



Department
for Education

Free school application form

Special schools

Published: July 2016

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

SUMMERDOWN SCHOOL

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The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size.

If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

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

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

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

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

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

DeclarationThis 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 (e.g. 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: 21/09/2016

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

Summerdown school: Rationale

There is a proven need for a new specialist autism provision in the Eastbourne area. As local outstanding special school providers, we believe it is our obligation and moral imperative to support young people with autism in the local community.

The Southfield Trust currently educates over 200 pupils/students with a statement of special education needs/ECHP from the ages of 3 to 11 years at The South Downs special school, and 11 to 16 years at The Lindfield special school. Both schools are led and managed by an Executive Head Teacher, Members, Trustees and Governors. Ofsted has graded both schools in the Trust as outstanding. South Downs school moved from a good Ofsted outcome in September 2008 to two consecutive outstanding outcomes in September 2011 and July 2014. The Lindfield school moved to a good Ofsted outcome in October 2011 (from a notice to improve from the previous inspection) and then to an outstanding inspection outcome in December 2015. Both schools in the Trust have maintained accredited status over several reviews from the National Autistic Society for the quality of their provision for pupils/students with autism; Lindfield was re-accredited in January 2014 and South Downs in May 2015.

We believe we are better together. We share our abilities, expertise and resources to ensure that our pupils/students make the best possible progress in their learning. The Trust community focus on developing the independence, communication and social well-being of all our pupils/students.

The proposed composition of the Southfield Trust would be:

1. Our proposed new free school, **Summerdown**, would specialise in education for 84 pupils/students from ages 4 –16 with an EHC that identifies a primary need of autism (ASD), and/or speech, language and communication needs (SLCN).
2. **The South Downs school**, which would continue to run as a 125 place ASD/SLD/PMLD/SLCN school, which would facilitate the extra SLD/PMLD places identified in the East Sussex LA projections.
3. **The Lindfield school**, which will remain as an 11-16 provision for 85 students with ASD/MLD/SLCN.

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

Both South Downs and The Lindfield schools deliver an outstanding education for pupils with autism and other special educational needs. Summerdown will specialise in the education of pupils/students with autism. Summerdown will embrace all the key values, policies and practices of the other Trust schools. Some staff from the other trust schools will transfer to Summerdown to ensure continuity of practice.

Summerdown school: Vision:

- **We will provide a positive, safe and caring community where pupils/students are happy, confident and successful.**
- **We promote inclusion, equality and cultural diversity. Core British values are reflected in our school values.**
- **We recognise and respect each student as an individual, celebrate their successes, raise their self-esteem and prepare them for their future by building on their strengths.**
- **Our school will make a significant and positive difference to the lives of our children by inspiring them to learn, collaborate, contribute to their community and enjoy life.**

Our vision will be achieved by ensuring that each unique pupil/student with autism and/or SLCN is provided with the skills that they need to:

1. Generalise and use their knowledge to improve independent living
2. Live Healthy lives
3. Build friendships
4. Participate in society and their community
5. Actively engage in life-long learning and enhance employability

These five key concepts are expanded further in section D1.

Summerdown school: Key Features

The school will follow the National Curriculum, differentiated to meet the needs of pupils/students with autism. Alongside conventional subjects, Summerdown will include thinking skills and social skills in its' taught subjects.

All subjects in the curriculum will focus on :

- Communication
- Independence
- Developing relationships
- Participating in a wide range of activities
- Structured teaching

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

All aspects of school life, from the moment of arrival to the end of the day will be structured to provide the best possible outcomes for pupils/students with autism. This is detailed in section D5.

There will be a rich work related learning programme in all key stages with plentiful opportunities for work place visits and work experience placements at key stage 4. A wide range of accreditation will be offered including vocational and personal development based qualifications.

The school's ethos and practices will be based on the UNICEF Rights of the Child, equality, diversity and inclusion.

Section D – education plan: part 1

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

- use the table below; and
- Refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

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

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

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception		8	8	8	8	8	8	8
Year 1		0	8	8	8	8	8	8
Year 2		0	0	0	0	0	0	0
Year 3		8	8	8	8	8	8	8
Year 4		0	8	8	8	8	8	8
Year 5		0	0	8	8	8	8	8
Year 6		0	0	0	8	8	8	8
Year 7		8	8	8	0	0	0	0
Year 8		0	8	8	9	9	9	9
Year 9		8	8	8	9	9	9	9
Year 10		0	8	8	9	9	9	9
Year 11		0	0	8	9	9	9	9
Totals		32	64	80	84	84	84	84

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
EYFS			
<p>The UK EYFS Curriculum (Development Matters) will be followed with an emphasis on the needs of young learners with autism and associated SLCN.</p> <p>All 7 areas of Learning and Development (Prime areas: personal, social, and emotional development; physical development; communication and language; plus specific areas: literacy; mathematics; understanding the world).</p>	<p>7 areas split equally across a 23.5 hour week</p>	<p>Mandatory</p>	<p>Communication: receptive, expressive and social communication are key areas of development for our pupil cohort</p> <p>Independence: over dependence upon a high level of adult intervention can actually inhibit pupils' ability to learn how to achieve for themselves.</p> <p>Developing relationships: most pupils with autism and SLCN struggle to make and maintain friendships. EYFS pupils will be taught how to respond positively to others and learn the basic skills of social interaction.</p> <p>Participating in a wide range of activities is a core difficulty with autism. Teaching pupils to be receptive to wider experiences will improve their tolerance of different activities and resources which will enhance their ability to transition and expand their learning horizons.</p> <p>Structured teaching to introduce very clear and organised learning opportunities. This is a well-established, best practice approach to delivering a curriculum to pupils with autism. Close liaison with families will ensure a smooth transition to the first years of school.</p>

Key Stages 1 – 4			Lessons: 23 hours 45 mins
English/Language for Learning The National Curriculum with an additional focus on speaking, listening and the application of literacy skills.	5 x 60 mins = 5 hrs	Mandatory	Language for Learning underpins curriculum delivery, e.g. vocabulary, following instructions, providing explanations, expressing ideas. Pupils/students with autism/SLCN require additional support to learn and use expressive and receptive language in relevant, functional situations.
Maths The National Curriculum with emphasis on life skills.	5 x 45 mins = 3 hrs 45 m	Mandatory	For those with autism, some aspects of maths are a relative area of strength. However, others will need opportunities to generalise their mathematical ability and to apply their knowledge in real life settings.
Science The National Curriculum + practical skills e.g., using electrical appliances and understanding the world around them.	3 x 45 mins = 2 hrs 15 m	Mandatory	Science is often a strong curriculum subject for pupils/students with autism/SLCN. Science draws upon pupils'/students' intrinsic motivation to learn and can be used to promote engagement with, and a sense of wonder in, the world around them.
Technology Computer science, design technology, food technology, technology in society, ICT to enhance learning, engineering and graphics.	2 x 45 mins = 1 hr 30m	Mandatory	Our technology curriculum will equip pupils/students with the skills to interact with others and to communicate with those outside of their immediate friends or family. Technology will be used as an essential tool for learning.
Humanities RE, history, geography, MFL, environmental studies.	2 x 1 hour + 1 x 40 mins = 2 hr 40m	Mandatory	In today's globalised world, it is vital that pupils/students with autism and SLCN can understand and contribute to their school community, local community and the world around them.
Creative Arts Art, design, digital media, drama and music.	2 x 1 hour 1 x 40 mins = 2 hrs 40m	Mandatory	Creative arts are designed to stimulate the imagination and promote flexible thinking – a core difficulty for pupils/students with autism/SLCN. Creative arts will support confidence & self-expression.

<p>PSHE/Citizenship & social skills</p> <p>Personal, social, health, physical and mental wellbeing.</p>	<p>4 x 45 mins = 3hrs</p>	<p>Mandatory</p>	<p>The ability to identify with and belong to a group is a key skill for pupils/students with autism/SLCN to learn, given their difficulties with social understanding and communication. Pupils/students will explore what makes a good citizen locally, nationally and globally as well as their rights and responsibilities.</p>
<p>Thinking skills</p> <p>Making informed choices, synchronising knowledge, personal responsibility, autonomy.</p>	<p>2 x 40 mins = 1hr 20m</p>	<p>Mandatory</p>	<p>The mass of information through social media/internet demands that pupils/students have the ability to make sense of a constant stream of ideas and values. Teaching thinking skills will equip our pupils/students with autism/SLCN to differentiate this information enable them to become less vulnerable.</p>
<p>Explicit social skills (lunch times)</p> <p>This will be taught in discreet modules e.g. Social Use of Language, Lego Therapy and Transporters</p>	<p>5 x 30 mins = 2hrs 30 m</p>	<p>Mandatory</p>	<p>Social difficulties are at the centre of a diagnosis of autism and have a massive effect on pupils/students access to learning, their emotional and physical wellbeing and success in later life. There will be an explicit, thorough and systematic approach to the identification and teaching of skills required for each pupil/student.</p>
<p>Physical Education</p> <p>National Curriculum, with an emphasis on healthy leisure activities</p>	<p>1 hr & 2 x 40 mins = 2hrs 20m</p>	<p>Mandatory</p>	<p>PE will focus on developing physical well-being, and elements of PE that could develop into healthy leisure activities that promote shared interests and interaction with others e.g. team games or athletics clubs.</p>
<p>Key Stage 4 only</p>			
<p>Vocational accreditation pathways</p>	<p>6 hours</p>	<p>Mandatory</p>	<p>Students will be taught skills for learning, leisure and the workplace Many adults with autism lack these skills and, as a result, fail to develop economic independence and become socially isolated.</p> <p>Students will have a choice of pathways based on their abilities and interests including NVQ/Entry Level qualifications and GCSEs in land-based studies, construction, hair and beauty, retail, and engineering.</p>

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

Summerdown school: Curriculum Plan: Content

Our school day will run on the same successful model as our other Trust schools:

5 minutes registration; 1 hour lesson 1; 45 mins lesson 2; 15 mins break; 1 hour lesson 3; 1 hour lunch & lunch clubs; 10 mins registration/sensory time; 40 mins lesson 4; 40 mins lesson 5; 40 mins lesson 6; 15 mins assembly.

At Key Stage 4, the additional 6 hours for vocational accreditation pathways will result in the following taught hours for other subjects:

English: 3 hours; Maths: 3 hours; Science: 3 hours ; PSHE, Relationships & Citizenship: 2 hours; PE: 1 hour 40 minutes; Computing: 1 hour 45 minutes; Design Technology 1 hour 20 mins; Creative Arts: 1 hour; Thinking Skills: 40 minutes; RE/SMSC: 40 minutes

To achieve our vision, our aim is to ensure that each unique pupil/student with autism and/or SLCN is provided with the skills that they need to:

- 1. Generalise and use their knowledge to improve independent living**
- 2. Live Healthy lives**
- 3. Build friendships**
- 4. Participate in society and their community**
- 5. Actively engage in life-long learning and enhance employability**

1. Generalise and use their knowledge to improve independent living

Pupil/students with autism often learn skills in one situation but have great difficulty generalising these to a different situation. Summerdown pupils/students will be taught the skills required to overcome the key challenge of using their abilities in a broader context, and in particular, applying these skills to enhance their employment opportunities and support independent living.

Both schools within the Trust already have a strong focus on community based learning, so pupils/students can develop functional literacy and numeracy skills within real life settings such as using money in shops, reading timetables for public transport and looking at everyday symbols to find lifts, toilets and exits. We will provide many opportunities for generalisation by practicing in a range of locations, with a range of people assisting, using a range of resources, and reducing the amount of adult support and intervention required over time.

2. Live Healthy Lives

People with autism often have difficulties relating to food, diet, sleep and exercise which can lead to medical problems. They don't always find it easy to express their

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

emotions, or tell people how they're feeling, including feeling unwell, depressed, frightened or anxious. Summerdown pupils/students will use basic visual symbols such as smiley/sad faces or thumbs up/thumbs down, or thermometer symbols as well as a wide range of more sophisticated communication aids to express how they are feeling. From an early age, the curriculum will be delivered to promote healthy lifestyles and prepare for a healthy adult life, including the following key areas of:

- **Healthy lifestyles**
- **Personal safety**
- **Emotional Wellbeing and Mental Health**

Live Healthy Lives: Healthy Lifestyles

a) Eating and Diet

Summerdown pupils/students will be helped to overcome individual issues with eating through our attention to the physical environment, level of social interaction, the appearance of food and sensory issues with texture and smell. We will work with dentists, dieticians, psychologists, occupational therapists, speech and language therapists to deliver activities that develop oral motor skills. We will deliver avoidant eating programmes where necessary.

b) Sleep

Sleep problems are very common, reportedly as high as 80% in children with autism. Summerdown staff aim to work with pupils/students and their families on sleep environments, bedtime routines, sleep/wake schedules, caffeine avoidance and further advice from outside professionals to address medical or psychiatric issues that potentially interfere with sleep.

c) Exercise

Following good practice in our Trust schools, Summerdown will include aspects of sensory integration therapy into PE including the use of sensory circuits and breaking down tasks/ activities using a STEP approach (Space/Task/Equipment/People). Staff will differentiate the rules of games to develop more structure, or zoning games to remove direct competition. Summerdown will offer a wide range of exercise options including outdoor multi-gym, swimming and gentler options such as golf.

d) Personal Hygiene

A common difficulty with pupils/students with autism is understanding the importance of maintaining good personal hygiene. Showering, brushing hair, having hair cut, cleaning teeth and changing clothes may present sensory issues (touch, smell and sound). Summerdown staff will work with pupils/students and their families to create visual routines for personal hygiene throughout the day and break down personal hygiene tasks into a set of steps to make it easier to remember. Following success in these areas in our other Trust schools, staff will create hygiene kits for each routine, demonstrate how to carry out these routines, use Social Stories™, and experiment with different products. Learning hygiene skills is an important step on the path to independence, self-esteem and wider social inclusion.

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

Live Healthy Lives: Personal Safety

Safety risks become magnified for pupils/students with autism because of challenges arising from fixations with narrow interests, limited situational awareness and sensory and communication issues. 'Keeping Safe' will be a recurring unit in the PSHE and Citizenship curriculum and will include travel training, stranger danger, health and safety at work and in the home, and recognising hazards. Health and Safety aspects of all curriculum areas and specialist teaching areas and equipment will be repeatedly rehearsed and generalised to different contexts.

Using expertise already in the Trust, staff will work with pupils/students and their parents/carers to develop personal safety plans where appropriate including top safety risks for autistic individuals including wandering, pica (the tendency to eat or crave substances other than normal food), drowning, and household toxins. These safety plans will be jointly taught and consolidated across environments at school, home and within the local community, e.g. beach safety.

Live Healthy Lives: Emotional Wellbeing and Mental Health

Pupils/students with autism often cannot clearly recognise or articulate their emotional state, and they may communicate their discomfort in more basic ways such as hitting out, screaming, avoiding situations, running away or closing down. Anxiety disorders are very common amongst people with autism. The National Autistic Society (2010) publication, 'You Need to Know' clearly sets out the link between autism, anxiety and future mental health issues. Research by Autistica (18th March 2016) concludes that '*Autistic adults without a learning disability are 9 times more likely to die from suicide*'.

Areas which we know cause additional anxiety to young people with autism include relationships, puberty and transitional changes. Staff at Summerdown will use our Trust strategies employing visual techniques such as using photographs, emotional temperature gauges, social stories or comic strip conversations to explain why people feel a particular way and help pupils express how they feel. This will enable the student to make meaningful choices about their day, their learning and, as appropriate, about their life, providing the essential feeling of themselves as an active participant.

3. Build friendships

A young person with autism may desperately want a friend and can misinterpret attention for friendship. Inflexibility of thought and a lack of understanding of other people's feelings may result in rejection. The ability to develop safe and caring relationships is a core human need and therefore this area will be delivered as a part of the curriculum including Sex and Relationships Education. Social skills will be taught every day and social opportunities will be an integral theme across the curriculum. Social skills related to forming friendships will be taught explicitly at lunch and break times. Staff will run friendship clubs which focus on how to make and keep friends through the medium of games, talking, listening, role play, relaxation and play equipment. This will follow our current Trust programme of sharing, taking turns, offering to help, starting a conversation, being positive and celebrating winning/ developing resilience to accept losing. Pupils/students will be taught strategies to deal with potential conflict through learning to negotiate and compromise.

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

4. Participate in society and their community

To broaden the social experience of our pupils/students with autism, we will nurture a feeling of belonging in the school community, local community and wider community. We will develop links in the local community for social education, curriculum enhancement and work related learning. Summerdown will work towards achieving Learning Outside the Classroom accreditation which has been achieved by our other Trust schools. We will use real life situations in the local community to practice economic understanding and financial capability. Within school there will be a range of opportunities to take part in a democratic decision making process including school council, UNICEF steering committee and Young Enterprise. Citizenship will be taught as a discrete subject alongside PSHE and will include:

- The difference between right and wrong; what are rules?
- People are different (including religious/ethnic diversity in UK)
- Children's' Rights (UNICEF Rights Respecting School)
- What makes a good citizen; what is anti-social behaviour?
- Care and respect for living things,; recycling and sustainability
- The functions and uses of money; budgeting; loan sharks

5. Actively engage in life-long learning and enhance employability

Careers and work related learning is a key feature in our Trust schools. We have achieved the highest level of the Investors in Careers award. Summerdown school will deliver a similar programme, tailored specifically for pupils/students with Autism.

Work Related Learning will be taught at Key Stages 1 and 2 through modules such as: My skills and strengths; Being a Baker; People who help us; Jobs in Africa; Avoiding stereotyping at work.

At Key Stage 3 Students will learn of their entitlement to Careers Education, Information, Advice and Guidance (CEIAG) including meetings with the SEN Personal Adviser. Careers will feature in the wider curriculum e.g. History: The life of sailors; Maths Unit: Wages; MFL: Sports and Leisure industries in Spain.

At Key Stage 4 students will have discrete careers lessons, accredited courses in Employability and Work Skills and access to both the Trust Young Enterprise scheme and the volunteer's scheme; Most students in Year 11 have a one week bespoke work experience block placement. Pupils in Years 9 and 10 will have work place visits. At all ages the work related learning curriculum will highlight the strengths in the workplace of people with Autism such as visual thinking, systematic information processing, precise technical abilities, attention to detail, honesty, consistency and punctuality. We will celebrate examples of high achievers with autism and related social communication issues in the workplace e.g. from Einstein to Steven Spielberg.

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

Summerdown school: Curriculum Plan: Evidenced Based Delivery

How the curriculum will be delivered using evidence based strategies specifically for pupils/students with autism, language and communication needs

The delivery of the curriculum will be underpinned by the following essential elements:

- a structured approach to teaching, e.g. the use of TEACCH to present activities
- promoting generalisation, functional skills and independence
- learning outside the classroom and developing community links

To support and develop our approach, we will refer to reports such as Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder (<http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf>)

Our staff will develop links with national organisations such as the UK's NAS & Research Autism, USA's Autism Speaks and Australia's ASPECT. We will draw upon peer reviewed journals e.g. The Journal of Autism and Developmental Disorders (Springer Pubs), Autism (Sage Pubs), Autism Research Journal (Wiley).

Summerdown school: Curriculum Plan: Provision

Specialist Provision

The Trust has an integrated and innovative approach to therapy provision including speech and language therapy, occupational therapy and physiotherapy as required. Specific teaching teams work alongside therapists to ensure fully joined up working and the continual delivery of strategies throughout the school day. This includes provision to improve pupils/students' speech, language and communication needs e.g. teaching vocabulary, word finding strategies.

We will use Trust adopted schemes e.g. Talkabout and Socially Speaking to teach social skills such as rules for interaction and behaviours that predict important social outcomes like love and happiness.

We will use Trust strategies to address pupils/students' sensory needs, positive behaviour for learning, and all aspects of transition, e.g. changes in activities, moving key stage, preparation for adulthood.

Additionally, for secondary students, a range of accredited courses will be offered, many of which have been trialled by the Lindfield school in our Trust. This includes courses covering preparation for life and work; Modules with the Open College Network; a range of NVQ/Entry Level qualifications that develop life and leisure skills; and discrete GCSE or equivalent programme and/or integration with other GCSE providers (including schools within our Trust) to meet the special interests of students with high functioning autism.

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

Assemblies

Assemblies and class based reflection times will include a daily act of worship. There will be 2 primary specific and 2 secondary specific assemblies each week and one whole school celebration of achievement assembly. When pupils are not in assembly, they will be in their class bases for reflection time with a strong focus on local, national and world current events. Both primary and secondary assemblies will compose of one teacher led assembly based on being a Rights Respecting School/SMSC/charity and transition themes, and one class led assembly on any subject democratically agreed by the class members.

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

Summerdown school will use the progress evaluation methodology already successfully employed at the other Trust schools. This methodology, which generates a judgement based on a range of measures, has been successful in delivering outstanding outcomes at existing Trust schools. Ofsted have evaluated this as outstanding in recent inspections.

Pupil/student outcomes across the Trust are measured according to seven key indicators of progress. Each progress measure has been given a relative judgement to ascertain how rigorous the data set is as follows:

1. Progress Data – Progression Guidance analysis, Quartile analysis, CASPA analysis, RAISE Online (Rigour 1)
2. Individual grades for work and personal development arising from lesson observations (Rigour 2)
3. Stakeholder opinion sampled from parents/carers and pupils (Rigour 4)
4. ILP Objectives – Pupil progress against ILP objectives are recorded (Rigour 3)
5. Overall lesson observation grades give generic contextual information (Rigour 1)
6. Foundation Stage specific judgements (Rigour 1)
7. Attendance Data – RAISE, DD, SIMS (Rigour 1)

D2 – measuring pupil performance effectively and setting challenging targets

All pupils/students at the school will be subject to a formal assessment before placement begins; usually this will be the EHCP process.

- Pupils/students' voices will be at the centre of assessment and target setting; the curriculum will enable pupils/students to formulate and contribute their views about the progress that they are making towards their own aspirations.
- All pupils/students will have detailed ILPs, which will set clear, SMART targets, and the ILP outcomes will be measured using 'Goal Attainment Scaling'.
- Curriculum progress will be closely monitored through pupil progress meetings three times per year – these meetings will set and track targets for all areas of the curriculum, including personal development as well as academic achievement.
- Annual review reports will be analysed against targets and/or objectives set in statements and EHCPs.
- Behaviour incidents will be logged and analysed using SIMS Discover, and targets will be set accordingly.
- Data will be gathered and collated from an innovative lesson observation system. This data will evaluate learning for individual pupils/students and assign Ofsted grades to the quality of learning.
- Parents/carers will be invited to participate in the entire target setting and review process.
- Progress evaluation will reference pupil/student voice judgements at all levels of the school.

"In almost all lessons, pupils' progress is typically outstanding. In a specialist class for pupils with autistic spectrum conditions, high quality one-to-one support and the use of signing and visual communication cards resulted in excellent learning. This resulted in significant progress being made in relation to their individual learning targets."

The South Downs Community Special School, Ofsted June 2014

"Due to their level of need, pupils often join the school with attainment that is much lower than is typical. Nevertheless, assessment information shows clearly that from their starting points the proportion of pupils who make better than expected progress is far higher than that found nationally. Evidence also shows that there is no difference in the achievement of different groups because provision is tailored to individual need. The attainment of pupils has significantly improved over the last four years. This is because of the highly effective systems for checking pupils' progress, and their use in planning and delivering learning opportunities for pupils. This is reflected in the fact that no pupil leaves the school without at least one qualification and often with many, despite their profound needs."

The Lindfield School, Ofsted December 2015

D2 – measuring pupil performance effectively and setting challenging targets

Long term key outcomes:

EYFS: pupils will be able to communicate their basic needs verbally and are beginning to make positive choices, with some support where appropriate. They will begin to complete activities independently and be confident to transition between a range of activities. They are starting to learn in groups. They begin to make connections between activities within school and outside of school, transferring their new skills to their home environment.

KS1: pupils can express their needs using functional, verbal language and make choices in a range of situations. They can work in pairs and in larger groups and begin to engage in cooperative and reciprocal activities. They focus for longer periods and begin to attempt activities independently, asking for help at times. They are aware of cause and effect and are beginning to use this awareness to develop positive strategies e.g. in relation to group work and behaviour for learning. They experience a wide range of activities and access all areas of the school, and all curriculum subjects, confidently. They are less reliant on adult support for basic tasks, and work for short periods independently, both on preferred activities and to consolidate existing learning. Developing independence from an early age, and learning to become responsible individuals, will contribute to developing economic independence later in life.

KS2: pupils use a range of language for learning and an increasingly greater vocabulary. They express their thoughts, feelings and viewpoints. They can complete more tasks independently; including tasks that are open ended and involve problem solving, without necessarily drawing on adult support. They have developed friendships, which they begin to sustain outside of school. They collaborate with adults and peers to achieve a variety of learning goals in different activities and environments.

KS3: Students can give increasingly more complex explanations for concrete subjects as well as less tangible themes. They are aware of their emotions and make steps towards their own emotional regulation. They initiate and sustain relationships outside of school. They are able to work on longer, more complex projects, drawing on support from their peers and begin to access leisure activities. Students will have a route towards accreditation; they will have chosen subjects that draw on their own strengths and preferences as well as provide them with the necessary skills for further study and/or future employment.

KS4: Students will have attained a range of qualifications in line with their abilities and interests. They will be well prepared for transition to 16+ pathways including apprenticeships. Students leaving the school will have friends and engage in leisure activities outside of the school environment. They will have sustained a positive work experience placement; they will have been actively involved with the choice of placement and been able to participate fully in the workplace. They will have developed some skills necessary for employment and are beginning to use their language, social and transferrable skills to make steps towards greater independence.

Pupils/students from the Trust are exceptionally well prepared for their post 16 transitions into education and employment.

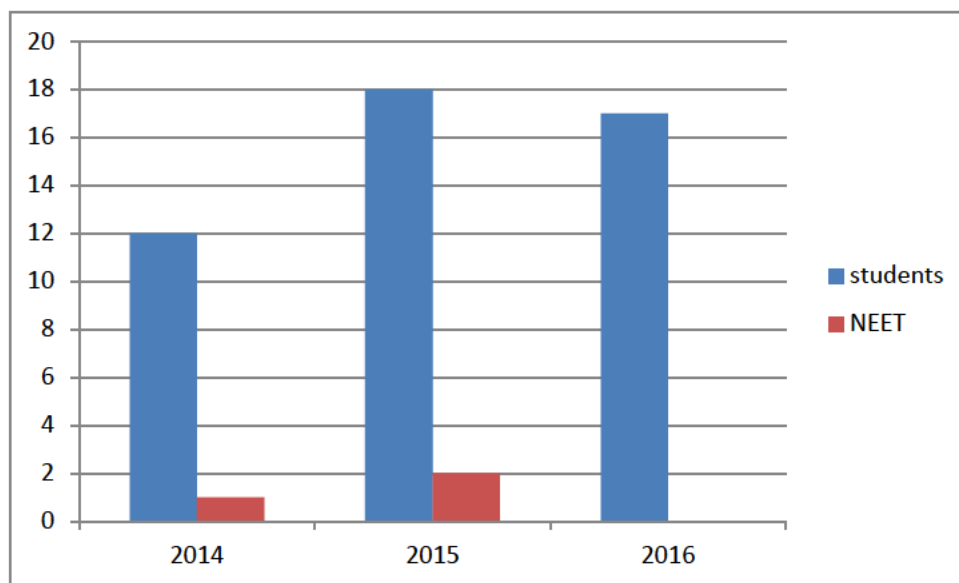
The 3 three year NEET data below indicates an exceptionally low level of students not in education or employment. We would work towards similar results for Summerdown.

D2 – measuring pupil performance effectively and setting challenging targets

“Work experience and careers advice are very well planned and meet the specific needs of pupils at the school. This is because leaders ensure that pupils are clear about their strengths as learners, and help them to set realistic goals for their next steps when leaving the school. The ambitious advice, along with the tailored experiences secured for pupils, is linked to the qualifications offered to each individual. This prepares pupils exceptionally well for the next stage in their education. Consequently, the vast majority of pupils leave the school to go on to successful education, employment or training.”

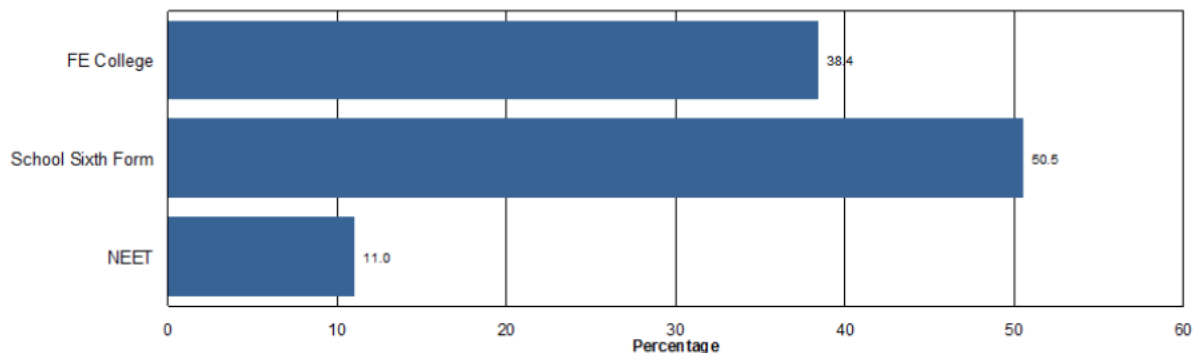
The Lindfield School, Ofsted December 2015.

3 Year NEET Analysis



The Lindfield School Current Destinations of 2015 Year 11 Leavers (Currently in Year 13)

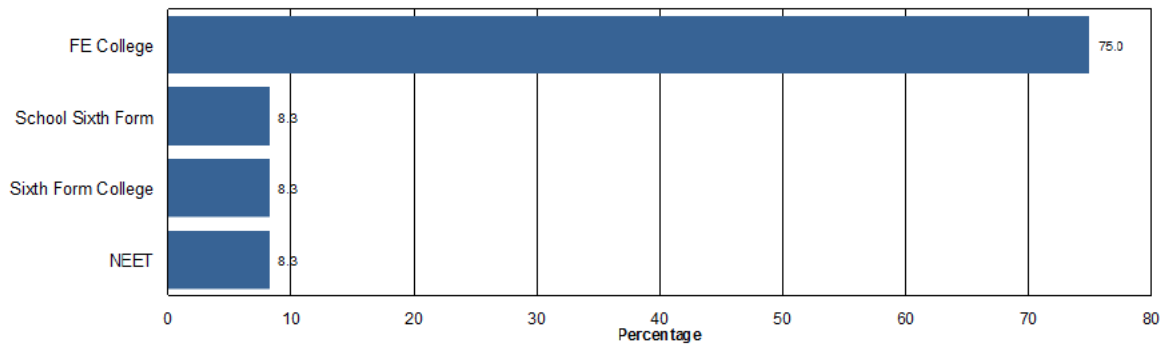
FE College	Sixth Form	NEET	Total
7	9	2	18
38.4%	50.5%	11.0%	100%



D2 – measuring pupil performance effectively and setting challenging targets

The Lindfield School Destinations of 2014 Year 11 Leavers (Currently in Year 14)

FE College	Sixth Form School	Sixth Form College	NEET	Total
9	1	1	1	12
75.0%	8.3%	8.3%	8.3%	100%



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

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

Proposed staffing structure for Summerdown:

CEO – Professional leadership of the Trust, strategic director of learning.

Head Teacher/Head of School designate : responsible for the day-to-day running of the school including overview of curriculum content and development.

Key Stage 1&2 manager and Key Stage 3&4 manager – curriculum/assessment: both key stage managers will share responsibility for leading the school in curriculum development and assessment for learning. Additionally, they will contribute to the delivery of the school's vision by ensuring individual customised teaching and learning programmes in line with evidenced based practice.

EYFS manager - will liaise closely with parents/cares to ensure a smooth transition from home to school. They are responsible for the EYFS curriculum and for initial baseline assessments of pupils' skills. They contribute to writing initial EHC plans.

Class teacher with additional responsibility for Therapy/Communication - will implement the innovative and integrated provision of a range of therapy across the school including SALT and OT. They will collaborate with parents/carers, therapists, and work in partnership with teaching staff, to develop specific therapy programmes for pupils/students that are delivered across different environments and throughout the school day.

Class teacher with additional responsibility for Autism provision - will co-ordinate the overall provision of autism specific practices. They will support families with strategies at home and the development of EHC plans. They will lead staff CPD in autism and model best autism practice across the school. They will be responsible for evaluating and implementing any new research and developments in the field of autism. They will work in conjunction with the assistant heads to make sure that assessments fully address the specific needs of pupils/students with autism e.g. capturing social progress.

Teaching staff - 10 teachers and 25 TAs will take part in a rolling programme of CPD. This will include the Trust's competency levels (a detailed CPD programme which encompasses formal and informal training); the competency levels are tailored to the individual needs of staff as identified during robust performance management.

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

Staffing ratio of 3 adults to 8/9 pupils/students (may be 2:6 or 3:10 in exceptional circumstances).

Class teacher for each class supported by 2 TAs (1 x TA3, 1 x TA2).

Staffing will increase in line with upturn in pupils/student numbers over time.

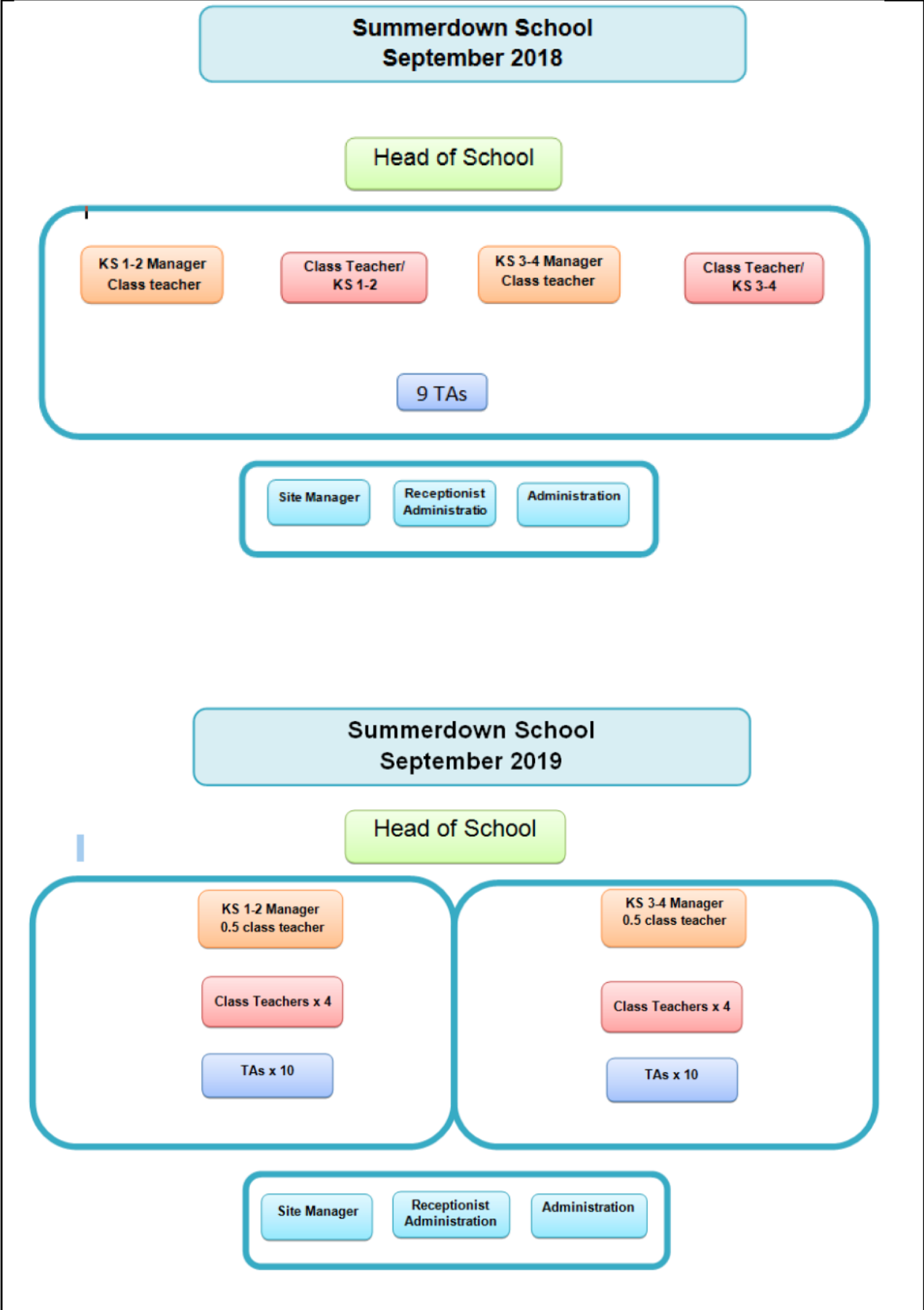
Proposed teaching staff structure

The following table demonstrates the growth in staffing until full capacity is achieved:

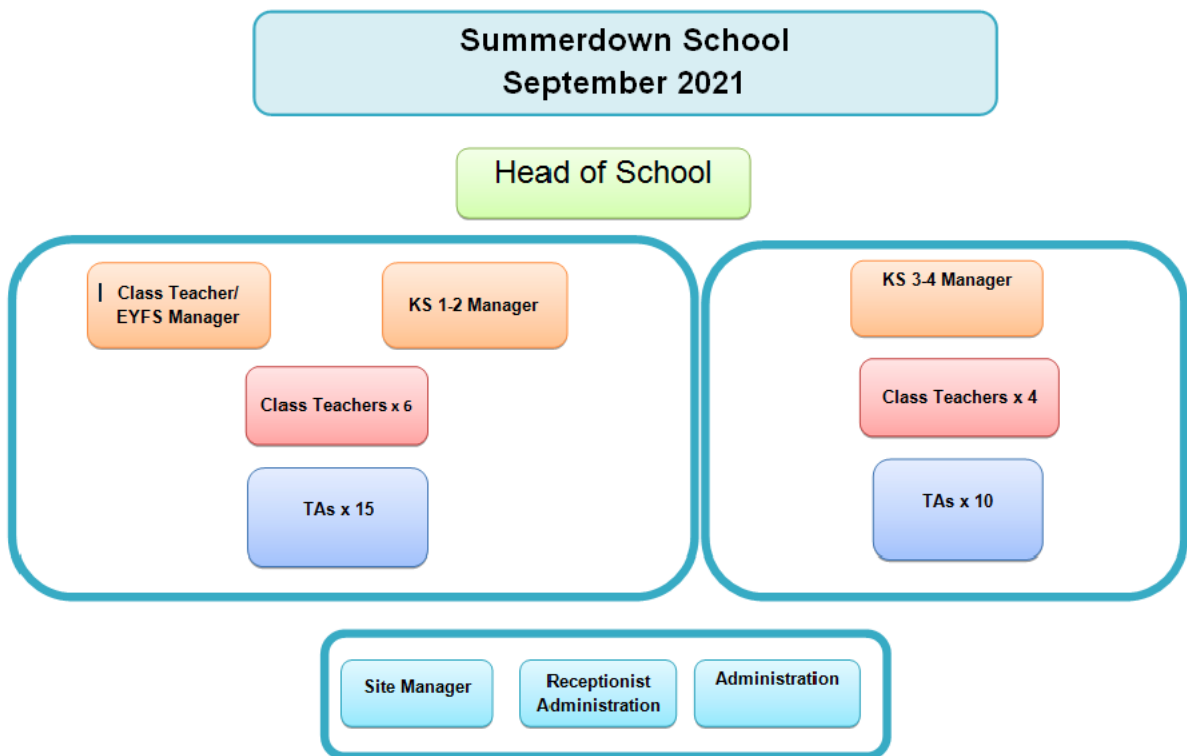
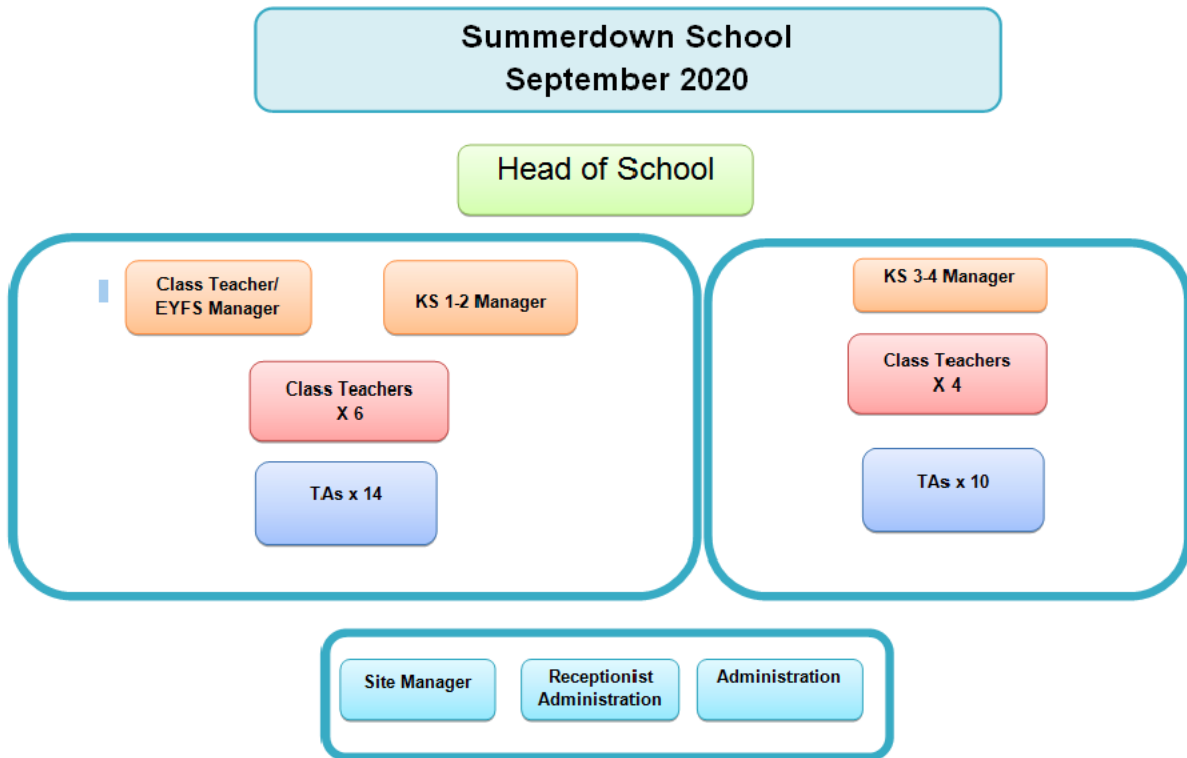
	Sept 2018	Sept 2019	Sept 2020	Sept 2021
Head of School	1	1	1	1
KS 1 & 2 Manager/Teacher	1	1	0	1
KS 3 & 4 Manager/Teacher	1	1	0	1
KS 1 & 2 Manager	0	0	1	1
KS 3 & 4 Manager	0	0	1	1
EYFS Manager/Teacher	0	0	1	1
Teachers	2	8	10	10
TAs	9	20	24	25
Site Manager	1	1	1	1
Receptionist	1	1	1	1
Admin Assistant	1	1	1	1

Our staffing structure organograms show the proposed staffing structure for teaching and support staff until the school reaches full capacity, in line with planned pupil numbers.

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



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



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

It is anticipated that a range of existing Trust staff will support the new free school in the achievement of the best possible outcomes for its pupils. For example:

- members of the Trust Communication Team will support the achievement of communication goals in the new FS
- Trust Safeguarding Manager will secure best possible safeguarding practice in the new FS
- Trust Leadership Teams will support leadership and management in the new FS

If the new Free School experienced a significant reduction in income, the following mitigating steps would be taken:

- adopt a flexible approach to class sizes
- seek staffing support from other Trust schools
- use TA 3s to lead classes, overseen by teachers
- increase teaching commitments for key stage leaders
- reduce staff appointments to correlate with actual pupil numbers

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

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

Summerdown school will echo the Trust approach to inclusion and diversity which has been graded outstanding by Ofsted:

“An impressive range of other activities is highly effective in supporting pupils’ excellent spiritual, moral, social and cultural development. This is clearly evident in the high quality displays of pupils’ work around the school. ... The school’s unyielding commitment to equality for all results in all pupils, regardless of circumstances or needs, making outstanding progress in relation to their starting points, learning and all-round personal development. This is enhanced further by high quality levels of support from other professionals and therapists working at the school.Typically, behaviour over time is outstanding. There have been no recorded instances of bullying, homophobic bullying, sexual misconduct or racist incidents.”

The South Downs Community Special School, Ofsted June 2014

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

“The curriculum is very successfully built around the school’s core values of respect, honesty, trust and kindness. Pupils are seen as individuals and their specific needs are catered for extremely well. Consequently, there is equality of opportunity for all. Pupils learn to value and celebrate each other’s differences. Respectful two-way relationships are fostered by staff and are highly valued by pupils and their parents. Pupils are very well prepared for life in modern Britain.”
The Lindfield School, Ofsted December 2015

Inclusivity

Summerdown School would operate with the same ethos as our other two schools – where all faiths and world-views (and none) are respected and diversity is celebrated. The school will follow the Trust programme of transition visits for new children and their parents/carers. Any religious or cultural needs including dietary requirements or the freedom to practice faith will be discussed during the transition process alongside medical needs, food preferences and opting in or out of the act of daily worship and sex education. If parents/carers elect to remove their child from the daily act of worship, pupils/students will may either practice their own faith, or take part in reflection time with a strong focus on SMSC and local, national and world current events.

Inclusivity is a key foundation of the Southfield Trust. We actively promote and celebrate diversity through inviting a wide range of speakers and visitors into our schools for assemblies, projects, enrichment days and charity events. We hold an award for Learning Outside the Classroom and this rich programme includes taking pupils/students to as many culturally diverse places of interest and learning as possible.

SMSC

All Trust schools offer a broad and balanced curriculum and prepare children for life in modern Britain including through the teaching of spiritual, moral, social and cultural (SMSC) education. The Trust has an SMSC policy, which clearly demonstrates that we highly value SMSC education and endeavour to incorporate SMSC influences into all aspects of our pupils’ development. Through (SMSC) education, we aim to enrich and expand the lives of our pupils while developing their values, attitudes and beliefs.

SMSC is written into lesson plans and is one of the areas focussed on in lesson observations. SMSC is monitored across the Federation by SLT and is reviewed regularly within the school development plan. SMSC provision relates to the whole life of the school, and spiritual, moral, social, and cultural development will be promoted not only through all the subjects of the curriculum but also through the ethos of the school, procedures, practices, collective worship and school events.

Our aims for spiritual development are to develop the skill of being aware of one’s spiritual side and the ability to listen, be still and reflect. We provide opportunities to consider the existence of God, develop personal beliefs, sense wonder and mystery in the world, and to sense the unique nature of human relationships.

Our aims for moral development are to develop the ability to distinguish between right and wrong and adapt our behaviour accordingly, take responsibility for our own actions, exercise self-discipline and conform to rules for the good of all. We encourage

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

pupils/students to work towards each school's key values, develop the ability to value other people and their feelings, and help those less fortunate or able than ourselves.

Our aims for social development are to develop the ability to communicate with and interact positively to others, develop an understanding of citizenship and to experience being part of a whole caring community. We explicitly teach how to work as part of a team, share and take turns, make and maintain friendships, consider other people's point of view, and use appropriate behaviour.

Our aims for Cultural Development are to develop a sense of belonging to your own culture and be proud of your cultural background. Also to develop an understanding of British cultural tradition, including Christianity, and understand similarities and differences between faiths and cultures. Pupils/students will be given opportunities to explore and respect the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond.

British Values

The Trust promotes the basic core values of respect, trust, honesty, friendship and kindness, based on British core values. We promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs through our PSHE and citizenship curriculum and this is evidenced in displays around our schools.

PSHE and Citizenship

PSHE and citizenship are taught as standalone subjects at Trust schools as well as through assemblies, celebrations, fund raising events and enrichment days.

PSHE in the primary phase includes topics such as: Making Choices & Taking Part in Our Community; How to treat others; Personal Hygiene, Healthy Eating & How to keep fit; Living in a diverse world; Recycling; Right and Wrong; Local Democracy for young citizens; Stereotyping.

In the secondary phase, the PSHE curriculum covers topics such as You and the Law; Enterprise; Sex & Relationships Education; Economic Well-being/Financial Capability; Medicines & Drug, Alcohol & Tobacco Education; Healthy Living; Staying Safe; Being a good citizen.

Children's Rights

The Lindfield has achieved Level 1 Rights Respecting Schools Award accreditation from UNICEF for its work on children's rights. South Downs has gained recognition of commitment and is working towards Level 1. We would expect Summerdown to do the same. The Trust uses the UNICEF Convention on the Rights of the Child to inform and add value to its work within the school, local, UK and global communities. We have recently engaged in the 'Big Bus Project' to send art and craft materials to children in refugee camps in Dieppe. We promote global citizenship and sustainable development, guided by the values and principles of the Convention in assemblies and in curriculum areas such as geography, science, R.E. and PSHE. Student voice is actively promoted through the school council, EHC plans, aspirations interviews and the school eco group. All pupils were involved in agreeing lunch time and behaviour for learning charters based on the Convention, to help everyone to understand their responsibilities in relation to rights.

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

Safeguarding & Pupil welfare

“The school’s work to keep pupils safe and secure is outstanding. This is diligently overseen by the governing body. Internet safety has a high priority, with older pupils being taught about potential dangers when online. v A resounding ‘yes’ was the response from a small group of older pupils who were asked by an inspector if they felt safe at the school. They added that all pupils get on well together and that the school would deal with any issues, if there were any.”

The South Downs Community School, Ofsted June 2014

“Safeguarding arrangements are very effective. Pupils feel and are safe in school. Leaders’ detailed knowledge of individuals ensures that they are very well looked after.”

The Lindfield School Ofsted December 2015

The Trust has a full time senior member of staff who focuses solely on safeguarding. With the opening of a new free school, this post holder would line manage an additional safeguarding assistant. Our Trust safeguarding policy is fully compliant with the Prevent Duty and each term, our safeguarding officer attends the East Sussex Special Schools Safeguarding Lead network meetings. We have several staff trained as safeguarding leads across the Trust. Our schools are communities and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making them safe and secure.

The Trust updates its’ Safeguarding and Child Protection Policy at least once per year. We submit a comprehensive safeguarding audit to the LA (last submitted January 2016). Audit outcomes are reviewed by Members and Trustees. Pupil/student welfare is our paramount concern. The Trustees and governors monitor our practice and procedures to ensure that our schools will safeguard and promote the welfare of pupils/students. We work together closely with other agencies to ensure that our schools have adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm. We monitor the welfare of our pupils/students as a part of weekly pupil progress meetings. We also monitor the implementation of our safeguarding policy. Any pupil welfare concerns are acted on immediately by the senior management team of each school, who have a strong pastoral role. Each class teacher/form tutor also has responsibility for the day-to-day welfare of pupils/students.

The Trust has robust policies for Health and Safety, Administration of Medicines, Medical Conditions, Accident/Incident Reporting, Risk Assessments, off Site Visits, E-Safety and Anti-bullying.

The Trust addresses the issue of bullying constantly through the curriculum, behaviour management, assemblies, SMSC, PSHE, social skills work and through the general ethos of the schools. We aim, as a Trust, to produce a safe and secure environment where all can learn without anxiety. Our anti-bullying policy aims to produce a consistent response to any bullying incidents that may occur. Behaviour incidents are monitored and analysed to help spot bullying. Pupils/students are taught to use a range of communication strategies to indicate any anxieties. Across the Trust, E-safety including awareness of cyber-bullying is addressed through assemblies, staff meetings and the curriculum.

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

Building cohesive communities

The Southfield Trust developed a new Equality Policy in 2015 which brings together all previous policies, schemes and action plans around equality including those that we had previously for race, gender and disability. It includes all the protected characteristics covered under the Equality Act 2010, as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our schools' physical boundaries and within our local, national and global environments. Our schools embrace the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child. Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of our Equality Policy is to set out how our practice and policies have due regard to the need to eliminate discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations between groups. We seek to embed equality of access, opportunity and outcome for all members of our Trust community, within all aspects of school life. We actively seek out opportunities to embrace shared humanity and identify commonality. We value our fundamental similarities and universality as well as difference and diversity. We will develop pupils'/students' understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

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

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

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

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

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

We have based our free school model on needs identified by the Local Authority for additional places for pupils/students with autism. As a Trust with two National Autistic Society accredited schools, we have the expertise to deliver outstanding provision for pupils/students with autism. This has been verified in recent Ofsted inspections:

“Achievement is outstanding, irrespective of individual pupils' special educational needs or disabilities.” “Outstanding learning is the norm because of teachers' highly effective planning in all lessons to improve pupils' key skills of literacy, numeracy and communication.”

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

South Downs School, Ofsted, June 2014

“The curriculum is broad, balanced and rightly focused on the potential career pathways for pupils, as well as being tailored to their specific needs. Lessons are sharply focused on academic and social targets, which appropriately, have pupils’ long-term economic and personal well-being as their priority. Pupils’ individual needs are regularly assessed to ensure that the courses they are doing are suitably challenging and support them in developing the workplace skills they will need to succeed. Career pathways are promoted with these skills and the aims of the parents and pupils in mind. This means that pupils are always thoroughly prepared for the next stage in their education, employment or training.”

The Lindfield School, Ofsted December 2015

The strategies that we will adopt at Summerdown are based on research and evidence and lead to the outcomes stated in our vision. Our strategies will be designed to address the autistic triad of impairments:

- **social interaction** : difficulty with social relationships, for example appearing aloof and indifferent to other people
- **social communication**: difficulty with verbal and non-verbal communication, for example not fully understanding the meaning of common gestures, facial expressions or tone of voice
- **social imagination**; difficulty in the development of interpersonal play and imagination, for example having a limited range of imaginative activities, possibly copied and pursued rigidly and repetitively

The opening of a specialist school for autism in Eastbourne will be the first of its kind in the area. This will allow a specialist curriculum as described above with the opportunity to focus on communication throughout the school day. This is especially important for pupils/students with autism e.g. difficulties with interpretation of both verbal and non verbal communication Studies have shown that poor communicative ability has a devastating long term impact on later life. A recent illustrative example of this impact can be found in the report published on 18th March 2016 by the research charity Autistica, entitled: ‘Personal tragedies, public crisis’.

We will embrace the Trust’s key concepts in all aspects of the school day to meet the needs of pupils/students with autism as follows:

Arrival and departure

Pupils/students will be highly motivated to attend the school as provision matches their needs and the curriculum is interesting, motivating and customised.

At the start of each day, the school will foster a welcoming culture. Pupils/students will be greeted on arrival and learn how to greet and interact with each other in non-structured times. Proactive organisational structures will ensure pupils/students are clear about expectations for the day on arrival. Pupil/student arrival/departure will be supported by mentors if pupil/students are exhibiting any anxiety on transition. For some pupils it may be beneficial to have some sensory time at the start/end of the day. This sensory time may include planned sensory strategies or responsive.

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

Timetables for the day will be accessed in class bases and changes will be identified, explained and planned for. There will be an emphasis on pupils accessing their daily information independently where possible, and this will be taught from an early age. Where appropriate, teachers create situations in the classroom where the student runs into a problem and then teach them how to respond e.g. not giving them all the materials they need for an activity requires the students to advocate for themselves and use expressive language skills to request the needed item.

Break times

EYFS has an organic curriculum and break times form part of other activities such as personal, social and emotional development and physical development.

At Key Stage 1, break times will be play skills based. Pupils will be taught skills such as reciprocity, turn taking, appropriate use of resources.

At Key Stage 2 friendship skills will be emphasised at break times including initiating games, sharing interests and compromise/negotiation.

At Key Stage 3 and 4 there will be a shift in emphasis at break times towards developing leisure skills such as being part of a group/club, finding out about other people's interests and practicing newly acquired social skills.

Lunch times

At lunch times, all pupils/students in Key Stages 1- 4 will spend approximately half the time eating lunch and half the time in lunchtime clubs.

While eating lunch there will be opportunities for social skills development including appropriate conversations, table manners, enjoying healthy food choices, expanding range of foods enjoyed and using cutlery. For pupils/students who require it, avoidant eating support will be available.

Lunch clubs will offer a balance between relaxation and opportunities for social learning and leisure skills. These will be age and interest appropriate.

At Key Stage 1, clubs may take the form of using play equipment in a designated area and interacting with others.

At Key Stage 2 there will be more of an emphasis on team games and collaborating with others.

At Key Stages 3 and 4 we will offer clubs driven by students own skills and interests. Examples may include chess, yoga, cooking club (how to make healthy snacks for themselves as well as catering for others).

After lunch, when pupils return to their class bases for registration, there will be five minutes of relaxation therapy or sensory time to prepare pupils/students for learning.

The curriculum

Summerdown school will offer a forward-looking curriculum designed to prepare pupils/students with autism/SCLN with all of the necessary social and academic skills to learn, develop independence and form positive relationships with adults and peers. There will be a variety of motivating curriculum areas, suitable for a wide spectrum of

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

needs across the 4 – 16 age range, with opportunities for pupils/students to develop their social skills and language skills with an emphasis on communication.

We will teach the National Curriculum for core subjects, along with additional skills-based learning opportunities e.g. thinking skills, social skills and work related learning, through direct, specialist teaching where necessary.

Our curriculum will be adaptable, allowing for high levels of differentiation to meet individual needs, using specific teaching strategies to support pupils/students with autism. This will include individualised learning as set out in Individual Learning Plans and discussions with parents/carers and professionals at EHC meetings. The main focus will be to draw upon pupils/students strengths and interests to facilitate learning.

Depending on the year group and subject taught, pupil/students will either remain with their class (primary or tutor group (secondary)), or transition to specialist teaching areas.

Residential trips

There will be opportunities to participate in residential trips at the end of key stages 2, 3 and 4. These trips will become increasingly challenging as the pupils/students become older. We will use a mixture of camping, organised venues and adventure activity centres.

After school clubs

The school will offer after school clubs such as gardening, sports activities, drama, street dance and computing.

Section E – evidence of need

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

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

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


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

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

The existing Southfield Trust will provide the required outstanding provision through a new free school because its' schools:

- have both recently been judged as outstanding in all areas
- evidence exceptional provision and outcomes for pupils with autism - celebrated through recognition with the National Autistic Society
- have outstanding leadership and governance capacity – evidenced through multiple outstanding Ofsted outcomes

There are four critical drivers informing the need to create new provision for autism in Eastbourne:

1. 
2. **The Regional Commissioner has identified essential need for specialist SEN provision in Eastbourne.**
3. **There is substantial local demand from parents/carers for specialist autism provision.**

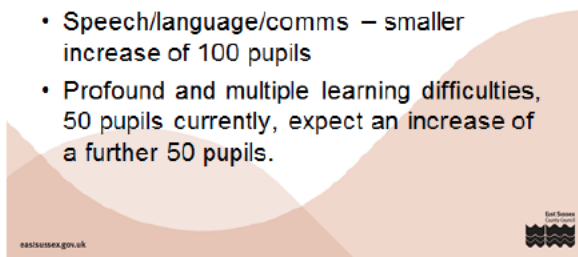
1. 

The Local Authority have identified the following demographic trends (extract from PowerPoint presentation to Heads):

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

What do the forecasts tell us?

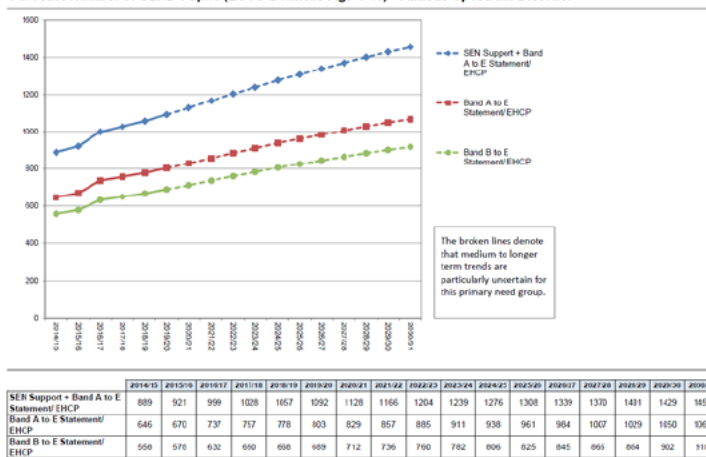
- If current trends continue by 2031:
- ASD – increase of 400+ pupils
- Speech/language/comms – smaller increase of 100 pupils
- Profound and multiple learning difficulties, 50 pupils currently, expect an increase of a further 50 pupils.



The full PowerPoint is included as evidence in annexe E2.

The East Sussex model provides the following projection:

Forecast Number of SEND Pupils (ESCC Domicile Age 4-18) - Autistic Spectrum Disorder



SEND Forecast Extracts Feb-16 v2

Page 11 of 21

This SEND forecast is included in annexe E3 as evidence along with the Report for SEND Place Planning Meeting in annexe E4.

Using a peer reviewed place-forecasting model, East Sussex LA have determined that there will be a significant increase in pupils requiring specialist autism provision. The BAND B-E total is forecast to rise from 2,100 in 2014/15 to 3,100 by 2030/31. If this total represents a more accurate reflection of the long-term numbers with EHCPs, the 2030/31 forecast is still 500 higher than the current total with statements/plans. If recent trends continue, numbers of pupils/students with EHPs and a primary need of Autistic Spectrum Disorder (ASD) could rise by around 400 by the end of the decade. Currently, approximately 900 of the 2600 school aged children with statements/plans are educated in maintained special schools with around a further 200 in independent special schools. Taken together this represents over 40% of the total.

Bands B to E represent the complexity of children and their needs, with Band E being the most complex. Most pupils at South Downs are bands D and E. At the Lindfield,

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

there are a few band B students and mainly band Cs and band Ds.

Within our Trust, South Downs has 129 pupils against current funding for 125. The Lindfield has 86 pupils against funding for 84.

East Sussex currently funds a high number of places in non-maintained private provision for pupils with a diagnosis of autism. Recent DfE place-planning data indicates that the LA will be forced to commission over 200 “out of county” places in September 2016 because of lack of capacity in maintained and academy schools. It is anticipated that a new provision would reduce this need, and because of significantly lower costs, represent a significant saving from the high needs block. High needs place funding data has been included as evidence in annexe E5.

The proposed free school will provide a **more effective** and directly accountable provision with **better value for money** against outcomes

2. The Regional Commissioner has identified essential need for specialist SEN provision in Eastbourne

“Free school applications wanted – 2018 to 2022! From my discussions with local authorities, I am keen to encourage free school applications in the following areas. You don’t need the local authority’s permission to apply but please do talk to them to get the most up to date information on pupil projections as this will help strengthen your case. If you are applying for an AP or special free school, it is particularly important that you talk to the local authority before applying. In the case of special, you will need a letter of support from the local authority confirming that they will commission places from your free school.” (extract from letter to Heads)

Local authority	Planning/local area	Phase
East Sussex	Eastbourne	Secondary
	Hailsham	Secondary
	Eastbourne/Polegate	Special all through

The Regional Schools Commissioner (South East Region) has recognised the capacity of the Trust to open and manage a new free school, and this is evidenced in the annexe E6.

In June 2016 we completed an Academy Trust capacity audit and submitted it to the south east RSC. We received an email from [REDACTED] who wrote

“ The information you provided in the survey and a range of other factors have been used to review and agree an indicative growth plan for your Trust; these factors include the number, feature and geography of schools currently within your Trust, your overall performance and track record.

Based on your response, I understand that you have decided to grow for 2016/17 and would like to grow in 2017/18 and 2018/19. I have carefully considered the information you submitted and would like to confirm that I am content, in principle, for you to grow

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

in 2016/17/18 by up to the following projects, in this region:”

16/17/18	Primary	Number of pupils	Secondary	Number of pupils
Converter	0	0	0	0
Sponsored	0	0	0	0
New provision/free school	0	0	1	106

3. There is substantial local demand from parents/carers for specialist autism provision. We have a wealth of anecdotal evidence, which suggests that parents/carers are requesting more specialist autism provision. This evidence arises from parents/carers visiting Trust schools, requests made through the outreach service and parental requests at Local Authority panel meetings. The local charity, Families for Autism, have also identified the need for more autism provision in Eastbourne.

NAS data shows that 63% of children on the autism spectrum are not in the kind of school their parents believe would best support them.

We have strong links with East Sussex Families for Autism, whose recently published survey is included as evidence in annexe E7. This autism survey shows:

- The lack of knowledge and understanding of ASD, and particularly high-functioning autism, amongst the teaching profession and support staff is hugely damaging
- Many children with autism being effectively isolated and excluded from activities' due to their ASD based anxieties.
- Where social, emotional and sensory issues are not adequately supported parents report children experiencing severe anxiety.
- Some parents decide to educate their children privately or home school due to the lack of understanding within the mainstream school system, the sensory and social environment and the absence of specific ASD provision.
- A whole school approach is needed for autistic children to thrive and achieve their potential at school. This needs to encompass the whole child and how they experience school. Taking everything into account from the curriculum and playtime activities through to the noise of hand driers and buzzing lights in order to make all children feel welcome and a valued part of the school.

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

X

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

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

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

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

It is likely that some pupils may be in the process of undergoing EHC assessments in their early years settings. By the time pupils are admitted to the reception class, all pupils will have an EHC against which a commissioned place will be offered.

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 TRUST with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

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

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

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

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

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[REDACTED]	Eastbourne	[REDACTED]	[REDACTED]	7

			<p>[REDACTED]</p> <p>[REDACTED]</p>	
[REDACTED]	Seaford	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p>	2
[REDACTED]	Eastbourne	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	2

[REDACTED]	Brighton	[REDACTED]	[REDACTED]	15
[REDACTED]	Eastbourne	[REDACTED]	[REDACTED]	10
[REDACTED]	Eastbourne	[REDACTED]	[REDACTED]	20

				
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[Add lines as appropriate]

F1 (a) Skills and experience of your team

[Insert a short commentary on your plans to manage the pre-opening project here.
Table expands]

Preopening will be under the direction of the MAT CEO supported by the current Heads of School, the Principal (Head of School) Designate, the Safeguarding Manager, the Senior Site Manager and the Director of Resources. All preopening will be overseen by the Members and Trustees.

F1 (b) Skills gap analysis

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

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

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
<p>Since we already have a MAT governance and leadership team, which has been judged as outstanding in recent Ofsted inspections, we believe we have the capacity to address all aspects of the planning, management and operation of a successful free school.</p> <p>The pupils/students whose needs we will meet will be similar to some of those in our existing provision. We have the skills to meet those needs and to deliver outstanding outcomes.</p>	<p>There may be a need to increase administrative capacity.</p>	<p>Core administrative activities and financial management will be delivered by existing experienced managers with proven expertise. These managers will be supported by new administrative staff from April 2018.</p>

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap

[Add more lines as appropriate]

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

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

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

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

Governance structure of Southfield MAT including new free school:

3 x Members

Main responsibilities: Duty of Compliance; • Duty of Prudence; and • Duty of Care.

6 x Trustees (2 representing each school)

Main responsibilities:

1. Strategy

- Establishing and steering the Trust's clarity of purpose
- Overseeing effective governance and decision-making
- Scrutinising plans for growth or consolidation

2. Financial stewardship

- Ensuring the Trust is financially competent and has a sustainable budget

3. Performance

- Ensuring pupils are making progress – gaining the best education and experience possible
- Putting in place effective leadership and holding the executive leadership to account
- Managing risk: ensuring that the Trust is meeting its statutory and legal responsibilities

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

12 x Local Governing Body (with 4 representatives from each school),

Main responsibilities:

- Ensuring the quality of educational provision;
- Challenging and monitoring the performance of the academy;
- Ensuring good financial health and probity;
- Supporting the SLT in management of staff.

Each governor to extend their current MAT governor responsibilities in one or more of the following areas:

- Finance
- Curriculum
- Safeguarding & single central register
- Health and safety
- Children's rights
- Careers and work related learning
- Fundraising
- SMSC
- EYFS
- Complex Needs
- Autism
- Staff disciplinary team
- Senior Leadership Team pay committee

Add text here. Table expands]

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

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

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

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

[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

[Redacted]

[Redacted]

[Redacted]

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

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.

Annexes

CV: [REDACTED]

CV: [REDACTED]

Annexe E1: Letter of support from Local Authority

Annexe E2: LA SEND Place Planning Update

Annexe E3: Forecast Number of SEND Pupils




Annexe E4: Report for SEND Place Planning Meeting

Annexe E5: High Needs Place Allocations

Annexe E6: Letter of support from RSC

Annexe E7: Families for Autism East Sussex Survey

CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/organisation position and responsibilities held length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications If these results are not available, set out the 	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

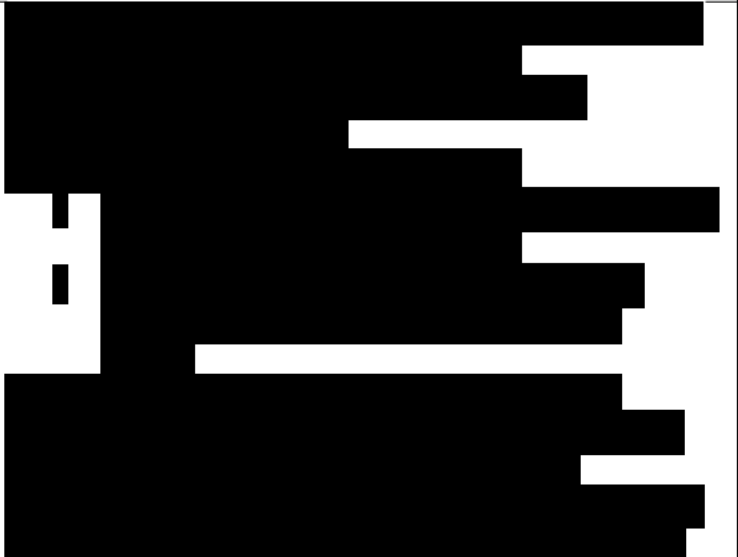
CV template		
	<p>track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p>	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life 	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	

CV template		
		<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p> <ul style="list-style-type: none"> ■ [Redacted] ■ [Redacted] ■ [Redacted] ■ [Redacted] ■ [Redacted] ■ [Redacted] ■ [Redacted] ■ [Redacted] ■ [Redacted]
8	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

CV template	
	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

CV template

CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications • If these results are not available, set out the track record of your school in terms of 	

CV template		
	<p>developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p>	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life 	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	

CV template		
		[Redacted]
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	[Redacted]
8	<p>Reference names(s) and contact details</p>	[Redacted]

Self-assessment form for independent schools

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

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
Achievement of pupils at your school	[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]		

<p>Quality of teaching in your school</p>	<p>[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.</p> <p>Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake.</p> <p>Consistency of student presentation of work and scrutiny reference progress and standards</p> <p>How marking, assessment and students feedback/reflection enhances pupil learning</p> <p>Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs</p> <p>How teaching promotes pupils learning and progression</p> <p>The review should be validated externally to ensure moderated outcomes for the school</p> <p>Reading, writing, communication and mathematics across the</p>		
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	<p>curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks e.g. 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 conclusions. Parental questionnaires and where appropriate business partners. Pupils attitudes to learning and the creation of a positive ethos Mock Ofsted information on behaviour and behaviour</p>		

	<p>management strategies, policies and procedures please delete this guidance before submitting this form]</p>		
<p>Quality of leadership in, and management of, your school</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. 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. 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>		

	please delete this guidance before submitting this form]		
The extent to which the 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.	[pupil recruitment and how the education will be adapted to meet the 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]		
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.			
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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
1. The roles and responsibilities of the directors/ trustees	Please detail your duties as: <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer Understanding of the strengths and weaknesses of the school. 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) Holding school leadership to account	
2. Structure of the board	Accountability system Structure of decision making	
3. Meetings	Please detail your board and committee meetings schedule and outline agenda	

4. Finance	Please give details of: <ul style="list-style-type: none">• your chief financial officer, with appropriate qualifications and/or experience;• Schemes of delegation;• Approvals process-budget;• Investment policy;• Procurement including leases;• Internal control framework;• Contingency and business continuity plan;• Insurance cover		
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Department
for Education

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