



Department
for Education

Free school application form

Special schools

Published: July 2016

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

THE CAVENDISH SCHOOL

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Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

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

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

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

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

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

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

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

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

Declaration

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

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

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

the funding agreement with the Secretary of State;

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

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

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

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

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

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

Signed:

Position: [REDACTED]

Print name: [REDACTED]

Date: [REDACTED]

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

Opening in September 2018, The Cavendish School (TCS) will be a special school for children with an EHCP in Years 5 to 13 with autism spectrum condition (ASC), serving families across Cambridgeshire. At capacity, it will cater for 70 children for whom ASC is the primary need on the EHCP and who are ‘higher functioning’, so students who are broadly average and above average. They will be unable to or have struggled to access and fully participate in mainstream provision and would be inappropriately placed within a complex needs special school. Students with ASC experience difficulties with communication and interaction, forming effective relationships and thinking imaginatively and/or flexibly. The whole cohort at TCS, therefore, will typically have learning needs that are related to these difficulties.

TCS will therefore provide a highly specialized and therapeutic environment in which children will be guided and supported to enable them to progress and become appropriately independent, emotionally and socially confident young adults who happen to have ASC. [REDACTED]

Who are we?

The MET is a new Trust that has been founded upon the many successes and excellent track record of Impington Village College (IVC). The Trustees have sought to develop a distinct and successful ethos that embraces the educational vision of Henry Morris, the Chief Education Officer who established the village college model in the 1930s. They have championed inclusive, comprehensive, community, life-long education in the Cambridgeshire context. TCS will embody these principles, ensuring that families and the wider community are able to participate in a holistic provision for young people with ASC.

A most successful Section 8 Ofsted inspection (March 2016) at IVC bears very recent evidence of the work and provision and its impact. Amongst the many strengths praised in the inspectors’ feedback is reference to the outstanding work with students with SEND: *Pupils who have special educational needs or disability progress very well due to the effective support they receive. High-quality specialist support is based on thorough analysis of pupils’ needs. Disabled pupils and those who find learning difficult integrate very successfully into college life.*

This high-performing track record within the Trust will be employed to establish and then

ensure the success of TCS. The Trustees and Executive Principal firmly believe that more young people, their families and the local communities they live in, should have the opportunity to access an excellent education.

MET is developing a family of schools. One converter secondary Academy (with its own 'Cabin' for children with ASC) will be joining in Autumn 2016 and the Trust confirmed as eligible to be a sponsor. The Trust wishes to comprise six Academies, including primaries, by 2019. The Trust will be bound by a shared vision:

*To be **outstanding** and **inspiring** learning communities that are truly inclusive, innovative and international.*

Inclusive – embracing and supporting all the Trust's students to achieve highly

Innovative – challenging and supporting all members of the communities to look forward with confidence and to be at the forefront of education thinking and achievement

International – developing and adopting a global outlook and encouraging all members to acquire international-mindedness

This vision has been shaped by the ethos, values and successes of Impington Village College. MET absolutely believes that establishing the new school for children with ASC is both true to and an enabler of this vision. It will be highly inclusive and aspirational for its students; it will celebrate neurodiversity and all aspects of ASC and look to develop young people who are capable of thinking beyond themselves and outwards in a dynamic and changing world.

Our rationale

TCS will be opened by MET in partnership with Cambridgeshire Local Authority. As commissioner, the LA currently has to place 90 secondary and older primary students with ASC (who have higher functioning and do not have low cognitive abilities) in very costly independent or 'out-of-county' schools that specifically cater for students with ASC. There is currently *no* specialist provision for these higher functioning children with ASC in Cambridgeshire and therefore their needs are **not** being met locally. The LA has additionally identified that in future there will be insufficient places appropriate for students with these needs and that the significant cost of existing places is prohibitive in the long term. TCS will therefore provide choice and places for students and families which are currently not available. The new school will be accessible and available to families and address this deficiency in provision.

Current students at other secondary schools will be unaffected. Over time, the LA will place future 'similar' students in TCS. Forecasting by the LA indicates that there will be the need for 131 places beyond 2020; there is no current capacity of authority funded places within the LA. The cost of the 131 places will be an estimated £6.1 million. In addition, the two independent and two 'out of county' providers are at capacity. The LA has indicated it will commission 32 places in Year 1 and 49 places in Year 2. There is therefore great need for the proposed school and it represents a very cost-effective solution to the challenge of educating children with ASC.

A school celebrating 'neurodiversity'

TCS will celebrate neurodiversity, accepting, respecting and recognising neurological and developmental difference; we believe that ASC is not a 'disorder' to be corrected.

Evidence-based practices, pedagogies and strategies for autism such as SCERTS (Social Communication, Emotional Regulation and Transactional Support), SI (Sensory Integration), RDI (Relationship Development Intervention), TEACCH (Treatment and Education of Autistic and Communication Handicapped Children), Team Teach (positive behaviour management), in addition to specific Literacy and Numeracy interventions and ICT, will be fully utilised to provide an eclectic but necessary and structured approach to learning and social development. TCS will encourage, support, teach and train individuals to communicate effectively and to self-advocate and participate in the wider community. We will ensure that ASC is something that children will learn to accept, and be proud of as they prepare for their existence as adults. We will not seek to teach them programmed behavioural responses, but rather to think flexibly and creatively to solve problems that they encounter on their own: for example having strategies to meet and greet unfamiliar people. Their condition will affect the pathway of their life, but it will not determine it. To this aim, we will ensure that our school is neurodiverse in the foundations and fabric, especially its curriculum and provision (as we develop in D1) and in guiding and supporting the future aspirations of each individual student. It will become a beacon for better understanding of ASC, and its students will learn to be ambassadors for ASC.

Coaching to excellence

We will seek to fulfil the potential of all children admitted to TCS. Such children and young people frequently describe aspirations similar to neurotypical peers including a need to communicate effectively, build relationships and friendships, participate in purposeful activities, be independent, self-advocate and be happy. We will find every way to ensure that our students are able to develop and flourish to the best of their ability, academically, socially, emotionally and personally. At the heart of the school will be relationships and their importance in supporting the growth of each child. These relationships include those between each student and the staff they work with, other students in the school and families. On entry to the school, each student will be assessed to identify the developmental milestones that have been met and those which have been bypassed. Staff will collaborate with each family to establish a comprehensive overview of the relationship development necessary for each child. An adult with knowledge and understanding of the child will support and 'coach' them as they progress through the school. The child's 'coach' will be trained and granted the time to engage daily with them in a way that is appropriate to the child, not the adult. We accept that for some children this will mean engagement during activities, perhaps before school, during the school day, at break or lunch time or as we close the learning for the day. As a result our curriculum will encompass these extended times.

We recognise coaching is most successful when performed in close collaboration with families. We will develop and nurture positive and powerful supported relationships and

collaborate on building the foundations of each child's education as they join and then progress through the school. Development will be as actively encouraged at home as it will be in the formal setting of education at school. MET has already established excellent working relationships with parents and families, including those who will prospectively elect to identify TCS as appropriate for the education for their children.

Communication is all

ASC is a lifelong developmental condition that affects how the individual communicates and relates to others and can lead to rigid repetitive behaviour rooted in anxiety. There is no 'typical' child with ASC; however all struggle to communicate effectively in the environments which they inhabit. We will build a school where the development of effective (social) communication through speech and language is paramount. From the outset, we will focus on coaching students to evaluate how to make the best decisions for themselves (both within school and beyond, the latter in collaboration with families); this will be built up and developed as they mature. No less important is emotional intelligence. Anxiety is frequently a co-concurrent condition for individuals with ASC. At least one in three adults with ASC experience severe mental health difficulties (National Autistic Society, 2015). Children with ASC will often struggle with anxieties and frustrations. We know that anxiety can greatly affect those with the condition, particularly where there are changes in routine or environment, unfamiliar social situations and sensory sensitivities. We will create and provide an environment that reduces and then manages this anxiety, from the design of the school through to the approaches of staff and whole curriculum. It will nurture and enhance emotional communication and development through the way our staff interact and engage with students.

Without learning to develop these differing types of effective communication, a child with ASC will be limited. We will be a school that aspires to remove all limits. Therefore TCS will frame a philosophy that enables a bespoke curriculum to ameliorate each specific barrier to accessing the community, educational progress and self-advocacy. Sensory integration will be adopted, with students' supported to manage their own sensory needs by our staff. A flexible model is essential to enable students to maintain equilibrium and regulate behavioural responses before traditional learning models of student-teacher relationships can begin. We will employ a number of professionals who will be able to deliver a range of therapies including speech, language and communication and occupational therapy alongside other staff. The provision is detailed in Section D1 and the staffing to support this in D3.

A curriculum for all

From entry to the school, students will follow an innovative holistic curriculum leading to KS2 Tests in Year 6 (for those capable of sitting them) and to a range of accredited courses including Entry Level Certificates, ASDAN courses such as Personal and Social Development, New Horizons, Employability, COPE, in addition to GCSE within KS4. The Post-16 provision will offer a programme that is linked more closely to needs and strengths for progression to more independent study, training study, training and/or further education at 18/19. Effective transition planning at each stage will enable

effective partnership between school, families and children. Longer term targets will be presented as small understandable steps along clear progression pathways.

TCS will use its freedoms as an Academy to develop its own broad curriculum, wholly appropriate to the needs of its students, but which reflects the aims and values of the one developed so successfully within its sponsoring Trust. This innovative curriculum, known at Impington Village College as 'ICE' (Impington Curriculum Experience), aims to be inclusive, international and inspirational and it applies to *all* students, regardless of abilities. It aspires to enable children to see the connections between their learning in different subjects and to develop them more holistically. It encourages students to be internationally-minded and globally aware. It asks 'big questions' that are challenging and stretch children in their comprehension of the environments they inhabit. It prepares them for a world that is rapidly changing. We aspire for our students to go on to experience success in their chosen field, but also to enjoy relationships and to live independently and happily without fear or anxiety. We believe this of the students at IVC and we certainly believe this for those at TCS. We recognise that they are, of course, different cohorts and will ensure the one developed for TCS is fitting for these children with ASC.

We believe each child and young person has the right to become an adult who flourishes and participates in wider society. TCS's curriculum offer, therefore, will include the entirety of the school day to ensure that every child is able to participate in a broad range of activities. The less structured times, beginning with arrival in school, through breaks, lunchtimes and extra-curricular, all provide opportunities for learning and should therefore be included as curriculum time. Supervision, support, teaching and training during these times will ensure that functional learning opportunities reflect individual personalised targets and that aspirations of students are embedded throughout the school day. This recognises the eclectic holistic approach to learning that includes social, emotional, well-being, physical, occupational and communication skills in addition to the more formal academic teaching outlined above.

Within the overall curriculum, each student will have individually planned work matching their learning profiles and interests. Resources, teaching methodology and pedagogy will support each individual through a differentiated curriculum that builds on their skills and allows them to achieve, progress and experience success. The ethos and low sensory environment of TCS will similarly support this. Therapy, teaching, training and multidisciplinary support for developing life skills will be embedded holistically throughout the whole school day, regardless of age or key stage. Our intention will be that students enjoy their school day and learn how they learn best. This individualised approach is covered in more detail in Section D1.

Our vision is for a new and dynamic school, built wholly around the needs of children and young people with ASC and designed to provide a safe climate and an aspirational culture in which they can learn successfully, achieve well and develop the skills and understanding to engage meaningfully as independent adults in further education and lifelong employment.

Section D – Education plan: part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time.

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5		8	9	8	7			
Year 6		10	8	9	8			
Year 7		10	10	8	9			
Year 8			10	10	8			
Year 9				10	10			
Year 10				4	10			
Year 11					4			
Year 12		4	8	7	7			
Year 13			4	8	7			
Totals		32	49	64	70	Full	Full	Full

These numbers are based on the forecasts and data from the Local Authority and included in their letter. There are some fluctuations in numbers on an annual basis, however recruitment is clearly planned and forecast to reach capacity by 2021.

Section D – Education plan: part 2

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

KS2

As is explained in the details, the actual hours per week will vary across the term and year. The times below are a guide.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Literacy/English	5'50	Mandatory	This will be a combination of small group 'subject' teaching and individual interventions
Numeracy/Maths	5'25	Mandatory	(As with English)
Science	3'45	Mandatory	Discrete lessons
Thematic curriculum including Humanities, Technology, Art, Music, Drama and PE	6'15	Mandatory	This curriculum will deliver the subject content through themes. The specific allocation per subject will vary across the term and year. However, the whole curriculum is broad, balanced and highly relevant to our cohort.
PSHE, reflecting upon learning and learning about self	3'45	Mandatory	These sessions are about preparing the cohort for the learning and then exploring how they feel and what they have learned.
Enrichment/settling into the day and continuing interests (at the end of the day)	10	Optional	We will encourage students to participate and develop their interests further, as well as using these sessions to manage/regulate their ASC

KS3

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English/literacy	4'10	Mandatory	This area becomes more explicitly subject-focused, although interventions will continue as required by students

Maths/numeracy	4'10	Mandatory	(As with English)
Science	4'10	Mandatory	Science will form a key part of the KS3 curriculum
Flexible block to include all other subjects identified in the comments.	10'50	Mandatory	This block includes all the other key subjects identified as part of our curriculum including Humanities, Creative & Expressive subjects, Technologies (IT and Design) and PE. The hours across the week will vary by term and year. Regardless of the flexible approach, it will be broad, balanced and wholly appropriate to our cohort.
PSHE, reflecting upon learning and learning about self	2'55	Mandatory	These sessions continue what was established in KS2 and are about preparing the cohort for the learning and then exploring how they feel and what they have learned.
Enrichment, settling into the day and continuing interests (at the end of the day)	10	Optional	We will encourage students to participate and develop their interests further, as well as using these sessions to manage/regulate their ASC

KS4

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English/literacy	4'10	Mandatory	This area becomes more explicitly subject-focused, with preparation for GCSE commencing in GCSE; interventions will continue as required by students
Maths/numeracy	4'10	Mandatory	(As with English)
Science	4	Mandatory (minimum)	Science will form a key part of the KS4 curriculum, although included in the 'Options'. Particularly high functioning students will be able to take all 3 GCSEs and possibly Astronomy (if chosen)

Flexible block to include all other Options subjects	11	Mandatory	This block includes all the other key subjects that can be chosen as options including those within Humanities, Creative & Expressive subjects, Technologies (IT, Computing and Design) and PE. Where appropriate, these can be offered within IVC classes.
PSHE, reflecting upon learning and learning about self	2'55	Mandatory	These sessions continue what was established in KS2 and are about preparing the cohort for the learning and to exploring how they feel and what they have learned.
Enrichment/settling into the day and continuing interests (at the end of the day)	10	Optional	We will continue to encourage students to participate and develop their interests further, as well as using these sessions to manage/regulate their ASC

KS5

The subjects at KS5 will be highly individualised. Details of the curriculum follow later. All students will follow a core of English, Maths, PE/Sport, Science, PSHE and 'CAS' (Creativity, Action, Service) which includes Life Skills and work related learning experiences. Other subjects will be chosen to suit needs

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

Overview

The mission statement of TCS is “*Enabling the self.*” This underpins our whole approach to the school and to our curriculum in particular. Children and young people with ASC frequently describe aspirations that are similar to their neurotypically developing peers including a need to communicate effectively, build relationships, develop friendships, participate in purposeful activities, be independent, self-advocate and be happy. Our plans reflect this.

ASC is a lifelong developmental disability that significantly affects the ways individuals see and interact with the world around them. Although the characteristics of ASC differ between individuals, common features from early childhood include:

- Persistent difficulties with social communication and interaction, and
- Repetitive patterns of activities, behaviours and/or interests *that significantly* limit everyday functioning and interaction with the world around them.

Our ASC cohort will be cognitively average or above average and may have additional learning difficulties or disabilities, emotional and mental health issues or other co-occurring conditions. TCS believes that the way we do things, our approach to the curriculum, to teaching, to supporting students and to the learning environment, will make an immense and lasting difference to the prospects of our students.

TCS will celebrate neurodiversity as accepting, respecting and recognising neurological and developmental difference. Autism evidence-based practices, pedagogies and strategies such as SCERTS (Social Communication, Emotional Regulation and Transactional Support), SI (Sensory Integration), TEACCH (Treatment and Education of Autistic and Communication Handicapped Children) and Team Teach (positive behaviour management), in addition to specific Literacy and Numeracy interventions and ICT will be fully utilised to provide an eclectic but structured approach to learning and social development. Students will be fully supported and taught to be able to understand and participate in the wider world responsibly.

In keeping with the fundamental philosophy of ‘enabling the self’, TCS is resolutely committed to an individualised and personalised curriculum that meets the unique needs of each student. ASC is a spectrum of strengths and difficulties; it is unlikely that there will be a homogeneous manifestation of characteristics within our ‘higher functioning’ cohort. Therefore the Trust and the professionals already employed within it and who will be involved in establishing, opening and supporting TCS will ensure that staff possess:

- A detailed knowledge of the strengths and difficulties experienced by each individual
- A high level of knowledge and understanding of ASC and evidence based practices
- Experience of working with students with ASC and the knowledge and experience to deliver a personalised creative thematic curriculum that is responsive, flexible and

enabling.

Expected student intake

Our ASC students will be of average or above average cognitive ability. They will be unable to, or will have struggled to, access and fully participate in mainstream provision or would not be appropriately placed within a complex needs special school.

Cambridgeshire LA has identified that in future there will be insufficient appropriate places for students with ASC who are of average or above average cognitive ability, and that in addition, the significant cost of existing places is prohibitive in the long term. However, many will be able to achieve highly and secure qualifications similar to their neurotypical 'mainstream' peers. TCS will therefore provide an excellent and aspirational choice for students and families that currently is simply not currently available.

Cohort Characteristics

From our analysis, the cohort is likely to experience a range of ASC specific and co-concurrence difficulties including:

Communication and Interaction (speech, language and social communication difficulties) may include students who for example:

- are superficially competent but lack expression and consistently use a monotone voice
- focus on individual words and therefore do not fully comprehend the intention or the purpose of the communication
- interpret all communication literally and are not able to differentiate implication
- lack empathy and 'theory of mind' limiting the ability to understand the world from another perspective
- are unable to understand, appropriately respond, or use non-verbal communication and body language to communicate effectively

Cognition and Learning are likely to include students who have for example:

- Specific Learning Difficulties (more specifically dyslexia and dyscalculia) and therefore need more specialised support with regard to literacy and numeracy
- Highly focused interests that are all absorbing and hinder flexible thinking
- A need for absolute routines, repetitive behaviours and expectations (self-driven) that hinders access to formal learning and causes difficulties generalising learnt skills from one setting and/or situation to another

Social, Emotional and Mental Health are likely to include students who have for example:

- ADHD, Attachment Disorder or Pathological Demand Avoidance
- Poor emotional and/or mental health, for example, depression, lack of effective emotional regulation, self-harming behaviours

Sensory and/or physical are likely to include students who for example:

- Have Dyspraxia and/or experience difficulties with gross and fine motor movements

affecting their ability to organise and present work clearly, who appear clumsy, who demonstrate poor self-help skills and skills of independence.

- Have sensory sensitivities including being over or under sensitive to smell, taste, touch, sight, sound, pain and pain that may render the individual unable to successfully interpret and/or respond appropriately, leading to withdrawal, challenging behaviours or meltdown.

Our curriculum and provision plans have been specifically developed to cater for and respond to these needs.

Cohort Demographics

Local population analysis suggests that TCS's cohort will also include about 19% of students who are entitled to free school meals (FSM) and approximately 12% of students who will have English as an Additional Language (EAL). Our experience within the Trust will enable us to identify the needs of the cohort (and individuals within this) and use Pupil Premium funding to secure specific interventions for each. We also expect a minority of students to be girls (from comparisons with other schools, about 10%) and we will ensure that their needs are responded to via the curriculum. We develop this approach in D5.

The Cavendish School Curriculum Map

Core Subjects

English, Maths, PE/Sport, Science (KS2–4), PSHE (including work related learning & life skills in KS4 and above)

Primary KS2 Department

In addition to Core Subjects:

Music, 'Discovery' subjects, Drama, Art & Design and ICT/Computing

Secondary KS3 Department

In addition to Core Subjects:

Music, 'Discovery' subjects, Drama, Art & Design and ICT/Computing

Secondary KS4 Department

In addition to Core Subjects:

Work Related Learning

In addition there will be options from:

Geography, History, RS, additional PE, Product Design, Catering

Post-16 KS5 Department

In addition to Core Subjects:

IB certificates

A Levels

from links with co-located Sixth Form

ASDAN - Personal and Social Development,
New Horizons

Work Related Learning

COPE

Range of accredited courses offered by ASDAN, as appropriate to the individual cohort

The Cavendish Enrichment and Extended Offer

Clubs	'Good Morning' Breakfast Club (8-9am)	<ul style="list-style-type: none"> • Breakfast • Ready for Day support • Self-directed activities e.g. reading 	
	Lunchtime Clubs		
	After-school Clubs	<u>Sports</u>	<ul style="list-style-type: none"> • Team sports • Football • Running
		<u>Family Social</u>	<ul style="list-style-type: none"> • Films • Pamper events for females • Family Quiz • Theatre Visits • Family Days-out • Family Sports
		<u>Specific Areas</u>	<ul style="list-style-type: none"> • War Hammers Club • Yu-Gi-Oh Card Games • Book Club • Astronomy • Technology
Holiday Clubs	<u>Easter, Summer, Christmas</u>	<ul style="list-style-type: none"> • Multi-activity sports camps • Art, craft & design days • Technology club days 	
Therapeutic Offer	<ul style="list-style-type: none"> • Sensory • Art • Drama • Pastoral Support 	<ul style="list-style-type: none"> • Access to TCS staff to provide a coherent support for home and school 	
Education Awareness	<ul style="list-style-type: none"> • Drugs • Alcohol • Next steps • Internet safety 		
Youth Club	Age/gender specific – as appropriate	<ul style="list-style-type: none"> • Links with Guides and Scouts • ASC Girls and Boys Clubs • Preparing for life e.g. Saturday jobs 	

Students will be actively encouraged to develop their specific interests and strengths through enrichment activities. Through the wide range of activities, students will be able to build connections between classroom based learning and the wider world. For example, a younger student who has begun to explore, recognise and understand friendship would be able to put this into practice by joining the local Brownie pack.

Another student with a special interest in technology could attend an enrichment club such as Raspberry Pi to create a specific programme that can be used within an ICT lesson.

As students enter Key Stage 4 and above, enrichment opportunities will become increasingly focussed on self-advocacy, independence and safeguarding. For example, a student may participate in the Duke of Edinburgh Award thus facilitating key skills to be practised and generalised to different situations outside of the classroom. Another student may participate in work experience within the school environment before being supported to apply for a Saturday job. Students at Key Stage 4 and 5 will be encouraged, as far as possible, to create and oversee their own enrichment activities.

The Cavendish Curriculum: Principles

TCS curriculum will be underpinned by the following general principles;

- A whole day curriculum including unstructured and enrichment time
- Personalised and individualised pathways that are carefully planned and monitored, reflecting student progress through outcome focussed targets, and matched to the individual needs, strengths, difficulties and aspirations of the student
- A multidisciplinary approach
- Intensive staff input with therapeutic support
- The offer of a range of accredited courses
- *Enabling the self* through the development of what we call 'learner characteristics'

A Whole Day Curriculum

Each child and young person has the right to become an adult who flourishes and participates in wider society. TCS's curriculum offer, therefore, will include all our planned sessions, including before and after 'core hours', to ensure that every child is able to participate in a broad range of activities. The less structured times all provide opportunities for learning and will therefore be included as part of an extended curriculum time. Supervision, support, teaching and training during these times will ensure that functional learning opportunities reflect individual personalised targets and that, aspirations of students are embedded throughout the school day. This acknowledges the eclectic holistic approach to learning that includes the social, emotional, well-being, physical, occupational and communication and interaction skills in addition to the important formal academic teaching.

An individualised approach

Each student will have an individual provision map of a personalised planned pathway documented in a portfolio, overseen by the student's assigned teacher but created collaboratively with other teaching staff, teaching assistants, therapists, support professionals, student and family. Student-centred planning processes will include rigorous baseline assessments. These capture information regarding current academic attainment, cognitive potential and wider social skills. Therefore a wide range of

assessments tools such as the British Ability Scales (BAS II), British Picture Vocabulary Scale (BPVS), Canterbury and Thanet Verbal Reasoning, Children's Communication Checklist, NFER literacy and comprehension, Renfrew Action Picture Test (RAPT), Rinaldi and Understanding Ambiguity will be used as appropriate. Baseline assessments and a review of prior learning will inform the foundation of each individual portfolio. This will detail individual strengths, difficulties and aspirations that will enable each student to learn, self-advocate and progress both academically and socially.

Progression across key stages will be commensurate with the age, needs, abilities and interests of students and will be carefully mapped to the tracking, planning, and aspiration of each student. Objectives described in the Statement of Special Educational Need (SEN) or Educational, Health and Care Plans (EHCPs) will be comprehensively understood, included in the personalised curriculum and achieved. Resources, teaching methodology and pedagogy will support each student through a differentiated thematic creative curriculum that will allow them to achieve, progress and experience academic and social success.

During lessons, particularly in KS2 and 3, students will be encouraged to choose activities and complete them in an order of preference. It will not be unusual for five students within the same classroom to be engaged in five different activities within an overarching theme. Students will be supported therefore to take responsibility for their learning, develop metacognitive strategies and begin to think more flexibly by making choices and organising their work. TCS's intention will be that students very much enjoy their school day, learn how they learn best and take responsibility for their progress. Students may remain in the same classroom for the majority of lessons with others of a similar academic potential and age, therefore allowing consistency of support. Students will benefit from the continuity and predictability of the low sensory and arousal environment and situation to explore new activities and expectations whilst minimising potential triggers for anxiety.

Multi-disciplinary approach

Therapy, teaching, training and multidisciplinary support for developing life skills will be embedded holistically throughout the whole school day. A collaborative approach that involves all those involved in supporting individual students (for example, subject teachers, tutor, teaching assistants, speech and language therapist, occupational therapist and other professionals) is essential to ensure that individualised goals, the range of therapeutic support offered, teaching methodologies and family support are integrated as far as possible.

A range of accredited qualifications (for Key Stage 4 and Key Stage 5)

TCS curriculum offer will include a range of accredited courses including, Entry Level Certificates, GCSE qualifications, BTECs, ASDAN courses such as, Personal and Social Development, New Horizons, Employability, COPE in addition to GCSE, IB, A Levels. Students and families will receive supportive and comprehensive guidance from class teachers, teaching assistants, therapists and other professionals to help select the most

appropriate courses according to the individual interests, level of ability, strengths, difficulties and future aspirations. The accreditation pathway will focus on developing student's independence and self-help skills, empowering greater self-advocacy and provide access to training and employment opportunities as an adult.

Learner Characteristics to *enable the self*

The whole TCS curriculum (Key Stage 2 through to Sixth Form) will *enable the self* to flourish by encouraging students to explore, develop and embed the International Baccalaureate (IB) Learner Profile characteristics. The IB seeks to develop the intellectual, personal, emotional and social skills each individual student requires to live, learn, and work within the world today. The IB ideology of empowering all students, increasing awareness of one another and developing knowledge through reflection, enquiry and inclusive practice, complements TCS vision and ethos for students with ASC. We have chosen these characteristics because they form such a key part of the Trust's vision for the school and because we have seen them developed so successfully in broadly similar students with ASC at IVC. Students will be enabled to access teaching and achieve success through collaboration, mutual respect, support and problem solving. High expectations and excellent teaching will ensure that students with autism can learn academic, social and vocational skills.

We therefore believe these characteristics will enable our students to function successfully in whatever fields or domains they choose to enter and to fundamentally enjoy life, as well as *enabling the self* to flourish. There are 10 characteristics and we give specific examples as to how each will be developed through a specific aspect of the planned curriculum.

Learner Characteristic	Description	How this will be developed (with specific examples)
Inquirers	Students are encouraged to become curious	Students in Year 9 will learn how to use ICT safely to find out what they need to know to access an activity independently
Knowledgeable	Inspiring students to develop a depth of understanding	Year 7 & 8 students will recall and explain key ideas, for example, relating to the causes of World War One
Thinkers	Students respond flexibly to a range of situations and/or questions	KS4 students will be able to generalise a learned strategy to manage anxiety from one situation to another
Communicators	Students are increasingly able to effectively listen, interpret, manipulate and respond appropriately to a range of communication	KS3 students will recognize the link between tone and facial expression and be able to respond appropriately to direct classroom questions.

Principled	Empower students to become increasingly self-aware and confident, to know themselves and be able to accept responsibilities and exercise their rights	Students will learn to appreciate cultural differences and link them to their local communities through the study of poetry that reflects that of a distinct and different culture (Year 10)
Open-minded	Facilitate students to be able to listen to, understand and respond appropriately to different perspectives	Students will be able to identify and practice social rules in collaborative situations such as conducting an experiment in a Science lesson in a pair (Year 7 & 8).
Caring	Students will develop independence and self-help skills and be supported to appropriately safeguard themselves and others	Students will safely plan, prepare and eat a meal or snack of their choice (Year 9).
Risk-takers	Students will acquire and develop resilience that allows students to identify risks, identify potential consequences and learn from mistakes	Students are increasingly willing to plan their participation in new activities, for example, attend a mainstream lesson with neurotypical peers (Year 11).
Balanced	Students will be able to self-regulate: able to recognise triggers and adjust their own behaviour supported through feedback	Students will be taught to regulate their behavioural and emotional responses when presented with a new learning challenge (Year 5/6).
Reflective	Students will increasingly engage with inquiry, action and reflection	Students will actively contribute to review and target setting meetings by identifying success and potential next steps (Year 9).

Overview of TCS Curriculum (Approach, Theme and Subjects)

Practical key features of TCS will facilitate the acquisition and embedding of IB Learner characteristics to *enable the self*. ASC will be at the centre of TCS's curriculum and enrichment activities: staff who have expertise and knowledge of autism, and therapists who will deliver evidence based interventions, will meet the core issues of autism including social communication and interaction, repetitive patterns of behaviours and interests, sensory processing and lack of flexible thinking.

A purposeful ASC friendly nurturing and stimulating environment (low arousal, safe spaces, transition and leisure areas for example) will support students to self-regulate, manage and own their ASC and co-concurring conditions as effectively as possible. A creative thematic curriculum will employ current ASC research based methodologies,

standardised assessment data (including ASC specific assessment) and on-going assessments. Evidence based practice will be utilised to identify the individual needs, strengths and difficulties of each student to ensure that barriers to success in learning, assessment and progress are robustly identified and steps planned to overcome them. Evidenced based strategies, for example, TEACCH, SCERTS, will facilitate students to develop positive attitudes to learning (academically and socially).

The curriculum will focus on, and ensure the acquisition of, effective functional skills including those of literacy and numeracy, general knowledge and understanding. There will be an emphasis on multiple means of representation, action, expression and engagement by, for example, using a range of media, including video technology. Students will feel safe, encouraged, challenged, listened to and heard. Students will be fully involved in developing their individual provision maps and portfolios to ensure that individual needs are met through learning preferences, ability, interests, aspirations and autism. Students will learn to identify their own strengths, difficulties, self-advocate and make informed choices. There will be equal opportunities for all students.

The personalised curriculum, enrichment activities, ethos and collaboration with families and professionals will develop independence, self-advocacy, personal care, life skills, communication, and the ability to make informed choices and enhance social skills. Family inclusion and collaboration will facilitate a hearing environment where home and school cooperate through consultation, home visits, and opportunities to become involved in TCS to support learning, relationship development and build social opportunities.

Each student's pathway will be documented in a portfolio. A differentiated, coherent, balanced and relevant curriculum that is individually personalised through individual provision maps documented in each student's portfolio with age appropriate experiences will provide suitable learning challenges in a pleasant varied environment.

Vocational skills will be embedded throughout the curriculum by delivering and achieving accredited courses such as ASDAN, and by participating in work experience both within the mainstream school (IVC) and local community. ASDAN courses will be introduced in Year 9 to enable students to access personal and social development courses beginning at Entry Level to develop and use skills of increasing independence, prepare for training and employment and to support their individual learning pathways.

Enrichment activities that are integrated into the curriculum and educational vision of TCS will encourage positive, resilient attitudes and an excitement around learning. Consistent routines and expectations embedded throughout the whole school day will encourage students to develop independence and practise skills in different settings such as the mainstream school community (IVC), local community and home. Therapeutic input will ensure each student receives and benefits from rigorous monitoring of the impact ASC has on each individual, including sensory challenges, behaviour and mental health.

There will be further opportunities that build on KS2 and KS3 to develop skills of independence, and living skills through Personal, Social and Health Education (PSHE). Opportunities to develop effective attitudes, realistic high aspirations and engagement with careers and/or post 16 pathways will be provided through inclusion in school activities, enrichment and work experience that will all be included and recorded as steps in the comprehensive provision map and portfolio. TCS will secure successful transitions by creating and securing a pathway towards independence, self-advocacy and adult life.

The curriculum ethos of TCS will enable the individualisation and personalisation of the curriculum for each student through a responsive, planned, flexible and holistic approach. TCS will ensure that individual challenges are addressed to identify, and where possible address, behaviours or concerns in the family home as well as at school. Every student will have a core offer that meets his or her individual personal, social and academic needs.

Cavendish Curriculum Experience (KS2 and KS3: Years 5 to 8)

The curriculum model for primary and early secondary (Cavendish Curriculum Experience - CCE) will follow and embody a rich thematic programme of 'Big Questions' that embeds learner characteristics alongside an ethos of inclusion, access and engagement. TCS believes that the process of learning, especially for younger students with autism, in particular is best pursued as an interconnected whole rather than a series of specific subjects. This approach has been successfully developed within the inclusive ethos for the student body at IVC (including those with ASC) through emerging reflection, discussion and excellent differentiation. This curriculum, known as ICE (Impington Curricular Experience), will be appropriately modified as a programme for students at TCS. Students with SEND, including those with ASC, following the ICE curriculum make excellent progress. Access and engagement in learning (both academic and social) is constant and fundamental within the culture of collaboration, mutual respect, support and problem solving. Every learner is valued.

Activities following the overarching theme or 'Big Question' will be carefully mapped against the KS2/3 'core curriculum' (literacy, numeracy, science, discovery subjects, ICT and PE). Each day will be interwoven with literacy, numeracy, communication and interaction skills.

Thematic teaching is contextualised learning and therefore particularly suited to students with ASC because it challenges and supports the development of positive attitudes, skills, abilities and experiences through understanding of key ideas that link together and allow interaction with the world around us.

The thematic curriculum model promotes a student-centred, supportive and personalised approach that encourages choice whilst facilitating collaboration and challenge. Themes will be meaningful, interesting and cohesive, thus allowing students to develop their own interests and learning styles. Students will be taught and fully supported to identify

meaningful connections across different subjects and learning objectives. Students will be able to find out what they need to know, what they need to learn and explore links between the school environment and real life, thus developing a central coherence and understanding. In the classroom, students will be encouraged to think flexibly, identify relationships and generalise their learning experiences to the wider world. Students will be encouraged to move between thematic learning activities to encourage high levels of engagement, motivation and increasing independence.

Planning, delivery and review of thematic learning will further embed TCS's multi-disciplinary collaborative approach to personalised learning. Teachers, teaching assistants and the therapy team, together with students and their families will design themes that enable direct experiences of the topic theme; reflect student interests, strengths and difficulties; involve concepts and skills at the right level of challenge; are complex and motivating to be explored in depth; and address a range learning styles.

Proposed Themes and Big Questions

Big Question	Theme
<i>What does it mean to be a successful and supportive learner at TCS and beyond?</i>	Ways of learning: Students will be encouraged to identify and explore different learning styles and methods of studying. Students will be introduced to independent work, health and safety rules and collaboration (conducting kind and effective relationships with others)
<i>How does what we are learning apply to our community and the people in it?</i>	Communities and our place in them: Students will be encouraged to explore relationships; who is important to them and why; which communities they belong to and why. Social and work related skills will be introduced.
<i>What can an individual do to make a difference in the world?</i>	The Ingenuity of Individuals: Students will explore how individuals have made or can make significant contributions, including for example, a detailed focus on Henry Cavendish whose name is given to TCS. This will involve learning about great achievements, but also looking at how a person can grow, develop and find enjoyment through gaining and applying a range of knowledge and skills. There will be an emphasis upon how to succeed and secure personal goals and targets. We will teach our students how to make their own goals achievable and to recognise their own worth.
<i>How do our environments shape our understanding of</i>	Environments: Students will explore and discover physical, natural and built environments, including the Forest School. Issues of protection and preservation

<i>the world?</i>	of the environment will be introduced.
<i>What do we need to be healthy, happy and successful in life?</i>	Our health and societies: Students will develop and explore how a healthy body and mind is essential for happiness and success. Evidence based strategies to support emotional and mental health will be explored, discussed and practised.

Key Stage 2 Curriculum (Years 5 and 6)

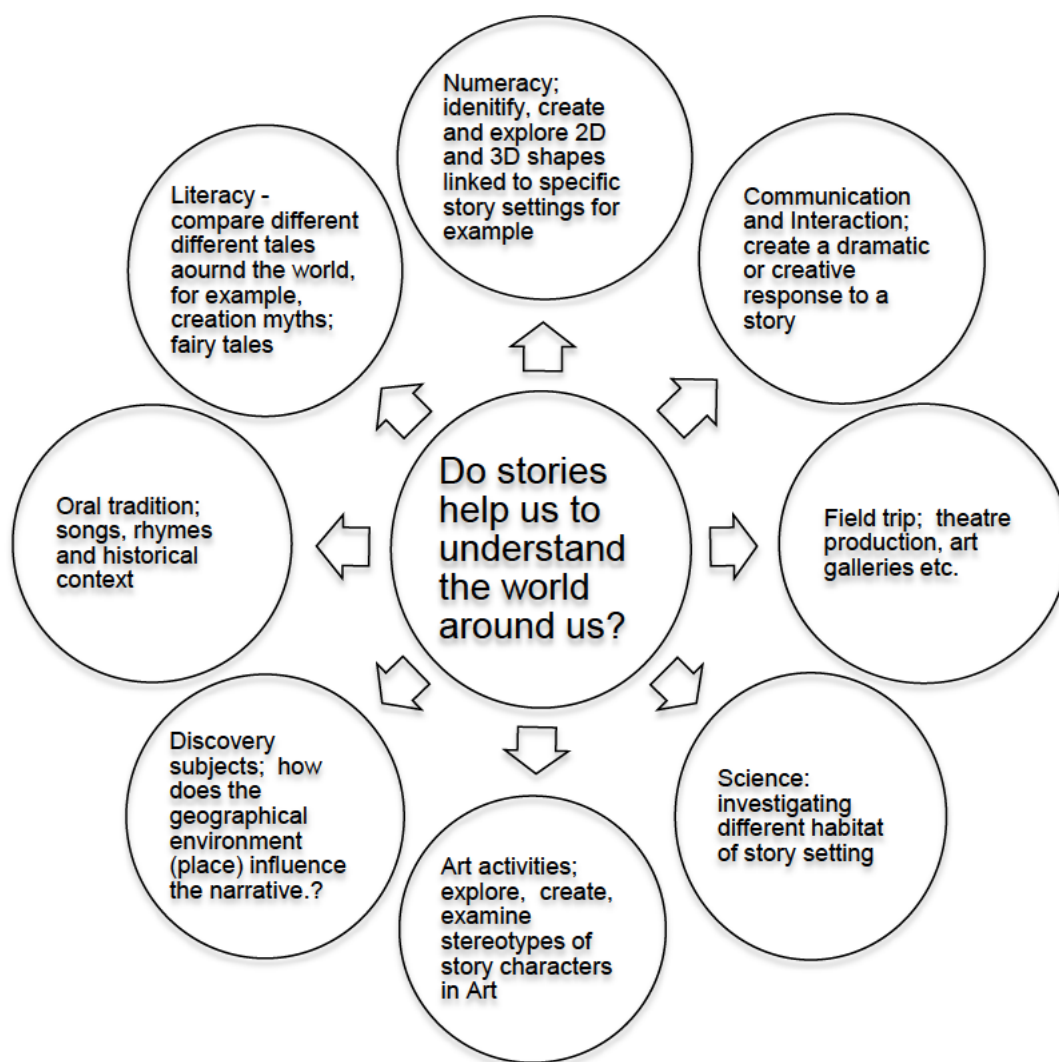
In Key Stage 2, the thematic curriculum will begin to introduce and establish formalised teaching. As highlighted above, the wider core curriculum will be taught through accessible themes and 'Big Questions'. The 'Big Questions' will be constructed bi-annually to enable planning and delivery to deliberately combined mix-age groups as approximately appropriate (groups of eight students with one lead teacher and at least two teaching assistants as required). This approach will allow students to be taught and supported in accordance with their strengths, difficulties and ASC characteristics including special areas of interests or learning styles.

A theme will usually last half a term (six to eight weeks) and will be supported by visits outside the classroom. Core subjects areas will either be fully integrated into the theme; support the theme or 'stand-alone' to ensure that the individual student's needs are fully met. 'Stand-alone' will usually be completely separate to facilitate delivery of bespoke interventions, such as Speech and Language programmes or Music Therapy. Where possible, however, teachers, teaching assistants and the multi-disciplinary team will provide activities and learning experiences that will support the theme. As students enter Year 6 and progress towards KS2 Tests in May, we will provide additional and more specific preparation to ensure they are best and most appropriately prepared for these challenging assessments.

Overall, the Key Stage 2 CCE will begin to explore and emphasize collaboration, inquiry, engagement, achievement and personal responsibility by ensuring that students;

- Are capable of assisting in the construction of their own learning, with the right helpful and supportive guidance of staff (What do I know? What do I need to learn? How can I learn?)
- Develop an increasing understanding of themselves and their place in the world through their interactions with others
- Are able to communicate

An Example of a Cavendish Curriculum Experience (CCE) Theme and how it would connect to the core and other subjects:



Exemplar KS2 Timetable

Our flexible approach means that there will be subtle differences in the specific allocations of time to each student. However, we have provided an exemplar timetable below to reflect an approximation of the kinds of activities and core subjects in which students will be engaging:

8.00 - 9.00	Good Morning/Arrival Activities (student initiated activity); Positive meet and greet that models social interactions; Breakfast including the opportunity to make and eat an appropriate breakfast, choose appropriate implements and tidy up; reading a book (individually; with a peer, adult or parent); participating in supported interactions such as playing a game; clarifying the day ahead using visual timetables that includes choice and flexibility; talking through worries or concerns with an empathetic adult
9.00 -	Registration; Arrival of students from 'Good Morning'; Preparation to learn

9.30	activities, daily timetable agreed with students, sensory circuits, sensory integration activity, self-calming activities, anxiety scale, daily starter activity related to CCE theme or 'Big Question'.
9.30 - 10.15	Literacy focus to emphasise the joy of reading: exploring stories from around the world; comparing and contrasting two versions of the same story focussing on key characteristics, for example, Cinderella's shoe becomes a fish in another version.
10.15 - 11.00	Numeracy focus; Identifying and applying shapes to the real world. ICT; exploring, using and applying numerical knowledge
11.00 - 11.30	Break time/indoor and outdoor; student initiated activities; eating a snack and tidying away; a focus on learning to play activities and interactions offered will always be planned in collaboration with teaching staff, TAs, therapists, families and wider professionals where appropriate)
11.30 - 12.15	Interventions: evidence based interventions in literacy/numeracy/social skills specific to each student. For example, a student may follow a speech and language programme that is embedded into a nurture group focussing on friendships. Other students may be engaged in paired reading.
12.15 - 1.00	Science activities for example investigating the habitat, environment and adaptation of animals found in stories around the world.
12.50 - 1.40	Lunchtime/indoor and outdoor: adult led activities such as board games, skipping, or ball games; student initiated activities; supported conversations with peers; self-calming activities including access to sensory activities/room (activities and interactions offered will always be planned in collaboration with teaching staff, TAs, therapists, families and wider professionals where appropriate)
1.40 - 2.55	The Big Question: (introduction of themes and key questions are likely to begin in the morning - appropriate teacher-led input) Curricular theme activities to include self-directed research; further opportunity for consolidation of the acquisition of functional literacy and numeracy
2.55 - 3.10	Concluding the 'formal' curriculum: key questions within circle time – 'What went well today?' 'I am amazing because.....' Prepare for journey home by collecting possessions and saying goodbye.
3.10 onwards	Enrichment: 'informal' activities that focus on play, collaboration, and developing self-respect. For example, multi activity sessions to improve participation; support provided for students to access community groups such as swimming lessons, Brownies, Cubs or Youth Club.

Key Stage 3 Curriculum (Years 7 to 8)

As students progress from Year 6 into Year 7, we will appropriately enhance and extend the academic challenge. The thematic approach with 'Big Questions' will continue ensuring a coherent curriculum which will provide an excellent foundation for KS4 and beyond. There will be overarching themes throughout the bi-annual cycle as described below;

Theme	Big Question	How	Learner Characteristics
Ways of Learning	What does it mean to be a successful learner at TCS?	Students will explore and make connections between different core curriculum areas through developing an understanding of metacognition and how they learn	<ul style="list-style-type: none"> ● <i>Communicators</i> ● <i>Reflective</i> ● <i>Inquirers</i> ● <i>Thinkers</i> ● <i>Knowledgeable</i> ● <i>Caring</i> ● <i>Open minded</i>
Communities and our place in them	How does what we are learning apply to our community and the people in it?	Students will explore the communities they are part of, how they contribute effectively and which skills they use to participate effectively	<ul style="list-style-type: none"> ● <i>Communicators</i> ● <i>Reflective</i> ● <i>Thinkers</i> ● <i>Knowledgeable</i> ● <i>Caring</i> ● <i>Principled</i> ● <i>Open minded</i>
The Ingenuity of Individuals	What can an individual do to make a difference in the world?	Students will explore how individuals have made or can make significant contributions in different subject areas. This will involve learning about great achievements and how these can be linked to personal development and aspirations.	<ul style="list-style-type: none"> ● <i>Communicators</i> ● <i>Reflective</i> ● <i>Inquirers</i> ● <i>Thinkers</i> ● <i>Knowledgeable</i> ● <i>Principled</i> ● <i>Open minded</i>
Environments	How do our environments shape our understanding of the world?	Students will seek to broaden and deepen their understanding and appreciation of the environments in which we live. There will be	<ul style="list-style-type: none"> ● <i>Communicators</i> ● <i>Reflective</i> ● <i>Inquirers</i> ● <i>Thinkers</i> ● <i>Knowledgeable</i> ● <i>Caring</i> ● <i>Principled</i>

		opportunities to discover unusual or new environments including The Forest School. Protection, preservation and stewardship will be central to understanding how emerging knowledge interacts with context.	<ul style="list-style-type: none"> ● <i>Balanced</i> ● <i>Open minded</i> ● <i>Risk takers</i>
Our Health and Societies	What do we need to be healthy, happy and successful in life?	Students will explore and develop their understanding of how a healthy body and emotional well-being are fundamental to success and happiness.	<ul style="list-style-type: none"> ● <i>Communicators</i> ● <i>Reflective</i> ● <i>Thinkers</i> ● <i>Knowledgeable</i> ● <i>Balanced</i> ● <i>Open minded</i> ● <i>Risk takers</i>
One World	Is our world getting bigger or smaller, more connected or more divided?	Students will explore cultural and religious similarities and differences to increase their understanding of tolerance, belief systems and conflict	<ul style="list-style-type: none"> ● <i>Communicators</i> ● <i>Reflective</i> ● <i>Inquirers</i> ● <i>Thinkers</i> ● <i>Knowledgeable</i> ● <i>Caring</i> ● <i>Principled</i> ● <i>Balanced</i> ● <i>Open minded</i> ● <i>Risk takers</i>
The old, the new and the future	How, when and why does change occur?	Students will investigate the progression of time and how this has shaped society and technology. Students will identify ways of using historical knowledge to create a successful future.	<ul style="list-style-type: none"> ● <i>Communicators</i> ● <i>Reflective</i> ● <i>Inquirers</i> ● <i>Thinkers</i> ● <i>Knowledgeable</i> ● <i>Caring</i> ● <i>Principled</i> ● <i>Balanced</i> ● <i>Open minded</i> ● <i>Risk takers</i>
Shapes, structures and	What are the shapes,	Students will focus on the shapes,	<ul style="list-style-type: none"> ● <i>Communicators</i> ● <i>Reflective</i>

rules	structures and rules that affect our lives?	structures and rules that govern everyday lives and practices. Students will be encouraged to gain a deeper insight into areas such as law, philosophy, programming or architecture.	<ul style="list-style-type: none"> ● <i>Inquirers</i> ● <i>Thinkers</i> ● <i>Knowledgeable</i> ● <i>Caring</i> ● <i>Principled</i> ● <i>Balanced</i> ● <i>Open minded</i> ● <i>Risk takers</i>
Ideas and Beliefs	How and why do ideas and beliefs influence and shape the world we live in?	Students will explore and identify connections between ethical, moral and spiritual beliefs and how these are embedded in daily life	<ul style="list-style-type: none"> ● <i>Communicators</i> ● <i>Reflective</i> ● <i>Inquirers</i> ● <i>Thinkers</i> ● <i>Knowledgeable</i> ● <i>Caring</i> ● <i>Principled</i> ● <i>Balanced</i> ● <i>Open minded</i> ● <i>Risk takers</i>
Cambridge	How does Cambridge influence us and the wider world?	Students will consider Cambridge as a place of importance and influence.	<ul style="list-style-type: none"> ● <i>Communicators</i> ● <i>Reflective</i> ● <i>Inquirers</i> ● <i>Thinkers</i> ● <i>Knowledgeable</i> ● <i>Caring</i> ● <i>Principled</i> ● <i>Balanced</i> ● <i>Open minded</i> ● <i>Risk takers</i>

As with KS2, classes in Years 7 and 8, will be combined as appropriate to support and guide students more effectively depending on their needs. Students will be taught in groups of up to eight students with the teacher supported by two teaching assistants. We believe this 'stage not age' approach will suit our intended student intake and enable a higher level of personalisation across the curriculum.

Key Stage 3 will also make strong use of enrichment and learning through the extended curriculum offered after the formal end of the school day. The spread of activities will be similar to that available to the students in Key Stage 2 and where suitable, students will be able to join their peers from IVC in the clubs and groups that take place there. We believe the advantages of co-location will be many and enable our students with ASC to participate in rich and rewarding experiences and activities with their neurotypical peers.

Students will be better prepared for participation and adulthood by being encouraged and taught to;

- Manage their autism effectively
- Access practical experiences
- Develop particular interests and abilities
- Begin to acquire and practise skills of independence, self-advocacy and communication

The focus during this stage of learning will be on developing a commitment to learning, the appropriate skills requisite for learning, and the acquisition of the core curriculum skills of literacy and numeracy. Students will be supported to achieve at least the expected level of their year group. We recognise that our distinctive approach to the curriculum is best illustrated by an exemplar timetable.

Exemplar KS3 Timetable

The exemplar timetable shown below is flexible, depending upon the individual needs of the student. It reflects an approximation of the kinds of activities students will be engaging in but these will be underpinned and driven by individual flexibility and according to the curriculum themes:

8.00 - 8.50	Good Morning/Arrival Activities (student initiated activity): positive meet and greet that models social interactions; breakfast including the opportunity to make and eat an appropriate breakfast, choose appropriate implements and tidy up; reading a book (individually: with a peer, adult or parent); participating in supported interactions such as playing a game; clarifying the day ahead using visual timetables to include choice and flexibility; talking through worries or concerns with an empathetic adult
8.50	Registration: arrival of students from 'Good Morning'; activities in preparation to learn, daily timetable agreed with students, sensory circuits, sensory integration activity, self-calming activities, anxiety scale, daily starter activity related to curriculum theme.
9.10 - 10.00	Literacy/English focus: Reading; Writing and Spelling; evidence based literacy interventions; phonics; catch up literacy, Lexia etc.; one to one and small group interventions; curriculum themes (guided by intervention from and advice provided by specialist teacher of Literacy)
10.00 - 11.00	Numeracy focus: evidence based interventions including, for example, Numicon, Catch up Numeracy, MyMaths, nrich resources, one to one and small group interventions; ICT; exploring, using and applying numerical knowledge
11.00 - 11.20	Break time/indoor and outdoor: student initiated activities; eating a snack and tidying away; cards games such as Yu Gi Oh, supported conversations with peers; self-reflection; mentoring conversations; self-calming activities including access to sensory activities/room (activities and interactions offered will always be planned in collaboration with teaching staff, TAs,

	therapists, families and wider professionals where appropriate)
11.20 - 12.10	Science Learning Activities (related to ASDAN Award - INSPIRE) for example: Myself and Body, Being Safe, Keeping Healthy, Growing Up
12.10 - 1.00	This learning block will include a range of proficiencies that may include lunch time, for example: Skills of independence; Communication and Interaction/Just talk (guided by intervention and advice from SALT); communication exchange that demonstrates listening and response; structured conversations that encourage expressive and receptive language development; working collaboratively;
1.00 - 1.40	Lunchtime/indoor and outdoor: student initiated activities; planning, preparing and eating a simple meal; cards games such as Yu Gi Oh, supported conversations with peers; self-reflection; mentoring conversations; self-calming activities including access to sensory activities/room (activities and interactions offered will always be planned in collaboration with teaching staff, TAs, therapists, families and wider professionals where appropriate)
1.40 - 3.00	The Big Question: (introduction of themes and key questions are likely to begin in the morning – with appropriate teacher- led input) Curricular theme activities to include self-directed research; further opportunity for consolidation of the acquisition of functional literacy, numeracy and scientific concepts
3.00 - 3.10	Concluding formal activities: Reflection, self-assessment and/or discussion with a peer or adult (for example, anxiety scale); prepare for journey home by for example, ensuring all appropriate possessions are collected;
3.10 onwards (but typically to 4.10)	Informal enrichment activities that focus on living well. For example, gym, sporting and swimming sessions on-site, Youth Club (age and/or gender specific), Film Club, Arts and Crafts, Shopping events, Pamper nights (Mother/carer and daughter), Music nights, Computer clubs, Games club, Charity events, Social events (Christmas party, Summer BBQ to include wider friendship and family groups)

Core Elements of the Curriculum

In the breakdown of the curriculum above, we have focused on its structure and organisation. Core elements of the curriculum will be taught to all students through the framework of the CCE, related to 'Big Questions' and delivered thematically. Planning and delivery of the curriculum will be personalised to meet the needs of the individual, their strengths and motivations and according to Key Stage.

English (Literacy, Language and Communication)

Reading

Emergent literacy skills are very important for children's academic achievement and broader personal development, as well as their capacity to function alongside neurotypical peers and adults. It is likely that a number of students with ASC appear to have achieved reading ages commensurate with their peers. However, this may be superficial and students may demonstrate little comprehension of text that has been read accurately. Students may be unable to summarise competently or usefully employ predictive skills.

There will therefore, be an emphasis on teaching the skills of fluency, accuracy, understanding and enjoyment. Effective evidence based interventions, including phonics awareness, Catch Up Literacy, Lexia, Toe by Toe, will be comprehensively and appropriately matched to each individual according to need, age and key stage.

Writing

Students may find it difficult to organise their thoughts coherently on the page, may experience difficulty with fine motor skills affecting handwriting, and/or may find it difficult to respond imaginatively or creatively. Explicitly structured lessons that detail and scaffold next steps will support students to write confidently, coherently and fluently in a range of responses.

Communication (Speaking and Listening)

Additional support (therapeutic, teaching and training) will facilitate students to increasingly communicate effectively, listen and respond appropriately. Specific areas that may require support include for example, intonation and volume of speech, literal interpretations, anxiety associated with speaking in larger groups.

Mathematics

Some students with ASC are perceived to possess an advanced understanding and grasp of mathematical concepts, for example, computational skills. However these skills may be isolated and are not usefully applied practically or generalised to life situations. Other students may experience spatial, sensory, motor difficulties. Students will be facilitated to explore and develop mathematical language, spatial understanding and concepts; to problem solve and apply in practical real life situations by handling and using different equipment in various settings and environments. Analysis of the discrete skills required will be explicitly taught step by step to build student confidence. Concrete visual methods will teach number concepts. Physical aid will be provided to model tasks and solutions. Students will be encouraged to play games that support and extend their mathematical thinking and skills through enrichment activities and at home through family games.

Science

Science is likely to be a potential strength for students with ASC with some continuing to study science at higher levels and/or working within a scientific environment. They may be interested in specific aspects of science or demonstrate an interest in the practical experimental aspects of the subject. Students will be able to use and access specialist

equipment at IVC to raise aspirations and the level of challenge and opportunity.

However science can require collaboration and group work that may be extremely challenging for the student who may prefer to work alone. Students will be enabled to participate in scientific and systematic enquiry whilst being supported to develop an increasing ability to respond appropriately within a group situation. Students will acquire basic knowledge of appropriate scientific terms and ideas, and learn to apply them practically in daily life. Students will receive specific teaching to ensure that clear guidance underpins scientific experiments to ensure health and safety.

ICT and computing

ICT tools and augmentative technologies will support learning and communication for students at TCS. The structured and consistent predictability of ICT can provide a secure and safe learning platform, facilitate communication with others both socially and working collaboratively, aid concentration, help improve organisational skills and improve motor skills. Computing will be introduced from the outset in Year 5.

Discovery curriculum including History, Geography and RE

Students at TCS will discover and learn about the human world, its beliefs, its attitudes, its origins and progress and how we have developed over time. Much of the discovery curriculum will require intuition and empathy, good organisational skills, the ability to see the 'big picture', work collaboratively, and be reflective.

Specific specialised support for explicitly teaching discrete skills will be necessary to facilitate students to make connections, evaluate, interpret, link, collect facts, and analyse events and/or data. Inquiry, organisation and communication will be carefully planned, step by step and organised to allow students to coherently respond in a variety of ways that reflect preferred learning styles. Subject specific vocabulary will be explicitly taught and where possible embedded through thematic study and field trips.

Creative and expressive arts (Art, Music & Drama)

Students will access opportunities to be creative, explore, investigate and express themselves through a variety of media that may provide a key tool for those students who struggle to communicate well linguistically.

Art, music and drama will all feature as part of the curriculum and become an integral part of developing social interaction and communication skills, and of enabling students to explore and express their feelings.

PSHE

PSHE will aim to enable students to accept and be accepted by their communities and society, to develop and maintain appropriate safe and healthy relationships, to be able to identify potential risks and safeguard themselves, to develop and practise personal values. It is likely that TCS student cohort will experience significant difficulties in understanding such abstract concepts and will not be able to intuitively recognise or use the skills required. Therefore the PSHE curriculum will be embedded throughout the school day where possible and will ensure that systematic explicit teaching is reflected and modelled during unstructured times, lesson activities and enrichment. Students will be provided with opportunities to explore, learn about and increasingly understand, for

example:

- Friendships and relationships, including sexual relationships (from Year 8 upwards)
- Risk, potential consequences and making informed choices
- Self-advocacy including asking for help
- Healthy lifestyle choices
- Religious beliefs and religion
- Manage anxieties and/or sensory sensitivities
- Rights and responsibilities
- Behaviour
- Stewardship
- Autism within society

Physical Education (PE)

Students will be able to access the excellent specialist facilities of IVC as appropriate to improve performance, participation and PE skills. PE will be used as an exciting tool to encourage students to develop:

- social interaction, for example, through participating in team sports
- language and communication skills through leadership activities, for example, by giving instructions
- flexible thinking, for example, by creating a new game that involves movement
- gross and fine motor skills, spatial awareness and sequencing movements
- strategies of relaxation and managing stress
- shared interests that increase opportunities for inclusion
- the ability to follow rules and understand their usefulness
- effective understanding of physical health and body image

Key Stage 4 (Year 9 – 11)

Key Stage 4 will build upon the excellent foundations provided in the first four years of TCS. Here there will be a more explicit move away from the approach of 'Big Questions' and themes to adopt a more subject-based curriculum which will prepare students for the positive challenges of KS4 assessment, whether GCSE or other equivalent or appropriate qualifications. Teaching of GCSE or other KS4 assessments will commence in Year 9, as it does within IVC. However, we will continue to ask 'Big Questions' because we believe passionately that this offers such an important aspect of curricular design and delivery for our students with ASC. Getting them to think widely and beyond the rigid, the literal or the obvious remains a significant challenge.

There will therefore be a continuation of more formal teaching and an increasing focus on independence and self-advocacy delivered through personalisation. The curriculum at Key Stage 4 aims to provide:

- real choice for students to follow their areas of interest
- participation in work related learning

- access to a wider range of vocational areas
- access to external accreditation
- the continuation of a broad and balanced curriculum

The 'core' subjects of English, Maths and Science will be most appropriately delivered within TCS. The similarity of approach and co-location with IVC will enable students to access an 'Options Programme' (extended curriculum offer that matches specific interests and aspirations). This can for example, include Astronomy, Business Studies, Catering, Computing, Dance, Drama, Languages, Media Studies, Music, PE, and Product Design. These will be agreed through consultation and included in the personal provision map and portfolio. Where students access subjects within the mainstream environment, additional staff will be provided as necessary.

Students in TCS will be educated with small groups accessing an age appropriate subject based curriculum. There will continue to be an average of one teacher and two teaching assistants for eight students. As appropriate those students who are able to manage interactions with larger numbers of students or adults with support will access some subject lessons and/or extra-curricular activities alongside students attending IVC. There will be opportunities for one to one support, small group teaching, and additional situational based learning in the wider community.

A focus will be on ensuring that students are able to complete and achieve a range of recognised and accredited qualifications by participating in a highly personalised curriculum in addition to developing effective skills of independence, safeguarding, self-advocacy and communication and interaction. Independent living skills will be supported and taught, and training offered through a range of activities such as shopping, independent travel, cooking, budgeting, household routines and accessing local facilities. Students will be facilitated to develop and practice learnt skills in the local community and through the TCS enrichment curriculum map. Key Stage 4 will offer work related learning that includes studying the environment of the workplace, developing a growing understanding of the necessary skills for successful employment.

Key Stage 4 Exemplar timetable (Year 9)

8.00 - 8.50	Good Morning/Arrival Activities (similar for all students but older or much more socially able students will be facilitated to develop leadership and organisational roles): student initiated activities; positive meet and greet that models social interactions; breakfast including the opportunity to make and eat an appropriate breakfast, choose appropriate implements and tidy up; reading a book (individually or with a peer, adult or parent); participating in supported interactions such as playing a game; clarifying the day ahead using visual timetables including choice and flexibility; talking through worries or concerns with an empathetic adult;
8.50 -	Registration: arrival of students from 'Good Morning'; preparation to learn

9.10	activities, daily timetable agreed with students, sensory circuits, sensory integration activity, self-calming activities, anxiety scale, daily starter activity related to personal student generated targets; for example, 'I will independently use the student planning sheet to plan and organise a learning activity.;
9.10 - 10.00	English (literacy): developing reading, writing and skills of speaking and listening (which although no longer integrally assessed at GCSE are important for students with ASC); reading a range of non-fiction and fiction texts including the works of literature included at GCSE
10.10 - 11.00	Maths (numeracy): evidence based interventions including Catch up Numeracy, MyMaths, nrich resources, one to one and small group teaching that facilitates completion of accredited qualifications including ELC, Maths GCSE, Functional Numeracy and Statistics GCSE in collaboration and/or guidance from specialist teacher of Numeracy and subject specialist teacher of Maths
11.20 - 1.00	GCSE Options from Science, Art and Design, Computer Technology, Food Technology and P.E: taught in specialist classrooms to ensure that students learn and extend their knowledge through experimentation and creativity.
1.00- 1.40	Lunchtime/indoor and outdoor student initiated activities (similar for all students but older/much socially able students will be facilitated to develop leadership and organisational roles): students will be able to meet with and socialise with students from mainstream as appropriate; planning, preparing and eating a simple meal; card games such as Yu Gi Oh, supported conversations with peers; self-reflection; mentoring conversations; self-calming activities including access to sensory activities/room (activities and interactions offered will always be planned in collaboration with teaching staff, TAs, therapists, families and wider professionals where appropriate)
1.40 - 3.00	History, Geography or RE (Humanities) taught through a topic based approach; curricular theme activities to include self-directed research; students with a specific interest in a particular subject or topic will be able to access mainstream (IVC) subject teaching and/or mainstream lessons with support, including preparation for specific GCSEs
3.00 - 3.10	Formal activities: reflection, self-assessment and/or discussion with a peer or adult to discuss, review and identify personal targets (academic and/or social); prepare for journey home, for example, by ensuring all appropriate possessions are collected
3.10 onwards (typically	Enrichment Activities focusing on living well and skills for adult life. Students will be actively encouraged to plan, organise and run enrichment activities with adult support. Activities will include: gym, sporting and swimming

to at
least
4.10)

sessions on-site, Duke of Edinburgh Award, Youth Club (age and/or gender specific), Film Club, Arts and Crafts, Shopping events, Pamper nights (Mother/carer and daughter), Music nights, Computer clubs, Games club, Charity events, Social events (Christmas party, Summer BBQ to include wider friendship and family groups), Academic support and/or further access to subject specific teaching (in partnership with IVC)

Key Stage 5 (Post -16)

Some students will progress from KS4 within TCS whilst others could be placed at TCS from other mainstream or special school provision. It is expected that the range of achieved qualifications upon entry will be highly varied and it will be important to start from these and the individual's interests and aspirations for their next steps. Students accessing Key Stage 5 provision will be supported, encouraged and facilitated to pursue educational opportunities, appropriate employment and training. Students will be able to:

- Continue a core curriculum to extend English and Mathematical ability depending on their level of attainment upon entry (either within teaching in TCS or by accessing that of IVC's Post-16 provision).
- Participate in personalised interventions to support communication, interaction, self-awareness, flexibility of thought, behaviour, sensory issues and self-advocacy
- Follow a personalised curriculum offer that will include access to mainstream classes and/or subject specialist teachers offering Level 3 courses as appropriate. Students will be able to participate in mainstream classes with support where appropriate augmented with personal supported study time
- Explore and develop understanding of their own ASC and co-concurrent conditions, how this impacts on their lives and how to successfully manage this through a personal project as part of the Trust-wide 'Creativity, Action, Service' curriculum
- Increase a repertoire of skills of independence and self-help skills through higher-level ASDAN qualifications
- Be encouraged and facilitated to make informed lifestyle choices through the PSHE programme which will be explicitly developed to promote independent choices and living
- Access independent careers and information guidance to ensure that aspirations are achievable
- Be included in opportunities for work experience during the school day and where required support access to evening, holiday and Saturday employment.

Independent living skills will continue to develop through a range of activities similar to those offered in Key Stage 4 with additional focus on money management and budgeting, household routines, personal planning and employability skills. Structured links with a variety of local businesses and community providers will ensure appropriate aspirational pathways are available. Students will continue to be facilitated to develop and practise learnt skills in the local community and through the TCS enrichment curriculum map.

Personal Development will link to accreditation offered through ASDAN and/or BTEC providing students with higher level access to 'life skills' and preparation for independent living including courses in Catering, Food & Nutrition and Independent Living: there will continue to be a strong focus on Healthy Living with physical, emotional and mental health continuing to be promoted through a comprehensive programme of sports and leisure interests (accessible through the Impington Sports Centre). As part of Personal Development, all students will have extended periods of work experience and placements to gain further skills, understanding and experience in preparation for gainful employment.

Students will have the opportunity to develop leadership skills by participating in the Duke of Edinburgh programme, in parallel with the highly successful programme within IVC; we will offer Bronze Level as way of developing further a range of skills.

Beyond this core curriculum, students will be able to access specialist provision within IVC depending on their interests and prior academic achievements. These include:

- IB Certificates in English Language and Literature, Economics, Geography, History, Psychology, Visual Arts
- BTEC in Business, Performing Arts or Sport
- A Levels in Drama, English Literature, History, Psychology or Sociology

In addition, as a (new) partner within the Cambridge Area 14–19 Partnership (CAP), TCS would be able to access specific (part-time) vocational placements for individual students at either Cambridge Regional College (located less than two miles away within the city) or the College of West Anglia, Milton Campus (located two miles away in the adjacent village).

This mix of a core and specialised curriculum would enable all students to gain confidence and progress with success to further or higher education or into successful employment. Structured links with a range of local businesses and community providers will ensure ranges of pathways are available

Curriculum Access (all years)

Students will need explicit, planned support to fully access the curriculum including quality first teaching methodology, ASC pedagogy, therapeutic support, personalisation, pastoral support and collaboration with families.

Teaching Pedagogy

Social, interaction and communication difficulties, rigidity of thought and/or repetitive behaviours impact on the way students with ASC perceive, interact with, understand and respond to the world around them. Additionally this affects their ability to achieve academic targets. Explicit supportive teaching methods grounded in 'Quality First Teaching' and therapeutic approaches will be used in all core subject areas and throughout the entirety of the school day, these expectations will be clearly documented

in our proposed Teaching and Learning policy. The key elements of this are that:

- Adults will ensure student attention by, for example, beginning an instruction with the student's name and using explicit and unambiguous language
- Adults will use a normal pitch and tone of voice
- Instructions and phrases will be short and repeated if necessary using the same language; verbal instructions will be supported visually and/or by using concrete examples or materials
- Adults will ensure students fully understand activity expectations by asking questions that clarify
- Students will access shorter learning chunks augmented with social, communication and interaction support as necessary
- Adults will provide opportunities for students to reinforce, generalise and apply skills learnt in different situations, environments and/or with different people.
- Adults will use a special focus on interests to motivate and extend learning
- Adults will not assume that the topic of discussion is obvious and will explicitly name and explain learning objectives.
- Additional cues, verbal explanation, visual examples will augment non-verbal and verbal communication.
- Adults will be aware of sensory sensitivities and particular worries of individual students when planning and delivering activities.
- Students will be given opportunities to develop strategies to manage significant anxiety, improve self-esteem, raise confidence and develop emotional resilience.
- All learning activities will be purposefully planned to include multi-sensory approaches, such as visuals and auditory methods, kinaesthetic methods that encourage movement, tactile objects to manipulate, explore and develop motor skills to reinforce, augment and embed learning concepts.
- All curriculum decisions will be made collaboratively through person centred termly reviews with the child or young person, the family, class teacher, TA, coach, SENCO and wider professionals including therapists, as appropriate, that will reflect and scrutinise assessment, progress and determine next steps. Each individual student pathway will be comprehensively recorded in the portfolio.

Therapeutic Support

Beyond our high quality teaching, therapeutic support will be essential in ensuring that students are able to fully access the curriculum, to learn and to achieve. TCS therapy team will work closely with school staff to ensure that all support is as practical as possible and solution focussed. Therapeutic support will be broad and look at the whole context (individual, home and school) to ensure that each student receives excellent support. TCS will offer students the opportunity for multidisciplinary support (the school-employed Occupational Therapy and Speech and Language Therapy, alongside the LA Music Therapy and evidence based interventions for example, Nurture Groups, Lego therapy and Social Skills). Therapeutic support will be carefully matched to the explicit needs of the individual student and will not be homogeneous. It is essential that each individual student have their specific needs met through bespoke provision. These will

be supported by a range of different therapists (Music, Occupational Therapy, Physiotherapy, Speech and Language therapists) working collaboratively with class teachers, TAs and SLT, specialist teachers (Literacy and Numeracy), parent/carers and other professionals to ensure an optimum cohesive support for each individual student. We develop this further in D5.

The therapy team will work collaboratively and holistically as possible to ensure that students become more able to successfully manage and participate academically and socially. They will focus on developing and delivering the following areas within the curriculum and ensure, that where possible, intervention and support is firmly grounded throughout the school day:

- Social interaction skills including for example turn-taking, understanding and sharing perspectives, developing listening skills, patience and empathy
- Communicating and understanding language effectively such conceptual descriptions, idioms, ambiguity and recognising the language of emotions
- Developing language that supports the curriculum (academic and social)
- Expressive language that facilitates using appropriate language in context, remaining on topic, talking about emotions and feelings
- Emotional Well-being to encourage a robust sense of self, having appropriate interests and mutually safe healthy relationships, and being able to successfully manage anxiety
- Motor skills including gross and fine motor to support posture, handwriting, using tools, navigating the physical environment and sports
- Organisational skills that allow effective strategies that increase independence, and self-help skills in all daily activities including academic and social.
- Sensory integration that enables an improved identification and management of sensory difficulties to increase the child's or young person's understanding and ability to minimise their impact.
- Broaden participation in social activities
- Support and teach students how to interact with others, by for example, understanding how to lose.

Personalisation and Individualisation

The curriculum will deliver a highly personalised approach that will accelerate progress and is founded securely in evidence based practice, strategies and pedagogy including for example, PECS (Picture Exchange Communication System), SCERTS (Social Communication, Emotional Regulation and Transactional Support), SI (Sensory Integration), RDI (Relationship Development Intervention), TEACCH (Treatment and Education of Autistic and Communication Handicapped Children), Team Teach (positive behaviour management), Literacy and Numeracy interventions and ICT. All students will have an EHCP or SEN that describes their individual areas of special educational needs (SEN) and the special educational provision (SEP) required to meet those individual needs. The EHCP or SEN specification will contribute to the personalisation of the curriculum. SEP and personalisation will be continually monitored and reviewed

collaboratively by the class teacher, teaching assistants, SENCO, students, families and therapists.

Personalisation of intervention will provide a nurturing and stimulating environment where students are explicitly taught how to manage their autism effectively, develop skills that they will need to help them to progress through education and achieve challenging academic targets through recognised accredited schemes. It will facilitate students choosing to learn as opposed to being forced to learn and will promote equal opportunities whilst recognising that the entry point and future aspirations for each child or young person will be different.

Finally personalisation will promote a successful transition to a successful adult independent life as students will have carefully planned but flexible pathways that allow them to learn and progress through small achievable steps.

Pastoral Care

The strongest and most successful pastoral care for students enables them to access the curriculum, to succeed as learners, to achieve highly, to develop emotional resilience, to communicate and interact effectively and to progress with confidence. At the heart of this are relationships. TCS will place a very high value on developing strong and effective relationships between staff and students and between the students themselves. We know the interactions that enable these relationships to develop take place across the school day, from arrival to departure and can extend beyond through the support and engagement with and through families. Each student will be well known by all staff, but particularly by their 'coach' (who will have expert knowledge of ASC and be drawn from both teaching and associate staff. See Section D5 for more details on this role). These will support students' access to the curriculum. Students will be grouped in KS2 and KS3 in mixed pastoral groupings to support better their needs and to create a stronger climate for learning. Similarly within KS4, we will create groups in a way that creates better opportunities for all. Students will be grouped according to their needs, special interests and prior experiences to facilitate relationship building and collaborative working.

We have seen the success of 'Vertical Tutoring' within IVC and know the positive benefit to students, particularly those with SEND, including ASC, and staff alike. In the recent very successful Ofsted inspection (March, 2016), the inspector praised the *'well-managed use of tutor time includes debates about current affairs which draw on the wide experiences of pupils in the form. Such opportunities enable staff and pupils to explore topics, values and beliefs that are pursued in different subjects.'*

A personalised approach and comprehensive knowledge of students will ensure that TCS capitalises upon the opportunities of having students of differing ages working and learning together.

Transitions

As the school's core mission is *enabling the self*, we will put great value on

understanding our students from the outset of their time with us, and ensuring they progress with success and confidence to the next phase of their development. This means having a strong and robust programme of transitions into and from out of the school.

Our relationship with prospective students will commence long before they arrive. Through contacts we have already established with primary school SENCOs and through our strong relationship with the LA, we will commence our engagement with families and children once they have indicated that TCS is prospectively able to meet needs. Our SENCO will attend EHCP Reviews at the end of Year 3 and into Year 4 to gain an insight into the child. Early visits to TCS during Year 4 will enable all parties to learn about each other. We will assign the member of staff who will be the student's coach to visit the child during the early part of the summer term at their school and/or home, observing key aspects of the child's characteristics, to support existing information. Where possible the family will share videos of the child engaged at home. During the second part of the summer term, the child will undertake their baseline assessments (see D2) and visit TCS to gain some familiarity with the staff and the environment. The frequency of these visits will depend on each child. In September (or whenever a new student is placed), there will be a higher focus on the child's emotional and behavioural needs, with amended programmes guided by the views of all involved in the child, including the family. This 'transition' period will continue until all are content that the child has started to settle.

Similarly when a student is due to leave TCS, we will ensure the same process is involved of a gradual introduction, with professionals or those from the workplace coming to visit the student at TCS. We will encourage these too to view videos of the students at work to observe and understand the core characteristics of the condition as it manifests in that individual. We will maintain contact with the student and family whilst they settle; we know from our experience that some find moving to a new and less familiar environment after a long period in a smaller and 'comfortable' base a challenge. We must reduce this and enable the student to succeed in further education/employment.

Therefore successful transition will ensure that:

- Transition is personalised according to the individual needs of the student
- Students, families, teachers, teaching assistants, therapy teams and wider professionals work collaboratively to plan and implement transition
- Students will have several opportunities to visit the new provision, situation or environment
- Planning will include supportive solutions to 'what if?' questions.
- Social stories and/or ICT support (photographs of new provision, people etc) will be used to support and explain transitional changes
- Knowledge of the student will be shared robustly and comprehensively with new staff and/or new provision

Example transition plan upon entry to TCS (Year 5)

- Attendance of SENCO at Annual Review and/or other meetings before Several visits

to meet new teaching staff and teaching assistants

- Familiarisation with TCS layout and environment including key areas such as their classroom base and dining space
- Photographs of staff and key areas of the school will be provided for the student and family
- Expectations will be shared with the student and family
- Students will have the opportunity to practise the journey to school.
- Students will be encouraged to familiarise themselves with uniform, school equipment.
- Regular meetings will take place before and following transition to TCS to discuss needs and/or concerns as they arise

Example transition plan for change of teaching class

- Robust and comprehensive information transfer
- Visit to the new classroom
- Personal introductions
- Visual reminders of expectations and changes
- New timetables given out before the start of the new academic year
- Transfer of student personal belongings to new classroom
- Purposeful return to previous teacher or classroom by, for example, delivering the register

Example transition plan from secondary education other than TCS

- Students will be provided with a visual map including photographs
- Students will be supported to understand that there is more choice in the curriculum and will be given the opportunity for taster sessions
- Expectations, rights and responsibilities will be discussed with individual students and families
- Students will be encouraged to plan an appropriate personal dress code rather than a prescribed uniform

Example transition plan from secondary education/sixth form (TCS) to further education (not TCS) and/or employment with training

A comprehensive transition plan will begin in Year 9 working collaboratively with the student, family, teacher, teaching assistant, therapists and professionals. All pathways will be individualised, carefully planned have explicit steps to ensure successful transition. Currently students at IVC successfully transition to access a range of post 16 courses including access courses, Level 1, 2 and 3 qualifications at a range of providers such as local FE Colleges, Sixth Forms, and residential courses.

TCS will facilitate that students leave with the appropriate skills required to flourish as adults. Therefore transition plans begin with aspirations identified by the student with the active support of family and other professionals. Access to independent, impartial

and comprehensive careers information, advice and guidance that helps the young person explore local provision and appropriate courses will be provided for all students. All students will be encouraged and supported to understand and identify their own strengths and weaknesses, how this relates to progression, and progression routes - this supported work will begin at the earliest opportunity, but most definitely from Year 9.

Opportunities to develop effective attitudes, realistic high aspirations and engagement with careers and/or post 16 pathways will be provided through inclusion in school activities, enrichment and work experience that will all be included and recorded as steps in the comprehensive transition plans.

D2 – Measuring pupil performance effectively and setting challenging targets

D2 – Measuring pupil performance effectively and setting challenging targets

The Trust is proud of its sustained and excellent track record at its existing Academy, IVC. High expectations, supported by outstanding teaching and strong and robust leadership (including scrupulous monitoring and evaluation) have ensured that *'Pupils who have special educational needs or disability progress very well due to the effective support they receive'* (Ofsted, 2016). Although the population at TCS will be different, we will adopt the same approach to ensure the students here make similarly excellent progress academically and personally and perform successfully in any accreditation and external assessments at 11, 16 and 18 with an ASC friendly setting.

As has been identified, the students who will come to TCS will be cognitively broadly average or above average and we expect that these 'higher functioning' ASC students will achieve comparative outcomes to their similarly successful neurotypical peers at Impington and elsewhere. There may be those for whom comorbidities place a significant challenge on securing significant academic progress over a period of years. Our goal for TCS is that each student's ASC is understood by them and seen as a condition to work with and not see it as an impairment to success. Key to all of this will be:

- a strong and collaborative model of transition (both in terms of 'receiving' students from previous placements and in 'sending' them on to the next phase of education or employment with training)
- effective and thorough baseline assessments from a range of sources and using a plethora of data
- setting challenging but appropriate targets for individual students, as well as for the cohorts across the school
- rigorous monitoring and evaluation of learning, of achievement and progress and of teaching
- timely and supportive interventions and adjustments leading to review of provision
- relentless support and challenge to ensure all move on from their start point and continue to make sustainable progress over time

Baselining, assessment and data tracking

Baseline assessments

Entry to TCS will include rigorous baseline assessments which will draw upon a range of measures. We recognise that the nature of our intended intake, as well as the diverse characteristics that are likely to be demonstrated in students (alongside the core features of ASC), means that the assessment methods chosen should be broad and incorporate data from both quantitative and qualitative sources, as well pre-existing information from previous placements. Some of our intake will have come from mainstream primary

schools at the end of Year 4 and will have quantitative and qualitative data on achievement across the curriculum. Others may have been home-schooled or withdrawn from formal education for some of the time. For these students, applying testing on entry will become critical to establishing a meaningful and understandable starting point. As well as KS1 and KS2 progress data from previous primary schools, we will undertake our own assessments. These will include as appropriate:

- NFER Reading and Spelling Tests
- Cognitive Ability Tests (CATs)
- Sensory Profile
- British Picture Vocabulary Scale (for appropriate pupils)
- The Boxall Profile (for relevant students)

Multiple assessments, including those that are ASC specific (such as VBMAPP), will also be employed in order to ensure that progress in terms of academic, social, interaction, behaviour, and well-being are robustly tracked, monitored, reviewed and analysed to inform the planning of discrete steps for each individual student.

We believe that ASC is best understood by detailed observation of the child engaging in activities and in interactions with peers and adults. To ensure we capture this, video evidence and developmental questionnaires undertaken in collaboration with previous schools/settings and crucially families will form part of our baseline measures. This will form a core part of our transition process into the school. We also accept that managing anxieties to achieve all of the above, particularly testing, will be important and our therapeutic approaches will be applicable even here. Given this consideration we will also look to administer assessments in familiar environments which might include the 'sending' school but could also include the family home. The overall process will be coordinated by our SENCO but the other teaching practitioners will support with administration of baselines too. The data will be recorded with our Trust data system and supported in its management by the experienced and well-established data team co-located with IVC. Given the high number of SEND students needs already within the Trust, there are effective systems in place to record, manage and ensure engagement with the information to:

- inform teaching
- improve progression and achievement for students

As the school opens and grows into KS3 and KS4, it is likely that we will draw in students who have either failed to attend secondary school or have not succeeded in mainstream placements. We will therefore include KS3 assessments and (if relevant) GCSE (or equivalent) forecasts in our baselining.

All of this profiling will provide a comprehensive coherent portfolio of strengths and also seek to identify barriers to learning (lack of knowledge, poor executive functionality, social and communication skills, and anxiety) in addition to providing a baseline measure

to enable reliable tracking. All subsequent target setting will be SMART and have clear success criteria.

Assessments

Data, both quantitative and qualitative will be gathered routinely in class by teachers, TAs and key workers, who will work together collaboratively to contribute to a 'portfolio' approach to measure progress against (holistic) measurable targets. We want to focus on social, behavioural and emotional improvements, not just academic. Coordination of different assessments (by teachers and professionals) will allow oversight and an organised and interconnected plan that meets the next steps of the individual student. This will be initially overseen by the Headteacher and taken over by the Deputy Headteacher (once appointed) and coordinate through the teaching team. Teachers, supported by teaching assistants, SENCO, senior leadership team (SLT) and the therapy team will use coursework, accredited pathway criteria, next steps outlined on each individual student pathway, SSEN or EHCP outcomes to continually measure the individual progress of students. Formal assessments will be administered on a personalised basis and completed when the individual student is ready. Each student will have a portfolio that will be a fundamental tool to ensure the efficient and effective tracking and monitoring of each student. Formal assessments and examples of other assessed work (qualitative and quantitative) will be collated in student portfolios and scrutinised half-termly. Progress against social, emotional, communication and behavioural targets, including achievements accomplished outside of school will be at least as important as academic progress and will be evidenced in the portfolio. This process will be collaborative and led by the class teacher (with support from the SENCo). When students are not making expected progress toward their individual targets further supportive interventions (evidence based), different approaches, and collaboration with wider professionals will be sought and included in their personalised curriculum.

Assessments will take place at the end of each unit in KS2 and KS3 (approximately every 6 - 8 weeks). These will be moderated by the staff team and an annual moderation in collaboration with partner primary schools from within CASSA (Teaching School Alliance). At KS4, there will be similar half-termly reviews of (academic) progress (and moderated with secondary colleagues from within the Trust). Social, emotional and behavioural targets will also be reviewed half-termly by the coach, teachers and other staff engaged with the learner. This approach will be the same at KS5 and will include information captured and assessed at institutions other than TCS or Impington Sixth Form.

Tracking

TCS will employ the same excellent approach to data tracking employed within the Trust at IVC where leaders and teachers review all data on a monthly data; this enables the Trust to hold the Executive Principal and Principal (and wider staff) to high account. This rigorous process enables areas of concern to be swiftly identified and interventions and strategies for improvement to be put into place. At TCS, data will be captured during the

assessment windows and be recorded using our dedicated data system. This approach to data and monitoring will also track students' emotional, behavioural and mental health, and personal needs through for example, half termly meetings with students, families teachers, and teaching assistants, and therapists. As appropriate, therapists and teachers will employ specialist baseline assessments to assess need, for example, teachers may utilise the Boxall Profile and/or Strengths and Difficulties questionnaire. All information will be coherently documented in each student's portfolio. It will also enable staff to capture video and photographic evidence and to build the portfolio for each student. The portfolio will be overseen by the student's dedicated teacher (who will only have responsibility for eight students).

Tracking will be evaluated for its reliability by partners from within CASSA (TSA), including Granta Special School. This external challenge will ensure it is robust and highly effective as a tool to inform school and Trust leaders and governors. The Trust will support the Headteacher to manage assessment and tracking when the school opens. This will entail providing expert support from the IVC data team in establishing and maintaining the necessary systems. Working with the Headteacher and SENCO of TCS, the Vice-Principal with oversight of Data and Progress within IVC (and across the Trust) will ensure this meets the needs of TCS.

Measuring performance and setting targets

Benchmarking and Key Performance Indicators

Our mission for TCS is '*Enabling the self*' and fundamentally this reflects the students who will attend the school. However we also will apply this to our staff and to the families whose children we will educate. We have set ambitious targets for our students and the school as a whole, using existing 'Good' or 'Outstanding' providers who are educating broadly similar students to the planned cohort at TCS. These including City of Peterborough Academy Special School, Churchill Free School and The Rise School.

We will establish KPIs that reflect our bold ambition for the school and its community; these will be reviewed, amended specifically and updated annually by the Trust (with the Headteacher and Local Governing Body) to reflect the success and growth of TCS. Many are captured and reported in the half-termly 'Data Dashboard'.

Our KPIs will include:

- Academic achievement: performance in KS2 Tests, GCSE and other approved KS4 qualifications and at KS5 plus internal monitoring of pupil and student progress in all year groups (for specific targets see below)
- Progression: successful progression Post-16 and Post-18 and continued tracking of students into (independent) adulthood (up to the end of the EHCP at 25) - all students in education or employment beyond 19 (NNET to be 0%)
- Achievements and progress of specific groups including PP, FSM, EAL and gender (with no groups performing significantly differently to all students)

- Attendance: monthly, termly and annual figures (see below for specific targets)
- Social, emotional and behavioural: progress against EHCP targets and recording of successes and next steps (see below) and transfer of SEAL targets to home setting
- Pastoral care, pupil well-being and social and emotional wellness: qualitative feedback from students and families, incidents of bullying and health questionnaire; success of individuals with social and emotional targets on EHCPs, scaled up to reflect the whole school (questionnaire analysis reveals overwhelmingly positive feedback on the school and experience)
- Quality of teaching: overall teaching is 'Good' or better and 30% that is typically 'Outstanding'
- Student and parental satisfaction: feedback from student and parent survey undertaken formally termly and reviewed by those involved (analysed and compared termly and summatively annually)
- Staff morale, development and retention: feedback from termly staff survey; qualitative review of professional development and its impact and annual retention of staff (analysed and compared termly and summatively annually, staff absence is low and turnover less than 5%)
- Student participation in activities including: enrichment and extra-curricular attendance, qualitative feedback from work experience and other related placements and completion of Duke of Edinburgh Awards

The KPIs will follow a timetabled programme, be set and revised annually and be reviewed termly by the Local Governing Body and the Trust Board. These will be published on the school's website and shared through social media.

Academic targets

We will be boldly ambitious for *all* students at TCS. We believe that the school will provide the most supportive environment to enable all children and young people to flourish academically, as well as socially and emotionally. It is our role to ensure that any barriers or boundaries to academic and social success are removed and that individual students are able to develop their particular strengths whilst we seek to ensure that any weaknesses are addressed and do not impair progress into further or higher education and/or employment.

We want to ensure that all students are coached and supported to take the same national tests and assessments as their neurotypical peers. We accept that for some individuals, this may not be wholly appropriate and will set targets that are linked to their EHCPs. However, our ambition is to assume performance is possible. We have benchmarked these targets against broadly similar schools and through using case studies of individual students who have attended Impington Village College and have the same characteristics of the proposed cohort at TCS.

End of Key Stage 2

- For those for whom this is an appropriate benchmark, 50% of students are able to

make expected progress in KS2 tests (from what they achieved at the end of KS1)

- For all others, there is specific and measurable progress against academic targets in the EHCPs - these will be individually identified and developed

End of Key Stage 3 (Year 8)

- For whom the programme is appropriate, 70% of students are achieving expected progress by end of Year 8 (KS3) (using end of stage assessment data and curriculum targets)
- For others, there is measurable academic progression since the start of Year 7

End of Key Stage 4 (Year 11)

- Progress 8 will be 0.0 or greater for all students sitting an appropriate suite of GCSEs
- For those taking GCSE, 60% of students will make expected progress in English
- For those taking GCSE, 70% of students will make expected progress in mathematics
- All students will gain accreditation in English, Maths, Science, IT/Computing and four other qualifications (GCSE or otherwise)
- Disadvantaged students (those eligible for FSM) will achieve similarly well as their advantaged peers

End of Key Stage 5

Our provision at KS5 is planned to be highly individualised with students following a range of courses at TCS, within the Sixth Form at Impington or through collaborative part-time arrangements at other local providers. However, we will ensure that progress for these learners is comparative to those achieved across the local Cambridge Area Partnership (CAP).

- Key Stage 5 students following the programme will achieve three Level 3 equivalents
- Average point score per entry and average point score per student matches their ALIS predictions
- All other students will complete their intended accreditation
- All students will be in either Education or Employment with Training at 19 (NEET = 0%)

Attendance

Attendance levels within the Trust are currently outstanding (over 96%) and the same robust and proactive model of monitoring and evaluating attendance, followed by timely interventions will be employed within TCS. We will use the same team for dealing with any children/families where absence becomes a concern. We do accept individuals may be subject to reasonable adjustment due to medical disability and prior attendance difficulties. However, our aspiration and expectation is that students will attend TCS regularly as a good habit to excellent learning. We do not believe children with ASC should have any less reason to attend their school and we will aspire for the school to be somewhere that they enjoy attending. Our attendance policy will celebrate and reward good and habitual attendance, with a weekly prize for all those with 100%. There will be a graduated and comprehensive strategy for intervening if attendance starts to drop off

from 92%. As highlighted above, TCS will make use of the same attendance staff from within IVC where proactive action has targeted Persistent Absence. We will employ flexible models to ensure provision continues whether the learner is physically in the school or not. For TCS, overall absence will be not greater than 8%.

Behaviour and social & emotional targets

Our school will focus strongly on supporting and guiding individuals to enable each student to be the best s/he can be. TCS will have its own behaviour approach and strategies. We recognise that some of our students may exhibit challenging behaviours. Our approach and strategies are dealt with in D5. At its heart will be the school's mission of *Enabling the self*. A critical part of this will be our expectations on behaviour with all students guided to learn about, to understand and to model the 3Rs of rights, respect and responsibilities. We will make this applicable and understandable to our students with ASC. The work done by the staff each day to help prepare the children and young people for the learning will ensure behaviour at the school, like that of its co-located secondary school, will be judged 'Outstanding'. The school will have specific targets to ensure this high expectation is achieved and maintained:

- We will monitor the successful implementation of the behaviour targets of each individual via their portfolio
- There will no fixed or permanent exclusions
- Feedback from students, staff and parents about behaviour is very positive
- Lesson observations confirm that behaviour is typically excellent in lessons and scrutiny of break, lunch and non-lesson times
- Behaviour will be seen as part of each student's learning journey

The holistic approach of the school means that we will place a great emphasis on students' social and emotional well-being and development, as well as communication development in order to enable our students articulate and express themselves better and with greater confidence. We will therefore set appropriate and challenging targets for ourselves:

- Students work collaboratively and empathetically with their peers and with the adults in the school
- Students respond appropriately to verbal interactions
- Students identify they feel happy and secure in the school
- Student portfolios reveal the school's success in meeting social, emotional and communication targets
- Staff will be sensitive to the difficulties implicit in behavioural norms for students with ASC

Setting ambitious and realistic targets

In setting our targets we have reviewed the outcomes achieved at broadly similar special schools that cater for children with ASC, as well as looking closely at the outcomes of individuals at IVC who present similar characteristics. We recognise that the characteristics of our cohort will mean that many students, with the right support,

therapeutic interventions, coaching and remediation, can achieve similarly to their neurotypical peers. Our vision of *enabling the self* means that we will always address the needs and aspirations of individuals first. This may mean, for example at KS4, reducing the number of GCSEs taken to allow the student to specialise in a particular aspect of the curriculum (for example, extending their Science to include Astronomy or interest in computers to design a game as a 'personal project'). Building such a portfolio of success and achievement will be such an important part of ensuring successful progression into further education and employment with training. Our mantra will be there is no ceiling to their learning.

Monitoring and evaluation systems

TCS will make use of the Trust 'Data Dashboard' which has been most successfully introduced, trialled and refined at IVC. This regular data capture enables teachers, middle and senior leaders and governors conduct an evaluation and review of the progress of students, groups of students, subjects and cohorts. From this analysis, rapid and effective responses can be made. This data includes:

- Headlines of progress for each year group
- Performance of groups of students in each subject area
- Behaviour and attendance
- Teaching & learning (outcomes of observations and Climate Walks)
- Safeguarding

To this we will add feedback on progress of students' education plans which will enable us to gather information on progress on social, emotional and communication development targets.

Phase leaders will review the data at least half-termly with their staff (teaching and Associate); there will be data meetings with the Headteacher, SENCO and (once appointed) the Deputy Headteacher. There will be a termly formal review with the Executive Principal and Local Governing Body. Progress data will be compared as a flightpath against external assessments to enable leaders and governors compare with established schools. The collected data, along with the feedback from all surveys and questionnaires, will be drawn together and used to produce an annual self-evaluation form (SEF), using the same model as the successful one developed and used within the Trust at IVC. This review will identify the priorities for improvement that will inform the annual School Development Plan that will be produced and shared to all stakeholders, including parents and students.

Monitoring and improving the quality of teaching and learning

The Trust is wholly committed to the principle that the core business of any school is 'great teaching and learning' and that the only guaranteed way to secure this is by developing the competencies of all staff. The quality in provision of teaching and learning will be subject to rigorous monitoring and evaluation in order to identify accurately what needs to be improved:

Lesson Observations

Formal lesson observations will take place three times a year for every teacher and evaluated against the criteria set out in the Trust Experience (which combines Ofsted and Teacher Standards and the values/expectations of our schools). Self-reflection and use of video-cameras (which already established within the Trust) will accompany observations to allow for greater analysis and feedback. All staff will be supported professionally to engage in informal observations of each other's practice as part of collaborative professional learning.

Climate Walks

Leaders and relevant staff will 'drop in' to lessons to evaluate the learning of students, or to gain a sense of the working 'climate' and learning behaviours. Such 'drop-ins' usually last for between five and fifteen minutes and contribute to the evaluation of the effectiveness and leadership of the school.

Work and Learning Sampling

Throughout the year, opportunities will be taken to sample and evaluate the quality of student work (including that which is captured on video) and the quality/frequency of written feedback both at a whole school and cohort level. This process will happen through staff meetings, as part of climate walks or as part of a wider sample undertaken by middle and senior leader.

Reviews

In response to identified need, fuller reviews of an aspect of the school will sometimes be undertaken. These will comprise an intensive period of observations, work sampling, staff interviews and student/stakeholder consultation leading to a summative report. These can be used to identify areas of strength and areas that require development.

Student/Stakeholder Voice

The views of our students will be so important to us. We want each of them to be able to articulate about their thoughts and feelings of the school. Each term we will seek feedback from them on the quality of their experience in the school. This will sometimes be done by an online survey and sometimes through focus groups where we will encourage students to share thoughts and feelings in front of others. Through this we will evaluate their perception of their experiences in lessons and identify next steps for each of them.

Data analysis/ Progress checks

Progress and assessment information submitted by teachers half-termly will be subject to analysis and will inform planning and interventions for individuals and groups of students. Where a pattern of under-performance in a class or group is identified a meeting will be held with the teacher to establish context (including causal factors) and plan interventions or strategies for improvement. This data will also be used to track and intervene where required across a whole school level.

Informal support programmes

Where aspects of teaching are identified as being in need of significant improvement, an informal programme of support and mentoring will be put in place to address the identified areas for improvement. This would typically involve the setting of success criteria within a defined timescale, with a senior colleague working alongside a mentor and engaging in a series of activities to help them improve in the specified areas.

Link Governor Visits

Each area within the school will have a designated 'link' member of the Local Governing Body who will typically visit the team at least twice a year and will feedback on aspects of practice and leadership observed. This will develop further the relationship between the school and the LGB and beyond to the Trust.

Through this rigorous system of monitoring and evaluation, leaders and staff will be able to identify the areas to strengthen. Professional development will be weekly and incorporated into the school time for all staff. Collaboration with IVC, in particular those staff with expertise in special educational needs, will promote a strong professional climate across the Trust.

How will we know that personalisation is working?

Our plans for TCS mean that we place a great premium on personalising our provision to enable the student flourish and succeed. We therefore need to know whether our measures have been successful. At the heart of this is monitoring and evaluating the progress of each student against their identified needs and our intended plans. We will make use of the data collected above and from our tracking to establish the success of personalisation. Feedback from students and especially from families will also corroborate the data. This will be led by the Headteacher and operationally supported by the SENCO.

Liaising with and reporting to parents/carers

The school's vision and mission will see us working very closely, supportively and proactively with parents/carers and families more generally. We recognise that the best way to impact on the lives of children and young people with ASC is to ensure a coherent and consistent response to support most strongly their development.

The process of liaison should be continuous. There will be an ongoing dialogue with parents and they should feel connected with the school. Staff will meet frequently with parents, particularly in the case of students who are likely to be delivered to school by taxi from a distance. This will take into account the parents/carers' personal circumstances e.g. their work and childcare requirements so that those circumstances do not act as a barrier to them feeling as if they know what is going on at school. A home school diary, photos and video footage, work sent home, Moodle (learning platform) and informal reports sent home will all be employed to assist. The home school diary should be as detailed as possible. There should be a way that parents/carers feel that they can informally contact the school and ask questions without feeling as if they are getting in

the way or wasting valuable time.

We will promote parental expertise as a key support in the learning journeys of our students; we recognise that the parents/carers of children with ASC will usually have a profound knowledge and understanding of their children's needs which professional colleagues will need to take full account of and we will use informal and formal opportunities to ensure parents are able to support the professional development of all our staff. Our relationship with parents/carers will develop in the following ways:

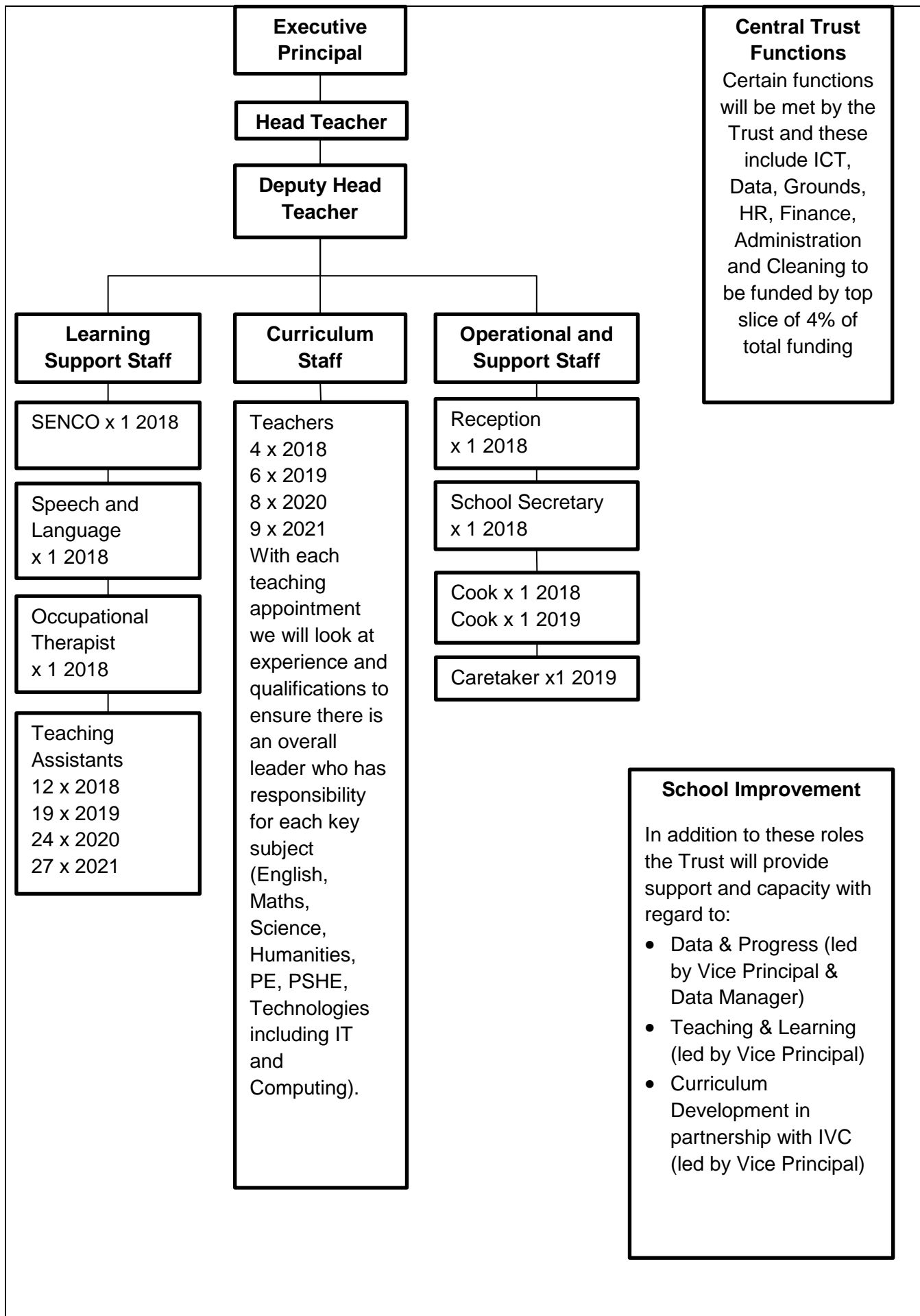
- running workshops to encourage parents'/carers' practical involvement and support in core learning areas such as numeracy, literacy, ICT/computing and science
- holding periodic surgeries and telephone and virtual surveys
- through regular teacher consultation evenings on a termly basis where the class teacher will discuss with parents/carers the progress that their child is making in all curriculum areas and share any areas of concern. This will also provide a platform for parents/carers to ask questions about their children's progress
- ensuring that parent/carer involvement in their children's learning is a recognised topic of staff activity and professional learning
- reinforcing the two-way nature of home-school communication and consultation including via a bespoke parents/carers area of the school website which will give practical information about homework and other ideas for supporting their children's learning
- the use of a text messaging and email service to send parents/carers important messages such as reminding them of key school events and passing on messages which praise their children's effort.
- the positive use of social media to share and celebrate the work of the school and to provide a connection for those families who live further from the school

We will report on students' progress to parents/carers in writing and online on a termly basis, including progress in relation to our internal assessment model.

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

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

Our plans for TCS demonstrate a strong and well considered staffing structure that enables (i) the school to meet the needs of the students it plans to admit and (ii) these plans are costed and ensure an efficient and effective school operates from the outset and continues in that way as it grows and expands to full capacity.



The organogram depicts visually the proposed structure and organisation of the team at TCS. Other functions and services including ICT, Data, Grounds, HR, Finance, Cleaning and more specialised Admin will be provided by the Academy Trust through a standard 'top-slice' of 4% of total funding.

Staffing structure

Post	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	1	1	1	1	1
Deputy Head Teacher	0	0	1	1	1
SENCO	1	1	1	1	1
Teachers	4	6	8	9	9
Teaching Assistants	12	19	24	27	27
Speech and language specialist	1	1	1	1	1
Occupational Therapist	1	1	1	1	1
Receptionist	1	1	1	1	1
School Secretary	1	1	1	1	1
Caretaker	0	1	1	1	1
Cook	1	2	2	2	2
Total	23	34	42	46	46

Our plans are suitably phased to ensure we are able to deliver our vision for the school within the funding we will have for the students on roll.

- **Year 1:** In addition to the Headteacher and SENCO (who will also undertake some teaching), the other full-time staff will be a Speech & Language Therapist, an Occupational Therapist, four teachers (two for combined Year 5/6, one for Year 7 and one for Post-16), twelve specialist TAs and a small number of Operational/Support Staff (reception/admin, secretary and cook); premises work will be overseen by the existing (on-site) team within IVC. We plan to have three classes within KS2/3 (with approximately 8-10 in each class) and an initial (average) adult: student ratio (ASR) of 1:2.1 (see note on Post-16 below)
- **Year 2:** this year sees the further recruitment of two teachers (one to join the existing Key Stage 3 teacher, where we propose to change to combined Year 7/8 classes, one to join for Post-16) and seven additional specialist TAs; in addition, we would add an additional cook. An additional class is added and the ASR for all

classes (including sixth form) will be 1:3.2.

- **Years 3 and 4:** during these years (and up to the school achieving full capacity in 2021), we will increase the number of teachers by at least one a year (each having oversight of a group and offering teaching across the school) and will see the number of TAs increase as shown above; at this point, to support monitoring and evaluation and to develop the capacity and capability of the teaching staff, we will add a Deputy Head (who will also support teaching with a reduced timetable). Once full and fully staffed, ASR will stabilise at 1.2.

[Note on Post-16 provision and staffing:

Excellent Post-16 provision will aim to ameliorate that currently a large number of students with ASC do not enter education, employment or training and are therefore at risk of becoming identified as NEET. TCS Post-16 provision will ensure that students;

- Follow personalised programmes of study and continue to follow a core curriculum of English and Maths as appropriate, accessing relevant level courses
- Explore their own ASC and develop strategies for successfully managing their condition
- Develop strategies that facilitate good communication and interaction, and the ability to self-advocate
- Continue to follow personalised pathways that support flexibility of thought, behaviours, sensory integration, and good mental health
- Increasingly explore, practise and use independent living skills both within TCS and the wider community environment (including for example, shopping, cooking, cleaning, washing and ironing, independent travel)
- Access robust clear career advice to identify realistic, aspirational pathways and achieve their goals.
- Participate in work experience opportunities

The Post-16 teachers will oversee provision for individual students and ensure that the planning of support and progress is comprehensively mapped to the student's individual needs and aspirations. Students will be encouraged to collaborate regularly (monthly) with teachers, teaching assistants, therapists and wider professionals to contribute to and establish their own pathways of study and progress. Where students are accessing mainstream lessons they will be provided with additional named adult support; the teaching assistant will be responsible for ensuring that the student is fully prepared to access and participate in mainstream lessons and will provide additional time and support to the student during private study time to maximise learning potential, achievement and success.]

All class teachers will report to the Headteacher (and Deputy Headteacher once appointed). Specialist classroom based support staff will report to class teachers; we will structure the day and professional time so that class teachers will be able to establish strong collaborative partnerships with TAs. In addition, class teachers and TA's will have a range of specialist skills to ensure curriculum and skill cover. Teaching will also be

supplemented (at KS4 and for Post-16 students) with input from specialists within the teaching team of IVC, commensurate with option choices and student needs. This will be an affordable and efficient way of delivering the curriculum and securing the highest possible outcomes for TCS. The Trust already has experience in enabling this to operate successfully, with staff working across the 'main' school, the Sixth Form (which operates as a distinct provision within IVC) and specialist SEND provision, the 'Pavilion' (for students aged 11-16) and 'IDEAL' (our 20-place unit for young people with (predominantly) MLD and, increasingly, ASC). The Trust will have the flexibility and ability to identify staff able to provide teaching within TCS. With over 80 students with EHCPs in IVC currently, there is a very strong base of teachers trained to teach children and young people with a range of SEND. Those identified to offer any necessary teaching within TCS will be fully trained to work with children with ASC.

A key role within the structure from the outset will be the Family Worker who, in addition to the child's named 'Coach', will provide more extensive individual support for families and lead on all aspects of developing the partnership across the school with parents and carers.

Less than capacity

If funding is reduced or less than anticipated, the structure is sufficiently flexible to adapt. Depending on in which years this might happen or the nature of the funding shortfall (reduction in per student funding or failure to recruit sufficient against plans), we would make savings as follows:

- condensed classes with fewer operating (and therefore not needing to recruit as many teachers); within Post-16, we will be able to support with existing expertise from IDEAL (IVC's Post-16 provision) and Impington International Sixth Form and have existing experience of running combined Year 12/13 provision with just one teacher (supported by experience and suitably qualified Level 2 and 3 TAs)
- delay appointment of Deputy Headteacher with additional activities for monitoring and evaluation and professional learning/development undertaken by Headteacher and SENCO with further support provided by the Trust
- recruit fewer TAs (as this is linked to student numbers)
- make use of part-time contract for Speech & Language and Occupational Therapists as these would be required for fewer hours (with a smaller student population)

Roles, experience and expertise

All staff throughout the school will be held to account through a clear line and appraisal system which will focus on students' outcomes, the quality of provision, areas of specific responsibility and on professional development. The Headteacher and members of the leadership team will be held to account for the success of the school by the Trust through the Executive Principal (CEO) and through support/challenge via the 'critical friendship' of the LGB. This will happen in regular meetings with the chair of governors, meetings of the LGB and, for the Headteacher, as part of the annual performance management process. The Executive Principal will hold the Headteacher and other senior staff to

account through regular meetings, the monthly Data Dashboard and performance management. Senior leaders will take collective responsibility for the school's performance and the students' outcomes as well as any specific areas of responsibility.

Leadership

The proposed structure has a strong blend of senior leadership (in the form of Headteacher, Deputy Headteacher (once appointed) and SENCO) sufficient and appropriate for a 70-place special school. The Headteacher will be a substantive post for the school and be expected to model the National Standards for Headteacher (2015). We will seek to appoint a Headteacher with experience of leadership in special schools, with a proven track record in working with children with ASC, who is passionate about the role that this school can play in raising standards and improving the life chances of its young people. We will place a very high value on the commitment to working with parents and families. The prospective candidate should be forward looking in order to lead our plans for the school's innovative curriculum. The Deputy Headteacher (once appointed) will become the lead for monitoring and evaluating student outcomes and provision and developing further the quality of teaching and learning with the team. The SENCO will be the professional lead for specialist support and expected to be a lead for understanding children with ASC.

Teachers and therapeutic professionals

Supporting the senior leaders will be a team of specialist teachers who will be appointed on their experience of working with children with ASC. At the heart of teachers' practice will be 'quality first teaching' to ensure each student has access to a high quality personalised approach. Teachers will be responsible and accountable for the all students in their class/es (NASEN, 2014). Students will be educated within small teaching & learning groups (of approximately 8) accessing an age or cognitive appropriate level subject-based curriculum; as we have outlined in D1, this may relate to areas of special interests according to individual students who are likely to demonstrate an uneven cognitive and/or academic achievement profile. Although our students will be higher functioning, we recognise there will be a variety of needs within this cohort. Therefore the high level of skilled staffing will allow flexible support that enables efficacious and comprehensive learning and progress. Teachers' practice therefore will embody the graduated approach of 'Assess, plan, do, review'.

Beyond this primary professional responsibility, we expect that each of the teachers will become subject leads within the curriculum, ensuring programmes are developed, personalised as appropriate and delivered effectively. The learning team will be complemented by a Speech & Language and an Occupational Therapist who will provide the necessary therapeutic support for children and link with classroom teachers to ensure practice is attuned to individual needs.

Teaching assistants (TAs)

Our large team of TAs will be appointed at different levels and also have responsibility for developing resources and approaches for individual students (for example, Speech &

Language, Social Communication, Sensory Needs). Their core responsibilities will be to:

- Facilitate and support teaching, adding to its value, so that it embodies the characteristics of 'quality first teaching'
- Provide 1:1 support and interventions with individual students, with a particular focus on (i) literacy and social communication and numeracy and (ii) develop independent learning and the ability to manage aspects of their own learning
- Leading small groups of students on directed activities within the curriculum
- Chaperone and support individual students in mainstream settings
- Act as coaches within the pastoral system
- Leading and coordinating 'readiness for learning' sessions

They will be deployed across classes and decisions about this deployment will be based upon the needs of individuals and to provide the most effective support that leads to the strongest outcomes for students. These outcomes will include social, emotional and behavioural outcomes, as well as academic ones. Our flexible and personalised approach to the school means they will need to hold the highest aspirations for each student and be adaptable and responsive to student needs, as well as highly trained and developed professionally during their time at TCS.

Professional development and staff training

The Trust is currently working towards 'Investors in People' award and therefore will place a premium on valuing and developing its staff within TCS. It will adopt and model the new 'Standard for teachers' professional development' (DfE, 2016) and apply this across the staff as a whole. We recognise that the impact of a successful special school on student outcomes and progress requires the coordination, engagement and development of all staff who work in the school.

We will develop the existing Trust Induction Programme for the different demands of TCS. Appointed staff will begin the induction with pre-commencement visits and communication with the Headteacher and SENCO (and this will be overseen by the Deputy Headteacher once appointed). The Induction Programme will have a core offer followed by all, giving new staff a thorough grounding in how the school works. However it will be balanced around individual staff needs and a further bespoke offer will be provided throughout the first term of an appointment.

We will also provide accreditation and training on working with people with ASC using that offered by the Autism Education Trust (AET). For the specific work on 'dynamic' learning we will use Think Autism, whose two-day programme for staff provides an excellent introduction to this approach. Think Autism will continue to support TCS in its work on coaching and developing strong relationships with children with ASC (and their families). Our training programme will be coordinated across each academic year, combining the priorities for the school along with individual priorities that emerge from staff appraisals. In line with the DfE Standards, there will be a striking focus on student outcomes and the specific social, emotional and communication development needed for

children with ASC. Identified staff will also be trained in 'Team Teach' and in strategies to manage and support challenging behaviours. We will set contracts and arrange timetables so that all staff can join together weekly for professional development and training.

The Trust is already deeply committed to the development of evidence-based practice of 'what works'. At the heart of this commitment to professional learning is a focus on student outcomes. We will encourage and support action research, particularly in parallel with the staff within IVC where there is already a well-established 'College Research Group' that has published well-received research journals on effective practice.

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

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TCS will be part of a Trust that aims to develop inclusive and international learning communities. Through its work at IVC, it has pioneered the development of international-mindedness, actively promoted tolerance and celebrated diversity and has been recognised consistently for its inclusivity at welcoming children regardless of background or circumstance. This same ethos and these values will be strongly and actively, as well as appropriately, promoted and celebrated within TCS.

All families and children, regardless of faith, will be welcomed to TCS. If there are specific needs linked to faith, these will be fully supported and there will be opportunities for students at TCS to come together with those from IVC for events, celebrations or festivals. All students, regardless of needs, will be included in events and activities and their voice and opinions recognised and celebrated.

British Values and 'Prevent' at TCS

TCS will be committed to ensuring that students develop a strong sense of social and moral responsibility, in particular to ensure their sense of self and their sense of others enables them to function successfully in a neurotypical world.

The school will prepare young people for life in modern Britain by developing an understanding of democracy, the rule of law, individual liberty, mutual respect, and tolerance towards those with different faiths and beliefs and those without faith. We will play a key role particularly in promoting awareness of the risks of extremism. All our staff will be trained in the most recent 'Prevent' strategy and receive annual refresher updates. ASC students may be particularly vulnerable as young people or adults to the influence of those who hold (violently or strongly) radical views. We will make this explicit and provide guidance and strategies to equip the students with ways of keeping themselves safe.

Every member of the community will play a part in enshrining the core values and beliefs

so as to build a strong, united and democratically-minded school. All staff and students will be expected to behave with integrity, tolerance and compassion in their dealings with one another; this will be a particular focus for students with ASC. We will provide opportunities for all students to explore not only their own cultures but also to understand how these align with British values and how we can work together as a community for the greater good.

British Values will permeate the work we do and will be promoted specifically at times throughout the school year through dedicated events. The broad and balanced curriculum has a wide range of subjects which will prepare students for the opportunities, responsibilities and experiences of life in modern Britain. At Key Stage 2 and 3 this will be a carefully designed and themed approach to developing our younger students' knowledge, understanding and skills. It allows exploration of the values that are considered to be key in modern Britain. In the Autumn term, for instance the topic, 'Communities and our place in them', allows students to consider issues relating to the different strands of British values. These opportunities to promote British values extend beyond the classroom with diverse extra-curricular opportunities offered to all.

The school will promote tolerance of and respect for people of all faiths or no faith, and of different cultures through the effective spiritual, moral, social and cultural development of students. This will be supported by a well-rounded programme of PSHE and Coaching Time which will offer clear guidance on what is right and wrong, with opportunities for students to reflect.

Democracy and active citizens

Democratic processes will be used for important decisions within the school community; there will be a school council and elected councillors from each year group. Any student who may be (electively) non-verbal will be supported to communicate their views through appropriate means. This will all foster the concept of freedom of speech and group action to address need and concerns. The principle of democracy and how dissent can help shape society will be explored in the History and RE curriculum as well as in PSHE. The relative strengths of democratic systems in Britain and abroad will be explored through the PSHE, History, Geography, RE and English curricula in Years 5 to 11. Through this rich programme we will provide opportunities for students to develop the skills to be active citizens, both for themselves (and particularly with regard to self-advocacy) and for their wider community.

The rule of law

Students will be taught the rules and expectations of the school. They will also be taught the value and the reasons behind the rules and laws that govern and protect us, the responsibilities that follow and the consequences when laws are broken. We will pay particular attention here to interpretation of law (and the approaches adopted within the legal system), which has direct relevance to people with ASC who are known to take things literally. Opportunities for the students to develop British values with regard to the rule of law include Coaching Time and PSHE. Personal Development (PD) day activities

such as those exploring healthy relationships and drugs / alcohol use, along with visits from authorities such as the police, reinforce this message. In History, students will explore the development of British Law and its value or importance. Other themes and subjects will contribute across the calendar and timetable. In the Spring Term, for example, we plan to raise awareness of the valued work done by our Armed Forces and in the November week of Remembrance we recognise their sacrifice for us all. Visiting Performance workshops will help students to stay safe with regard to issues such as knife crime or child sexual exploitation. This will also be supported through Drama and English.

Individual liberty

Students will be actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. The school will provide boundaries for students to make informed choices, through an empowering education. Students will be encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely and responsibly. Opportunities for students to develop British Values with regard to individual liberty will include PSHE and Personal Development days when e-safety advice and guidance will be offered (see below).

The school will encourage students to be aware of injustice, perceived or real, and to think about ways in which this can be challenged through school processes or in the wider world: through charity fundraising initiatives and awareness raising campaigns such as Children in Need and Jeans for Genes Day. TCS will have a robust anti-bullying culture and will have in place a comprehensive Behaviour for Learning Policy. Anti-bullying themes will be explored in activities during our PSHE lessons and Personal Development days on cyberbullying and revisited during national events such as Anti-Bullying Week through Coaching Time.

Mutual Respect

Among the school's core values are inclusivity and celebrating the diversity of international cultures; therefore mutual respect for others who may have different beliefs or ways of living is central to school life. Students will learn that their behaviour has an effect on their own rights and those of others. The aim is for all members of the school community to treat each other with respect and this will be reiterated through its teaching and learning environments. Mutual respect will be embraced throughout the curriculum by providing the opportunity for all students to express their views in a safe environment.

Opportunities for students to develop British values with regard to mutual respect include assemblies regularly focusing on issues such as children's rights to education and respect, and their responsibilities towards each other in terms of religious and racial tolerance. In the week of Martin Luther King Day, we will consider the lessons and implications of his campaign for equality in modern British society. Different cultures will be celebrated by participating in national events such as International Week of Languages. The Coaching Time programme in the Sixth Form will support all students

who will participate in the Trust-wide Creativity, Action and Service (CAS) programme, in which students are encouraged to initiate activities and work collaboratively with others regarding issues of global significance. Post-16 students will be required to provide a service for an identified community need as part of this CAS programme.

Tolerance of those of different faiths and beliefs

We expect our student body to be (moderately) culturally diverse. The school will promote tolerance through equipping all students with the ability to understand their place in this culturally diverse society and by giving them opportunities to experience such diversity within the school community. Opportunities for students to develop British values with regard to tolerance of different faiths and beliefs include the RE curriculum (SACRE) which will provide a broad and balanced education on a range of faiths, religions and cultures and will also investigate themes such as prejudice and discrimination. Other subjects throughout the key stages will help students to understand how and why Britain developed a rich diversity and heritage. These activities will also support the Prevent strategy. TCS will not tolerate extremist views which will be dealt with via liaison with appropriate bodies.

Keeping children safe

Students (and staff) will be joining a school which is part of a Trust that is proud of its work with safeguarding. We will place a priority on keeping our children (and staff) safe. 'Keeping children safe in education' (DfE, July 2015) will sit at the heart of our work, planning and delivery. TCS will recognise and understand the contribution we can make to protect students from harm and promote their welfare. We will ensure every child and young person at TCS is safe and protected from harm. This means we will always endeavour to:

- Protect the children and young people from physical and emotional harm (within and beyond the school, specifically through work with families)
- Proactively seek to promote robust emotional and mental health through all our planned activities
- Seek to ensure students are supported within a consistent school environment with consistent expectations from all staff
- Provide safe and effective pastoral care through our coaches
- Enable students to access the best life chances (within the curriculum and beyond in extended activities) and become successful adults
- TCS will establish and maintain an ethos where our learners feel secure, are encouraged to talk, are listened to and are safe. Each student will be encouraged and able to talk to or communicate with any member of staff and share concerns.

Through training and induction, all staff will know how to recognise and appropriately respond to a disclosure from a student and will know how to manage this. Our staff will not make promises to any student and every student will know and understand the consequences of what may happen as a result of making a disclosure. Throughout our curriculum and entire school day students will be provided with, and participate in

activities and opportunities to promote and practise requisite skills to safeguard themselves. At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies. The Headteacher will be the Designated Professional for Safeguarding with at least two other members trained to a 'Designated Professional' standard.

E-Safety

We recognise that many in our specific cohort will have a keen and extensive interest in computers, computing and online activities. We want to encourage and nurture this as it will prove to be a fruitful occupation for many. However, we recognise that ensuring the cohort is safe when online or using computers and other devices is crucial. We will dedicate specific sessions within our PSHE curriculum and during our PD days to e-safety. We will provide clear guidance on using social media and on the risks posed by developing online friendships and relationships, particularly with those whose condition means they can take information literally. This programme will intensify as students progress into KS4 and KS5.

Healthy lives

Our plans for TCS will ensure that students are encouraged from the outset to adopt healthy lifestyles. Our approach will offer opportunities within the formal curriculum for students to learn about healthy eating and the benefits of physical activity, through PSHE and PE and Sport. The school will make significant use of the school and wider site at Impington (outdoor areas as well as the Impington Sports Centre, including swimming pool) to support activities. In addition, our enrichment curriculum will provide time and opportunities for healthy activities before, during and after the school day. Through our programme, students will have developed the skills and acquired the experiences to lead healthy lives as adults.

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

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Children with autism spectrum condition (ASC) and their particular needs

We recognise that people with autism spectrum condition (ASC) present typical diagnostic features, what Baron-Cohen (2008) simplifies to two broad areas: difficulties in social communication and narrow interests/repetitive actions and behaviours. We also support his terminology of *condition* rather than *disorder*. He asserts that these children will have required a medical diagnosis arisen from neurological factors; however whilst there may be 'disabling' elements, the differences to neurotypical children do not lead to global disability and indeed can lead to individuals with striking abilities. Alongside this, we also support the view that 'each individual with autism is unique' (Autism Speaks, 2016) and that 'no two children will demonstrate the same learning profile' (Think Autism, 2016); this would mean that adopting a broad view of ASC and being too general would

prevent TCS from enabling each child who attends the school from succeeding and progressing with confidence. Therefore profiling, understanding and guiding children individually, in true partnership with the family, will be the only way we can secure the strongest outcomes and greatest successes with our students.

We accept that children and young people may well arrive at TCS with previous poor experience of education, some (and we know from research that this could be a significant number) will have experienced bullying, some may have little trust in education and all are likely to have social communication skills and some aspects of academic knowledge below that which is typical for their age. In addition, many of our needs could feature co-occurring conditions which may impact on their needs for the school. These could include: OCD, toileting issues, ADHD, seizures, SPD, anxiety disorder, specific speech disorders and aspects of learning difficulties. The needs will be therefore be varied and potentially complex.

Further information on the student cohort

In addition to the diagnosis of ASC and any co-occurring conditions, we expect our cohort to compose 'micro-groups' that will have particular needs to be considered and appropriately met.

- We would expect a similar percentage of students to that within Impington Village College to be eligible for Pupil Premium (currently 19%). The Trust understands this group's needs and the strategies that should be considered to be most effective to ensure they progress and achieve well. Additional resources for this cohort will be strategically and effectively deployed. High quality teaching, appropriate and developed feedback, interventions and targeted support, strong parental engagement and support and effective coaching/tutoring are the best measures to ensure success and TCS will similarly adopt these for 'disadvantaged' students.
- Similarly the school's location, just three miles from the centre of Cambridge, means that there will be a significant number of children for whom English is an Additional Language (EAL) (approx. 12%). The Trust has extensive experience in supporting such students and employs a dedicated teacher who will be able to work with TCS students and staff on individual support and strategies to improve teaching.
- We expect the population to have significantly more boys than girls. The closest similar school (in Suffolk) has fewer than 10% who are girls. Our SENCO has a professional interest on 'Girls with ASC' and will ensure that this population is strongly supported and guided. There is a growing understanding of the needs of girls with ASC that is likely to lead to improved diagnosis and successful acquisition of an EHCP. It is essential that TCS is able to meet the individual special educational needs of females in addition to males that are likely to present differently and therefore have different learning profiles. TCS will have a curriculum that is responsive to the growing research and knowledge of the specific needs of girls with ASC. All TCS staff will have additional training that specifically explores the differential gender specific presentation of ASC. Whole school ASC knowledge,

skills and competencies will ensure the creation of an enabling school ethos that recognises the individual strengths and special interests of girls. Girls with ASC may be more likely to imitate and mirror behaviour and will be encouraged to develop appropriate emotional and behavioural responses by, for example, being partnered with a student that have master key skills to be taught, by using video, role play and social stories or scripts. Structured and unstructured activities will include a broad range of interests and activities to ensure that female students are fully included in all aspects of TCS community. There will be opportunity for gender specific teaching groups, structured and unstructured activities such as, a girls' social skills group that develops the ability to successfully navigate social rules, peer mentoring (girl to girl) to explore friendship and bullying concerns, sex and relationship education and gender identity. There will be specific advice and support regarding adult aspirations that explore the variety of career pathways and facilitates the individual female's right to choose even if this differs from cultural influences; girls may prefer professions that are male dominated relating to their ASC characteristics and traits.

- Many students with ASC will have medical needs that the school will need to respond to and ensure they are appropriately met. There will a number who have dietary needs. The Trust's current caterers, Caterlink, will provide for TCS and have an excellent track record in modified diets. Our flexible approach will ensure regular and appropriate breaks for any individuals who need this for diet and health. TAs and other professionals will be well-trained to provide toileting arrangements for students.

An holistic approach

Our vision for TCS is to adopt an holistic approach and recognise that successfully addressing needs or features of an individual's ASC and co-occurring conditions will be dependent upon coordinated and engaged activity from our staff in collaboration with parents and, wherever possible the children/young people themselves. Proactive working relationships with the LA, previous providers, health professionals, locality teams and social care will ensure that all practitioners share best practice and expertise to ensure this holistic approach carefully considers and meets the individual needs of the young person. The Trust already has an excellent track record in this domain and will ensure a similar success at TCS.

How we engage with the young people and their families from the outset will establish the tone and nature of the relationship over the subsequent years in the school. Effective transition/induction practices and processes will be essential - these should be bespoke according to the individual needs of the students and involve parent/carers. All students and families should quickly understand the routines and expectations (including an expectation of good behaviour) and the support that is available to help this happen. We will profile each student in terms of:

- academic attainment on entry (from a range of sources including previous school data and assessment records as well our own specific testing)

- language and communication development and sensory profile
- commonly occurring behaviours (through recorded observation in previous setting using STAR analysis and the ABC chart)
- as well as gathering information from health plans/professionals to inform needs relating to physical needs

As well as liaison with the previous school/setting we will also work collaboratively with families. Our experience informs us that families of children with ASC are very knowledgeable about and have significant understanding of the condition and how it represents in their children in particular. We will draw upon this experience and knowledge in our assessment and the development of our plans to meet needs. Alongside this, our aspiration is to review video footage of each student at home before they come to TCS. We want to be able to observe and understand the condition of each. In this way, we will be able to:

- create developmentally meaningful targets
- ensure our provision is specifically and individually tailored to each child

Tracking and on-going assessment

There will be a clear point of contact for each student and family to facilitate effective information sharing and limit the need to repeat the same information to different professionals. We will hear, listen to, share appropriately and respond to the views of the student and family. Comprehensive information sharing via face to face meetings, email correspondence, website and family events will allow and encourage students and families to be able to make informed choices and decisions.

From our initial assessment, we will have a comprehensive and holistic profile of each student. We can then set appropriately aspirational developmental targets covering all aspects of the child, not just their academic needs. Each child will have a 'Coach' who will have oversight of the tracking and assessment data that staff collect and collate. We will undertake this formally half-termly. In addition to this, we will make use of shared videoing between school and family to monitor how we are manage the relationships with each child. If a student does not appear to be making the anticipated progress, we will intervene, meeting with families to discuss a revised holistic approach.

Meeting the needs of all

Thus, excellent collaborative working will establish a profile of the student that will inform innovative, flexible and challenging approaches to ensure that each student is included and their individual needs met. Personalised curriculum and programmes of study including therapeutic support will enable progress emotionally, socially and academically. When students' social, emotional and mental health affects progress this will be quickly recognised and interventions (therapies, one to one support, mentoring, etc.) will quickly ameliorate the difficulties and tackle barriers to learning.

Barriers to learning are likely to include a range of difficulties such as language and

communication, social and emotional understanding, flexibility of thoughts, rigidity of behavioural responses and sensory sensitivities. The curriculum will be flexible to meet the individual needs of the students and as specified in the EHCP. In addition to the core school day, it extends before and after these hours and this time may be suited to some of the students, particularly those needing more individual or flexible teaching or interventions. Strong use will be made of ICT from the outset, with all students able to access their own computer in the school (recognising here the preference with children with ASC for repetition and the familiar). The curriculum offer will include regular therapeutic services (Lego therapy, mindfulness, music therapy, occupational therapy, play therapy, physiotherapy, speech and language therapy, talking therapy) to address students' social interaction and social communication difficulties in addition to their pragmatic learning difficulties.

Staffing and other agencies

Alongside the Headteacher, the SENCO will play the key role of coordinating the assessment of children/young people and ensuring through the staff team that appropriate targets are set for each student. S/he will be responsible for the systems of assessment, target-setting and needs analysis. Her/his expertise is critical in enabling the school to meet the needs through the staff team. They will not have any direct line-management responsibility, but provide the vital leadership to enable the phase and subject staff perform their roles and responsibilities.

The school will employ specialist teachers of literacy, numeracy, SEND, subject specialist teachers and TAs, all of whom will either have strong practical experience of working with children with ASC or receive comprehensive training from our experienced and well-qualified practitioners. Teaching will be personalised and flexible, with targeted one-to-one and small group interventions as appropriate, with KS4 students, in particular, integrated into 'mainstream' lessons for part of the curriculum. Students will need adapted teaching methods to improve their receptive language and develop their expressive language. We will address the need for relevant language enrichment strategies and a communication-friendly environment. Our SENCO, supported by the Speech and Language Therapist, will regularly audit the provision and ensure it maintains its focus on each child. The school will also employ an Occupational Therapist to attend to additional needs. In addition all students will be well known and supported by their 'coach, the assigned member of staff who meets with the students daily (see below).

As well as the TCS staff, there will be close relationships with other professionals who support the children and families. The Trust has an outstanding track record of partnership with other agencies and this is will be continued within TCS. As well as physical health professionals such as GPs and possibly paediatricians, we expect the closer work to be undertaken with mental health teams including CAMHS. We will offer counselling and other mental wellness therapies.

The 'coach'

At the heart of TCS will be positive relationships between all. We recognise the value and

importance of individual students being known and understood by members of staff. In a special school with only 70 students and about 30 members of staff, this will be possible. However, on a practical level, we need to ensure there is a particular point of contact for each student in school and for families from home. The 'Coach' will have particular roles and responsibilities in meeting students' needs:

- lead daily Coaching Time with assigned students, settling and preparing them for the day ahead
- meeting regularly with 'coachees' during the school day to discuss or communicate with (for those who are non-verbal) and to ensure students' identified needs are being met
- attending to students' social, emotional and personal development and being the lead for students' well-being, pastoral care and academic review of progress
- liaising with teaching staff and other professionals to discuss programmes, adjustments or interventions within and beyond the curriculum
- be the main point of contact for family contact and to discuss progress and development with parents/carers regularly

Safeguarding

The environment will be appropriate, safe and responsive. TCS will be part of a Trust where safeguarding of children and young people is absolutely fundamental. There will be a dedicated team of trained Designated Persons (initially a minimum of three) including the Headteacher and SENCO. This team will meet regularly to review all logs, any child in need meetings, on-going concerns and any other broader safeguarding issues. Our staff will be annually trained in 'Child Protection' and regularly trained in how they can specifically support children with ASC to be safer in and beyond the school. Safer recruitment practices will be rigorously maintained.

The LGB will have a Governor to link with the Headteacher to review all safeguarding on a termly basis and the Executive Principal and Trustees will formally evaluate and review safeguarding and child protection bi-annually. Safe@TCS will be concerned with individual children and their needs and will also determine and review the curriculum and broader provision to ensure it caters for our children with ASC. These children may have greater needs with regard to vulnerabilities outside the school and we will ensure we liaise with all families to ensure no child or young person is placed at risk; this will be especially the case as they progress through the school and demand greater independence as young adults. The whole team at TCS will coach and guide students to enable them to take responsibility for their own lives and to live safely as independent adults.

Managing (challenging) behaviour

Our expectations regarding behaviour will be very high; however we know that children with ASC can exhibit challenging behaviours, typically in response to particular triggers. Our holistic and dynamic approach should ensure that they develop positively and learn to work collaboratively with adults in the school as well as their peers. We will have a

sensory room and make positive use of the external environment for calming and therapy. If students experience difficulties we will employ STAR analysis and the ABC chart to monitor behaviours and to identify triggers. From there, we can coordinate school-home responses to see improvements.

To ensure, the school is successful in managing challenging behaviour we will have the following strategies in place:

- all staff will be trained in knowing and understand the behaviour plans and characteristics of individual students to prevent incidents worsening
- all staff will be trained with the Basic (2 day) Team-Teach training
- all students will have and understand a 'What to do if..' to enable them to have a safe place and response if an incident takes place
- a sensory room where students can enter to calm and settle
- a calm zone outside where children and young people can calm and settle in the open air (for some this may be a better location than the sensory room)
- students and staff to be trained in relaxation and self-calming techniques

As well as ensuring excellent and appropriate behaviour (linked to students' needs), we have highlighted in D2 how we will ensure attendance is excellent.

The Learning Environment

Underpinning all of these strategies and approaches to meeting the needs of students will be a learning environment that will be built and designed with children and young people with ASC in mind. We will consult with parents and young people during pre-opening to get stronger feedback on what is needed. However, from our feedback so far, we would want to add the following features into the design and construction of the learning environment:

- classrooms and social spaces inside will have as much natural light as possible; our preferred location for the school means that we can locate these in the south facing part of the building
- there will be a mix of 'general' classrooms and a specialist room for food, plus one that can be used to 'life skills' and personal development work (with a bed, wardrobes and other practical items)
- we will have an IT suite and a multi-purpose space for art, music activities, drama and dance
- corridors will be wider than typical to give students more space as they move around and to be used for 1:1 and smaller group activities (there will be wall-mounted desks to support this)
- the colour-scheme for the school will be supportive of children with ASC and avoid hyper-sensitivities
- a strict display policy will be developed and designed to support students; we will liaise with children and families as to 'what works' best
- the shop and cafe will form a key part of the curriculum in KS4 and KS5 and also serve as a meeting place and reception space for staff, families and other

professionals

- the canteen will be a combined hall for indoor sports; there will however be a quiet area for those who prefer to eat alone
- as we are going to use outdoor learning, we will have a mix of 'zones' including a sport area for physical activities, a 'science' area for practical activities, a calming/sensory area and a garden for students to cultivate plants and small crops for the shop/cafe

The identified location of TCS means it can access the playing fields and playgrounds of Impington Village College which offers additional space for activities.

Section E – Evidence of need

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

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Evidence of Need for students with an Education, Health and Care Plan (EHCP) or Statement of Special Educational Needs (SEN)

Children and young people with ASC in Cambridgeshire; an increasing demand

Cambridgeshire Local Authority has provided the following data that demonstrates the population of children and young people with ASC in Cambridgeshire will increase by at least 500 within 10 years (2025). The number with a Statement of Special Educational Needs (SEN) or Education, Health and Care Plan (EHCP) with a primary need of autistic spectrum condition (ASC) in Cambridgeshire has increased over the last eight years, a trend the LA anticipate continuing.

The number is expected to rise to an approximate total of 1260 children and young people. By 2020 the LA has stated (refer to supporting letter in Annex 1) that 131 places for students with a EHCP that describes autism as the primary need will be required. This is an increase of at least 40 places.

Cambridgeshire 0-24 population and number of children with ASC - Forecast; Numbers of students with SEN and/or EHCP

Setting	Academic Year						
	08/09	09/10	10/11	11/12	12/13	13/14	14/15
Cambridgeshire Population (0-24)			189,100		191,500		
Children with ASD as % of 0-24 population			0.40%		0.46%		
Children with ASC	737	747	757	806	884	937	948
Percentage increase of Children with an EHCP (ASC as a primary need)			1.4	1.3	6.5	9.7	6.0

	Predictions (Academic Year)										
Setting	15/16*	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26
Cambridgeshire Population (0-24)	194,200	197,340	200,480	203,620	206,760	209,900	211,700	213,500	215,300	217,100	218,900
Children with ASD as % of 0-24 population	0.50%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%
Children with ASC	969	987	1002	1018	1034	1050	1059	1068	1077	1086	1095
Percentage increase of Children with an EHCP (ASC as a primary need)											

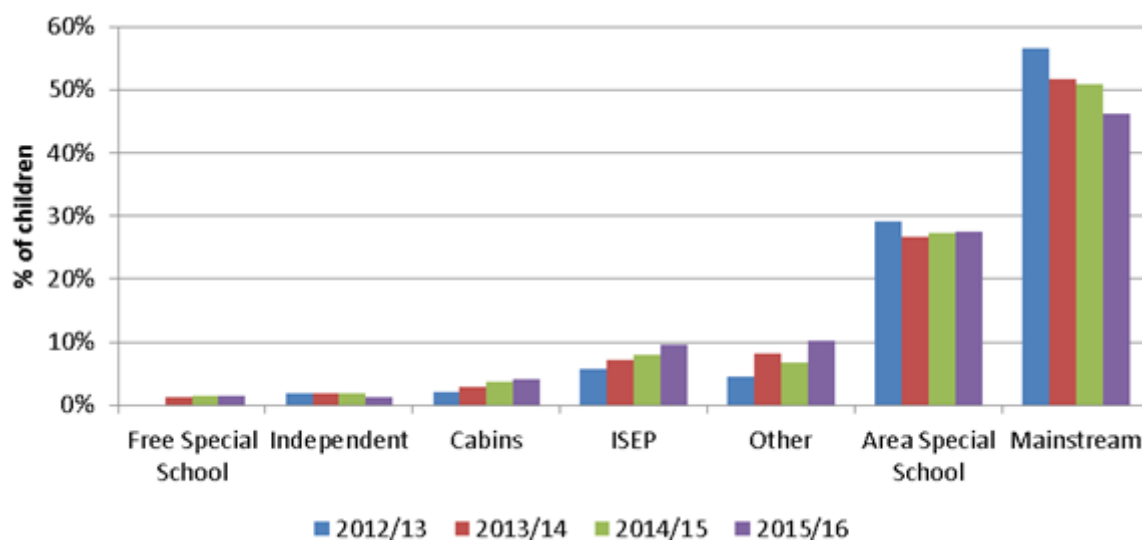
Evidence of Local Authority Demand

Please see Annex 1 for letter of support from Cambridgeshire County Council.

Cambridgeshire County Council current provision for students with ASC

Young people with a diagnosis of ASC are currently educated in a range of settings including independent provision, ASC Centres known as 'Cabins' (in which students must be able to access a minimum of 80% mainstream provision), In School Enhanced Resource Provision (ISEPs), special schools, provision outside the local authority (involving significant transportation of the young people to outside their communities and exceptional cost to the Local Authority) and mainstream primary and secondary schools with varying levels of support and expertise.

Just over half of children and young people with a SSEN or EHCP with ASC as the primary need attend mainstream schools and approximately a quarter attend special school provision. However there is a decreasing trend of numbers of children and young people with a primary need of ASC attending mainstream provision whilst the numbers of children and young people attending Cabins and ISEPs has increased suggesting that students are needing, and families are seeking, more specialist support as the graph below demonstrates.



There is a lack of local targeted and specialist provision for students with a diagnosis of ASC with about average or above average ability who are not able to access and fully participate in mainstream provision (mainstream, Cabins and ISEPs) or who would not be appropriately placed within a complex needs special school. Places therefore have been commissioned in the independent sector and/or outside of Cambridgeshire as described below.

Name of provider	Age Range	Number of available places	Number of places commissioned by Cambridgeshire Local Authority	Capacity	OFSTED
Gretton School for Autism and Asperger's Syndrome; Cambridge (Independent)	5 - 19	90	61	Full	Good
Park House School for Autism and Autistic Spectrum Conditions; Peterborough (Independent)	5 - 19	21	6	Near capacity	Good
Churchill Special Free School for students of average or above average cognitive ability, usually with a diagnosis of language and communication difficulties, high functioning autism and Asperger's Syndrome; Suffolk (Academy)	8 - 18	70	11	Full	Outstanding
City of Peterborough Academy Special School; Peterborough	4 - 18	90	9	At capacity	Good

Two providers are independent specialist schools (ASC), one is situated in Suffolk and one in Peterborough. Transport and placement costs are therefore currently extremely high and arguably not the most efficient use of resources. The supporting letter from the LA describes that the current available provision is not sustainable at the present cost of £4 million. This clearly demonstrates the need for a special free school in Cambridgeshire offering excellent specialist provision for students with a primary diagnosis of ASC is necessary, will be a vital addition to the local offer and will ensure a more efficient use of resources. Cambridgeshire LA is clear in its letter of support that this provision is required to meet the growing local demand and ensure that resources are used appropriately to optimum effect.

The LA is supportive that children and families already placed in specialist provision will be able to consider TCS at appropriate phase transfer if it provides appropriate education closer to their home.

A description/ timeline of Key engagement with commissioners

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

There is an identified and demonstrable growing need for specialist provision that meets the individual needs of children and young people with ASC. The Trust has been working in collaboration from the outset with Cambridgeshire County Council to address gaps in local provision. [Redacted]

[Redacted]

[Redacted]

TCS will help meet the urgent need for specialist places and projected shortfall in secondary places, in particular, from 2018 onwards. The overwhelming demand for

specialist places means that in the opening phases TCS will extend choice for children, young people and families through excellent specialist provision, small class sizes, access to mainstream classes as appropriate with support, subject specialist teaching, participation, choice and advocacy, innovation and creativity.

The Trust has established expertise regarding special educational needs, and has the capacity to deliver the target of an outstanding free special school.

Parental and Wider Engagement

A sustained communications and community engagement strategy has ensured that the wider local community, young people, parents/carers and families, and all stakeholders are aware of the plans to bid and the vision for TCS. This has included the use of a new website, social media, brochure, leaflets, advertising, media coverage and an e-newsletter. There have also been presentations to local organisations, a launch event which was attended by over 120 people, open drop in sessions, meetings with individuals, focus groups and forum discussions.

An information booklet has been produced giving detail about the proposal to ensure that all stakeholders are informed of the key facts and features of TCS. The booklet has been sent to all stakeholders and is available to download online via the new TCS website - see Annex 2: Information booklet: Introducing The Cavendish School. A regular newsletter has been produced to keep all stakeholders up to date with progress and to invite input as relevant. A database of stakeholders has been established and there are currently 213 subscribers to the e-newsletter. In addition a media campaign has aimed to reach a wider audience to raise awareness, understanding and interest. Please see Annex 3 for further detail and evidence of this work.

Extensive dialogue with Cambridgeshire County Council, our local MPs, Autism Research Centre (Cambridge University), local businesses, community groups, local schools, health specialists, therapists, parents, and young people focus groups have, and continue to form an intrinsic part of development.

Summary of engagement with stakeholders:

Stakeholder	Details of engagement	Outcomes
Young people with ASC	<ul style="list-style-type: none"> Series of focus groups have met to discuss elements of the proposed new school. (These have involved young people with ASC in current mainstream provision as well as young people who have left education) Young people invited for 	<ul style="list-style-type: none"> Views and experiences of young people used to inform the proposal Ongoing engagement with young people to test specific elements of the proposal and highlight areas that may need development

	input via website polling and social media	
Parents of prospective students Parents	<ul style="list-style-type: none"> • Working group given talks to parental groups at partner primary schools • Series of open drop-in sessions have allowed parents to come and discuss The Cavendish School proposal, ask specific questions and share their experiences • Individual meetings with prospective parents have taken place on request • Prospective parents receive regular updates through TCS e-Newsletter 	<ul style="list-style-type: none"> • Experiences and views of prospective parents has informed the proposal • Parents forum established to give a platform for discussions and continued input in developments • Parents of 87 prospective students actively engaged through consultation
Parents of students currently studying at Impington Village College and Partner primaries	<ul style="list-style-type: none"> • Article about the school featured in College magazine, with a print distribution of 1200 and an virtual readership of 2000+ • Invitation to launch event and drop in session sent to parents 	<ul style="list-style-type: none"> • Local parent community kept informed about plans, including information about how the Cavendish School will complement existing provision at IVC • Information regarding TCS disseminate to wider community • Much positivity and support from parents of IVC students
SENCo CB4 Forum (Cambridge)	<ul style="list-style-type: none"> • Working group attend meetings of SENCo forum to share updates • Q&A session took place for SENCos to share information and invite input 	<ul style="list-style-type: none"> • SENCos for local primary and secondary schools engaged with the proposal and kept informed of plans as develop • SENCos shared thoughts and experienced to inform bid based children currently working with

<p>Individual SENCOs working in local primary and secondary school settings</p>	<ul style="list-style-type: none"> • Meetings with individual SENCOs continue to take place • SENCO receive regular updates through TCS e-Newsletter 	<ul style="list-style-type: none"> • SENCOs helping to identify individual students who may be eligible to attend TCS in 2018 and beyond
<p>Primary schools</p>	<ul style="list-style-type: none"> • Leaflets handed out to all local primary schools • Regular TCS e-Newsletter disseminated to staff • Invites to open drop in sessions and engagement via website 	<ul style="list-style-type: none"> • Primary schools kept informed of plans and input welcomed
<p>Sensory Services</p>	<ul style="list-style-type: none"> • Information sent to SALT; Hearing Impairment, Visual impairment and Mobility Services • Invitation to share TCS e-Newsletter with contacts 	<ul style="list-style-type: none"> • Sensory services kept informed and engaged • Talks to take place in Autumn term with different departments
<p>Cambridgeshire SCIP Advice service for families with 0-25 year olds with a disability or additional needs</p>	<ul style="list-style-type: none"> • Article featured in the SCIP newsletter which is distributed to families across Cambridgeshire • Receive regular updates through TCS e-Newsletter 	<ul style="list-style-type: none"> • Information regarding the proposal reaching the wider community including those who will not be directly affected by TCS
<p>Romsey Mill Trust Local charity supporting children, young people and families</p>	<ul style="list-style-type: none"> • Regular and ongoing meetings building on the partnership with the Trust and the Aspire Programme (which runs social clubs, mentoring and support for children and young people from year 5 to age 19 who have ASC and are in mainstream schools) 	<ul style="list-style-type: none"> • Experts working in sector inform the proposal • Focus groups of young people with ASC, parents and carers established to continue informing the school as it develops
<p>Music Therapy Service and Social Care</p>	<ul style="list-style-type: none"> • Meetings taken place with Cambridgeshire Music, Social care team and individual therapists • Receive regular updates 	<ul style="list-style-type: none"> • Expertise informing proposal • Therapists working with young people with ASC signposting parents to

	through TCS e-Newsletter	<p>TCS</p> <ul style="list-style-type: none"> • Social care and therapists particularly useful at reaching parents of young people with ASC who are home-schooled and may not receive information regarding TCS through other channels
Local National Autistic Society (NAS)	<ul style="list-style-type: none"> • Information shared about the proposal • Connection through social media 	<ul style="list-style-type: none"> • Information about TCS reaching wider ASC community, inviting input and experience that may support development
National ASC and Girls Forum	<ul style="list-style-type: none"> • Ongoing dialogue with forum including attendance at meetings 	<ul style="list-style-type: none"> • Latest information and sharing of strategies regarding work with girls with ASC informing proposal • TCS will make presentation at the 'Girls on the Spectrum' conference in January
Pinpoint Independent information and support network for parents in Cambridgeshire	<ul style="list-style-type: none"> • Network receives regular updates through TCS e-Newsletter 	<ul style="list-style-type: none"> • Information regarding TCS reaching wider community and Pinpoint users • Support for proposal gathered from a variety of individuals and families
Autism Anglia Charity providing services and support to people with autism and their families	<ul style="list-style-type: none"> • Receive regular updates through TCS e-Newsletter 	<ul style="list-style-type: none"> • Opportunity to draw on a pool of experience and understanding in inform development • Information regarding TCS reaching wider community

Autism Research Centre	<ul style="list-style-type: none"> • Meeting to discuss collaboration and partnership with Professor Simon Baron-Cohen. 	<ul style="list-style-type: none"> • Letter pledging support • Commitment to research
South Cambridgeshire District Council (Local planning authority)	<ul style="list-style-type: none"> • Initial contact made with planning department to raise awareness and discuss timetable for development • Local District Councillors informed and receive regular updates through TCS e-Newsletter 	<ul style="list-style-type: none"> • Guidance offered by planners supporting preparation of proposals for physical development of the site • Information regarding TCS reaching wider community
Histon and Impington Parish Council	<ul style="list-style-type: none"> • Presentation to Parish Council sharing details of proposal and invitation to contribute • Councillors invited to launch event • Regular updates through TCS e-Newsletter 	<ul style="list-style-type: none"> • Councillors pledge support for new school and helped to disseminate information in the local community
MPs	<ul style="list-style-type: none"> • Information regarding proposal and invitations to the launch event sent to MPs in Cambridgeshire 	<ul style="list-style-type: none"> • Letters pledging support received from Lucy Frazer QC MP, Heidi Allen MP, Daniel Zeichner MP • TCS invited to attend parliamentary meeting presenting issues around girls and autism
Impington Village College Parents, Staff and Friends Association (PSFA)	<ul style="list-style-type: none"> • Presentation to PSFA sharing details of proposal and invitation to contribute • Members invited to launch event and discussion forum • Regular updates through TCS e-Newsletter 	<ul style="list-style-type: none"> • Members pledge support for new school and helped to disseminate information in the local community
Community groups	<ul style="list-style-type: none"> • Information shared with local community groups organisations who currently work with IVC 	<ul style="list-style-type: none"> • Fostering understanding and interest in the local community to encourage

		understanding and support for TCS
Local businesses and organisation	<ul style="list-style-type: none"> • Information shared with local businesses and organisations • Targeted communications with businesses who may engage with work experience placements 	<ul style="list-style-type: none"> • Developing database of businesses who are able to offer appropriate work experience opportunities to a range of students who may attend TCS • Fostering understanding and interest in the local business community
Local residents and neighbours	<ul style="list-style-type: none"> • Information shared with local residents living close to proposed site • Information shared with local businesses living close to proposed site 	<ul style="list-style-type: none"> • Engaged with Spire Cambridge Lea Hospital and Histon Football Club who both offered support for the proposal • Fostering awareness and understanding by local residents including those on Park Drive who are closest to proposed location

Letters of support from stakeholder are included; see Annex 4, and the drive to gather support and input for the new school will continue after submission of the application.

Parental Demand

There has been active engagement with parents of prospective students, and as a result the response to the proposal has been overwhelmingly positive with parents voicing strong words about why TCS is needed:

- *We are desperate for the right school and shocked that Cambridge doesn't have one.... Please give us the right school!*
- *I am very excited about the Cavendish School proposal. This kind of provision for Cambridgeshire is long overdue*
- *Very inspiring to hear about the Cavendish School... fantastic vision for future.*
- *Very interested in sending our daughter to a specialist school that is embedded with a mainstream setting*
- *We are desperate for a skilled ASC focused setting that will take education to my son and help him to realise his potential - the proposed school offers just that*
- *My son has been unsettled at his primary school since he started in Reception. He is currently in Year 3 in a class of 30 and in September will increase to 34. He has*

autism and sensory processing disorder. He would settle, I believe, in an environment where the staff teaching him understand his individual needs and not try and make him conform.

- I am fully supportive of the school and agree there is an utmost need for good quality SEN provision*
- My son falls between current mainstream and special education provision. He would benefit massively from the Cavendish School*
- Very keen for my son to attend TCS in Year 12. We welcome a learning environment that includes options for vocational qualifications with a view to employment in an environment that promotes support and understanding, which will ultimately enable him to become independent and contribute to society.*

Engagement has revealed strong evidence of demand from parents, which continues to grow as our dialogue with the community continues. There have expressions of interest in TCS for 96 students spanning a range of ages. In addition, there has been a commitment for 38 of these students who stated they would like the local authority to name TCS on their EHCP.

Number of students requesting TCS named on EHCP for September 2018	Number of additional students requesting TCS named on EHCP for September 2019 or beyond	Total number of students who have expressed interest in TCS through parental consultation
20 <i>Year 5: 7 students</i> <i>Year 6: 6 students</i> <i>Year 7: 3 students</i> <i>Year 12: 4 students</i>	18	96

When the proposal moves into the next stage of development offering more detail to prospective parents, it is believed that a significant number of the 96 expressions of interest will wish to request TCS is named on their EHCP.

Work continues with SENCOs, local education providers and specialist therapists to help identify potential students who may be eligible to attend in 2018 and beyond. In addition to evidencing demand, consultation with parents has been crucial in shaping the proposal for the new school. Here is summary some of the key themes raised by parents, carers and young people, along with notes about how they have been addressed within the proposal.

Theme raised	Impact on proposal
Parent/ carers simply want the best for	TCS consultation has actively sought to

<p>their children, but often feel they are not heard or consulted with by education providers</p> <p>Relationships are vital. Too frequently there is a lack of effective working relationships between students/families and school</p>	<p>engage parents/ carers giving them the opportunity to share their experiences and shape the development of the proposal. Work with families includes collecting stories and experiences to help identify triggers for disengagement with education.</p> <p>During development and once established TCS will proactively work collaboratively with parents. At the heart of the school will be relationships and their importance in supporting the growth of each young person. These relationships include those between each student, their families, staff they work with, other students in the school and the wider community.</p>
<p>Parent/ carers need to be included by whole school communities - many parents expressed a sense of 'alienation' that reflects their children's experience</p>	<p>In response to this, consultation regarding the new school has extended to actively engage students, staff and families attending IVC and the wider community. The engagement aims to start addressing some of the misconceptions surrounding ASC within the wider community, informing the advocacy role that the new school will play. Following this input from parents it is proposed that TCS will support a programme of events and opportunities open to the wider community, fostering an understanding and connection.</p> <p>Parents of students attending TCS will be actively engaged on a day to day level within the school community. For example they may be encouraged to share breakfast at school, or read a book with a student on arrival.</p>
<p>Young people want friendships but do not necessarily have the skills, understanding or 'shared perspectives' that enable and facilitate this</p>	<p>TCS will ensure the whole school day will be included as curriculum including breaks, lunch, activities and social time. The school must work collaboratively with students, teachers, TAs, therapists, wider</p>

	professionals, parents and families to support each individual in developing friendships and relationships.
Anxiety is frequently not recognised or addressed robustly - leading to self-harming behaviours, suicide attempts, long term stays in hospital - which may be avoided if appropriate strategies were employed earlier and by everyone (including schools)	The proposal for TCS acknowledges and addresses this concern by proposing a programme on offer to students which will include therapists, sensory integration, teaching of self-calming techniques, mindfulness, resilience and emotional health and well-being. Crucially the development of pre-requisite social skills and communication will allow for good safe relationships and friendships to develop.
There is a lack of appropriate proactive services for young people with ASC, a lack of robust pathways to diagnosis, and EHCP pathways are littered with obstacles	TCS will adopt a listening ethos. It will strive to become a centre of excellence, giving a voice to raise and challenge as appropriate. Ongoing parental input will be key to shaping this aspect of the school as it develops. A parents' forum has been established to inform the development, but also to continue once the school is open as a platform for discussion.
Neurodiversity and/or acceptance of 'difference' within the education system is frequently poor and/or non-existent - children should be taught/coached according to their individual portfolio of strengths and interests - free-flowing creative curriculum	TCS will be centred around the individual, with a bespoke programme that is planned around their needs and interests. Where appropriate this will involve linked with mainstream. For this to be productive it is essential that there is robust disability awareness training for all staff of IVC, as well as the specialist staff work at TCS. In response to parent suggestions, TCS will endeavour to deliver staff training by a range of different people offering different perspectives, including input from young people with SEND.
Parent/carers are the expert with respect to their children	TCS fosters a listening ethos with workshops and opportunities for participation. The parents' forum will be an important tool for continuing the dialog.
There is a lack of therapies available	The consultation process has invited

<p>in schools</p>	<p>parents to put forward suggestions for therapies and activities that their child would find of benefit. This has been used to inform the plan for a range of therapies at TCS that will cater for a broad range of need.</p>
<p>Parents/carers are not seeking a cure but acceptance</p> <p>Children on the spectrum 'simply' want acceptance, they want their aspirations, ambitions and achievements (academic or non) to be recognised and celebrated - not patronised.</p>	<p>TCS will celebrate neurodiversity. It will not seek to teach programmed behavioural responses, but rather to encourage students as individuals to think flexibly and creatively solve problems that they encounter. It is important that all language and communication regarding the new school reflecting this ambition of better understanding of ASC.</p> <p>In addition to the academic offer, TCS will have a strong pastoral ethos offering accredited pathways (ASDAN) that include all the fundamental aspects of knowing oneself, accepting strengths and weaknesses, and developing self-respect.</p>
<p>Children on the spectrum want to flourish and participate in the community, wider society and life - just like everyone else and in order to do so they need to feel safe, able to manage anxiety, understand and like themselves)</p>	<p>TCS will support every student as an individual to develop and flourish to the best of their ability, academically, socially, emotionally and personally. There will be a bespoke curriculum that reflects the needs and interests of each individual, and a programme of opportunities including extra-curricular which is centred around each student. There will be a work experience programme especially designed to support young people as they set out on their very important journey from school into employment.</p>
<p>Please tick to confirm that you have provided evidence as annexes: <input checked="" type="checkbox"/></p>	

E2 – Valid evidence of need for pupils without an education, health and care (EHC) plan

<p>E2 – Valid evidence of need for pupils without an education, health and care (EHC) plan</p>
<p>TCS will not admit students who are non-statemented or do not have an EHC plan.</p>

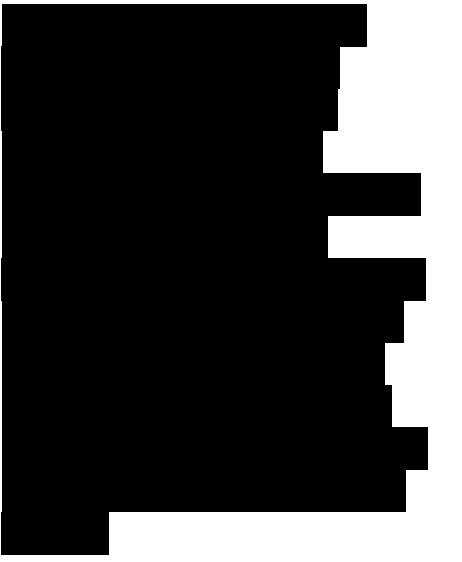


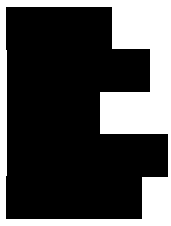
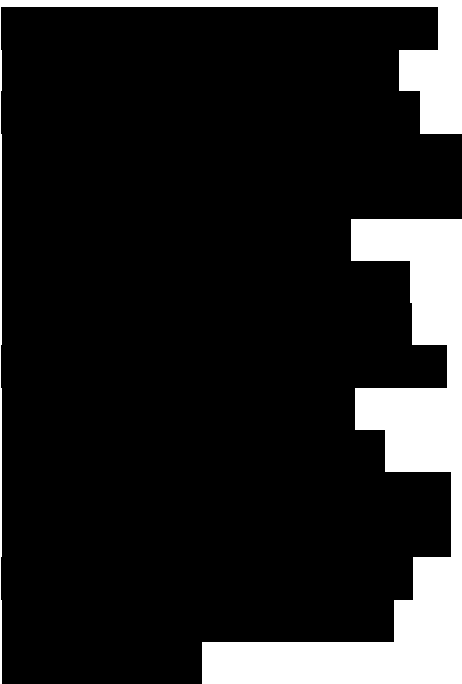




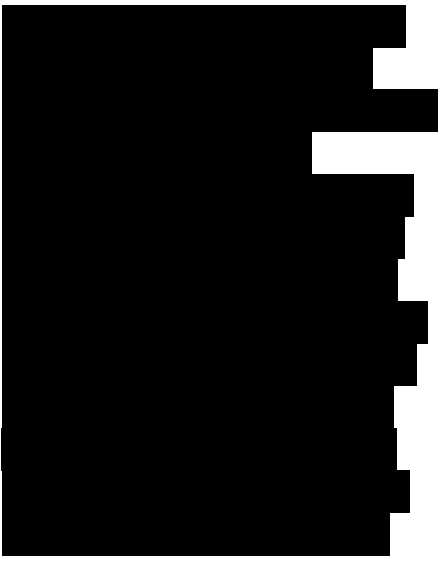
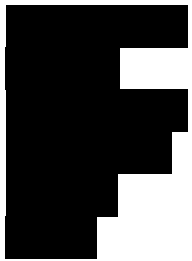




Section F – Capacity and capability




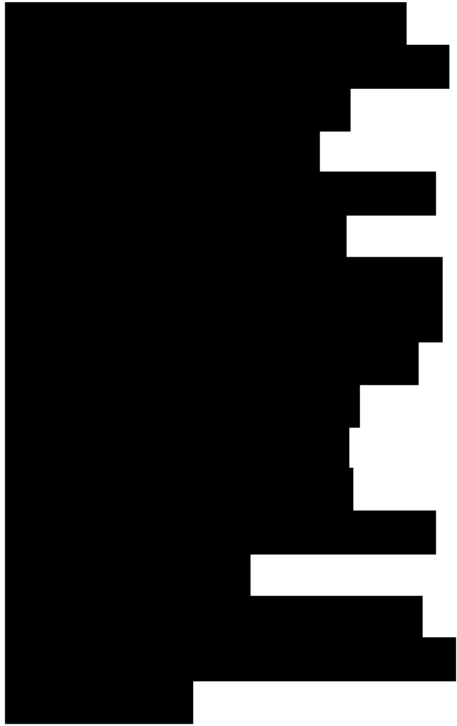




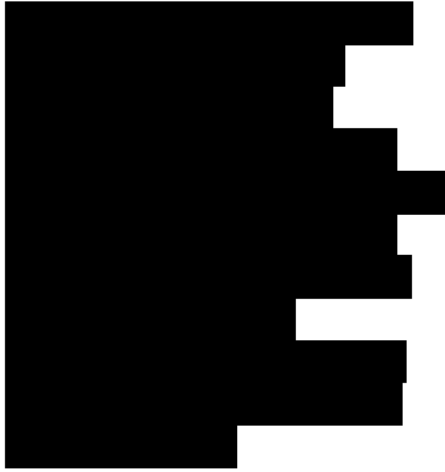
















F1 (a) Skills and experience of your team

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

See Annex 5 for CVs of the Key People listed below.

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 for pre-opening)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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F1 (a) Skills and experience of your team

Pre-opening

During pre-opening and until the Headteacher designate is appointed, the Executive Principal of the Trust, supported by the Education Lead and the most experienced of the [REDACTED] (who has a very significant track record of working with and successfully supporting children with ASC and has achieved a Master’s Degree in SEN and Leadership that included a final project on ASC and females; in addition to the Level 3 from the Autism Education Trust;) will undertake all necessary work to ensure the initial preparation and activity is undertaken. The key activities during this phase will be:

- overseeing the build project (with the Trust’s Director of Finance & Resources)
- adapting Trust policies and practices for the specific requirements of TCS
- establishing all job descriptions and person specifications for the roles
- establishing the outline of the long-term curriculum plans
- liaison with all prospective families and commencing induction process for children
- recruiting the Headteacher (Autumn Term, 2017)

Once the Headteacher designate is appointed (January 2018), s/he will oversee the completion of the work, including recruiting the staff needed for opening (to be undertaken alongside the Executive Principal), develop the medium-term curriculum plans and ensure the school opens successfully for our students as planned in September 2018.

This team is therefore capable of delivering a high quality project on time and with the correct skill set to ensure a smooth opening in 2018. The combination of educational experience, governance, marketing and project management experience will ensure we cover all the aspects in the pre-opening phase.

Post-opening, the team will begin to expand and draw in support from the new staff appointed (especially the Headteacher Designate) but still oversee the responsibilities they will adopt now providing a seamless move from pre to post-opening.

Meetings of the project team will be scheduled once this application is agreed, at least monthly for the whole project team in the first 6 months with weekly meetings for the IVC staff team.

Overall, the Trust has an outstanding and experienced team fully capable of meeting the challenge of opening and establishing an excellent special free school for Cambridgeshire.

Existing Relevant Staff Experience and capacity

Educational

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Financial

[Redacted]

Marketing

[Redacted]

Human Resources

[Redacted]

Safeguarding and Health and Safety

[Redacted]

[Redacted]

Governance

[Redacted]




Headteacher

Job Description and Person Specification developed – April 2017

Post advertised – May 2017

Interviews held – June/July 2017

Appointment – January 2018 (i.e. nine months ahead of proposed opening date to oversee completion of the build and infrastructure and recruit remaining staff and develop medium and shorter-term curriculum planning, as well as liaise with families as they identify TCS as their preferred school).

Links with other specialist organisations:

- The intention is to work closely with specialist people and organisations. The Executive Principal at Bradfields Academy is Kim Johnson. His expertise has been harnessed already as educational lead advisor for TCS. We intend to continue that relationship post-opening. This will help to ensure we have current and up to date relevant expertise on running a special school but also direct access to highest level policy detail as he is also President of NAHT (2016-17).
- From the outset of this proposal, we have worked in partnership with Cambridgeshire Local Authority who will provide support with specialist provision, particularly Music Therapy. In addition we already work closely with the Local Authority commissioning team and will continue to do so.
- The NHS will provide us with clinical support through their therapy services
- The Autism Research Centre (led by Professor Simon Baron-Cohen) has indicated it will partner the school in research and scientific/academic knowledge on autism spectrum condition (see attached letter).

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
Direct experience of leading a special school	Pre-opening team	We secured the support and guidance of [REDACTED] to be our Education Lead and he has provided the Executive Principal and Trust with the necessary expertise. Once the Headteacher is appointed (who will have senior leadership experience in a special school setting), s/he will be tasked with recruiting new staff prior to opening (between April and August 2017).
Project Management - school building development	Pre-opening team	[REDACTED] has experience of opening Special Free Schools and will be assisting our Director of Finance and Resources, [REDACTED] who also has some experience from his existing role at IVC. We have also engaged the professional services of Ingleton Wood who act as our property managers to complete a feasibility study and assist with planning and building matters.
Governance - experience of special education, commensurate with advising, supporting and challenging a Headteacher and leadership team	Local Governing Body	The Trustees have excellent knowledge and understanding of governance of a school and how to hold leadership teams effectively to account, securing the best outcomes for students, including those with SEND. It will ensure specific recruitment of governors with special school education experience to enable the LGB to advise and guide the Headteacher and leadership team effectively. We will canvass current and former special school governors and Headteachers and use connections within the NAHT and the Local Authority to secure the right expertise. Other governors will be recruited from parents, staff (once appointed) and the local community, including those with a specific professional interest in ASC (through our networks).

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

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

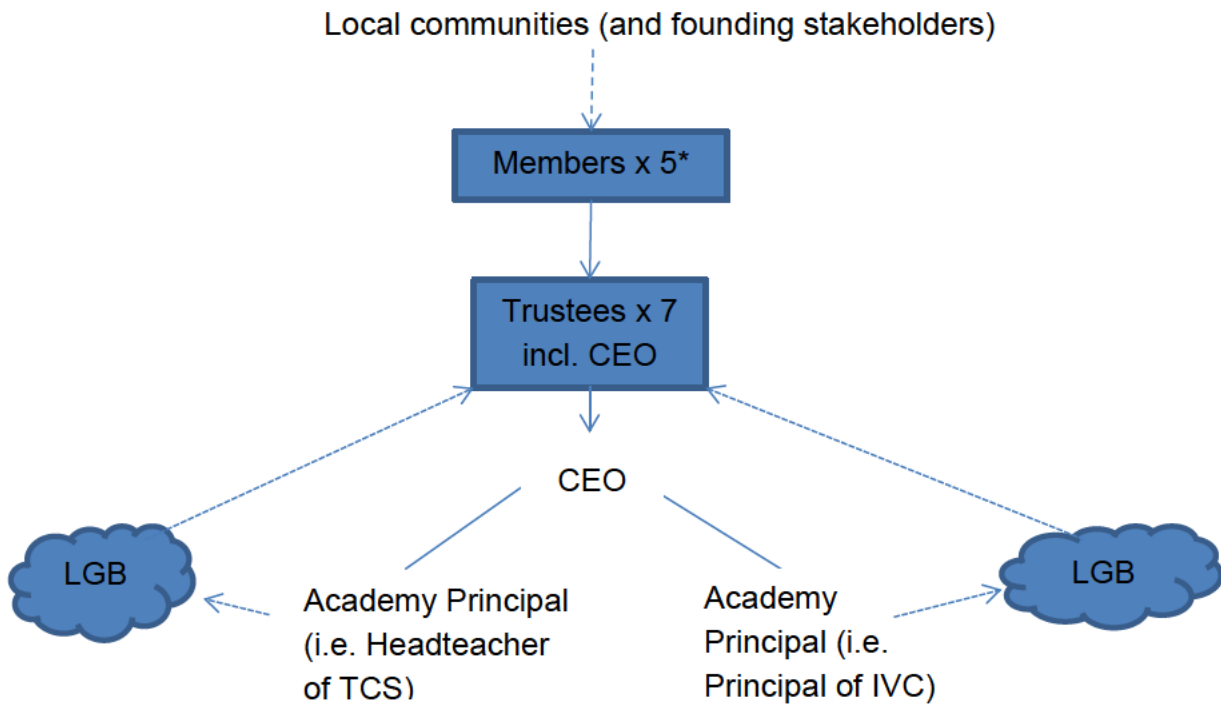
Governance Structure

The Trust is adopting a Governance structure that ensures robust and strong accountability with clear authority and responsibility and strategic direction residing in the Trust Board as it expands. As well as this strong accountability and ability to manage the expansion, we wanted to ensure the Trust is rooted in the community through nominations of Members by that local community. The respective key functions are noted below of each layer of governance which still reflects the efficient and effective model the Trust is keen to retain.

The Trust is already well-established and has successfully overseen the development of Impington Village College to Academy status (in 2012). It has been successful in its application for sponsorship (as encouraged by the RSC) and has been approached by another local Academy Trust who wishes to join the (developing) MAT.

Post-opening, the Trust will quickly establish a Local Governing Body comprising (elected) parents, (elected) staff and appointed members from its local community. The diagram below sets out the structure for the Trust with an explanation of the key functions of each layer of governance:

Morris Education Trust (September 2016)



*Members = Permanent, not fixed term

- Direct accountability, responsibility for & oversight of
- Advisory, reporting to & liaison with

	Key Functions
Members	<ul style="list-style-type: none"> • Appoint Trustees based on competence/skills/needs analysis (by interview and against criteria) • Monitors and assesses progress of the Trust • Meets once a year or as need arises
Trustees	<ul style="list-style-type: none"> • Sets and monitors strategy, key objectives, budgets, HR policies, Schemes of Delegation, holds CEO to account • Receives updates from CEO, Principals and Local Governing Bodies • Meets monthly
Chief Executive Officer (CEO) (Executive Principal)	<ul style="list-style-type: none"> • A Trustee but also directly line manages and holds to account the Principal/Headteacher of each Academy in the Trust • Receives information, monitors and evaluates and reviews performance enabling Trustees to be informed of progress across each Academy (monthly) • Intervenes as necessary in each Academy
Academy Principals	<ul style="list-style-type: none"> • Devolved responsibility for the running of their Academy with oversight from the CEO • Sits on the Local Governing Body of the Academy • Provides reports and information to the CEO for Trust meetings and to the LGB

Local Governing Body	<ul style="list-style-type: none"> • Scheme of Delegation delegates responsibility with intention of enabling focus to remain on teaching and learning and the progress and outcomes of learners • Advisory committee role, reporting and liaising with Trustees through the CEO
Local communities	<ul style="list-style-type: none"> • Membership nominations from the local communities for members to consider if vacancies exist • No other advisory/liaison capacity

Members:

The founding members of the proposed MAT will comprise five members initially drawn from the former governing bodies of the existing standalone academy at IVC, and also members from the community who demonstrate a commitment to the long-term interests of children and schools whilst also understanding the corporate governance context of the Trust. Members cannot serve as local governors and the founding members will stand down from this role.

The Members of the Academy Trust will be the Chair of the Trustees and four other members appointed by prior ordinary resolution of the Academy Trust (“the Founding Members”). Thereafter any members of the Academy Trust shall comprise:

1. The Chair of the Trustees
2. Upon a vacancy arising for any reason including the resignation, removal or automatic termination of the term of any founding members or their successor members any person who is appointed by an ordinary resolution of the members provided that at any time the minimum number of members shall not be less than three.
3. An employee of the Academy Trust cannot be a member of the Academy Trust

Members will be limited to five and will consist of individuals as outlined above. The link for individual schools will be through the Principal of each school, the Local Governing Body (LGB) and the Trustees. They will report to the Trustees who in turn will report to the members. The Scheme of Delegation sets out the detailed delegation and how Trustees and Local Governing Bodies (LGB’s) will interact.

Their responsibilities as outlined above will be to appoint Trustees and hold them to account and to ensure the Trust continues to meet its Articles.

Trustees

Initial selection to Trustee has been through a skills based assessment. Evidence through face to face interview and evaluation of the following skills and experience has enabled the appointment of current Trustees:

- A. Strategy
- B. Performance
- C. Risk
- D. People

E. Education

F. Finance

The skill set above is set to ensure it captures all functions of the Trust. A successful appointment of five initial Trustees (including the CEO/Executive Principal) has left two vacancies to be filled but also indicates that not all applicants met the required standards. The skills required are currently shared amongst the five existing Trustees but gaps in Primary education knowledge are accepted and one of the key aspirations of the Trust is to ensure this gap is addressed along with specialist knowledge of other non-secondary sectors which the Trust wishes to include as part of its provision in the future.

The full body of (seven) Trustees (six non-Executive and the Executive Principal) has overall responsibility and ultimate decision making authority for all the work of the Trust, including the establishing and running of the Academies and in particular, for this application, TCS. This is largely exercised through strategic planning, including educational aims and objectives, and the setting of all policy. It is managed through business planning, setting and monitoring of budgets, performance management, the setting of standards and the implementation of quality management processes. The Trustees have the power to direct change where required. They have already re-drafted the Scheme of Delegation for Impington Village College (the first Academy in the Trust) to reflect this.

The core responsibility of the Trustees is to ensure the Academy is successful and meet the objectives of the Funding Agreement; it will achieve this through establishing strategic direction, determination of the policy and procedures of the Trust (and its Academies) and to consider and respond to strategic and key operational issues. The Trustees will have the authority to decide what constitutes a strategic issue, having regard to all the circumstances.

Local Governing Body of TCS

The specific constitution, membership and proceedings of the Local Governing Body (an advisory body) will be determined by the Trustees. The LGB will consist of a Chair, 2 members from the local community, 3 representatives who in the view of the Trustees can add value to the work of the LGB, 2 staff members, 4 parent members and the Headteacher of TCS. The role will be largely an advisory one, establishing close working relationships to the staff and families of the school, supporting the development of a highly successful educational community. The Trustees will specifically look to appoint governors who demonstrate the skills required for good governance; in particular people with skills or an understanding of financial reporting and monitoring, achievement, oversight of personnel, understanding and knowledge of curriculum, phase specific issues, child protection and safeguarding, HR/legal and personnel.

At a local level this will be where TCS is able to communicate upwards through the Headteacher to the Executive Principal and other Trustees.

The Local Governing Body will effectively act as an advisory Teaching & Learning Committee which oversees the progress and outcomes of the school, communicates with parents and stakeholders locally. It will have delegated responsibility for some functions outlined in the Scheme of Delegation as outlined below. Other functions will be managed by the Trust ensuring that the school is free to concentrate on the educational provision rather than the management functions. It will therefore have no separate additional committees. This is reflected in the initial plan to run functions such as finance centrally with oversight from the current Director of Finance and Resources, reporting directly to the Trust Board.

Cycle of meetings

The cycle of meetings has yet to be confirmed but at present the intention is to meet as listed below:

- The Trust will have one Annual General meeting per year
- The Board of Trustees will meet monthly to ensure regular financial monitoring and review, performance against target for academic standards and personnel/HR matters are given sufficient agenda space amongst the totality of the Trust business which will also include Health and safety, Property, remuneration, strategic planning, risk management, and audit committee functions
- Local Governing Body will meet half-termly

The Board of Trustees meets at least 11 times per year, with the requirement that the local governing body meets at least three times a year. There will be regular reports to the Board from the LGB and LGB members are invited to meet the senior leadership team of the Trust at least termly. The scheme of delegation is based upon the policies and procedures provided to the LGB to ensure that the Trust acts within its legal and other responsibilities. The Scheme of Delegation clearly sets out the responsibility and accountability for Trustees and Local Governing Bodies so that they are clear what their responsibility they have had delegated to them.

The LGB will effectively act as the “Learning Committee” in each school with other committee functions (Finance, Strategy, HR and Audit) performed at Trust level.

Scheme of Delegation (for Local Governing Body)

A Scheme of Delegation has been drafted to ensure there is clarity about the responsibilities as each layer of the Trust. The Trust will provide central services to the school but work closely with TCS. The following areas are explained and covered fully within the Scheme of Delegation:

- Financial levels of authority
- HR and Recruitment
- Property management and Capital
- Health and safety
- Safeguarding

- Policies (including Grievance and capability)
- Performance Management

The Scheme of Delegation enables each Academy to operate distinctly within the policies, procedures and practices set out by the Trust. This is not intended to be preclusive, but to allow the school to focus solely on educating students with the resource matters dealt with centrally.

The Headteacher and Senior Leadership Team

The Headteacher will have operational oversight for TCS and the senior leadership team. Her/his powers will encompass the day to day running of the special free school, the internal organisation, management and control of the school (including the implementation of all policies approved by the Trustees and the Local Governing Body and for the direction of the teaching and curriculum). The Executive Principal has responsibility for ensuring the performance management of the Headteacher is carried out, liaising with the Chair of the Local Governing Body to ensure completion.

The Senior Leadership Team will be line managed by the Headteacher with performance monitored through annual performance management processes in line with the rest of the trust.

Conflicts of Interest

We do not identify any conflicts of interest beyond that which might be expected for a Trust seeking to expand its size, i.e. that if successful the Executive Principal will have executive responsibility for both Impington Village College and TCS. There are no likely financial transactions between any Trustee (or connected party/business) and the new Academy.

Any member of the Local Governing Body who has or can have any direct or indirect duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with her/his duties as a member of the Local Governing Body shall disclose that fact to the Local Governing Body as soon as (s)he becomes aware of it. A person must absent her/himself from any discussions of the Local Governing Body in which it is possible that a conflict will arise between her/his duty to act solely in the interests of the Academy and any duty or personal interest (including but not limited to any Personal Financial Interest).

Other conflicts of interest outside of the Governing Body will be dealt with in accordance with current policy which is that any individual where such conflict exists must declare so to the Trustees and remove themselves from any transactions or otherwise or in the case of being material to such transaction, providing a declaration of interest to the Trustees.

Where a conflict of interest does arise, at any level (Member, Trustee, Governor or Staff) this will trigger a preclusion of the affected individual taking any part in the transaction or activity involving the interested party and the school. The matter must be separated from

the individuals and continued only once agreed by the Trustees who will nominate another non interested party (i.e. member of staff, governor, member or trustee) to act on behalf of the Trust. In the event it is not felt appropriate to continue with the transaction or that the conflict is considered as putting the Trust at risk reputationally or otherwise, the transaction will be put aside by the Trustees.

The Pre-opening Team

The Team leading TCS will consist initially of :

The Senior Leadership team	Summary Role	Strategic Role (Whole College)
Executive Principal (██████████)	Leadership and Governance	Trust ethos and vision Vision and strategy Strategic Priorities and CDP Staffing Governance Community Safeguarding
Head Teacher	Operation of the school	School ethos and vision Quality Assurance & Self-Evaluation and Inspection Teaching, learning, assessment and curriculum Target-setting, Recording and Reporting Appraisal Community
SENCO	Student Support	Oversight and development of each student's Special Educational Needs in order to raise achievement Policy and planning for SEN Monitoring and evaluation of SEN provision in relation to impact Lead Professional in coordinating services for student needs EHCP reviews
Director of Finance & Resources (██████████ ██████████)	Managing and developing all school resources	College ethos and vision Site development Financial planning and fund-raising/income generation Contract management Budget management Deployment of Admin staff

Once the Headteacher is in post the recruitment of the opening staff team will proceed. This will see the above enhanced with Speech and Language staff, Occupational

Therapists, Teachers and Teaching Assistants. This will provide a bespoke and talented team with specific expertise in the functions required to deliver a quality education and the governance and management structure to support it.

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

Please complete the Excel spreadsheet (where necessary); add any commentary you want to include in the space provided below.

Section G – Budget planning and affordability

The budget has been drawn covering the period from September 2018 to 2023. TCS will be at full capacity by 2021. However the budget has been shown to 2023 to provide a full five year forecast.

The Top Up Funding per student has been discussed with the Local Authority who have agreed to provide top up funding at █████ per annum per student irrespective of age/Key Stage.

The Trust will look to “top slice” at a rate of 4% on total income of TCS. This will cover the cost of services i.e. Finance, IT support, Data, Grounds, HR, Administration, Cleaning and also the recharge for time spent by the Executive Principal and Director of Finance and Resources assisting with the running of TCS.

Affordability has been assured with a small surplus forecast in year 1 and also with a small 1% contingency in case of need. Any surplus balances carried over at the end of each financial year will be re-invested for the benefit of the school.

Annexes

Annex 1: Regional Schools Commissioner and Local Authority Demand letters	page 112
Annex 2: Information booklet: Introducing the Cavendish School	page 117
Annex 3: Evidence of Engagement	page 125
Annex 4: Letters of support	page 129
Annex 5: CV	page 134



Department
for Education

Department for Education
Eastbrook
Shaftesbury Road
Cambridge
CB2 8DR

[Redacted]

26 September 2016

[Redacted]

APPLICATIONS FOR FREE SCHOOLS

We have spoken about your plans to [open one or more free schools](#). These conversations have taken into account your potential growth as a multi-academy trust. I am also pleased to say that yesterday we agreed your sponsor application.

I hope you are aware of the DfE guidance document updated in July 2016 (the previous version was from December 2015) which includes the following sections:

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

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

I am happy to confirm your capacity to apply to set up a special free school in Cambridgeshire. The Cavendish School would likely open in 2018 for up to 70 pupils aged 9 to 19.

[Redacted]

Of course this letter does not guarantee any successful application. Still, I wish you the best of luck with your proposal.

Yours sincerely,

[Redacted signature block]

Date: 21st July 2016



Contact: CES Feedback
Direct dial: 01223 706302
E Mail: CES.Feedback@cambridgeshire.gov.uk

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

Children, Families and Adults Services



To Whom It May Concern

Confirmation of Support for Impington Village College's Free School Bid

Please accept this letter as confirmation that Cambridgeshire County Council (Council) supports Impington Village College's (IVC) application to open a Free School. The Council understands that the Free School planned will support children and young people with an Education, Health and Care Plan (EHCP) or Statement of Special Educational Needs (Statement) who have a primary diagnosis of Autism and who have learning needs within the broadly average and above average range.

The school will provide for up to 70 children aged between 9 -19 years of age in Cambridgeshire from September 2018. The Council has identified this type of specialist provision as necessary and should the offer of high quality education for the special educational needs and disabilities (SEND) detailed above be made available the Council would intend to name the school subject to consultation with the school and parents / carers, for individual children and young people. The Council is clearly not in a position to identify those individual children at this time and of course placement would need to be considered through the statutory processes. This would require an Annual Review of the child's Statement or EHCP. However, the Council is clear that this provision is required for the following reasons:

- Detailed forecasting shows that the population of children and young people with Autistic Spectrum Condition (ASC) in Cambridgeshire will rise by over 500 by 2025; the expected total with EHCPs and Autistic

Spectrum Condition being approximately 1600 children and young people. This trend has not faltered for the past 15 years and by 2020/21 the number is expected to be approximately 1260 children and young people, over 200 more than at present. Based on current data we expect that currently 50% of the ASC cohort will continue to be in a mainstream school and 30% in special schools i.e. for those with severe learning difficulties. The remaining children and young people will need specialist school places for high functioning Autism. The Local Authority has a Special Educational Needs and Disability Action Plan that sets out the need for additional provision to meet growth of ASC.

- Three new Area Special Schools are planned for those pupils who also have severe learning disabilities. These schools will cater for those who have ASC as an additional need to this. Alongside this development the Council is currently developing provision to meet the needs of children and young people with ASC who could be placed successfully in mainstream primary and secondary schools with additional specialist support. However, we have a growing cohort of those who cannot manage in a mainstream school despite purposeful measures and who have broadly average and above average cognitive abilities. They need specialist school placements and this has to date been met by placing in the independent sector in the absence of any other suitable alternative. This is not sustainable.
- Therefore there is a gap in provision now, and in the future, for placements for those children with high functioning ASC. A few places have been accessed in free schools in bordering Local Authorities but this is not ideal and requires in some cases extensive travel. Currently 90 children and young people have been placed in four specialist ASC schools. These are in Cambridgeshire (2 ASC independent schools), Suffolk and Peterborough (both free schools for ASC). All of these schools are accessed by other regional Local Authorities too resulting in a high demand for places and often no availability. The total cost for the placements in these four schools is £4m, at an average cost of about £53K independent sector and £22K + for the free schools. By 2020 the Council will need access to 131 specialist ASC day places for this cohort, 40 more than now and at an additional cost of over £2.1 m. The current spend on independent specialist educational placements places huge pressure on the high needs block. Clearly the current numbers of available places in these schools will not suffice, or would be affordable to extend use in the independent sector. The Free School places are cross border and bring with them issues of availability and accessibility. We therefore need to secure sufficient affordable capacity in county.

- The numbers of placements currently made in the 4 schools detailed above are:
 1. Gretton – 61 pupils from Cambridgeshire out of 90 available places. The school is at capacity
 2. Park House – 9 pupils from Cambridgeshire out of 21 available places. The school is near capacity
 3. Churchill School (Special free school in Suffolk), 11 places from 70 available places.
 4. COPASS- (special free school in Peterborough Unitary Authority) - 9 places from 90 available places and at capacity.

- A new free school in county offering 70 places would support growth and at a cost that would be in line with the efficient use of resources. The cost per place would be at least would be half of that if independent schools. ([REDACTED])

- The Council has made 16 new placements in the 4 schools this year and we would aim to name and place the new starters in the school from 2018 onwards. The starters would be in years 5, 6, 7 and 12/13. In addition we would focus, through Annual Review, on promoting the movement of up to a further 30 young people from these age groups, and in the independent sector, over a 4 year period. This would mean in year 1 new starters placed as follows :

Year 5 – 4 students
 Year 6 – 5 students
 Year 7 – 5 students
 Year 12 – 2 students

Plus the same number again from the current 4 schools giving a total of up to 32 in year 1.

In year 1 the Council would expect at least:

Year 5 – 8 students
 Year 6 – 10 students
 Year 7 – 5 students
 Year 8 – 5 students
 Year 12 – 4 students


The expectation would be of at least 17 new starters with in Sept 2019 with probably fewer transfers from existing ASC independent specialist schools in that year. Therefore we would expect to see the numbers Council would

want to commission in year 2 as 49 places. The increase over the next two years would be expected to take the school to full commissioned place capacity (70)

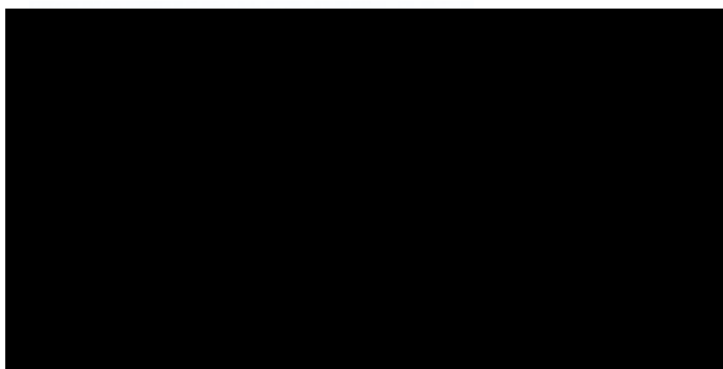
The Council has shared its ASC Strategy and Action Plan widely with parents and professionals. County Councillors have an opportunity to comment on the proposal too. We are in the process of updating parents and carers about developments via parent carer forums and Parent Partnership Service (SENDIASS). We are advising parents of our support for the IVC bid and our intention to place if the bid is successful and high quality provision for children and young people with high functioning ASC, and for whom mainstream/area special school is not appropriate, is made available through the school. Officers have met recently with parents of Cambridgeshire children at Gretton School and explained that at the Annual Review meeting other options will be explored particularly at points of transition. Details will be published in our Local Offer

The data provided by the Local Authority clearly identifies growth. This growth cannot be met by current provision in county, or cross border, as this does not have capacity and is not affordable. We believe that the school would be full within 4 years and therefore the Council needs to continue with its commissioning strategy to ensure that the demand can be met in county.

In conclusion the Local Authority confirms that there is a need for the type of proposed provision in the local area and we will consider naming the school in line with our statutory duties in appropriate pupils' Statements of SEN or EHCPs. We anticipate naming the school in the Statement and/or EHCPs of 32 pupils for the first academic year following the school's opening and 49 in the following year.

The Council confirms that whatever referrals we do make to the school, and placement is agreed, the Local Authority will pay the top up fee as per individual need using the county's matrix formula per day pupil. The average amount of top up per pupil is likely to be 

Yours sincerely



Annex 2: Information booklet: Introducing The Cavendish School

The booklet text below has been distributed to stakeholders including prospective parents and the wider community in both printed and electronic format. It is available to download through the website and has been shared through various communication channels.



The Cavendish School will be a special school dedicated to young people with autism spectrum condition (ASC). The school will serve families across Cambridgeshire, offering places for children with an Educational Health and Care Plan (EHCP) in Years 5 to 13.

At capacity, it will cater for 70 children for whom ASC is the primary condition on the EHCP, and who represent a broad range of needs across the spectrum. The Cavendish School will provide a highly specialised environment in which children will be supported to enable them to progress and become appropriately independent, emotionally and socially confident young adults.

The school will be co-located on the site of Impington Village College, a highly successful mainstream secondary school with an excellent track record for enabling children with a range of special educational and complex needs to thrive. The Cavendish School will cater for the full range of need and, therefore, have the full range of provision from highly

personalised curriculum to access to mainstream. There will be choice and variety so that students can flourish.

Who are we?

The **Morris Education Trust** is a new multi-academy trust developed by Impington Village College. The Trustees have sought to develop a distinct ethos that embraces the educational vision of [REDACTED], the former Local Authority Director of Education who established the village college model in the 1930s. The Trust champions inclusive, comprehensive, community and life-long education in the Cambridgeshire context. The Cavendish School will embody these principles ensuring that families and the wider community are able to participate in an important holistic provision for young people with ASC.

The Morris Education Trust is developing a family of schools bound by a shared vision:

To be outstanding and inspiring learning communities that are truly inclusive, innovative and international

Inclusive embracing and supporting all the Trust's students to achieve highly

Innovative challenging and supporting all members of the communities to look forward with confidence and to be at the forefront of education thinking and achievement

International developing and adopting a global outlook and encouraging all members to acquire international-mindedness

The Morris Education Trust absolutely believes that establishing the new school for children with ASC is both true to, and an enabler of, this vision. It will be highly inclusive and aspirational for its students; it will celebrate neurodiversity and all aspects of ASC, and will look to develop young people who are capable of thinking beyond themselves and outwards to a dynamic and changing world.

Our rationale

The Cavendish School will be opened by the Morris Education Trust in partnership with Cambridgeshire Local Authority. As commissioner, the local authority has to place over 70 young people age 9–19 with ASC in very costly independent or 'out-of-county' provision. With an excellent track record for supporting children with a range of special education and complex needs,

Impington Village College is in a good position to respond to the need for a new dedicated school in Cambridgeshire. The Cavendish School will be accessible and available to families who cannot be catered for within current state provision in the county.

A school celebrating ‘neurodiversity’

The Cavendish School will celebrate ‘neurodiversity’ which advocates that neurological differences should be recognised and respected, as with any other human variation. ASC is not a disorder needing a cure, but an authentic form of human diversity, self-expression and being.

The Cavendish School will encourage, support and teach individuals to effectively communicate, self-advocate and participate in the wider community. We will ensure that ASC is something that children will learn to accept and be proud of, and that will support their existence as adults. We will not seek to teach them programmed behavioural responses, but rather to think flexibly and to creatively solve problems that they encounter on their journey. Their condition will affect the pathway of their life, but it will not determine it. To this aim, we will ensure that our school is neuro-diverse in the foundations and fabric and in guiding and supporting the future aspirations of each individual student. The Cavendish School will be highly aspirational for all its students, regardless of condition. It will become a beacon for better understanding of ASC, and its students will learn to be ambassadors for ASC.

Coaching to excellence

We will seek to fulfil the potential of all children who attend The Cavendish School. ASC will not limit or hinder life choices, hopes and aspirations. Children with ASC have the same aspirations as neurologically typical children including a need to communicate, a desire for friendships and meaningful relationships, the need to be employed in purposeful activities, to be independent and to be happy. We will find every way to ensure that our students are able to develop and flourish to the best of their ability: academically, socially, emotionally and personally.

At the heart of the school will be relationships, with the recognition of their importance in supporting the growth of each child. For each student these relationships include those with the staff with whom they work, with other students in the school and with the families. On entry to the school, each student will be assessed to identify the developmental milestones that have been met and those which have been bypassed. Staff will collaborate with each family to establish a comprehensive overview of the relationship development necessary for each child. An adult with knowledge and understanding of the child will support and ‘coach’ them as they progress through the school. The child’s ‘coach’ will be trained and granted the time to engage daily with the child in a way and with means that are appropriate to the child, not the adult. We accept that for some children this will mean engagement during activities, perhaps before

school, during the school day, at break or lunch time or as we close the learning for the day.

We recognise coaching is most successful when performed in close collaboration with families. We will develop and nurture positive and powerful supported relationships within The Cavendish School and collaborate on building the foundations of each child's education as they join and then progress through the school. Development will be as actively encouraged at home as it will be in the formal setting of education at school.

Communication is all

ASC is a lifelong developmental condition that affects how an individual communicates and relates to others, and can lead to rigid repetitive behaviour rooted in anxiety. However there is no 'typical' child with autism. There are characteristics which appear to affect the condition and many children struggle to communicate effectively in the environments which they inhabit. We will build and develop a school where the development of effective communication through speech and language is paramount. Enabling children with ASC to make meaningful choices and take advantage of opportunity is fundamental. From the outset, we will focus on coaching students to evaluate how to make the best or right decision for themselves (both within school and beyond, the latter in collaboration with families); this will be built up and developed as they mature. No less important is emotional intelligence and communication. Anxiety is frequently a co-concurrent condition for individuals with ASC. At least one in three adults with autism experience severe mental health difficulties (National Autistic Society, 2015). Children with ASC will often struggle with anxieties and frustrations. We know that anxiety, in particular, can greatly affect those with the condition where changes in routine or environment, unfamiliar social situations and sensory sensitivities may impact on the child's ability to learn and progress. We will create and provide an environment that reduces and then manages anxiety, through the design of the school as well as the approaches of staff and whole curriculum. The school will nurture and enhance emotional communication and development through the way our staff interact and engage with students.

Without learning to develop these differing types of effective communication, a child with ASC will be limited. We will be a school that aspires to remove all limits. The Cavendish School will frame a philosophy that enables a bespoke curriculum to ameliorate each specific barrier to accessing the community, educational progress and self-advocacy. Sensory integration will be adopted, with students supported to manage their own sensory needs by our staff. A flexible model is essential to enable students to maintain equilibrium and regulate behavioural responses before traditional learning models of student-teacher relationships can begin. We will employ a number of professionals who will be able to deliver a range of therapies including speech, language and communication, and occupational therapy alongside other staff.

A curriculum for all

From entry to the school, students will follow an innovative holistic curriculum leading to KS2 Tests in Year 6, and GCSE and other accredited qualifications by the time that they are 16. The Post-16 provision will offer a programme that is linked more closely to needs and strengths for progression to more independent study, training study, training and/or further education at 18/19. Effective transition planning at each stage will enable effective partnership between school, families and children. Longer term targets will be presented as small understandable steps along clear progression pathways.

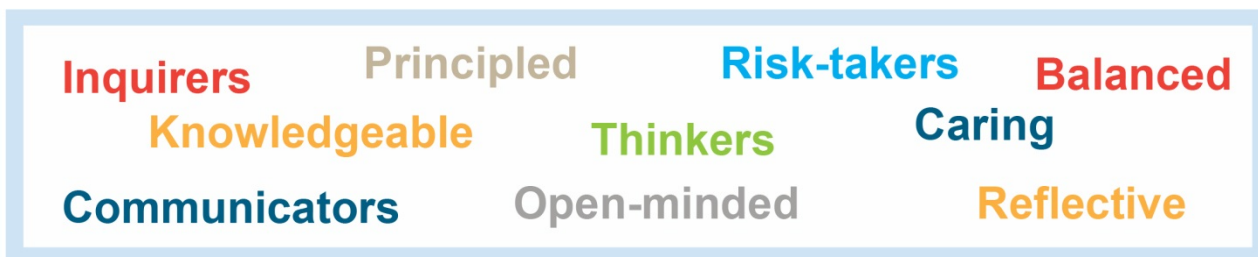
The Cavendish School will use its freedoms as an Academy to develop its own curriculum, highly appropriate to the needs of its pupils, but which reflects the aims and values of the one developed so successfully within its sponsoring Trust. This innovative curriculum, known at Impington Village College as 'ICE' (Impington Curriculum Experience), aims to be inclusive, international and inspirational and it applies to *all* students, regardless of abilities. It aspires to enable children to see the connections between their learning in different subjects and to develop them more holistically. It develops students to be internationally-minded and globally aware. It asks 'big questions' that are challenging and stretch children in their comprehension of the environments they inhabit. It prepares them for a world that is rapidly changing. We aspire for our students to go on to experience success in their chosen field, but also to enjoy relationships, and to live independently and happily without fear or anxiety.

Although the curriculum in KS2 and KS3 will have overarching themes, students will follow a broad core curriculum linked to those subjects within the National Curriculum. Literacy and numeracy form the most important elements and these will be a significant part of the curriculum. Other subjects will be followed, with an increasing emphasis that varies depending on the interests and needs of each student. Assistive technology will be integral in supporting access to, and progress in, learning. As the child progresses into KS4, we will be able to access additional subject specialists from IVC and make sure of more dedicated classrooms for Science and Technology. Where appropriate, students can join their peers in mainstream 'option' subjects for GCSE. For Post-16 students, an even greater individual programme will be developed and we expect many students in this phase to join with those in Impington International Sixth Form to access appropriate Level 2 and Level 3 qualifications. For all students aged 14 and older we will provide support by ensuring each has access to a relevant and appropriate work-placement in partnership with local employees so that they can further develop the skills and experiences to progress at 18/19 into successful workplaces. This will be coordinated by a Lead Teacher within the school, supported by a Level 3 TA with specific responsibility for Progression. Placements will be made with individuals in mind and students who need staff support will receive this.

Our curriculum will extend before and beyond the formal school day and we recognise particularly the value of extra-curricular learning and activities for the development of the child with ASC. The school itself will offer many differing

activities to enable the interests of each child to be supported and we will share the same extension opportunities offered to the students at Impington Village College: in particular, the rich tradition of performing arts (music, drama and dance) and sports, well supported by the Trust's outstanding Sports Centre, located just two hundred metres from the preferred location for The Cavendish School.

At the heart of our whole curriculum for The Cavendish School sits a 'Learner Profile' which aims to develop learners who model these characteristics:



We believe these characteristics should be developed in all students regardless of neuro-diverse or neuro-typical development. We will evaluate the progress of each child against these characteristics as they progress through the school, using a survey that involves staff, families and, where possible, students themselves. This will be reported alongside academic attainment and progress. Overall progress—academic, social and emotional well-being—will be reviewed regularly by students, families and practitioners with expert knowledge of ASC.

Q&A

What is a special free school?

Free schools are new, state-funded schools that are independent of Local Authority control and set up in areas with demonstrable need. Special free schools are free schools that provide specialist, full-time education for pupils with a specific SEN, either with or without a statement or EHC Plan. Once open, free schools have the same legal status as academies and are funded and held accountable in the same ways.

When and where is this happening?

The process for establishing a new school is incredibly rigorous and initially involves an in-depth application to the Department for Education before the deadline in September 2016. At this stage we are gathering information for the initial bid and your input and support is appreciated. If the application is approved the proposal will then move on to the next stage of development with the ultimate aim of opening in September 2018.

What age children will be able to attend the school?

Once The Cavendish School is established it will welcome young people from age 9 to age 19 (school Year 5 to Year 13). In the first year, 2018, students will only be admitted for Years 5, 6 and 7 and in Year 12. In each subsequent year, we will admit 'upwards' (thus the Year 7s from 2018 become the Year 8s of 2019 and so on) to develop and grow the culture of the school successfully. If you have a child with ASC who may be interested in attending then please let us know.

What will it be like to be a student at The Cavendish School?


The Cavendish School will support every student as an individual to develop and flourish to the best of their ability: academically, socially, emotionally and personally. Vital to the school will be relationships, reflecting their importance in supporting the growth of each young person. There will be a bespoke curriculum that reflects the needs and interests of each individual, and a programme of opportunities including extra-curricular which is centred around each student.

What level of individual need does the school plan to accept?

There is no black and white answer to this question as each young person is an individual with a unique set of needs, strengths and interests. When a parent expresses interest we would start an investigatory process to learn about their child. The aim is to establish whether The Cavendish School would be right for each individual, and whether the school can meet their needs within the cohort of students. Each student who attends The Cavendish School will have a bespoke programme of learning that is tailored to their own needs and interests. On offer will be an eclectic range of therapies and learning opportunities designed to support and challenge them as an individual.

Will the school cater for girls as well as boys?

The Cavendish School will cater for both girls and boys whose primary need is autism. The presentation of ASC in girls can be very different from boys. Many of the diagnostic systems and stereotypes of ASC are based on males, so there are likely to be many girls with ASC in schools whose needs are not identified or understood. Our challenge is to develop a programme which responds to gender-related ASC differences.



What are the benefits for students and parents?

The Cavendish School will offer quality education for children from age 9 to 19, giving parents the security of knowing that their child will have an appropriate school place until they leave education. Each student will have the benefit of a bespoke programme that is planned around their needs and interests as an individual. Each student will have access to a full range of facilities, and a variety of extra-curricular opportunities including those open to mainstream students and

those specifically offered to ASC students. A work experience programme will be developed, especially designed to support each individual as they set out on their very important journey from school into employment. Parent and student input has been crucial in shaping the proposal for the new school and this will continue to be the case when the school is open. The mission statement of The Cavendish School is *enabling the self*. This means striving to ensure each student is equipped to live the life they choose.

How will it be funded and managed?

The Cavendish School will be a separate school run independently of Impington Village College and will receive dedicated funding. The school will have its own Head-teacher, staff and specialist therapists providing a broad range of skills and experiences to support the specialist programme. It will be linked to Impington Village College under the umbrella of the Morris Education Trust, but will be inspected separately by Ofsted.

Where does the name come from?

Henry Cavendish was a distinguished British natural philosopher and scientist of the 18th century. Cavendish is noted for his discovery of hydrogen or what he called *inflammable air*. He was known for great accuracy and precision in his research, and it is thought he was on the autism spectrum. The Cavendish School has been named to remind us that anyone with ASC can pursue their ambitions as Henry did.

How can you get involved?

We are inviting input from young people with ASC, prospective parents, professionals working in the sector, local businesses that may be able to support work placements, and from the wider community.

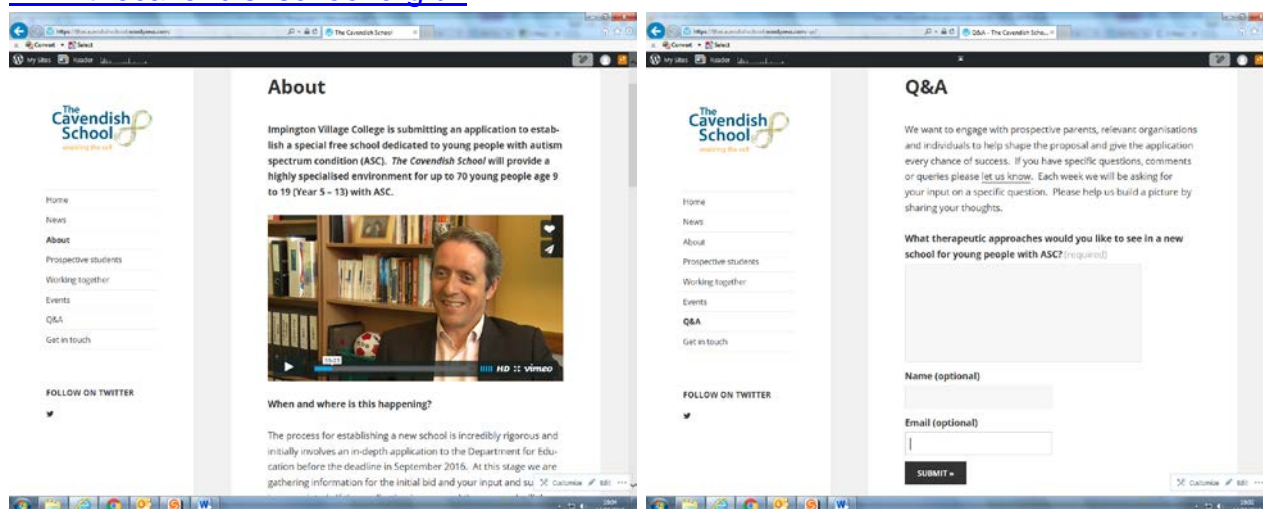
If you have something to contribute please get in touch. You can also join our mailing list to receive newsletter updates about the development of the school.

Annex 3: Evidence of Engagement

To ensure that commissioners, parents and the wider community have made an informed decision when pledging support for The Cavendish School, a range of material has been produced. Communication tools have been adopted to allow two-way engagement with stakeholders, inviting input and feedback that will continue to shape the proposal.

1. Online presence

A dedicated website sharing about The Cavendish School can be found at www.thecavendishschool.org.uk



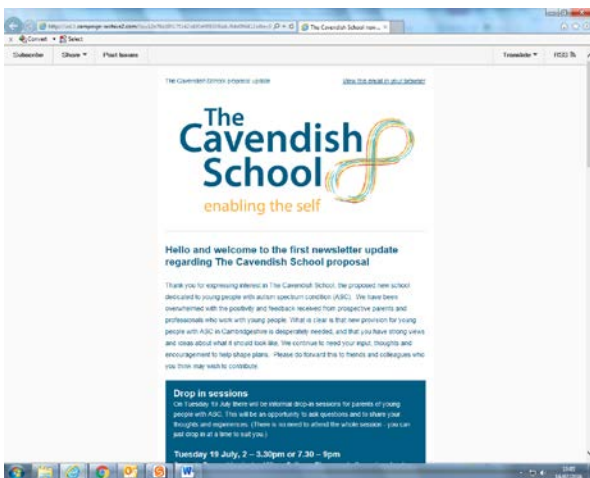
The website offers information about the vision of The Cavendish School, and details characteristics of the provision, plus a downloadable version of the information booklet: *Introducing The Cavendish School (Annex 2)*. As well as text based descriptions there are video bites from the working group sharing key insights and information. The clips are accessible and designed to encourage engagement with a wider audience.

The site features a section which invites stakeholders to ask questions, and encourages two-way discussion to help shape the proposal. Each week there is also a specific question asked to stakeholders to gather views that will inform a particular area for development. This will continue to be an important tool for gathering information as the plans develop.

A dedicated Twitter account has been established (@TCSCamb). It offers a platform to connect with professionals, organisations and individuals from outside the local area. As the school develops this will become an increasingly important tool for networking with contacts across the country and beyond.

2. e-Newsletter

An e-Newsletter has been established to ensure regular communication with prospective parents, commissioners and interested parties. There currently 213 subscribers to the newsletter, and it has proven to be a really useful tool for sharing information as well as inviting questions and input from stakeholders. The newsletter is integrated with the website, social media and online feedback forms. Subscribers identify themselves as being one of four categories; prospective parents, young people with ASC, professional interest in TCS, general interest. This allows communications to be tailored to specific stakeholder groups so that input can be invited to inform relevant areas of development. The intention is to continue using this tool to communicate with stakeholders as the school develops.



3. Events, fora and focus groups

Following a public announcement in June, a launch event was planned to introduce the proposal for the Cavendish School. The event aimed to bring together a wide variety of stakeholders to share experiences and ideas that would help shape the proposal.

The event included an engaging theatre performance followed by an open forum discussion about the new Cavendish School proposal. The event was attended by 120 people, and a further 53 people who were unable to attend the event engaged with the discussions through the online forum.

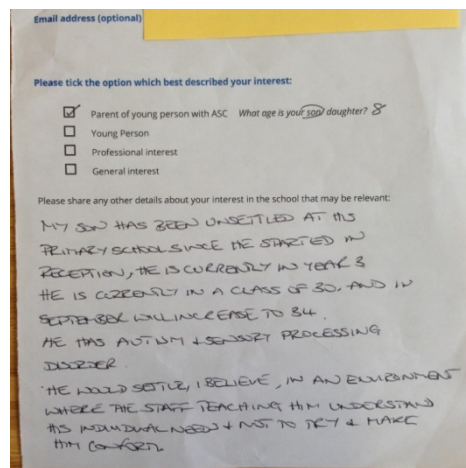
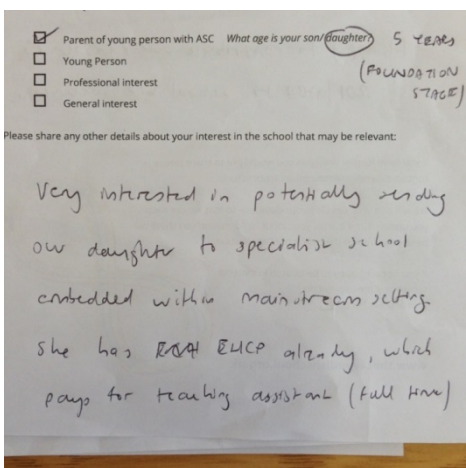
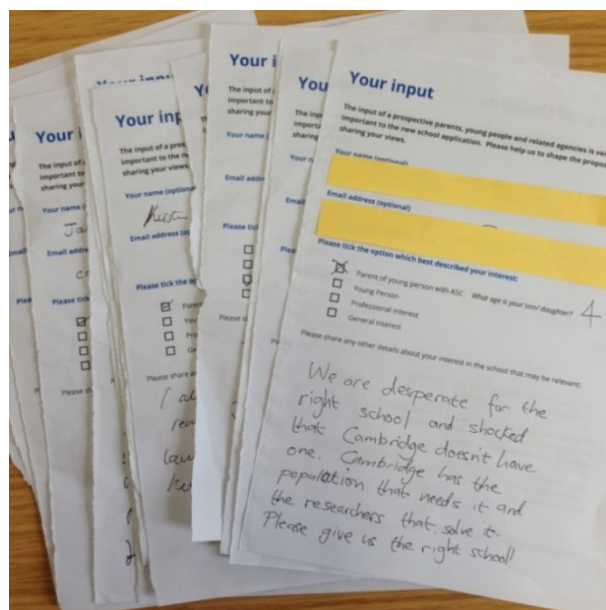
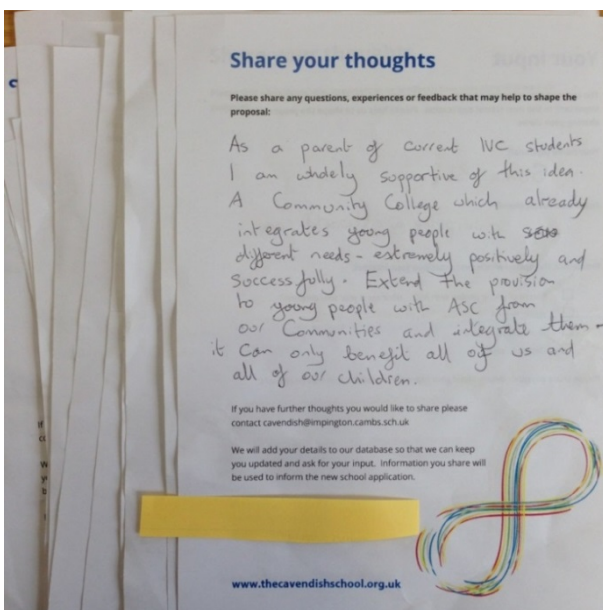
A poster for the play 'Living with Luke'. The top part of the poster features the text 'Impington Village College invites you to an evening performance to mark the launch of the new school proposal for young people with ASC'. Below this, the title 'Living with Luke' is written in a large, stylized font. Underneath the title, it says 'A play by Paul T Davies, adapted from the blog by Danson Thunderbolt'. The central image shows four people standing in a boxing ring. At the bottom of the poster, the date 'Friday 24 June' and the time '7pm' are prominently displayed. To the right of the time, there is a note: 'Contains strong language. Suitable for age 14+'. Below the date and time, there is a short synopsis: 'Danson Thunderbolt is no ordinary Dad, and his teenage son Luke is not so ordinary either. For Luke is autistic and the Autistic Shadow gets between them every single day, making communication a struggle. So what's a Dad to do? Wrestle the Autistic Shadow that's what!'. At the bottom of the poster, there is a booking information section: 'During the evening there will be refreshments, an opportunity to hear more about the new school proposal and a chance to share your views. FREE - booking essential: livingwithluke.eventbrite.co.uk or 01223 200400. Impington Village College, New Road, Impington. CB24 9LX'.

Following the launch event there have been multiple opportunities for stakeholders to meet and discuss the proposal. Parents of prospective students have been invited to drop in sessions, and a forum of parents with ASC have discussed the proposal.



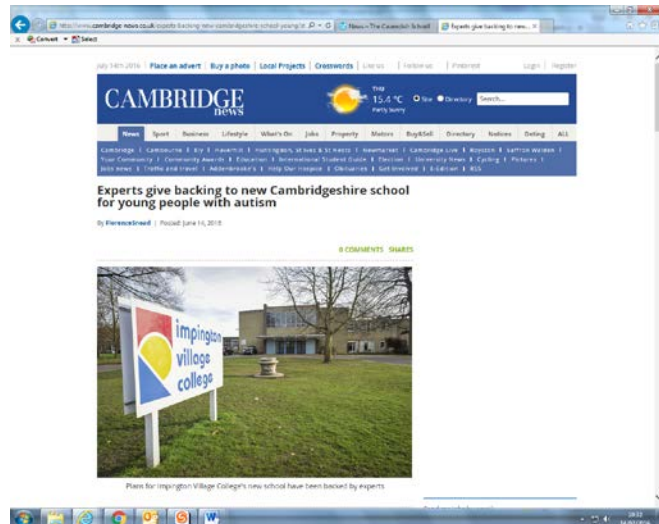
4. Feedback, surveys and web polls

Questionnaires and web polling tools have been utilised in order to gather input regarding specific areas of development. Feedback forms have been completed by members of the wider community including local residents, parents of current Impington Village College students and local businesses, as well as prospective parents.



5. Media coverage and local newsletters

To ensure key messages about The Cavendish School proposal reach the widest audience several press releases have been issued. These have resulted in coverage in Cambridgeshire News, Kings Lynn News Centre and BBC Radio Cambridgeshire. There have also been articles regarding The Cavendish School featured in Information and advice (SCIP) Newsletter and Histon and Impington online newsletter.



Cambridge TV filmed a feature about the new proposal which can be viewed online.



All media coverage and communications invite interested parties to get in touch so that dialog and engagement can continue during the next stage of development.

Annex 4: Letters of Support

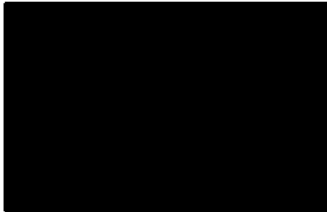
HEIDI ALLEN MP
(SOUTH CAMBRIDGESHIRE)



HOUSE OF COMMONS
LONDON SW1A 0AA



22 August 2016



As MP for South Cambridgeshire I would like to offer my support for your proposal to open a school dedicated to young people with autism spectrum condition.

Cambridgeshire consistently records higher numbers of pupils with ASC than its statistical neighbours and the national average, so I was really pleased to hear of your proposal. As one of the highest growth areas in the UK the number of children with high level SEND is set to increase by over 5% to 2031. As I'm sure you are already aware, Cambridgeshire LEA currently places over 210 children in out of county specialist provision, including over 70 young people age 9-19 with ASC, clearly demonstrating an urgent need for more specialist provision to be developed locally.

Co-located on the site of Impington Village College, already a highly successful mainstream secondary school, The Cavendish School's specialised environment will be suitably placed to enable every pupil to progress and become independent, confident young adults. The full range of provision from a highly personalised curriculum to access to mainstream tuition will provide such a range of choice and variety that every student is able to flourish.

I am sure the school's ethos of inclusivity will benefit not only the pupils and families of the children who attend, but also the wider community across the whole of Cambridgeshire.

I would like you to know that I fully support this collaborative project and very much look forward to its development coming to fruition.

Best wishes,

Yours sincerely

Heidi Allen MP

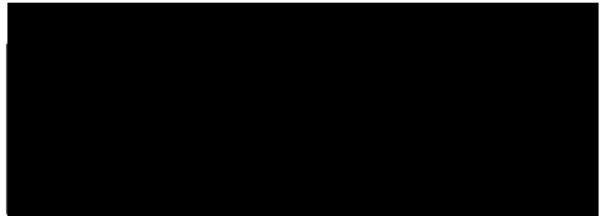
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file in TCS
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153 ST NEOTS ROAD, HARDWICK, CAMBRIDGE CB23 7QJ
Constituency Tel: 01954 212 707 London Tel: 0207 219 5091 heidi.allen.mp@parliament.uk



UNIVERSITY OF
CAMBRIDGE

Autism Research Centre



September 22nd 2016



Re: Cavendish School for pupils with Autism Spectrum Condition

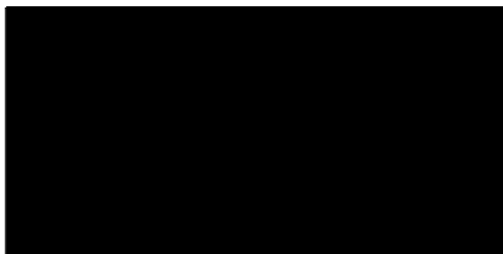
Thank you for coming to visit me to explain your plans to build The Cavendish school. This represents one of the most exciting educational developments I have come across for a long time.

There is a desperate need to have tailored educational techniques and approaches to ensure that children and teenagers with this disability feel confident and positive about education. Tragically, I have met hundreds of students with Asperger Syndrome who felt they didn't fit in, that their learning style was not supported, who leave school under-achieving, and who become unhappy in their mental health.

The Cavendish school, as you have described it to me, has excellent prospects to ensure these students not only remain engaged educationally but also that they will have a happy experience and achieve their academic potential.

The Autism Research Centre here in Cambridge University would be delighted to be a partner to this school, and to contribute both by giving talks to your staff about latest research in autism, serving as advisors in teaching and learning design based on what the research evidence tells us, conducting research in your school to evaluate what works and for whom, and encouraging your staff to become involved in educational research into autism and Asperger Syndrome.

We wish your bid success, and are confident that it will be a flagship school that others will see as a model for how to develop similar schools elsewhere.



1



Autism Research Centre
Department of Psychiatry
Douglas House
18b Trumpington Road
Cambridge CB2 8AH
www.autismresearchcentre.com



House of Commons
London SW1A 0AA



4 August 2016

Many thanks for your recent email detailing your proposal to open a new school dedicated to young people with autism spectrum condition.

I would like to take the opportunity to express support for this project, and hope that the Department for Education will look upon it favourably.

The school represents a golden opportunity to provide places to students who may otherwise have to travel out-of-county or be placed at independent schools at a high cost to the local authority. Its emphasis on the celebration of neurodiversity is admirable, as is the energy with which the project has been planned and promoted.

I wish you luck in your application.

Yours sincerely,

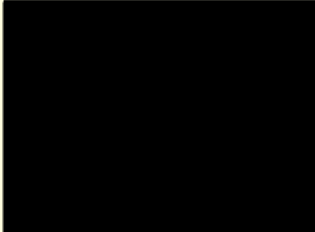
Daniel Zeichner
Member of Parliament for Cambridge

DANIEL ZEICHNER
Member of Parliament for Cambridge

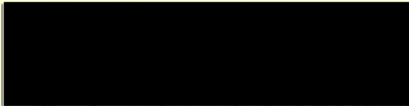
*Phone: 01223 423252 Email: daniel@danielzeichner.co.uk
Website: www.danielzeichner.co.uk
[facebook/daniel.zeichner.mp](https://www.facebook.com/daniel.zeichner.mp) Twitter: [@DanielZeichner](https://twitter.com/DanielZeichner)*



Lucy Frazer QC MP
HOUSE OF COMMONS
LONDON SW1A 0AA



3 August 2016



Thank you for contacting me about the proposals for a new specialist school for autism. I am happy to see that there is public support for the school and I would be pleased to offer my support for your application.

Yours sincerely,

Lucy Frazer QC MP

Member of Parliament for South East Cambridgeshire

020 7219 5082 lucy.frazer.mp@parliament.uk www.lucyfrazer.org.uk www.facebook.com/FrazerLucy

[REDACTED]

I read the information on the Cavendish School with great interest. We provide bespoke supported work experience for people (14 years and up) with special educational needs (both learning and behavioural) and already work with several young people and adults with ASC. We offer short and long term placements to our school based trainees and a work centred qualification in addition to our practical work experience and would be very happy to work with you and your students in the future. In order to make our charity and the work we do viable we do charge for trainee placements.

If I can help in any way, particularly in the writing of a letter of support, please let me know.

[REDACTED]

[REDACTED]

I'm delighted to have discovered the proposal to establish a new school for children with ASD. This is long overdue in my opinion. Having come to the end of primary school and looking at options for my year 6 son, I have discovered that most mainstream schools are really not set up to address the needs of the ASD child. This is not only isolating for children but also their carers. I am most keen to help in any way.

[REDACTED]

[REDACTED]

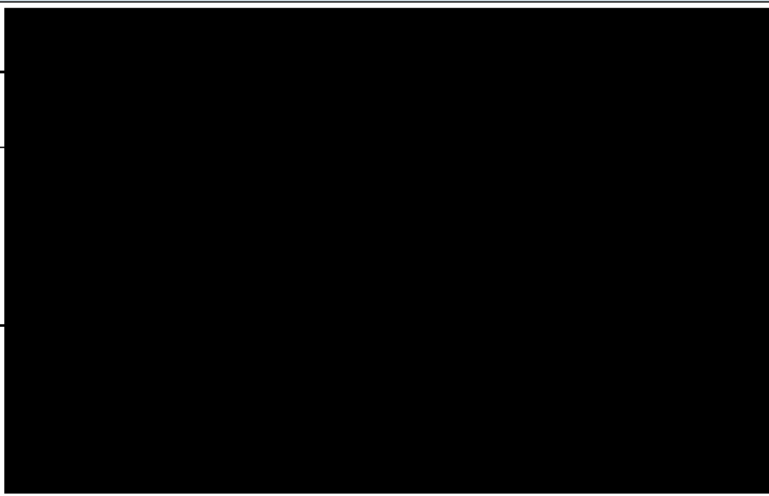
Our service has been interested to hear about the proposed Cavendish School for children with ASC. At present Cambridgeshire Community Services provides an enhanced (i.e. purchased) specialist speech and language therapy service to various specialist settings within county. This includes Witchford Village College Cabin and Comberton Village College Cabin. More recently (3 years ago), our department took on the contract for speech and language therapy provision to Gretton School and over this time we have developed specialist evidenced-based intervention at the setting.

My role is to oversee intervention to these ASC settings and for this reason I wondered if you would like to meet to discuss our approach to intervention and the relevance that this may have for the Cavendish School.

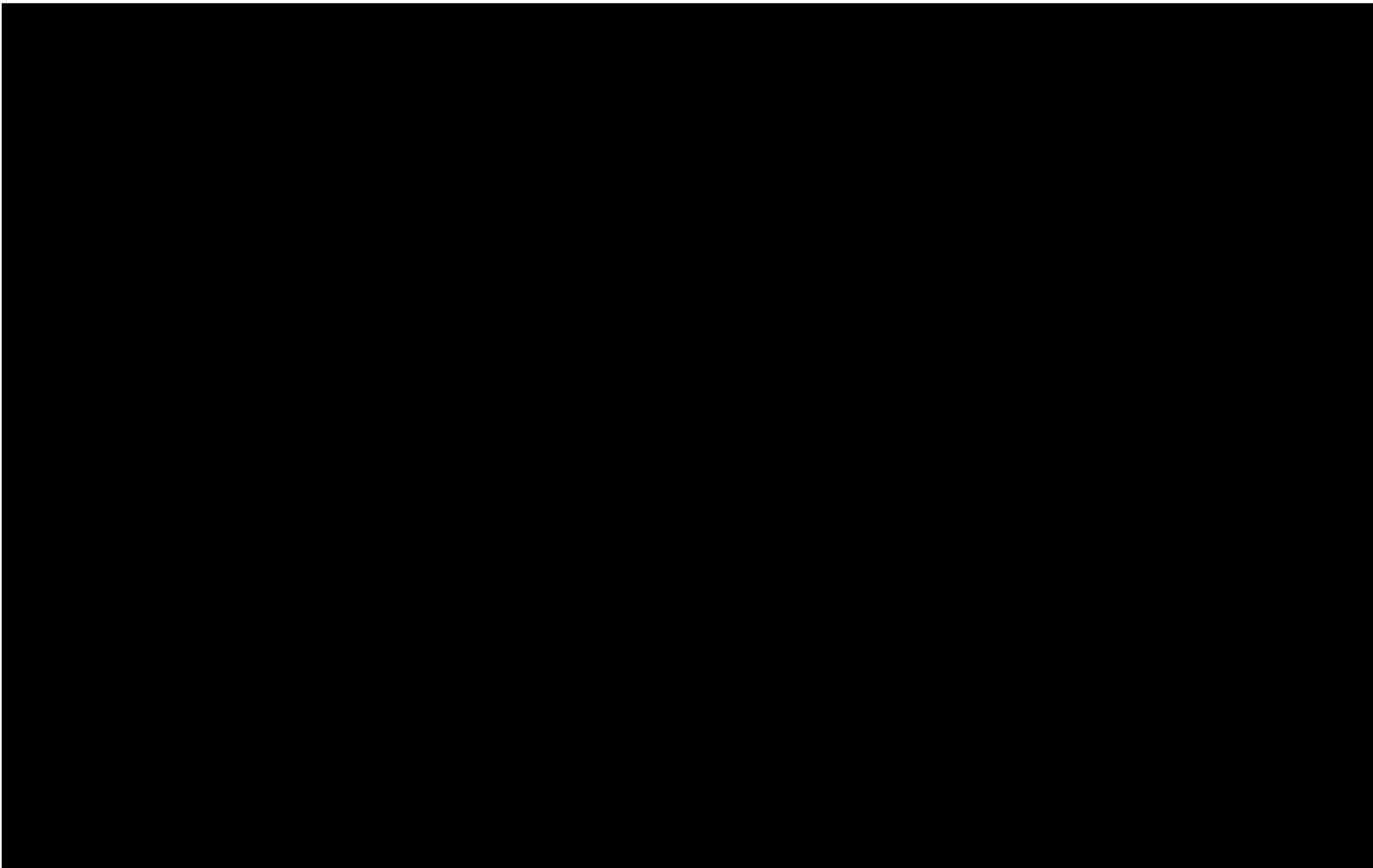
Best wishes,

[REDACTED]

Annex 5: CVs

CV Robert Campbell		
1	Name	
2	Area of expertise (ie education or finance)	
3	<p>Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles</p>	
		Name: Position: Dates:
4	For finance only:	N/A
5a	<p>For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life school's best 8 value added scores for the years you were in post, if applicable</p>	See table below*
5b	For education only: if you are	N/A

CV Robert Campbell	
	in a teaching or head of department role in your latest school (where available):
6	Brief comments on why your previous experience is relevant to the new school
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
8	Reference names(s) and contact details

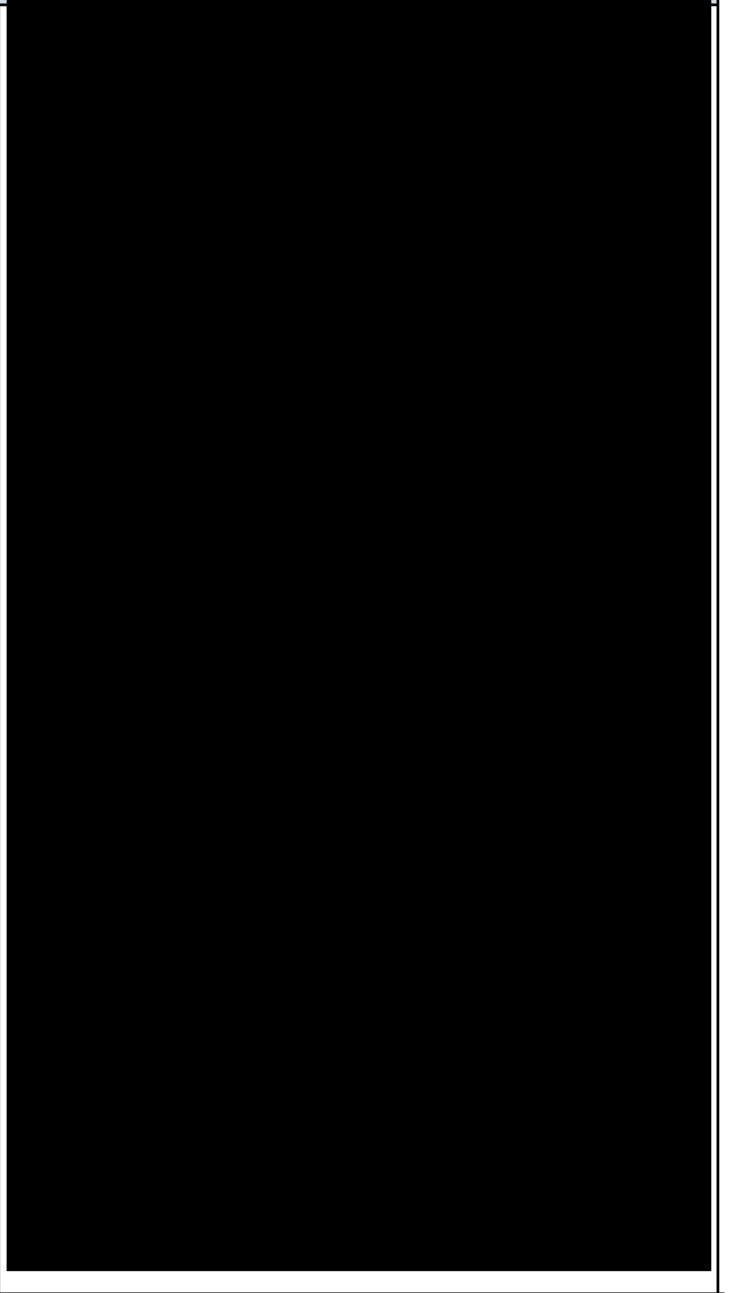

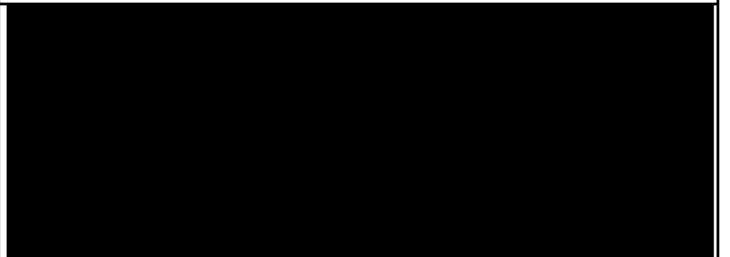


CV Sharonne Horlock		
1	Name	
2	Area of expertise (i.e. education or finance)	
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/ organisation position and responsibilities held length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	
4	For finance only:	N/A
5a	For education only:	N/A
5b	For education only: if you are in a teaching or head of department role in your latest school (where available):	N/A
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

CV Fran Difranto		
1	Name	
2	Area of expertise (i.e. education or finance)	
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/ organisation position and responsibilities held length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5a	For education only:	N/A
5b	For education only:	N/A
6	Brief comments on why your previous experience is relevant to the new school	
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	Reference names(s) and contact details	

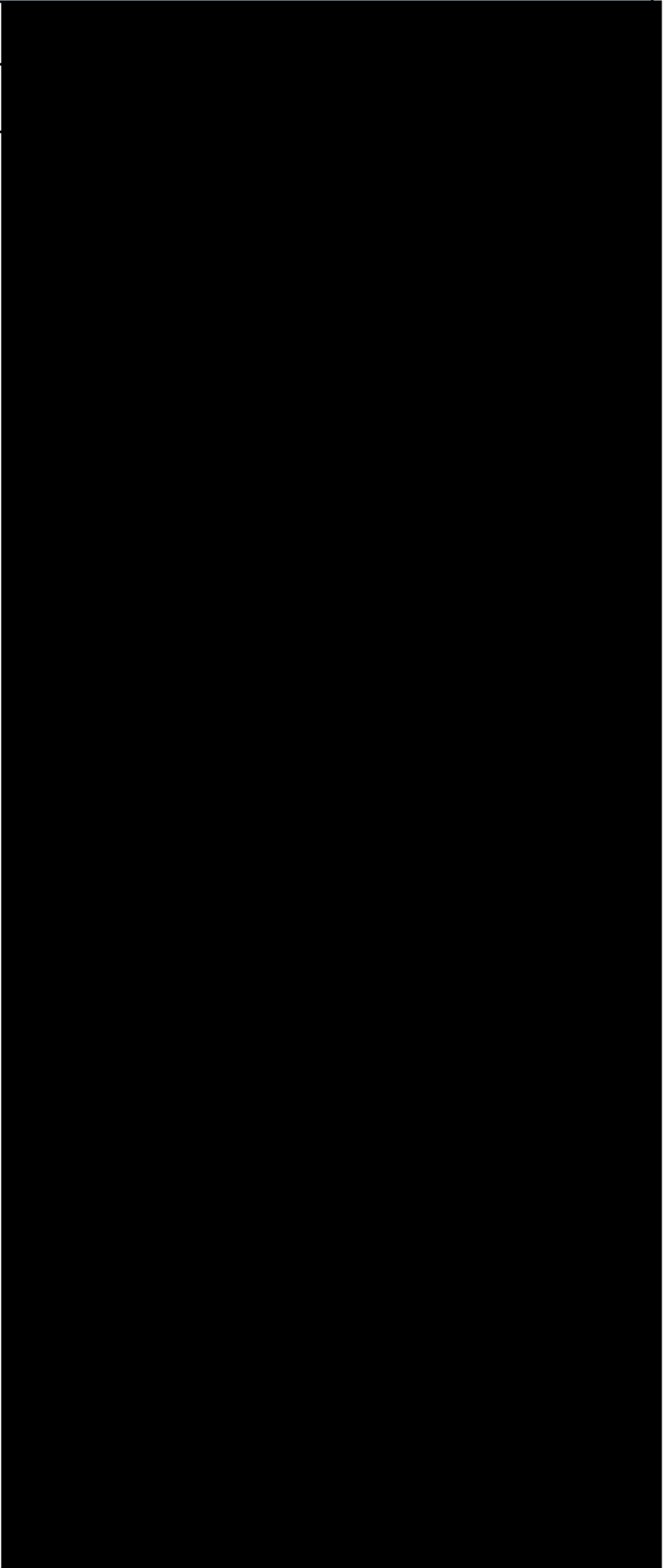
CV Kim Johnson		
1	Name	
2	Area of expertise (i.e. education or finance)	
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/ organisation position and responsibilities held length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	
4	For finance only: details of professional qualifications, including:	N/A
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life school's best 8 value added scores for the years you were in post, if applicable 	
6	Brief comments on why your previous experience is relevant to the new school	

CV Kim Johnson

		
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

CV Claire Beressi-Jones		
1	Name	
2	Area of expertise (ie education or finance)	
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/ organisation position and responsibilities held length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	
4	For finance only: details of professional qualifications, including:	N/A
5a	For education only: if you are in a leadership position in your latest school (where available):	N/A
5b	For education only: if you are in a teaching or head of department role in your latest school (where available):	N/A
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

CV Jenni Ramos

1	Name	
2	Area of expertise (i.e. education or finance)	
3	<p>Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles</p>	

CV Jenni Ramos		
4	For finance only: details of professional qualifications, including:	N/A
5a	For education only: if you are in a leadership position in your latest school (where available):	N/A
5b	For education only: if you are in a teaching or head of department role in your latest school (where available):	N/A
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

CV Katie Jarvis		
1	Name	
2	Area of expertise (ie education or finance)	
3	<p>Details of your last three roles including:</p> <p>name of school/ organisation position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	
4	For finance only: details of professional qualifications, including:	N/A
5a	For education only: if you are in a leadership position in your latest school (where available)	N/A
5b	For education only: if you are in a teaching or head of department role in your latest school (where available)	N/A
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

CV Susan Kay		
1	Name	
2	Area of expertise (ie education or finance)	
3	<p>Details of your last three roles including:</p> <p>name of school/ organisation position and responsibilities held length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	
4	For finance only:	N/A
5a	For education only:	N/A
5b	For education only:	N/A
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

CV Amy Wormald		
1	Name	
2	Area of expertise (ie education or finance)	
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/ organisation position and responsibilities held length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	
4	For finance only:	N/A
5a	For education only:	N/A
5b	For education only:	N/A
6	Brief comments on why your previous experience is relevant to the new school	
8	Reference names(s) and contact details	



Department
for Education

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