

Maintained Special Schools	Key Stage				Day Places	SEN	Gender		Location and approximate distance from proposed new school	Ofsted grade
	2	3	4	5			Boys	Girls		
The North Iffley Academy £18,000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	SEMH/ASD C&L	<input type="checkbox"/>	<input type="checkbox"/>	North Oxon	n/a
The Iffley Academy £17,353 per place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	135	SEMH/ASD C&L	<input type="checkbox"/>	<input type="checkbox"/>	Oxford City [redacted]	1
Bardwell £19,993 per place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55	SLD/PMLD	<input type="checkbox"/>	<input type="checkbox"/>	Bicester [redacted]	2
Frank Wise £18,801 per place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	106	SLD/PMLD	<input type="checkbox"/>	<input type="checkbox"/>	Banbury [redacted]	1
Northern House £18,462 per place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	85	SEMH/ASD	<input type="checkbox"/>	<input type="checkbox"/>	Oxford City [redacted]	1
Northfield £19,628 per place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60	Significant SEMH (No peer group for ASD pupils)	<input type="checkbox"/>	<input type="checkbox"/>	Oxford City [redacted]	2
Woodeaton Manor £19,952 per place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60	ASD (average to high functioning)	<input type="checkbox"/>	<input type="checkbox"/>	Woodeaton [redacted]	2

<sup>32</sup> Oxfordshire Pupil Place Plan 2015 - 2019

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

Independent Special Schools	Key Stage				Day Places	SEN	Gender		Gender	Ofsted grade
	2	3	4	5			Boys	Girls		
Chilworth House £63,027 per place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60	SEMH/ASD	<input type="checkbox"/>	<input type="checkbox"/>	Wheatley, South Oxon [REDACTED]	2
LVS Oxford £39,698 per place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35	ASD (average to high functioning)	<input type="checkbox"/>	<input type="checkbox"/>	Begbroke [REDACTED]	2
Hillcrest Park (For pupils in residence at Hillcrest Children's Homes only) £178,902	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28 no day places	Significant SEMH	<input type="checkbox"/>	<input type="checkbox"/>	Chipping Norton, West Oxon [REDACTED]	2
Swalcliffe £110,986 per place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47	ASD (average to high functioning)	<input type="checkbox"/>	<input type="checkbox"/>	Banbury [REDACTED]	1

There is a shortage of high quality places for students with ASD, SEMH and C and L in the north of Oxfordshire as the schools detailed in the table above either:

- do not make provision for this cohort of SEN student e.g. Frank Wise School in Banbury makes provision for SLD learners and is not a suitable placement for the cohort described above
- are located in Oxford City and therefore face significant travel times every day e.g. Northern House School which is approximately [REDACTED] and is therefore too far away to be a viable option
- are independent high cost placements with fees which far exceed those of their state maintained counterparts

The North Iffley Academy will make provision for students aged 7 – 18 which is specific to their Special Educational Needs, is local to them and is cost effective. Students, which have SEMH, ASD and/or C and L, are currently referred to one of the schools above at an additional cost to the LA in terms of placement and transport. With the opening of the North Iffley Academy the students will be placed in high quality local provision which will ensure that children with SEN do not continue to face lengthy travel times to and from school.

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

[Redacted text]

[Redacted text]

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

The demand table below shows:

A – Maximum number of pupil places available at the school, by key stage

B – Agreed [REDACTED] demand (Oxfordshire), this number is the minimum estimate

C – Parent and/or children and young people preference for placement at NIA, taken from parent and student surveys and meetings with parents

Key Stage	Year	2018			2019			2019		
		Year 1			Year 2			Year 3		
		A	B	C	A	B	C	A	B	C
2	3	10	8	8	20	15	15	24	22	22
	4									
	5									
	6									
3	7	30	25*	25	30	30	30	45	40	40
	8									
	9									
4	10	10	6*	6	20	10	10	24	12	24
	11									
5	12	10	4*	4	12	6	6	18	6	14
	13									
<b>Total places commissioned by Oxfordshire local authority</b>			<b>43</b>		<b>61</b>		<b>80</b>			

\* Iffley Academy students transferring to the North Iffley Academy will fill 65% (28 pupils) of these places. These students currently travel from Banbury and Bicester to The Iffley Academy in Oxford every day at an average cost of £8,595 per student, per year. The potential savings in year 1 from transport costs alone is approximately £240,660. These students would benefit from being educated within their own locality and by having their daily travel to and from school reduced. 100% of current parents (cohort of 12) consulted about a possible change of placement for their children to the North Iffley Academy in the future expressed a strong preference for school to be named on the EHCP.



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

Oxfordshire LA have agreed to commission 43 places in Year 1, 61 in Year 2, 80 in Year 3, and 100 from Year 4 when the school will be at full capacity. In subsequent years there would be approximately 15 new places available in the new school each year. The plans for the new school have been presented to Oxfordshire School’s Forum, demonstrating the LA’s support and demand for the provision to mitigate the local risks of an overspend on the High Needs Block funding.<sup>33</sup>

Student numbers are indicated by key stage rather than by year as children and young people can join the school at any point in their school career. This model is in place at The Iffley Academy. However, it is anticipated that the majority of pupils will join the school at the beginning of an academic year and at transition from KS1 to KS2, and KS2 to KS3.

The Iffley Academy is heavily over subscribed (by approximately 50% on average 25 children per year) and can only make provision for 1 in every 2 referrals for placement (22 places offered from 45 referrals for September 2016). There is already high demand for places for admission in September 2017, with the specialist primary provision (Northern House School) seeking to place approximately 15 students (75% of the places available). This does not include referrals from other schools.

[REDACTED]  
[REDACTED]  
[REDACTED] This shows clear support from the LA for our proposed school. [REDACTED]  
[REDACTED]

**Demand from Parents**

Currently parents have no choice of special school provision for students with ASD and SEMH in Oxfordshire. Students are referred through the LA moderation panel to the countywide special school, which takes students of that age. For example, KS2 children with a PN of SEMH are placed at Northern House School. KS3 boys with SEMH and no additional needs are placed at Northfield School (Secondary Special School for SEMH boys). KS4 girls with ASD are placed at The Iffley Academy and face long travel times every day. KS5 students with ASD/SEMH are placed at LVS Oxford, an independent provider, at an additional cost to the LA (£39,698). There is currently no alternative. If parents are unhappy with the provision their only course of action is to appeal to the Special Educational Needs and Disability Tribunal.

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<sup>33</sup> Oxfordshire County Council Schools Forum – 15 June 16 High Needs Block (HNB) Pressures 2016-17

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

A new Free Special School in the north of Oxfordshire would give parents and their children an element of choice about their placement. This will enable parents and pupils to make a conscious and informed decision about where and how they are educated, rather than the current situation where there is simply no alternative.

Consultation with all parents of current Iffley Academy students has taken place through a Consultation Questionnaire accompanied by an information document. **See Annex A Consultation documents.**

The Consultation Questionnaire has also been provided to prospective parents who have visited the academy and to all parents/carers who contact the academy regarding SEN provision in Oxfordshire. **See Annex A Consultation documents.**

We have engaged with a wide range of stakeholders including schools in [REDACTED], special schools and specialist providers, governors, voluntary groups, local councillors, politicians, parent groups and charities and collected their views through:

- an online questionnaire
- a public meeting on 11 July 2016 at The Warriner School in Banbury
- the North Iffley Academy website with an option to register interest in securing a placement at the academy or professional outreach support
- Face to face meetings with parents from The Iffley Academy

We have received a wide range of responses:

- 134 in total from the online questionnaire completed by primary, secondary and special school head teachers, primary SENCos, teachers, SEN officers and charities.
- 45 attendees at the public meeting, ranging from parents, professionals and LA representatives
- 100% of parents (11) attending the public meeting registered interest in placing their child at the new school
- 100% parents/students (12 consultations with parents have taken place) at The Iffley Academy eligible to transfer to the North Iffley Academy in September 2018 have expressed an interest in doing so
- 29 expressions of interest registered on the North Iffley Academy website

The feedback on the proposal to open a new Free Special School has further informed the planning for the nature of our provision and the profile of learners the academy will cater for. Many comments from the survey highlight the urgent need for more provision for ASD students with moderate Cognition and Learning needs. Therefore, the new Special Free School will cater for this particular cohort of learners.

The feedback from the online questionnaire has been overwhelming positive:

- 100% of parents (28 took part in the consultation) of students from north Oxfordshire said they

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

would have chosen North Iffley Academy in preference to The Iffley Academy as it would have been local provision, reducing travel time for their children

- 100% of parents of current students from north Oxfordshire (12) who could transfer to the North Iffley Academy when it opened said they would be very interested in changing placement to North Iffley Academy and having the school named on their child’s EHCP
- 100% of Special School Head Teachers were in support of the new provision (9 Oxfordshire special school head teachers were consulted through Oxfordshire Association of Special School Head Teachers (OASSH). [REDACTED]  
[REDACTED]. They were in favour of the new school and attended the public meeting
- 100% of mainstream head teachers [REDACTED] support the new provision. **See Annex B letters of support**
- 100% of SENCos were in support of the provision (9 responded)
- 98.5% of respondents support the proposal to open a new Special School in the north of Oxfordshire
- 97.7% of respondents support the new school’s ethos and vision
- 94.5% of respondents agreed with the new school’s educational approach
- 37.7% of respondents left additional comments highlighting the urgent need for additional special school provision for this cohort of learners
- 66.7% of parents (15) responding to our survey would consider naming North Iffley Academy on their child’s EHCP with the remaining 23.3% either unsure or currently satisfied with their child’s provision at The Iffley Academy.

The following comments were received through the survey:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**Contextual Evidence of Need**

**Special Schools in Oxfordshire**

Oxfordshire has eight state funded Community Special Schools, which make day provision for 621 children and young people with Severe Learning Difficulties (SLD) and Profound and Multiple

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

Learning Difficulties (PMLD) in their localities. 66% of students placed in special schools in Oxfordshire attend these schools.

There is currently no locality based provision in North Oxfordshire (predominantly Cherwell District Council) for students with Autistic Spectrum Disorder (ASD) or Social Emotional and Mental Health needs (SEMH). Students with a primary need of ASD and/or SEMH attend countywide day provision in the centre of the county, in Oxford.

**Specialist State Maintained SEMH and/or ASD providers, none of which are located in the North of Oxfordshire:**

Specialist Provision	Age	Places	SEN	Gender	Number of places offered to students with the same profile as the North Iffley Academy cohort	Ofsted grade
Northern House School*	5 to 11	85	SEMH/ASD	Co-ed	45	1
Woodeaton Manor*	7 – 18	60	ASD (average to high functioning)	Co-ed	0	2
Northfield School	11 – 18	60	SEMH (No peer group for ASD pupils)	Boys	0	2
The Iffley Academy*	10 – 18	135	ASD/SEMH/ C&L	Co-ed	86	1

*\*These schools are heavily over subscribed and have expanded over the last 3 years to help meet need*

The Iffley Academy has grown in planned places by 47% over the last 10 years (2006 – 2016) to specifically make provision for students with a Primary Need (PN) of ASD. The DfE, Special Educational Needs in England, January 2015 document illustrates in *Chart B ‘Students with Statement/EHCP Proportion of Pupils’* that ASD is the most common primary need with 24.5% having this as their PN.

Oxfordshire’s Pupil Place Plan promotes a locality approach ensuring each local area has a range of specialist provision “the right provision, at the right time, in the right place for every child” in each locality.

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

Currently there is no choice for state funded special school day provision for children and young people with ASD and/or SEMH in Oxfordshire. Primary age students with SEMH/ASD and additional Cognition & Learning (C&L) needs attend Northern House School in central Oxford. Secondary age girls with ASD and associated C&L attend The Iffley Academy in central Oxford. There is currently no provision for secondary aged girls with SEMH.

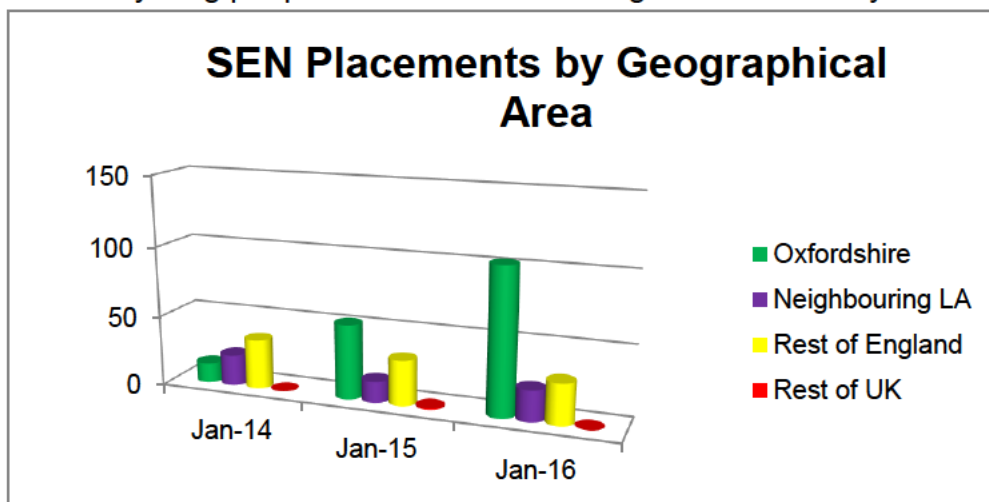
Approximately 25% of students attending one of the countywide special schools identified above are from the north of the county. These students travel in excess of 60 miles per day with an average travel time of 1 hour and 15 minutes each way.

**Independent Special Schools in Oxfordshire**

The following Independent specialist provision is available in Oxfordshire:

Independent Specialist Provision	Age	Places	SEN	Gender	Ofsted grade	Costs per annum (2014 – 2015)
Chilworth House	11 to 18	60	SEMH/ASD	Co-ed	2	£45,000
LVS Oxford	8 – 19	24	ASD	Co-ed	2	£38,850
Hillcrest	7 – 18	28	SEMH	Co-ed	2	£40,000
Swalcliffe	11 – 19	47	ASD	Boys	1	£100,000

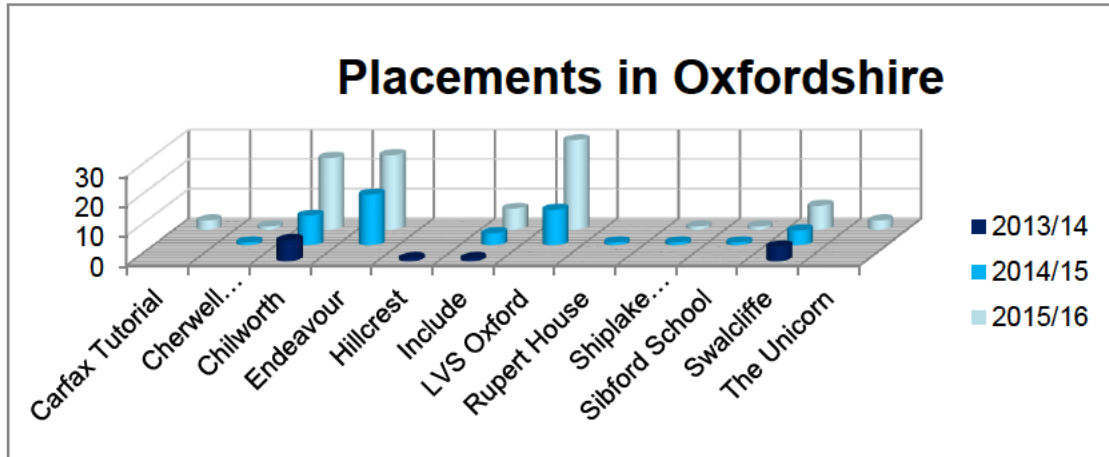
The number of high cost SEN placements within Oxfordshire has increased significantly; the number of children and young people across the rest of England has steadily declined.



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

In the academic year 2014/2015 Oxfordshire Local Authority placed an additional 44 students into high needs placements in independent special schools within the county. 23 of these students had a PN of ASD and 10 had a PN of SEMH. 23 students were placed at LVS Oxford and 10 were placed at Chilworth House.

This is due to the lack of high quality state funded placements in appropriate specialist provision in Oxfordshire.



The cost of a place at the North Iffley Academy would be significantly less than the independent providers that Oxfordshire are currently using. The LA have agreed in their letter of support to pay a Top Up fee of approximately £8,000 per annum, from September 2018. In the financial year 2016/2017 the cost of a place at The Iffley Academy is £17,353 per annum (£10,000 directly from the EFA with £7,353 Top Up from the LA).

As can be seen from the table above a minimum saving of £21,497 per student, per annum, can be made by placing students in the North Iffley Academy rather than in independent providers.

There are an increasing number of students with statements of Special Educational Needs/Education, Health and Care Plans in Oxfordshire, based on population growth projections for 2020. The most significant increase is in 10 – 14 year olds. The new SEN Code of Practice and EHCPs continuing to the age of 25 will see this increase into 6<sup>th</sup> form provision. Prevalence estimates for ASD have shown a steady increase over the last four decades. In 1978, 4 in 10,000 children were diagnosed with autism; today that figure has grown to 1% of the population.<sup>34</sup>

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



See [FREE\\_SCHOOL\\_APPLICATION\\_NORTH\\_IFFLEY\\_ACADEMY\\_ANNEX\\_A.pdf](#) for evidence of work on our consultation work

**ANNEX B Letters of Support**

██████████ █ ████



SEN Support Services  
Ron Groves House  
23 Oxford Road  
Kidlington  
Oxfordshire  
OX5 2BP

██████████

I think the time and place you are proposing are precisely right for the establishment of a Free School for students with ASD. Parents lack confidence in the ability of mainstream secondary schools to provide appropriately for students who have ASD and Learning disabilities. The emphasis on a purely academic curriculum has left these students with options that do not fit their need for basic vocational skills and support to develop independence.

In many mainstream classes they are either unsupported or given support that inevitably undermines their ability to become independent learners.

The Autism Resource Bases have gradually adopted a policy of accepting only those ASD students who are likely to benefit from mainstream classes. Many Resource Base students who are suitably supported in the Primary Bases have to find Special School places at Year 7 because the secondary curriculum is unlikely to meet their needs without a high degree of adaptation which is rarely possible.

The secondary Resource Bases at Warriner and Marlborough are always oversubscribed, with several families disappointed each year.

Private provision in the Area (LVS School) has expanded rapidly since its opening, despite the high cost of its provision. It is seeking to provide for such a wide range of abilities within the Spectrum, that there are doubts about its capacity to meet the needs of all the students that are given places.

Despite the constant work of many different agencies and the schools themselves, there are still unacceptable levels of bullying of ASD students within large secondary schools. The schools themselves are often unaware of the severity of this problem, but for the individual

students I encounter daily, the effects are often devastating and can lead to school refusal and life-long scars. For many parents, their principle demand is that their children are safe. Although this need is met physically, it is often not possible for schools to guarantee the emotional safety of students with ASD.

I support your proposal wholeheartedly.

[REDACTED] I was impressed with the ethos and vision of Iffley Academy, particularly in relation to the use of Restorative Justice and the focus on skills for independent living and learning in the community. I look forward to your new school opening.

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



# The Warriner School

Responsible - Respectful - Ready



[REDACTED]  
[REDACTED]

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

[REDACTED]

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

[REDACTED]

I am writing to support your application to open a new free special school in North Oxfordshire.

There is a clear need for more places for pupils with Autistic Spectrum Disorder, Social, Emotional and Mental Health Needs and Cognition and Learning Needs in the north of the county and with the current building programme through the [REDACTED], this requirement will increase. I am aware that many SEN pupils with these needs currently have to travel long distances daily to central Oxford which has an impact on their outcomes, and that other pupils are educated out of county or in independent schools. I have spoken with parents who are concerned at the existing lack of choice for the placement of their children.

The work that The Iffley Academy is currently undertaking with learners throughout Oxfordshire is valued by parents and professionals across the county. Your wish to replicate this outstanding practice in a school in the north of the county is very welcome. Previous students of The Warriner School have benefitted from a placement at your school located in Central Oxford. However, if the same provision provided by The Iffley Academy were available in the north of the county, this would allow students with ASC, SEMH and C & L needs to remain in their local community, and reduce the impact of long travel times. I therefore have no hesitation in endorsing your bid.

If you are successful in your bid, I would welcome the opportunity to work in partnership with your Trust. There are many proven advantages in linking mainstream and special provision, and I believe our pupils would gain a mutual benefit from a relationship between our schools. Collaborative working in areas such as training, outreach, work experience and

integration will have a constructive impact for pupil outcomes and staff development. I look forward to exploring this further with you.

[REDACTED]

[REDACTED]

Yours sincerely

[REDACTED]

[REDACTED]

## **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.

<b>E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan</b>
[Add text here. Table expands]

## 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.

The table below provides details of the pre-opening team who hold the responsibility for delivering the Free School project.

Name Current Job Title	Member of core pre- opening group	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]

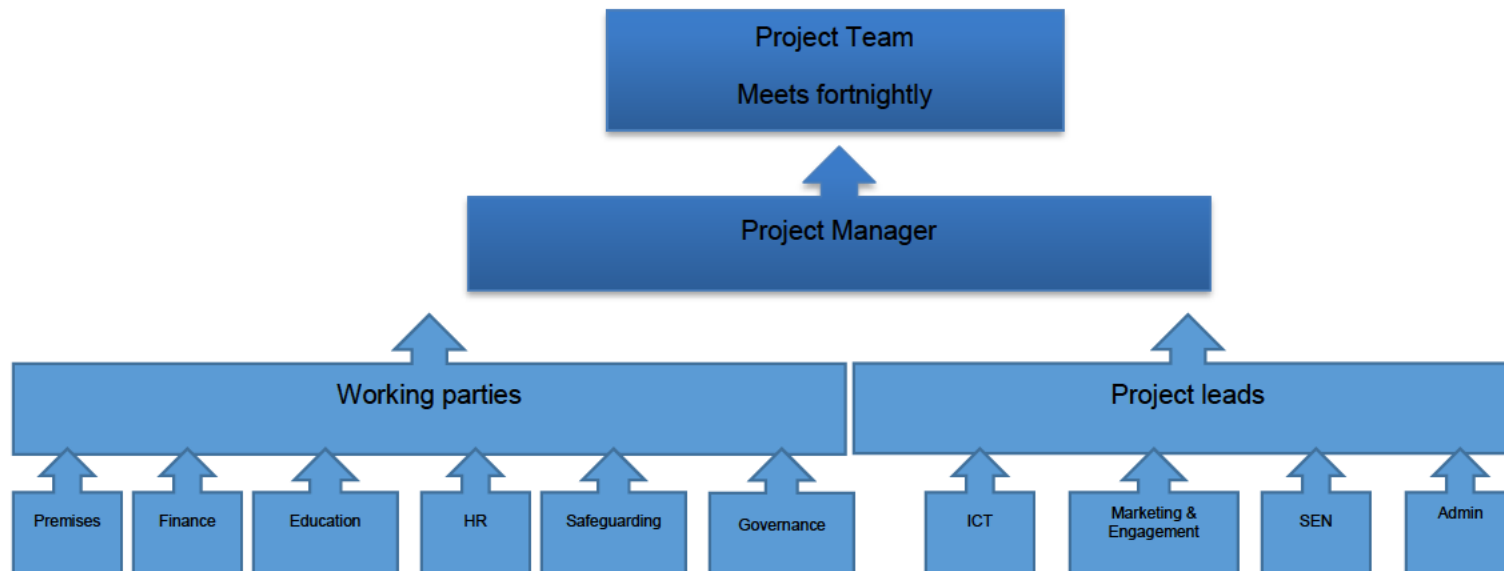
## F1 (a) Skills and experience of your team

The members of the core pre-opening team bring strong and relevant education expertise and skills and individuals have an average of nearly 10 years of working in special education. All team members have strong track records, and demonstrate the necessary knowledge and credentials to deliver the school to opening.

The pre-opening team will be led by [REDACTED] an experienced Head Teacher with an exemplary educational and leadership track record.

The pre-opening team's priority is to ensure that NIA has the infrastructure in place to deliver its vision of providing excellent teaching and learning and pastoral care from the first day of opening. In order to do this, robust planning and project management underpinning the five phases within the pre-opening stage will be undertaken by an experienced and qualified project manager with a strong track record in delivering a range of education projects. The project manager will work with working parties and project leads to ensure that a schedule of work is in place and that project management strategies are implemented to facilitate the success of the project. Spending against the Project Development Grant will be allocated into blocks of spend against the key tasks and activities.

### Pre opening team structure



## Recruitment of Head of School, North Iffley Academy and Iffley Academy

The recruitment of Head of Schools will take place during Year 1 and the successful candidates will take over the management of the schools in Year 2 (September 2019). During Year 1, the Executive Head Teacher will spend 0.80 at NIA and will be supported by an Acting Deputy Head seconded from TIA in order to ensure that TIA's model and practice is consolidated at a strategic SLT level in the new school. An Acting Head will be in post for Year 1 at TIA, supported by the Executive Head Teacher on a 0.20 basis.

The recruitment timeline for the Head of Schools is as follows:

Date	Activity
October 2018	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED] The Trustees will assess whether to appoint an education adviser to the panel, and will ensure that the DFE Education Adviser is fully involved in the process. The Trustees will assess whether to employ a recruitment expert to lead the recruitment and selection process, particularly in assisting with the following:</p> <ul style="list-style-type: none"> <li>▪ Setting a pay range</li> <li>▪ Preparation of advertisement</li> <li>▪ Preparation of candidate information and application pack</li> <li>▪ Compliance with recruitment and equalities legislation</li> <li>▪ Advertising and marketing the post to ensure the widest range of interest</li> <li>▪ Headhunting if judged necessary</li> <li>▪ Shortlisting applications</li> <li>▪ Assessment exercises and interview questions</li> <li>▪ Appropriate documentation</li> <li>▪ Appropriate timescales</li> </ul>
January 2019, week 2	Advertisement of posts: Research suggests that posts advertised in January and February receive higher application fields than at any other time of year ( <i>A guide to recruiting and selecting a new Head Teacher</i> , National College of School Leadership)



Feb 2019, week 3	Shortlisting: Invitations to interviews to be issued
Feb 2019, week 4	References: All references to be taken up, and verbally verified
March 2019, weeks 3 and 4	Interviewing and selection.
April 2019, week 1	Offer and appointment on receipt of satisfactory references and completion of all Safer Recruitment procedures.
May 2019	Arrangement of induction process for September 2019

## F1 (b) Skills gap analysis

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

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

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
<p>Project management</p> <p>Skills and experience are available within the pre-opening team. However, capacity to fulfil this role within the context of the free school pre-opening team will be challenging.</p>	<p>Pre-opening team</p>	<p>The Business Manager has the skills, knowledge and experience to fulfil the role of project manager. However, to ensure that other aspects of the project are not compromised due to lack of time, we will procure a suitably skilled project manager for the duration of the pre-opening period, from inception to execution. This will include planning, monitoring, and co-ordinating the work of the pre-opening team in order to achieve a successful outcome for the project, and to minimise risk. An appropriate tender process will be undertaken to ensure best value for money and compliance with the Academy's procurement policy.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

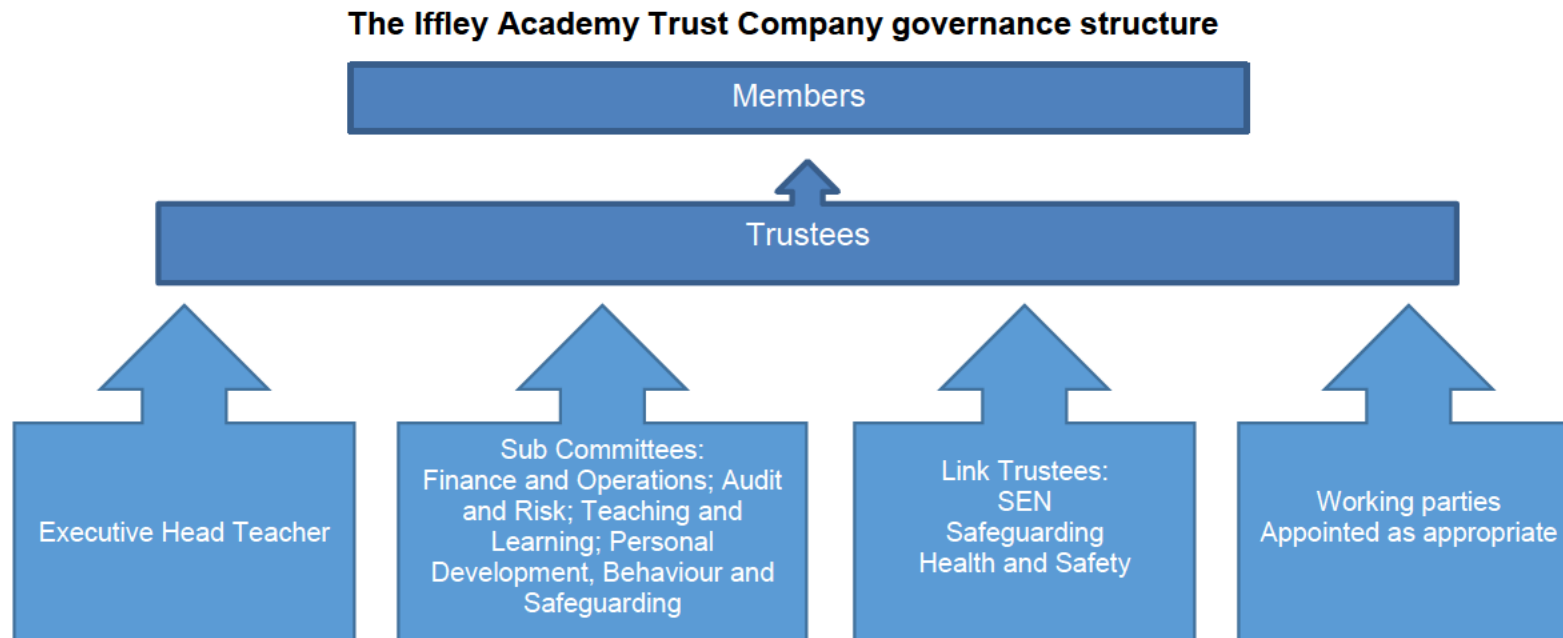
Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
		<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
Marketing, websites, social media	Pre-opening team	<p>The team recognises that it would benefit from additional skills in marketing, branding and social media. We will engage in an appropriate tender process to ensure we gain support from an appropriate agency or individual and achieve best value for money.</p> <p>We have previously worked with Guerilla Creative, a full service agency which has over 15 years' experience in creative marketing, design and social media strategies. The agency has considerable experience delivering successful campaigns for a broad range of clients including education, charity, transport and FMCG. [REDACTED]</p> <p>[REDACTED]</p>

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

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

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

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



## **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**

### **Organisational Structure**

The governance structure of the Trust consists of Members, Trustees and Executive Head Teacher. A Scheme of Delegation sets the elements of strategic, operational and financial decision making and how these are applied across the Trust and within the schools. An open and challenging culture is shaped by clear lines of responsibility and accountability and effective lines of reporting between groups.

In order to support effective governance, an induction, training and mentoring programme is in place for Members and Trustees. A training needs analysis informs a tailored and individual induction programme involving Local Authority training, NGA training and external advisers. This programme results in individuals having a knowledge and understanding of the Trust's strategic vision and aims, day to day operation and management and their roles, responsibilities and accountabilities within the governance structure and the duties of a Trustee.

### **Roles and Responsibilities**

#### **Members**

[REDACTED]  
[REDACTED] Members have a strategic and primarily constitutional role in the Trust. They have the right to amend the Trust's Articles of Association subject to DfE approval. Members hold the Trustees and Executive Head Teacher to account for the educational outcomes of the schools. The Members approve the annual accounts, appoint and remove Trustees, and confirm the strategic direction of the Trust. In order to ensure Members are fully cognisant with Trust business, strategy and operation, Members receive minutes from Trustees' meetings.

#### **Trustees**

[REDACTED]  
[REDACTED]  
[REDACTED]. All Trustees are appointed by the Members, and are seconded at a Trustees meeting before their details are lodged by the Company

## **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**

Secretary at Companies House. The Chair of Trustees and Vice Chair of Trustees are elected annually. The current skills set of the Board of Trustees include operational and strategic finance: project management, leadership and logistics: marketing, press and PR: education: governance. [REDACTED]

In the event of a vacancy on the Board of Trustees, a skills audit will take place to identify the particular skills required. The focus of recruitment will be to recruit Trustees with education, public sector or business backgrounds, and particularly individuals who have expertise in finance, HR, Legal and compliance, and facilities and property management. Potential Trustees will meet with the Chair and Executive Head Teacher when they first express interest, and will be obliged to comply with appropriate statutory eligibility regulations and undertake an Enhanced DBS check.

Applications will be actively encouraged from individuals of different cultures, faiths and ethnicities to ensure that the Board of Trustees reflects the diverse nature of the school community.

The Trustees collaborate with the Executive Head Teacher to drive the management and strategic direction of the MAT. The Trustees receive minutes of sub-committee meetings, summary reports and top level data regarding pupils and staff. Specifically, the Trustees recommend changes to the governance structure, Terms of References, Articles of Association and Funding Agreement to the Members: approve changes to the Scheme of Delegations: appoint the Company Secretary: approve strategic plans: approve the annual budgets: approve the annual reports and accounts for filing at Companies House: appoint the Executive Head Teacher, Head of Schools, and Business Manager: oversee risk management: participate in the recruitment of senior staff: decide the sub-committee structure and receive reports from sub-committees.

The Trustees hold 6 meetings a year.

### **Executive Head Teacher**

- Will be accountable to the Trustees and Members for the effective and efficient management and running of the schools within

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

the Trust

- Will work in collaboration with the Trustees to set the vision and strategic direction for the Trust and its schools
- Will translate the vision and the strategy into workable, operational plans which are underpinned with targets, goals and outcomes, and result in improved pupil outcomes through effective teaching and learning and pastoral care
- Will empower the Heads of Schools to implement the plans
- Will act as ambassador for the Trust, increasing its profile and prestige
- Will provide detailed and evaluative data to the Trustees to facilitate monitoring of performance of KPIs
- Will ensure that schools are financially robust and effective
- Accounting Officer
- Ex officio Trustee

### **Sub Committees**

The Trust will have sub-committees who work across the two schools to enable the sub-committees to have an over-arching view of the business of the Trust. The sub-committees will provide authoritative and knowledgeable guidance, reports and data to the Trustees, and will comprise of no fewer than three trustees, meeting 6 times a year.

- Finance and Operations
- Teaching and Learning
- Personal Development, Behaviour and Safeguarding
- Audit and Risk

### **Finance and Operations**

To provide guidance and assistance to the Executive Head, Heads of School and Board of Trustees in all matters relating to budgeting and finance: scrutinise and analyse the academy budget and recommend approval to the Trustees: monitor expenditure and income against budget; ensure that annual accounts and returns are produced in accordance with statutory requirements: authorise the award of contracts over £25,000: oversee the disposal of surplus, obsolete or unserviceable items of equipment: authorise changes to the academy personnel establishment: approve the academy's Scheme of Delegation: be responsible for the administration and review of finance and personnel

## **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**

policies: oversee staff reductions: provide support, guidance and raise any potential concern relating to the maintenance and development of premises and grounds, including Health and Safety: inspect the premises and grounds regularly and review the schedule of regular testing: monitor maintenance and development: advise on the relative funding priorities: ensure that the Trust's responsibilities are discharged under Section 89 of the Environmental Protection Act 1990: advise on physical accessibility issues/improvements: ensure that all utilities are used efficiently and review the effectiveness of energy conservation measures: monitor, update and keep policies under review.

### **Teaching and Learning**

To approve the Trust's Teaching and Learning Policy and Assessment policy, and to monitor implementation of any changes to the school curriculum in line with national and local guidelines and requirements: receive performance data and other information, and to engage in discussion with the Executive Head, Heads of School and other staff about how the curriculum is taught, assessed, evaluated and resourced: monitor the quality of teaching and learning: invite the attendance of Link Trustees with a responsibility for specific priorities in the Raising Achievement Plan: ensure that the requirements of children with special needs are met through a Special Educational Needs policy and the Equalities policy: ensure the needs of Children Looked After (CLA) are met through the agreement and review of the relevant policy and scrutiny of performance data: ensure that the school meets the statutory requirements relating to equality legislation (race, disability, gender, etc.) through the Trust's Equalities policy.

### **Personal Development, Behaviour and Safeguarding**

To ensure that all learners are supported and protected so they are kept safe and to ensure that safeguarding procedures are immaculate. To monitor the development, behaviour, wellbeing and attendance of all students in relation to targets set: monitor pupil behaviour and the use of Restorative Approaches: monitor the use of Restrictive Physical Interventions (RPI) and de-briefing procedures: review the information and data about school performance: contribute towards the Raising Achievement Plan: monitor, update and keep policies under review.

### **Audit and Risk**

To provide assurances to the Trustees that risks are being adequately identified and managed by: reviewing the risks to internal financial control: managing the programme of risk review and checking of financial controls by agreeing a programme of work to address, and



## **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**

provide assurance on risk through a programme of external and internal audit of the key financial and business processes throughout the year: recognising, managing and tracking present and future risks through the maintenance of a risk register: monitor, update and keep policies under review

### **Ensuring that Trustees are well informed and have accurate information about the schools**

*“Governance is very supportive and helpful. Members provide excellent support because their capacity to challenge leaders has improved. High quality training for all Members has ensured that they now challenge leaders very well. They are fully involved in checking teaching and behaviour and look carefully at how well students are doing. Members know what is working well and what still needs improving. They stringently hold leaders to account. They have an excellent range of skills and understand the special educational needs of students. They use these skills to the benefit of the school. Governors receive regular reports about students' progress; they understand the school's data and compare them with other similar schools. Frequent checks and head teacher reports enable them to have an accurate view about the school's effectiveness.”* Ofsted, January 2015

Trustees will engage through their membership of the Board, sub-committee structures and their link Trustee roles to ensure that they have detailed and relevant data regarding school performance, and have the necessary facts in order to challenge and support senior staff. Trustees will receive reports on key areas in advance of meetings to inform their decision making, in accordance with an agreed annual schedule. Reports will be concise but provide sufficient detail to allow scrutiny and challenge. Data will be broken down into pupil cohorts, such as FSM, LAC, SEN and by government grant, e.g. Pupil Premium, Year 7 catch up etc. The 3 year Raising Achievement Plan will be produced in consultation with the Trustees. Members of the SLT will provide 3 reports a year on progress on their strategic objectives contained with the RAP and these will be represented in an evaluative and quantitative manner in the Head of Schools' written reports. Each strategic objective will be monitored by a link Trustee, who will meet with the staff lead 3 times a year. A thorough review of the previous academic year's progress on the RAP will be provided by the Head of Schools in October of each year. places and admissions: use of Pupil Premium and pupil attendance.

**Link Trustees** will provide written and verbal reports to Trustees which report on their direct observations of the schools, which will be

## **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**

gained through meetings with senior staff, scrutiny of work, lesson observations, RAP objectives and learning walks. This contact with the schools will provide quality assurance against the reports of senior staff and focusses on key areas of school improvement. Trustees will attend school events to give them the opportunity to meet with a range of parents.

**Working parties** will be established as appropriate to advise Trustees on specific areas and issues and can include staff representatives.

### **Managing Conflicts of Interests**

The Trust's policy on Conflicts of Interests ensures that the requirements of the Academies Financial Handbook are met, and all decision making is free from personal bias, unaffected by personal gain and there is no risk of conflict of interests. The policy details the processes by which the principles of openness, transparency and scrupulous observance of best practice are demonstrated. The Conflicts of Interests policy explicitly states the actions to be taken if any conflicts arise and what record keeping is required.

A record of conflicts of interest for Members, Trustees, senior and finance staff is maintained updated as required. A Register of Business and Pecuniary Interests is updated at the beginning of the academic year, and relevant business, familial or pecuniary interests of Members and Trustees are published on the Trust's website. A standard agenda item at the beginning of every meeting of the Trustees, Members, and sub-committees requests that potential or actual conflicts of interests are declared.

There are no financial transactions anticipated between any Member, Trustee and the Trust. The rigour with which potential or actual conflicts of interests are addressed reflects the high standards of governance throughout the Trust. [REDACTED]

[REDACTED]

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

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

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

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

[Add text here. Table expands]
--------------------------------

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

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

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

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

[Add text here. Table expands]

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

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

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

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

[Add text here. Table expands]

## 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

1. Oxfordshire County Council high needs top up of £8,000 per pupil is based on commissioned planned places, payment of the top up is **not** dependent on numbers on roll.
2. A five year projection has been provided as recommended by the New Schools Network.
3. Assumptions and calculations have been based on The Iffley Academy budget. The Iffley Academy budget has been managed by the present Head Teacher for [REDACTED], and has remained in surplus throughout this period. The Iffley Academy has cash reserves of [REDACTED] (September 2016).
4. Buildings and Grounds maintenance costs have been calculated on the assumption of a shared site.
5. Details of centrally procured services, some of which will be charged to the school, are given in Column P. Other shared costs include salaries of staff, some of whom will be shared over varying periods of time, and others who will be employed to work across the Iffley Academy Trust.
6. The majority of support staff are employed on [REDACTED]. The spreadsheet has rounded this up to [REDACTED] contracts.



## Section H – premises (use Excel spread sheet)

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

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

## Annexes

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

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



# CV template





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## Self-assessment form for independent schools

<b>Name of school</b>						
<b>Girls/Boys/ Co-educational</b>		<b>% Special Educational Needs</b>	<b>% Free School Meals (or pupils on bursaries)</b>	<b>% English as an Additional Language</b>	<b>% Persistent Absence</b>	<b>% Attendance</b>
<b>Name of principal</b>		<b>Additional information about the school</b>				
<b>Chair of governors</b>		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
<b>Number of pupils currently on roll</b>						
<b>Capacity</b>						

<b>Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position</b>		<b>Your self-assessed Ofsted grade (1-4)</b>	<b>Required position - risks, actions plan (including priorities identified) and timescales</b>
<b>Overall Position</b>	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
<b>Achievement of pupils at your school</b>	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability. please delete this guidance before submitting this form]		
<b>Quality of teaching in your school</b>	[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature		

	<p>of the intake.  Consistency of student presentation of work and scrutiny reference progress and standards  How marking, assessment and students feedback/reflection enhances pupil learning  Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs  How teaching promotes pupils learning and progression  The review should be validated externally to ensure moderated outcomes for the school  Reading, writing, communication and mathematics across the curriculum.  Tutor and pastoral time including SMSC and British values  please delete this guidance before submitting this form]</p>		
<p><b>Behaviour and safety of pupils</b></p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.  Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies.  Health and safety procedures, policy, training and again supported by clear validated evidence.  Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets  Student questionnaires and reviews as evidence to support outcome</p>		

	<p>conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
<p><b>Quality of leadership in, and management of, your school</b></p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
<p><b>The extent to which the</b></p>	<p>[pupil recruitment and how the education will be adapted to meet the</p>		

<p><b>education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</b></p>	<p>needs of all  - progress on financial planning and cash management systems, including appointment of finance director  - budget predictions and resource for ongoing budget management  - trust's plans for ensuring funding agreement compliance  - ensuring adequate systems and controls in place, including accounting software package  please delete this guidance before submitting this form]</p>		
<p><b>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</b></p>			

## Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
<p><b>1. The roles and responsibilities of the directors/ trustees</b></p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> <li>• company directors and charity trustees;</li> <li>• accounting officer</li> </ul> <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p>	
<p><b>2. Structure of the board</b></p>	<p>Accountability system</p> <p>Structure of decision making</p>	



<b>3. Meetings</b>	Please detail your board and committee meetings schedule and outline agenda		
<b>4. Finance</b>	Please give details of: <ul style="list-style-type: none"> <li>• your chief financial officer, with appropriate qualifications and/or experience;</li> <li>• Schemes of delegation;</li> <li>• Approvals process-budget;</li> <li>• Investment policy;</li> <li>• Procurement including leases;</li> <li>• Internal control framework;</li> <li>• Contingency and business continuity plan;</li> <li>• Insurance cover</li> </ul>		



Department  
for Education

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