



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 SEAX TRUST FREE SCHOOL

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The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	x	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?		
Section A: Applicant details	x	<input type="checkbox"/>
Section B: Outline of the school	x	<input type="checkbox"/>
Section C: Education vision	x	<input type="checkbox"/>
Section D: Education plan	X	<input type="checkbox"/>
Section E: Evidence of need	x	<input type="checkbox"/>
Section F: Capacity and capability	x	<input type="checkbox"/>
Section G: Budget planning and affordability	x	<input type="checkbox"/>
Section H: Premises	X	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	x	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	x	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	X	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<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: SEAX Trust Free School with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	x	<input type="checkbox"/>
11. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	x	<input type="checkbox"/>

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

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

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

Declaration

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

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

- the requirements outlined in the [how to apply to set up a Free School guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- for children with an education health and care plan ('EHCP') naming the school, the requirements pertaining to children with SEN within the special educational needs and disability (SEND) code of practice, including the duty to admit a child where the school is named in an EHCP;
- for schools where the Secretary of State agrees in the funding agreement that they can also admit non-statemented students with special needs, the school must, in respect of these students, 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: 26th September 2016

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

Section C – vision

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

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the [how to apply to set up a Free School guidance and the criteria for assessment](#) for what should be included in this section.

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

The SEAX Trust proposes to establish a Free School in Chelmsford, serving the area of mid Essex, for 70 children and young people aged 7 -16, Key Stage 2 – 4, (boys and girls) with complex autistic needs which create significant barriers to their effective engagement in learning and challenges to their personal development. Opening September 2018. Class sizes will be small with a maximum of 5 students per class.

All students will have an EHCP, their primary need will be ASC with:

- Severe language delay
- Complex social communication difficulties
- High levels of anxiety, mental health issues
- Challenging sensory processing needs
- Challenging behaviours which may pose a risk to themselves or others

It is the complexity and combination of these issues that restricts their ability to cope in other academic environments including special school provision with lower staff pupil ratios and creates a barrier to accessing curriculum and learning opportunities. This complexity inhibits and delays learning; students may have highly developed skills and knowledge in some areas but significant difficulties in others. This sometimes manifests itself as a moderate learning difficulty or at other times is more difficult to define and therefore limits progress and outcomes.

With class sizes and a high staffing ration the school will provide a highly differentiated core curriculum with integrated therapeutic programmes to meet individual needs and aspirations ensuring that there are increased opportunities to be

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

part of the wider community and to lead as independent a life as possible. The aim is to ensure that students have the essential life skills which will enable them to:

- Communicate, interact and participate
- Become independent and lifelong learners
- Be included in social leisure and community activities
- Form and maintain constructive relationships; keep themselves safe
- Develop skills and attitudes for employment
- Be emotionally resilient and choose a healthy way of life

Staff will be highly trained and supervised in a full range of interventions and strategies appropriate to the needs of learners. The low arousal autism friendly environment will offer age appropriate accommodation, curriculum facilities and access to therapeutic spaces and personnel.

The SEAX Trust Free School will provide boarding placements for 10 students in Key Stage 3 & 4 on a Monday to Friday basis. The boarding facilities will provide a twenty-four hour independent living curriculum for older students and also create the opportunity for much needed “respite” to relieve the immense pressure that is put on families frequently leading to family breakdown. We anticipate that as a result fewer young people will require social care provision and will be better prepared for independent living and leading an autonomous lifestyle in the future.

Students in boarding placement accessing the 24 hour curriculum will be enabled to continue work on personal BASE targets, (Behaviour, Academic, Social, and Emotional) (D2). Combined with close family liaison this gives the opportunity for more effective generalization of skills. Relevant life skills in a contextually appropriate environment will lead to a greater number of fully mastered independent living skills at the end of their school life. This will mean that young people are more likely to be able to live independently or in a ‘lightly supported’ way as opposed to in a highly staffed institutional environment.

We know that the key to successful outcomes for students is a responsive and supportive partnership with parents and families, this will be at the heart of our practice ensuring that there is an integrated and interdependent approach from all education and therapeutic professionals.

Trust Background and Vision

The SEAX Trust is a unique multi-academy trust in the county established by the Thriftwood Academy as part of the Essex special school sector in April 2015. The Trust is vibrant, forward thinking and committed to providing learning experiences

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

which will enable success, regardless of gender, disability, ethnic or social group. The **Trust** comprises:

Thriftwood School and College, Chelmsford. Provision for 228 children and young people, 5-19 years, with moderate learning difficulties and additional complex needs, ASC, ADHD, speech & language difficulties, which impact on their personal and social development. Thriftwood is a centre of excellence, a twice Outstanding special school, a provider of highly valued outreach services and training to mainstream schools, parents and agencies and a Hub for autism provision in mainstream primary and secondary schools. Thriftwood is currently working towards the NAS Autism Quality Award as 85% of students have a diagnosis of ASC/social communication difficulties.

Langham Oaks School, Langham, Colchester. Provision for 68 boys, 10 – 16 years with social, emotional and mental health needs which impact on their behaviour and personal development. 25% of students have a diagnosis of autism. Langham Oaks is a Good school with excellent experience of boarding provision, a highly effective provider of outreach services and training, and alternative provision to mainstream schools. Three subsequent independent inspections have indicated that the school boarding provision would now be judged as “Good” having rigorously addressed the procedural failures identified in the 2016 “Requires Improvement” judgement.

Grove House, Brentwood, Essex, will join the Trust in October 2016. It is a Free School opened in September 2015, for children aged 9 – 16, with a primary need of speech, language and communication difficulties, 60% have a diagnosis of autism. Currently 50 on roll rising to 105.

The Trust has a phased expansion plan to 6 special schools to include MLD, SEMH, SLCN and SLD in the next 3 years, this includes the proposal for the Free School, designated ASC provision.

The **Trust** recognises the distinctive nature of the context and pupil needs in each member academy and will encourage a diversity of approach, which will be regularly reviewed, but allowing each Local Governing Body to manage in the best interests of their community unless schools are failing their students. The involvement of parents in a variety of roles in each academy is highly valued and will be continued.

The Trust Vision

- To provide outstanding educational experiences for children and young people with special educational needs
- To put the well-being and achievement of students at the heart of all decision making

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

The Trust Ethos & Values

The key words of our vision statement underpin our ethos & values

- We operate within a culture of trust and respect for all members of our community
- We celebrate achievement and value the contribution of individuals
- We have high expectations of all for commitment and participation

The Trust Aims are to:

- Deliver high quality educational experiences to all students
- Secure the highest achievement for all students
- Improve the life chances of students
- Establish close partnership with parents and carers & a wide range of professional disciplines to support success
- Develop the skills, knowledge, capability and attitude of all staff to deliver high quality education and support.
- Provide quality leadership and governance, accountable for the performance of each academy and the Trust.

Through the Trust we will provide:

- School to school support – to include leadership & management, governance, professional development
- Operational economies in terms of value for money and organisational resilience; greater purchasing power, cost saving through economies of scale
- Collaborative and effective partnership working with the LA, Essex Special School Education Trust (ESSET, 19 schools) and other partners to secure the development of SEND provision in Essex.

The Free School

Vision

To provide unique and outstanding educational experiences for children and young people with severe autism which gives them the best opportunities for:

- Personal growth
- To be included in and to contribute to society
- Their well-being and achievement to be at the heart of all decision making about future life chances.

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

Ethos and Values

The key words of the Trust vision statement will underpin the Free School ethos and values so that it will:

- Nurture a culture of trust, respect and relationship through sound practice
- Celebrate all achievement and value the contribution of individuals
- Have high expectations of all for commitment, engagement and participation

Aims

- Deliver high quality educational experiences to all students
- Secure the highest achievement for each pupil
- Improve the life chances of students
- Establish close partnership with parents and carers and wide range of professional disciplines to support success
- Develop the skills, knowledge, capability and attitude of all staff to deliver high quality education and support.

Section D – education plan: part 1

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

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

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

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

Section D – education plan: part 2

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

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

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

	Current number of students (if applicable)	2018	2019	2020	2021	2022	2023	2024
Year 3		5	5	5				
Year 4			5	5				
Year 5		5	5	5				
Year 6			5	5				
Year 7		10	10	10				
Year 8		5	10	10				

Year 9		5	5	10				
Year 10			5	10				
Year 11				10				
Year 12								
Year 13								
Totals		30	50	70				

KS2 Subject/ activity	Hours per week	Mandatory/ Voluntary	Comments
Literacy , Language & Communication	5 hours	Mandatory	This will involve collaborative planning with Speech & Language Therapists (SpLT)
Maths , Problem solving, numeracy	5 hours	Mandatory	
Science & Environmental enquiry	2 hours	Mandatory	
Outdoor Learning	1 hour	Mandatory	
PSHCEE/SMSC/RE	2 hours	Mandatory	These subjects will be delivered through a cross curricular topic approach
History, Geography, MFL	2hours		
Computing (ICT)	1 hour	Mandatory	
Physical Education (PE)	3 hours	Mandatory	
Creative Arts, Design Technology Food technology	2.5 hours	Mandatory	
Sensory Programme	1 hour	Mandatory	These activities will be used at the start of each session am/pm with regular opportunities for individual students to access activities dependent on mood/behaviour/ anxiety.

Individual Therapy	1 hour	Voluntary	Needs based, timetabled throughout the day
KS3 Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Literacy , Language & Communication	5 hours	Mandatory	This will involve collaborative planning with Sp<
Maths , Problem solving, numeracy	5 hours	Mandatory	
Science & Environmental enquiry	2 hours	Mandatory	
Outdoor Learning	1 hour	Mandatory	
PSHCEE/SMSC/RE including sex education & relationships	2 hours	Mandatory	These subjects will be delivered through a cross curricular topic approach
History, Geography, MFL	2hours		
Computing (ICT)	1 hour	Mandatory	
Physical Education (PE)	3 hours	Mandatory	This will include use of community facilities to gain independence in the wider environment
Creative Arts, Design Technology Food technology	2.5 hours	Mandatory	
Sensory Programme	1 hour	Mandatory	These activities will be used at the start of each session am/pm with regular opportunities for individual students to access activities dependent on mood/behaviour/ anxiety.
Individual Therapy	1 hour	Voluntary	Needs based, timetabled throughout the day

KS4 Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Literacy , Language & Communication	5 hours	Mandatory	This will include a range of accreditation courses appropriate to the student –Entry Level, Level 1&2, GCSE, ASDAN. This will involve collaborative planning with Sp<herapist
Maths , Problem solving, numeracy	5 hours	Mandatory	
PSHCEE/SMSC/RE Including sex education & relationships	2 hours	Mandatory	These subjects will be delivered through a cross curricular topic approach
Physical Education (PE)	2.5 hours	Mandatory	This will include use of community facilities to gain independence in the wider environment
Independence – travel, world of work, use of leisure time	4.5 hours	Mandatory	This will be based in the wider community and will be individualised to the needs and interests of the student
Options	4.5 hours	Voluntary	Computing, expressive arts, horticulture, catering, independent living skills, technology, science
Sensory Programme	1 hour	Mandatory	These activities will be used at the start of each session am/pm with regular opportunities for individual students to access activities dependent on mood/behaviour/ anxiety.
Individual Therapy	1 hour	Voluntary	Needs based, timetabled throughout the day

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

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

Curriculum Overview

Within each of the existing academies Thriftwood (MLD & complex needs), Langham Oaks (SEMH with residential provision) and Grove House (SLCN) there is a very high percentage of students with a diagnosis of ASC and associated communication difficulties. Whilst the Free School curriculum will build and draw upon the expertise and strengths of all the current provisions it will use the successful curriculum and assessment models developed at **Thriftwood** to ensure that specific teaching interventions are put in place for those students with the most complex autistic needs who have significant barriers to effective engagement in learning and challenges to personal development.

Thriftwood is currently working towards the National Autistic Society Quality Standards. The process will be developmental and inform the setting up of the Free School. In time the Free School will work towards the NAS standards with the support of Thriftwood who will have already been through the process, and this sharing of resource ideas and expertise will be a highly constructive support mechanism.

The Free School will provide a curriculum delivery in class groups of five students, with flexibility in class groups to mix abilities within age appropriate levels. Whilst acknowledging that children and young adults with autism face many barriers to learning our approach is rigorous and ambitious with a focus on individual progress and achievement so every pupil can reach their potential. High quality teaching will ensure that the curriculum is motivating, challenging and effectively planned with the expertise from different therapeutic specialists.

The curriculum will be a rich blend of therapy, functional skills, creativity and physical activity, together with a focus on core skills, expanding the students' worlds and offering opportunities to develop lifelong skills for employment, inclusion and participation in society.

The distinctive nature of our creative arts and an outdoor curriculum built on **Thriftwood's** outstanding Forest School and Outdoor Learning curriculum will strongly support the emotional health and well-being of students.

Preparing students for adulthood will be a fundamental aim of the school this will demand increasing the functional skill of individuals in order that they can adapt to the environment and use effective strategies to communicate and manage their anxiety. Identified strategies will be drawn upon, these will range from Pictorial Exchange Communication System (PECS), Social Communication, Emotional Regulation & Transactional Support (SCERTS), Social Stories, Comic Strip Conversation, TEAACH. The school will have a positive handling approach and will be confident in its understanding and management of challenging behaviour which may include; physical, verbal, refusals, mutism and oppositional behaviours.

The aspiration for students will be accreditation and employment or further education opportunities where appropriate, they will be supported in transitioning into a more MLD or mainstream setting where they can access further qualifications such as GCSE's. A range of qualifications from Entry Level to GCSE and Functional Skills is

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

offered at **Thriftwood College** and opportunities for inclusion will be actively promoted.

The strong partnership between the Free School and the ‘Outstanding’ Thriftwood will ensure that an ambitious and deliverable curriculum is an attainable goal.

Key changes to curriculum as distinct from current provision

- Structure of the school day to include sensory activities
- Integration of therapy and role of therapists
- Curriculum offer + Physical development, Outdoor Learning, Creative Arts
- Personal, social, emotional and mental health curriculum emphasis
- Assessment BASE targets (D2)
- Staffing structure and high level pupil support (D3)

Outline Timetable	Daily
8.50 -9:20	Registration, Morning routines, sensory activities
9:20 - 10.10	Lesson 1 core subjects + sensory break
10.10 – 10.55	Lesson 2 core subjects + sensory break
10.55 – 11.15	Break
11.15 -12.15	Lesson 3
12.15– 1.05	Lunch
1.05 – 1.30	Registration, Afternoon routines, sensory activities
1.30 – 3.00	Lesson 4/5
3.00 – 3.15	Plenary, preparation for leaving
3:15 pm	Mon – Thurs students leave, Fri – finish 2.30 to allow time for all staff evaluation/planning

Key Stage 4 Timetable

The daily timetable for KS4 students will continue to develop skills and fluency in core subjects which may include accreditation. A focus for the pupil at this stage will be to travel and experience work opportunities in the wider community. As a result there will be a more flexible approach to the afternoon sessions. A priority will then be to contain levels of anxiety through the personalised sensory integration programme to maintain appropriate arousal levels.

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

2) Integration of therapy and role of therapists

Therapy and therapists working collaboratively with staff, students and families will be an integral and defining feature of the school. The professional speech & language, occupational therapist with specialism in sensory integration and art/music/drama therapists will work closely with all other staff to inform and develop the curriculum, provide individual programmes and support families.

Part of their role will be in generalizing the skills in the classroom with students where they will work alongside staff modelling strategies and approaches, collaboration in action providing effective professional development.

3) Curriculum Offer

Literacy

Literacy is a broad based term which encompasses many subskills within communication, language and writing. For ease of reference the term Literacy will be used in the application.

Literacy and maths skills, are prerequisite for any level of independent inclusion within society so must be a high priority hence a daily "lesson" in the timetable. The term lesson is, again, a generic term and in the context of this school will be varied and fluid according to need.

Pupil progress in all areas of literacy at **Thriftwood is outstanding** for a diverse population where autism presents as a barrier to learning:

- Outstanding progress in reading, spelling and writing across all ages and abilities.
- Excellent results in terms of accreditation
- A proven range of successful interventions
- Excellent progress with relevant personal targets which have laid the foundations for a successful future outside the school
- Careful differentiation

The Free School will, therefore, build on the strength and diversity of the curriculum of **Thriftwood** to create its own specialised interpretation.

Students with severe autism have specific and well understood difficulties with communication and literacy and these will be catered for with curriculum adaptations and an individual approach using BASE targets (D2) as the foundation for their learning.

Literacy will encompass, and have as its focus, language and communication skills, essential aspects for the pupil with autism. Effective communication involves a number of complex skills, often taken for granted and which include: expressive and

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

receptive language, vocabulary acquisition, articulation, narrative and pragmatic skills.

Good communication is a determining factor for self-esteem and success emotionally, socially and academically. Many students with autism will have poor social communication and interaction skills. Thus, frustrations due to needs and wants not being met lead to behaviours that can be inappropriate and lead to social exclusion. For every core aim of the school language and communication is a key to success so developing these skills must be a priority. They are an integral part of shaping cognitive and social skills, skills for life and work, but first and foremost emotional well-being.

It is anticipated that skills will range from having little appropriate language featuring limited communicative intent to highly verbal students with a great dexterity and love of language but who may be highly resistant to writing. There will be others who are technically very able to write but in need of support with comprehension. Those students with particular curriculum strengths will be given the opportunity to develop their knowledge and achievement to its fullest potential to gain access to future learning opportunities and employment. This could include accreditation.

These complex and often contrasting needs will be catered for by a combination of teachers, class managers and therapists working as a team to deliver a curriculum which is based on excellent understanding of core needs and how these are translated into individual pupil learning profiles.

In all key stages core curriculum subjects will constitute a significant part of the timetable as discrete lessons but will be pervasive through the broader curriculum. The School Vision is for all learners to achieve personal growth and to be included within and to contribute to society. Improved communication, interaction and literacy skills will be an essential element of this growth.

Maths

It is acknowledged that Maths is a generic term which, like literacy, encompasses many areas. Again, for ease of reference the term Maths will be used throughout this application.

Thriftwood School and College has a proven track record of achieving outstanding progress for its students in Maths. This extends from pattern and pre-number skills to preparation for GCSE. The Maths curriculum in the Free School will be based on that of Thriftwood:

- Developing numeracy, core skills and functional ability in Maths so that all students make progress from any starting point
- Using various resources which support understanding and facilitate progress, such as Numicon
- Employing known interventions as well as the creative adaptation of others
- With an emphasis on functional use

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

Numeracy will be a strong focus throughout the school, ensuring the language and flexible thinking necessary for strong Maths skills, are supported and developed. The areas of time and money often give rise to confusion and difficulty, possibly due to their particularly abstract nature. This is understood and will feature regularly and creatively in the curriculum.

Basic numeracy can be a relative area of strength for some children with autism as numbers are:

- Ordered
- Predictable
- Follow consistent logical rules in calculations.

Many young people with autism find arithmetic and calculations restful and calming as a direct contrast to the unpredictable nature of social interaction (Grandin, 2014).

However problem solving and reasoning can be more of a challenge due to difficulties with:

- Inflexible thinking
- Social understanding
- Verbal reasoning.

Specifically, difficulties occur because:

- Much of the language is ambiguous, e.g. take away, and context dependent
- The application of basic skills to problem solving tasks rely on a relatively high order of language, together with good language processing. People with autism typically have difficulties with executive function which impacts working memory. This adds an additional burden to transferring good skills with arithmetic and number to working out problems.
- A facility with number and calculation is often celebrated in young people with autism but can be misinterpreted as a special skill with Maths in general whilst the pupil remains confused and limited in their application of these skills to problem solving. This can create misunderstanding as the needs of the pupil are not fully understood or catered for.

Therefore, students will be supported in developing language skills in the specific context of Maths. A functional application of numeracy to structured generalisation in a wide variety of contexts will be important for success to impact progress. We believe that an experiential learning technique will be the most appropriate for many of students and will, therefore, look to use tools such as Numicon and Number Worlds. Computer-based Maths packages will also be utilised (e.g. RM Maths) in order to increase motivation.

Having acknowledged that numeracy and mental calculations can be relative strengths for some students with autism, maths will continue to present many seemingly abstract concepts which students will need support to understand.

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

The KS3 & 4 curriculum will focus on:

- Transferring/generalising skills into practical and real life situations
- Continuing work on the problematic and abstract concepts of time and money
- Estimation, approximation and evaluation
- Practical problem solving tasks to do with memory
- Abstract predictions, mathematical comparison, understanding hypothetical situations and therefore problem-solving.
- Shape, space and measure utilising creative strategies for teaching and linking other areas of the curriculum

For many students concepts will be taught in real life practical situations, reinforcing the need to use the wider environment to practise as they will continue to struggle with basic concepts. Some students will focus on a basic functional use of time and money in order to acquire greater social inclusion and independence.

Other students may require more formal teaching in order to prepare them for accreditation, either in school or in subsequent college placements. The work for these students will be more classroom based whilst supporting the generalisation of their skills to other curriculum areas and contexts.

Physical Development

Physical development is a key area of focus for our students. There are different aspects to physical development, especially for students with ASC:

- Maintaining physical fitness for health and well-being is important for every individual, not just those with autism.
- Some children will struggle with physical activities due to comorbid conditions such as dyspraxia or just have difficulties with fine motor skills such as holding pens, fastening buttons, opening boxes and packets. Therefore, increasing motor skills will also help increase independence.
- Intense physical activity is recognised as being key to help alleviate symptoms of stress and anxiety. By engaging with the physical senses through concentration and coordination, as well as the physical impact of activity, the other cognitive resources which can turn to obsessive or unhelpful thinking can be allowed to rest. There will be a creative approach using a range of different sports and activities, e.g. Martial arts, yoga and dance. The benefits of walking, running and swimming as methodic and rhythmical exercise will be incorporated into the curriculum.
- Appropriate arousal levels will be managed and maintained with particular physical exercises which the OT will determine and create individual programmes for.
- Although some children with autism can be very agile, others can have reduced awareness of their own bodies leading to difficulties with navigating obstacles so there will be opportunities to develop this proprioceptive ability through regular activities such as gym trail

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

- Offering different sporting and leisure experiences provide opportunities to expand the child's world. Students may need encouragement to try out new things as they may have developed strong preferences for physical activities which they feel secure with and choose to repeat, such as bouncing, spinning and running.

For all these reasons physical activity will be an important element of the daily timetable. Team games are not necessarily something which people with autism find easy as they demand good executive function, planning and theory of mind. Therefore other options will be available such as archery, trampolining and athletics. The school will be equipped with trampolines, soft-play area and climbing frames necessary to support this area of curriculum.

At KS3 and 4 the P.E. curriculum will be important to further develop the habit of a healthy lifestyle, experience a range of activities and sports which could offer opportunities to alleviate stress and anxiety as well as developing a range of physical skills to increase strength and flexibility. Activities will include: dance, yoga, martial arts, swimming and individual strength exercises using weights and machines.

Other activities will assist students to gain emotional and physical resilience through:

- Structured competitive sports
- Adventurous and varied outdoor activities, sometimes in different environments.

Developing a range of interests in sports and active pursuits will be a key part in:

- Alleviating symptoms of anxiety
- Helping students develop lifelong interests
- Developing communication skills
- Increasing opportunities to create and develop relationships and social skills

As part of the wide sporting programme access to mainstream physical activities, gyms and leisure centres will be engaged with. These, often very big buildings, can be intimidating and overwhelming causing confusion and providing a further barrier to good health, inclusion and participation. Developing confidence and familiarity with accessing these buildings will be part of the specifically structured programme so that these challenging environments do not affect future long term outcomes. We will also look to develop strong relationships with local mainstream schools and leisure centres to allow us to supplement in-house staff sporting expertise.

Thriftwood has staff with a range of PE/coaching qualifications who will support the programmes.

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

Outdoor Learning

The outdoors in all its variety is an important learning environment, in its own right but also as an area which offers different opportunities to:

- Work collaboratively, develop personal resilience
- Develop spiritually through a sense of awe and wonder
- Grow through challenge
- Be a place of calm and respite which is all important to students with ASC who may feel constrained by spending long periods of time in buildings or stressed by the artificial sensory stimuli in buildings (lights, noise)

The outdoors also offers curriculum opportunities through science, work and enterprising activities, such as horticultural and nursery activities, giving young people a sense of purpose. Having a sense of real purpose at all cognitive levels in adolescence is a well-documented protective factor against mental health issues.

Forest School is a unique opportunity for students to develop independence, self-motivation, courage and consideration for the world around us. The philosophy of Forest Schools is to encourage and inspire individuals of any age through positive outdoor experiences over an extended period of time. This powerful approach enables children to develop self-esteem, self-confidence, team work and resilience through supported risk taking activities at the students' own pace. It will be part of the outdoor curriculum at KS2 and in KS3 more developed and expanded activities will occur further afield such as the Wilderness project helping students to progress their skills and confidence to other localities. **Thriftwood** currently has 3 qualified Forest School Leaders who will support the Free School.

Creative Arts

The benefits of various art therapies for the social and emotional development of the child is well documented; art, music and drama will be an integral part of the curriculum offering students an alternative route to express their feelings, create and develop skills.

Developing leisure activities and an ability to fill time productively will be a protective factor against loneliness and mental health difficulties and will assist in the expression of feelings and emotions in later life.

Therapists will work collaboratively with each other planning and implementing programmes and provide support and training to staff, students and parents. Thriftwood currently employs a music therapist on a part-time basis.

4) Personal, social, emotional and mental health curriculum

This is an area where our particular cohort will struggle. The Personal, Social, Health, Citizenship & Economic Education curriculum (PSHCEE) will be taught as a discrete area of the curriculum and also implicitly through all aspects of the curriculum.

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

Key targets will be set in each pupil's BASE plan (D2), particularly around appropriate behaviour, social skills, working in small groups and improving interaction with peers. Curriculum will provide both structured and informal support to develop understanding of the needs, views and feelings of themselves and others and to form good relationships with adults and make friends with peers and ensure emotional well-being and good mental health.

Developing Understanding of Emotions

A good understanding of one's own feelings and emotions is widely acknowledged to be problematic for people with autism difficulties integrating their own sense and using language to interpret physical sensations (Bogdashina, 2005). Children with ASC may also have difficulty regulating their emotions or expressing them appropriately. Interpreting or predicting the feelings and emotions of others presents further difficulties due to sensory-perceptual difficulties, lack of shared experiences, weak theory of mind together with weak central coherence. (Vermeulen, 2001, Bogdashina, 2005).

A structured programme to teach the identification of feelings, "Dealing with Feelings, Tina Rae", will be put in place throughout the school to assist students link physical feelings to emotions and then to situations. It will also help students explore the complexities of understanding how others are feeling. There will be daily structured opportunities to explore this at each Key Stage.

Social Skills

At KS2 Turn taking and additional play skills will be part of the curriculum. Social language and joint attention can be taught by running small social groups daily including naturally occurring learning opportunities. Turn taking games are selected and children are supported and taught how to play appropriately i.e. to follow the rules of the game, to take their turn and to wait nicely between turns. The school will also use the proven method of 'Attention Autism' to develop shared attention skills.

The PHSCEE curriculum is an important area for driving independent living skills in our population. We will aim to equip students with life skills that others may learn intuitively, such as responding to emotions, asking for assistance, and dealing with anxiety. This will be a key focus area in the individual BASE plans.

In the area of PHSCEE particular challenges arise for young people with autism as they are at greater risk for exploitation and abuse. Many young people with autism, and including those who are pre-verbal, are quick to learn how to use IT. Cyber bullying and e-safety will be a focus for the PHSCEE and Computing curriculum.

At KS3 & 4 this will continue to be of key importance in the curriculum as it is at this phase of puberty and growth that students with ASC experience heightened levels of anxiety and emotional turbulence. Aspects of the curriculum will include:

- The SCERTS programme, with time given at the end of each day for each group to reflect on feelings and emotions
- Forming relationships and developing friendships, an important aspect of life which can contribute to loneliness and mental health issues if not addressed

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

- Sex education and relationships programme which takes into account the many areas of difficulty and misinterpretation for young people with ASC. This will be a crucial part of the curriculum which recognizes the vulnerability of these learners (Henault, Attwood, Hellemans et al, 2007)
- Social media – as students struggle to interpret the indirect communications of others, it can threaten relationships and friendships leaving students at considerable risk of exploitation and abuse.
- Managing the social demands of work experience placements, communication with unfamiliar people.

As students move through the experimental and thrill seeking stages of adolescence towards adulthood other aspects of the PHSCEE curriculum will include personal care, drug and alcohol mis-use. Students with autism are particularly vulnerable to understanding the motives of others and the implications of unhealthy influences. They will, however, experience the same need and drive for independence as all other adolescents.

Residential Provision

The provision will be established too meet all legal requirements and the standards of the Ofsted Framework for the Inspection of Boarding and Residential Provision in Schools, April 2016. The support and expertise of Langham Oaks residential leadership team will be used to ensure that the development of the provision meets all the standards and advice will be sought from Wells Park school (SEMH) in Essex which has experience of residential provision for girls. The staffing and accommodation will cater for a mixed gender group up to a maximum of 10 students.

The residential provision is a key opportunity for pupils to enhance their access to appropriate staff, a therapeutic environment and suitable resources, to enable them to make further progress in social, emotional and cultural development and complement their academic learning and progress.

Outcomes will be achieved through:

- access to a 24 hour curriculum
- opportunities to extend working relationships with both staff and peers
- therapeutic space
- opportunities for social development
- development of emotional resilience from being away from home
- opportunities to experience independent living skills
- problem solving and team building activities
- developing confidence
- developing a sense of community and citizenship
- opportunities to develop responsibility
- supporting pupils with attendance issues

Residential will offer important opportunities to enhance the understanding and application of the BASE targets. Personal growth and the resilience of the students

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

will be gently challenged in a supportive and trusting environment with staff they are familiar with in the 24hour curriculum. The staff will be different to those during the school day offering a complete break from the daily school routine. The Senior Care Officer will be a member of the Leadership team and will be a vital link between both groups of staff facilitating the transfer of knowledge and information about individual students. The Transitions Officer will provide the critical link between home, school and residential provision ensuring that the experience is both secure and supportive to the pupil and the family.

Many students with ASC require support and guidance in basic functional skills – making choices, crossing the road safely, independent dressing, preparation of drinks and food, the boarding facilities will offer opportunities for these skills to be practiced and transferred into everyday life at school and at home.

The aim of the school is to increase student's independence and involvement in the community, boarding for those in KS3 & 4 will provide additional experiences which will develop self-confidence and enable students to grow in a secure environment. This will in turn enable them to gain trust and confidence to try other new and unfamiliar experiences away from their family. This will empower them for the future.

The provision will also offer opportunities to engage in other social activities in the evening such as bowling, the cinema, walking, going to a restaurant and alternative sporting activities. This provides opportunity for social interaction and communication skills to be generalised in real situations and for students to gain confidence amongst unfamiliar people and places whilst discovering new interests for the future.

Residential opportunities will support the particular requirements of both genders growing into adolescence. The personal and physical needs of girls and boys can be supported and catered for in a real "living" environment rather than a classroom. This supports the challenges faced by families as young people move through the confusing and often stressful transition into adulthood when changes to the body can be bewildering and frightening especially for the student with ASC.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

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

D2 – measuring pupil performance effectively and setting challenging targets

The strength of Thriftwood School and College, Langham Oaks and Grove House has been in their skill and effectiveness in adapting the curriculum to individual needs and ensuring that assessment is both rigorous and integral to planning individual outcomes.

“The curriculum is tailored precisely to students’ needs and provides something in which each one can achieve successfully”

“Assessment procedures focus very closely on students’ social as well as their academic development. These procedures are used very effectively by all staff to plan the next stages of learning for each pupil” (Ofsted 2011, Outstanding, **Thriftwood**)

The systems for monitoring and assessment which **Thriftwood** have used have, therefore, been validated and we are confident that they have continued to evolve incorporating all pupil needs and national changes in assessment. The Free School will continue to base its assessment and monitoring procedures on this model and will value students’ progress in the academic, the therapeutic and the social-behavioural curricula and use them as key indicator of success. Targets and monitoring systems will address the Key Performance Indicators of:

- Academic achievement, including qualifications, where relevant
- Attendance
- Behaviour
- Pastoral care and pupil well-being
- Quality of teaching
- Pupil and parental/carer satisfaction
- Staff training
- Pupil participation in timetabled activities

D2 – measuring pupil performance effectively and setting challenging targets

The Free School will base its assessment procedures on the **Thriftwood** model of assessment and setting of academic targets. This is detailed in the table below:

Subject	Assessment	Frequency	Purpose
Core subjects and personal social development (PSD)	Comparison and Analysis of Special Pupil attainment (CASPA)	Twice a year	Evaluate pupil progress against robust comparative national data. Set targets and inform school improvement
Personal Learning Thinking Skills (PLTS)	Individual	Termly	Staff, pupil, parental evaluation of progress
Reading	Published reading test, New Group Reading Test (NGRT)	Annually May	Summative/Diagnostic Assessment to monitor individual progress. Set targets and inform school improvement
Spelling	Published spelling test, Single Word Spelling Test (SWST)	Annually May	Summative/Diagnostic Assessment to monitor individual progress. Set targets and inform school improvement
Writing	Internal & external moderated writing task	3 x year Autumn, Spring, Summer	Formative/Diagnostic assessment to monitor individual progress. Set targets and inform school improvement
Mathematics	Assessment against National Curriculum Levels. Thriftwood designed assessment.	Weekly	Formative/Diagnostic/Dynamic Assessment to closely monitor individual progress and set targets.
English	Assessment against National Curriculum Levels. Thriftwood designed assessment.	Weekly	Formative/Diagnostic/Dynamic Assessment to closely monitor individual progress and set targets.

Moderation of standards across the schools will be incorporated into the annual monitoring cycle ensuring that staff are consistent and rigorous in the assessments they carry out. Where appropriate students will be entered for SATs at KS2

D2 – measuring pupil performance effectively and setting challenging targets

A core aim of the school is for students to move towards a closer integration into society experiencing reduced anxiety, more self-awareness of appropriate and functional communication and an ability to understand their own emotions and to self-regulate.

In order to achieve this aim we will measure the impact of the curriculum in:

- Developing communication skills
- Regulating emotions
- Managing sensory needs
- Developing resilience

This will allow us to monitor the overall progress of students in overcoming their barriers to becoming a fully participating member of society.

A baseline of students' ability in all the above areas will be taken in entry to the school using:

- EHCP targets
- WISC-1V from Educational Psychologists, EP Reports
- CELF 4
- Sensory Checklists

The SCERTS model focuses on these areas of development which people with autism can struggle to learn. It specifically builds competence in the areas of social communication, emotional regulation and transactional support. It is suitable for a range of learners with varying degrees of autism and of varying ages. It also offers a monitoring system and a programme identifying next steps. The programme will, therefore, be used at The Free School to assist in identifying targets, monitoring progress and assisting in formulating a curriculum for these identified areas. Key Stage leaders, teachers, Class Managers and therapists will construct targets for students based on the SCERTS model. Target sheets will be annotated weekly and collaboratively in teams during weekly department meetings.

Close communication with the family will inform the monitoring system from the home perspective. New targets will be set each half term by the team and in conjunction with the family.

BASE Targets

Each pupil will have a BASE plan; set of short term targets for each pupil in the areas of:

- **B**ehaviour & Emotion
- **A**cademic
- **S**ocial and Life Skills
- **E**nrichment

The plans will incorporate both school and home targets and will be constructed with parents. These plans will follow the pupil through the school and the pupil will increase their ownership of their individual plan enabling them eventually to reflect on their own

D2 – measuring pupil performance effectively and setting challenging targets

learning, set their own targets and engage more purposefully in their own development and learning. The staff will use the plan to provide a clear partnership between school, pupil and their family, it is a crucial link ensuring that learning and good practice is transferred from school to home and vice versa. This will enable us to develop highly effective and supportive relationships to impact school and home life contributing to long term outcomes.

Therapists will have a key role in the monitoring and setting of these targets as they inform teaching practice with strategies for emotional understanding and development, speech and language, sensory integration and functional skills.

Emotional and Mental Health Monitoring

Students with autism are particularly vulnerable to mental health issues ranging from low self-esteem, anxiety disorders to depression. Approximately 40% of people with autism have symptoms of at least one anxiety disorder at any time, compared with up to 15% in the general population, (National Autistic Society, 2016).

In order to monitor the emotional and mental well-being of the pupil population a monthly evaluation of each pupil will be discussed by the Pastoral Support Team - Deputy Head Teacher, Home School Liaison Manager, and Lead Therapist. The behaviour and presentation of each pupil will be given a red, amber or green rating (RAG). A red designation will trigger some level of immediate intervention, an amber rating will indicate concern and closer monitoring and information finding. A green rating indicates that the pupil is managing as well as could be expected given their individual profile. Interventions may include referral for individual therapy, or to external agencies – CAMHS, Social Care. Parents and carers will be fully involved.

A resume of the findings will be circulated amongst staff so that they are alerted to particular concerns with recommended responses. A report written for each term will summarise the results and indicate trends and causes for concern. This will also contribute to a global understanding of the welfare of students and contribute to school strategy.

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

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

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- use the space provided below; and
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D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

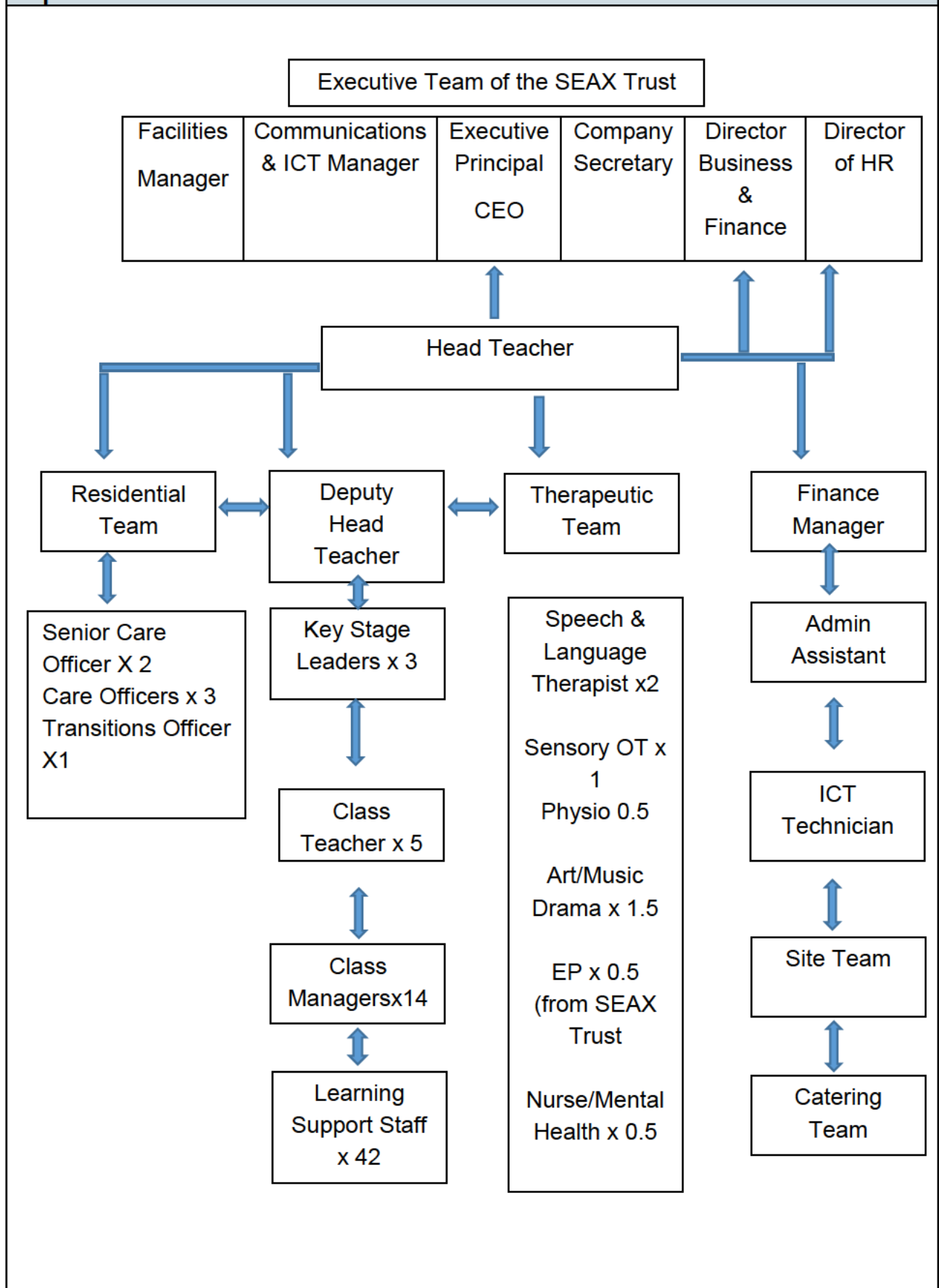
The **SEAX Trust** has an executive staff structure with clearly defined roles and responsibilities and provides professional support to all the schools through:

- Executive Principal/CEO - offering school to school support to Head teachers, Leadership Teams, Directors and Governors, monitoring academy improvement.
- Director of Business & Finance - offering strategic business and financial support to the individual academies and the Board of Directors, ensuring all financial regulations are met
- Director of HR Manager - offering strategic HR support and advice to support individual academies and the Board of Directors
- Communications & ICT Manager - offering and delivering on all aspects of effective communication systems across the Trust.
- Company Secretary
- Facilities Manager
- Plus other experienced leadership staff from the academies

The Free School will be led by a dynamic team, driven by a determination to ensure that students who attend the school derive the most from their time there. The Leadership Team within the school will have a management structure to assist staff in meeting the schools objectives. The Senior staff will lead by example in their positive approach to working with the students, and their desire continually to improve their own practice through professional development and classroom practice. They will participate in performance management and take on roles as peer mentors.

The Free School will employ a multi-disciplinary team of teaching, autism specialist and allied health professionals (OT, SpLT, art therapist, EP, Nurse/mental health) working around each pupil. All staff will work in collaboration to deliver the most appropriate teaching and learning approaches. The staff structure can be seen below:

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

Phased growth

	Staff/Year	Sept 18	Sept 19	Sept 20	Sept 21
Leadership	Students on roll	30	50	70	70
	Head	1	1	1	1
	Deputy Head		1	1	1
	Head of Therapy (SpLT)	1	1	1	1
	Finance Manager	1	1	1	1
	Senior Care Officer	1	2	2	2
	Total Leadership	4	6	6	6
Teaching Staff	Class Teachers	3	5	7	7
	Key Stage Leaders		2	3	3
	Total Teaching Staff	4	7	10	10
Therapeutic Staff	SpLT			1	1
	Sensory Occupational Therapist	0.5	1	1	1
	Physiotherapist		0.7	0.7	0.7
	Art/Music/drama Therapists	0.5	1	1.5	1.5
	EP (from SEAX Trust)	0.5	0.5	0.5	0.5
	Nurse/Mental Health		0.6	0.6	0.6
Support Staff	Class Managers	6	10	14	14
	Learning Support	18	30	42	42
	Care officers	1	3	3	3
	Transitions Officer	1	1	1	1
Admin/ Site	Administration	1	1	1	1
	ICT Technician			0.4	0.4
	Catering Staff	1	1.5	1.5	1.5
	Site Manager	1	1	1	1
	Cleaners (P/T)	1	2	2	2

The development of the curriculum and Schemes of Work will be supported by staff with subject expertise from Thriftwood; particularly in the areas of PSHCEE, PE & Coaching, Forest School. Existing Schemes of Work for core subjects will also be adopted.

The development of the collaborative practices established at Grove House will also be used as a model for the Free School and there will be sharing of experience.

The development of the residential provision will be established in partnership with staff from Langham Oaks to ensure that all requirements are fully met and that the provision is welcoming and attractive to parents and students.

The staffing structure is sufficiently flexible to respond to a reduction in pupil numbers and the changes in the curriculum that will be required to accommodate the needs of students. It demonstrates good value for money and supports a broad and balanced curriculum for students at all Key Stages even during the three years growth.

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

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

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

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

Faiths/world views

The **SEAX Trust** Free School will work with the Local Authority to employ an open and transparent system for admissions. This will ensure that the school is welcoming to all students and their families of all faiths, world views or none. A specific faith or world view will not be a barrier to admission. In other words, the school will live by the tenets of British Values by having an appreciation for and respect for their own and other cultures. Simultaneously, the school will have heightened awareness of the Prevent Strategy and will be highly tuned to threats for its students.

The School will aim for its students to become good citizens and positive contributors to the national & international community, understanding and appreciating other and alternative views which may not be in accordance with their own. This will begin with listening carefully to the views and beliefs of families and endeavouring to meet their particular and reasonable needs and wishes through active listening and positive dialogue.

We want all parents and carers to:

- Feel welcomed in the school
- Work in partnership with all of the staff
- Be well informed by clear communications
- Play an active role in developing the role of the school and college

In particular, parents will be given many opportunities to be in contact with the school through:

- A well organised and thorough transition system which will be sympathetic to the views and needs of individual families
- Regular opportunities for families to visit the school to share in celebrations
- Regular opportunities for families to meet staff to discuss pupil progress
- Frequent and regular contact with the designated Home School Liaison Manager

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

In addition, and in accordance with British Values, the school aims to be able to help students:

- Develop their self-knowledge, self-esteem and self-confidence
- Develop respect for religious and moral issues and tolerance towards ways of life which differ from their own
- Understand the world in which they live and the inter-dependence of individuals, groups and nations
- respect and care for other people and the environment

This is in accordance with the Equality, Diversity and Community Cohesion Statement of **Thriftwood**.

Spiritual, Moral, Social, and Cultural (SMSC) education

The school will guide its students in how to navigate life in modern Britain through direct teaching of the PSHCEE curriculum and SMSC education as outlined in the **Thriftwood** curriculum policies. Ofsted judged **Thriftwood** “students’ spiritual, moral, social and cultural development (as) excellent”. Therefore, the same policies and approach will be adopted and adapted as necessary.

Students with severe autism will need specific and direct teaching about forming positive relationships and then developing a healthy attitude to sex and intimate relationships. The lead teacher for PSHCE at **Thriftwood** is a member of the PSHEE Association as an expert teacher and she will advise the Free School on curriculum and approaches suitable for a population with severe autism. They are an especially vulnerable group of young people who will experience particular difficulty in keeping themselves safe. Her expertise will be invaluable in advising on current practice and relevant teaching strategies.

Within the SMSC strategy students will learn about British Values. Through direct teaching they will identify the values. More importantly the ethos of the school will be to live by those values through its conduct of tolerance and mutual respect. However, it will also actively encourage students to engage in healthy exploration, understanding, and challenge through discussion and activities in order to deepen their understanding and evolve their own opinions.

Healthy School

Thriftwood has the National Healthy Schools Status and it will be an aim of the Free School to achieve this status. **Thriftwood** will advise the free school on its successful approach to helping its students maintain a positive healthy lifestyle through:

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

- Personal, Social, Health, Citizenship, Economic Education including sex and relationships and drugs education.
- Healthy Eating which will include healthy and nutritious foods being made in school and enabling students to make informed decisions about healthy food through modelling, the provision of healthy snacks and growing their own fruit and vegetables.
- Physical Activity which will be a key part of the curriculum to maintain good physical and emotional and mental health. It will do this through various sports, exercise styles and individual activities to support efficient sensory integration. The curriculum will encourage students to do physical activity as well as being given opportunities to be physically active. Students will engage in regular activity to encourage a long term healthy lifestyle.
- Emotional Health and Well-being. This will include direct teaching and understanding of how to express feelings build confidence and emotional strength as well as supporting emotional health through positive and purposeful activity. Bullying will not be tolerated and students will be carefully supported in developing both positive behaviours and resilience.

Safeguarding and Welfare

The Free School will provide a safe and secure environment for all its students and will take seriously its responsibility to protect and safeguard the welfare of children and young people in its care, “The welfare of the child is paramount” (the Children Act 1989). The Child Protection Policy and The document ‘Keeping Children Safe in Education – DFE, September 2016). It will adopt the highly effective and compliant safeguarding policies, practices and safer recruitment procedures of the **SEAX Trust** and they will apply to all staff and volunteers working at the school. The school staff will be particularly important as they will be in a position to identify concerns early and provide help for children to prevent concerns from escalating. They will receive safeguarding and Prevent training every year with regular and relevant updates each term through CPD training.

The Designated Safeguarding Lead (Deputy Head teacher) will be responsible for: managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. The Lead will:

- **Raise awareness of child protection issues.** Staff will work to equip students with the skills needed to keep them safe in PSHCEE, Life Skills lessons and beyond.
- **Establish procedures for identifying and reporting cases or suspected cases of abuse.** All staff and volunteers will be given training and information to help them to recognise the signs and symptoms of abuse. They will be

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

taught what to do if a pupil makes a disclosure and what to do if a pupil's behaviour or physical condition causes concern.

- **Support students who have been abused.** A child protection plan will be followed.
- **Establish a safe environment in which children can learn and develop.** Staff will be expected to work in an open environment, maintaining a safe and appropriate relationship with students. Staff will avoid private or unobserved situations and will always encourage open communication with no secrets.
- **Ensure that staff adhere to the Prevent Duty** to safeguard particularly vulnerable students from being drawn into terrorist activity.

Students with ASC value, above everything, feeling safe, being protected and receiving help. All forms of bullying, including cyber bullying will, therefore, need to be confronted and dealt with. Students will be taught that it is not acceptable to make comments or jokes that make others feel uneasy or unhappy. Students will have social communication difficulties and will need support and guidance to interact successfully with their peers, adults and unfamiliar people. Research shows that many of the children will also have issues with confidence and self-esteem, requiring staff to create a positive environment that will encourage inclusion and participation. In some situations this will involve making suitable adaptations to the physical environment to enable all students to cope and thrive. In all interactions with students, staff must always be fair, respectful and act as excellent role models.

It is anticipated that a number of students will demonstrate behaviour which is more challenging than that presented at **Thriftwood**. Additional and enhanced training will be sought to enable staff to keep themselves and all students safe. Currently Essex Steps, ethical restrictive physical interventions training, is used across the schools in the Trust and additional training will be sought through Dynamis, Care and Control of Children, which caters for a more challenging need.

An ethos of dignity and fairness, where students know that difference is respected, will contribute greatly to achievement at the Free School.

Personal Growth, Citizenship and Behaviour

The ethos of the school will be based on personal growth which will encourage and promote the confidence of the individual to make good and appropriate choices. The ethos of the school will be grounded in respect, integrity, compassion and nurture with an expectation that everyone will participate and contribute to the school community and the wider community for the benefit of all. This will entail the promotion of good role modelling by all staff. Students will understand that rather than rewards and punishments all behaviours have a consequence which will be clearly outlined to the pupil and demonstrated.

It will be recognised that difficulties in controlling behaviour or understanding social interaction or norms may be intrinsic to students' autism. Through positive

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

management strategies, the curriculum, BASE plan and therapy, all students, whatever their difficulties, will be supported enabling them to make positive choices and engaging in appropriate and considerate behaviour. Students will be encouraged and taught to consider the needs, values and beliefs of others so that they can contribute to society positively in the future and become active citizens with something to offer.

As part of the curriculum students will undertake activity in the wider community which contributes to local, or wider, society. This may be in the form of organised volunteering, fund raising, and working collaboratively with charities or through local events. Through so doing students will learn that other people's needs are important and that, not only do they have something to contribute, it is their duty to contribute to be an active citizen. This level of productive work will also be a protective factor for their emotional and mental health into the future.

The Head/Deputy Head will develop a whole school behaviour policy, supported and followed by staff members, parents and children. The policy will make use of the multi-disciplinary team in understanding and then supporting individual needs.

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

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

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

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

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

Meeting the needs of children with severe autism as distinct from the current cohort

All students will have an EHCP; their primary need will be ASC with:

- Severe language delay
- Complex social communication difficulties
- High levels of anxiety, mental health issues
- Challenging sensory processing needs
- Challenging behaviours which may pose a risk to themselves or others.

It is the complexity and combination of these issues that restricts the ability to cope in other academic environments, creates a barrier to accessing the curriculum and

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

learning opportunities. This complexity inhibits and delays learning; students may have highly developed skills and knowledge in some areas but significant difficulties in others. This sometimes manifests itself as a moderate learning difficulty which is difficult to define but can limit progress and outcomes.

Autism contributes to a set of behaviours caused by differing brain function which causes:

- Difficulties in communication
- Social and emotional understanding
- Flexibility of thought

People with autism are also prone to experiencing debilitating levels of:

- Anxiety
- Sensory integration difficulties

Mental Health

The emotional and mental well-being of all students within the **SEAX Trust** academies is paramount. Mental health issues have a raised incidence in our population. Research supports our experience that unfortunately, due to scarce resources locally high levels of anxiety, if left untreated, frequently lead to more severe mental health problems including anxiety disorders for people with autism (Chalfant, 2011).

Therefore, the curriculum with a fully integrated therapeutic approach, skilled staff and autism friendly environment has to address these fundamental issues with a twofold approach by:

- Creating an environment and curriculum which recognises and accommodates how anxiety and sensory issues manifest themselves in learners with autism. This would be reflected at the outset, for example, by considerations of the built environment with a “low arousal” scheme and whole school communication styles.
- Helping students recognise their own anxiety and learning how best to develop self-help and self-management strategies through a well thought out combination of: curriculum, timetable and trusting relationships. National Autistic Society (NAS) guidelines will form the basis of the approaches used.

Girls

Girls have been identified as a specific group due to the very low incidence identified within the cohort.

The understanding of girls with autism and how they present is growing in recent years although far less is understood about this population than boys. It is still the case that more boys than girls are diagnosed and there possible different explanations for this. Often girls with more severe needs are diagnosed early.

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

However, what is known is that girls with autism present a specific profile with particular vulnerabilities. They may:

- Appear to be more socially adept due to a need to fit in. however, this if at a surface level and can cause immense personal emotional strain.
- Struggle to maintain the “to and fro” conversation in female social groups and can make wrong judgements and be dominating.
- Be able to play but seldom lead.
- Not pick up easily on social hierarchy so are likely to make inappropriate judgements with people in authority.

With these difficulties in mind girls are particularly vulnerable to:

- Mental health issues due to the strain, effort and anxiety of wanting to fit into a social group but perceiving that it does not work well for them,
- Social media difficulties due to mis-interpretation and lack of deeper social understanding
- Safeguarding issues around bullying, exclusion, isolation and predatory behaviours
- Loneliness
- Hygiene and personal self-care issues particularly into puberty
- Eating disorders

The school will address these issues through its balanced and appropriately designed curriculum which will include a co-ordinated PSHCEE programme delivered by well trained staff and other professionals. This will be supported by the SEAX Trust with known skilled teachers in this area. The emotional and social curriculum will also be key aspects. In addition, other specific measures will be put in place:

- Social skills intervention group
- Girls enrichment group which will cover female hygiene
- Enrichment activities which cater for their interests, such as animals, reading
- E-safety and social media training
- Appropriate boarding experiences which give scope to developing relationships and the practise and transfer of life skills
- Appropriate therapeutic support sought as required

Meeting the Needs of Students with Additional SEN

In order to make provision for the full range of needs set out in each pupil’s statement or EHCP, teaching staff will need to be aware of the challenges faced by students with additional needs and will need to be able to modify their style of delivery accordingly.

- **ADHD.** Autism is often accompanied by ADHD. Students will sit out of the sight-line of distractions, windows or doors. Key lessons will be taught early in the day. Gross motor breaks will be included in all lessons. A whole-school approach to encouraging active listening will be developed.

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

- **PDA (Pathological Demand Avoidance).** This is increasingly seen as part of the autism spectrum and results in individuals avoiding any demands due to high levels of anxiety. It requires a different management to that appropriate for autism but can be confused. The role of the therapists and EP will be paramount. Behaviour Management plans will be devised in partnership with parents.
- **Dyslexia.** Reading, writing and spelling will be taught using a carefully structured programme dependent on the needs of the pupil. Vocabulary and concepts will be taught in a multi-sensory way.
- **Dyspraxia.** Teachers will structure lessons in short bursts with regular breaks. Time and support will be allowed for completing practical tasks. The OT will offer specific strategies for supporting these children and will assist in lessons where appropriate.
- **Physical/Health Difficulties.** The school will promote the inclusion of students with physical/health difficulties and will ensure that staff understand their individual needs. The OT will be involved with the support of these students. The school will adopt the **Thriftwood** policy for administration of medication.
- **Hearing Impairment.** These students will sit at the front of the class and will need a quiet environment with lots of visual cues. Staff may use signing.
- **Gifted and talented.** A teacher will be responsible for ensuring all students are sufficiently challenged and appropriate programmes planned and delivered.

Methods of meeting the needs of students with severe autism and associated difficulties

With extended skills and knowledge, staff will be able to employ a number of specialist strategies to support the delivery of the curriculum to all students who experience complex and wide ranging needs:

- **PECS (Picture Exchange Communication System).** This is an augmentative and alternative communication system for students with limited ability to communicate basic needs. Staff will already be trained in its use.
- **SCERTS.** Social Communication, Emotional regulation & Transactional Support
- **TEACCH.** This intervention approach will be used throughout to promote meaning and independence. It is based on the relative strength in visual processing and difficulty with auditory comprehension that is characteristic of students with ASD.
- **Social Stories.** These will be used to teach social skills through short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.
- **Modified Language.** Through training and cross-fertilisation of practice. Staff will learn to adapt language to the needs of individual students. They may need to shorten sentences, simplify syntax, talk slowly and repeat key vocabulary and phrases.
- **Cross-curricular Links.** Generalisation of skills and knowledge is a well understood difficulty for those with autism. Staff will attempt to make links between curriculum subjects to support students with acquisition and generalisation of language.
- **Direct pre-teaching of vocabulary.** A multi-sensory approach will be used to pre-teach vocabulary. Parental involvement will be encouraged.

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

- **Approaches to Literacy.** Specialist programmes and strategies in literacy will be used to support the acquisition of language skills.
- **Signing** Many students with autism find visual and kinaesthetic support helps them to focus on and process spoken language. SLTs will be able to deliver training to all staff in staff meetings/INSET days.
- **Cued Articulation.** A system used to assist students in learning the sounds of speech.
- **Visual supports.** Symbols, photographs and objects help to convey meaning and support understanding.
- **Experiential Learning.** Real life experiences and practical activities will be used whenever possible. Functional situations will always be used to demonstrate abstract concepts.
- **Over-learning.** Students with autism do not retain language as well so need to over-learn new vocabulary. Teachers will need to repeat key words many times in a lesson and regularly check for comprehension and retention.
- **Parental Involvement.** Parent will be asked to reinforce and extend students' learning of language at home. Parent partnership working will be pursued as an intrinsic factor for optimum success.
- **Slow Pace.** It is recognised that many students with autism can attain, but at a slower rate.
- **Auditory Memory.** Memory aids will be used to prevent poor memory interfering with learning. Visual support will be a key strategy to support the understanding of language. Instructions will be given one at a time and repeated where necessary.
- **Social Skills.** Teachers will identify and focus on social learning to help students build effective relationships and communication skills.

These strategies respond directly to the core deficits of students with severe autism outlined in Section D1. All staff will be trained in these strategies in staff meetings and as part of their INSET.

CPD

A considered and well-rounded CPD programme will be essential for all staff to access and develop knowledge and skills. The Leadership, therapeutic staff and the EP will have an important role to play in the delivery and support of CPD and ensure good practice. They may also offer a form of training for parents in conjunction with the already well established APEX parents support group run at **Thriftwood School**. CPD meetings will occur weekly and will be focused on Teachers' Standards and training. LSAs are employed for half an hour after the children have left in order to liaise in class teams. They will also be paid for an extra week a year to allow for attendance at specific training meetings. There is further scope on Fridays when students leave half an hour earlier giving longer for team briefings and training.

Collaborative working

The trans-disciplinary approach is dependent on excellent leadership, ethos and clear structures, roles and expectations to facilitate excellent communication and collaboration. The staff team will be highly skilled, reflective practitioners with well-

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

developed communication skills enabling them to work closely and successfully with students, staff members with different roles, families and other agencies. Class teams -Class Manager, LSAs, Key Stage leaders, teachers will meet weekly with input from the therapists who will attend the meetings in cycles in order to meet all class teams. They will review and set Base Plan targets (D2) as the students' individual plan emanating from the EHCP and its reviews. The plan covers all the key areas of learning for the individual pupil, much of it based on the SCERTS model (D2).

Trans-disciplinary working will mean that all therapists, SpLTs, OTs, art/music/drama therapists will work alongside other teaching staff in the classroom to assist students reach their targets and coach other staff in specific practice. This will demand clear leadership and protocols for working. The extensive use of specific therapists is critical to meeting the complex and severe needs of the students.

Speech and Language Therapist (SpLT)

The SpLT will identify and support strategies for specific communication aspects of autism around:

- Social communication difficulties
- Challenging behaviours
- Flexible thinking
- Understanding of emotions

The SpLT will support the correct use and production of appropriate visual cues. A fundamental element of catering for the pupil with autism is ensuring their day is predictable and routine facilitating calm as unexpected change is stressful. It will be reinforced by a multitude of appropriate visual supports, such as, the timetable, communication aids and emotional expression. Learning will be facilitated through visual and experiential means and staff will be aware of how to use verbal language productively and effectively so as not to overwhelm and confuse.

Occupational Therapist specialising in sensory integration

Often young people with autism experience sensory integration difficulties. This results in sensitivity to the individual experience of sensory input and is deeply affecting often forming a barrier to feeling calm and able to learn. Difficulty with sensory integration can be severe and needs a thoughtful and expert approach to enable young people to feel calm, function appropriately socially and learn.

An OT with expertise in sensory integration will be a key member of staff to identify needs of each student and to advise staff on appropriate individual strategies additional to the whole school approach. The long term aim for the pupil will be to understand and recognise his own sensory needs and to be able to implement strategies independently for himself. This is key to students being able to manage

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

their environment, their own levels of anxiety and is a fundamental element of real independence.

When the pupil is calm and reassured then learning and personal growth can occur and the skilled challenge of embedded behaviours can begin.

Art, Music, Drama Therapists

These therapists will offer therapy to identified individuals deemed to benefit from additional intervention to assist with issues such as: communication difficulties, frustration and anger and, of course, anxiety. The most appropriate therapy will be decided upon and a course of therapy will be reviewed at six week intervals but with no enforced timeline. However, it is important to review the continued efficacy of the therapy and ensure equality of provision for all students. This will be discussed with the Head teacher each six weeks in a review meeting using the BASE plan targets.

Pastoral Team

The Deputy Head will be responsible for safeguarding and working with outside agencies. We will establish a pastoral monitoring team that will include a Home School Liaison Manager to provide support for families, and within each class support staff will be responsible for communicating regularly with families through Home/school diaries, e-mail, and phone calls. All concerns and issues will be given to the Deputy Head teacher to assess need and support required.

Research has confirmed that students with ASC are at greater risk of developing behavioural, emotional and social difficulties than typically developing children and young people. A number of our students may already have links with the Child and Adolescent Mental Health Service (CAMHS) and new referrals will be able to be made by the school. The Deputy Head will need to work closely with this service to ensure students get the best possible support.

Safeguarding & Safer Recruitment

The SEAX Trust Free School will provide a safe and secure environment for all of its students. It will adopt the highly effective and compliant safeguarding policies and practices of the Trust and will apply to all staff and volunteers working at the school. (D4). All staff, Directors and Governors attend regular safeguarding training and briefing sessions.

The Trust Director of HR is responsible for ensuring that all procedures related to safe recruitment and appointment are adhered to. Governors and leadership staff attend regular training for recruitment. Each academy maintains a Single Central Record and this is monitored on a termly basis.

An intrinsic aim of the school is to promote self-awareness and an ability to self-regulate which will contribute to a positive sense of self. This will be established by providing a caring and appropriately stimulating environment. Students will be

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

encouraged to be independent, develop self-control and show respect for others. The use of rewards and sanctions will be an integral part of successful pupil management and will be both consistent and fair.

Students will be taught to behave appropriately to the situation. They will be taught that all actions have a consequence and to make good choices. A focus on E-safety will be maintained.

Behaviour for Learning Policy

This policy and procedure will be developed by the Head teacher in consultation with staff, parents and governors, the **Thriftwood** policy will be used as model to ensure consistency of approach. There are some types of situation where reasonable force may be appropriate, or necessary to control or restrain a pupil. Staff will be trained on a regular basis in order to support good and appropriate behaviour for learning.

Training will involve:

- Use of positive behaviour strategies
- De-escalation
- Use of reasonable force and handling

It is anticipated that a number of students will demonstrate behaviour which is more challenging than that presented at **Thriftwood**. Additional and enhanced training will be sought to enable staff to keep themselves and all students safe. Currently Essex Steps, ethical restrictive physical interventions training is used across the schools in the Trust and additional training will be sought through Dynamis, Care and Control of Children, which caters for a more challenging need.

Those with ASC difficulties find it difficult to interpret other people's behaviour and at times clumsy, even unintentionally offensive, in their own attempts at interaction. Not surprisingly, research shows that communication difficulties can lead to frustration, withdrawal and emotional distress in older children. Problems will need to be treated in a caring and sympathetic manner in the hope of achieving an improvement in behaviour. They will need to be supported in discovering where the bounds of acceptable behaviour lie, as this is a part of growing up and becoming a member of society as a whole.

The key to the successful management of behaviour will be the consistency with which rewards and consequences are applied and work through all areas of the curriculum on students' understanding of appropriate behaviour. The school will hold data on the behaviour of different groups of students and its use of rewards and sanctions, including permanent and fixed term exclusions. Where inequalities exist, interventions will be put in place to tackle them.

Attendance

Data shows a disproportionate number of students with SEN with persistent absence from school, both in mainstream and special schools. It will be vital to monitor and act decisively on absenteeism as there is a clear link between poor attendance at school

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

and lower academic achievement. The Free School will adopt the **Thriftwood** Support for Attendance policy; attendance at **Thriftwood** is excellent; consistent at 95%. The attendance data at the Free School will therefore be a key measure of the success of the provision on a number of levels. Attendance will be monitored regularly at the Pastoral Team meetings to ensure that any patterns of irregular or persistent absence are dealt with appropriately.

Section E – evidence of need

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

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

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

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

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

Letter of Commitment from Essex County Council – Appendix 1

The **SEAX Trust** has worked closely with Essex County Council (as the main commissioner of provision at the proposed school) and the Essex Special Schools Education Trust (ESSET) to evidence demand, capacity and to ensure that the proposed new school fits with the overall need for new SEN provision. There has been close liaison with Market Field School to prevent any duplication in provision for pupils with autism; particular attention has been paid to ensuring that the applications developed by Essex special schools reflect differing needs and do not risk creating a surplus capacity.

Demographic growth

There has been a significant year on year growth over the last 10 years in the number of children with a statement of SEND where ASC is the main category of need (table below taken from ECC census returns):

Year	ASC - number of Statements
2004	573
2005	650
2006	706
2007	831
2008	901
2009	1004
2010	1124
2011	1221
2012	1365
2013	1573
2014	1808
2015	2008

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

Essex County Council's analysis of the 325 pupils placed in independent day and residential provision (February 2016) shows that most have a main category of need as either ASC (often with behavioural issues or anxiety associated) or SEMH (98 ASC and 141 SEMH). The statistics and trends outlined above support this and emphasise that demographic growth across the County will also lead to an increased need for more ASD and SEMH provision. **Appendix 2**, based on overall projections of demographic growth across Essex, shows the projected demographic growth of children with complex and severe needs identified through an EHCP. There is a projected growth of 16% over the next decade in the number of children who will require provision for severe needs ASC in Mid Essex and a growth of 22% in the same cohort in North East Essex. The growth in children with complex needs ASC over the same period is projected to be 16% in Mid Essex and 22% in North East Essex. The table below shows that the projected growth in the ASC pupil population over the next ten years will leave a significant shortfall in special school capacity which, unless addressed, would require further reliance upon the independent school sector and thus not enabling children and young people with autism to be taught as close to their family and community as possible.

CLiP – represents schools in Essex with designation MLD/Complex needs

New Model Special School (NMSS) – represents schools in Essex with designation SLD/PMLD

Quadrant	Projected shortfall of CLIP special school places required for ASC	Projected shortfall of New Model special school places required for ASC
Mid	10	30
North East	16	27
South	11	23
West	3	25
Total	40	105

The **SEAX Trust** has identified Chelmsford as the preferred location for the new school as it is central to the County of Essex as a whole and has good transport links for pupils travelling from other areas. The new school would be accessible to pupils living in North East and South Essex as well as Mid Essex.

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

Capacity – Essex special schools and independent provision

Appendix 3 shows the distribution of Essex special schools, their capacity and the range of needs that they cover. The majority of Essex special schools will be at full capacity in September 2106 and commissioners have very limited options when identifying appropriate provision for children with ASC requiring a specialist placement.

Appendix 4 shows the independent schools currently used by Essex County Council to provide education for children and young people with ASC.

Number of independent special schools with Essex children/young people with ASC	Number of these schools placed in an Ofsted category at time of latest inspection	Number of pupils in schools in an Ofsted category	Average distance to schools from Chelmsford
35	6	12	75

SEAX Trust, as a member of the Essex Special Schools Education Trust, sees the creation of an Essex school place for every Essex child with a need as a priority given the variation in the standard of independent school provision used by Essex County Council and the distance that pupils are required to travel.

The demand for a new ASC specific provision is driven by both parental and commissioner demand and the current and future capacity of Essex special schools. Despite the continuing growth in the number of pupils with an EHCP with autism as the main category of need there is currently no autism specific special school in the County. The projected demographic growth will necessitate new special school provision to enable pupils to be educated as close to their local community as possible. The **SEAX Trust** seeks to establish that provision based on consultation with Essex County Council.

Those pupils with ASC placed in independent school provision by Essex County Council have associated complex needs, learning difficulties, severe language and social communication delay and challenging behaviours. Special school provision in Essex for pupils with ASC is good or outstanding; however, provision is located in generic special schools catering for pupils with a full range of SEND including ASC. Consultation with Essex special schools indicate that pupils with ASC with anxieties and challenging behaviour are put at risk in generic provision with a resulting need to identify a new school place (most often independent school due to the lack of ASC specific provision).

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

Since 2005 the number of special school places in Essex increased from 2071 to the current 2341; an increase of 270 places. The total number of special school places forecast to be required in Essex at 2020 is 3,325 Essex County Council has taken other factors into account to plan for around 3,100 special school places to meet future basic need requirements and to allow the offer of an Essex place for the vast majority of Essex pupils and this application will be a key component in ensuring that there are sufficient places to meet demographic growth as well as to enable pupils who may previously have been educated in independent and out-county provision to have their needs met locally.

There are currently 110 Essex pupils with ASC as their main category of need educated in independent provision; 47 of these pupils require residential provision. The table below shows the geographic distribution of pupils placed in independent schools. The demand for places at the proposed new school is led by the current number of pupils in Mid Essex placed by Essex County Council in independent schools (as there is insufficient capacity within the Essex special schools) and forecast increases in the size of the SEND pupil population.

Quadrant	Number of pupils in independent school provision with ASC as main category of need	Residential placements
Mid	40	12
North East	19	7
South	19	7
West	33	21

The majority of pupils with autism placed in independent schools are boys with only nine girls in either day or residential independent schools; however, over half of the girls require 52 week placements and there is a particular shortage in appropriate provision for them in Essex special schools.

Revenue funding for independent school places is significantly higher than the proposed cost of places at the new school. The average cost of a day placement in an independent school is ████████, 38 week residential places average ████████ and the cost of a 52 week residential placement is ████████ (with 77% of the cost met by the Essex High Needs Block). Essex schools feel that the financial cost to the HNB

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

of independent school placements is a considerable barrier to establishing more cost effective provision in Essex special schools.

Essex mainstream schools, primary and secondary, have been consulted on the proposal to establish a new school in Chelmsford through EPHA (Essex Primary Heads Association) and ASHE (Association of Secondary Heads in Essex); the proposal is fully supported and regarded as an essential addition to the continuum of provision for children with autism. Mainstream schools support the objective of reducing the reliance upon independent school provision and enabling the further development of an already strong Essex special school sector.

Parental engagement and demand

Essex County Council engaged parents and carers of children and young people with autism to seek their views on education provision. Parents who responded had aspirations for their children to have pathways to further and higher education and to develop life and social skills and independence. Many had experienced negative experiences with education and reported a lack of experience of autism in mainstream schools being a driver for them to seek other placements. The responses indicate a wish for specific ASC provision rather than placement in generic special schools in order to enable their children to fulfil their potential including progression to university.

The proposals to develop a school for children with ASC in Mid Essex at the former St Peter's site have been shared and discussed with the North West Chelmsford Community Action Group which represents local charities and residents and have been the subject of local press interest.

The proposals for a new school to meet the needs of children with autism and complex needs have been shared through the Local Offer and the Local Offer Facebook page; this has resulted in **1,619** endorsements. A parental engagement session was held in Chelmsford on 15th September; local parents of children with autism attended to learn more about the proposals. The proposals have been shared with parental support groups and local forum for parents of children with autism and SEN. Parents have expressed their view that there are children with autism inappropriately placed in mainstream schools due to the lack of capacity in Essex special schools. There is also a strong feeling that complex needs pupils with autism are inappropriately placed at Columbus College and that placements often break down due to the pupils' anxieties and behaviours becoming more difficult to manage as they move through the school. Parents feel that there should be a greater choice when identifying a school for their child and that this would give them more confidence in the capacity of Essex special schools to meet the needs of children with autism.

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

Families in Focus (an advocacy group for parents of children with SEND) have responded to the proposal for a new school by sharing the views of parents they support. Parents are keen for a school for autism which:

- offers a 24 hour curriculum for those who need boarding provision;
- offers sensory integration and social communication provision;
- has access to therapeutic support delivered by the school;
- supports children with anxieties related to their autism which has affected their education;
- supports children with challenging behaviour and the impact that this can have upon families;
- is able to support transition to post-16 provision and adulthood.

The **SEAX Trust** has consulted Essex County Council on the need for residential provision. The decision to place a pupil in independent boarding provision is often the result of a lack of local capacity to support a pupil's needs beyond their core education. In particular those placements in 52 week provision are often the result of an emergency with the lack of local boarding provision giving commissioners and families very limited options.

The main reasons for placement in independent provision instead of an Essex special school are:

- Essex special school unable to meet the pupil's needs;
- Essex special school unable to manage the pupil's behaviour;
- Parental/LA lack of confidence in Essex special school's ability to meet the pupils needs;
- Lack of capacity in Essex special schools;
- Inability of Essex special school to meet care needs, offer therapy or provide residential provision.

Admissions

It is intended to manage admissions and residential places to achieve full capacity within three years of opening. The table below sets out the places agreed with the commissioning LA (Essex County Council).

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

Year 1		Year 2		Year 3		Year 4	
Day	Residential	Day	Residential	Day	Residential	Day	Residential
30	5	50	10	70	10	70	10

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

X

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

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

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

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

[Add text here. Table expands]

Section F – capacity and capability

F1 (a) Skills and experience of your team

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

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

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

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

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

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



Department for Education
Eastbrook
Shaftesbury Road
Cambridge
CB2 8DR



25th July 2016

Dear [redacted]

APPLICATIONS FOR FREE SCHOOLS

We have spoken variously about your plans to open one or more free schools. These conversations have taken into account your growth as an approved sponsor and multi-academy trust. I hope you are aware of the DfE guidance document published in December 2015 - "Background information and glossary" - and in particular page 7 which reads:

"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. If you already have such an email, you do not need another one."

I am happy to confirm your capacity to apply this September to establish a 7-16 special free school in Chelmsford, Essex. The school would likely open in 2018.

Please inform [redacted] about any changes to your proposal. I would also be keen for you to set out to him how many places will be commissioned at the school, and which commissioner(s) has/have confirmed they will do so.

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

Yours sincerely,



Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]	2 days
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	1 day
[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	As required
[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	As required

[Add lines as appropriate]

F1 (a) Skills and experience of your team



F1 (b) Skills gap analysis

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

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

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Construction Project Management	Pre-opening team	The project development grant will be used to buy in additional expertise when needed. A project manager will be sought to assist with the leadership and management of the construction project, to track progress and manage risks. This process will start following submission.
Legal Experience	Board of Directors	Directors will be sourced from the skills and experience identified within the academy governors, directors of local community contacts.

[Add more lines as appropriate]

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

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

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

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

The existing SEAX Trust structure, roles and responsibilities currently provides highly effective governance and exercises strong accountability.

Members: 5 Community. Meet Annually to sign audited accounts

Approve/appoint - Trustees; Accountants and Auditors; CEO

Board of Trustees: 9 (Thriftwood majority), this currently includes the Chair of Governors and Head teacher of each academy

Meets in October, December, March, July: Accountable for -

Vision and aims of Trust; Strategic plan and Development delivering key Objectives; Financial Management and Accounts; Monitoring performance of Academies; Approval of LGB members and Head Teacher appointments

VIA two committees -

Finance, Resources & Audit Committee

(Inc. HR and Premises)

Financial Probity and Regulation

Approval of Academy Budgets;

HR Policies

Premises, Development projects

(subsequent to LGBs Delegated responsibilities for Budget setting; Staffing structure; Premises- see Trust Delegation scheme*)

Meet prior to Board

October

February

May

Curriculum and Standards Committee

(Inc. Safeguarding)

Oversight of

Teaching and Learning

Pupil Achievement

(subsequent to LGBs Delegated responsibilities for Curriculum; Safeguarding; target setting - see Trust Delegation scheme*)

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

Professional support to Trustees and Academies will be provided by the Executive Principal/ CEO; Director of Business/ CFO; Director of HR; Director of Communication/ICT; Academy Senior Leadership; Secretary to Board

In January 2017, [REDACTED] currently [REDACTED] and [REDACTED] will become [REDACTED]. This will allow the Trust to review and evaluate the scheme of delegation and restructure the Board of Directors, support Committees and its Local Governing Bodies.

Proposed Governance Changes from January 2017:

The current Board of Directors includes the Head teacher of each academy, this will role be removed. New Directors will be sought from the Trustees of academies joining the Trust or local community contacts appropriate to fill any identified skills gaps. Representatives from each member academy will be sought.

Headteachers will then meet fortnightly with the Executive Principal who will report directly to the Curriculum & Standards Committee and then the Board of Directors.

Introduction of half termly Business & HR Manager meeting with the Trust Director of Business, Director of HR, Chair of Finance, Resources & Audit Committee and academy Finance Managers. This group will review of the Scheme of Delegation, monitor expenditure, ensure that all financial regulations are met and report directly to the Board of Directors.

Review of the role of each Local Governing Body, this is planned to ensure that there is sufficient time and expertise at a local level for rigorous scrutiny and monitoring of Academy Improvement Plans, pupil progress and achievement, curriculum development and local engagement with parents. Many original functions will moved to the Trust level by this stage.

There are no identified conflicts of interest however this will be monitored at each meeting. We will maintain a Register of Material Interests in which all relevant personal interests (financial and otherwise) will be recorded and published. At each Board of Directors meeting, Committee meeting, Local Governing Body meeting a permanent agenda item will require the Chair to call for any new or revised personal interests to be declared. If a decision is reached conferring a benefit upon a Director, governor such benefit will be recorded in the Minutes and monitoring arrangements put in place to ensure that the school gets good value for money.

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

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

Please

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, just particular areas you want to highlight); and
- refer to the relevant section of the [how to apply to set up a Free School guidance and the criteria for assessment](#) for what should be included in this section.

Section G – budget planning and affordability

The Free School will be supported by the expertise of the Executive Team of the Trust which includes highly efficient and professional financial and personnel managers. The Trust will agree the time to be given by the Executive Team in the initial stages of development and will review the contribution made from the Free School budget as the school develops. The top slice is currently 5% per school. This figure may initially be a graduated contribution from the Free School in the start-up situation as agreed by the Trust.

Payroll costs account for the majority of the budget. This is usual in a special school where there is a high staff ratio. In addition the vision of the school is based on the inclusion of therapeutic staff as well as teaching and support staff.

The budget has been put together in a prudent way. There is no third party income reflected in the baseline budget, but the school may eventually be able to earn a contribution as a therapeutic hub providing Outreach services. **Thriftwood** and **Langham Oaks** both offer a thriving and much sought after Outreach service to mainstream and special school, we would look to replicate this model at the Free School in future years.

The school will be financially viable based on the expected level of top up for both day and residential provision. The Leadership Grant in Yr 1 & 2 will enable the school to open with the high quality of staff and resources necessary to deliver the education and

Section G – budget planning and affordability

therapy plan from the beginning. There is flexibility within the budget to adapt if full capacity is not achieved straight away

Section H – premises (use Excel spread sheet)

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

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

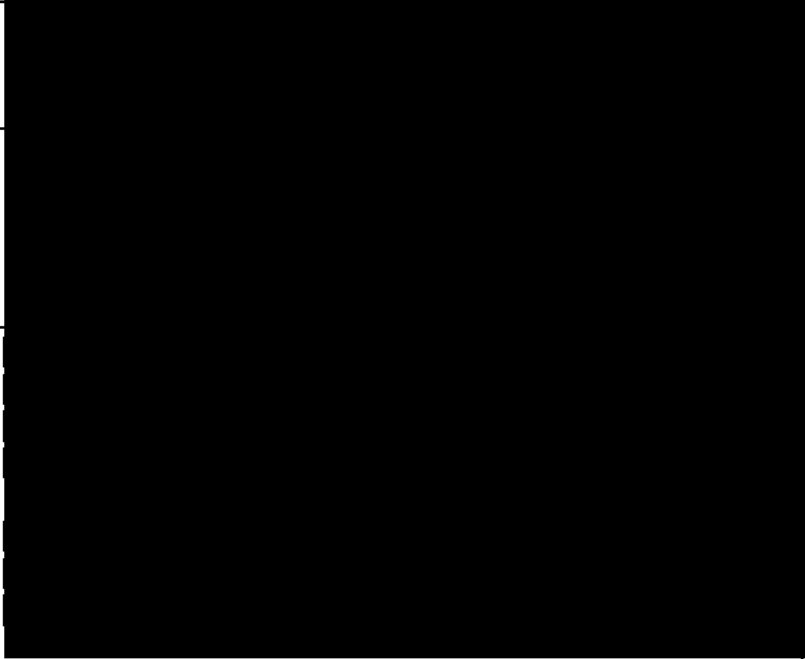
Annexes

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

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

CV template

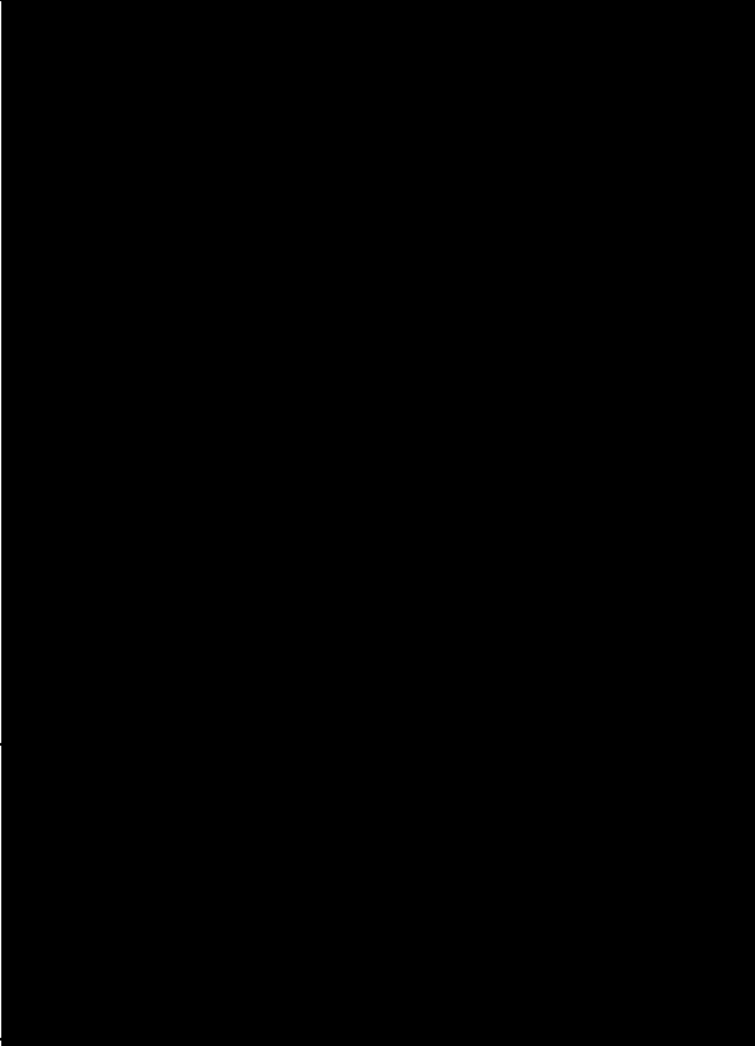
CV template	
Name	
Area of expertise (i.e. education or finance)	
<p>Details of your last three roles including:</p> <ul style="list-style-type: none">• name of school/ organisation• position and responsibilities held• length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	
<p>For education only: if you are in a leadership position in your latest school (where available):</p>	
<p>Brief comments on why your previous experience is relevant to the Free School</p>	

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

CV template	
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>
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,

CV template		
	<p>qualifications achieved and preparing students for later life</p>	
6	<p>Brief comments on why your previous experience is relevant to the Free School</p>	
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	

CV template

		
8	Reference names(s) and contact details	

Appendix 1 - Section E1

Essex County Council

**People Commissioning
SEN Planning and Provision**

E2, County Hall

Chelmsford

CM1 1LD

Free School Applications Team

Department for Education

3rd Floor Sanctuary Buildings

Great Smith Street

London SW1P 3BT

Our Ref: [REDACTED]

Date: 09 September 2016

Dear Sir or Madam

Confirmation of Support for SEAX Trust Free School

We confirm that the Local Authority of Essex supports the SEAX Trust's application. We understand that Seax Trust Free School is a special school catering for pupils aged 7 to 16 for pupils with a diagnosis of ASC and associated complex needs and challenging behaviours associated with their autism, which is proposed to open in Essex in September 2018 in Chelmsford, Mid Essex.

We confirm that we agree there is a need for the type of proposed provision in the local area and we will consider naming SEAX Trust Free School in line with our statutory duties in appropriate pupils' Education Health and Care Plans. We anticipate naming SEAX Trust Free School on the Education Health and Care Plans of up to 30 pupils for the first year following the school's opening and a further 20 additional places per year as the age range extends in the second and third year until a maximum capacity of 70 places is reached. We anticipate placing up to 10 pupils on a Monday to Thursday boarding basis.

We agree to pay the top up fee in line with the Essex Banding descriptors 2017 for children with Education Health and Care Plans main category of need Autistic Spectrum Conditions. We recognise that the school has based its costings on an average top up of [REDACTED] with a [REDACTED] residential supplement for 10 boarding places and therefore admissions will be in line with the appropriate banding descriptors for this top up sum. We understand the school have assumed that half the pupils will attract the [REDACTED] [REDACTED] and half will attract the [REDACTED] we believe this to be a reasonable assumption. Pupils with less complex needs would receive a lower top up sum in line with their needs or be inappropriate for admission to SEAX Trust Free School.

Yours sincerely

[REDACTED]

[REDACTED]
[REDACTED]

Please reply to: [REDACTED]

Telephone: [REDACTED]

Email: [REDACTED] Internet: www.essex.gov.uk

Appendix 2 Section E

Complex and Severe Statements														
	Actual Statements for Essex children as at Jan 2015				Forecast with Housing PP of Statements									
					Year									
All Essex and by Quadrant	Total statements 2014/15	In Essex LA Special School 2014/15	In Independent / Other LA Special School 2014/15	% in any Special School 2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
All Essex Total	6,806	2,090	408	37%	6,822	6,936	7,084	7,246	7,434	7,613	7,770	7,923	8,053	8,113
SEMH	986	170	167	34%	988	1,005	1,026	1,050	1,077	1,103	1,126	1,148	1,167	1,175
Complex Needs/MLD	2,428	487	37	22%	2,434	2,474	2,527	2,585	2,652	2,716	2,772	2,827	2,873	2,894
Complex Needs ASD	954	192	27	23%	956	972	993	1,016	1,042	1,067	1,089	1,111	1,129	1,137
Severe Needs	1,438	772	85	60%	1,441	1,465	1,497	1,531	1,571	1,609	1,642	1,674	1,702	1,714
Severe Needs ASD	1,000	469	92	56%	1,002	1,019	1,041	1,065	1,092	1,119	1,142	1,164	1,183	1,192
Mid Total	2,104	634	92	35%	2,100	2,130	2,171	2,212	2,263	2,309	2,351	2,388	2,418	2,430
SEMH	289	39	42	28%	289	293	298	304	311	317	323	328	332	334

Complex Needs/MLD	768	135	5	18%	766	777	792	807	826	843	858	872	883	887
Complex Needs ASD	297	59	5	22%	296	300	306	312	319	325	331	337	341	343
Severe Needs	416	236	13	60%	415	421	429	437	447	456	464	472	477	480
Severe Needs ASD	334	165	27	57%	334	339	345	352	360	367	374	380	385	387
North East Total	1,421	593	69	47%	1,448	1,475	1,511	1,550	1,596	1,641	1,679	1,716	1,748	1,762
SEMH	201	51	41	46%	205	208	213	219	225	232	237	242	247	249
Complex Needs/MLD	480	144	6	31%	489	498	510	523	539	554	566	579	590	595
Complex Needs ASD	244	68	5	30%	249	253	260	266	274	282	289	295	300	303
Severe Needs	323	216	10	70%	329	335	344	352	363	373	382	390	397	401
Severe Needs ASD	173	114	7	70%	176	180	185	189	195	201	205	210	214	215
South Total	2,048	580	116	34%	2,036	2,058	2,090	2,129	2,176	2,223	2,264	2,308	2,347	2,362
SEMH	297	57	32	30%	296	299	304	309	316	323	330	336	342	344
Complex Needs/MLD	762	156	12	22%	757	765	777	792	809	827	842	858	873	879
Complex Needs ASD	320	57	14	22%	317	320	325	331	338	345	351	358	364	366

Severe Needs	393	191	31	56%	391	395	401	409	418	427	435	444	451	454
Severe Needs ASD	276	119	27	53%	275	278	282	288	294	300	306	312	317	319
West Total	1,233	283	131	34%	1,239	1,271	1,311	1,354	1,393	1,434	1,467	1,499	1,525	1,540
SEMH	199	23	52	38%	199	204	210	217	223	230	235	240	244	247
Complex Needs/MLD	418	52	14	16%	420	431	445	460	473	487	498	510	518	523
Complex Needs ASD ASD	93	8	3	12%	94	97	100	104	107	110	113	116	118	119
Severe Needs	306	129	31	52%	308	315	325	335	345	355	363	371	377	381
Severe Needs ASD	217	71	31	47%	218	224	231	238	245	252	258	264	268	271

Appendix 3 Section E

Essex special schools

School	Needs	Capacity	On roll July 2016
Wells Park	Primary SEMH	50	51
Ramsden Hall	Secondary SEMH	80	63
Langham Oaks	Secondary SEMH	68	69
Castledon	Complex	144	145
Cedar Hall	Complex	156	148
Endeavour	Complex	122	117
Kingswode Hoe	Complex	125	127
Market Field	Complex	225	229
Thriftwood	Complex	228	213
Columbus	Severe	235	237
Edith Borthwick	Severe	225	235
Glenwood	Severe	150	140
Harlow Fields	Severe	110	111
Lexden Springs	Severe	150	151
Oak View	Severe	85	86
Pioneer	Severe	146	143
Shorefields	Severe	132	132
Southview	PNI	74	74
Grove House	SLCN	105	32

APPENDIX 4 Section E

School Name	Current OFSTED Educ status	Date of most recent educ inspection	Date published	Current OFSTED SC status	Date of most recent SC inspection	Distance from Chelmsford	Number of Essex pupils with ASC
Acorn Park School	Requires Improvement	24/06/14		Requires Improvement	23/09/15	71	2
Broadlands Hall	Inadequate	25/11/14	13/01/15	Requires Improvement	30/11/15	35	5
Cotswold Chine School	Inadequate	14/10/15	10/12/15			141	1
Cruckton Hall School	Inadequate	09/06/15	09/11/15	Good	28/09/15	187	1
Doucecroft School	Good with Outstanding features	21/01/14	12/02/14	Good	01/02/16	22	24
Essex Fresh Start	Good	23/09/14	15/10/14			11	2
Farney Close	Outstanding	03/11/15	01/12/15	Outstanding	03/11/15	72	1
Grafham Grange	Inadequate	12/05/15	13/07/15	Requires Improvement	20/06/16	83	1
Gretton School	Good	12/11/13	10/12/13	Good	16/11/15	50	5
Hopewell School	Good Progress	11/11/14	24/02/15			30	3
Kestrel House	Good with Outstanding features	13/03/13	19/04/13			39	1
Kisimul Surrey	Adequate	24/03/15	29/04/15	Good	28/05/14	66	1
Kisimul Lincs	Outstanding	27/11/12	08/12/12	Good	17/09/14	128	2
Loddon School	Good	15/07/15	02/09/15	Outstanding	13/11/14	98	2
LVS Hassocks	Good Progress	30/01/14	27/02/14	Good	08/12/15	75	2
Mark College	Good	23/09/14	10/11/14	Good	06/10/15	198	1
Milton Abbey School						171	1
Moor House School	Outstanding	26/06/14	18/07/14	Outstanding	30/11/15	47	1
Northeast Manor	Requires Improvement	18/11/14	21/01/15	Good	13/10/15	90	1
Ocean Lodge	Good	24/11/15	05/01/16			22	1
Pegasus School	Good	10/06/15	08/07/15	Improved effectiveness	20/01/15	142	1

Radlett Lodge	Outstanding	06/03/13	12/04/13	Outstanding	23/02/16	43	1
Ripplevale School	Good with Outstanding features	13/11/12	05/12/12	Outstanding	18/03/16	87	2
Seaford College						92	1
Southlands School	Requires Improvement	19/11/14	18/12/14			145	1
St Elizabeth's	Good	17/09/14	13/10/14			22	3
St John's RC School Woodford	Good	06/02/13	04/03/13			23	1
Sunfield	Good	12/11/12	09/01/13	Good	26/11/14	157	3
Teaseldown School	Good	05/11/13	26/11/13			26	7
The Helen Allison School	Outstanding	19/07/12	13/09/12	Outstanding	01/12/15	36	3
West Heath School	Outstanding	11/12/13	13/01/14	Good	11/01/16	42	1
The Ryes College	Good	25/11/14	09/01/15			22	5
The Shires School	Outstanding	03/07/12	25/07/12			94	1
The Yellow House	Good	03/12/13	20/12/13			21	7
Woodcroft School	Good	20/03/12	25/04/12			21	1



Department
for Education

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