



Department
for Education

Free school application form

Special schools

Published: July 2016

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

SURREY DOWNS COURT

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Application checklist

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

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	N/A	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	N/A	<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?	X	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	X	<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	X	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
12. Have you sent: <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? Sent with previous Wave 11 application	X	<input type="checkbox"/>

Declaration

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

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

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

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

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

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

Signed:



Position:



Print name:



Date: 28 September 2016

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

Section C – vision

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

Rationale and Key Features of Proposed Provision

Surrey Downs Court will provide cross-phase education for learners 7-19 years old with Communication and Interaction Needs (COIN), and including high functioning Autism Spectrum Conditions (ASC). In so doing, the school will provide for boys and girls with communication and interaction needs who are unable to manage a mainstream school environment and require a high level of targeted support and intervention. Learners may have additional associated needs, including those relating to mental health and behaviour. There is an overwhelming need for this provision in Surrey as demonstrated in Section E.

Cognitive development, intellectual stimulation and a love of learning will be engendered through the academic curriculum to ensure future progression for our young people at every stage of their education. We recognise that routine and predictability will be of the utmost importance to the special needs of our young people. Our aim is to enable students to eventually live fulfilling, happy, independent lives. Therefore, we will promote and sustain the development of our children and young people with COIN and ASC through a curriculum that is built around the four areas of achievement, communication, independence and wellbeing.

In order to realise these aims we will offer training and support, not just to our staff but also to parents and other stakeholders to enable all associated adults to best meet the needs of our children and young people.

Our individualised approach to meeting each young person's needs will empower our learners to understand their needs, and celebrate their differences through a range of experiences that enable interaction, promote social inclusion and independence. An example of this approach is explored in a case study outlined in section D5 of this application entitled 'Becky'. Our autistic young people will be supported to reflect on their experiences at every stage of their education through a consistent approach across all areas of our school community, further enabling them to learn and make progress.

Underpinning our approach will be an unconditional proactive regard so that staff will treat the young people as individuals and accept them for who they are. Each day will be seen as a fresh start, so that our autistic children will be enabled to feel safe from prejudice based on previous behaviour and academic achievement. Particularly in the early stages, another aspect to building foundations for learning, is to work on each child's attachment. This will be based on attachment theory (John Bowlby 1950). In the later stages, it is hoped that preparation for an independent adulthood will encompass formal regular work placement or college experience.

Our vision for Surrey Downs Court is one that quickly establishes an outstanding provision for young people with COIN to complement the other mainstream settings within our MAT, The Howard Partnership Trust (THPT).

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

The Overarching Vision of The Howard Partnership Trust

The distinctive feature of THPT is that the schools within our MAT all retain their own unique features in order to meet the needs of the young people they serve. However, the vision and values that underpin the schools are rooted in the same guiding principles: namely to ensure that consistently high quality teaching facilitates excellent learning within an inclusive, caring, vibrant environment.

Our Vision

To excel at 'bringing out the best' in young people of all abilities and aptitudes, and so increase their life-chances for their future success and fulfilment.

Our Mission

To constantly strive for excellence in teaching and learning, so bringing about continuous school improvement.

Our Ethos

To enable us to 'bring out the best' and so improve the life-chances of all our young people, we will create a culture:

- with a relentless focus on quality teaching and learning and school improvement across all phases of education.
- of support for all partnership schools through the building of trust and reciprocity exemplified in The Howard Partnership Charter.
- of leadership excellence of partnership schools to increase the capacity of any school working with us.
- of energy, enthusiasm, and passion for increasing pupil outcomes.
- that is traditional, yet one that embraces innovation giving confidence in the present educational climate of challenge and change.

Schools within The Howard Partnership Trust

Secondary Phase:

- **Howard of Effingham School** (a mainstream comprehensive for students age 11 – 18 years with approximately 1600 on roll) was judged *Outstanding* in 2006 and 2009, including an *Outstanding* judgement for partnership working in 2009. As an *Outstanding* school it is exempt from routine inspections. Results invariably demonstrate academic excellence. In 2015, 83.1% of Year 11 students achieved 5+ A*-C grades including English and Maths, and an official indicative Progress 8 score of +0.5. The validated RAISE Online 2015 value added score was 1031.2, placing the school in the 8th percentile in the country. A-level results are also strong with 2015 outcomes demonstrating significantly positive progress. 2016 attainment at A level was the highest the school has achieved over the last few years and although KS4 measures have changed, 77% of Yr11 achieved A*-C in English and Maths. At the time of submission we still await the results checking exercise and progress information. As well as being THPT's lead school, Howard of Effingham

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

also plays a strategic role in the i2i Teaching School Alliance, and a leading role in the Effingham Learning Partnership of 11 schools sharing good practice, providing individual advice and support for primary phase headteachers in its confederation of feeder schools. As a National Support School led by an NLE, Howard of Effingham continues to provide school-to-school support for other schools.

- **Thomas Knyvett College** (a mainstream comprehensive for students age 11 – 16 years with approximately 630 on roll) was brought into The Howard Partnership in 2007 with very low KS4 results (34% 5A*-C inc EM) and a £374k deficit. After just nine very intensive and focussed working weeks The Partnership was proud to lead Thomas Knyvett out of *Special Measures*. Results have improved in a school where students start significantly below national average attainment and leave with average or slightly above national; in Summer 2015, GCSE results exceeded their FFT D target by 8%, with 5A*-C EM of 52% (first) and 60% (best). The 2015 cohort were -1.9 APS below national on entry and even using first results, validated 2015 RAISE Online value added score was 1025.2, placing the school in the 23rd percentile nationally. In 2016, 56% Yr11 students achieved A*-C in English and Maths within a cohort with a prior attainment -2.2 APS below national. The school was last inspected in December 2013, when it was judged as *Good* with *Outstanding* leadership and management.
- **Oxted School** (a mainstream comprehensive for students age 11 – 18 years with approximately 2000 on roll) converted and joined THPT in September 2015, following a two year period of THPT interim leadership and partnership working. The school had had a good reputation for many years until it received a *Satisfactory* judgement from Ofsted in 2011. Under THPT leadership following the sudden departure of the substantive Headteacher in August 2013, the school has been on a journey of rapid improvement. For the first time in many years the 2014 and 2015 value added (validated RAISE Online 2015) were both positive at 1004.6 and 1009.1 respectively. The 2015 official indicative Progress 8 score was positive at +0.11, with significantly positive value added scores in Mathematics, Science, Languages and Humanities. In 2016 65% of Yr11 students achieved A*-C in English and Maths. At Key Stage 5, A Level results have been an improving picture 2015 and 2016. The school's ability to demonstrate its significant improvement journey was validated when it was oversubscribed with applications for Year 7 places in September 2015 for the first time in a decade, and a considerably increased Sixth Form number on roll of 400.
Oxted School hosts a Visual Impairment Unit which is widely renowned as a centre of excellence with an understanding of the specialist support required for students with very specific special needs. Some of these students have more complex needs including autism with communication and language challenges.
- **Rydens Enterprise School (RES)** is a comprehensive converter academy for students age 11 – 18 years with approximately 1000 on roll. THPT began supporting and leading the school prior to it being rebrokered into The Trust at the request of the RSC. The school is in very challenging circumstances and following an Ofsted Inspection in June 2016 (just 6 weeks after we began leading it) went

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

into *Serious Weaknesses* as the inspection team recognised the capacity to improve under the new leadership of the school. The school has the added complexity of a major project to rebuild the school, and THPT's existing project management experience will be essential in ensuring the delivery of the new school.

Primary Phase:

- **Kenyngton Manor Primary School** joined THPT in 2013 as a sponsored academy having been removed from *Special Measures* Ofsted category early and after only two terms of support from THPT. In KS2 prior attainment is significantly below national averages but for the last two years the KS2 progress measures evidence a dramatically improving profile in pupil outcomes with Reading, Writing and Maths all now in line with national levels. 2016 outcomes in Early Years and Year 1 Phonics are well above national levels. Ongoing areas of focus include Mathematics with the introduction of the 'Singapore' approach led by one of the SLT who is also one of 120 nationally accredited Maths Mastery Teachers.
- **St Lawrence Primary School** joined THPT in November 2014 as a sponsored academy. Judged by Ofsted in September 2014 as *Requiring Improvement*, the school's progress has been rapid and has led to significantly improved outcomes in 2016 in Early Years, KS1 and KS2. Attainment in 2016 was at least in line with national averages at KS2 and above national in Early Years and Year 1 Phonics. The school continues to address a historic legacy of poor teaching leading to low levels of progress and has also introduced the 'Singapore' approach to Maths, led by a THPT Maths specialist and national trainer.
- **Cuddington Community Primary School** joined THPT in July 2016 following THPT support and interim leadership prior to conversion. The school was judged to *Require Improvement* prior to conversion with THPT but has already made dramatic improvements as evidenced by the 2016 Early Years, Phonics, KS1 and KS2 outcomes, which are at least in-line and in some areas well above national averages. The Jubilee Centre attached to the school, providing places for SEND pupils with COIN, has been recognised as highly effective. In 2015 the school was awarded the Inclusion Quality Mark Centre for Excellence (See Annex C1 for report).
- **Eastwick Junior and Eastwick Infant Schools**
Eastwick Junior and Infant Schools joined THPT in July 2016. The schools are federated and work closely together under the leadership of the Head. The long-standing successful Infant School was judged *Good* with *Outstanding* elements at this last inspection and the Junior School secured a *Good* judgement following the hard federation in 2012. These two highly successful schools are bringing considerable strength and expertise to THPT.

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

Special Education Expertise within THPT

Mainstream Academy	Special Centre	Type of Provision
Cuddington Community Primary School	Jubilee Centre (4 places)	COIN
Eastwick Infant and Junior Schools	Rainbow Centres (44 places in total)	COIN
Oxted School	VI Unit (14 places)	Visual Impairment
Howard of Effingham School(<i>Proposed</i>)	<i>Cullum Centre (20 places)</i>	<i>High-Functioning Autism</i>

The success of the existing special centres at both primary and secondary phase within The Partnership, is a reflection of the commitment and inclusivity of the THPT ethos offering a broad range of specialist expertise and experience to support our proposed provision at Surrey Downs Court. In addition, THPT is working closely with **Limpsfield Grange** in Oxted, an Ofsted *Outstanding* residential LA maintained school for girls aged 11 – 16 with Communication and Interaction Needs. [REDACTED]

As part of our commitment to develop best practice and a complete approach to the education of our learners, the benefits of extended day provision will be developed.

Section D – education plan: part 1

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

	Current number of Learners (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception								
Year 1								
Year 2								
Year 3		7	7	7	7	7	7	7
Year 4			7	7	7	7	7	7
Year 5				7	7	7	7	7
Year 6					7	7	7	7
Year 7		10	20	20	20	20	20	20
Year 8			10	20	20	20	20	20
Year 9				10	20	20	20	20
Year 10					10	20	20	20
Year 11						10	20	20
Year 12		10	26	26	26	26	26	26
Year 13			10	26	26	26	26	26
Totals		27	80	123	150	170	180	180

Section D – education plan: part 2

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

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

The Curriculum Overview – Primary Phase

Learners entering Surrey Downs Court will have a primary need of Communication and Interaction Needs (COIN), which will include difficulties associated with ASC (Autism Spectrum Condition). Cognitively, learners will be expected to be within the age expected range of their mainstream peers. Learners will also have significant personal, social and emotional difficulties with the possibility of behavioural and mental health difficulties. They may have learning difficulties in some areas and strengths in others. Their inability to work successfully in large groups or the environment of a mainstream class will mean they are likely to have experienced a lack of academic progress.

According to the NAS, autism is a lifelong, developmental condition that affects how a person communicates with and relates to other people, and how they experience the world around them. Around 700,000 people in the UK are on the autistic spectrum. Together with their families they make up around 2.8 million people whose lives are touched by autism every single day. Socialising and communicating can be challenging for many autistic people. Many really do want to make friends and form relationships but find it hard. There may be difficulty reading social cues and knowing when to speak or listen, and facial expressions can be impossible to read resulting in social isolation.

Underpinning our curriculum in all key stages is the desire to prepare our learners for engagement and activity within wider society. From the very beginning we will work to develop our curriculum offer around the ideas of achievement, communication, independence and wellbeing. We will work on these areas through target setting, through meeting individual needs in each lesson, through our Live Life Well curriculum, and through our pastoral and tutor teams. We want the learners at Surrey Downs Court to be happy, healthy individuals who are empowered and included in society, and to ensure that our learners and their families have the best possible quality of life.

Surrey Downs Court will be committed to a personalised curriculum which has individual learner needs and outcomes as its overriding philosophy. To achieve this will require a detailed analysis of the strengths and areas for development for each learner combined with a high level of knowledge and understanding of autism. This information will be contained within the individualised learning plan for each learner.

Our curriculum will contain outcome focused targets as part of individual planned programmes which will include carefully planned next steps based on individual learner progress. The curriculum will be designed to meet the needs of learners who have Statements of SEN or EHCPs with a primary need of social communication difficulties, including ASC. It will be designed to a high standard that will offer a broad and balanced

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

curriculum based on the use of specialist approaches such as TEACCH¹ and SCERTS², and differentiation which support learners with a range of communication and social interaction needs.

Based on the identified needs, Surrey Downs Court will provide suitable learning challenges in a safe and nurturing environment which will support learners to overcome barriers to learning. Learning will be planned with individual learner progress as the starting point. Provision of therapeutic and behavioural support for each learner will be dependent on need and will include direct input from health professionals such as Mental Health nurses. A strong pupil voice will be developed which will include bringing learners into decisions that are made about their futures. There will be a focus on improving outcomes for learning for life and opportunities to transfer learned skills to different contexts and thereby generalise specific learned skills. Learners will be prepared for a life that is independent and fulfilled.

To ensure that each learner has a curriculum that meets their needs including functional and life-enhancing skills, our curriculum will be developed using research based methods which will be informed by standardised assessment data and on-going assessment for learning.

We will meet regularly with families to agree pupil targets and share information about pupil progress. Communication with parents will be a central and integral part of our approach for each learner. We will work together with families to develop and design the learner's curriculum to ensure we include any learning needs identified from home. Some learners will join Surrey Downs Court unable to access learning independently. We will use approaches such as Social Stories™ (Carol Gray 1990) to support an understanding of learning behaviours and expectations which will initially be taught intensively within one context and then applied across a variety of contexts. Learners will access and make progress through an increasingly broad curriculum and this will remain a primary goal for each learner regardless of starting point. Surrey Downs Court will provide a broad and balanced curriculum over time. Many of our learners will benefit from challenges being broken down into small steps. We will provide opportunities to repeat and practise each learned skill so that the skill becomes embedded and learners become independent. There will be personalised access to an appropriately differentiated curriculum. The school curriculum will be based around a core group of subjects of English, Maths, Live Life Well, PE, Science, Art and Design and ICT. The strengths of each learner will be incorporated

¹ TEACCH a way of thinking about the characteristic patterns of thinking and behaviour seen in individuals with Autism Spectrum Continuums (ASC). - University of North Carolina TEACCH Autism Program

² The SCERTS® Model is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and persons with ASC and related disabilities - Prizant, Wetherby, Rubin & Laurent, 2007

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

within lesson planning to ensure that learners are engaged and motivated by learning activities. Throughout each key stage at Surrey Downs Court, the strengths and interests of each learner will be incorporated into planned lesson content to ensure that every learner is able to experience success. For example, for a reluctant writer their interests in film could be incorporated within lessons and alternative ways of recording work would be adapted such as iPad or video recording.

Core subject areas

English

Learners with social communication difficulties may find the subject area of English particularly challenging to access, and they may also find it difficult to retain information. Surrey Downs Court will overcome these barriers to learning through high quality teaching where language used is clear, simple and unambiguous. Verbal instructions will be re-enforced with written or picture clues. Learners will overlearn language and concepts to enable them to retain knowledge.

Surrey Downs Court will develop our learners' ability to communicate effectively and listen with increasing focus and concentration. Learners with social communication difficulties may find it difficult to understand that changes in intonation and volume can change the meaning of the words being spoken and will therefore require additional support in developing these skills. Learners at Surrey Downs Court may also experience difficulties through literal interpretation of what has been said. Learners may well be aware that they experience this impairment and this may make them anxious if asked to make a contribution. Surrey Downs Court will employ staff who are aware of these difficulties and able to adapt their approach accordingly.

Surrey Downs Court will have a strong emphasis on reading for enjoyment. Learners at Surrey Downs Court may experience difficulty with understanding the text they have read and find it challenging to answer questions about what they have read, summarise or make predictions on what might happen next. Skilled staff will use strategies such as role-play to support and develop this understanding. Role-play and drama sessions will also be adopted to support our learners with writing that is creative, with an emphasis on writing confidence, fluency and accuracy.

Teachers at Surrey Downs Court will incorporate our learners' interests in the skills developed through both reading and writing to ensure that the newly published expected standards for the end of Key Stage 2 are appropriately reflected in planning and teaching. The increased expectations in grammar will demand a highly structured approach for all year groups as well as a clear focus on teaching this content through the writing process as a discrete aspect of the curriculum.

Maths

This may be an area of strength for learners at Surrey Downs Court as there is a greater predictably in completing computations. However, difficulty can arise when trying to apply mathematical skills to problem solving or 'real-life' situations. To support our learners, Surrey Downs Court will combine a fixed maths pedagogy structure with visual strategies. Our staff will be trained to have an awareness and understanding of how our learners view life. All opportunities to embed learning consistently will be utilised and the learner's

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

individual interests will be included to maximise motivation and engagement within learning activities.

Learners at Surrey Downs Court will become experienced in handling mathematical equipment independently across a variety of settings. Through a safe and supportive environment, learners will be supported in learning the skills to use equipment using a step-by-step approach and incorporating visual aids where appropriate. Teachers will support learning through comprehensive modelling of the skills required. This will enable learners to generalise skills.

In addition to this approach, the curriculum provision will be supported through access to the 'Singapore' approach to teaching Mathematics which is an established strength in THPT primary schools. This model is a highly scaffolded and stepped approach to building mathematical concepts and understanding based on highly detailed teacher and learner resources designed to enable 'intelligent practice'. The resources are written by maths specialist teachers and provide a clear conceptual framework to the curriculum. In addition, THPT staff include a primary maths specialist and one of the 120 nationally accredited Maths Mastery Teachers. These colleagues will be instrumental in delivering the necessary CPD to ensure that the maths curriculum is tailored to the variety of needs within the school. This may take the form of reviewing the curriculum content for a given academic year and introducing this content either earlier or later than the learner's chronological age. Planning and moderation of assessment judgements will also take place across other THPT primary settings to further strengthen the Maths curriculum.

Live Life Well (including Personal, Social, Citizenship, Health and Emotional Education)

Our Live Life Well curriculum is designed to develop the areas of communication, independence and wellbeing, alongside promoting and fostering academic achievement. Live Life Well will incorporate Personal Social Citizenship Health and Emotional Education. The aim of Live Life Well is for learners to develop the skills and attributes to enable them to be successfully included in society. Live Life Well will support learners in forming successful relationships with their family and peers. To support independent living skills, learners will develop a knowledge and understanding of a healthy lifestyle so that they can make informed choices and avoid certain lifestyle risks. This will also enable learners to develop their own set of personal values.

Learners will take part in class and whole school assemblies which will include a termly focus on one of Surrey Downs Court's chosen charities. Learners will be encouraged to participate in fund-raising activities to support these charities.

To be successful, individual learners will be supported in making and maintaining friendships and relationships. Structured lunch and playtime activities will provide opportunities for learners to generalise friendship skills. Learners will also begin Sex and Relationships Education in the primary phase. Due to their difficulties with social imagination, many learners will not be able to recognise risk attached to situations and may not be able to make safe choices. Learners will begin to understand what constitutes a healthy lifestyle, including personal care and personal hygiene. They will develop an understanding of their own culture and faith and what it means to be part of a multicultural society. Learners will begin to be aware of how stress and anxiety affects them, and develop some strategies for managing this.

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

ICT

Technology will be embedded throughout the curriculum at Surrey Downs Court. ICT can be a powerful motivator and can support communication and expression in addition to developing fine motor skills.

PE

Learners at Surrey Downs Court will be taught the health benefits of being physically active and how this will continue into their adult life. In order to maximise this possibility, learners' individual interests will be incorporated as much as possible. The social interaction, turn-taking and working with others can pose significant challenges for learners with communication difficulties. Surrey Downs Court will overcome these barriers by providing activities that support relaxation and stress relief, ensuring that skills can be transferred to social situations such as playtime games.

Science

The analytical nature of this subject area can lead to this being an area of strength for some learners with social communication difficulties. However, the need to work within a group can also present challenges. At Surrey Downs Court, learners will be encouraged to utilise skills they have learned in Live Life Well lessons to increase participation and success. Learners will be given further communication support from staff including scripts, visual prompts and a choice of options.

Art and Design

Teaching at Surrey Downs Court will ensure that the art and design curriculum includes opportunities to explore, develop and create ideas combined with teaching skills to evaluate work and develop projects further as a result of the evaluation.

Music

Music has the potential to generate therapeutic benefits in addition to curriculum learning. At Surrey Downs Court, music will be used to support social interaction, self-expression and therapy. Learners will be able to develop their personal music interests, and have fun.

Music will also provide opportunities to experience pride and achievement in creative work. It will enable learners to demonstrate their skills in an area not dependent on language skills, and to develop the skills of turn-taking. Surrey Downs Court will encourage learners to experiment and create ideas. Learners will be encouraged to develop skills of co-operation, tolerance and a willingness to work with others. This will develop self-confidence and a life-long interest in the subject.

Primary Curriculum Allocation:

	Eng	Maths	Sci	ICT	Music	Art/DT	PE	Humanities	Live Life Well	Total
Primary	5	5	2	1	1	2.5	2	1.5	5	25

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

Sample Key Stage 2 Timetable

	8.55 - 9.20	9.20 - 10.30	10.30 - 10.45	10.45 - 12.00		12.00 - 1.15	1.15 - 3.15	
Mon	Assembly	Live Life Well	English	Maths		Geography	ICT	
Tues	SALT	Live Life Well	English	Maths		Science	Music	
Weds	OT	English	Assembly	Maths		ART		
Thurs	SALT	English	Singing Assembly	Maths		PE		
Fri	OT	English	Live Life Well	Maths		Science	Assembly	

Day in the life of a Year 3 student

8.30 – 9.00	Arrive school - Wake & shake activity / sensory circuits
9.00- 9.05	Good Morning
9.05 – 9.20	Assembly
9.20– 9.30	What's in the Box (Attention Autism) – Live Life Well
9.30 – 10.30	English
10.30– 10.45	Break Time – Parachute Games
10.45 – 11.00	Fruit Time – Live Life Well

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11.00 – 12.00	Maths
12.00 – 12.20	Eat Lunch
12.20 – 1.00	Enrichment including Live Life Well supported by ELSA
1.00 – 1.15	What's in the Box (Attention Autism)
1.15 – 1.45	Afternoon Registration and Live Life Well
1.45 – 2.15	Geography
2.15 – 2.45	ICT
2.45 – 3.00	Fruit and story

The Curriculum Overview – Secondary Phase

It is the aim of Surrey Downs Court to enable students to eventually live fulfilling, happy, independent adult lives in their local communities. Surrey Downs Court will prepare students for a future of economic activity through offering a broad and balanced curriculum. According to the National Autistic Society, only 15% of autistic adults are in full time paid employment. To ensure that more than 15% of Surrey Downs Court students go on to full time employment, the school will focus on ensuring that students have skills, knowledge and attributes that will prepare them for economic activity as adults, and the ability to transfer their skills and knowledge across a range of settings.

The central philosophy underpinning our secondary curriculum is formed of the four areas of achievement, communication, independence and wellbeing. In the secondary phase the four areas will have equal status and significance; each thread will be woven through the fabric of individual learning experiences. Through focusing on developing achievement, communication, independence and wellbeing, we will work towards enabling all students the greatest chance of success as adults. The curriculum will be tailored to meet individual students' needs, and will use student engagement to underpin learning. Wherever possible and appropriate, specialist interests will be explored in terms of learning opportunities and potential employment routes.

Key Stage 3

In Key Stage 3 students will have access to a broad and balanced curriculum, based on the National Curriculum, with the aim of students maximising their potential and wherever possible making expected levels of progress. Key Stage 3 will prepare students for the demands of the Key Stage 4 curriculum, and will begin to prepare them for future qualifications including GCSEs, BTECs, A levels or other qualifications. Students will be grouped according to age, need and possibly academic ability if appropriate, although it is recognised that each class will include a very broad spectrum of needs and academic abilities. Students will be taught in their classes each day, and will move around the

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Surrey Downs Court site to access specialist teaching areas and specialist subject teachers.

Students in Key Stage 3 will follow the core subjects of English (literature and language), Maths, Science and Computing. Access to humanities subjects, art and design technology will be provided throughout the timetabled week. All students in Key Stage 3 will access a weekly session of Religious Education, with the aim that this subject begins to allow students to develop an awareness of other people and their beliefs. Students in Key Stage 3 will access two hours of Physical Education each week.

Our Live Life Well curriculum will develop the areas of communication, independence and wellbeing, alongside meeting individual students' needs. The Live Life Well curriculum will also link into our target setting in the areas of communication independence and wellbeing. PSCHE and world awareness will form part of Live Life Well lessons to enable the students become active participants in their communities. Other aspects of Live Life Well will also encompass staying safe, Sex and Relationships Education and Careers Education and Guidance. This will enable students to prepare for a working life and wider society. Live Life Well will also support our focus on the promotion of positive physical and mental well-being for all students.

Students in Key Stage 3 will also be able to access the Social Use of Language Program or PEERS programme in Years 7 & 8. This will provide timetabled opportunities for students to develop their communication and interactions skills, alongside the ongoing and embedded opportunities that are provided across the school day at Surrey Downs Court.

Sample KS3 timetable (Years 7/8)

	Tutor	1	Break	2	3	Lunch	4	5	Tutor
Mon		English		Maths	Science		PE		
Tues		English		Maths	Comp		Art		
Wed		English		Maths	Science		RM		
Thurs		English		Maths	Comp		RE & Humanities		
Fri		English		Maths	Science		Live Life Well	SULP/ PEERs	

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Day in the life of a Year 7 student

8.30 – 9.00	Arrive school - Wake & shake activity / sensory circuits
9.00- 9.15	Tutor time – fine motor skills group run by TA planned by OT (10 mins)
9.15 – 10.15	English
10.15 – 10.30	Break – football or basketball
10.30 – 11.30	Maths
11.30 – 12.30	Science in the laboratory
12.30 – 12.50	Eat lunch
12.50 – 1.15	Orienteering activity in the grounds of SDC (lunchtime activity)
1.15 – 3.15	Resistant Materials
3.15 – 3.40	Tutor time – RAGGING the day, homework recap, buddy reading with Yr 10 student

Key Stage 4

It is essential that at Key Stage 4, students access a curriculum that prepares them for the next phase of their life through externally validated qualifications such as GCSE, BTECs, or other vocational qualifications. It may be possible for staff from other THPT schools to deliver some vocational learning and qualifications at Surrey Downs Court. In this educational phase students at Surrey Downs Court will also be provided with ongoing opportunities to access highly structured work place experiences and opportunities for volunteering, or regular ongoing access to a college course of an appropriate level. This will enable them to transfer their knowledge and skills across a range of settings, in a safe, structured and supported way.

Core subjects will include English Language and Literature, Maths, Additional Science and Computing. For exceptional students, separate Science qualifications could be offered.

Optional qualifications will include Art, Resistant Materials or Catering, and a humanities subject. Vocational qualifications will be offered wherever possible and appropriate; Surrey Downs Court staff will work with staff from THPT partnership schools to provide a curriculum that meets individual needs and leads to successful transition to the next stage or phase of education, training or employment. PSCE and world awareness will be taught in Key Stage 4 as part of our Live Life Well program.

Our Live Life Well curriculum will work on the areas of communication, independence and wellbeing, alongside meeting individual students' needs. The Live Life Well curriculum will also link into our target setting in the areas of communication independence and wellbeing. Live Life Well and world awareness will form part of this curriculum, to enable the students

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

to develop into active participants in their communities. Other aspects of Live Life Well will also encompass staying safe, Sex and Relationships Education, and Careers Education and Guidance. This will enable the students to prepare for a working life. Increasingly in Key Stage 4, the focus of Live Life Well will be the transference of skills across a range of environments, to encourage students to generalise their skills and develop their independence skills.

Curriculum Allocation Key Stage 4

	Eng	Maths	Sci	Comp	Option 1	Option 2	PE	W/E College	Live Life Well	Total
Year 10	4	4	3	3	3	3	2	2	1	25
Year 11	4	4	3	3	3	3	2	2	1	25

Sample KS4 timetable

	Tutor	1	Break	2	3	Lunch	4	5	Tutor
Monday		GCSE Maths		GCSE Science	GCSE English		GCSE Resistant Materials		
Tuesday		GCSE Comp		GCSE Science			Work Exp / College		
Wednesday		GCSE Geography		GCSE English	GCSE Maths		GCSE Geography		
Thursday		GCSE Maths		GCSE English	GCSE Comp		PE	GCSE RM	
Friday		GCSE Comp		GCSE Maths	GCSE English		Live Life Well	PE	

Key Stage 5

It is the aim of the post 16 provision at Surrey Downs Court to prepare students for the next stage and phase of their life through developing skills and knowledge in our key curriculum areas of achievement, independence, communication and wellbeing. Our post 16 curriculum is designed to give students the opportunity to gain accreditation in a wide range of courses, experience learning in a range of settings, develop and build skills for employment, and develop strategies to enable students to stay well as adolescents and beyond.

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Surrey Downs Court's Key Stage 5 provision will fuse academic development with personal growth, creating confident, resourceful young people ready to face the challenges ahead of them. We will provide support whilst encouraging independence, recognising the need that our learners will have for smaller class sizes and a structured learning environment. We are very aware that our learners will experience significant future demands in further education and the world of employment, so our provision will include bespoke careers advice and a focus on work based learning, to enable our young people to use the skills and knowledge they have acquired in an employment context.

Learners will be supported throughout KS5, both academically and pastorally. Each learner will have a tutor/learning mentor who will support them and be their first point of contact within the highly supportive environment of Surrey Downs Court. They will have frequent contact with their tutor/learning mentor who will monitor their academic performance across the breadth of courses / provision.

All learners will be offered regular work placements, to enable them to develop the ability to transfer their related skills into a real world of work environment. There will also be a programme of enrichment activities to enable learners to mature into confident, caring and supportive young people. As part of this programme, they will be offered the opportunity to support and mentor younger learners, assisting with lessons and helping those that would benefit from a peer mentor. Progression skills are an important part of this programme, providing learners with the practical skills needed for their future independence. There will also be a variety of clubs and activities, encompassing music, drama, sport, computing and the Duke of Edinburgh Award to extend and enrich all our students. As with the main school, educational visits and social events are an important part of the sixth form provision and encourage the development of the social skills which are such a vital part of future life.

Our aim is that our sixth form curriculum enables our learners to move onto rich and fulfilling lives. This may involve further education in colleges or universities, apprenticeships or employment. Whichever route our learners choose, they will be fully supported throughout the decision-making and application process, and support will be given for the transition to the next stage of their lives.

Our curriculum offer will be developed around three pathways, reflecting the diverse academic abilities and interests of our students.

Pathway 1 – Preparation for the working world

Pathway 1 will be suitable for students who have gained a range of GCSE passes at G/F level at the end of Year 11. Students on Pathway 1 will be based at Surrey Downs Court, and with support from the school, will access a 3 day a week vocational learning foundation level college course in Year 12, alongside one additional GCSE taught at Surrey Downs Court, supervised independent study sessions, supervised work experience placements and access to our Live Life Well curriculum.

In Year 13, students on Pathway 1 would access a Level 1 / 2 vocational course at College supported by Surrey Downs Court staff for 3 days per week, alongside further opportunities to follow GCSE courses at Surrey Downs Court, with additional work experience placements and access to our Live Life Well curriculum. It would be anticipated that wherever possible, students on Pathway 1 would graduate to a Level 2 college course, an apprenticeship or employment at the end of Year 13.

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

Monday	GCSE course / Independent study	Work experience
Tuesday	College	
Wednesday	College	
Thursday	College	
Friday	GCSE Course / Independent Study	Live Life Well

Pathway 2 – Vocational

Pathway 2 will be suitable for students who wish to study vocational courses but who will continue to require high levels of support from adults to manage their anxieties and develop their social communication and interaction skills. This pathway will be suitable for students who have achieved 4 or more GCSE passes grades D or above, including English and Maths. Where students have not gained a D or above pass in either English or Maths, a GCSE retake will be part of this package.

Students in Year 12 will study a Level 2 BTEC qualification in either Information and Creative Technology, or Health and Social Care.

Students in Year 13 will study either a Level 3 BTEC Diploma in IT and Computing or Health and Social Care.

Students on Pathway 2 will also have access to work experience placements, our Live Life Well curriculum and supervised independent study sessions. Learners following a more vocational route will be offered a BTEC package supported by a Key Skills programme.

Monday	BTEC			
Tuesday	BTEC	Ind. study	BTEC	Work experience
Wednesday	BTEC			Work experience
Thursday	BTEC	Ind. study	BTEC	
Friday	BTEC			Live Life Well

Pathway 3 – AS / A Level & GCSEs

Pathway 3 will be suitable for students who wish to study up to 3 AS or A Levels or some additional GCSE qualifications courses but who will continue to require high levels of support from adults to manage their anxieties and develop their social communication and

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

interaction skills. Surrey Downs Court will offer a small range of “A” Level courses across Years 12 and 13, delivered by teachers from across THPT family of school, on the Surrey Downs Court site.

For learners following a programme of AS and A levels, three subjects will normally be considered as this would enable sufficient time for guided study. Within this time, learners will follow a bespoke programme of study skills which would include time management, note taking and exam technique. Students on Pathway 3 will also have access to work experience placements, our Live Life Well curriculum and supervised independent study sessions.

Monday	A1	A1	Ind. Study	A2	A2
Tuesday	A2	A2	A1	Work Experience	
Wednesday	A3	A3	Ind. Study	A1	A1
Thursday	Ind. Study	A3	A3	Work Experience	
Friday	A2	Ind. Study	A3	Live Life Well	

Transition for new intake students – post 16

Our post 16 provision will provide learning opportunities for students who are new to Surrey Downs Court. Students new to our post 16 provision will be drawn from the current Surrey COIN special school population where there is no specialist post 16 provision. Our new students will embark on a transition package once their post 16 placement has been agreed in Year 11. The transition package will include:

- Observations in Year 11 setting and professional meetings with Year 11 placement
- Visits to Surrey Downs Court across Year 11
- A two week induction package after GCSE examinations are finished. This will encompass meeting staff and students at Surrey Downs Court, following their Year 12 timetable, time with their tutor / learning mentor, a peer mentor and a social event for students and parents to attend
- Key staff will also be available at Surrey Downs Court over the summer holidays on allocated days to meet with new Year 12 parents and students

In the first year of opening Surrey Downs Court will only admit 10 students into Year 12, and subsequently only 2 Pathways will be offered for that year group. This will be made up of Pathways 2 or 3, dependent on the academic ability of the cohort.

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

Aspirations & Outcomes:

Our primary goal is to enable learners to lead independent, happy and fulfilling adult lives. We will set the following targets to ensure that our learners achieve this aim.

Participation in school and the community

85% of KS5 leavers from Surrey Downs Court will be involved in education employment or training, compared with current statistics that shows only 15% of autistic adults in employment.

Surrey Downs Court will set an attendance target of 95%, and our permanent exclusion target will be 0%.

Academic Achievement

Surrey Downs Court will expect 40% of learners to make expected national levels of progress across all Key Stages.

Surrey Downs Court will expect 40% of learners to have made expected levels of progress in English Maths and Science by the end of Key Stage 3.

Surrey Downs Court will narrow the gap between HFA Learners and the neurotypical population. 40% of students will gain 5 A-C GCSEs including English & Maths (cf 20% of ASC national population and 58% national average for all.)

75% of students will meet their personalised targets in the areas of communication, independence and wellbeing and targets for each curriculum area each half term.

Independence Targets

50% of Year 9 and 100% of Year 11 students will be travel trained.

90% of students will participate in a residential trip requiring an overnight stay by Year 10.

By the end of KS5 100% of students will be able to travel independently using public transport in their home locality, and will be able to access shopping activities that promote independent living (for example, able to independently shop for groceries.)

By the end of KS5 100% of students will have a placement in further or higher education, employment, or training

When students leave Surrey Downs Court there will be 0% NEETS.

Vocational Learning

100% of students in KS4 and KS5 will participate in work experience, or a college placement for 2 or more hours per week.

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

100% of students who undertake a Level 2 vocational qualification in Year 12 will graduate to a Level 3 qualification in Year 13.

100% of students who undertake a vocational learning foundation course at college supported by SDC staff in Year 12 will complete the course, and will graduate on to a Level 1 or Level 2 qualification in Year 13.

Meeting individual needs

75% of Learners will meet their short term personalised targets in the areas of communication, independence and wellbeing each half term.

Enrichment / Extended Day for our Children and Young People

We are hoping to provide opportunities for enrichment activities throughout structured social times within the school day, such as during lunchtime activities and as part of proposed extended day provision for after school enrichment activities on three days a week. The school intends to provide one day per week as the designated enrichment activity day for each cohort, when students will be able to access a number of enrichment activities. The aim of our enrichment program will be to provide each student with the chance to find a leisure activity or interest that will be available to them throughout their lives. These may include:

- Music
- Art
- STEM Club
- Chess Club
- Model making / advanced Lego
- Arts & Crafts activities
- Drama Club
- Homework Club
- Sports coaching:
 - Dance
 - Gym
 - Football
 - Swimming
- Animal care
- Horticulture & gardening

Groups of 5 or 6 (4 or 5 in the primary phase) will be formed for these activities and are likely to include vertical groupings of different ages. The groups are likely to be led by TAs on a regular basis with overall responsibility for each group allocated to a teacher. Teachers will also run the homework club. Wherever possible Surrey Downs Court will work with other partners and agencies to provide a wide range of stimulating enrichment activities, which will connect our students with the wider community.

The benefits of enriched care through the extended day and as part of the education offer will be funded by a combination of Local Authority and parents, and kept under review as the proposals for the school develop and grow.

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

THPT Expertise and Experience

The THPT ethos has developed from a core philosophy of sharing expertise and best practice from throughout The Partnership. The delivery of the Surrey Downs Court formal and extracurricular will be enhanced by sharing specialist staff from THPT mainstream schools and partnership special needs units as appropriate. This increased staffing and specialist capacity should greatly enhance the learning opportunity. This will be beneficial across all phases, and in particular for Key Stage 5.

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

It is important that we have a complete understanding of the areas of strength and areas for development of all learners at Surrey Downs Court. The needs of our children and young people will be varied and multi-faceted so it is therefore vital that our assessments are accurate and fit for purpose.

Within Surrey Downs Court, we will set targets in the following areas:

- Achievement – attainment and progress against National Curriculum and KS4 targets including the use of the school's 'flightpath' system at KS3 and KS4
- Communication and Interaction – based on SALT targets
- Independence – based on Autism Education Trust framework and the Rainbow Curriculum to promote life and employment skills
- Wellbeing – including Behaviour for Learning targets, mental, emotional and physical wellbeing targets, including Strength and Difficulties questionnaire and Quality of Life Indicators

In order for learners to achieve the challenging targets set by the school, the Senior Leadership Team will drive a whole school approach to monitoring and evaluating the quality of teaching and learning, assessments and interventions. A whole school cycle of monitoring will be in place that will include support plan reviews, curriculum reviews, lesson observations and walkthroughs and formative and summative assessment. Clear links to Performance Management will ensure that improvement priorities are met.

There will be an integrated, multi-disciplinary approach in the school where the individual child is at the heart of all decision making. School staff will work alongside other organisations, including speech and language, occupational therapy and CAMHS to ensure that there is a cohesive and holistic programme in place for each child to ensure they make progress against their personal targets which will be linked to the areas of achievement, communication, independence and wellbeing.

D2 – measuring pupil performance effectively and setting challenging targets

Baseline testing

When a learner joins Surrey Downs Court, we will identify their baseline, focusing on the above areas. If prior attainment indicates higher ability in academic subjects, we will also carry out standardised testing to gain a baseline in reading, writing, comprehension, spelling, mathematics and phonological processing. It is important that we have a clear understanding of our learners' needs so that we are able to make reasonable adjustments to the teaching and learning to meet these. We will follow national testing, where appropriate for our learners. We will use a suite of assessment materials, some of which will be adapted from mainstream practice and others that are specific to the special needs of our young people. This will include the baseline check, which will assess each learner's level of development at the beginning of their formal schooling at Surrey Downs Court focusing on basic literacy, reasoning and cognition. This will give teachers a clear idea of the learners' starting points and identify areas for further development. This, in addition to any prior standardised test scores, will provide the benchmark to measure progress and attainment throughout their educational journey at Surrey Downs Court.

This baseline check will include a suite of assessments including but not limited to PM benchmarking, testing chronological reading age, PIRA³, measuring reading comprehension, Young's, testing spelling age and PUMA⁴, measuring understanding of mathematical in addition to assessments which focus on the non-academic progress of the learners such as SCERTS (see page 33).

From KS2 onwards, we will use the CAT4 Cognitive Abilities Test as appropriate to the individual. This test assesses a child's ability to reason with and manipulate different types of material through a series of verbal, non-verbal, quantitative and spatial ability tasks⁵. The data gained identifies the individual child's strengths and areas for further development and their learning preferences enabling the school to put a personalised education programme in place.

In addition, we will make use of a suite of psychometric tests as appropriate such as Wide Range Achievement Test (WRAT4), where it has not been completed before, and Comprehensive Test of Phonological Processing 2 (CTOPP 2) to gain further baseline information. The WRAT4 will provide baseline data on single word reading, sentence comprehension, spelling and arithmetic. It is standardised for the age range 5-94.11 on a sample of 3,000 and has high reliability coefficients of 0.8-0.9. The CTOPP2 assesses phonological awareness, phonological memory and rapid naming. It is standardised for the age range 4-24 on a sample of 1,900. These tests will be repeated on an annual basis and used for tracking purposes, setting targets and

³ PIRA – Progress in Reading Assessment (pub: Rising Stars)

⁴ PUMA – Progress in Understanding Mathematics Assessment (pub: Rising Stars)

⁵ www.gl-assessment.co.uk

D2 – measuring pupil performance effectively and setting challenging targets

informing planning and support. There will be ongoing observations in addition to this testing to provide a less intrusive and stressful record of a student's achievements and progress.

Where at all possible, the expectation is that the learners at Surrey Downs Court will follow the national curriculum, including sitting National Curriculum Tests at the end of KS2 and will follow a curriculum that includes the study of the core GCSEs in English, Maths and Science.

Surrey Downs Court's high expectations and individualised learning plans will ensure that each student leaves our school with the best academic and/or vocational qualifications they can achieve; that they are prepared for adulthood, having developed coping strategies for work and social situations; that they have developed the life skills that will enable them to be as independent as possible and they have additional interests that will enable them to be part of their wider community.

A small number of children and young people will not be able to be formally tested regularly due to their potentially high levels of anxiety or difficulty complying in test situations so staff observational assessments will be utilised in these circumstances.

Assessment and Data Tracking

A number of different assessments (see above) will be used to ensure that there is a link between the students' needs and the effective planning of the curriculum. We will follow the national curriculum, using the processes developed within THPT primary and secondary schools to assess the progress of our children and young people. The THPT primary phase assessment tracks attainment and progress using end of year national expectations in the core curriculum areas. This features a 7-point scale used across the year which tracks the progress an individual pupil has made towards the expected outcomes and, in some cases, where they have mastered a greater depth of learning. This enables close tracking of both attainment and progress whilst highlighting areas for further intervention or curriculum adaptation.

Within Surrey Downs Court there is a commitment to a personalised curriculum which has individual pupil needs and outcomes as its overriding philosophy. To achieve this will require a detailed analysis of the individual's starting points, using the baseline testing completed on entry to Surrey Downs Court. In many cases where a pupil is high-functioning, it will be appropriate for the pupil to be assessed against age-related expectations in some or all areas. In other cases, when looking at an individual's starting point, a different year group set of expected outcomes may be judged appropriate in an area for a specific child. The tracking will continue to demonstrate progress against those expectations and highlight need for intervention or curriculum adaptation.

Termly tracking will compare progress with the attainment of the previous term to judge whether the individual is progressing towards national benchmarks. This, in addition, highlights a slowing or acceleration of progress by the individual and enables child-centred targets to be set and reviewed.

D2 – measuring pupil performance effectively and setting challenging targets

The judgments made against the expected outcomes are made using a range of formative assessment strategies during teaching and learning including observations, work produced and questioning. In addition to this, the assessments used on entry will be repeated to identify progress in particular areas. This generates a standardised score which is also used to track progress as well as inform future teaching and learning on a personalised basis. Whilst Surrey Downs School has a specific cohort of students, judgements will be moderated across THPT and between other COIN schools. All aspects of our assessment practices will be in line with recommendations in the recent Assessment Commission Report.

The teachers at Surrey Downs Court will keep detailed records of how individuals are attaining in relation to specific end of year expectations. This gives a full profile of the learner and where there are gaps in attainment that can be barriers to progress.

In transition between year groups, including between the primary and secondary phase outline of gaps/barriers in attainment and progress is shared, alongside the statutory attainment and progress measures, to allow an informed starting point at the beginning of each academic year.

The statutory attainment measures include teacher judgements made against national standards in Year 6 where there is also provision for children working below the standard. The interim progress measure in Year 6 will be calculated by comparing a pupil's scaled score attained in their Year 2 provision with the scaled score for those who can access the end of key stage assessments. The progress between those two points will be judged in comparison with the average progress shown by all children with the same cumulative APS score in Year 2. Within Surrey Downs Court this will helpfully demonstrate progress for some, but not all children. Tracking will therefore be rigorous and central to planning for future learning.

Once students transfer into Key Stage 3, our aim is that they will be 'Key Stage 4 ready' by the end of Year 9. Grades 9-1 will be used and these grades will be further refined using – or + to show how secure the grades are. At Key Stage 3, students' Key Stage 2 data will be used to create end of Year and end of Key Stage 3 minimum targets which will provide students with a 'progress flight path' for each subject. We know that very few students make linear progress and that progress is made at different rates in different subjects. These concepts have been factored in to the target grades. These numeric grades increase in challenge, for example a Year 8 grade 4 is more demanding than a Year 7 grade 4. In order for a student to remain on their flightpath, they must develop and demonstrate their knowledge, understanding and skills. At the start of Key Stage 4, target grades will be introduced and some students' flight paths may be adjusted as a result.

The children and young people attending Surrey Downs Court will have complex needs and they may therefore make slower progress than their peers with less complex needs in a mainstream setting. All learners will have personalised SMART targets (targets that are specific, achievable, measureable, relevant and timely) set through their support plans and these will be reviewed on a termly basis to identify progress in these areas. We would expect 40% of the school cohort to be making expected progress compared to the mainstream in order to ensure outstanding progress within the school. For some children and young people, they will make smaller, incremental progress

D2 – measuring pupil performance effectively and setting challenging targets

over time. However, the intention is for all our students to achieve at least 5 GCSEs 9-1 with the aim that, wherever possible, they will achieve additional GCSEs, therefore providing them with their passport to further education.

Social, Emotional and Communication

This area includes the following strands of achievement: communication and interaction, emotional regulation and working with others. Progress and attainment in the social, emotional and communication curriculum will be assessed using a range of tools including externally devised and benchmarked rating scales. On arrival at the school, there will be a comprehensive assessment of the pupil. This will include their academic baseline (see above) and:

- SCERTS which is a research based assessment focusing on observation of children's core challenges faces within the curriculum and school life.
- Speech and language testing – the speech and language therapist will administer formal tests, such as CELF-4 and CCC-2 in conjunction with informal testing, focusing on less formal interactions.
- Occupational Therapy testing – the occupational therapist will use systematic observations in a clinical setting to assess the pupils' sensory processing skills, motor skills and manual dexterity. This may be combined with standardised assessments, such as sensory integration and praxis tests, and non-standardised tests to identify patterns of dysfunction.
- Individual SMART targets will be set based on the results of these baseline tests and these will be reviewed and updated on at least a termly basis, reassessing them using the approaches highlighted above.

In addition, Surrey Downs Court will develop an ongoing life skills assessment (see Annex D2 for an example of the life skills assessment for one year group) so that these can be assessed for students and individual learning plans developed. This will show how pupils are making progress in this area, which is of such importance to them. These assessments can only be made in a reliable and robust way if they are located in the context of our school in which there is a culture of high expectations around behaviour, relationships and communication. Surveys will be used to determine the extent to which members of the school community feel happy, safe, well looked after, confident about the way the school deals with bullying and responds well to any concerns raised. These surveys will be completed on a termly basis and the results will be tracked, analysed and actions developed as a result of this feedback.

A positive attitude to learning will be tracked using a combination of data – attitude to learning in the classroom, completion of homework or extended learning and attendance and punctuality. Attendance is a strong measure of the school's overall success as it reflects the level of pupil and parent engagement. Again, this data will be analysed for individual issues and trends and interventions put in place as appropriate.

D2 – measuring pupil performance effectively and setting challenging targets

Behaviour for Learning (BfL)

There will be clear systems for recording positive and negative behaviours and these will be analysed and individual intervention programmes developed. Recognising and rewarding good behaviour will be important at Surrey Downs Court as it will motivate pupils to behave well within expected boundaries and transfer their positive behaviour into the home environment. In addition, it will provide positive feedback for parents/carers and leads to more harmonious relationships. A pupil and school code of conduct will be developed in consultation with the pupils and staff. It will be written using positive language and will be clear on the school's expectations. It will be developed as a visual code so that all pupils are able to access it. Standards of behaviour and safety are important at all times at Surrey Downs Court, including during unstructured times

At Surrey Downs Court, we will meet with parents/carers on a regular basis, providing essential feedback about their child's progress. We will report to parents on a half termly basis, using this information to analyse their progress, attainment, attitude to learning, behaviour, attendance and punctuality. This information will be used to adjust the smart targets on the pupils' support plans and identify areas for further improvement, working with other agencies as appropriate.

Teaching and Learning

At Surrey Downs Court, we will be passionate about the quality of our teaching, ensuring that every pupil has a high quality, personalised experience. The focus on quality first teaching for all pupils, will ensure that everyone has full access to the curriculum. A programme of monitoring the quality of curriculum delivery in place, which will focus on a number of different areas will ensure quality provision:

- Curriculum development plans which are linked to the whole school development plan, reviewed on a termly basis
- Analysis of data on a half termly basis
- Analysis of external tests results –KS2 SATS, GCSEs, 'A' Levels, BTECs
- Analysis of baseline data for learners on entry
- Effective use of rewards
- Lesson observations and walkthroughs – summary of results identifying and sharing areas of good practice and following up on areas for improvement
- Book scrutiny – evidence of work scrutinies completed termly
- Staff CPD – both in the classroom and focusing on training that will support the pupils' individual needs

We will work with other schools within THPT, sharing best practice in teaching and learning for learners with these additional needs.

D2 – measuring pupil performance effectively and setting challenging targets

Academic Achievement

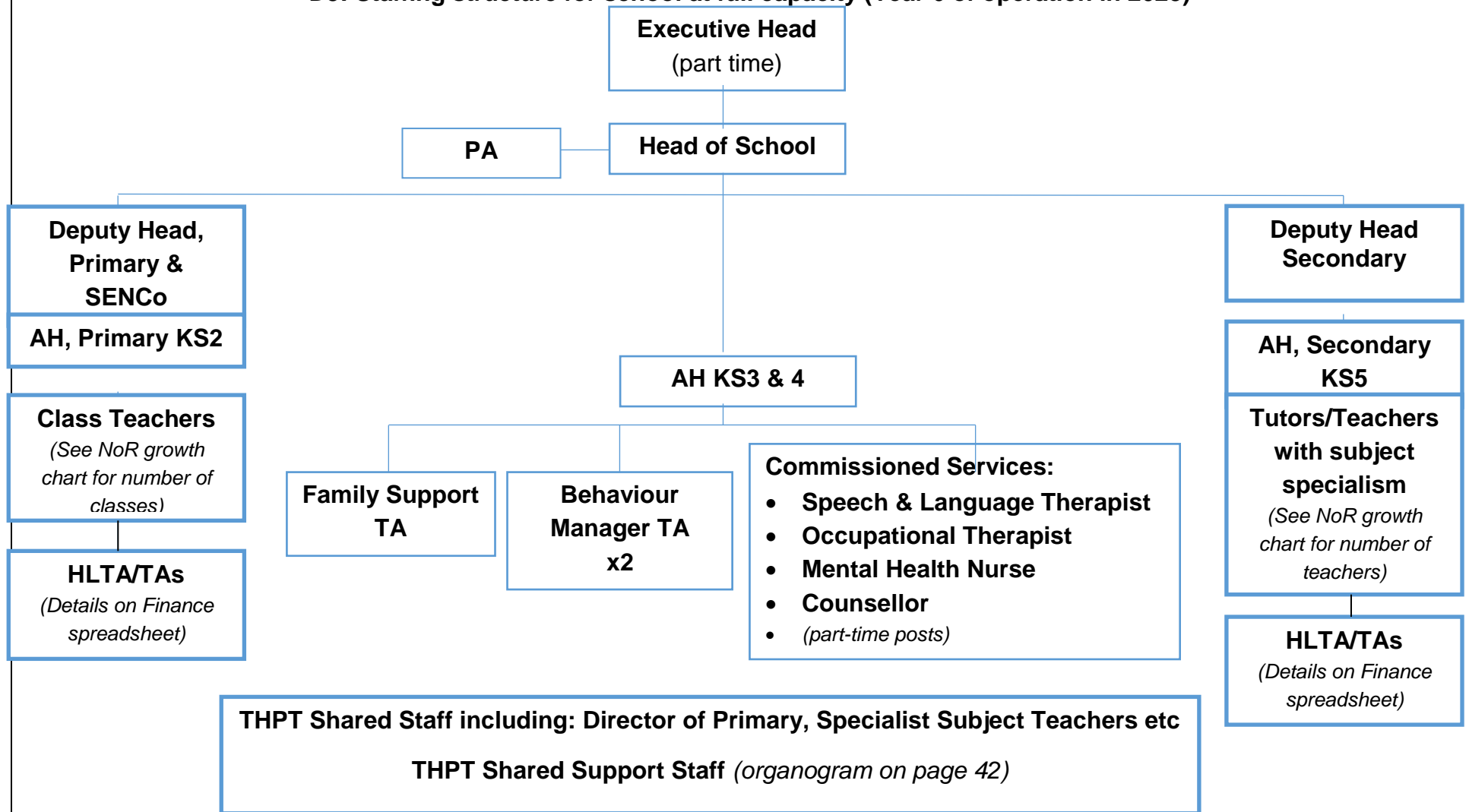
Overall Academic Targets

Among our school population, we will have learners who will be able to meet age-related expectations and we will set their targets accordingly. For those learners who may not be able to reach age related expectations in every subject across the curriculum, they will be set their own personalised targets.

Our primary goal is to enable pupils to lead independent, happy and fulfilling adult lives. Surrey Downs School will set the following targets to ensure that our pupils achieve this aim:

- Participation in school and the community: 85% of KS5 leavers from Surrey Downs Court will be involved in education employment or training, compared with current statistics that shows only 15% of autistic adults in employment.
- Attendance Target: 95%
- Permanent exclusion target: 0%
- Academic Achievement: Surrey Downs Court will expect 40% of learners to make expected national levels of progress across all Key Stages. 75% of pupils will meet their personalised SMART support plan targets, and targets for each curriculum area each half term
- Academic Attainment: Surrey Downs Court will narrow the gap between high function autism pupils and the neurotypical population. 40% of pupils will gain 5 A-C GCSEs including English and Maths (cf 20% of ASC population and 58% national average). Targets for KS5 will be set using FFT20 for our high functioning individuals.
- Independence Targets: 50% of Year 9 and 100% of Year 11 pupils will be travel trained. 90% of pupils will participate in a residential trip requiring an overnight stay by Year 10. By the end of KS5, 100% of students will be able to travel independently using public transport in their home locality.
- Vocational Learning: 100% of pupils in KS4 and KS5 will participate in work experience, or a college placement for 2 or more hours per week. 100% of students who undertake a Level 2 vocational qualification in Year 12 will graduate to a Level 3 qualification in Year 13. 100% of students who undertake a vocational learning foundation course at college supported by Surrey Downs Court staff in Year 12, will complete the course and will graduate onto a Level 1 or Level 2 qualification in Year 13.
- Meeting Individual Needs: 75% of pupils will meet their short term personalised IEP targets in the areas of Achievement, Independence and Wellbeing each half term.

Surrey Downs Court opening 2018/19
D3: Staffing structure for school at full capacity (Year 6 of operation in 2023)



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

Surrey Downs Court Staffing

The school will be led by outstanding senior leaders who will be inspirational professionals driven and determined to increase the life-chances of our children and young people. The Executive Head and Head of School will set clear policies, practice and structures to ensure staff meet expectations and so secure the school's vision and objectives. The school leaders will lead by example in their proactive approach and desire to continually improve their own practice through a well-planned programme of CPD underpinned by a robust system of performance management in line with other THPT schools.

Executive Head and Head of School (HoS)

The Executive Head and HoS will play vital roles in ensuring Surrey Downs Court's success. The HoS will have a teaching role in the opening years, but as the school population grows he/she will need to spend more time and energy on the direction and management of the school, supported by the Senior Leadership Team (SLT) and Business Support Services. The professional duties of the Head of School will include:

Strategic Direction and Development of the School

- working with the Executive Head, Local Board and Trustees to provide a shared vision which expresses the core values and aims and is consistent within THPT;
- providing leadership and a clear direction for the staff of the school;
- producing, monitoring and evaluating a school development plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve and make progress, increasing teachers' effectiveness and securing school improvement;
- securing the commitment of staff, pupils, parents and the wider community by modelling the vision and values of the school;
- ensuring that the management, finance, organisation and administration of the school support its vision and aims;
- working with staff to translate the vision of the school into agreed objectives and operational plans which are implemented and reviewed and reported on regularly to ensure success;
- ensuring that safeguarding and protecting children is a core priority to the school's work within a culture of vigilance.

Teaching and Learning

- promoting and securing good or better teaching, effective learning, achievement, good behaviour and discipline within a safeguarding culture;
- determining, organising, implementing and monitoring the curriculum and its assessment in order to identify and act on areas for improvement;
- monitoring and evaluating the quality of teaching and standards of learning and achievement of all learners, in order to set and meet challenging, meaningful, appropriate and measurable targets for improvement;

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

- creating and maintaining an effective partnership with parents to support and improve learners' achievements and personal development;
- ensuring accurate and up to date data is kept and analysed for each student to inform intervention and the meeting of personalised targets;
- challenging under performance at all levels and taking required action in line with the school's policies.

Leading and Managing Staff

- developing and maintaining a culture of high expectations for all staff and leading by example;
- with the Executive Head, participating in the selection and appointment of the teaching and non-teaching staff as appropriate to ensure that appointees have the potential to achieve the agreed aims of the school;
- deploying and managing all teaching and non-teaching staff, ensuring that work loads are fair and staff feel supported and developed in their roles;
- implementing and sustaining effective systems for the management of staff performance and appraisals, incorporating targets for teachers, including targets relating to pupils' achievement;
- motivating and enabling all staff in the school to carry out their respective roles to the highest standard, through high quality induction and CPD based on assessment of needs;
- developing key relationships with THPT Business Support leaders to ensure an holistic approach to the management of the school's business affairs.

Managing the Organisation

- producing and implementing evidence-based improvement plans and policies;
- managing the school's human, financial and physical resources effectively ensuring best value for money at all times;
- raising matters of concern with the Executive Head and Local Board and proposing realistic and workable solutions to issues identified;
- setting appropriate priorities for expenditure and ensuring effective administration and control;
- developing and maintaining good working relationships with all stakeholders, including parents addressing concerns quickly and effectively;
- managing and organising the accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- ensuring all staff, volunteers and others who work with children keep them safe, by following appropriate procedures.

Accountability

- providing information, advice and support to the Executive Head and Local Board to enable them to meet their accountabilities to The Trust;

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

- creating and developing an organisation in which all staff recognise that they are accountable for the success of the school and these accountabilities are clearly defined, understood and agreed;
- presenting a coherent and accurate account of the school's performance in a form appropriate to a range of audiences;
- ensuring that parents and pupils are well informed about the curriculum, attainment and progress, and about the contribution that they can make to achieving the school's targets for improvement.

Community

- developing positive strategies for students to understand and cope with community situations;
- ensuring that there are a range of community based learning experiences for students;
- developing links with and collaborating with local agencies, charities and schools to ensure students and local community needs are met.

Senior Leadership Team

By the time the school has reached full capacity, the Head of School will be supported by a Deputy Head (KS2 & SENCO) and a Deputy Head (KS3,4,5) together with a dedicated Assistant Head with responsibility for each Key Stage. The team will lead the school improvement and planning cycles. The annual whole-school planning and evaluation cycles recommence in September and are driven by the leadership team working with Key Stage Leads.

Teaching Staff

Classes of up to 10 learners (in Key Stages 3, 4 and 5) and up to 7 in Key Stage 2 will be led by a teacher supported by TAs. SALTs, OTs and behavioural supervisors will work with teaching staff on curriculum design and delivery, and also with individual students and class groups.

Teaching staff will take a lead for a specific core subject, writing, reviewing and updating policies, planning schemes of work, gathering resources, advising colleagues, and leading staff meetings and training sessions.

All classes will be led by a qualified teacher, wherever possible with SEN experience and ideally with autism experience and qualifications.

Teachers will either have a primary background and thus a familiarity with the range of National Curriculum subjects or be secondary specialists in core and foundation subjects. Each class will have one principal tutor who will act as a learning mentor. Learners' tutors will co-ordinate specialist support and provision for their class, and ensure that it is regularly reviewed. This will include:

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

- monitoring and evaluating learning against age-related expectations and individual learner targets, using tools such as Assessment for Learning and other tracking tools developed during the school planning cycle;
- overseeing weekly and six-weekly reviews of their learners' individualised plans. Plans will focus on pupils' development of skills in the areas of communication independence and wellbeing and their progress against academic targets (see Section C and Section D2). Each new plan will be communicated to parents and discussed with learners;
- ensuring that all learners have an annual review and ensuring that the quality of the reports and their delivery are to standard and timely.

Teaching staff will hold Qualified Teacher Status (QTS), and possess or be working towards autism specific qualifications.

Tutors will be teachers and non-teaching staff who have experience of working with children or adults with special needs in a relevant setting, with experience of autism preferred.

Specialist Support of other professionals (student facing)

The school will employ a multi-disciplinary team of teachers, TAs, Behaviour Managers, supported by other health professionals (part-time OT, SALT, Mental Health Nurse) and a part-time counsellor whose expertise would be commissioned by the school. A 'team around the child' approach will focus on overcoming learners' barriers to learning to maximise their outcomes both in academic achievement and in social/emotional development.

SALTs and OTs will work as integrated members of every aspect of the school's work with learners: from assessment of learners upon referral, to input to devising programmes to address barriers to learning, to monitoring and reviewing progress, to input to schemes of work. The commissioned Therapies team will also devise programmes for managing behaviour in collaboration with the SLT and Behaviour Managers. SALTs and OTs will work closely with colleagues in local health services such as developmental paediatricians, psychologists and CAMHS teams.

Each child will have their sensory, motor and praxis needs assessed by the commissioned OTs, who will advise on this aspect of their learning needs and work in class to implement appropriate strategies. SALTs will oversee cross-curricular implementation of social communication skills development.

OTs will be sourced who have completed a BSc or MSc degree in Occupational Therapy accredited by the College of Occupational Therapists and the Health & Care Professions Council. They will ideally possess or be working towards a qualification in sensory integration.

Commissioned SALTs must have completed a BSc or MSC in Speech & Language Therapy recognised by the College of Speech and Language Therapists and accredited by the Health & Care Professions Council. They will ideally have experience of working with cognitively able autistic children.

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

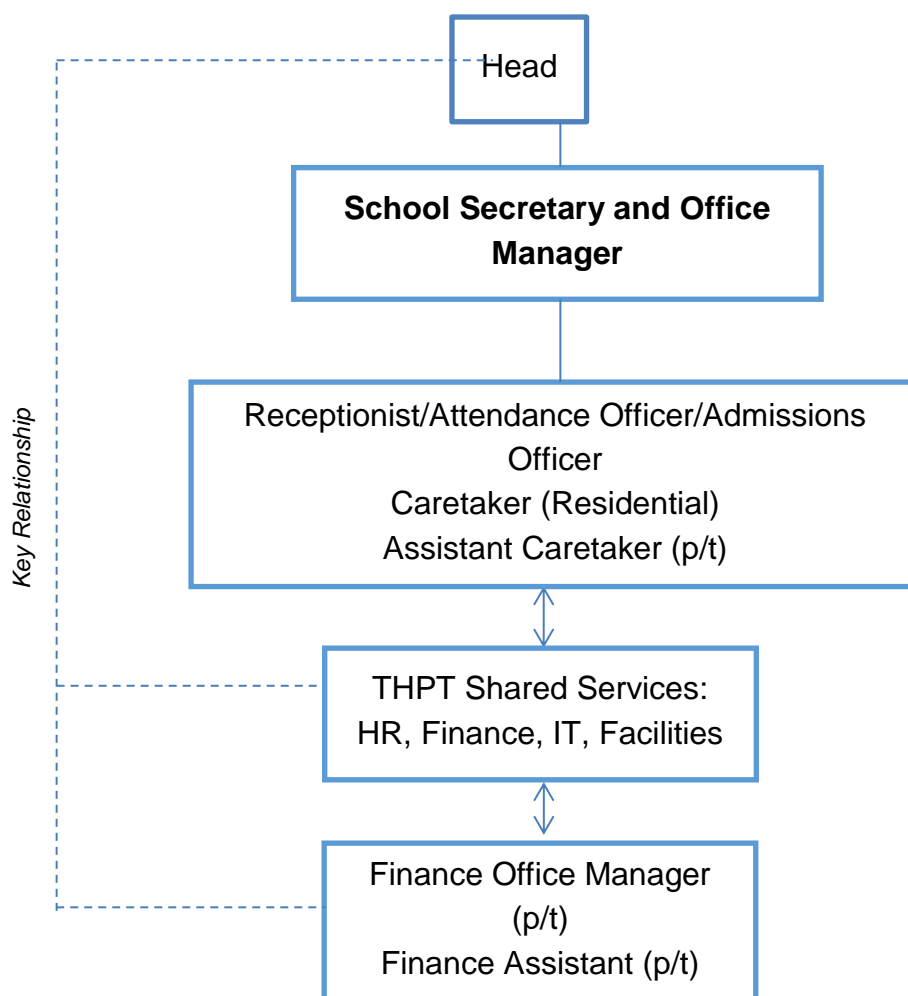
Staff Training and Professional Development

Staff will all be trained to work specifically with children and young people with communication and interaction needs, specifically autism. Staff who do not hold an autism-specific qualification upon recruitment, but are judged to have excellent potential, will be expected to undertake additional training in autism and other associated needs.

All staff will have a core-training programme of safeguarding, health and safety, data protection and other legal requirements.

Staff CPD will form an integrated part of the school’s planning cycle. Monitoring and evaluation of learner progress will feed into staff professional development (see Section D1).

Support Staff Structure (non-student facing)



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

School Project Manager

A School Project Manager will be employed during the Pre-Opening Stage to ensure rigorous financial and organisational management structures are in place for Day 1 of the school's operation. They will report to the Director of Business and Finance, THPT, and will be responsible for managing the 'business back office' operational side of the school during the pre-opening stage, and for recruiting and providing training for business office staff post-opening.

ICT Infrastructure Support

ICT support will be provided by ICT engineers and technicians from THPT.

Finance led Staff Structure Planning 2018-19 to 2025-26 onwards

Assumptions

Funding and Numbers on Roll (NOR)

1. Indicative funding is based on Special school funding guidance for 2016-17 and Band Two and Band Three funding top up rates provided by Surrey County Council. The financial modelling assumes 90% of students will be Band Two and 10% Band Three
2. Opening date is 1 September 2018.
3. NOR are based on growth predictions provided by SCC Commissioning Team and local knowledge, and assume a full school (180 total NOR ages 7 – 19) by the 6th year of operation (2023-24).
4. All students are assumed to be statemented/be eligible for ECHP.
5. All students are assumed to be categorised as High Needs.

NOR and related staffing

NOR

Key Stage		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
KS1	Reception	0	0	0	0	0	0	0	0
	1		0	0	0	0	0	0	0
	2			0	0	0	0	0	0
KS2	3	7	7	7	7	7	7	7	7
	4		7	7	7	7	7	7	7
	5			7	7	7	7	7	7
	6				7	7	7	7	7
KS3	7	10	20	20	20	20	20	20	20
	8		10	20	20	20	20	20	20
	9			10	20	20	20	20	20
KS4	10				10	20	20	20	20
	11					10	20	20	20
KS5	12	10	26	26	26	26	26	26	26
	13		10	26	26	26	26	26	26
Total		27	80	123	150	170	180	180	180

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

Staffing

1. Class sizes are planned as a maximum of 7 in KS2, rising to a maximum of 10 in KS3, 4 and 5. Staffing reflects the increase in NOR and additional classes that are required each year.
2. Generally, each class is planned to have 1 full time Teacher and 1-1.5 full time, term time TA (36 hours 39 weeks) as follows:

Assumption KS2 : TA: Student ratio to maintain is 1:7

Assumption KS3&4 : TA: Student ratio to maintain is 1:10

Assumption: 3 of the 25 TAs are HLTAs

Total NOR KS2	7	14	21	28	28	28	28	28
Teachers	1.0	2.0	3.0	4.0	4.0	4.0	4.0	4.0
TAs	1.0	2.0	3.0	4.0	4.0	4.0	4.0	4.0

Total NOR KS3 & KS4	10	30	50	70	90	100	100	100
Teachers	1.0	3.0	5.0	7.0	9.0	10.0	10.0	10.0
TAs	1.0	3.0	5.0	7.0	9.0	10.0	10.0	10.0

Total NOR KS5	10	36	52	52	52	52	52	52
Teachers	1.80	4.00	4.40	4.40	4.40	4.40	4.40	4.40
TAs	1.00	5.00	9.00	9.00	9.00	9.00	9.00	9.00

Total NOR	27	80	123	150	170	180	180	180
Teachers	3.80	9.00	12.40	15.40	17.40	18.40	18.40	18.40
Total TAs	3.00	10.00	17.00	20.00	22.00	23.00	23.00	23.00

3. The staffing model reflects the provision planned for KS5 which is designed to deliver three pathways that meet different academic needs.
4. Administrative and other support staff come on-stream as the school NOR grows (see Finance spreadsheet in section G), however, certain essential posts such as a Caretaker and Receptionist/Admin are assumed to be part of the basic initial support staffing.

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

Other costs

5. Specialist staff and health professionals such as Occupational Therapists, Mental Health and SALT staff will be accessed incrementally as the NOR increase. This school-financed delivery will complement the LA/NHS partnership commissioned therapies (from Year 1) as outlined in section D5).
6. Staff training and CPD is initially bought in until in house expertise is developed.
7. Initial IT and building related capital funding is available from alternative sources/grants.

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

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

Surrey Downs Court will be welcoming to children and young people of all faiths/world views and none. We will promote the fact that individuality is normal so that all young people feel part of our community regardless of their background or additional needs. Their differences will be celebrated both within the school community and within the wider community in which we will be based. Our underlying values of mutual respect, tolerance, respect, kindness and individuality will be actively promoted throughout the school, encouraging the children and young people to understand and accept those that are different from them.

Simonoff (2008)⁶ highlights that 66% of children and young people with autism develop mental health problems so a central tenant of our school is that we will encourage a culture of listening to children and taking account of their wishes and feelings. It is important that everyone at Surrey Downs Court feels that their voice will be heard and that they can share their worries and concerns early so that they don't lead to more serious concerns.

⁶ Simonoff, E et al (2008) 'Psychiatric disorders in children with autism spectrum disorders, comorbidity and associated factors in a population-derived sample' *Journal of American Academy of Child and Adolescent Psychiatry* 47 (4) p921-929

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

At Surrey Downs Court, safeguarding is of the highest priority. It is vital that our children, young people and staff feel safe at all times. We will have a Safeguarding Team, made up of a Designated Safeguarding Lead (DSL) who will be the Head of School and who will take responsibility for child protection, alongside a number of designated Deputy DSLs. The Safeguarding Team will have the status and authority within the school to carry out the duties of this role and we will ensure that the necessary resources are committed to this position.

The DSL's areas of responsibility will include working closely with other agencies, such as social care and the police, referring cases as appropriate. They will ensure that the staff at Surrey Downs Court are trained at regular intervals, at least yearly, and that their training is updated as required to ensure that they have the knowledge and skills to carry out their role. We will follow safer recruitment procedures at all times and our focus will be proactive rather than reactive. We will have a safeguarding policy in place that is based on the Surrey model policy, that all staff understand; however we recognise that there are additional issues surrounding safeguarding children and young people on the autism spectrum⁷. Ofsted (2012)⁸ stated that children with a disability are more at risk of being abused than non-disabled children'.

Many children and young people on the autistic spectrum have impairment of ability to be able to understand and report potential signs of abuse due to their difficulties with social communication and social interaction. Whilst the curriculum will be personalised to meet the needs of the individual, all programmes will include a focus on the social use of language to support in this area. The children and young people attending Surrey Downs Court may be more vulnerable to abuse due to their difficulties reading people and understanding and interpreting their intentions. It is therefore vital that there is a focus on progression skills throughout their education, helping our young people to gain an understanding of and make sense of the world around them. These progression skills will be embedded in all curriculum areas so that our children and young people are able to keep themselves safe, not putting themselves in a position where someone can take advantage of them or exploit their vulnerability whilst pretending to be their friend.

At Surrey Downs Court, we will develop a safe, friendly, calm and consistent environment. All children will have a personal keyworker, who will have a good understanding of their needs and provide a listening ear; however all staff can and will perform this role as required. Surrey Downs Court will be designed so that there are safe places, both inside and outside, for the children and young people to access when anxiety levels are high and then need to use their personal strategies to calm themselves. There will be sufficient space in our school to give the children and young people a sense of calm and we will ensure that there are regular and predictable

⁷ National Autistic Society (2013) 'The protection of children and young people with autism from violence and abuse' *Speak Up*

⁸ Ofsted (2012) 'Protecting disabled children: thematic inspection'

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

routines. There will be change boards in all classrooms and corridors to forewarn our children and young people of any changes. We will also make use of visual timetables and displays to reduce anxiety levels.

All our staff at Surrey Downs Court will receive regular CPD, which will include a focus on meeting the needs of our children and young people, ensuring they have an understanding of autism and its impact on an individual, as they need to be able to recognise subtle changes. It is therefore important that there is good quality, detailed information on every student, which is gathered and reviewed regularly so that changes can be identified and updated. At Surrey Downs Court, we see ourselves as part of a team around the child, sharing information (within data protection requirements) to ensure that there is a consistent approach for every individual. We will ensure that decisions and assessments are well informed by previous history and are based on up-to-date information. The team supporting the child needs to be a support to the family and the professionals working within the team need to be non-judgmental so that the family is comfortable seeking support as and when it is needed. We will work with the child, family and other agencies to ensure that there is timely multi-agency early support where needed, developing a holistic programme of support.

We are aware that many autistic children and young people who have average or above average intelligence still struggle to understand the intentions of others and can find it very difficult to predict the consequences of their actions (NAS, 2013). They may therefore put themselves in dangerous situations but be unaware of this danger, despite their levels of intelligence. This might include, hate crime, 'mate crime', internet grooming or child sexual exploitation. We will therefore make the implicit explicit through our Live Life Well programme, developing safer behaviours and an understanding of others amongst our cohort.

At Surrey Downs Court, we recognise the importance of physical and mental wellbeing of our children and staff and we will therefore have programmes in place to support in this area. This will include supervision for staff, a physical well-being programme for both staff and children and access to a trained counsellor for children.

Whilst we recognise that the children and young people at Surrey Downs Court have complex difficulties, often displaying comorbidity, it is vital that we develop individual, personalised programmes to teach them how to respond in society. Through Live Life Well, progression skills and the Social Use of Language Programme (SULP), with the use of EKLAN and social stories as required, we will enable our children and young people to recognise the difference between right and wrong, understanding the consequences of their behaviours and actions. Those with autism can find it hard to predict the behaviours and intentions of others and this therefore makes them more vulnerable.

Our role at Surrey Downs Court is to equip our learners with the skills to not only function but excel within society. Part of this is provision is a focus on fostering the children's skills in independent living. At Surrey Downs Court, Live Life Well will focus on the different elements of independent living, employability, healthy lives and participation in society. This programme will focus on building independence within learners. Communication is vital when developing learners who will take their place within our modern society. An important step for increasing independence is

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

strengthening our learners' ability to communicate by building skills and providing relevant tools. Our learners at Surrey Downs Court may have difficulties with transition between activities, something that will stay with them as they enter the workforce. We will support them with these transitions by making use of visual schedules so that learners can become increasingly independent, practising decision making in a safe environment.

Our learners will be supported to develop their self-care skills as part of their daily routine. This will be developed through the Wellbeing and Independence elements of the Live Life Well curriculum from KS2 onwards so they are used to completing these skills. Hand-in-hand with this, all our learners will be taught how to work as part of a team, completing chores in our school such as putting their crockery and cutlery in the dining area. There will also be a focus on the importance of healthy eating for a healthy body and mind within the curriculum and the mealtimes. By developing these healthy eating habits from a young age, we are establishing good habits for life. Completing tasks and activities such as these on a daily basis, will embed them as they become an expected part of the normal routine and foster independence. In order to promote healthy living amongst our learners, we will encourage them to engage in independent leisure and recreation in our local community, fostering interest in age-appropriate leisure activities.

Surrey Downs Court will be set up as a democratic society, a microcosm of British society, where everyone has a voice, through student voice, and is able to develop mutual respect and tolerance through the use of their voice and listening to others. By establishing a strong student voice, we will develop co-operation amongst the children and young people in our school, teaching them how to use social skills in different contexts. For many, this is learnt through viewing the society around them however we will ensure that these skills are explicitly taught.

Understanding, accepting, respecting and celebrating diversity will be a golden thread throughout the school. It will be explicit in the curriculum, shown visually in displays and encouraged through visitors to the school. Whilst we recognise the importance of routine and predictability for our children and young people, visits and fieldtrips are still of vital importance and, if prepared for in the right way, will enable our pupils to understand and appreciate a wide range of cultural influences in addition to their own. This, in turn, will have a positive impact in our school, encouraging an understanding of and an appreciation of the viewpoints of others.

Whilst an academic curriculum is important and will ensure future progression for our young people, it needs to be combined with a strong emphasis on progression skills, Live Life Well, extra-curriculum activities and volunteering. In this way, our children and young people will gain an understanding of the world around them, working with others and achieve success in other areas outside the classroom. Within this offer, learners across all phases will be encouraged to raise money for and participate in charity work, teaching them that they are part of a wider society and that they have an important role to play in this. The playground is an important teaching space where we will be able to teach community safety skills, such as pedestrian safety, being kind to others and recognising the consequences of their behaviours in addition to giving the opportunity to develop and build on leisure skills. Starting at KS2, we will use the playground to model turn-taking within games and activities, providing areas where children are able

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

to take a break when they need it. At KS4 and KS5, we will offer our students the opportunity to complete the Duke of Edinburgh's Award at Bronze, Silver and Gold level as we believe that disability does not define a young person and certainly does not prevent them from achieving what society may believe to be the impossible. The flexible nature of DofE means that every young person, regardless of their additional needs, can face their personal challenges to achieve their DofE Award. We have high aspirations for all our young people and believe that this award, and similar opportunities, enables them to develop their spiritual, social, moral and cultural education.

Through our inclusive curriculum, we will build our children and young people's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Through our safeguarding programme, all staff will have a clear understanding of their role in protecting children from the risk of radicalisation.

Staff at Surrey Downs Court are best placed to understand the needs of our children and young people, based on initial and on-going assessments, both qualitative and quantitative. Our Live Life Well programme, based on the government guidance, will be tailored to meet these fluid needs. It will provide our children and young people with a sound understanding of risk throughout their time at Surrey Downs Court, following a spiral curriculum, revisiting areas in more depth and detail. It will also provide the knowledge and understanding necessary to ensure that our children and young people are able to make safe and informed decisions. While this is important for all children, it is even more vital for those on the autistic spectrum. As the National Autistic Society states 'autism is a lifelong, developmental disability which affects the way a person sees and understands the world around them'.⁹ As a result, they may have the following difficulties which means that it is vital that the Live Life Well programme, progression skills and extended curriculum are adapted to meet these needs:

- Can have good language skills but find aspects of communication difficult e.g. turn-taking, talking incessantly and not seeing the lack of interest in the person they're speaking to, difficulties with non-verbal communication (interpreting facial expressions and body language).
- May take things literally and find it difficult to understand sarcasm and jokes. This can lead to difficulties forming positive relationships.
- May repeat sentences or phrases they have heard or have last been said to them – known as echolalia. They may repeat words heard on media, personalising the language, which can raise safeguarding concerns amongst children and young people.
- Can have difficulties recognising and understanding other people's feelings so they may appear to lack empathy. In addition, they may struggle to express or understand their own emotions.

⁹ National Autistic Society (2013) 'The protection of children and young people with autism from violence and abuse' *Speak Up*

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

The children and young people at Surrey Downs Court will want to have friendships and relationships but due to the potential difficulties, their social communication difficulties may cause, they might go about it in what others might perceive as odd or inappropriate ways. Our Live Life Well programme will therefore support them in this area, developing young people who are able to access the world around them in a safe and positive way.

Our learners at Surrey Downs Court will become adults in a society that includes people that find autism difficult to understand. Part of our role as educators is to provide outreach resources for the wider community – locally, regionally and nationally. We are not only developing our learners so that they have the resources to lead independent, healthy lives and fully participate in society, we are also working to facilitate a wider understanding of autism and the importance of accepting the individual differences of everyone.

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

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

The children and young people who attend Surrey Downs Court will be in receipt of an Education Health & Care Plan (EHCP) as a result of their barriers to learning posed by their significant communication and interaction difficulties. Many of the learners who attend Surrey Downs Court will have a diagnosis of autism, although this will not be a pre requisite to attend the school.

Learners will be working at broadly age related levels in at least some areas of attainment, and are anticipated to gain a range of GCSEs and other externally accredited qualifications at the end of Key Stage 4. At Surrey Downs Court students will benefit from the breadth of the full mainstream curriculum, but due to the anxiety arising from their sensory, social and communication difficulties are unable to manage the mainstream school environment even with additional support.

Students at Surrey Downs Court will benefit from learning alongside and socializing with a peer group who experience similar needs, such as autism. Students will benefit from autism specific strategies to enable them to access the national curriculum, will require a low arousal environment and a high level of targeted intervention and differentiation throughout the school day. Students will benefit from being taught in small groups of up to 7 students in Key Stage 2 and up to 10 students in Key Stages 3 4 and 5. All classes will be taught by a qualified teacher, and supported by a teaching assistant.

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

Many of the children and young people who attend Surrey Downs Court will have mental health needs in addition to their special educational needs. These could include anxiety disorders, depression, ADHD, ADD or OCD, or other diagnosed mental health illnesses. There is very little written about mental health and emotion wellbeing of young people with special educational needs in schools. Mental health difficulties of young people with special needs are often poorly defined and can present in unusual or atypical ways, and can be masked by the child or young person's additional needs. Autistic children and young people can find it very difficult to express their thoughts feelings and fears, and this can lead to feelings of overwhelm or isolation. At least 40% of autistic people have a diagnosable anxiety disorder. (Galanopoulos, Robertson, Spain Murphy. 2014.) Some of the children and young people who attend Surrey Downs Court will experience difficulties with their mental health to some degree over their school career and into their adult life. Meeting the complex mental health needs of children and young people at Surrey Downs Court will be a core function of the school of the school.

The curriculum and the school day will be designed to promote and sustain positive mental wellbeing for all students. Throughout the school day there will be opportunities for students to understand, and self-manage their emotions; learn about and understand their autism; access planned structured and supported opportunities for social interaction between peers; access opportunities to explore issues with communication as they arise; prepare for and cope with change; address issues relating to anxiety and manage worries .

Case Study: Becky

Becky is a girl who joined Surrey Downs Court in Year 7. On entry to Surrey Downs Court she was working at 2 years below national expectations for her age, and was eligible for Pupil Premium funding.

She attended a mainstream primary school. She received a diagnosis of High Functioning Autism (HFA) when she was in Year 3, and soon after received her Statement of Special Educational Needs which outlined 25 hours of 1:1 TA support.

In primary school Becky demonstrated significant behaviour challenges which manifested as self-injurious behaviours such as banging her head against a wall, pulling out her hair and eyelashes; chewing drawing pins. Becky was consistently unable to follow adult instructions, often removing herself from the learning environment when demands placed upon her became too great, or hiding under tables. Becky had a restricted number of obsessions / specialist interests, and would only engage or complete work if it was related to horses or ponies. Becky frequently absented herself from Numeracy sessions.

Becky's relationships with her peers were difficult. She did not like others sitting at the same table as her, making group work challenging. Becky was unable to tolerate anyone, including adults touching her pencil case, and would become very agitated (shouting and making noises) if anyone touched her things. Becky would only engage in conversations about ponies and horses. At times when she was very anxious she would demonstrate horse based behaviours including galloping and neighing, and her

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speech would become markedly reduced. Becky had no real friendships at primary school and was acutely aware of this.

Becky experienced very high levels of anxiety, which slowly built up during Years 5 & 6. Her anxiety became a barrier to her attendance at school, which dropped from 97% at the end of Year 4 to 55% in Year 6. In order to try and alleviate the problem her primary school put in place a part time timetable for Becky so that she only had to access school in the mornings, and could leave school at lunchtimes each day.

On entry in Year 7 Becky was part of a class of 10 students with communication and interaction difficulties. Like Becky, 8 of the 10 students had a diagnosis of autism / HFA. Becky did not receive any additional 1:1 support at Surrey Downs Court. Becky accessed THPT curriculum offer, including weekly Social Use of Language Programme with her class, where she developed an awareness of body language and facial expressions in others. Becky had weekly small group sessions with an ELSA trained HLTA where she developed skills around making and maintaining friendships. These sessions also started to address some of her underlying anxieties that resulted in some of her challenging and self-injurious behaviours. Becky also accessed the schools extended day provision three days a week, where she accessed craft clubs, swimming at the local leisure centre and supported homework sessions. Her attendance rose from 55% at the end of Year 6 to 95% by Christmas of Year 7. By the end of Year 7 she was making accelerated progress relative to her rate of progress in her primary school. She was happy and was regularly participating in the School Council. Her self-injurious behaviours had ceased and her behaviour was safe in school.

Admissions

Initial enquiries may come from a child's or young person's parents or carers or from the Local Authority. Parents and carers will be requested to provide the child's:

- EHCP or Statement
- Evidence of Looked After Child
- School reports
- Educational Psychology reports
- Speech & Language Therapy reports
- Medical reports where relevant
- CAMHS reports or correspondence where relevant

An up to date Educational Psychologist's report will be particularly beneficial as it will assess the full range of a child's difficulties relating to their communication and interaction difficulties, and will be able to identify any additional areas of need.

These documents will be discussed by the Executive Head, Head of School and Assistant Headteacher/SENCO to check against the admission criteria of the school. If the arrangements offered by the school match the arrangements required by the child, staff from the school would conduct an observation of the child in their current setting or at home. The purpose of the observation would be to assess the personal

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

social and educational needs of the child. The observation would be conducted by a member of the Surrey Downs Court education team.

A judgement would be made as to whether Surrey Downs Court would be able to meet the needs of the child based on the evidence and the observation.

For children or young people joining the school at Year 6 or Year 12 admission to Surrey Downs Court would be agreed at the Local Authority Communication and Interaction Panel, or the Surrey Special Post 16 panel. Present at the panel meeting are representatives from Surrey SEN Area Teams; Educational Psychology services; Speech and Language Therapists; the Executive Head of Surrey Downs Court and other headteachers of COIN provisions and schools. A collective decision is made about the suitability of placements. Members of the LA SEN Area Teams notify parents and carers if a place at Surrey Downs Court is offered.

For admissions into other year groups, or for in year admissions, a child's EHCP is sent to Surrey Downs Court via the LA SEN Area Team. If the arrangements offered by the school match the arrangements required by the child, staff from the school would conduct an observation of the child in their current setting or at home. The purpose of the observation would be to assess the personal social and educational needs of the child. The observation would be conducted by a member of the Surrey Downs Court education team. The Executive Head would make the decision to offer a place, if a place were available, and would notify the relevant LA SEN Area Team.

Meeting the needs of individual learners

Surrey Downs Court will meet the needs of children and young people with communication and interaction difficulties, to enable them to become successful, happy independent adults in the future.

Access to a low arousal environment at Surrey Downs Court will help to meet the needs of students with autism. All students will work towards being able to identify their emotional state, and develop the capacity to emotionally self-regulate. This will be achieved through access to regular timetabled emotional literacy groups which will focus on the identification of emotions, and explicitly taught strategies for managing emotional dysregulation. The curriculum and pastoral care at Surrey Downs Court will be designed to minimise the impact and effects of high and persistent levels of anxiety, and will include features such as school wide strategies for managing changes; visual prompts to reinforce routines and learning; access to equipment and techniques to enable students to self sooth and calm; access to mindfulness sessions and yoga based breathing techniques to reduce anxiety. Students will also have access to safe spaces that they can use when they feel anxious or hypervigilant. The school day will be highly structured; social times such as break times or lunchtimes will be structured and supervised by adults. Students will work alongside staff to develop flexibility of thought. Specialist interests will be used to engage students in learning, or as potential rewards, wherever appropriate.

Students who attend Surrey Downs Court will also benefit from a curriculum that enables them to develop their social communication and interaction skills. As part of the curriculum offer students will be able to access the Social Use of Language Program or the PEERS program. Throughout the school day, staff will work alongside

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

students to model and explicitly teach socially age appropriate interaction, and support students to build effective relationships. Students in Key Stages 4 and 5 will be offered on going volunteering and work related learning experiences to enable them to transfer their social communication skills to a workplace context.

The curriculum at Surrey Downs Court will be one where language is modified at the point of delivery, and is adapted to meet the needs of individual students. Staff will need to ensure that language is unambiguous and clear; that syntax is simplified and that key instructions or phrases are repeated. The curriculum will also provide many cross curricular links to support student language acquisition, and promote the generalization of language. For some students with specific speech language and communication needs, specialist literacy programs and strategies will be used to support the acquisition of language skills. Learning will be experiential wherever possible.

Students who attend Surrey Downs Court will be in receipt of an EHCP. Personalised targets will be created using the long term student outcomes from an EHCP. Personalised targets will form a significant strand in meeting individual needs at Surrey Downs Court. Personalised targets will be SMART, bespoke and focus on meeting individual needs under the headings of communication, independence and wellbeing. Students will be able to make a significant contribution towards setting their own personalised, and will self-assess against their targets.

Working with therapies

The students at Surrey Downs Court will have access to at least one full time speech and language therapist per 120 students. The speech and language therapist will be based in the school on a full-time basis, forming part of the school team. The school's therapist will be required to deliver the service through the 'Balanced System' model, which is a tiered approach designed by [REDACTED]. The service provided will be evidenced based and outcomes focused, where all students within the school will benefit from a communication rich environment. The therapist will provide input in to the training and development of teaching staff, development of resources specific to the needs of the students within the school, and in working in partnership with families. All students within the school will benefit from this universal approach.

Some students within the school may benefit from a more targeted approach, which will involve time-bound interventions. Interventions may be 1:1 or group based and will be led and modelled by a speech and language therapist.

A minority of students at Surrey Downs Court will benefit from a more specialist level of intervention, which is likely to require significant intervention by the therapist, either 1:1 or through group based work.

Students at Surrey Downs Court will be supported by the speech and language therapist at key transition stages, such as when they first enter school or when they move into a new school phase.

It is proposed that pupils at Surrey Downs Court will access the newly commissioned occupational therapy service which will be in place from April 2017. Surrey County Council and Surrey Clinical Commissioning Groups have committed to provide a link

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

therapist to Surrey Downs Court who will support assessments of children and young people, advise teaching staff, providing training and development to school staff, liaise with families and provide group or 1-1 interventions where appropriate.

The procurement process concludes in October 2016, when there will be more information on what the new service will be able to offer to the Free School.

Surrey County Council is working with the newly recommissioned CAMHS to provide a universal schools offer for Surrey children. The Surrey County Council proposal is that each school will have access to an allocated Primary Mental Health Worker (PMHW) whose role will be to provide support and advice around suitable early intervention or signpost to further CAMHS support should this be necessary through the new single point of access. This provision will be complemented additional Mental Health Nurse hours and additional counselling services which will be commissioned by the school.

It is envisaged that the commissioned counselling services at Surrey Downs Court will also provide on-site regular supervision for staff in conjunction with our own employee, as required.

Safeguarding

At Surrey Downs Court, safeguarding is of the highest priority. It is vital that our children, young people and staff feel safe at all times. Surrey Downs Court will establish and maintain an ethos where learners feel secure, valued, listened to and believed. Students at Surrey Downs Court will be able to talk freely to any member of staff or regular visitor to the school if they are worried or concerned about something.

The Head of School will be the Designated Safeguarding Lead (DSL) and will lead the safeguarding team. The safeguarding team will consist of the Designated Safeguarding Lead (the Head of School) and 3 deputy DSLs, with the aim that one of the safeguarding team is always on site to be available to deal with incidents. Safeguarding incidents will be dealt with as they arise. The safeguarding team will convene fortnightly (or more regularly if required) for a Pastoral Meeting, where all safeguarding concerns are discussed and actions minuted, to ensure a robust recording and tracking system around all safeguarding incidents.

The Surrey Downs Court Safeguarding Policy will be developed in conjunction with Surrey County Council guidance, and will apply to all staff and volunteers who work in the school. It will:

- Ensure safer recruitment. All staff and volunteers will be checked for suitability. This will be managed by the Head of School who will take overall responsibility for safeguarding. DfE guidance on safer recruiting will be followed at all times.
- Raise awareness of safeguarding and child protection issues. Staff will work to equip students to keep themselves safe in the community and on line through various elements of the curriculum.
- Establish procedures for identifying and reporting cases or suspected cases of abuse. All staff and volunteers will be given training and information to enable

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

them to recognise the signs and symptoms of abuse. Staff will be taught what to do if a student makes a disclosure and what to do if a student's behaviour or physical condition causes concern. This will be in line with the schools Safeguarding Policy.

- Support students who have been abused.
- Establish a safe environment in which children can learn and develop. Staff will be expected to work in an open and transparent environment, maintaining safe and appropriate relationships with students. Staff will avoid private or unobserved situations, and will encourage and promote open communication.
- Inform staff about Extremism and Radicalisation, Child Sexual Exploitation, Female Genital Mutilation, Forced Marriage and Domestic Violence.

Alongside our safeguarding policy procedures and practice, students will be taught how to be safe in society and with others through our bespoke Sex and Relationships programme, our Live Life Well curriculum, through our safety programmes and through our Computing curriculum, and through on going and continuous guidance from staff.

Behaviour

At Surrey Downs Court effective learning will be supported through an ethos of mutual respect and understanding between learners and staff. Our community will respect diversity and will celebrate difference. Staff and students will work collaboratively across the school, in all areas of school life. Parents, Governors and wider stakeholders will all have a role to play in supporting the development of learners, and in recognising and rewarding their successes.

Children and young people at Surrey Downs Court will work on developing an understanding of themselves and others. They will develop their ability to establish and maintain relationships with their peers, with staff and with members of our wider community. They will develop the capacity to understand and identify their own emotions and anxieties, and manage their emotional responses. Students will be rewarded for displaying socially appropriate positive behaviour at every opportunity.

Surrey Downs Court recognises that most forms of challenging behaviour reflects a deficit an individual's ability to cope with their environment and that facilitation, empowerment, and teaching are the most effective ways in reducing inappropriate behaviours. As a school we will address difficult behaviour through meeting the needs that are driving it, whether educational, or pertaining to an unmet mental health, social or emotional need. At Surrey Downs Court we are aware of the needs of some students who may require specialist support for their behaviour. All staff at Surrey Downs Court will be equally responsible promoting positive behaviour, and for challenging unacceptable student behaviours.

Surrey Downs Court believes that students need to be safe, know how to behave and know that the adults around them are able to manage them safely and confidently. Only for a very small minority of students will the use of physical intervention ever be needed and, on such occasions, acceptable forms of intervention will be used. Some staff at Surrey Downs Court will be MAPA trained, and the expectation will be that

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

physical intervention is only used to keep an individual safe, or to prevent an individual from harming others.

Students on the autistic spectrum are likely to have impaired communication and social skills, a lack of empathy, over or under sensitivity to sensory stimuli and low self-esteem. For a variety of reasons people with autism are likely to experience high levels of anxiety. Behaviour that challenges may be a reaction to these difficulties and an attempt for the individual to control a situation, regulate their emotions and/or communicate fear, distress or frustration.

Surrey Downs Court behaviour approach will be based on a partnership between the school, the students and parents and carers. Each partner will play a crucial role to provide and ensure the very best outcomes for all. To cement this partnership, and recognise the responsibilities of each partner, we will set out clear expectations for the school, parents/carers and students within our Partnership Agreement. The agreement will be signed on admission and from then on, annually by all students and their parents/carers and school. The expectations of the students, as outlined in the agreement, will form the basis of our behaviour approach. Students will be rewarded wherever possible, and as regularly as possible for meeting behaviour expectations.

As much as possible the behaviour policy will be reward based and will reinforce expectations around positive behaviours. Sanctions used should be appropriate to individual learners and should reflect the complexity or seriousness of an incident. Learners will be provided with structures and times to reflect on their behaviour when things go wrong. Staff will be mindful that all behaviour is communication, and that it is their responsibility to see past behaviour to identify the underlying cause of the behaviour.

Attendance

Surrey Downs Court is committed to providing a full and efficient education to all learners. It is committed to equal opportunities for all. It will ensure that all learners feel welcome and valued.

Excellent school attendance is essential to enable children and young people to fulfil their potential. Surrey Downs Court will work towards the goal of 100% attendance for all students. We will work alongside parents and carers to convey the importance of regular and punctual school attendance.

Research shows a disproportionate number of students with SEN with persistent absence from school, both in mainstream and special schools. There is a clear link between low levels of attendance at school and lower academic achievement. The Government's *Guidance on the Attendance of Pupils with SEN* discusses a number of strategies to improve student attendance. Many strategies relate to the quality of pastoral care, support for individual needs, suitability of curriculum and quality of peer to peer relationships. Students that come from the lowest socio-economic groups tend to have lower rates of attendance relative to their more affluent peers. It is crucial that Surrey Downs Court provides a bespoke offer of support for disadvantaged students that takes into account their multiple barriers to learning, supports and empowers disadvantaged students to overcome these barriers.

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

Each year the school will review and establish attendance targets, which will reflect local regional and national targets.

Surrey Downs Court will regularly review systems for improving attendance.

Working with other professionals

At Surrey Downs Court we will work alongside, and in partnership with a wide range of other professionals to support our students and families. At the centre of our philosophy will be our work with our families to ensure a consistency of approach both at school and in the home.

Educational Psychologists will carry out formal assessments and complete reports for the school and families. They will also support staff training and develop where required.

We will work alongside CAMHS paediatricians and other health professions to support the physical and mental health needs of our learners.

We will also work in partnership with social care and other external agencies to ensure the best possible outcomes for our students.

Section E – evidence of need

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

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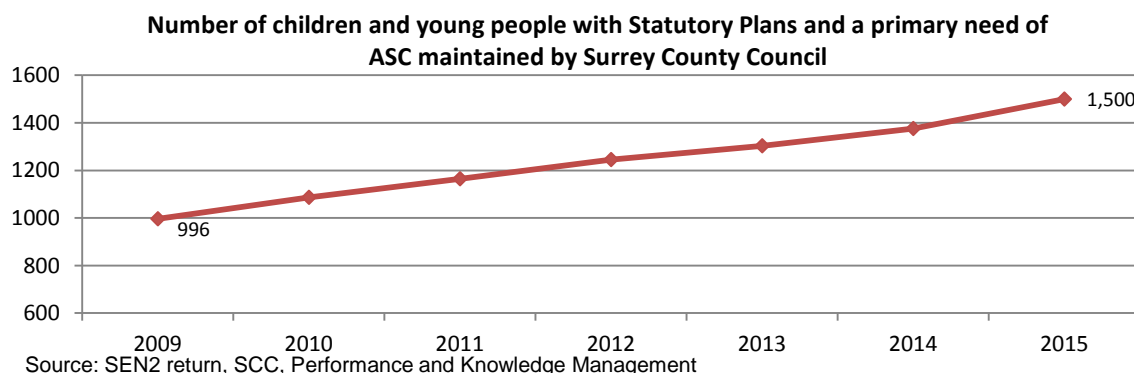
Surrey Context

Surrey County Council’s (SCC) vision is for all children and young people in Surrey to be happy, healthy, safe and confident in their future. Those with special educational needs and disabilities can often face additional barriers in achieving this, so need access to the right education, health and care support at the right time. Demand for all these services is growing in Surrey as a result of demographic change, an increasing level and complexity of need amongst children and young people with SEND, and growing expectations from parents and families. To respond to this, the Council is working with partners to deliver the SEND 2020 project, to ensure the local offer to children and young people with SEND in Surrey is the best it can be. This COIN Free School proposal is seen by the Council as a key part of its commissioning strategy to achieve this, alongside other initiatives to increase capacity, re-designate and develop current provision where needed, and strengthen SEN Support and approaches to early intervention.

Changing profile of SEND in Surrey

Since 2009, the number of children and young people with a Statutory Plan (Statement of Special Educational Needs or Education, Health and Care Plan) has increased by 7.5% from 5,238 to 5,631, exceeding national and statistical neighbour growth trends over the same period. Although this is partly due to overall demographic growth of 4.9% in the county over the same period, it is clear that the level and complexity of need amongst the Surrey cohort of children and young people with SEND is also increasing.

Alongside these changes, the profile of diagnosed needs has also been shifting, with by far the most significant growth area being children and young people with having Autistim Spectrum Condition (ASC). Overall, numbers with ASC as their primary need have increased by more than 50% between 2009 and 2015 (from 996 to 1,500). Although each individual will have different needs, many of these children and young people will require specialist COIN provision to help them to have a successful and fulfilling experience of education, as they move through childhood, into adolescence and prepare for adulthood.



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

Defining Communication and Interaction Needs (COIN)

Special Schools for Communication and Interaction Needs (COIN) are designed to support children and young people who are in receipt of an EHCP and will benefit from accessing the mainstream curriculum, but, due to the anxiety arising from their sensory, social and communication difficulties are unable to manage the mainstream school environment, even with additional support available at a specialist centre. Their needs require a low arousal environment and a high level of targeted intervention and differentiation throughout the school day. Many of these children and young people will have a diagnosis of autism; half of current COIN provision is taken up by young people with a primary need of ASC. The known level of unmet need and forecast ASC growth will mean a far higher proportion of additional COIN provision will be used to support those with ASC.

Current COIN provision in Surrey for children and young people aged 7-19

SCC currently has two local authority (LA) funded COIN Special Schools. Both schools are located in Tandridge district in the South East of the county.

Limpsfield Grange, a key partner in this bid, is a girls' 11-16 COIN school located in Oxted. It is rated *Outstanding* by Ofsted (February 2014). For academic year 2014/15, the school has an average pupil full-time equivalent (FTE) of 73.0, up from 67.3 in 2013/14. As a result, average occupancy for 2014/15 was 109.0%. The most recent data indicates that the school had an FTE of 72 in October 2015.

Sunnydown School is a boys' 11-16 COIN school and is located in Caterham. It offers 81 places and is also rated *Outstanding* by Ofsted (May 2012). For academic year 2014/15, the school had an average FTE of 81.7, with an average occupancy of 100.8%. The most recent data indicates that the school had an FTE of 86 in October 2015, meaning the school is substantially over-subscribed. Like Limpsfield Grange, the school continues to operate at full (and often above) capacity throughout the academic year.

In the case of both Surrey's dedicated COIN schools, it is clear that demand continues to outstrip supply, with recent increases in place numbers being immediately occupied. The implications of this were very clear at Surrey's latest COIN placement panel, where nearly half of all children requesting COIN provision were not able to be offered a place. Sunnydown in particular was the most preferred school for parents, given the high numbers of young males with ASC needing support.

Alongside existing special schools, Surrey opened its first "Cullum Centre" in October 2015 in partnership with the National Autistic Society and the Cullum Family Trust. Cullum Centres enable pupils with high-functioning autism to access mainstream schools, providing the necessary support required to manage anxiety. The first two opened at Salesians School in Chertsey and Rodborough School in Godalming in October 2015. Each will eventually provide 20 places. Two further centres are planned: one opening in September 2016 at Hinchley Wood School (NE Surrey) providing 20 places; and the second in 2019-20 at the Howard of Effingham School (part of the MAT submitting this bid). Places will be filled incrementally overtime until 2022, with the current planned profile set out in the table below:

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

Cullum Centre	2015/16	2016/17	2017/18	2018/19	2019/20
Salesian	8	12	16	20	20
Rodborough	8	12	16	20	20
Hinchley Wood	0	8*	12	16	20
The Howard	0	0	0	0	8
TOTAL	16	32	44	56	68

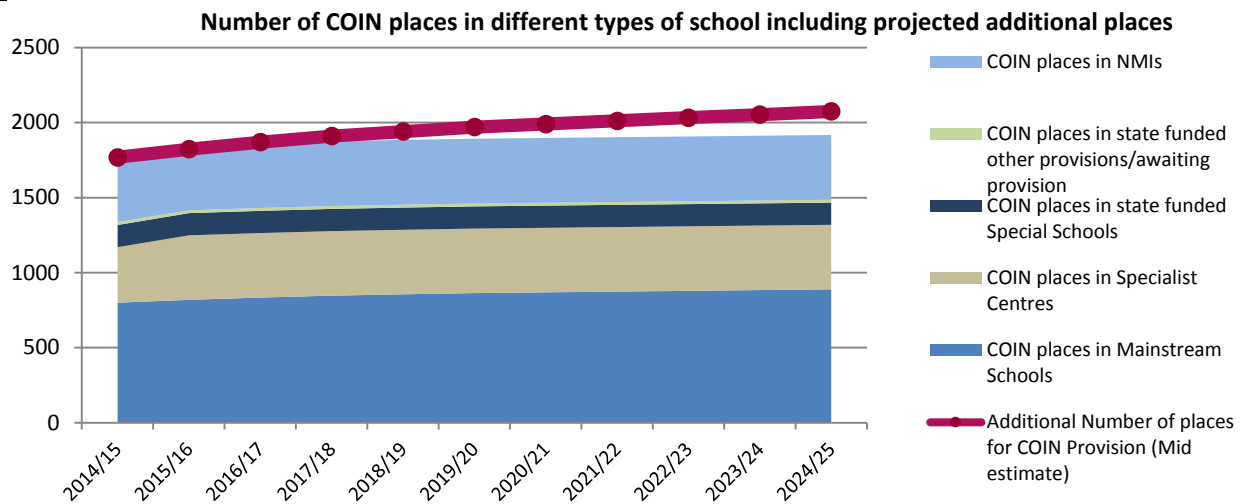
There is currently no dedicated primary aged special provision for this designation type. This partly reflects the fact that the needs of children and young people who require COIN provision are often identified later in life, and this is reflected in increased numbers needing support from KS3 onwards.

Equally, there is currently no dedicated specialist COIN pathway for young people up to the age of 19, although there are options available to young people in the FE sector. These proposals directly respond to this gap in provision, looking to develop a specific, supported progression route for COIN young people in partnership with local mainstream providers. This will enable them to participate in some aspects of the mainstream offer, to help to prepare them for greater independence as they prepare for adulthood.

Forecast growth in need for COIN provision

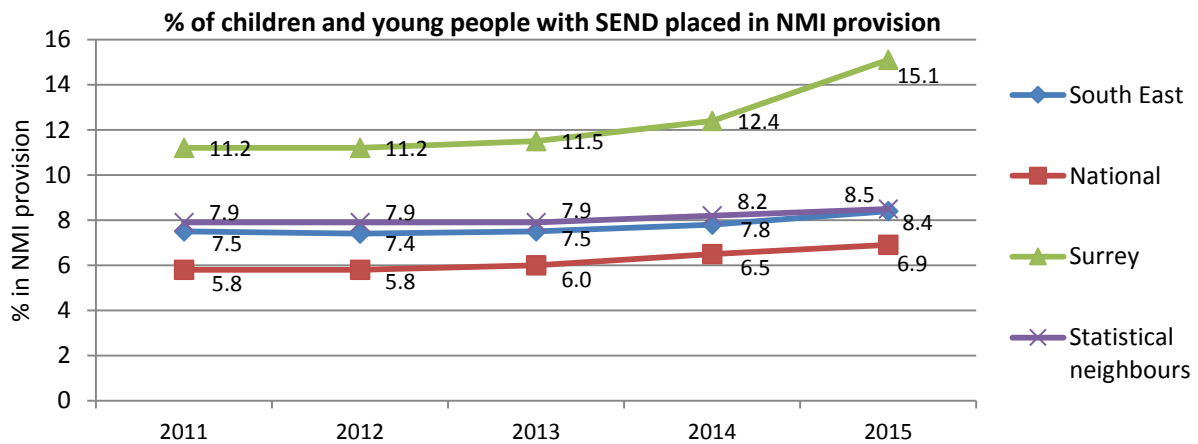
Forecasts completed by SCC in February 2016, suggest that number of children and young people requiring COIN provision is going to continue to increase, with an estimated additional 128 specialist COIN places required for 5 to 19 year olds by 2024/25. These are children and young people who have a level of need that means they would most likely require relatively high-cost Non-Maintained and Independent (NMI) provision, which is often outside of Surrey. The forecasts have been derived using a linear regression model, based on trends from Surrey's SEN2 returns between 2009 and 2015. They have been adjusted to reflect impact of overall demographic growth as well as known local developments to housing and education provision. The numbers presented are the most likely values. It is important to highlight that these projections simply reflect actual growth in numbers, without considering any changes to the existing profile of provision, such as reducing Surrey's reliance on NMI provision (further explored below).

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



Current over-reliance on NMI provision in Surrey

Looking overall in 2015, 15.1% of children and young people with Statutory Plans in Surrey (850) were educated in the NMI sector, up from 11.2% in 2012. This is more than double the comparable national average of 6.9%. The recent growth in ASC has made a significant contribution to this over-reliance of NMI placements, with ASC being the most prevalent primary need amongst those accessing NMI provision. Over time, Surrey's strategy is to bring its NMI usage more in line with regional averages.



Source: SFR14/2015, SFR14/2014, SFR14/2013, SFR14/2013, SFR14/2012, SFR14/2011

The latest available Surrey data (January 2016) shows that 328 children and young people are currently placed in day NMI COIN provision. These placements cost on average £34,241, although averages at different providers range from around £15,000 up to £78,000. The LA's forecasts indicate that the needs of children and young people will require Free School places funded at Band 2 and 3; costs which are substantially less than the average of NMI placement and set out the LA letter of support.

Alongside greater usage of NMI places, Surrey also has higher placement costs than other LAs in the SE region. Data collated as part of the 'South East Together' project and published in December 2015 suggests that Surrey has a higher average spend per NMI placement than other LAs in the region, £54,145 compared to the SE average of £40,296. When looking solely at placements for children and young people with

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

ASC, Surrey's average placement cost is even higher, at £58,578, which compares to the second highest average of £31,835 in Kent.

As well as the financial case, SCC aims to educate more of its children and young people with SEND closer to home, as evidence suggests that this leads to better, more sustainable outcomes for children, young people, families and communities. Data from January 2016 shows that 85 children and young people were placed in NMI COIN provision outside of the county. This proposed new provision will enable SCC to offer more children and young people and their families local, high-quality COIN provision.

Therefore, both in terms of achieving better outcomes for children, young people and families and addressing financial pressures, SCC sees these proposals as a key part of its commissioning strategy to develop sustainable provision that adequately meets the needs of children and young people into the future. This is fully set out in the letter of support in Annex E1.

Participation in education and training post-16 for young people with SEND

Although Surrey has one of the lowest overall rates of young people aged 16-19 who are not in education, employment or training (NEET) in the Country, the level of participation amongst young people with SEND compares less well with other areas. In 2014/15, 15.8% of young people with SEND were not known to be participating in education or training. This was the third lowest of Surrey's 11 statistical neighbour local authorities and was 8.1 percentage points worse than the rate of known participation of young people without SEND. SCC is keen to reduce this gap between those with SEND and those without and this Special Free School will support higher participation rates amongst young people requiring COIN provision.

Suggested location of the Special Free School based on need and current provision

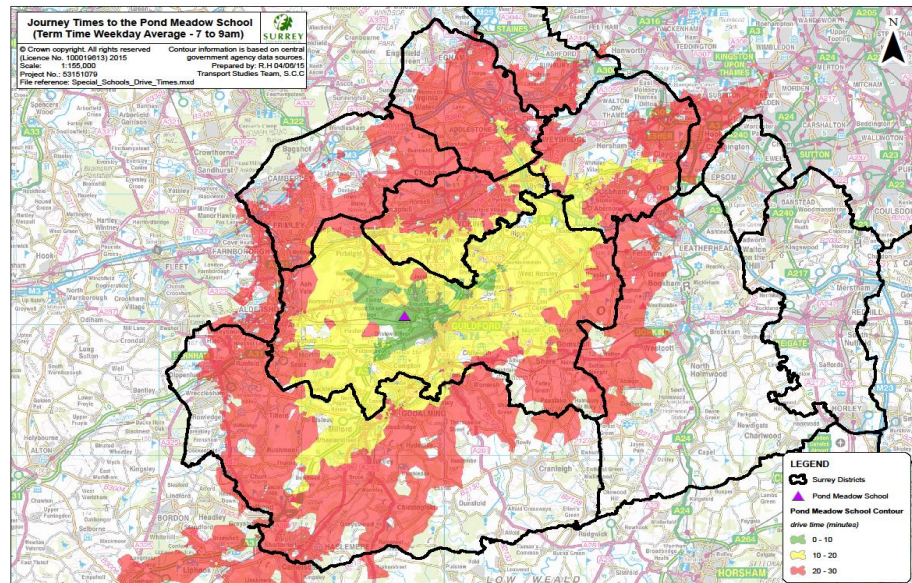
The two Special Schools that currently offer COIN provision in Surrey are based in the east of the county. This means children and young people who live in West Surrey and need to access COIN support in a special school setting either have to travel long distances or seek support in an NMI setting. To address this gap in provision it is proposed that the COIN Free School should be located in the west of the county, with the borough of Guildford identified as a preferred location. It is important that the location has good transport links by both road and public transport, to enable easy access by a wide range of families, as well as affording opportunities to develop the independence of young people over time.

A transport analysis (using the location of a current Guildford-based Surrey Special School) shows that over 221,000 residential addresses can access Guildford within 30 minutes at peak travel times. This compared favourably to a number of other potential locations in West Surrey. The travel times from particular areas are indicated by the coloured isochrones on the map below.

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

Forecasts suggest growth across the county in relation to children and young people requiring COIN provision, but due to limited availability of suitable provision in the west of the county, Surrey is less able to respond to growing demand in this area.

Currently the south west of Surrey (Waverley and Guildford Boroughs) is the area where the highest proportion of children and young people are placed in NMI provision at 20%. A COIN provision in Guildford would make a significant contribution to addressing this.



Surrey County Council's perspective on the proposed Special Free School

Surrey County Council's support for the proposed Free School is set out in the below commissioning letter, with the LA seeing this proposal as a key part of its commissioning strategy to continue to meet the needs of children and young people with SEND into the future. The numbers of placements committed to in the letter have been derived from an assumption that 80% of forecast growth in demand for specialist COIN provision will be met in the proposed Free School. This is complemented by the planned impact of moves by the Local Authority to address its current over-reliance on COIN NMI provision by: decreasing the level of new placements made in NMIs; and transitioning some children and young people that currently attend NMI provision into the Free School at natural transition points between Key Stages.

Annex E1: Copy of Commissioning letter from SCC

Parental perspectives on the proposed Special Free School

In 2013, SCC completed an LD review to identify how it needed to develop provision to meet the needs of children and young people in Surrey. Consultations undertaken with families and professionals as part of this process highlighted a clear concern around the lack of special school provision for children and young people with high-functioning ASC, but who also experience significant anxiety. The proposals for the COIN Free School directly respond to these concerns.

Family Voice, an organisation that advocates for parents of children and young people with SEND in Surrey has been consulted and is supportive of the proposals, as indicated by their letter of support:

Annex E1: Copy of letter of support from Family Voice

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

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

Section F – capacity and capability

F1 (a) Skills and experience of your team

F1 (a) Skills and experience of your team
<p>The pre-opening tasks will be managed by the Project Team (detailed in the table below), with an Executive Head designate appointed within two terms of the application being successful.</p> <p>CVs for all members of the Project Team have been included in Annex F1.</p>

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

F1 (b) Skills gap analysis

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Key members of the project team have no formal experience of education within the setting of a special school.	CEO, Director of Business & Finance, Project Manager	<ol style="list-style-type: none"> 1. Expertise from Local Authority professionals. 2. Sharing expertise from project members with Special school / unit / SENCo experience. 3. Training as appropriate / available. <p>All will occur during the set-up phase</p>
Lack of experience in starting a new school	All	<ol style="list-style-type: none"> 1. Asking for advice and support from the Local Authority 2. Advice from New Schools Network 3. Advice from EFA / DfE 4. Training as appropriate / available 5. Visiting similar special, successful Free School providers from previous waves. <p>This will occur during the set-up phase.</p>
Lack of recruitment expertise and networks in special school settings	Pre-opening Team	<ol style="list-style-type: none"> 1. Use of TES 2. Networking through Executive Head designate 3. Timely action using THPT HR expertise will be essential

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Niche marketing need to attract students. Parents will need to have gone through 'panel' by November 2018 to make a decision by February 2019 if starting in September 2019 (planned opening of the school)	Pre-opening Team, excluding Executive Head designate	<ol style="list-style-type: none"> 1. Expertise of Executive Head 2. Specialist marketing advice from New Schools Network / Local Authority 3. Professional support as appropriate / cost-effective <p>All of the above will be urgent in initial set-up phase if deadlines are to be met.</p>
Special School experience on Trust Board	All Trustees	<ol style="list-style-type: none"> 1. Training as appropriate 2. Co-opting CoG from Limpsfield Grange
Setting up a new Local Board for Surrey Downs Court	Pre-opening Team / Trustees, although similar experience in setting up a new Local Board as an IAB in a THPT school that joined The Trust 1 st September 2016 having gone into an Ofsted category following June 2016 Ofsted inspection.	<ol style="list-style-type: none"> 1. Advice from LA and Babcock4S as appropriate. 2. Visits to successful special Free School providers from previous waves during set-up phase 3. CoG from Limpsfield Grange to set up a shadow Local Board

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

The Howard Partnership Trust has an experienced and highly effective Trust Board. The Chair of Trustees is a National Leader of Governance and there is a good mix of both Trustees with school governor experience and independent Trustees. Trustees have a comprehensive range of skills with predominantly business and professional backgrounds.

The current governance structural model for The Howard Partnership Trust is detailed on page 72 with a Local Board for Surrey Downs Court in line with the other partnership schools. There is likely to be Trustee representation on the Surrey Downs Court Local Board and there are clear reporting lines to the Trust Board from all Local Boards.

Performance reports for all partnership schools are prepared for the Standards Committee of the Trust Board on a termly basis and are reported through that committee to Trust Board meetings and where necessary all meetings by exception.

The roles and responsibilities of Members, Trustees and Local Boards are clearly defined in Annex F2; there is a comprehensive induction and mentoring programme to ensure an understanding of responsibilities.

The Trust has developed a 'Conflict of Interest' policy for all staff, Trustees, and Local Boards. We are establishing a protocol to ensure that in the event a conflict of interest should arise, the level of any potential perpetrator will not cloud the process by which such a conflict should be investigated and resolved.

Registers of business interests for relevant individuals are published on the Trust and partnership school websites.

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

Models and processes for increasing the capacity of THPT in terms of key personnel and other resources to accommodate the new provision of Surrey Downs Court Special Free School in line with planned Trust growth

School Improvement

Deputy CEO Nicola Euridge, has taken up appointment and she is formally growing THPT's school improvement team with a number of key appointments to our existing personnel. The Head of Limpsfield Grange is being seconded to THPT 1 day per week for two terms from Autumn 2016 to further develop THPT's provision for young people with SEND. This work will involve her further developing the THPT SENCo network and the Trust's inclusion strategy particularly:

- reviewing provision to ensure consistent quality and practice in all special centres attached to THPT academies (see section C for list and designations);
- training and development of appointed "Autism Champions" in each mainstream school to disseminate expertise and good practice.

It has been mutually agreed between THPT and the governing body of Limpsfield Grange that Sarah Wild, Head of Limpsfield Grange, will be appointed as the Executive Head for Surrey Downs Court in both the pre- and post-opening phase.

Governance

We are transitioning by December 2016 to a body of 3-5 highly-skilled Members with necessary business acumen and school performance experience, meeting twice per year (or by exception when necessary) to hold the Trust Board to account through regular scrutiny of minutes and related standards output data. The Trust Board will be fully constituted to a maximum of 10 Trustees by January 2017. Two recently appointed highly skilled new Trustees were recruited in Spring 2016 through Academy Ambassadors; one a former Director General of the Institute of Directors, and the other a General Counsel and Partnership Secretary in Risk Management and Compliance in a London law firm.

If the Surrey Downs Court application is successful, THPT will be co-opting the Chair of Governors from Limpsfield Grange onto the Trust Board as a special school advisor. She will then develop a shadow Local Board for Surrey Downs Court in the pre-opening phase.

The Trust Board meets twice per term to monitor and challenge educational and financial standards of performance across THPT to uphold decisions of increasing young people's life-chances. Trustees hold the Executive Leaders to account through their meetings and committee structure (see Annex F2).

In line with current DfE advice, THPT is currently transitioning from Local Governing Bodies to 'Local Boards' in each THPT school. Local Boards have some delegated responsibility (but not accountability) in ensuring high standards of attainment and progress are achieved by young people in their school. Each Local Board fulfils these responsibilities by offering appropriate support and challenge to the school's Senior

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

Leadership Team on pupil outcomes and oversees the creation and implementation of the School Improvement Plan.

Professional Leadership

The Executive Leadership Team (ELT) comprises the CEO, Deputy CEO, Director of Primary Education and the Director of Business and Finance (and will include attendance of Director of HR as necessary). They meet fortnightly to assess progress towards targets and discuss overcoming barriers. The ELT meet monthly in all-day strategy meetings with all Heads of THPT schools and, where relevant, Heads of Support Departments. These monthly meetings concentrate on strategic matters and implications thereof for day-to-day practice in the schools within the Trust in addition to providing an opportunity for collaboration and horizon-scanning across the wider educational landscape.

Operational Support Functions

Business support departments have increased capacity from 1st September following a successful recruitment round of qualified accountants and a Director of HR. This substantially increases the support provided to all schools in The Trust. THPT already utilises expertise gained through the non-Executive Director appointment of a CIO, Tony Brook from CISCO, who has developed an outstanding forward-looking Partnership-wide IT strategy that has been designed to future-proof the ICT infrastructure to cope with growth in the number of schools in The Trust. Additional managerial IT appointments have been made to implement this strategy led by our THPT Head of ICT Services. The THPT Premises Manager is undertaking a Staffing Review to maximise efficiencies and support Heads across Partnership schools to ensure the teaching and learning environments are as effective as possible.

The Line Management Responsibilities Diagram for THPT is shown on page 73.

The Howard Partnership Trust Structural Model

THPT Members have reserved decision rights and are responsible for the appointment of Trustees. Through scrutiny of reports and minutes they monitor Trust performance in terms of standards achieved by our young people and financial outcomes. They meet twice-yearly, including an AGM, but will hold extraordinary general meetings as necessary.

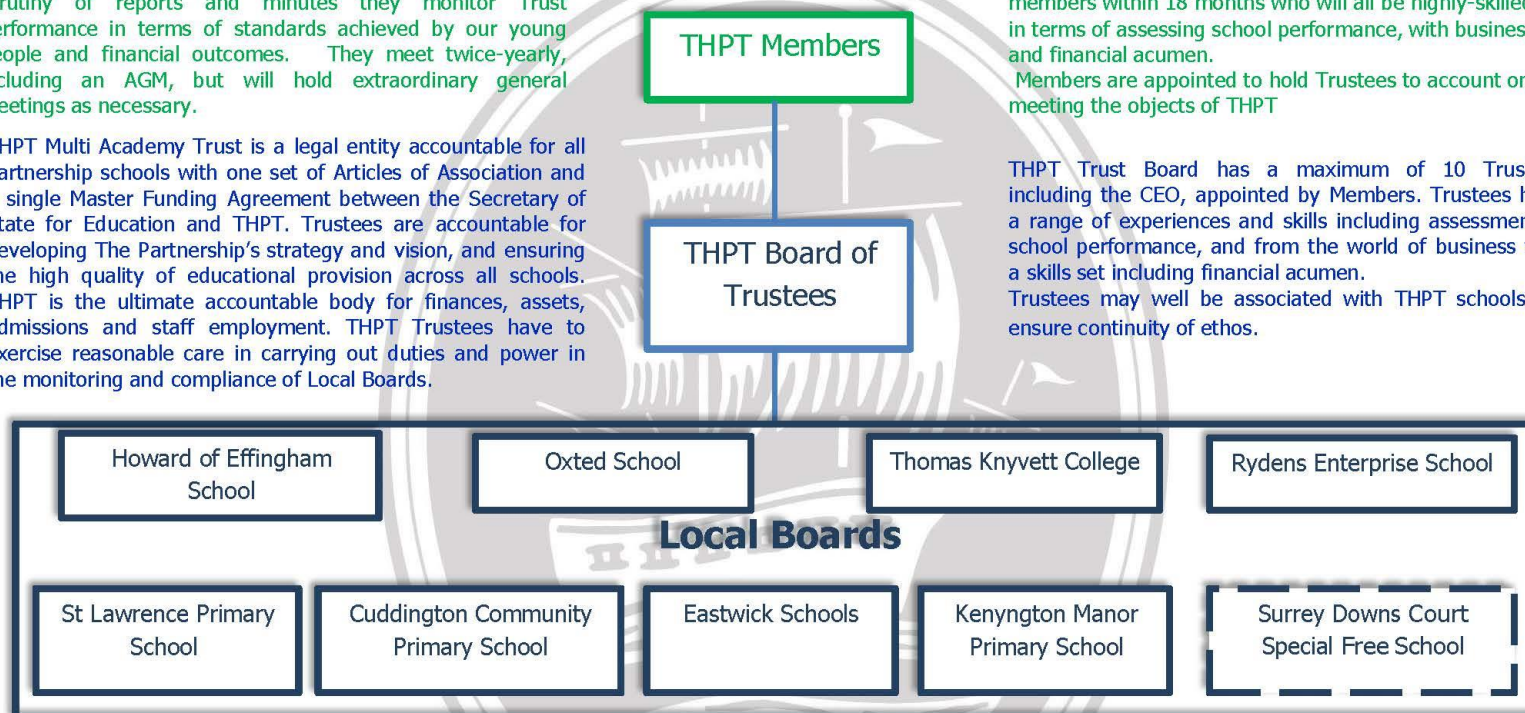
THPT Multi Academy Trust is a legal entity accountable for all partnership schools with one set of Articles of Association and a single Master Funding Agreement between the Secretary of State for Education and THPT. Trustees are accountable for developing The Partnership's strategy and vision, and ensuring the high quality of educational provision across all schools. THPT is the ultimate accountable body for finances, assets, admissions and staff employment. THPT Trustees have to exercise reasonable care in carrying out duties and power in the monitoring and compliance of Local Boards.

Members:

There will be 3 Members by December 2016, rising to 5 members within 18 months who will all be highly-skilled in terms of assessing school performance, with business and financial acumen.

Members are appointed to hold Trustees to account on meeting the objects of THPT

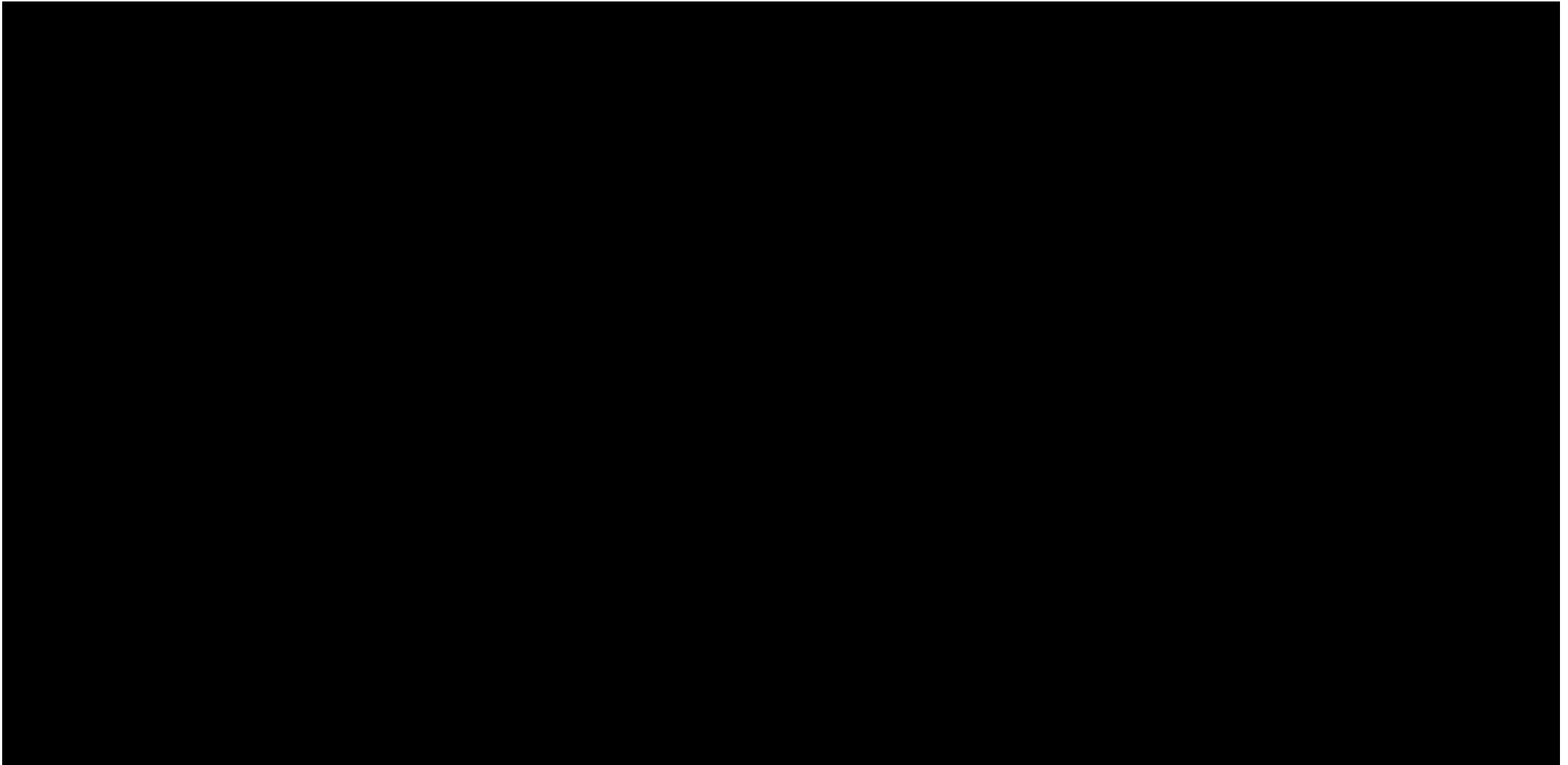
THPT Trust Board has a maximum of 10 Trustees including the CEO, appointed by Members. Trustees have a range of experiences and skills including assessment of school performance, and from the world of business with a skills set including financial acumen. Trustees may well be associated with THPT schools to ensure continuity of ethos.



The Local Board has some delegated responsibility for the overall strategy of the school, ensuring standards of attainment and achievement by young people are high. The Local Board oversees the creation and implementation of the annual School Improvement Plan and annual budget as set by THPT. The Local Board assists the Head in the appointment of staff, and in conjunction with a delegated group of Trustees recommends the appointment of the Head to the Trust Board. They carry out other functions as per Terms of Reference.

There is a Supplemental Funding Agreement for each school from the DfE. The Local Board structure will be agreed within Terms of Reference, according to a common model and number of participants including:

- Staff
- Parents
- Trust Appointments
- Local Appointments (within strong schools)



Section G

Section G – Budget Planning and Affordability

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Department
for Education

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