



Department
for Education

Free school application form

Special schools

Published: July 2016

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

TREETOPS SPECIAL FREE SCHOOL

Contents

The application form explained	Error! Bookmark not defined.
Sections	Error! Bookmark not defined.
Application checklist	5
Declaration	7
Completing the application form	9
Section A – applicant details (use Excel spread sheet)	9
Section B – outline of the school (use Excel spread sheet)	9
Section C – vision	10
Section D – education plan: part 1	17
Section D – education plan: part 2	17
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	18
D2 – measuring pupil performance effectively and setting challenging targets	52
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	63
D4 – the school will be welcoming to pupils of all faiths/world views and none	77
D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately	82
Section E – evidence of need	91
E1 - provide valid evidence that there is a need for this school in the areas	91
E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan	Error! Bookmark not defined.
Section F – capacity and capability	99
F1 (a) Skills and experience of your team	99
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	117
F3 – independent schools only: a good educational track record and credible plans for meeting the standards of the state sector	Error! Bookmark not defined.

F4 – Independent schools, including special institutions that are privately run only:
a good financial track record and credible plans for meeting the standards of the
state sector **Error! Bookmark not defined.**

F5 – Independent schools only: an appropriate, well-maintained, and secure site **Error! Bookmark not defined.**

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 123

Section H – premises (use Excel spread sheet) 125

Annexes 126

CV template 130

Self-assessment form for independent schools **Error! Bookmark not defined.**

Governance self-assessment **Error! Bookmark not defined.**

Data protection

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

Application checklist

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

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

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

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

Section I of your application	Yes	No
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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

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

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

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

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

Signed:

Position: Chair of company / Member of company (please delete as appropriate)

Print name:

Date:

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

Section C – vision

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

Treetops Special Free School (TSFS) will provide an outstanding provision for children with additional needs, supported by an outstanding school leadership of – pedagogy, governance and business management. Establishing a learning community where every pupil is given an individual curriculum, where every pupil is given the support needed to face the challenges they are confronted with and to enable every pupil the best opportunities into adulthood.

TSFS will be a 140 place school catering for pupils with a diagnosis of moderate learning difficulties (MLD) and Autism Spectrum Condition (ASC) and associated complex needs, learning difficulties, severe language delay and challenging behaviours associated with ASC, for pupils aged 4-16 years old. The school will have 84 (60%) places for pupils with MLD and 56 (40%) places for pupils in classrooms operating on the principles of Applied Behaviour Analysis-Verbal Behaviour (ABA-VB) for pupils aged 3-16 years old. Currently TA is a 288 place provision with 90 places for pupils with ASC (31%). The cohort is made up of 28% girls, 72% boys, 22% of pupils accessing Free School Meals, 38% of pupils receiving pupil premium and 12% of pupils with English as an Additional Language. The cohort in TSFS will differ, with an increase of pupils in the ABA-VB classes by 10% as requested by [REDACTED] who has worked closely with the Headteacher of TA to develop this application.

TSFS will be replicating the model already proven within TA. The teaching across the classrooms will be flexible allowing pupils to access the most effective individualised curriculum for their learning style, accessing a wide range of activities.

Every child that enters the school will have the potential to achieve. Pupils within the MLD class may be:

- Verbal or non-verbal using alternative forms of communication and have challenges when using language functionally.
- Pupils with a range of moderate learning difficulties including but not limited to dyslexia, dyspraxia and Down syndrome.
- Pupils will function with a moderate cognitive levels of understanding, typically demonstrating an IQ between 50 and 70.
- Attention Deficit Hyperactivity Disorder (ADHD) with inattentiveness, hyperactivity and impulsiveness.

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

Pupils within the ABA-VB Class will:

- Be pre-verbal or have severe difficulties with communicating basic needs.
- Be severely challenged by their autism and additional needs in a range of possible areas including sensory processing or life skills.
- Pupils will function at a low cognitive level of understanding, typically demonstrating an IQ of 50 or below. Some children may demonstrate a higher score than 50 in cognitive functioning when other descriptors are present. For example the pupil may function higher cognitively but be pre-verbal and demonstrate challenging behaviours.

All pupils will be likely to display challenging behaviour which other schools would find difficult to effectively accommodate. (In this instance challenging behaviour is defined as "culturally abnormal behaviour(s) of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to the use of ordinary community facilities. Such behaviour may include but will not be limited to: self-injurious behaviour (such as hitting, head butting, biting, scratching), aggressive behaviour (such as hitting others, head butting, screaming, scratching others, spitting, biting, punching, kicking), inappropriate sexualised behaviour (such as public masturbation or groping), behaviour directed at property (such as throwing objects and stealing) and stereotyped behaviours (such as repetitive rocking or echolalia)). The absence of said behaviours does not exclude placement at the school nor should the presence of these behaviours in higher functioning student result in a place at the school.

TSFS will build upon the outstanding practice of TA. The MLD classes will follow the P-levels and National Curriculum (NC) offering a broad and varied curriculum ensuring every pupil has the opportunity to learn and enhance their own strengths. TA also have significant strengths in performing arts and sports now also offering this as an outreach programme for pupils with additional needs attending mainstream schools. The ABA-VB classes will provide an individualised curriculum for every pupil. Encompassing the P-Levels, NC where deemed appropriate and the learning skills required to enable every pupil to reduce their barriers to learning, using the principles of ABA-VB. TSFS will provide a co-located nursery provision operated by TLC. Within Section E the letter from the commissioner details the funding agreement for these places.

TSFS will only cater for pupils up to the age of 16 then pupils will transition into TA current 6th form provision or to other provisions such as Seevic College, South Essex College, Writtle College or Thurrock Adult Community College. Appropriate transitional

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

support will be put in place for those pupils who are leaving at this time.

TSFS has a unique opportunity due to the structure of its learning environment by acknowledging the needs of every pupil. To allow flexibility for pupils to access the most appropriate curriculum either within the MLD or ABA-VB classes. Pupils may attend full time within the MLD ABA-VB class or as challenges arise or are the reduced have a mixed curriculum in MLD and ABA-VB classes. Also allowing pupils with MLD who require additional support to spend time within an ABA-VB class.

TA has many case studies of this approach working, after introducing the methods of ABA-VB, due to not being unable to meet the needs of all its pupils. For example, a child who presented a significant challenge due to his high levels of problem behaviour within the class was chosen to trial the ABA-VB approach. After having an individualised curriculum for a period of time he was then able to do a slow transition into an MLD class. Firstly, into classes the pupil showed strengths in and then into the MLD class full time as the pupil showed the skills necessary to achieve this successfully.

This is not only a significant achievement for the pupil, with TA being able to improve their pupil's long term outcomes but also a financial benefit. Allowing the finances to be re-directed into the most effective services such as the nursery placements providing early intervention.

TSFS will be co-located with Treetops Academy (TA) on their existing site as suggested by Thurrock Local Authority. [REDACTED] has already engaged in conversations with [REDACTED] within the DfE and EFA in support of this concept and they have actively encouraged TA to use this site. The two schools will establish the first part of Treetops Learning Community (TLC) dedicated to the education of pupils with additional needs. TLC Multi-Academy Trust (MAT) is currently being established and the timeline can be viewed in Section F. For the purposes of this application Treetops School is called TA.

TLC will build on the vision and philosophy of TA which has achieved three successive outstanding inspections from OFSTED (2007, 2010, 2014).

Ofsted inspections have acknowledged the outstanding aspects of Treetops in the latest inspection in November 2014. Commenting all aspects of Leadership, Governance, Assessment and Education:

“The inspirational headteacher and very strong senior and middle leadership team have an accurate understanding of the school's strengths and areas for development. They have used this knowledge to secure rapid improvements to the quality of teaching, the curriculum and pupils' achievements.”

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

“Teachers use this [assessment] very effectively for targeting work at the right level for every pupil including those in the verbal behaviour (VB) classes whose progress is measured in very small steps.”

“Staff place a high priority on pupils’ well-being so that they are ready and eager to learn. Pupils enjoy excellent relationships with staff which are mutually respectful and build pupil’s confidence and trust. Pupils’ spiritual, moral, social and cultural development is outstanding.”

“The increasing numbers of pupils with autistic spectrum disorders make outstanding progress. This is because staff are highly skilled and provide an environment where precision teaching and a very high level of support ensures that pupils are able to focus on their work and make continuous progress. “

“The very experienced governing body both supports the school’s work and challenges senior leaders to improve it even more. Governors question the leadership carefully as to how it is improving teaching and how well pupils are doing.”

“Pupils make outstanding progress in communication as a result of highly effective support and joint planning by teachers and speech and language therapists.”

Building upon this outstanding practice the aims of TLC are:

- Pupils to accept our values and become part of TLC, instilling a sense of pride in each other
- To provide a broad and balanced curriculum, differentiated to meet individuals’ needs
- To enhance the self-esteem and sense of self-worth of each and every individual
- To provide a safe, secure, positive and happy working environment
- To develop an awareness and understanding of the needs of the whole school community (pupils, parents, staff, governors and friends)
- To prepare pupils for adult life. To equip them with the necessary skills and understanding to become responsible citizens, confident to take their place as valued members of the community
- To enable every individual (staff and pupils) to achieve his/her full potential
- To develop and maintain links with the local community (schools, colleges, business and the voluntary sector)
- To offer support, guidance and advice to special and mainstream schools and colleges

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

- To provide and promote an inclusive model of education
- To accept, value and celebrate the unique contribution each individual makes to society
- To work in partnership with parents, fellow professionals and all interested parties
- To be at the leading edge of specialist provision through participation in local, regional, national and international initiatives.

TLC will establish school leadership of – pedagogy, governance and business management striking the right balance between autonomy and accountability. Installing confidence for both parents and other stakeholders within both schools, building on TA.

Staff are an essential aspect of TLC. All staff will work within both school sharing their expertise and experience ensuring a high quality provision within both settings, generating economies of scale. TLC will be able to extend and broaden the range of professional development as described in D3, with increased opportunities within both schools. Also supporting recruitment and retention of high quality staff. TLC staff are highly dedicated viewing their work as a vocation, being able to make a difference in the lives of the pupils they meet.

A key success and quality of TLC is an individual relationship with every pupil, this is the motivation to create two individual schools which can work together, instead of expanding TA. By creating smaller communities of pupils and staff TLC will ensure this ethos can continue and develop.

The long term aims for the MAT is to ensure that both schools indulging TA and TSFS are providing outstanding education and provision across the board. TLC will have the capacity to expand but currently have no defined plans for this, focusing on the provision for pupils with MLD and ASC within Thurrock.

Rationale

Within the local economics there have been significant changes due to migration and new housing projects within Thurrock therefore increasing the population and school places required. Evidence and support from the council can be seen in Section E. The Local Authority therefore puts the expectations on TA to provide these places for pupils with a diagnosis of MLD and ASC.

TLC is located within Thurrock Unitary Authority which currently has two special needs provisions. Beacon Hill Academy caters for pupils with profound and multiple learning difficulties (PMLD) previously taking pupils with ASC but currently no longer taking pupils with this diagnosis. Therefore, TA has been put under increasing pressure to

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

cater for pupils with MLD and ASC. TA has increased its pupil numbers and attempted to cater for these pupils, however they have now no longer have the physical space to provide the additional places required. The current provisions are fully explained in Section E within a 25-mile radius of Thurrock and why these provisions are unable to provide these additional places. Therefore, supporting the rationale for a new school within Thurrock.

██████████ from the ██████████ has reviewed the demand for places within Thurrock which has been demonstrated in the overall increase within all schools in Thurrock. This data in conjunction with the referrals list has prompted the Department of Education DfE and Thurrock to approach Treetops to open a new Free School. Currently there is a change of leadership which are supporting new discussions to support the development of appropriate education provision within Thurrock.

Due to these increases in pupil numbers, funding has been stretched resulting in TA having to reduce its curriculum offer. For example, no longer being able to provide the staff required to support the pupils in clubs.

Due to the specialist provision and the high standard TA provides many families have previously and continue to, move from all over the country and sometimes even from abroad to place their child with TA. This is also due to the limited provisions that provide ABA-VB principles within their curriculum offer. It can be seen in Section E the other provisions in detail who offer ABA-VB however, these are often costly and are all over 25-miles in distance from Thurrock. Resulting in the pupil needing to travel for significant periods of time, having an effect on their learning and being educated outside of their local community, in turn having an effect on their long term relationships.

Due to these variants the LA now has a “referrals list” for pupils who are awaiting a place for pupils who fulfil the admission criteria. Currently this list has 82 pupils and with over 100 families also visiting the school on an annual basis, this list will inevitably increase, with comments such as how they are amazed at the quality of our provision and wish to gain a place for their child. Unfortunately, the majority are unsuccessful, as we are over capacity for our school. TSFS will allow these pupils more chance to access a place as it will offer the same provision as we do currently. If these pupils cannot find a place within Thurrock Local Authority then there would be additional cost implications. Firstly, Thurrock will discuss with parents what they would like to explore. Neighbouring local authorities are contacted to seek a place within a maintained special school and if unsuccessful then Thurrock would seek a place in an independent special school within reasonable travelling distance. The recent experience has been that it has been very difficult to obtain suitable placements that would offer the type of education that would be provided in Treetops, and have therefore had to seek day or

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

residential placements in Independent Special Schools. An approximate picture of the costs involved in these placements would be of the region of [REDACTED] placement with additional associated transport costs of [REDACTED] with a total of [REDACTED]

Therefore, there is a significant need to provide these pupils with high quality places that TA is currently unable to offer. However, with the bid of opening a new Free School it will allow TLC to share and extend the outstanding practice already demonstrated with TA to more pupils within a smaller community allowing every pupil to be seen as an individual.

The Local Authority is in support of TSFS is in support of the school and will provide the High Needs top up funding which would be based on a banded system linked to the level of needs of these pupils and would reflect the costs of this support to enable the school to a proved a sustainable service.

Section D – education plan: part 1

This table demonstrates the build-up of pupils into MSFS to ensure a successful model of curriculum and staffing can be supported. There will be a total of 150 pupils with a 60% to 40% split of pupils diagnosed with MLD and ASC.

The colours represent how the cohort will be grouped together in classes to ensure the staffing model and costs can effectively support the pupils within each year of opening.

This build up was chosen to support the evidence of demand demonstrated and discussed in Section E. The build-up of staff in conjunction with the costing to support these pupils' numbers can be seen in Section D3 and G.

Section D – education plan: part 2

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

MLD: Reception/Key Stage 1 Subject/other activity	Hours per week	ABA-VB: Reception/Key Stage 1 Subject/other activity	Hours per week
Maths	3.6	Mathematics	5
English	4.5	English: Communication and Language	5
Science	1.5	Science (knowledge and understanding of the world)	4
Geography/History	1.5	PHSE (social interaction)	6.5
PHSE	0.75	Self-help skills	3
RE	0.8	PE	2
PE	1.5	ICT	1
Swimming/Topic	2.25	Therapy (SaLT)	0.5
Art	1	Enrichment	3
DT	1.5		
Music	1.5		
ICT	0.8		
Therapy (SaLT)	0.5		
Enrichment	1.8		
Play and Lunch	6.5		
Total Number of Hours	30	Total Number of Hours	30

MLD: Key Stage 2	Hours per week
Subject/other activity	
Maths	3.75
English	4.5
Science	1.5
Geography/History	1.5
PHSE	0.75
RE	0.8
PE	1.5
Swimming/Topic	1.5
Art	1
DT	1.5
Music	1.5
ICT	0.8
Therapy (SaLT)	0.5
Enrichment	2.4
Play and Lunch	6.5
Total Number of Hours	30

ABA-VB: Key Stage 2	Hours per week
Subject/other activity	
Mathematics	5
English: Communication and Language	5
Science (knowledge and understanding of the world)	4
PHSE (social interaction)	6.5
Self-help skills	3
PE	2
ICT	1
Therapy (SaLT)	0.5
Enrichment	3
Total Number of Hours	30

MLD: Key Stage 3	Hours per week
Subject/other activity	
Maths	3.5
English	3.8
Science	2.3
Geography	1.5
Drama	0.75
PHSE	0.75
RE	0.8
PE	1.5
Art	1
DT	1.5
Music	0.8
Modern, Foreign Languages	0.8
ICT	1.5
Therapy (SaLT)	0.5
Enrichment	2.5
Play and Lunch	6.5
Total Number of Hours	30

ABA-VB: Key Stage 3	Hours per week
Subject/other activity	
Mathematics	4.5
English: Communication and Language	4.5
Science (knowledge and understanding of the world)	3
PHSE (social interaction)	6.5
Self-help skills	3
PE	2
ICT	1
Art/DT	0.75
Food Technology	0.75
Music	0.5
Therapy (SaLT)	0.
Enrichment	3
Total Number of Hours	30

MLD: Key Stage 4	Hours per week
Subject/other activity	
Maths	4.5
English	4.5
Science	4.5
Drama	1
PE	1.5
DT/Art (option)	1.5
Food	1.5
ICT	1.5
Vocational Education/Personal, Social Development	2.5
Therapy (SaLT)	0.5
Break and lunch	6.5
Total Number of Hours	30

ABA-VB: Key Stage 4	Hours per week
Subject/other activity	
Mathematics	5
English: Communication and Language	5
PHSE (social interaction)	6.5
ICT	2
PE	2
Self-help skills	2
Art	0.75
Food	1.5
DT	0.75
Therapy (SaLT)	0.5
Enrichment	2
ASDAN	2
Total Number of Hours	30

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

TSFS will be running two curriculums to ensure it can meet the needs of the cohort. This will build on the outstanding practice TA has already demonstrated. Replicating this model allows more pupils to be able to access this level of education and provision. The split in the curriculum and the number of places is based on the current cohort within TA and the evidence of demand which is supported by Thurrock Local Authority. The MLD classes will have no more than 12 pupils per class kept within their academic year, however if required there will be flexibility within these classes. The MLD classes will use the National curriculum whilst also acknowledging the individual needs of each pupil. The ABA-VB classes will have no more than 8 pupils per class with flexibility in

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

class groups to mix abilities within age appropriate levels. Developing a curriculum based on the ABLLS and VB MAPP. Although pupils with ASC often face many barriers to learning (sensory processing issues, social and communication difficulties, behavioural difficulties) that does not mean that they are unable to learn. The curriculum will be taught in a way that is motivating, highly individualised and with input from different specialists to engage every pupil.

Preparing pupils at the school for later in their life will be one of the key driving forces behind the education they receive, particularly through the use of behavioural therapy (positive teaching strategies derived from Applied Behaviour Analysis), Pictorial Exchange Communication System (PECS), practical life skills lessons and enrichment activities. Personal, Social and Health Education (PSHE) will be constantly emphasised during the allocated time. There will be a strong emphasis on providing development in the areas of communication and social skills. TSFS will adopt a thematic curricular basing teaching around central themes.

The staffing model to support this curriculum can be seen in Section D3 and targets will be discussed in more detail in Section D2. These programmes will be monitored the assessment as described in Section D2. Pupil attainment and progress will also be monitored by the Senior Leadership Team and the Governing Body as detailed in Section D2.

TSFS aim to provide the best possible opportunities for all of its pupils. Our primary goal is that our pupils will leave with the skills that will enable them to thrive educationally, socially, and emotionally in their local community, to be able positive contribution to their community and be able to live the most rewarding, enriched and independent life style possible.

The School Day

9:00-9:30am	Registration, morning routine, assembly
9:30 am	Lesson 1: Core subject focus
10:15am	Lesson 2: Core subject focus
11:00am	Break
11:15am	Lesson 3
12:00pm	Lesson 4/Extended lunch primary
12:45pm	Lunch
1:30pm	Lesson 5

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

2:15pm	Lesson 6
3:00pm	Pupils leave school
3:30pm	Staff de-briefing/Paperwork

As each pupil moves through the Key Stages the timetable will remain the same apart from lunch times as described below. The lessons would be more focused within the senior school on the options the pupil has chosen and core subjects where it is felt that they can achieve a qualification. TSFS have a belief that wherever possible the pupils could achieve full qualifications then they will be fully supported to achieve this supporting better outcomes in adulthood.

The school day overview of core elements

There will be a strong emphasis on autism specific learning methods including Applied Behaviour analysis within the ABA-VB classes. These sessions will be intensive in nature using scientifically proven methods to develop communication, social and life skills of the students. There will also be opportunities to generalize these skills into a more natural environment and to use skills in a practical way once they are fully mastered by the pupil.

ABA-VB principles will be included throughout the curriculum breaking down learning into manageable steps producing outcomes for each pupil with ASC. A prominent feature of the curriculum within the ABA-VB class will be to use functional behaviour analysis to ensure that every pupil's barriers to learning are overcome, analysing the antecedent, behaviours and consequences that are maintaining problem behaviour acting as barriers to their learning. This will be overseen and supported with the appropriate supervision from a BCBA as described in Section D3.

Each subject being taught within TSFS is defined below including the incorporation of the ABA-VB classes. The main curriculum has been taken from the National Curriculum ensuring the statement of inclusion is considered, which identified three essential principles including setting suitable learning challenges, responding to pupils diverse learning needs and overcoming potential barriers to learning and assessment for individual and groups of pupils.

Pupils within the MLD classes will sit the Year 2 and Year 6 National Curriculum Tests (SATs) where appropriate, although no pupils sat these tests in the current academic year. The phonics screening tests will also be used within KS1 as appropriate. Pupils in years 10 and 11 follow either an Entry Level or GCSE courses, many gaining good grades. The emphasis here is on functional adult literacy and numeracy.

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

Break and Lunchtimes

Each school day there will be a 15-minute morning break and a 45 minute lunch break, extending to up to 1 hour and 30 minutes for the youngest pupils. Within the morning break there will be structured activities set in the playground to allow for social interaction and self-occupation skills to be focused on.

Within the lunch break the primary pupils will eat for the first half an hour and then the senior pupils. The primary pupils will have the food set on the table in small groups to set up more social interaction. The primary pupils will need to serve and share the food with each other. Pupils having pack lunch will also sit within these groups. The secondary pupils will be served like a canteen system but still sat within small groups allowing for social interaction. During this time the staff will be reduced to allow them to take their own breaks.

The rest of the break will offer opportunities for the pupils to engage with structured activities within the playground set up play the playtime supervisors (also teaching support staff). There will also be clubs for particular subjects such as art and drama. The clubs will also include specific groups to support social development such as social detectives.

These times are essential to support pupils as they often require structure and guidance how to interact socially and entertain themselves.

Therapy

Speech and Language Therapy is a key component of the curriculum that every pupil will have access to support their understanding to ensure they are able to access the curriculum they are following. Each pupil will be offered SaLT therapy which will be received directly, in small groups or incorporated into their overall IEP targets. Therapy will also include occupational and physiotherapy. For the purposes of this application the 1:1 supports within the ABA-VB classes are also known as therapists delivering behavioural intervention.

Primary School Phase

Firstly, the MLD curriculum is described based on the National Curriculum with additions for the ABA-VB classes.

TSFS will provide a broad and balanced curriculum for all primary aged pupils (including all ABA-VB classes), using a thematic curricular using a class based system (each class remaining in one class for all their main teaching with specific quiet areas for managing problem behaviour or for focused learning). Using a thematic curricular the main focus will remain the core subjects with the use of termly subject 'themes' for all Primary classes providing an opportunity for all subjects to be taught in a

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

meaningful, real-life way, rather than as abstract concepts. For example, transport may be a theme for a term. Subjects could be taught more flexibly in groups (at age appropriate levels) discovering the range of transport used in the world, using art to make transport and community trips to learn how to use transport. These themes and subjects will also give focus to the targets set for Individual Education Plans (IEPs) as detailed in Section D2.

TSFS will then adopt a subject based curriculum within the secondary school allowing additional time to be spent on particular subjects taught by expert within these areas by using subject teachers.

This will include using a wide range of teaching methods including those that have been proven to work in conjunction with the pupil cohort, such as the use of ICT throughout the curriculum.

Secondary School Phase

The pupils within the MLD classes will be put in tutor groups and have a tutor base. The pupils will then move around the school into subject based classes and areas. To replicate a similar process to what they would experience within a mainstream school. Supporting their ability to use their skills outside of the TSFS.

Reception and Key Stage 1 and 2

TSFS will adopt a structured approach to learning with opportunities for free flow learning. Using total communication to ensure pupil choices and opinions are always considered throughout their learning.

The pupils that enter the school in Reception are likely to have a variety of differing needs and will need a high-level of support to 'learn to learn' within the ABA-VB classes. Many will have delayed communication, behavioural or sensory issues. For example, a pupil within the MLD class will be able to sit within a group and learn from a classroom environment when the class numbers are reduced and the learning is adapted such as supported by visuals. Pupils within the ABA-VB class would be unable to learn from a classroom environment even when these adjustments are made and may engage in high levels of problem behaviour. These pupils need an individualised curriculum to focus on their specific needs, such as reducing a behaviour like biting that is maintained by escaping from demands when in school. These varieties of needs can be acknowledged and supported with the specialist outstanding curriculum TSFS can deliver.

Before joining the school each pupil will have been assessed by the senior leadership team (D3) at both home and in any pre-school/nursery setting. Careful consideration will be given to the reports provided by professionals during the Education, Health and Care Plan (EHCP) process and discussions with parents. After this a first draft IEP will

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

be developed.

At this stage a pupil's development will be assessed against the EYFS (Early Years Foundation Stage) Statutory Framework, where the main emphasis would be on the three Prime Areas of learning: Personal, Social and Emotional Development, Communication and Language and Physical Development and learning opportunities then on the four specific areas of literacy, mathematics, understanding the world and expressive arts and design.

In addition, the additional assessments such as the ABLLS and VB MAPP analysis will also be used in order to benchmark a pupil's current abilities in order to plan and set appropriate targets for behaviour ensuring appropriate steps are taken to support each pupil overall well-being and mental health.

Mathematics

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Maths is taught throughout the school with pupils taking part in a minimum of 3 hours of maths lessons a week. Work is differentiated and taken from the National Strategies at the appropriate level. All aspects of maths including number, shape and space, measures, handling data and using and applying are taught in all of our classes. Lessons are taught in a variety of ways including the use of ICT, practical games and activities alongside the more traditional written tasks.

Individual targets will be identified for every pupil and TSFS will use the Abacus Evolve scheme of work. It uses a range of teaching materials both digitally and through workbooks covering all the areas of the National Curriculum. The curriculum provides three main areas of support understanding, progression for the pupil and teacher control to suit each class. The programme develops conceptual understanding, numerical fluency, problem solving skills and mathematical confidence. Teaching every pupil number system and values, number facts, models and images and maths functions such as doubling.

ABA-VB

Basic numeracy can be a relative area of strength for some pupils with ASC, as numbers are ordered, predictable and the way in which they are used in calculations follows consistent logical rules. Within the ABA-VB classes problem solving and

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

reasoning can be more of a challenge for a pupil with ASC, due to difficulties with inflexible thinking, social understanding and verbal reasoning. So, for instance, a pupil may learn to count to 50, but struggle with very simple word-based problems, leading to low scores on a typical test. And while mental calculations can quickly develop, a pupil may struggle with areas such as time and measurement, and with comparatives.

Therefore, pupils will be supported in developing their understanding of these areas through the use of functional application of numeracy with structured generalisation in a wide variety of contexts. We believe that an experiential learning technique will be the most appropriate for our cohort and will, therefore, look to use tools such as Numicon and Number Worlds. Computer-based maths packages will also be utilised such as Abacus Evolve scheme as described above. This will also include the verbal operant of visuals skills starting with basic identical matching and then developing into more complex pattern sequencing and sorting.

There is likely to be a focus, even at this very young age, on developing numeracy skills, which are the core elements of practical numeracy skills which can be used in later life. For example, there will be a focus on early numeracy which can lead to the development of a basic understanding of time, money and measures. This will be a strong focus throughout the school, ensuring the language and flexible thinking necessary for strong maths skills, are supported.

As a pupil within the ABA-VB classes progress through the Key Stages and demonstrate potential strengths they will be supported to develop these skills further ensuring the pupil can use these skills functionally to aid them to fulfil their outcomes into adulthood. For example, going to the shops and learning how to communicate with the shop assistant and exchanging their money for items they are motivated for.

Key Stage 1

The principal focus of mathematics teaching in Reception and key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This will involve working with numerals, words and the four operations, including with practical resources (for example, concrete objects and measuring tools). At this stage, pupils will develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching will also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of year 2, pupils are encouraged to know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency. Pupils will read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

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

Key Stage 2

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This will ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils will develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching will also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It will ensure that they can use measuring instruments with accuracy and make connections between measure and number. By the end of year 4, some pupils will have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. At this stage, pupils will develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. Teaching in geometry and measures will consolidate and extend knowledge developed in number. Teaching will also ensure that pupils classify shapes and that they learn the vocabulary they need to describe them.

Key Stage 3

Pupils at this stage will be encouraged to consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots. Pupils will be advised in selecting and using appropriate calculation strategies to solve increasingly complex problems. Some will use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships. Teaching will include the use of language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics.

Key Stage 4

As part of their GCSE or Entry Level qualifications, pupils will be taught to consolidate their numerical and mathematical capability from key stage 3 and extend their understanding of the number system to include powers, roots {and fractional indices}. They will be encouraged to select and use appropriate calculation strategies to solve increasingly complex problems, including exact calculations involving multiples of π . Some will be able to consolidate their algebraic capability from key stage 3 and extend their understanding of algebraic simplification and manipulation to include quadratic expressions. Teaching will encourage students to move freely between different numerical, algebraic, graphical and diagrammatic representations, including the use of

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

linear, quadratic and reciprocal. Most will be able to use mathematical language and properties precisely.

English

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society

English is a core subject in the National Curriculum. The fundamental skills concepts of the subject are set out in the National Literacy Framework, which provides the basic structure for our school policy. In accordance with guidance given in the National Curriculum, knowledge, skills and understanding may be taught from earlier key stages so that individual pupils can make progress. Pupils will engage in literacy hour for one hour per day. This hour will include shared text work, focused work, independent reading, writing or word and sentence work and then conclude with a plenary to ensure the pupils are reviewing, reflecting and consolidating the teaching points. The general approach to teaching English will be multi-sensory to maximise the learning potential of our pupils and take into account differing learning styles and abilities.

ABA-VB

Within the ABA-VB classes this will be an area of intensive focus for Reception and Key Stage 1. This will primarily focus on the development of a functional communication system using a total communication approach and intensive 1:1 work.

Developing receptive (listening), manding (requesting), labelling (expressive) and intraverbal skills will also be a key (as described above). Due to the specific difficulties with Communication and Language a pupil with ASC is challenged with defined using the verbal operants by Skinner. This area will be a focus throughout the pupil's time at the school, for as long as they need it. For instance, older pupils may continue to need assistance to use language functionally and to recognise subtler communication such as communicating with a range of people including their peers.

Language will be taught on an individualised basis, depending on the pupil's particular needs; this could range from using alternative communication such as Proloquo2go or the use of signs.

This will form the basis for English throughout the VB-ABA classes. The primary focus

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

will be ensuring every pupil leaves TSFS with a functional social communication system. This will need to be supported with the understanding of different parts of language and grammar for example the use of colourful semantics to develop longer sentences to use during requesting and then to comment on a story they have been read. The ABA-VB classes will continue to use this curriculum supported by the ABLLS and VB MAPP to ensure every pupil developed a functional communication system.

Key Stage 1

During reception and year 1, teachers will build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers will also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words will underpin pupils' reading and spelling of all words. Pupils will have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.

By the beginning of year 2, pupils will begin to read words by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They will also be able to read some common words, according to their own ability. Pupils will increase their fluency by being able to read some words easily and automatically. Finally, pupils will be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

Key Stage 2

By the beginning of year 3, pupils will be able to read books written at an ability-appropriate interest level. They will begin to try to read them accurately, and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They will be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching will be directed more towards developing their vocabulary and the breadth and depth of their reading. They will be developing their understanding and enjoyment of stories, poetry, plays and non-fiction. They will also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They will be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

By the beginning of year 5, pupils will be able to read aloud books written at an ability-appropriate interest level with accuracy and at a reasonable speaking pace, if possible.

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

They will be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they will ask for help in determining both the meaning of the word and how to pronounce it correctly.

Pupils will be able to write down their ideas. Their grammar and punctuation will be broadly accurate. Pupils' spelling of most words taught so far will be accurate and they will be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers will continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils will be taught to enhance the effectiveness of their writing as well as their competence.

Key Stage 3

In years 7-9, pupils will be taught to develop an appreciation and love of reading, and read increasingly challenging material independently. This will be implemented by reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama, at least two Shakespeare plays, and other seminal world literature.

Pupils will be taught to write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences. These will include well-structured formal expository and narrative essays, stories, scripts, poetry and other imaginative writing, notes and polished scripts for talks and presentations, a range of other narrative and non-narrative texts, including arguments, and personal and formal letters.

Key Stage 4

As part of their GCSE, pupils will be taught to read and appreciate the depth and power of the English literary heritage through reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing will include whole texts. The range will include at least one play by Shakespeare, works from the 19th, 20th and 21st centuries, and poetry since 1789, including representative Romantic poetry.

Pupils will be helped to write accurately, fluently, effectively and at length for pleasure and information through adapting their writing for a wide range of purposes and

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

audiences. This will include writing to describe, narrate, explain, instruct, give and respond to information, and argue. They will also be helped in selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis. Pupils will be selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate.

Science

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils will be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They will be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

In the early experience of the world pupils develop ideas which enable them to make sense of things that happen around them.

These informal ideas are later brought to the classroom. TSFS's aim is to give these ideas more explanatory power through an investigative approach to science. We feel that it is important that we take a pupil's idea seriously so as to ensure that any change of development of these ideas make sense and in this way become "owned" by the pupil. The teacher is seen as an "enabler" to raise questions, build appropriate challenges and experiences and offer new ways of thinking.

Science, at all levels, is seen as a way of thinking and working rather than purely an acquisition of a body of knowledge. Science is essentially practical, a way of finding out about the world around us, by first hand exploration, in and out of doors.

ABA-VB

Pupils with ASC will need support to help them to make sense of the world, particularly the social world. They may need encouragement to investigate new objects and materials and to use all their senses effectively. As pupils with ASC may develop fairly limited interests, some of the common knowledge other pupils have acquired through observation and discussion, has not occurred naturally. This will be supported by pairing and exploring new activities with the support of the therapists expanding their interests and likes. The curriculum will also be focused on increasing a pupils understanding of knowledge of objects and the world around them including the use of programmes such as feature, function and class.

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

Some pupils are likely to have difficulty generalising knowledge and concepts from one context to another. For example, a pupil may know that their own families' car will take him to school but may not realise that a taxi or other form of transport is able to do the same thing. Having staff who understand these issues, along with strong home-school links, will help with this generalisation.

A key focus of the ABA-VB curriculum is to teach functional skills through real-life experiences. Understanding the world will use the local community and trips to expose pupils to a variety of experiences whilst teaching about their world. This is essential for TSFS pupil cohort, Section D4 gives more detail.

As pupils move through the Key Stages the focus will remain developing functional skills for adulthood including developing appropriate enrichment skills and hobbies as explained within their curriculum.

Key Stage 1 & 2

In the primary part of our school we follow a cross-curricular approach to science with topic work and projects playing a major role. Teachers attempt to link science with development of language, mathematical competence and with other practical and academic subjects.

Key Stage 3 & 4

As the pupils move into the senior part of the school there is less emphasis on a topic approach and a greater element of specialist subject teaching. However, the cross-curricular element is still emphasised and adhered to. Several of our pupils will achieve either a GCSE or Entry Level qualification in Science.

Geography and History

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupil's progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

All pupils doing curriculum courses in Geography, will experience a fun and exciting curriculum. The teachers will use a practical hands-on approach where they will make everything as realistic and as pupil-centred as possible. This will include as many

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

videos and images in the work as possible. A most important aspect will be the Geography Field trip, where the pupils will go out of the classroom and carry out tasks and activities related to climate, geomorphology, human aspects and map work. These can include educational trips to the beach at Southend, Mersea Island and the Thames River. This will be combined with history trips to London and to Duxford. The geography and history curriculum will be integrated together with cooking, Design & Technology, PSHE and other lessons within TSFS. Pupils will also be given tasks or projects over their school holidays. TSFS will encourage the pupils to take pictures on holiday in foreign or local places, so that we have our own Holiday Web Gallery, for the whole school to enjoy.

Pupils will have access to a wide range of technology from remote weather stations, digital thermometers, anemometers, rain gauges, computers, interactive CDs, Interactive White Boards, Web cams and weather stations, digital cameras, camcorders and videos challenges. TSFS will utilise both the Geography and school libraries where there is more than enough information for the pupils to access. Our pupils will be encouraged to work independently with any aspect that can enhance the subject, and we do encourage internet, television and written press research on a weekly basis.

PHSE

ABA-VB

This is an area where our particular cohort will struggle. It will be a focus of both Reception, Key Stage 1 and beyond.

Key targets will be set in each pupil's IEP, particularly around appropriate behaviour, social skills, working in small groups and improving interaction with peers. Pupils with ASC will need additional support to develop understanding of the needs, views and feelings of others and to form good relationships with adults and make friends with peers. Pupils with ASC may find it difficult to concentrate and maintain attention, and to take turns and share.

Turn taking and additional play skills such as 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 pupils 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. Attention Autism is a programme developed by Gina Davies based on the early developmental skills pupils need to learn from the world around them, focusing on developing joint attention within groups. Allowing them to reduce the need for 1:1 teaching and increase independent learning.

The PHSE curriculum is an important area for driving independent living skills in our

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

cohort. We will aim to equip pupils 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 each IEP.

Independence and Self-Help

It is essential for TSFS pupils to be providing learning opportunities throughout the school day to gain independence and the self-help skills required in adulthood. Learning needs to be broken down using forward and backward chaining to enable pupils to gain these skills. Learning will need to be taught throughout their school life as often these skills take a long term to master. By enabling pupils to be independent TSFS is able to support their self-esteem and self-confidence reducing anxiety.

MLD classes

In the area of PHSE particular challenges arise for pupils with ASC as they are at greater risk for exploitation and abuse. Many pupils with ASC and/or additional needs 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 PHSE and Computing curriculum. E-safety is detailed in Section D4 considering how to safety support every pupil within TSFS.

Key Stage 1 & 2

PSHE in Key Stage 1 & 2 covers a wide range of topics. They look at keeping healthy, through topics such as looking after our teeth, healthy food options and keeping clean. Safety is a key topic in PSHE lessons, using the swimming costume rule and stranger danger lessons to enable our young people to understand how to keep safe. Issues of safe touching and personal space are also covered, as sometimes pupils can find it hard to understand what is appropriate and inappropriate.

Understanding feelings is also a key topic covered in PSHE. Both recognising their own feelings and understanding how other people feel. This can be a real challenge for pupils with ASC, as they find empathy and looking at issues from another's point of view difficult. Alongside this work on friendship and being a good friend is covered.

Looking at rules and how to keep the 'Golden Rules' that will be used throughout the TLC is also an important topic. These simple rules such as 'We are kind and helpful' are the basis for our behaviour expectations within the school and a key focus of PSHE lessons and assemblies throughout the year.

Key Stage 3

In KS3 we will be following the ASDAN Key Steps programme. This programme is certificated by ASDAN each year. Pupils complete 6 units of work each year, in areas such as 'All about me', 'Stereotypes' and 'Media body images'. In each case there are opportunities for independent learning, research skills and working in a group as part of

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

the unit. Pupils then build up a folder of evidence that they can use to show how their skills have developed.

Key Stage 4

Through KS4 pupils will look at drug and alcohol education and sex and relationships education (SRE) in their PSHE lessons. These lessons follow two ASDAN short course qualifications in SRE and Drug awareness. The pupils are taught about the dangers of drugs, tobacco and alcohol, as well as the effects of using these drugs. They look at legal aspects of using recreational drugs, as well as discussing the reasons why people use them, including work on peer pressure and how to say no, when in a difficult situation.

The sex and relationships education (SRE) in KS4 looks at healthy relationships, sexual intercourse, contraception, STIs and different types of relationship. The lessons also look at the responsibilities of being a parent and the needs of young babies. SRE is a really important part of the PSHE lessons in KS4 and all teaching staff will be trained in delivering this type of education through links with the School Nursing Team and other staff within the NHS.

Religious Education (RE)

We believe that RE is an important subject for pupils with learning difficulties. Pupils will learn about religion helping pupils develop an understanding of themselves and others. Section D4 describes the adjustments that would be made to ensure every pupil felt welcomed into the TSFS community. The curriculum would be modified to address the specific needs of each pupil involving them and their views within the curriculum actively to ensure they feel valued. RE promotes the spiritual, moral, social and cultural development of individuals and of groups and communities. In particular, RE offers pupils with learning difficulties opportunities to:

- Develop their self –confidence and awareness
- Understand the world they live in as individuals and as members of groups
- Bring their own experiences and understanding of life into the classroom
- Develop positive attitudes towards others, respecting their beliefs and experience
- Reflect on and consider their own values and those of others

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

- Deal with issues that form the basis for personal choices and behaviours¹

In the Primary Department the curriculum is delivered from a published scheme- LCP RE Resource File which is fully compatible with the National Framework for Religious Education and the agreed syllabus for Thurrock. All of the lessons are modified where necessary to meet the needs and understanding of the pupils.

In the Foundation Stage, pupils are developing the knowledge, skills and understanding that help them to make sense of the world, give them a positive sense of self and their culture.

In KS1 Pupils learn about features of Christianity that they are likely to encounter in their own experience e.g. Christmas, Easter, Weddings, Baptisms. Throughout the Key Stage the pupils are introduced to other faiths, their beliefs and practices through stories and festivals.

During KS2, in addition to Christianity pupils learn about two of the world's oldest religious traditions: Judaism and Hinduism. By the end of the Key Stage pupils should have developed a degree of understanding of some of the central beliefs and practices of these religions.

During KS3, pupils deepen their understanding of Christianity and explore some of the main features of three other major religions: Islam, Sikhism and Buddhism. Pupils begin to appreciate the wide variance within every faith, both in religious practice and in the way that the central beliefs are interpreted and lived out.

In KS4 RE is covered within the PSHE lessons, as the pupils look at different religions attitudes to relationships and what this means for individuals, within SRE.

Physical Education (PE)

ABA-VB

Physical development is a key area of focus for our pupils throughout their time at TSFS. Some pupils may struggle with physical activities due to comorbid conditions such as dyspraxia. Dyspraxia is a developmental disorder of the brain in childhood causing difficulty in activities requiring coordination and movement. Therefore, physical activities can be difficult to engage in and pupils will often need to do prescribed exercises to reduce this barrier.

¹ Extract taken from Planning, Teaching and Assessing the curriculum for pupils with learning difficulties – Religious Education

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

We will encourage physical activity throughout the day; this will not only be used to maintain appropriate arousal levels of pupils to enable learning, but also for the development of fine and gross motor skills. Pupils may need encouragement to try out new things, as they may have developed strongly preferred physical activities which they feel secure with and choose to repeat, such as bouncing, spinning and running in relays. Although some pupils with ASC can be very agile, others can have reduced awareness of their own bodies leading to difficulties with navigating obstacles and with fine motor skills such as holding pens, fastening buttons, opening boxes and packets. Therefore, increasing motor skills will also help increase independence.

Input from our in-house occupational therapist will be key to developing effective strategies for the improvement of physical development within their vestibular and proprioceptive systems. 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. We will also equip the school with trampolines, soft-play area, climbing frames necessary to support this area of curriculum.

MLD classes

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

At TSFS sport, in its widest sense, is of fundamental importance and should be accessible and enjoyed by all. Taking part, showing the correct attitude, and enjoyment are the main aims. PE is compulsory, the only exclusions being on the written advice of a qualified medical practitioner.

Individual and team sports are covered in PE curriculum time. In the Key Stages 1 and 2, pupils will on average experience at least 1½ hours sporting activity per week. In Key Stages 3 and 4, the average lesson time is 1½ hours.

Many major team games (football, netball, basketball, rounders, softball and hockey) are played.

For all the classes swimming will be a key activity for both MLD and ABA-VB classes.

Art

ABA-VB

For some pupils with ASC, art or music may be relative strengths and this will be an option within their enrichment curriculum, though of course not all. Where this is the case, these passions will be used to help improve self-esteem, encourage relaxing

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

activities and create potential enrichment activities, job opportunities in the future. For other pupils the focus will be to develop their creative skills, which may in some cases begin with gradually coping with particular noises or textures.

All pupils are likely to need support to express their thoughts, ideas and feelings and to take part in imaginative play and role-play with other pupils. Development in this area will be supported through specialised art and drama therapists (employed as needed), speech and language therapists and enrichment activities.

MLD classes

TSFS will be focused on discovering new ways to express your creative potential, about discovering new artists and contemporary artwork like street art, sculptures and installations, and you will begin to understand that art does not have to be in an actual frame or even on the wall.

Pupils will learn how to develop and keep a sketchbook which shows off their skills but also their thoughts and will put artistic vocabulary and your ability to develop your ideas to good use. This will be especially important when they get into Year 10 and study GCSE Art. When the pupils move through the school they will experience a range of projects over KS3 where each year is split into two semesters. Each semester will cover a different project with a different focus.

In year 7 pupils will learn about using different media and mixing paints as well as portraiture. Within Year 8, they will continue different mediums and topics such as Masks and the natural world using this as inspiration for projects. In Year 9 pupils will look more closely at the work of other artists, learning more about carefully reproducing the artwork and developing their own opinions in order to start producing work in a similar style in reference to a well-known artist. In Year 10 pupils will study GCSE Art.

Design and Technology

Design & Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

At KS3 pupils are taught DT on a termly basis and follow the National Curriculum. Pupils will gain knowledge and understanding within the following aspects of DT:

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

- Existing materials
- Materials/Components – including joining and combining processes, recognising new materials and processes, identifying their potential uses
- Structures
- Mechanisms
- New technologies and their applications – including computer aided design and manufacture (CAD/CAM)
- Single and quantity production techniques

At Key Stage 4 pupils can opt to take design and technology. They work towards an AQA Entry Level certificate in Design & Technology if they are working at level 3 or below, or Short Course GCSE: Design & Technology if they are working at level 4 or above. Entry Level is a modular course, so outcomes can vary on the pupils' interests and abilities. The outcomes are Product Design, Resistant Materials, or Graphic Products.

Music

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupil's progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Within TSFS they will have access to a purpose-built Music Studio, complete with practice room, for our music lessons and clubs. All pupils have music lessons until the end of Key Stage 3, using the Music Express scheme of work from A & C Blacks.

Information Computer Technology (ICT)

ABA-VB

These classes will have full access to ICT and a challenging and varied curriculum as there is significant proof that ICT can significantly support pupils with ASC to develop functional communication and skills required for adulthood.

MLD Classes

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which

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

pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Pupils also have access to a wide range of technology including digital cameras/camcorders, scanners and robots for control. Lessons will be fun and all pupils will be encouraged to become independent in their use of a computer and are encouraged to participate in discussions and a wide variety of activities.

Drama

Drama and the Performing Arts will be an important aspects of school life, in both curricular and extra-curricular activities. In Key Stages 1 and 2, Drama is used by class teachers to enhance learning outcomes of specific subjects. Through the use of structured play in English pupils are able to explore fiction, poetry, drama, characters and experiences in History. Pupils also learn invaluable lessons for their moral, social and cultural development.

Key stage 3 introduces pupils to Drama as a subject in its own right: Pupils from years 7 to 9 will participate in weekly drama lessons, exploring dramatic techniques such as improvisation, mime, tableaux, script work, masks and other theatrical genres and tools. This culminates in Key Stage 4 with pupils undertaking a 2-year programme of study leading to a Performing Arts qualification at Entry Level in year 11.

Food Technology

Food technology will be taught alongside lessons within both MLD and ABA-VB classes and as an integral part of the overall programme for Key Stage 1 and 2. Food Technology will be time tabled for 2 periods a week for each year group in Key Stage 3 for the delivery of the Food Curriculum. In KS4 pupils have the option to choose to undertake a BTEC course in Home Cooking.

It will be the aim of all teachers and technical support staff who deliver this subject with great passion, to impart high standards of hygiene and safety practices, whilst educating pupils to explore and produce healthy food products, transferring skills and knowledge to successfully inform and influence students to make enjoyable, nutritious choices. Skills are introduced in a systematic way across the three years, so that pupils gradually increase in competence. The aim is for pupils to be able to follow and adapt recipes, as well as being able to cook healthy food independently. Each year will have eighteen lessons which are primarily practical. Pupils will cook in three half-term blocks

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

per year.

Modern Foreign Languages

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

This subject is introduced in Key Stage 3. Pupils will have the opportunity to learn Spanish in year 7, German in year 8 and French in year 9.

The aim of teaching a modern foreign language are to enable pupils to appreciate the culture of another country and compare it to their own, to gain a positive understanding of people who live differently from themselves and to communicate with others using and responding to simple phrases in the foreign language. They will be taught to functionally use the language and to support them interact with their local community and destinations they may visit in the future.

Specialist Teachers in the MLD classes

Once the pupils are in Key Stage 3 and 4 they will have the opportunity to be taught by specialist teachers in Food Technology, ICT, DT and science. This will allow these teachers to be expert within their areas being able to deliver outstanding teaching. They will lead these lessons with the support of the class TA's.

ABA-VB in Key Stage 2

The curriculum will remain focused on the same key areas as in Reception and Key Stage One (KS1) remaining to teach thematically. Each pupil will have their own personalized targets within the MLD classes. Each pupil will be assessed at the end of KS1 to ensure the curriculum will focus on their key strengths.

Where pupils show abilities and key strengths TSFS will focus on these areas to enable them to use to support their areas of weakness. For example, they may struggle with verbal instructions but be able to read simple words which can be used to support verbal instructions, therefore the main focus would be to develop the pupil's literacy (using tools such as Read, Write, Inc.) skills. Pupils will be grouped together within ability groups ensuring they are age appropriate.

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

ABA-VB in the Secondary School Phase

Pupils will continue to be offered a broad and balanced curriculum, however, the overall focus will be to develop a pathway into adulthood. This would usually mean working towards supported employment, semi or independence living. It could also mean a managed transition to the MLD classes in TSFS where these pupils are able to gain qualifications.

Pupils will still be following IEP targets but will start to have more ownership of the targets and their focus where understanding allows.

For the most part the pupils will remain in a specific classroom allowing for continuity and for continued intensive 1:1 work. However, there will also be appropriate facilities around the school which are more specific to certain subjects which students can use where appropriate. For example, there will be a room which provides art specific resources which pupils can visit to develop skills in this.

We would expect to work with all potential further education providers from Year 9 onwards to plan a gradual inclusion and transition process for pupils. The assistant principle will focus on transition, who will plan with pupils to ensure they are fully informed of their choices and choose appropriate options working closely with their families.

ABA-VB in Key Stage 3

TSFS will continue to focus on the main key areas of the curriculum but start to focus on transition in adulthood. The curriculum will offer more choices and opportunities for pupils to focus on their areas of interest. The Duke of Edinburgh Award will be offered to pupils who show the pre-requisite skills needed to complete the course. The structure of the school and school day will remain the same as in KS1 and KS2, pupils will remain in one class with a regular behaviour support. They may visit some specialist rooms where appropriate. The reason for this is the cohort in question will require consistency and likely struggle with transitions. There is no need to add extra pressure and stress on the pupils by adding unnecessary transitions into the school day.

Duke of Edinburgh Award

The Duke of Edinburgh is built up of various units covering bronze, silver and gold levels with an additional residential if pupils were able to complete this. The awards allow pupils to demonstrate their volunteering, physical skills and a skill within daily life they can demonstrate they have achieved such as cookery. This would be a positive way to support pupils' motivation in completing these tasks and giving them recognition for what they have learnt.

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

TSFS will offer a broad and diverse curriculum for its pupils to ensure the motivation and interest of every pupil are used to enhance their learning supporting their long term outcomes into adulthood. TSFS will have high expectations of the outcomes every pupil can achieve with the right combination of academic, therapeutic, life skills and community programme.

English: Communication and language

TSFS will ensure that every pupil will have established a functional communication system if they have been attending since Reception. The focus will then be on developing each pupil's literacy skills in a functional manner using total communication through alternative communication, symbol, and signs, vocal or written word.

Problem solving, numeracy and mathematics

Maths will remain to be taught in a functional way which enables TSFS pupils to practically apply this to their daily lives. The aim will be to use these skills within cooking for example and knowing how many eggs to use in a recipe.

PHSE (Social)

TSFS will continue to create social opportunities developing clubs within the school where pupils can join together where they have joint interests. Also focusing wherever possible pupils leading and guiding each other, using each other strengths to support each other weaknesses.

Computing (ICT)

Computing will remain a key area being taught with practical application within their daily lives. For example, to use it for communication or to assist shopping within the local community.

Physical Education

The focus will remain on establishing previous skills taught and start to develop long term interest in physical education using TSFS's gym and cycle track, then transferring these skills into the local leisure centre. A wider range of physical activity will be offered by working with the local community.

The therapy team will focus on pupils becoming independent in their own needs to establish their own arousal levels to enable them to stay focused.

Independence and self-help

Independence and self-help will continue to develop on the skills taught in KS2 for example changing lunch into self-service to enable more learning opportunities. This curriculum will be faded up from the time the pupil starts at TSFS starting with feeding

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

and dressing and then increasing to self-care such as washing and cooking and then community travel. The developmental age of these pupils will be considered but also their needs to ensure they can be as independent as possible within their adult lifetime. TSFS will offer a studio flat and 4D submission room where pupils can start to be taught the daily living skills that they are going to need live semi-independent or independently. The staff will ensure generalization through parent training or outreach visits. The curriculum will also incorporate cooking, dressing and leisure activities will be focused on in expressive arts and design.

Options

Every pupil in TSFS will be given the opportunity to choose from a range of options using their key strengths to start to develop clear pathways into adulthood. TSFS will offer opportunities for business enterprises where pupils would be able to work and gain experience with trained staff for example horticulture, running a garden centre. This will incorporate enrichment and community activities that TSFS has offered throughout their school life. Pupils, parents and carers will receive detailed information on what is available at KS4.

Each pupil's individuality will be focused on enabling them to gain the skills required in adulthood including self-help, employment and enrichment activities.

ABA-VB Key Stage 4

Pupils will continue to develop their individual curriculum from Key Stage 3. At this crucial stage there will still be an emphasis on all aspects of the curriculum and the key skills needed for transition into adulthood. There will be a focus on areas where their needs are the greatest. This may be in communication skills, life-skills or emotional/personal development.

Some pupils may progress on to other settings where they can gain formal or vocational qualifications.

Enrichment Programme

Enrichment activities will be a focus of every day at TSFS especially through the senior classes; the aim is to provide each pupil with the chance to find a leisure activity or interest that will be available to them throughout their lives. Although we plan for many enrichment activities, for example, football, basketball, soft play, arts and crafts, to be provided by in-house staff we also have access to a number of providers, these are detailed below:

- Being offer occupational therapy through using trampoline clubs, they work within schools.
- Stubbers outdoor centre offer a range of outdoor pursuits enabling pupils to

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

experience a range of activities such as canoeing, speed boating, climbing and abseiling.

- Chickenshed offer a range of opportunities to participate within drama within every aspect of the theatre including performing and backstage.
- The Art Ministry offer a range of therapeutic activities for the local community.
- PAT: pets as therapy aim to enhance lives in our communities by providing companionship and friendship and helps to tackle loneliness. Improve the lives of people suffering from debilitating mental and physical health conditions and illnesses such as Autism, Dementia and Stroke by including animal assisted interventions as part of a holistic approach to treatment. to Improve literacy in pupils by developing their confidence, interest and enjoyment in reading through our read2dogs scheme.
- Caring Farm UK aim to use farming practices therapeutically providing health, social or educational care services for one or a range of vulnerable groups of people. Providing a supervised, structured programme of farming-related activities. Salvation Army has started to develop this in their Hadleigh Farm and café where they offer opportunities to work within the café and farm.
- REACH uses hippotherapy specialist physiotherapy intervention that uses the 3 dimensional movement of the horse in walk to correct and improve movement, balance, core strength, in the person on the horse.

Practical implementation of enrichment

As a school we will have access to a number of mini busses and drivers. Pupils in KS 4 will be grouped by enrichment activities (instead of age or class) and taken to the appropriate location. Pupils will be accompanied by a regular 1:1 support so that they feel safe and comfortable in the activity.

For example on a Friday afternoon may be the time that the school can access Danbury Sports centre. Several pupils from around the school are very interested in accessing this enrichment activity. These pupils come out of respective classes for the session and go together to engage in the activity.

From a financial point of view funding would come from a number of places:

- Pupil premium- Some pupils will receive pupil premium funding and where this is the case (and enrichment is linked to development targets) it can be used to fund enrichment activities for the pupil themselves.
- Friends of the free school- TA has a charity which supports a number of enrichment activities. TSFS will set up a similar body and encourage donations to help fund enrichment.
- Parental contributions- The school will encourage regular voluntary

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

contributions from parents to help fund enrichment and community trips.

- School funding- When necessary school funds may be used as a top up function to enable enrichment to take place.

Qualifications

TSFS has a focus on providing an education for severely autistic students and MLD pupils. Pupils within the MLD classes will be expected to complete formal paths to gain the qualifications below in line with the data from TA seen in Section D2.

Within the last academic year 2015-16 62% of pupils gained on average 3.5 qualifications in GCSE of equivalent. 37% of pupils gained on average one GCSE. TSFS will aim to replicate this level of outcomes for pupils who are able to take qualifications.

TSFS will provide opportunities to develop skills which will lead to a richer more independent lifestyle for those pupils who are unable to complete these qualifications as these students would not benefit from working towards specific qualifications. The focus will more likely be on providing practical life skills and work experience opportunities however there are some qualifications which can be accessed appropriately by older students.

GCSE

TSFS will offer either GCSE, Entry Level or BTEC qualifications within the following curriculum areas:

- English
- Mathematics
- Science
- Art and Design
- ICT (short course)
- Design and Technology: Resistant materials
- Home cooking (BTEC)
- Performing Arts (BTEC)

ASDAN

ASDAN will be offered to KS4 pupils, it is a personal development program where the pupils move through bronze, silver and gold levels. It offers an appropriate curriculum for pupils who are in higher education enabling them to further their skills and receive awards within further education.

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

We will be able to offer the following qualification through the ASDAN program:

- Award of Personal Effectiveness is a nationally recognized qualification, available at Levels 1, 2 and 3. It can accredit many of the imaginative and diverse activities undertaken by learners, both inside and outside of school. Assessment is based on a portfolio of evidence. The AoPE assessment units encourage the development of the skills required for progression to further education, training or employment.
- The Diplomas in Life Skills are QCF qualifications based around the development of personal, social and employability skills.
- The Employability qualifications provide a framework for developing and recognising general employability skills. They are suitable for use with pre-16 and post-16 learners.
- ASDAN was given full endorsement for the Employability qualifications by Asset Skills, the Sector Skills Council which had responsibility for Employability skills and qualifications. ASDAN featured in a report commissioned by the Department for Business, Innovation and Skills and UKES which reviewed the impact of generic Employability qualifications.
- The Entry 1 qualifications in Personal Progress are approved qualifications, eligible for use in Foundation Learning provision. They are made up of units which can be broadly divided into the following areas: Literacy/Numeracy/IT; Independent Living Skills; Personal Development; Community Participation; Preparation for Work; Units Particularly Accessible for Learners with PMLD.

Where appropriate pupils may also access ASDAN short courses of which there is a multitude including:

- Animal care
- Enterprise
- New horizons
- Work skills
- Transition challenge

Choosing ASDAN courses and qualification will be based on the needs, interests and ability of the individual. There are ASDAN courses available for a number of different areas so every pupil will leave having completed a course or obtained a qualification even where the course was simply experiential in nature.

Arts Award.org.UK

Pupils who show the a particular interest in art will be given the support to gain an arts award being able to submit their work to work through the qualification levels of

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

discover, explore, bronze, silver and gold.

Other qualifications

In addition to ASDAN and the Arts Award we will offer the following when appropriate:

- Animal Care Level 2 BTEC Diploma
- Art and Design Level 2 BTEC Diploma
- Creative Media Production Level 1 Extended Certificate
- Engineering Level 1 Extended Certificate
- Hair and Beauty Therapy Level 1 Foundation Level
- Health and Social Care Level 1 Foundation Level
- Information Technology Level 1 Foundation Level
- Sport Level 1 Foundation Level
- Team Manager, Children's Support Service for Schools Learning & Development. Behaviour. Management
- Gateway Qualifications Level 1 Certificate In Skills for Retail
- Gateway Qualifications Level 1 Certificate In Skills for Hospitality and Catering

These courses may be developed within the free school or pupils may access them through strong ties with the existing TA sixth form.

Accessing higher qualification (GCSE's and A Levels)

Choosing to access qualifications

Before any of these qualifications are considered the pupils interests and long term outcomes will be considered and discussed to ensure if they do engage in gaining qualification it is a positive experience and supportive of their transition into adulthood.

Each pupil's interests will be acknowledged and they will be supported to use these skills practically within their adult life. Business enterprise will reflect these abilities.

Ensuring Success

TSFS will ensure every pupil is enabled to achieve to the very best of their abilities. This ranges from intensive early intervention strategies through to the supervision of pupils into further education, training or employment.

The curriculum, classroom sizes and staff planning have all been designed with the needs of pupils with MLD and ASC at their core. The wide range of interventions and therapeutic strategies used, coupled with a strong focus on educational content will

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

ensure that our vision is deliverable.

Our budget plans, in Section G, will provide us with a high level of education and therapy staff with educational resources required to allow TSFS to create a supportive and engaging environment for pupils, where they will be given the strategies and encouragement to overcome the barriers to learning to help them achieve an independent and successful life.

Transitions

There are a number of times and circumstances in which transitions to other settings will take place. For simplicity these have been split into two key sections; when a pupil leaves the school at any time between reception and sixth form and when a pupil leaves the school have completed sixth form.

Transition for a pupil who leaves before the end of sixth form

At any point between reception and sixth form it may be appropriate for a pupil to transition out of TSFS. The primary reason for this will be that the school has served its purpose and the pupil has gained appropriate communication, social, life and academic skills to be part of a mainstream school environment or another special school that is more suited to their needs. Because of the cohort these occasions will be rare but where they do occur most of the pupils will have joined TSFS at a young age.

On these occasions the possibility of a transition will first need to be discussed with parents or careers and with the pupil themselves (assuming they are transitioning for the above purpose means assuming they have developed appropriate communication skills to have this conversation). Ideally this conversation will be part of an EHCP review so that the recommendation can be made official.

Assuming that following this an appropriate place is located and that parents and the pupil agrees the transition process will begin. This will involve a number of important steps to make the transition smooth.

- A full transition meeting will take place with all appropriate individuals. At the meeting information and paperwork will be exchanged including the pupil passport.
- A Pupil passport will be made with contributions from all relevant people including support and therapy staff.
- Appropriate staff from TSFS will visit the new provision and talk with appropriate adults.
- Appropriate staff from the new provision will visit TSFS and talk with appropriate adults.

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

- An audit will be carried out with regards to autism awareness in the new provision and where gaps are present training will be provided.
- The pupil will engage in an extended transition to the new setting starting with regular visits accompanied by a 1:1 and moving towards independent visits.
- Once the pupil has transitioned over to the new setting TSFS will visit the pupil in the new setting once every six weeks for the first six months to ensure that the transition is working and to provide support or training to the new setting if needed.

Natural transition for a pupil who leaves at the end Key Stage 4

For most pupils transition to a new setting will only occur when they have finished TSFS at the end of Key Stage 4. For the most part pupils leaving at this stage will have gained the following.

- A functional method of communication
- Some appropriate social skills
- Life skills (to the highest level possible)
- A personal interest or hobby
- Employment skills (at even a very basic level)
- A qualification, (please see section D2 for more detail)

Therefore, we would be looking at a number of possible transitions which may include:

- Transition into a place of work
- Transition into supported living
- Transition into other form of living
- Transition into further education (possible options are detailed in Section D2)

For all of these transitions a similar system would be followed. This process will start when the pupils are in Year 9, starting to work with the careers advisor to develop a plan for when they leave TSFS. This will include having taster days in colleges and work placements to see what the pupils are interested in and where they have potential strengths. There will then be more formal meetings where parents and the pupil can share their views more precisely. This should be attended by all appropriate individuals including social services, employers and service managers. This meeting should take place in plenty of time for a managed transition program to be put in place. Ideally at least one year before the transition actually occurs.

Once the next steps have been decided a transition program will be built around the pupil. The transition program will vary in complexity and length but will be a key part of

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

the KS4 pupils' final year. A number of steps will take place alongside the program.

- A full transition meeting will take place with all appropriate individuals. At the meeting information and paperwork will be exchanged including the pupil passport.
- A Pupil passport will be made with contributions from all relevant people including support and therapy staff.
- Appropriate staff from TSFS will visit the new provision/place of work and talk with appropriate individuals.
- Appropriate staff from the new provision/place of work will visit TSFS and talk with appropriate individuals.
- An audit will be carried out with regards to autism awareness in the new provision/place of work and where gaps are present training will be provided.
- An individualized program of transition will be built and followed.
- Once the pupil has transitioned a further two visits will take place over the following year to ensure transition has been smooth and offer advice/support/training where appropriate.

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

Measuring performance and setting targets

TSFS will adopt a whole school approach to ensuring that the highest standards of teaching and learning take place, continuous tracking of pupil achievements, rigorous monitoring by the Senior Leadership Team and a strong commitment to staff development will all contribute to ensuring that when pupils leave they are able to cope in numerous work and social environments, they have the life skills to enable them to be as independent as possible and that they have interests outside of college and work that will help them be a part of their community and live a balanced, active life.

Assessment, data tracking and base lining

Assessment and Entry into TSFS

All pupils seeking placement at TSFS will have an ECHP will be in the process of finalising an EHCP with ASC or MLD as the main category of need. As part of the process of writing their EHCPs they will have received a multi-disciplinary assessment, which should establish whether TSFS can meet the needs set out in their EHCP.

D2 – measuring pupil performance effectively and setting challenging targets

The assessments conducted for the EHCP will be supplemented by the school through a multi- disciplinary assessment, to gain a greater understanding of pupils' profiles, ensuring the school is best placed to prepare for their needs and to support the determination of the threshold. Not all EHCPs contain the full range of assessments by therapists working in the disciplines present within TSFS. For this reason, pupils may be assessed by the following staff:

- Qualified teacher/professional with an Autism qualification or the required specialism for the pupils main category of need;
- SaLT with a special interest in Social Communication;

Class teachers and instructors will work as part of multidisciplinary teams with SaLTs to establish base-lines through assessment which support decision-making about curriculum delivery.

The baselines set will determine whether the school can meet the child's needs as well as establish the best approach to take in personalising the curriculum for that pupil.

The section below outlines some of the assessment tools used in setting baselines:

SaLTs may use clinical observation and tools including:

- Pre-school Language Scales (PLS-5)
- Clinical Evaluation of Linguistic Fundamentals (CELF-4)
- Assessment of Comprehension and Expression (ACE)
- Test of Abstract Language (TALC)
- British Picture Vocabulary Scale (BPVS)
- South Tyneside Assessment of Phonology (STAP)
- Expression, Reception and Recall of Narrative Instrument (ERRNI)
- Observation of toy play

Assessment System

TSFS will adopt the system TA have already demonstrated is working effectively to electronically record, track and set targets around the pupil's progress across all the Key Stages. The assessment system has been developed using PIVOTs which are based on the P levels, linking each area to the National Curriculum. These have then been group into each year from one to six. These are then named as Grades with 15 levels within each one allowing for every achievement to be recognised and acknowledged. This data is collated within a spreadsheet to allow data to be compared and analysed allowing for areas of improvement within teaching to be acknowledged subject by subject.

D2 – measuring pupil performance effectively and setting challenging targets

This data is also then inputted into CASPA (Comparison and Analysis of Special Pupil Attainment), Raise online and Progression Materials to allow for TSFS to compare its data across other schools and areas. It allows interrogation of school data over various periods of time e.g. yearly, over a key stage or across a pupil's school career. It also allows interrogation of the progress made by vulnerable groups. In addition to IEP and EHCP targets CASPA will set a yearly targets based on a pupil's assessment history with a facility to increase challenge as appropriate.

There is currently a gap between the P levels and the National Curriculum which is being considered at the moment by the Rochford committee and the findings of this report would be considered in further development of the curriculum and assessment system used by TSFS.

ABA-VB Assessment

Pupils with additional needs that cannot be met in the MLD classes or attend the ABA-VB class will need to develop a range of learning and life skills to enable them to access the curriculum and lead independent lives upon leaving the School. These will be identified by all staff and will include:

- Social Communication - reciprocal language, joint attention, requesting;
- Organisational skills and executive functioning;
- Ability to generalise, retain and transfer knowledge; and
- Learning to learn in a peer environment.
- Develop independence in independent living.

Behaviour Tracking Assessment and Monitoring Tools: Verbal Behaviour Milestones Assessment & Placement Programme (VB-MAPP) and Assessment of Basic Language and Learning Skills (ABLLS-R).

A range of assessment will be used including the ABLLS, VB-MAPP and AFLS Assessments will serve as a basis for the development of each pupil's IEP. Baseline assessments will be conducted within six weeks of entry to the school by which all pupils will have worked the class and therapy team to complete assessments dependent on age and ability, i.e. Development Matters, APP, and the VBMAPP to establish their current level of functioning and skills. These initial assessments will then be used to inform planning and target setting for each pupil in their IEPs. These targets will be personalised and will be as diverse as the individuals within the school. Thereafter, on-going assessments will facilitate the observation and documentation of the pupil's progress in acquiring targets.

The use the ABLLS, VB MAPPs and AFLS assessments will be used in conjunction with the above. These assessments will provide a constant source of data to allow for

D2 – measuring pupil performance effectively and setting challenging targets

quick, efficient analysis of targets, appreciation of successes and identification of challenges.

The ABLLS-R system was developed by Dr. Partington and is an assessment tool, curriculum guide, and skills-tracking system used to help guide the instruction of language and critical learner skills for children with autism or other developmental disabilities. This practical and parent-friendly tool can be used to facilitate the identification of skills needed by your child to effectively communicate and learn from everyday experiences. The ABLLS-R provides a comprehensive review of 544 skills from 25 skill areas including language, social interaction, self-help, academic and motor skills that most typically developing children acquire prior to entering kindergarten. The task items within each skill area are arranged from simpler to more complex tasks. Expressive language skills are assessed based upon the behavioral analysis of language as presented by Dr. B.F. Skinner in his book, *Verbal Behavior* (1957). The assessment results allow parents and professionals to pinpoint obstacles that have been preventing a child from acquiring new skills and to develop a comprehensive, highly personalized, language-based curriculum.

The VB MAPP has four components milestones, barriers, transition and task analysis assessment.

The Milestones assessment contains 170 measurable language and learning milestones across three different developmental levels (0-18 months, 18-30 months, and 30-48 months). The skill areas assessed include mand, tact, echoic, intraverbal, listener, motor imitation, independent (self-help), social and social play, visual perceptual and matching to sample, linguistic structure, group and classroom skills, and early academics. Also included is an early echoics subtest written by Barbara E. Esch, Ph.D., CCC-SLP, BCBA. The Barriers assessment contains 24 common learning and language barriers which children with autism or other developmental disabilities encounter. Through identifying these barriers, the Supervisors can develop specific strategies to help the child overcome these difficulties, leading to more effective learning. The Transition assessment contains 18 assessment areas which identify whether the child is making meaningful progress and can be used for professionals to make recommendations about the type of educational setting would best suit the child. The Task analysis and Skills tracking covers a further 900 skill areas from each of the areas in the Milestones skills assessment. Once the skill has been met in the Milestones assessment, it can be generalised using this tool.

AFLS is the Assessment of Functional Living Skills, it consistent of six areas these include community; home; school; vocational; and independent skills. The AFLS is com-prised of The AFLS Guide and assessment protocols that assess functional, practical, and essential skills of everyday life. Although each assessment protocol can be used as a standalone assessment, we conceptualize all protocols as being different

D2 – measuring pupil performance effectively and setting challenging targets

modules of an extended assessment that exists on a continuum spanning throughout a learner's life in home, school, and community settings. Each module is different yet each is connected by unifying themes and overarching goals for maximising a learner's freedom, independence, and opportunities. Bundle multiple modules and customize the perfect assessment for your setting and situation.

As described previously, behavioural change will occur through the use of behavioural intervention, and targets identified and monitored through on-going assessment. Once achieved, programmes will be designed and implemented to meet increasingly more advanced language and social skill goals, as guided by ABLLS and VB-MAPP. The curricular and behavioural teaching procedures used promote flexible learning styles and generalisation of new skills to various contexts to prepare pupils for less structured learning environments and future vocational and occupational activities.

All identified target skills will be broken down in to smaller components using task analyses. IEP's will monitor pupils' response to interventions and reinforcements and support all classroom staff in "fading" the support the pupil requires as each skill is mastered. Supports will be faded systematically using a hierarchy of prompting procedures to ensure success in skill acquisition and retention.

Data collection will be as automated as possible to allow for weekly, monthly, termly and yearly analysis of achievements against targets.

Overall responsibility for the results will rest with the Headteacher, but as the school grows the VB-Manger will have responsibility for overall for the ABA-VB classes and an Assistant head will manage the Primary provision and one for the Secondary provision including the 6th Form. Time will be programmed into every school day and every week, to discuss achievements and cases of concern.

IEP Targets

From the information obtained from the above information and baseline assessment there will be developed into an Individual Education Plan. The IEP will include the main key areas the pupil needs to focus on and this is supported by the assessment system identifying the next targets for each IEP. Each class teacher or Instructor will be responsible for assessing these targets termly however, if significant progress has been made then they will be reviewed and updated sooner.

Grading

Grading will be done across a range of assessment methods mentioned above and will also include National Curriculum descriptors currently being developed at TSFS including use of the P-Levels.

The school will not adopt 'levels' in the same way as other schools might for the MLD classes. This would not be appropriate or relevant to the ABA-VB cohort. In observing

D2 – measuring pupil performance effectively and setting challenging targets

progress and attainment, we will look at how many targets have been achieved and the percentage of each skill group achieved.

For example, if cookery is a key area of development for a child we would look at what percentage of the cookery targets ABLLS targets have been achieved.

As a school we will achieve:

Academic

These figures are based on the assessment data taken from TA to ensure an accurate representation of the cohort attending TSFS.

English: Currently pupils are achieving 86% expected progress across the school. Within TSFS we would be expecting 90% based on previous data taken from TA this is achievable.

Mathematics: Currently pupils are achieving 89% of expected progress across the school. Within TSFS we would be expecting the same progress.

Science: Currently pupils are achieving 70% of expected progress across the school. Within TSFS we would be expecting 80% based on previous information and data taken from TA this is achievable.

These targets would be the expected for both boys and girls as currently the TA assessment data demonstrates less than 5% difference in gender within these core subjects.

Because of the VB-ABA pupil cohort it would be difficult to say that we will achieve a similar rate of progress as the rest of the school. Two sublevels of progress are not realistic or helpful to our students. However, we do expect excellent academic progress in our pupils.

At the beginning of each academic year a number of appropriate IEPs will be set using the current assessment system used by TA.

It will be important that appropriate targets are set, targets which are achievable for the pupil concerned. We will consider this set of targets a 'bucket list' of targets which are appropriate for the individual. In a year we would expect the pupil to achieve 60-70% of the stated targets. Therefore, anything below 60% would be considered below expected progress. If this was to occur the reasons for this would be investigated and rationalised. Anything above 75% would be considered above average achievement.

We would expect 50% of our pupils to be achieving above expected progress.

For some pupils we may make more formal expectations of attainment. This would be done on an individual basis by looking at previous year's achievement. Therefore, if a child has consistently made progress in reading each year of a certain magnitude we

D2 – measuring pupil performance effectively and setting challenging targets

would expect the same or greater progress to continue year on year.

Behaviour

By the time a pupil leaves TSFS they would have received intensive work around behaviour and self-management. Therefore, we would expect each pupil would leave with the ability to:

- Be safe in the community (with support)
- Be safe at home (with support)
- Manage Anxiety (with support)
- Manage sensory needs (with support)

Independent living

On leaving TSFS we would expect all our pupils to be able to do the following with support or independently.

- Manage personal care
- Cook a simple meal
- Dress and undress
- Ask for help
- Do some household tasks
- Go to the shops and buy a small number of items

Hobbies and interests

Every one of our pupils will leave TSFS with an activity that they enjoy doing in their free time.

Qualifications and courses

Qualification: TA currently offer qualifications over the areas described in D1. Within these subjects 14 out of 27 (52%) pupils achieved 5 or more GCSE's or equivalent and only 3 out of 32 did not leave with any qualification. Therefore TSFS will aim for 100% of MLD pupils to leave with a qualification and 60% of pupils to achieve 5 or more GCSE's or equivalent.

We will aim for 90% of our pupils completing a course or qualification below a level 1 entry level. For example, a 'preparing for adulthood' ASDAN course.

We will aim for 20% of our pupils completing a level 1-3 entry level qualification.

D2 – measuring pupil performance effectively and setting challenging targets

Communication

It will be a prime consideration for TSFS to ensure that 100% of pupils leave our school with a method of functional communication with which they can make their basic needs known to those around them.

Attendance

TA currently have an absence rate of 6.4% and the mainstream national average is 5.4% and for special schools 9.4%. Therefore TSFS will aim for an absence rate of 5.4%.

Ensuring Academic Achievement

The Head and senior leadership team will take responsibility for the whole school's achievements with regular lesson observation, peer mentoring (including "buddying" with staff from neighbouring schools and colleges) and pupil progress assessment which will be a prominent feature in all curriculum and lesson planning and review.

Pupil progress will be assessed against National Curriculum levels /frameworks. Tools used will include nationally recognised structures such as CASPA and GAP (Group Analysis Program).

Through a personalised approach to learning with 100% of lessons being judged good and 50% outstanding, pupils are expected to be able to meet these challenging targets for progress and achievement. The teachers' who have an in-depth understanding of how pupils with autism tend to learn, will be supported by TA's and therapists to ensure a holistic approach to helping pupils achieve. The school's behavioural consultants and therapists will work on identifying barriers to learning and supporting pupils to develop their learning and functional life skills.

Monitoring and evaluation systems

Monitoring & Reporting Systems

Key Stage outcomes using TA's assessment system will provide data that is reviewed by the Head, senior leadership team and the Governing Body, and will inform the school improvement plan. Data analysis of achievement and progress will also be reviewed regularly at Key Stage and whole school meetings. Class team and the Senior Leadership Team will be able quickly to identify any under-achievement and ensure that appropriate responses/interventions have been planned.

Half-Termly IEP reviews will provide simple and regular reports that teachers and instructors can use to inform their planning to best meet the needs of the pupils. The results of these reviews will be communicated to parents either in hard copy or by email and they will be given an opportunity to meet with class Teacher and Deputy Head if

D2 – measuring pupil performance effectively and setting challenging targets

they have any concerns.

School Monitoring Timings

Monitoring of targets and achievements will recommence in September each year. Drawing together contributions from all Key Stages and data analysis, key priorities for improvement will be put into place. These will have a clear action plan attached, with time limits and criteria for successful completion that can be tracked.

The school will report back to staff, governors, parents, pupils, partners and other stakeholders and agree improvements as necessary.

By the end of September each Key Stage team will have agreed their action plans. These will be reviewed, at least termly, by the Headteacher and Deputy Head along with the Governing Body. There will also be more informal review conducted every half-term to allow for timely interventions by the Senior Leadership Team and Governing Body, if required.

Class teams will review IEPs every term, although class teams will be expected to monitor outcomes against IEPs every week.

The Key Stage 3 and 4 Teams, along with the Deputy Head, will also meet termly to review the school's partnership agreements with local colleges. They will be monitored to ensure that they contribute to pupil progress by offering choice and support including planning for future courses in line with pupils interests and where ever possible.

Key Stage teams will also review with local vocational specialists, college support workers and the Deputy Head how pupils in Year 9 upwards are participating in vocational opportunities including work placements and enrichment activities that will assist with the transition from TSFS. This review will be a constant activity through KS3 and KS4 to ensure that no opportunities are missed to close academic, life skill or behavioural gaps that may impact on future transitions.

MAT Monitoring and Timings

Each school within the MAT will collect its own data both by the senior leadership team and the Key Stage Leads. This data will then be compared once each academic term to ensure that the schools are producing the same outcomes. TA is already an outstanding school and with their knowledge and support the same level of outcome will be achieved within TSFS, by ensuring monitoring and evaluation of the outcomes on a regular basis.

Interventions, Accountability & Performance Management

The school will run a three-year development plan, reviewed and updated annually by all stakeholders – staff, governors, parents/carers pupils and partner organisations.

D2 – measuring pupil performance effectively and setting challenging targets

This will inform budgeting and staff development decisions.

For staff there will be a structured performance management programme, including lesson observation, negotiated professional development targets (in line with the school development plan) and peer-mentoring (from our partner colleges and local mainstream schools) refer to Section D3 for more information.

TSFS Governors will receive regular reports on the achievements of pupils and quality of teaching. The Governing Body will offer challenge and support to the Head and the school. Training will be given to the Governing Body to ensure that they understand their role and are able to give effective challenge.

Monitoring and improving the quality of teaching

The annual cycle of monitoring and assessment will include regular lesson observations and IEPs. Our target is for 100% of lessons being judged good and 50% outstanding.

Data analysis will form part of the pupil progress meeting. High quality CPD will be planned for teacher based on the outcomes of the monitoring activities. Effective teaching will be sustained through review of planning; assessment of needs and how these are addressed; monitoring the quality of teaching through formal and informal observation; and the sampling of pupils' work. This will involve team teaching, peer observation and other professional development opportunities for teachers that promote a greater understanding of the curriculum, teaching and learning and assessment strategies.

Teachers will be responsible for the development of the schemes of work and themes for the education plans in the school. The skills needed to achieve them will be planned and developed by the senior leadership team. It is crucial that there is high quality teaching and learning which includes a curriculum that is meaningful, engaging and relevant to the pupils and their life plans. Reviewing the outcomes across the school will help to in-form further curriculum developments each year. These senior leadership team will:

- Lesson plans and learning objectives;
- Skills mastery to identify pupil progress against BASE plan objectives;
- Buddy system with neighbouring schools and colleges.

Liaising with and reporting to parent/carers

TSFS recognises that parents and carers are the child's first and most important teachers, and that a productive relationship with them is critical to support children's progress at school. The class teachers will act as a first point of contact for parents and carers who have any concerns, who will escalate any concerns to the Head or Deputy

D2 – measuring pupil performance effectively and setting challenging targets

Head.

The Deputy Head and class team will also support with offering outreach to home to support the morning routine, with focused targets and supported which would be discussed with the family. TSFS is aware that the pupils within the school will have difficulties within the school which can be supported directly however they won't necessarily be able to generalise and use these skills with other people and for the pupils to reach their full potential then these behaviours need to be reduced in and outside of the school. The class team would work very closely with families to ensure that they can be supported.

TSFS will be fully inclusive of all cultures, faiths and beliefs (Section D4). Home-School communication is expected to take place largely on an informal basis via notes in home-school diaries, emails and phone calls and electronic communication systems such as 'Class Dojo'.

Formal Communication

Formal channels for parent communications include:

- Annually: annual Review process, transition meetings.
- Termly: parent meetings (including outputs of pupil assessment weeks), online questionnaires, newsletters.
- Half-Termly IEP reviews.
- Every week: IEP targets will be communicated to parents.

All parents in primary and secondary phase will be invited to attend a termly parent training. These will include, but not be limited to:

- Social Communication Strategies (led by SLT staff);
- Behavioural Strategies (led by Behavioural Therapists);
- Keeping Children Safe Online (led by PHSE staff).

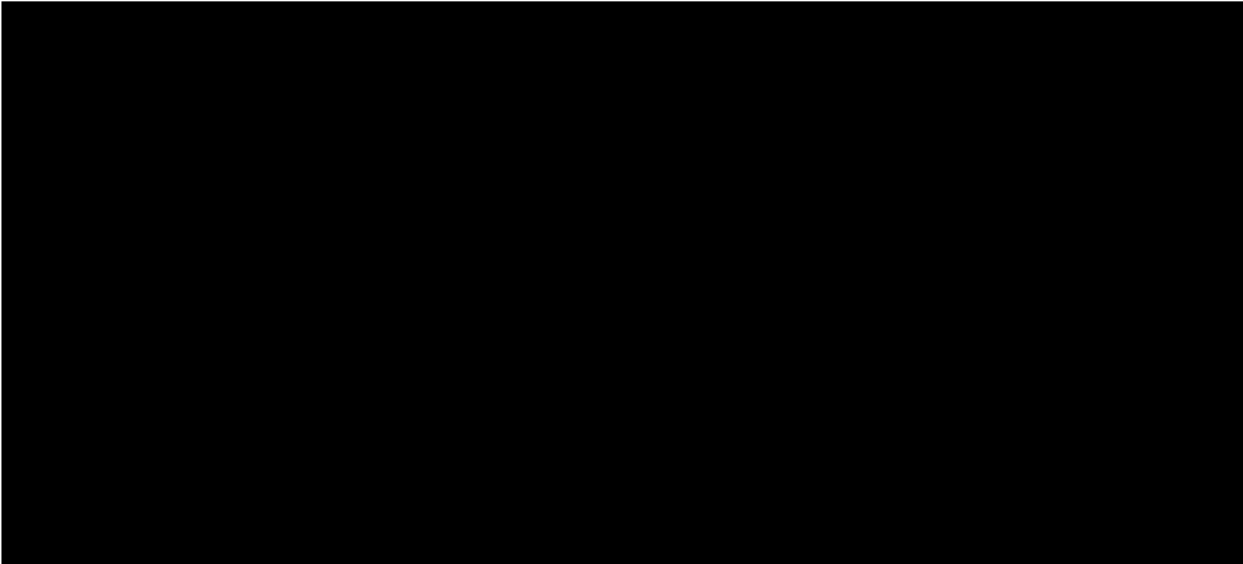
Governors

Each Governor will be a lead to take responsibility for various aspects of the school's performance and will report back to the full Governing Body meetings. These reports form part of the school's self-review cycle.

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

Below is the staffing model which TSFS will adopt.



Shared Staff Across the MAT

To support the development of the new school and for cost purposes certain members of the staffing model will be shared. The percentage each time the staff member will be allocated to TSFS can be seen in the spreadsheet in Section G. The shared staff will include VB Manager, BCBA consultancy, Educational Psychologist, Speech and Language Manager, Occupational Therapist, Physiotherapist, business manager, ICT manager, catering team, site manager, caretaker and cleaners.

Staff Employed at TSFS

The school will be led by a dynamic team, driven by a determination to ensure that pupils who attend the school get the most from their time there. The Senior Leadership Team will set up clear management structures to assist staff in meeting the schools' objectives. They will lead by example in their positive approach to working with the pupils, 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 such as peer mentors.

The school will employ a set of staff who can bring a mix and varied skills set including autism, SEN education and allied health professionals such as BCBA, SaLT, OT and EP's working around each pupil. All staff will work in collaboration to deliver the most appropriate teaching and learning approaches. There will be certain staff shared within the MAT who are identified below. For example, if TSFS experiences staff shortness due to sickness the MAT will offer support by providing staff to fill the gaps. If TSFS

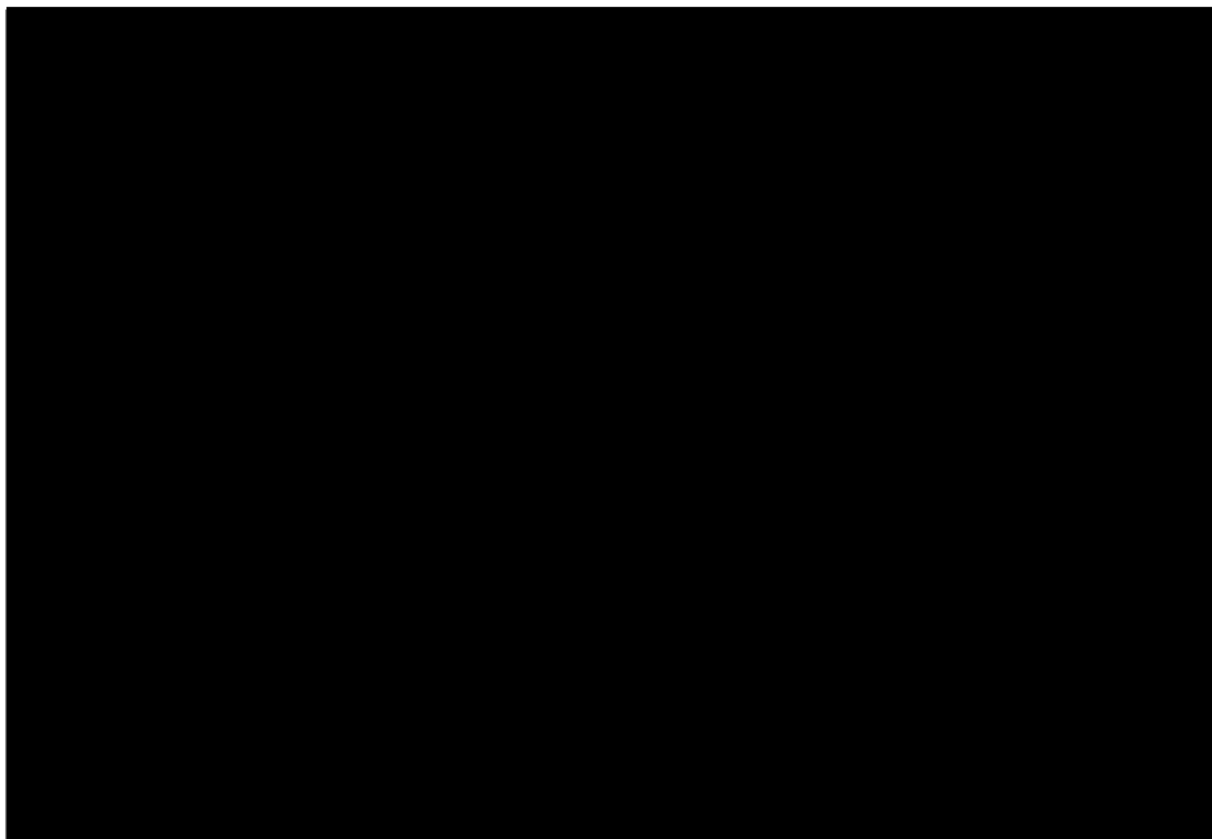
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

requires additional training or support around a particular area with which TA has expertise training or support will be offered. This will also support the school on opening and throughout its development.

Phased Growth to Full Capacity

Below is a staffing model for each academic year of opening, year four the school would be at full capacity. This model has been developed in line with costing's seen in Section G. Staff will also be shared across the MAT allowing the expertise to be shared within the new school. This will also support recruitment to ensure that both schools have the capacity to train and support staff effectively.

Year 1



TSFS will also employ the necessary support staff for running TSFS efficiently (some of these are shared staff within the MAT, these have been identified below) business manager, two administration staff, ICT manager, catering team, site manager, caretaker and cleaners.

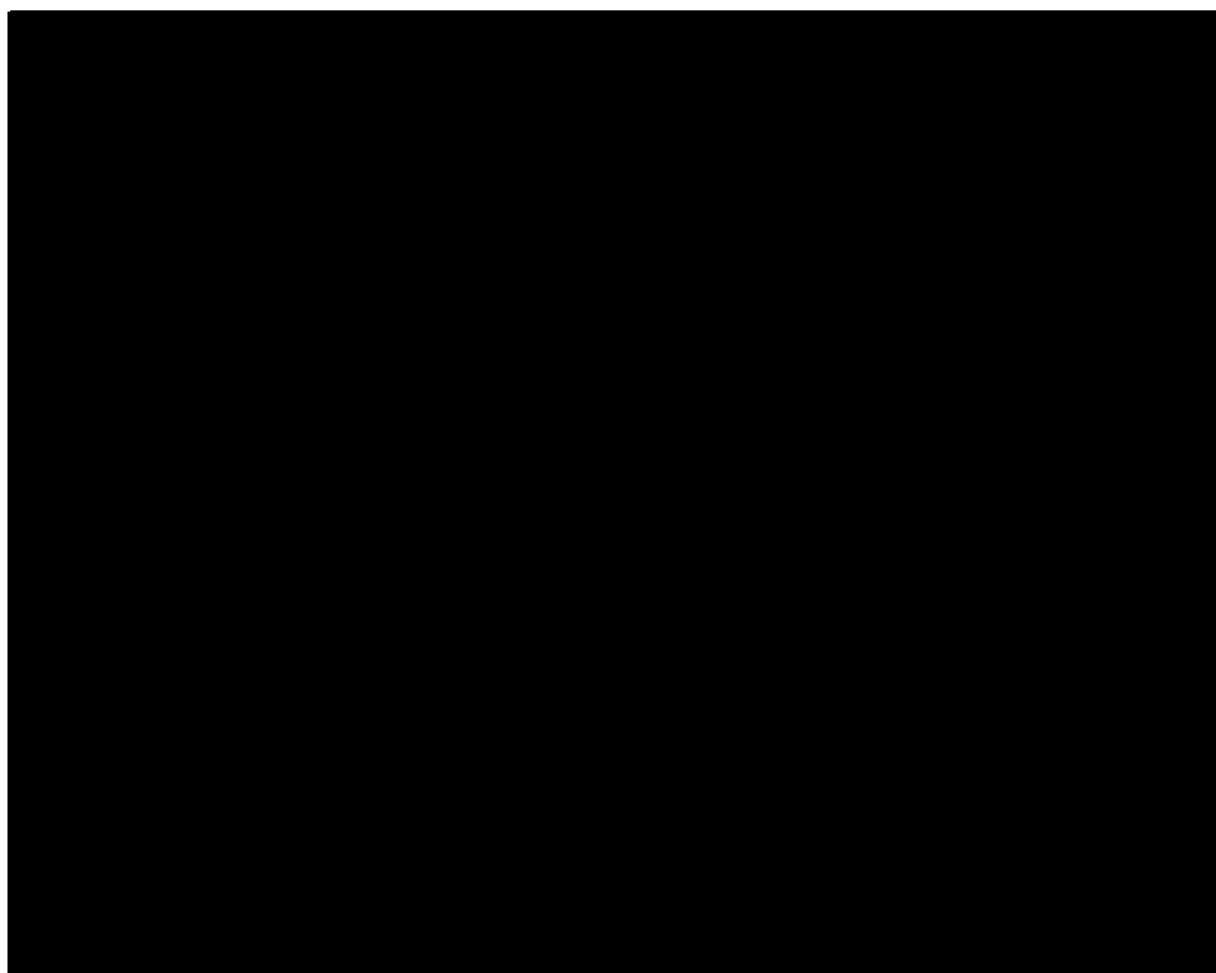
In year one there will be 28 pupils with a diagnosis of MLD and 24 with ASC. They will be supported in three classes within each part of the school (MLD/ABA-VB). TSFS will employ a Headteacher, the VB Manager and a deputy with BCBA support, three class teachers supported by four teaching assistants (TAs) and three instructors supported

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

by 24 therapists. The pupils will be grouped in classes with mixed aged groups as defined in Section D. The SaLT Manager will also support these pupils.

Class 1	8 pupils	1 instructor/8 therapists per	4 pupils	1 Teacher/1 TA
Class 2	8 pupils	1 instructor/8 therapists per	12 pupils	1 Teacher/ 2 TA
Class 3	8 pupils	1 instructor/8 therapists per	12 pupils	1 Teacher/ 1 TA

Year 2

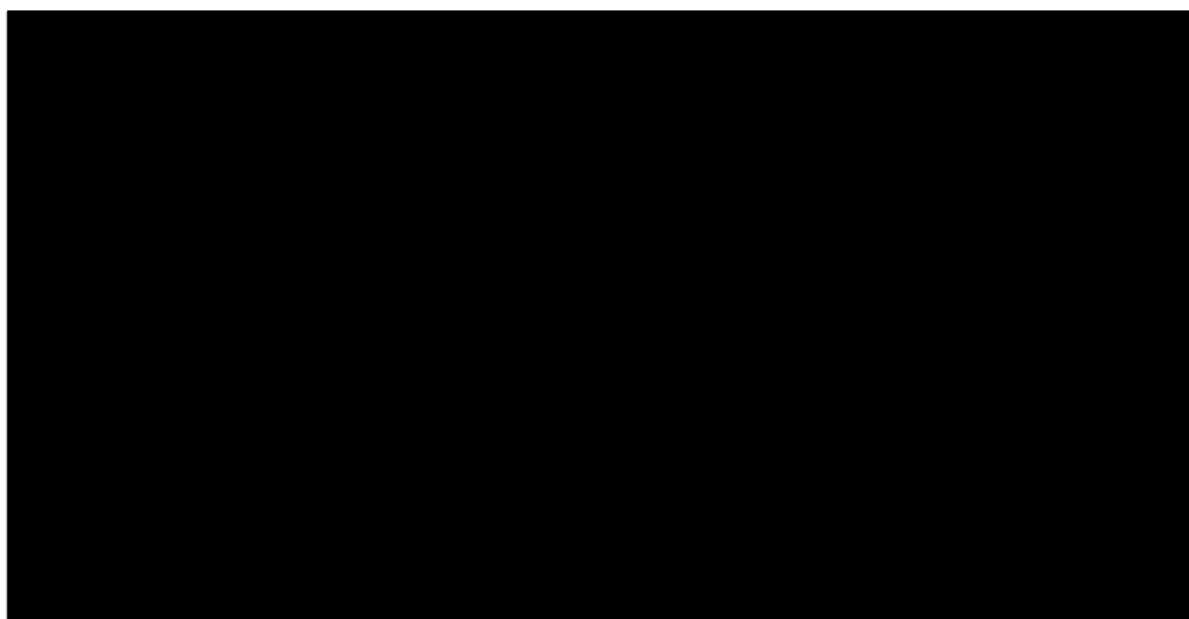


Within year two there will be 51 MLD pupils and 38 with ASC. The staffing model will increase to include a deputy head, 5 class teachers, 5 class instructors, 5 senior therapists, 8 teaching assistants and 38 therapists. And increasing the therapy support with a Speech and Language Therapist and Educational Psychologist.

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

Class 1	8 pupils	1 instructor/1 senior/8 therapists	7 pupils	1 Teacher/ 2 TA
Class 2	6 pupils	1 instructor/1 senior/6 therapists	8 pupils	1 Teacher/2 TA
Class 3	8 pupils	1 instructor/1 senior/8 therapists	12 pupils	1 Teacher/ 2 TAs
Class 4	8 pupils	1 instructor/1 senior/8 therapists	12 pupils	1 Teacher/ 1 TAs
Class 5	8 pupils	1 instructor/1 senior/8 therapists	12 pupils	1 Teacher/ 1 TA

Year 3



Within the third year the pupil numbers would increase to 67 MLD pupils and 46 ASC. The staffing model for the curriculum will include 6 class teachers, 6 class instructors, 6 senior therapists, 8 TA's and 46 therapists, plus two assistant heads who will also teach directly.

Class 1	8 pupils	1 instructor/1 senior/8 therapists	12 pupils	1 Teacher/ 2 TAs
Class 2	8 pupils	1 instructor/1 senior/8 therapists	13 pupils	1 Teacher/2 TAs

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

Class 3	6 pupils	1 instructor/6 therapists	7 pupils	1 Teacher/ 1 TA
Class 4	8 pupils	1 instructor/1 senior/8 therapists	12 pupils	1 Teacher/ 1TAs
Class 5	8 pupils	1 instructor/1 senior/8 therapists	12 pupils	1 Teacher/ 1 TAs
Class 6	8 pupils	1 instructor/1 senior/8 therapists	11 pupils	1 Teacher/ 1 TAs

Within year 4 we would be a full capacity and follow the first staffing model shown in this section. The school will offer 84 MLD places and 56 ASC places within the ABA-VB unit. Two key stage leads will be added, four specialist teachers.

Class 1	8 pupils	1 instructor/1 senior/8 therapists	12 pupils	1 Teacher/ 2 TAs
Class 2	8 pupils	1 instructor/1 senior/8 therapists	12 pupils	1 Teacher/2 TAs
Class 3	8 pupils	1 instructor/1 senior/8 therapists	11 pupils	1 Teacher/ 2 TA
Class 4	8 pupils	1 instructor/1 senior/8 therapists	14 pupils	1 Teacher/2 TAs
Class 5	8 pupils	1 instructor/1 senior/8 therapists	12 pupils	1 Teacher/ 1 TAs
Class 6	8 pupils	1 instructor/1 senior/8 therapists	12 pupils	1 Teacher/1 TAs
Class 7		-	11 pupils	1 Teacher/1 TAs

Senior Leadership Team

Head Teacher

The Headteacher will be dynamic and essential to the success of TSFS and recruitment will be essential to support the schools development. The skills required of the Headteacher are described in Section F1. The Headteacher will be answerable to

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

the CEO (Executive Principle) and the Board of Trustees.

The Headteacher will ensure that TSFS has strong bonds at the trust level. Part of this relationship will include support at the staffing and training level.

Deputy Head

The Deputy Head's key role will mainly entail direct line management and day to day organisation of ground level teaching. They will act as the main management contact for Teachers, Key Stage Leads and therapy staff.

Key Stage Leads

When the school is at full capacity there will be a full time Key Stage Lead for primary and senior part of the school who will also directly teach within the school. They will line manage the class teachers, teaching assistants and specialist subjects teachers within their area. They will be answerable to the Deputy Head. They will be responsible for school development especially focusing on teaching ensuring the highest standards of education can be evidence across all of the age ranges. The Key Stage Leads will have significant experience in SEN teaching and direct classroom teaching demonstrating they have the skills to deliver outstanding lessons.

VB Manager

The VB Manager will have ultimate responsibility for the children working with the ABA-VB unit. They will ensure the programmes are working effectively and that staff have access to the appropriate training and resources needed to enable them to deliver effective programmes. The VB manager will be responsible for both sites within TA and TSFS shared by TLC.

Shared business manager

A business manager will be appointed to work across the trust. This will also be the responsible for the administration team, ICT Manager, catering team and site maintenance including site manager, caretaker and the cleaners.

Multi academy trust support

TSFS will have strong bonds at the trust level. Part of this relationship will include support at the staffing and training level.

For example if TSFS experiences staff shortness due to sickness the MAT will offer support by providing staff to fill the gaps.

If TA requires additional training or support around a particular area with which TSFS has expertise training or support will be offered.

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

Classroom Staffing Model

Within the MLD classes there will be one teacher supported by two teaching assistants (TA's). The other therapy professionals such as SaLT and Education Physiologist will work closely with the class team with the curriculum design and delivery, and also work with pupils 1:1, small groups or whole class providing additional therapy sessions.

With the ABA-VB classes will be run by an instructor who will have experience of pupils with autism either in teaching or alternative education/therapeutic environment. With significant experience within the procedures and delivery of ABA-VB programmes. Supported by a senior therapist who will support the training and development of the therapists and programmes. With a therapist working 1:1 directly with each pupil to deliver their individually designed programme.

There will also be four specialist teachers available within the school focusing on ICT, Design and Technology, Food Technology and Science who will be used as described in Section D1.

Class Teacher and Class Instructor Training

All Teachers will have a degree in teaching and experience of working with pupils with SEN or the necessary skills to be taught how to work with this cohort. Teachers will be encouraged to continue in professional development focusing on particular interests within the school that can be shared within the teaching team to ensure all aspects of the school are outstanding. The teachers will also be responsible for planning and liaising with the class instructors.

Classroom instructors will be working towards or have a qualification in Autism or Applied Behaviour Analysis. They will also receive training in a huge range of interventions and other important skills necessary for the role. This will include but not be limited to; PECS, TEACCH, classroom management, leadership, speech and language therapy, sensory integration, sensory diets, intensive interaction, teaching basic numeracy, teaching basic literacy and attention autism. This will be supported with close links with the class teacher of the age they are teaching.

In addition to the training and experience provided once the role is taken on Class Instructors will be required to meet a number of important standards which have been compiled by the Autism Education Trust (AET) in the schools autism competency framework. The schools autism competency framework has been developed by the Autism Centre for Education and Research (ACER) at the University of Birmingham in collaboration with consultants with expertise in autism including BCBA. The framework sets out the knowledge and skills that are required for professionals in educational settings working with pupils on the autism spectrum.

Class Teacher and Class Instructor Responsibilities

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

The pupils' class teacher or instructor will co-ordinate specialist support and provision for their class, and ensure that it is regularly reviewed. This will include but not be limited to.

- Monitoring and evaluating learning against year group and individual pupil targets, using assessment tools developed by TA and other tracking tools developed during the school planning cycle;
- Overseeing weekly and six-weekly reviews of their pupils' IEP plans. IEP will focus on pupils' development of skills and their progress against academic target. Each new IEP will be discussed with parents and pupils;
- Ensuring that all pupils have an annual review and ensuring that the quality of the reports and their delivery are to standard and timely.

TA have been currently using this model for the past 12 years to support children both with MLD and ASC using the principles of ABA-VB.

Teaching Assistant

Each MLD class will have on average two TA's however these will be shared between the classes to best suit the needs of the pupils. The teaching assistants will be guided and trained by the class teacher to enable them to support the delivery of the curriculum. Teaching assistants will also be rotated in to support daily lunch time and break cover.

Senior Therapist

Each ABA-VB class will have a senior therapist who will support the class instructor in supporting the therapists to receive the appropriate training and support when working with children with ASC using the principles of ABA. They will work in close collaboration with the class instructor establishing a team that is able to work effectively around every individual child.

Therapist

Every pupil within the ABA-VB classes will have a dedicated 1:1 who will work with them for a term. They will work in close collaboration with the class instructor and senior therapist to deliver the curriculum for all the pupils in their class.

Therapists will be graduates or at a minimum have A-level qualifications in relevant subjects. They will have experience of working with children or adults with special needs in a relevant setting, with experience of autism preferred.

Lunchtime Cover

The support staff within the school will also support the pupils at lunch time allowing them to be familiar with the pupils and have expert knowledge in supporting them

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

effectively. The ratios will be reduced at this time to allow staff to also take their breaks.

Therapy Team

TSFS will employ an experienced therapy team to support in the effective delivery of the curriculum for each pupil, focusing on their barriers to learning and effective learning skills. This will include a Speech and Language Therapist (SaLT) who is line managed by a member of the senior management team, one supporting SaLT, one occupational therapist, physiotherapist and part time Educational Psychologist. The therapy team will work across the trust supporting both schools.

Speech & Language Therapists, Physiotherapist and Occupational Therapists

SaLTs and OTs will work as integrated members of every aspect of the school's work with pupils: from assessment of pupils upon referral, to input to devising programmes to address barriers to learning, to monitoring and reviewing pupil progress, to input to schemes of work. The Therapy team will also devise programmes for managing behaviour in collaboration with each other especially with the BCBA consultant. SaLTs and OTs will work closely with colleagues in local health services such as developmental paediatricians, psychologists and CAMHS teams.

SaLTs will oversee cross-curricular implementation of social communication skills development.

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

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

Educational Psychologist (EP)

The EP will support in looking at a range of the most challenging pupils in the school setting. They will look at problems where they arise in pupils accessing learning and suggest alternative strategies to enable access to learning.

All teaching and therapeutic staff will be involved in developing practice in the school and the assessment and tracking of learning. With regular and ongoing liaison with all staff to ensure pupils receive the best possible results.

Behaviour Therapist

The Behaviour Therapist will be qualified and experienced in the use of Applied Behaviour Analysis (ABA) known as a Board Certified Behaviour Analyst (BCBA).

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

They will be a point of contact for class instructors in setting up programmes suitable for challenging behaviour. They will also be a resource in analysing the 'function' of challenging behaviour in students and suggesting appropriate interventions to minimize risk and ensure functional behaviour. The Behaviour therapist will provide training in elements of ABA to all school staff.

School nurse

TSFS will also employ a school nurse who will support with the medical needs of the pupils. They will also work closely with the ABA-VB team to support pupils who may have anxieties to engage with these types of community situations such as being measure and weighed. Developing programmes to support these pupils to be able to engage and participate safely.

Administration Team

Administration

There will be one role for finance administration will work directly under the business manager being responsible for the TSFS finance working on a day to day basis, ensuring they are responding to the needs of the trust when asked to do so. The other role for administration will focus on the day to day running and managing the reception of the school.

ICT Technician

The technician will be responsible for developing and maintaining the networking infrastructure of the school, along with procuring software and hardware, who will be shared across the trust.

Careers

TSFs will employ a member of staff to support and develop with the senior pupils appropriate careers pathways to ensure that every pupil is able to engage with the adult learning system.

Other Full-Time Staff

TLC will also share the site manager (responsible for the overall site), catering and cleaning contract as described in Section G to support the school. TSFS will then employ a caretaker to support the maintenance of the site.

Staff Training and Professional Development

Staff will all be trained (as detailed above) to work specifically with children and young people with MLD and ASC. Staff who do not hold specific qualification upon recruitment, but are judged to have excellent potential, will be expected to follow

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

agreed courses addressing behaviour, autism specific training; communication and occupational therapy (with an understanding of communication systems, use of IT based learning, sensory integration, dyspraxia, dyslexia).

Our therapy team will be supervised within the TSFS management structure but for professional development, our therapists will liaise with the MAT therapeutic lead and local university/colleges/hospitals/community- based research projects and professional organisations.

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

Staff CPD will form an integrated part of the school's planning cycle. Monitoring and evaluation of pupil progress will feed into staff professional development (see Section D5 for further explanation of the cycle).

Continuing Professional Development (CPD) plans will be agreed by individual staff members and their line managers by the end of September in each academic year. These may be changed during the year if deadlines for applications to National College courses make it necessary. These plans will cover training, peer mentoring and buddying programmes. Management appraisals and skills gap analysis will also be undertaken during this yearly review and CPD plans arranged accordingly.

Staff training and induction will be critical to securing and maintaining the positive learning environment described above. Provision of high quality in-house and external training, will show support for the on-going professional development of staff in the management of behaviour and in achieving positive attitudes to learning from all pupils. The budgets outlined in Section G support this. Much of this, of course, will be rooted in high quality teaching and learning and a curriculum that is meaningful, engaging and relevant to the pupils and their life plans.

ABA and other intervention training

As already stated in the Teacher section, these staff will all gain an official qualification in ABA or autism within the ABA-VB classes. In addition, all class instructors will receive 'in house' training from a qualified BCBA qualified behaviour therapist and training in a range of other interventions.

Staff at the lower level (senior therapists, therapists, TA's) will receive a regular cycle of in house (and online) training in the use of ABA and other interventions as well as support and 'on the job' training from class teachers and instructors. Class teachers will continue to receive training....

Training in the early years

TSFS will use the skills already developed within TA to support school development,

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

within Section G how these staff will be shared and supported has been outlined in more detail.

Leadership Development Within Staff Groups

Class Teachers and Instructors

Class instructors will be supported and encouraged to develop skills in teaching and behaviour ensuring they are able to follow the necessary qualification pathways to demonstrate these skills. Teachers will be given the opportunity to take on new roles develop their leadership skills to demonstrate they are able to take on higher level roles such as Key Stage Lead.

Therapy staff

Therapists will take leadership on appropriate areas within their own specialty i.e. OTs will lead on sensory integration and dyspraxia and SaLTs will lead on social skills development and, in the secondary school, support pupils in developing communication skills relating, for example, to the employability curriculum.

The object of TSFS is learning and all staff will be members of the single team that delivers on that goal. INSET sessions each half-term will ensure that all staff have an understanding of each other's' skill sets and perspective so that all staff members can make use of interdisciplinary team knowledge and resources. Multi-disciplinary teams will be organised by key stage for the assessment of teaching and learning and interventions.

Senior Therapists, Therapist and TA's

Senior therapist, therapist and TA's will support, under the Class Teacher or instructor's guidance, the teaching role in class. They will also lead on certain activities, support group learning, accompany and support pupils and gather resources for and where appropriate lead in areas such as social stories, keeping safe, expression and communication activities, understanding turn taking, successful participation in competition.

TA's will be aiming to gain sufficient training and practical classroom experience so that they can begin the more intense teacher or behaviour training program. They will be given extra responsibilities and access to in house training in order to raise their skill level to the point where they can access this type of training.

Vocational and enrichment/community visits staffing strategy

Vocational and enrichment /community visits will be staffed from the normal staffing for each class for the most part. As all children are staffed at a 1:1 level this should be more than sufficient. However, there may be times when a higher ratio of staffing is

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

required for certain activities, primarily in KS4 and above. In these circumstances special consideration will be given to how we staff these situations. For the most part this can be solved by pairing up two children on the school site to complete an appropriate learning activity thus freeing up staff to attend enrichment. Class teacher or instructors will also be useful staff to help with these circumstances as they are not assigned a child.

Staffing intervention which require a higher ratio of staff

Some interventions (PECS for example) require higher than 1:1 staffing ratio in the early stages. This is one of many reasons that teachers and instructors are not assigned a child in their own class. In the early stages of a 2:1 intervention they will pair up with a TA to assist a child or work with another child to free up a TA. On rare occasions this may not be possible. On these occasions an appropriate strategy for the individual scenario will need to be thought of, one such strategy may be to briefly pair up two students to work on a social skills target thus freeing an additional TA.

Staff Pay and Conditions

TSFS intends to follow national pay and conditions for its teaching staff. Pay and conditions for the school's OTs and SaLTs will be set in accordance with Agenda for Change, conditions in local NHS trusts and national policy.

All teaching staff will be on permanent contracts, with a working year of up to 44 weeks.

TSFS will pay pension contributions for the majority of staff, in line with relevant pension schemes (see Section G for cost implications).

The School's staffing models for the first four years of opening are shown at the beginning of Section D3.

Staff Recruitment and Retention

TSFS will operate as an equal opportunity employer. By offering very competitive terms and conditions will we secure the high calibre professional staff that we require to ensure the school delivers its' vision.

TSFS will use a variety of publications, agencies and networks to identify and select high calibre candidates.

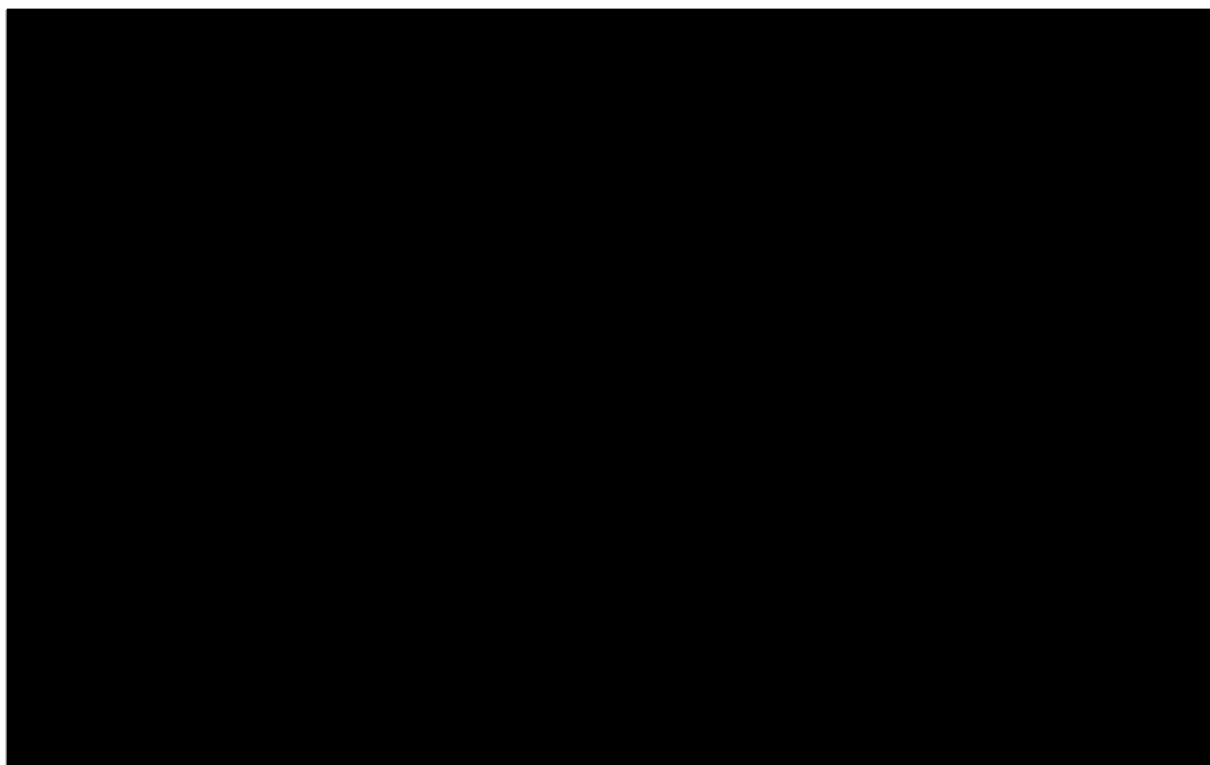
Reducing Costs

Considerations for the concept model have been considered if TSFS did not attract the defined cohort as described within this application or funding was reduced. The staffing model would be adapted to the cohort that was being taken in this could be reducing an ABA-VB class and increasing an MLD class instead. The percentage the therapy staff would be needed to support this cohort effectively would be reduced to only where the

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

pupils who have it detailed within their EHCP would receive these services. This is not the aim of TSFS and wanting every pupil to be able to access high quality education without the continual need for parents to fight for these services to be available to their child. TLC feel strongly that these are core aspects to the curriculum.

However, the following staff would be removed as shown in the diagram below the Key Stage leads and specialists would be removed to reduce the budget to 70% if this event occurred. The four specialist teachers, 6 seniors, two key stage leads, Educational Psychologist, Occupational Therapist, 5 teaching assistants, 8 1:1 therapists would be removed from the model reducing the costs by [REDACTED]. The implications of this would mean the model can run but would have to make significant changes. Within the ABA-VB classes 8 children would be on a 1:2 ratio, there would be no additional OT or EP support unless it was sorted through additional funding for particular pupils. Each MLD class would only have one TA across all the age groups.



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

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

TSFS is a learning community which is committed to prompting diversity and inclusivity within all pupils, parents and staff. Equipping all pupils to be aware of the diverse society and to appreciate the value of difference. TSFS is dedicated to building a community ensuring every pupil, parent and staff member is regarded as of equal worth and importance irrespective of his/her creed, culture, class, race, gender, sexuality, and/or disability. We live in a society where disability discrimination segregates and isolates people from their communities. TSFS aims through its proactive approach to inclusion to enable every pupil to have equal access to their community.

TSFS will include these values within all of its activities teaching Fundamental British Values. This will be focused on throughout Safeguarding; pupil and family welfare; protecting children from radicalisation (PREVENT); spiritual, moral, social and culture (SMSC); and personal, social and emotional (PHSE) education. This may be expressed explicitly in teaching materials, display, classroom practice, or as part of the 'hidden curriculum' of social interaction amongst and between staff and pupils. TSFS will be a powerful learning environment that can influence the developing attitudes of the pupils within it and it can be a powerful vehicle for the promotion of understanding and practice of equal opportunities.

Safeguarding

TSFS has a responsibility to safeguard and promote the welfare of every pupil is of paramount importance. TSFS will endeavour to provide a safe and welcoming environment where pupils are respected and valued enabling them to be successful learners. Every pupil, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection. All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a pupil is at risk of harm. Ensuring all pupils, their families are supported appropriately. The assistant head will take responsibility for safeguarding ensuring consistent good practice across TSFS. Including providing necessary training and maintaining records reviewing policy and procedure termly. Section 175 of The Education Act 2002 requires the Local Authority and Governors of TSFS to ensure that their functions are carried out with a view of safeguarding and promoting the welfare of all the pupils. The Governing Body will be involved in policy development ensuring consistency with the Local Safeguarding Children Board (LSCB). Safeguarding data will be reported to the Governing Body to allow them to review procedures effectively ensuring the sufficiency of the training being provided.

Safer Recruitment ensures TSFS will employ 'safe' staff by following the guidance in "Keeping Children Safe in Education" July 2016. Used in conjunction with the Local

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

Authority's and TSFS individual procedures. Applicants will complete an application form, provide two referees; proof of identity and qualifications and be vetted by the Disclosure and Barring Service (DBS).

TSFS will ensure all staff are able to identify all forms of abuse and neglect. The four main categories of abuse and physical, emotional, sexual abuse and neglect. TSFS will develop clear protocols and points of contact within the school, including pathways in case of emergency through Child Protection Training such as Working together and No Secret.

TSFS will work in liaison with other agencies where a pupil is at risk. Ensuring effective information sharing procedures are used. Where additional liaison or record keeping is required this could require staff to attend Child Protection Conferences and liaise with agencies such as children's Services, Police and Health Services.

Safeguarding will be an agenda item within every staff's supervision on a continuing basis. TSFS will create a culture where staff feel confident in reporting concerns, in the knowledge that their supervisors, managers and the Governors will support them fully in bringing concerns to the attention of the responsible individuals within TSFS. Where concerns are not responded to in a timely manner despite correct reporting the safeguarding officer, will consult an external Safeguarding Consultant. Good practice will always be followed as guidance is increased by "Autism Alliance" for example who acknowledge the complexity of Safeguarding this cohort.

TSFS has a legal duty to prevent young people from being drawn into terrorism, in line with the Counter-Terrorism and Security Act 2015. TSFS will assess whether any pupils are at risk of being drawn into terrorism based on the culture of the local environment, the likelihood of being exposed to terrorist ideology, including extremist ideas. TSFS train staff in line with the guidance from the Home Office Prevent Scheme.

TSFS will ensure where ICT is used within the curriculum the necessary procedures are in place to protect all pupils from harm.

PREVENT - Protecting Children from Radicalisation

TSFS will follow the PREVENT Duty (DFE June 2015) under the four main themes risk assessment; working in partnership, staff training and IT Policies.

Risk Assessment

Staff will be trained to support the identification of factors which make people vulnerable and knowing their pupils will be aware of any who may be vulnerable to radicalisation.

Working in partnership

Engagement with parents and the family is important and linking into the local

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

Safeguarding board. Staff will know where parents and the families can find the right support and work with families.

Staff Training

There are a number of training packages for all staff and these will be a part of the induction package. The Safeguarding Lead will attend the Prevent Awareness training.

IT policies

IT is an issue for some of our pupils and they could be vulnerable. Training will include precautions for staff, parents and families to use where the pupil is accessing the internet and working with pupils on how to use the internet safely.

Promoting British Values

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Democracy

Pupils have opportunities for their voices to be heard. Because of the school cohort it is difficult to have a school council which encompasses the whole school but where pupils are able to contribute they are encouraged to do so. On a class room basis there will be daily opportunities for democratic engagement for example in choosing class based social activities. These will be supported with the use of visuals.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils will be taught about the role of the police through community visits.

Individual Liberty

Within school, pupils will be actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we will educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education.

Mutual Respect

Mutual respect, consideration, commitment and co-operation are at the heart of our values. Pupils will learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

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

Tolerance of those of Different Faiths and Beliefs

We place a great emphasis on promoting diversity with the pupils. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our SMSC teaching reinforces this.

At TSFS we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Leading Healthy Lives

The curriculum will include time to focus on healthy eating and teaching skills to cook healthy foods. There will also be a focus on daily movement and an interest in some form of physical activity will be encouraged.

In the day to day life of the school there will be an emphasis on healthy living. This will include healthy meals at school dinners and daily healthy snacks.

TA has been awarded with the 'Healthy Schools' award and we will learn from the good practice that lead to this award at TSFS.

Spiritual, Moral, Social and Cultural Development (SMSC)

TSFS will be a community where all views and values are respected and valued. Parents/Carers have the right to withdraw their child from any parts of these curriculum and can be discussed with the senior leadership team where alternative provisions will be arranged.

All provision will be suitable for each pupils' developmental level and abilities. A variety of teaching methods will be used including direct teaching and as an integrated part of the daily curriculum.

TSFS will promote the awareness of personal worth, of the importance of an individual's identity and values. An awareness that all people in the world need to be considered and respected with a sense of awe and wonder. A sense that everything in the natural world have some kind of order but is changing and developing, including ourselves and our personal relationships. Establishing a sense of right and wrong, being aware that certain actions may be desirable and 'good' and others undesirable and 'bad'. An awareness that many aspects of life cannot be fully explained and people believe different things including there is no one 'right' belief. An awareness that a moral or a message can be expressed in many different ways.

The curriculum will be developed as part of the general ethos of the school and integrated throughout the curriculum. Within the primary department in key stage one and two objectives will be taken from the QCA scheme of work. Within key stage three relevant aspects will be taught from this scheme. Then within key stage four they will

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

experience the curriculum integrated within work such as citizenship, ASDAN, childcare, PHSE and the school assembly programme. Within the pupils life within TSFS they would be made aware of Christian festivals and the main teaching/events of the life of Jesus. They would have a basic awareness of other major world religions such as Judaism, Islam, Hinduism and Sikhism for example.

Assemblies would be a key part of the school community used as a time to share and integrate together. Every pupil will have the opportunity to attend regular assemblies each week. Every pupil will be encouraged to build on their own experiences through participation in the music and shared prayers and to listen and respond. Assemblies will mainly Christian in character but will be distinctive of no particular denomination.

PHSE

As part of the school's curriculum PHSE will feature highly and will form part of the life skills teaching. PHSE underpins the vision for TSFS and should be taught as part of the curriculum to encourage individual responsibility, awareness and informed decision making to promote healthier lifestyles now and in the future. Pupils should be safe and secure, have equal access to the curriculum, appreciate and be courteous to others in the school and community and their spiritual, moral and cultural development is prompted.

In addition to discreet learning, PHSE will be incorporated in every aspect of the school day. Including assemblies, circle time, play and lunch time, extra-curricular activities such as horse riding or shopping and community trips. Throughout this time always ensuring British values are reflected, more detail can be seen in Section D1, acknowledging the individual needs of every pupil.

Staff will have PHSE training and be encouraged to ways to support pupils. Records of achievements no matter how small will be kept through observations and feedback from other staff.

Should an issue arise this will be addressed immediately and the pupil have targets and support to prevent another issue arising in the future. As there is a high adult: pupil ratio time can be used flexibly to have time and space to work through problems with trusted adults.

Teachers and therapists have a duty to provide a social and emotional support to the pupil

TSFS will reach out within the local community ensuring everyone is aware of the school, its vision and the resources within it. The aim of TSFS is to create a community of support and knowledge incorporating all pupils, parents, families, staff and the local community.

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

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

TSFS community has high expectations and belief that every pupil is capable of a high level of achievement when given the right support and learning environment. TSFA will have regard for the requirements placed upon it by the Education Needs Code of Practice. TSFA will offer a broad and challenging curriculum for its cohort of pupils whose needs will vary from 60% of the cohort diagnosed with MLD and 40% of the cohort diagnosed ASC on an individual basis as described in Section D1.

TSFS will cater for pupils with MLD, SaLT, ADHD and ASC and associated complex needs, learning difficulties, severe learning delay and challenging behaviours associated with these additional needs. TSFS will support this through appropriate pupil admissions, acknowledging potential additional needs, medical needs, English as an alternative language, the learning environment, pupil premium funding, gender considerations, engaging pupils, partnerships, behaviour management and pupil attendance.

Each child will have an individualised education and health care plan (EHCP) that will be developed in conjunction with parents, carers, therapists and classroom teachers to ensure that strengths are maximised and any challenges are being met with appropriate strategies. The pupils' needs will be considered especially at transition within Key stage 3 and 4 the primary focus will be on transition pathways to ensure each pupil develops a plan, in conjunction with local businesses and colleges, to ensure that they will be leaving the school to enter into appropriate education, placement, employment or training (See Sections D and G.) We will also place emphasis on providing training to pupils on social and emotional communication, 4D sensory room to help with anxiety about new experiences and environments, work placements, outreach, relaxation techniques and practical life skills to help pupils thrive outside of the school environment (See Section D for more details).

In order to meet needs effectively, TSFS will assess all pupils individually ensuring there is a clear profile developed enabling an effective curriculum to be implemented which is continually reviewed which is fully detailed in Section D2.

Admission

TSFS would follow the current route Thurrock Local authority uses to ensure the admission of pupils was fair and accurate with the pupil cohort the school is designed to support. If TSFS were unable to meet the needs of the pupils being referred then the local commissioning service would be contacted to discuss these issues and form a suitable plan to ensure the needs of these pupils can be catered for within TSFS or the local authority itself.

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

Potential Additional Needs

The results of assessments will be shared with the pupils' family and referring LA and will inform learning goals and teaching approaches. Where additional needs are identified the necessary adjustments will be planned.

Such additional needs may include other impairments or conditions sometimes associated with ASC, such as epilepsy, dyspraxia, dyslexia, eating difficulties, problems of digestion such as allergies. TSFS will work in partnership with relevant health services in accommodating pupil's health needs.

Pupil wellbeing necessarily overlaps many curriculum areas and like safeguarding, will be regarded as a foundation concept. Food, nutrition and healthy eating can be a sensitive area for all children but it can be especially so in ASC.

Special Medical Needs

TSFS Absent from School (Medical Needs) Policy will be in line with statutory requirements and we will have close links with local health services. The medical needs policy recognises that pupils diagnosed with ASD may also have epilepsy, ADHD, dyspraxia, depression and anxiety among a number of co-morbid conditions. TSFS will work closely with healthcare partners to ensure pupils' needs are comprehensively assessed and met, ensure that individual histories are recorded and understood and that parents' experience of how best to manage and respond to additional difficulties are recorded and acted upon. This will become easier to coordinate with the introduction of the multi- disciplinary approach of the ECHP.

English as an Alternative Language

Some parents will have additional support needs (i.e. EAL, health and social care needs) and the school will work with other agencies to address these, currently 12% of the TA cohort would be within this category.

The school will, where appropriate, work closely with local EAL support staff and relevant members of the community to ensure effective provision for those EAL learners who are inevitably even more vulnerable when they first arrive at school. The school will be resourced with a variety of dual language materials to ensure that pupils and young people can share their materials at home with parents/carers and families as well as other appropriate resources. The school may draw on the resources from partner primary schools in the shape of mentors (using pupils who have demonstrated significant skills within these areas to enable them to support other pupils) and role models to work with all EAL pupils in the school, and be active partners in local EAL support groups for teaching assistants and teachers.

The school will work closely with local Children's centres and will develop close links

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

with multi-agency support teams, enabling access on-site for families wherever possible or desired. Given its role as a local advocate for pupils and their families, key staff will maintain an in-depth understanding of the range of services available and how they can be accessed.

Learning Environment

The school environment will be designed to support the needs of all pupils with break out rooms, plenty of space, appropriate lighting and sound absorbers. TSFS will also be careful in the selection of materials for wall and floor coverings to create the most inoffensive environment for pupils who may struggle with hypersensitivity to sensory input. People with ASC experience a range of difficulties processing sensory information including difficulty with visual, auditory, olfactory, taste, proprioceptive and vestibular inputs. Sometimes these problems will occur through over stimulation and sometimes they will be due to under stimulation. Difficulties dealing with the sensory environment act as barriers to learning for this cohort meaning they are unable to access the curriculum. The learning environment can also pose other potential problems such as transitions and social pressures. Because of this the environment will be tailor made for TSFS cohort of pupils identifying individual needs wherever possible. The following adaptations will be made to meet individual needs.

- Fluorescent bulbs will not be used in the building as this is known to cause problems both visually and auditory.
- Breakout space will provide a number of 'calm' spaces where pupils who are experiencing difficulties with sensory processing and/or problem behaviour can have easy access to.
- Multisensory and sensory integration rooms will provide calming and/or stimulatory experiences. Sensory integration is known to be beneficial in helping children and adults with ASC to regulate their sensory processing.
- Sound resonance proofing will be necessary to minimise sound echoing and resonance which can be a huge barrier to learning in pupils with ASC.
- Corridors will be wide to avoid pupils feeling overwhelmed at passing each other at busy times of the school day also reducing social pressure.
- Outdoor spaces will include appropriate equipment both for stimulation and calming. It also means that different areas within the playground will be divided in an obvious way (for example floor colouring) to enable easier transitions and improve pupils ability and confidence to engage in activities.
- The school will be labelled using total communication to support pupils

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

transitions with easy pathways defined.

Classrooms will be adapted even further in the following ways within the ABA-VB classrooms:

- Each child will have access to a work station. These stations will be built into the classroom structure and act as a safe and adapted environment for the pupil. The station will enable individual adaptation in lighting (both colour and brightness) the station will be sound protected and also include storage for reward and working items. The station will have each pupil's individual timetable and other important items included within the ABA-VB classes.
- Sensory equipment for each classroom will contain necessary sensory processing equipment for the class needs.
- Flooring and divides will be used as well as 'work stations' each classroom including a range of different working areas (dependent on phase). These areas will be clearly distinguished by coloured lines on the flooring.
- Displays will be kept minimal and functional to avoid difficulties processing visual stimuli.
- Storage for each class will have lockable inbuilt storage. The first benefit of this is the reduction in visual stimuli caused by clutter. The second advantage is that by making sure all items are locked away pupils will have an increased motive to use communication in order to obtain items.

Within the MLD classes pupils will have access to a wide range of environment to suit their individual needs including quiet spaces within each class.

Pupil Premium Funding

A number of pupils at TSFS may receive Pupil Premium Funding currently with TA 38% of pupils are eligible. Where this is the case great care will be made to ensure that the funding is used in a way which most benefits the individual pupil. Possible uses for pupil premium might include:

Additional therapeutic support

Some pupils may benefit from additional therapeutic support beyond even the exceptionally high level offered by TSFS. On these occasions we may use Pupil Premium Funding to hire in outside therapists to work with individual pupils. If several pupils all receiving pupil premium require the same additional therapy, then the funding may be pooled to employ an additional therapist or new type of therapy.

Additional staffing

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

On some occasions pupil premium might be used to employ additional support staff to help a child engage with the curriculum or be part of an activity that requires additional support.

Enrichment

Pupil premium could be used to allow pupils to engage in additional enrichment activities.

Supporting equipment

Pupil premium might be used to supply specific equipment to individual pupils that help them to access learning. Examples might include additional ICT support such as I-Pads or specialist sensory equipment.

TA have already demonstrated creatively within this area to widen and broaden the curriculum for its pupils. This has included but not limited to the use of PE and Sports premium, self-defence lessons, kurling stones and target, long jump pit, bike helmets and residential trips such as Stubbers Outdoor centre.

Gender Considerations

Gender considerations will apply, for example when a girl is to be placed in a class only made up of boys she will require additional pastoral support, safeguarding considerations and adjustments to PHSE curriculum. Currently within the TA cohort 28% are girls and 72% are boys. There is evidence that girls with ASC are more likely, for example, to develop eating disorders and are more vulnerable to abusive relationships and these areas will have particular attention. Enrichment activities aimed specifically at girls will be offered to support their development of their identity. Also creating specific clubs and groups to allow for the smaller population of girls to have time to interact within suitable activities for girls.

Engaging Pupils

The most powerful tool for all learners is the belief that they can and will master new learning. This requires certain attitudes and behaviours on the part of teachers and other staff. Primarily, it necessitates a belief that ability is not fixed, but can be incrementally developed. Secondly, it requires teachers to capitalise on a pupils' natural inclination to learn, discover and explore.

All pupils will be actively involved in setting themselves targets for improvement where able to. While individual learners will have access to specific provision, highly effective differentiation by the class teacher, coupled with access to ICT to support learning to ensure that they make progress. All pupils will be offered full access to a broad, balanced and relevant curriculum and all class teachers will be well- versed in identifying and overcoming barriers to learning. Effective teaching will be sustained

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

through review of planning; assessment of needs and how these are addressed; monitoring the quality of teaching through formal and informal observation; and the sampling of pupils' work.

TSFS will provide pupils with a structured opportunity to provide feedback and give pupils a material role in decisions that affect them through a Student Voice.

A range of pupil leadership roles will be developed and allocated in keeping with the age, aptitude and interests of the holder, which will relate to aspects of school life and operations, in order to develop pupil leadership, for example, environment/recycling officers, school council, mentors and Prefects in Year 10 and Year 11. This is an outstanding resource has developed and the same concept will be used to support this to be developed within TSFS. Support for pupil leadership will be provided through the PHSE programme.

Placement

We anticipate that pupils' profiles will place them into two categories of need; our predicted top-up fees are for the standard category of placement while fees for enhanced provision will be decided on a case by case basis in consultation with the referring local authority.

The standard category is for those pupils whose needs the school feels it can meet within the classroom model with no additional dedicated support.

The highest category of need is for those pupils whose assessment suggests that they will not be able to access the curriculum and specialist provision provided. If it was agreed that placement could be suitable then a discussion with the local authority will be conducted to ensure the provision is able to access additional resources and funding for those pupils.

TSFS will already offer a curriculum to support a wide range of pupil's needs, where TSFS are unable to meet a pupil needs they will use TA well established connections with mainstream schools to find the best support.

Partnerships

The school will work in partnership with a range of services and organisations in delivering high quality holistic education and support to its pupils. Some of those organisations include:

- TSFS will work in partnership with local schools within Thurrock to improve the education of pupils with special educational needs throughout the catchment area and beyond. Within the MAT they have an outreach time to provide this service to ensure the quality of teaching is not compromised while providing this

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

service.

- TSFS will work with Local Health and Social Services as many pupils at the school are expected to have health and social care needs in addition to their main diagnosis. While the school has chosen to employ its own SaLTs in order to create a multi-disciplinary team that is familiar with each pupil and is a dedicated resource for the school, we recognise that a wider range of clinicians and social workers will provide an essential resource to ensure our pupils' wellbeing. We will meet with key staff and agree lines of communication and co-operation during the pre-opening stage. The introduction of Education, Health and Care Plans will also facilitate the holistic group working that we have planned for each pupil and TSFS staff will participate fully in the development and application of such plans.
- TSFS will work closely with Children's Services within the local authority, through the collaboration on statements and the development of ECHP, this will be particularly critical in the transitioning phase into further education, employment or training, to ensure that support is provided from outside agencies where appropriate.
- TSFS recognises that the local community organisations are well placed to support families' integration into the UK, and will work closely with such organisations to put productive partnerships in place. TLC also has connections with community organisations, especially those based on faith. TSFS will work with these organisations to provide holistic support for pupils and their families.

Behaviour

TSFS has a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school. TSFS believes in the promotion of good behaviour by creating a happy caring school community and relationship where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment. Preventing all forms of bullying among pupils by encouraging good behaviour and respect for others.

TSFS will work closely with the School Council and to hear their views and opinions as we acknowledge and supported by Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. TSFS as a community have a commitment to promote equality. Therefore, an

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

equality impact assessment will be undertaken.

Throughout the school but particularly within the ABA-VB classes the principles of ABA and VB will be used to optimise learning and reduce barriers pupils may have to their learning using functional assessments. The pupils particularly within the ABA-VB class will need additional support within this area. Each pupil will have an individualised behaviour plan interwoven through their curriculum plan and due to a high level of support time there is time available to discuss any issues and support pupils if upset or angry alter plans accordingly and discuss with parents to avoid and pre-empt an unfortunate incident. Safeguarding will be considered at all times during incidents of challenging behaviour and is detailed in Section D4.

TSFS will ensure that all staff are trained sufficiently within these principles and able to support pupils within individual behaviours issues and management. There will be a behaviour policy to encapsulate the strategies for pupils with an ASC and enable a calm and positive environment. The aim will be to teach and promote positive behaviour, raise confidence and self-esteem and develop personal and social skills. This will be evident through teaching, example, the curriculum and working with parents and families.

All behaviour and plans will be supported and monitored by an onsite Board Certified Behaviour Analyst supervised by an external consultant. Positive handling training will also be conducted with all staff using the principles of Team Teach. Team Teach through the promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships.

Positive role modelling throughout the school day working with teachers, HLTAs and therapists and continued through into the home with support from school staff if needed. Pupils will be supported to behave appropriately throughout the school day and during assemblies, dinner times and playtimes, clubs, extra-curricular activities and in the community.

Reinforcing good behaviour will be through the use of social stories, visual support, sensory support, managing transition and the school day and home life. Staff training and rigorous structures and routines.

Attendance

The aim of the attendance policy within TSFS will be to encourage pupils to attend school regularly; subsequently they will be able to take full advantage of the educational opportunities available. The Education Act 1996 requires parents/carers to ensure their child receives efficient, full-time education, either by regular attendance at

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

school or otherwise. TSFS will record school attendance ensuring there are individual target for pupils and year groups as detailed in Section D2. Issues arising in association with attendance will be discussed with the pupil where they are able and their parent/carers.

Section E – evidence of need

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

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

This table demonstrates the number of pupils the local authority will fund per year for the first four initial years. The column on the right includes the number of pupils in each year in conjunction with the parental demand. The first number is the MLD pupils and the second is the ABA-VB pupils. With a total of 140 pupils in total by 2021.

Within the VB there would be 8 additional places which will be used where according to the admissions received meaning some year groups will have five pupils in.

Thurrock Unitary Local Authority is in support of the additional places and provide the High Needs top up funding would be based on a banded system linked to the level of needs of these pupils and would reflect the costs of this support to enable the school to a proved a sustainable service. The exact cost may differ depending on the specific needs of the child and this will be discussed with Treetops Learning Community on a

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

places required. As a result of the relentless demographic drift from London and due to Thurrock being a key part of the regeneration in the Eastern region. There is already a massive pressure on the primary school system due to this shift, which will soon translate over to the secondary phase.

There are new urbanisations north of Stanford-le-Hope and in Basildon putting pressure on secondary school places North and East of the Borough. The local plan outlines the creation of 20,000 homes to service the 15,000 jobs that will be created in this key part of the Thames Gateway over the next several years. The school's network is under extreme pressure due to the type of demographic and community growth that very few planning areas could relate to due to our proximity to the city and economic regeneration in the form of jobs and housing.

Currently there are only two provisions available within Thurrock Local Authority. Including TA and Beacon Hill Academy, which caters for pupils with profound and multiple learning difficulties (PMLD) previously taking pupils with ASC but currently no longer taking pupils with this diagnosis. The following details will demonstrate how the current schools either have no capacity or are too far away from Thurrock Council making the placements unsuitable.

Within a 25-mile radius there are the provisions who would be able to cater for the needs of these pupils. Thurrock local authority borders with East London, Dartford, Gravesham, Medway and Essex County Council focusing on Brentwood, Basildon, Castlepoint and Chelmsford.

School	Ofsted	Type of School	Age Range	Number of Pupils	Annual Cost	Location (including miles from TA)
Treetops * (MLD/ASC)	Outstanding (November 2014)	Special School	4-19	288 pupils	-	-
Beacon Hill Academy (PMLD)	Outstanding (May 2016)	Academy	3-19	71/72 pupils	-	South Ockendon (5 miles)
Ravensbourne School (Mixed)	Requires Improvement (July 2014)	Academy	2-19	83 pupils	-	Romford (13 miles)
The Pioneer (PMLD)	Good (June 2014)	Academy	3-19	140 pupils	-	Basildon (10 miles)
Corbets School	Tey Good (January	Community Special	4-16	106 pupils	-	Upminster

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

(Mixed)	2013)					(10 miles)
Castledon School * (SLD/MLD/ ASC/ESBD)	Good (November 2013)	Academy	5-16	141/144 pupils	-	Wickford (13 miles)
Ifield School(PMLD/ASC/ SaLT)	Outstanding (March 2014)	Special	4-19	222 pupils	-	Gravesend (17 miles)
Helen Allison (ASC)	Outstanding (July 2012)	Independent (NAS)	5-19	70 pupils	■	Gravesend (17 miles)
Hatton School and Special Needs Centre (MLD/SLD/ASC)	Outstanding (February 2015)	Community Special	3-11	185 pupils	-	Woodford Green (21 miles)
Phoenix School * (MLD/SLD/ASC)	Outstanding (December 2013)	Community Special	3-19	208/210 pupils	-	Tower Hill (22 miles)
Thriftwood School (ASC) *	Outstanding (May 2011)	Academy	5-19	213/216 pupils	-	Chelmsford (24 miles)

Outside of Thurrock Local Authority three of these schools are applying for academy status or already have and are in the process of submitting applications for their first free schools within their multi-academy trusts due to their own capacity difficulties, and being unable to meet the needs of pupils, mainly with ASC, due to the current restrictions within their schools. Unlike TA where they have been unable to provide a range of offers within their curriculum enabling them to meet the needs of a range of pupils, means there is an increase in the demand for places within this outstanding provision.

Corbets Tey which is comparable to TA within an appropriate distance however, it has limited offer using ABA-VB within its curriculum offer and it is oversubscribed.

TLC is one of the few schools in the UK offering ABA-VB and in conjunction with the MLD curriculum as an intervention used to support the curriculum. Enabling pupils who make significant progress not have to move location and school but only the classroom they are attending. Therefore, this transition is significantly less stressful reducing the negative impact on their learning.

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

School	Ofsted	Type of School	Age Range	Number of Pupils	Annual Cost	Location (including miles from TA)
The Quest	Outstanding (June 2012)	Independent	5-19	25 pupils	-	Kent (30 miles)
Snowflake	Outstanding (January 2016)	Independent	5-16	16 pupils	██████	London (30 miles)
Rainbow	Good (June 2016)	Independent	4-19	68 pupils	██████	Wandsworth (32 miles)
Treehouse	Outstanding (October 2012)	Non-Maintained Special School	4-19	88/100 pupils	-	London (39 miles)
Step by Step	Good (June 2015)	Independent	4-19	27 pupils	██████	East Sussex (43 miles)
The Jigsaw CABAS	Outstanding (October 2013)	Independent	4-19	53/60 pupils	-	Cranleigh (67 miles)
Forest Bridge *	Not yet inspected	Free School	2-16	96 pupils	██████ ██████ ██████ ██████	Maidenhead (77 miles)

* Forest Bridge is a recent newly opened Free School and this information is based on when it is fully open in the academic year 2018/19.

The majority of these schools are significantly costly, when compared to State Maintained or Free School offers due to their increased costs. They are all over 25 miles or more from TSFA's location meaning there is significant travelling difficulties. These schools only have small pupil numbers, making places very hard to obtain.

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

These schools often only take the most challenging pupils with ASC unlike TA where the pupil's skills are often mixed and varied offering a range of opportunities for all pupils and their parents.

Due to the variants described for places, the local authority maintains a "referrals" list. The list includes 82 pupils who meet the admission criteria and who have gone through the local authority's case management system. Currently these pupils are being placed in temporary settings that are unable to meet their needs. Resulting in highly stressful experiences for both the pupil and their family, resulting in exclusion and isolation. The long-term emotional impact of these situations can have a detrimental effect on pupils' learning. In addition to this, a further 100 families looked around TA last year and were keen to secure a place. A further 60 have looked around so far this year. This is the same every year. The feedback we get from families and schools who visit TA is always the same: they are amazed at the quality of our provision and wish to gain a place for their child. Unfortunately, the majority are unsuccessful, as we are over capacity for our school. TSFS will allow these pupils more chance to access a place as it will offer the same provision as we do currently.

TA has an outreach system supporting pupils already in mainstream currently there are 32 on the case load and 20 of these pupils have been identified as needing the ABA-VB provision. 10 of these are also on the referrals list therefore bringing to total of pupils requiring a place to 92. Currently these pupils are receiving additional support, but within a mainstream setting this often means there are significant challenges to overcome to meet the needs of these pupils that cannot be met in these settings.

TA previously was able to offer places within an ABA-VB nursery providing essential early intervention to improve outcomes in adulthood³. For example, a child who attended TA initially attended the nursery with significant challenging behaviour including head butting at very high frequencies and long periods of screaming. After three years of intervention this child was able to leave TA and attend a mainstream setting with minimal support. However, due to the high level of pupil demand, school age pupils have had to take priority resulting in these nursery places being removed. By developing a new Free School this will allow the places to be alleviated from TA and re-instate their nursery provision.

TA moved into a new building in March, 2008, which was originally designed with specific and varied teaching spaces to be able to offer a varied and challenging curriculum. However, due to the TA having to increase its number of pupil spaces these

³ The Economics of Early Educational Intervention: A Review. W. Steven Barnett and Colette M. Escobar.

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

facilities have had to be removed and redeveloped into classrooms. TAs building was initially designed to enable effective integration from the ABA-VB and MLD classes saving valuable teaching time. However, due to the space these systems have had to be removed and the increased movement presents a challenge to time and the pupils with ASC.

Parental Demand

As it has already been demonstrated with the “referrals list”, parental visits to TA and their positive feedback demonstrates the significant parental demand, and is why TLC was supportive of opening a Free School. Due to the time limit with this application it has been unable to engage extensively with parents and develop local communication about this application. However, we have started to engaged with the parents directly contacting parents who have visited the school and currently unable to obtain a place, through the Thurrock council website, Sunshine Centre, Grangewaters Outdoor Education Centre, Pyramid Resource Centre, ABA UK yahoo group, VB community, Aladdins Cave, Netmums and Beehive Resource Centre in Thurrock to inform parents of the proposed new Free School and to seek their views. The timeline below shows how the application team will continue to gain parental demand from the submission of this application and the proposed school opening.

September/October 2016	Engaging with local groups as described above.
November 2016	To hold a parental engagement session.
December 2016	Invite parents who have shown interest with the application to Christmas events at TA such as the Christmas Bazaar.
January 2017	To launch a website informing parents about the application including timeline of events.
March 2017	Announce whether the application was successful or not.
Continue engagement and building relationship with the local community and parents depending on the outcome of the application including building a parent association linked to TSFS.	

Conclusion

TLC will provide an outstanding provision for children with MLD and ASC supported by outstanding leadership and development with high outcomes. Parents and pupils will be supported and feel integrated into TLC enabling their children to become independent learners. Offering a broad and varied curriculum allowing the Local Authority to place children in the most appropriate education provision ensuring they

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

feel part of a wider community.

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






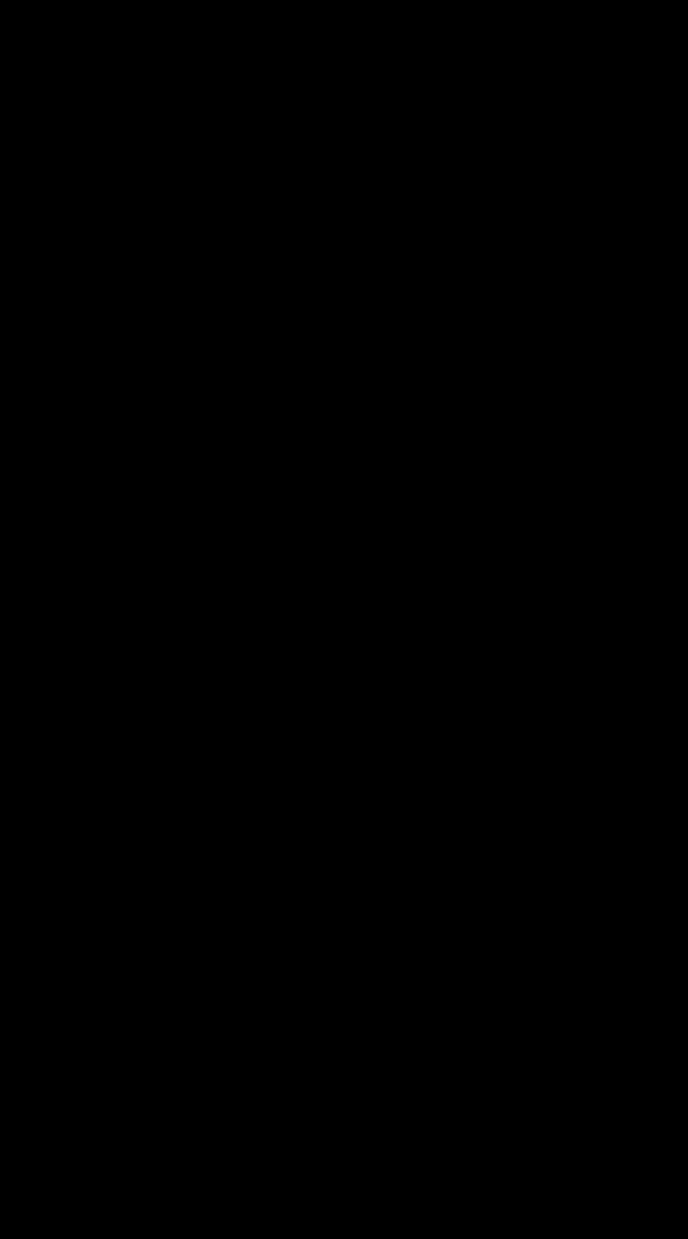


Section F – capacity and capability






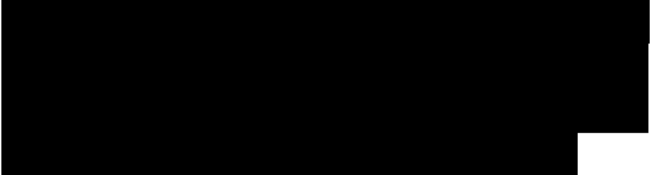


F1 (a) Skills and experience of your team




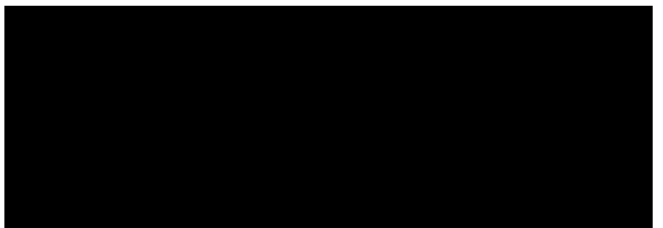
Name	Where they live	Role(s)	Summary of relevant expertise	Available Time
[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]	1 day per week

--	--	--	--	--

		Company Member   		3 hours (1/2 day)



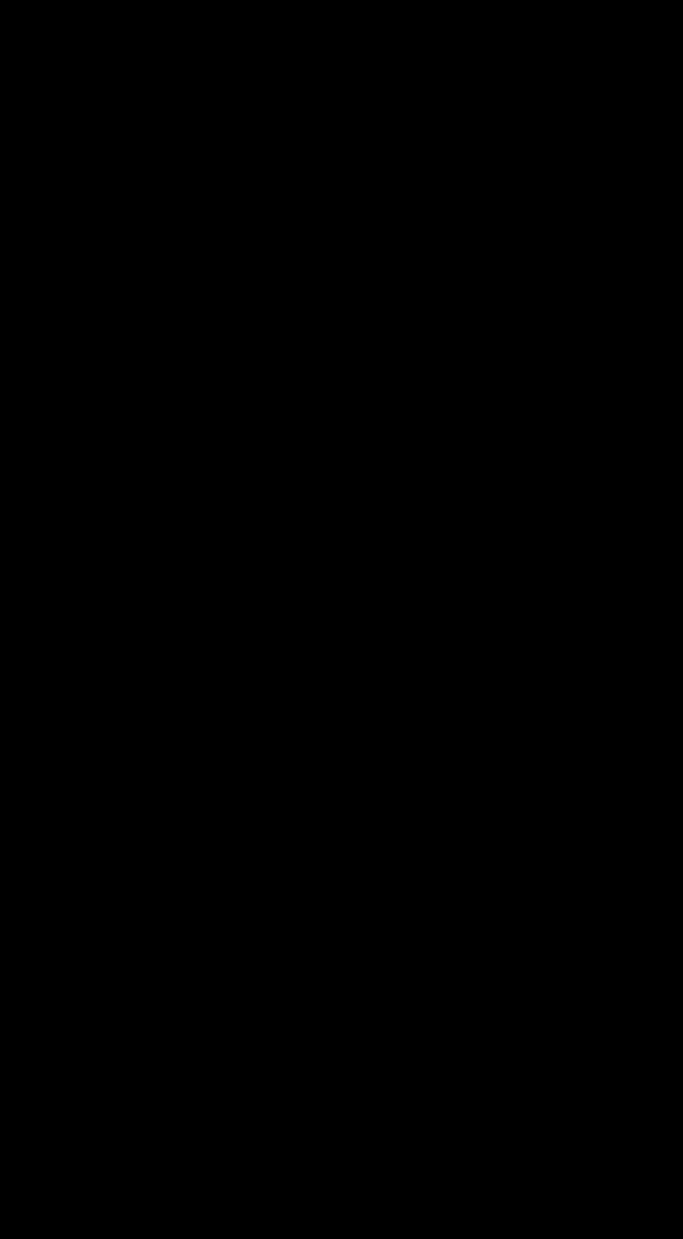



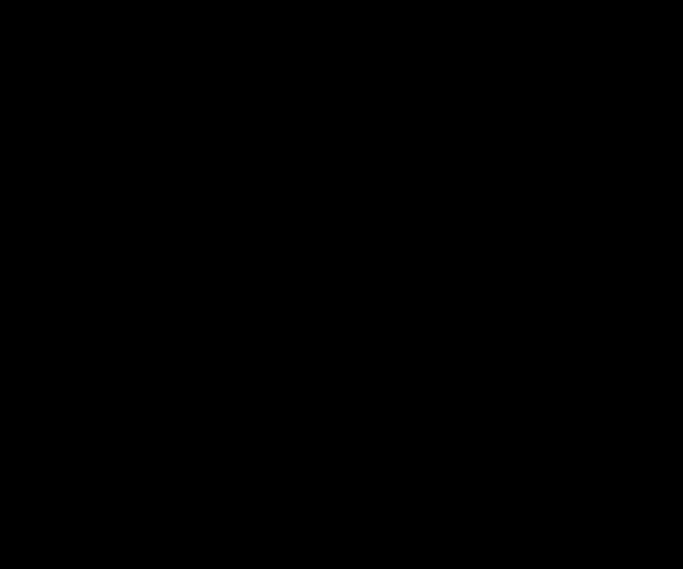
			<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>3 hours (1/2 day)</p>

				
		 	  	3 hours (1/2 day)

			   	
--	--	--	--	--

			([REDACTED]	
			[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3 hours (1/2 day) per week

				1 hour per week
--	--	--	--	-----------------

				1 day per week
				18 hours per week

--	--	--	--	--

F1 (a) Skills and experience of your team

TLC Multi Academy Trust has the necessary skills required to successfully plan, open and manage TSFS. TLC is currently being formed and will follow this timeline:

The Governing Body of TA have consulted and agreed to form a MAT as detailed in Section E. They have submitted the application to convert to the Department of Education. The Secretary of State has approved the school proposal and issued the Academy Order for Treetops School to become a Multi-academy trust on the 1st April 2017, The Academy Trust has the following areas still to complete:

Achieve Funding Agreement

	School submits grant claim to DfE to cover conversion costs
	School finalises governance documents based on DfE model
	School registers the Academy Trust with Companies House
	School agrees leasing agreements for the school land and buildings
	School completes consultation with interested parties
	School submits the Funding Agreement to the secretary of state for approval

Pre-opening/Opening

	EFA provide school with indicative funding letter
	DfE sign and seal Academy funding agreement
	School undertakes required DBS checks
	School puts new financial systems and contracts in place
	School completes academy registrations e.g. exam bodies
	School opens officially as an Academy

██████████ was impressed with the TA model of provision and was keen to encourage TA to develop more opportunities for young people with a diverse and complex range of Special Educational Needs.

The pre-opening team will include the necessary skills in education and leadership, finance, governance, human resources, marketing, safeguarding including health and safety. Where the pre-opening team has skills gaps it is also explained how these

F1 (a) Skills and experience of your team

areas will be addressed.

TA has recently increased the capacity of their senior leadership team allowing certain members of this team to be released for the time defined in the table to ensure the standard of teaching and provision is not compromised within TA.

Education and Leadership

as demonstrated in table above, has significant skills education and leadership and his profile is detailed below as the . will support the development and implementation of the curriculum plans, underpinned by his supported by the appropriate policies and procedures. has a significant understanding of Ofsted and will be able to support the process of the Ofsted pre-opening inspection. The application can also use the expertise of

Finance

will be the applicant responsible for the financial plans and management. She will also be supported by who have the experience of managing budgets and the staffing models to support these effectively. is currently responsible for a seven-million-pound budget.

Governance

providing his extensive business expertise and support to enable the school to meet the needs of all the pupils. The applicant team also includes six professionals who are currently on governing boards developing significant experience in this area. Being able to use either their education or professional knowledge to support the school. being able to network with a large range of professionals, accessing to the brightest new ideas, innovative projects, a diverse network of like-minded people and a platform for social change.

F1 (a) Skills and experience of your team

Human Resources

██████████ has particular expertise within human resources. This is supported by all of the application team, who all, ██████████, have experience of recruitment and the processes involved to ensure that 'safe' and suitable staff are recruited to work within the school.

Marketing

Currently ██████████
██████████
██████████ all have expertise in admissions policy and will support the development of this in conjunction with Thurrock Local Authority.

Safeguarding/Health and Safety

Within the team ██████████ will be the lead on safeguarding and health and safety. He has previous experience within his role as a ██████████ of the knowledge and functional skills required to support both of these areas.

Project Management

██████████ and ██████████ will project manage the application. ██████████ has supported ██████████ to implement a portage, outreach and sixth form provision. This has also included the implementation of the ABA-VB curriculum and the new building described below. ██████████ is supporting ██████████ to complete their Free School application and ██████████ including supervising the modifications required, set up and implementation of this service.

The site for TSFS has already been identified and agreed by Thurrock Council for this purpose. ██████████ has seen TA develop and change through many different stages. In March, 2008, TA moved site and this included the project management of a new build from design to implementation. This demonstrates the necessary skills to be able to manage and deliver a high quality project.

This pre-opening team is support and will work cooperatively with the existing TA Governors, Members and Directors, which includes three CEO's from three different sectors, Private, Health and Voluntary, alongside two current Headteachers of outstanding schools, one of who already runs a MAT, the other embarking on the same process.

Headteacher (Principle Designate) of TSFS:

The Headteacher of TSFS will be ██████████.
██████████
He began his teaching career in a mainstream comprehensive school.

F1 (a) Skills and experience of your team

After five years he moved schools to take up post as [REDACTED]. His interest in outdoor education then led to a post in the [REDACTED] where he managed and led a team of staff delivering residential programmes.

[REDACTED]

[REDACTED] His vision has always been closely aligned with that [REDACTED] in that meeting the needs of all the pupils is paramount. He has developed the curriculum offer to be broad, balanced and relevant. Where possible it allows pupils to gain a raft of nationally accredited qualifications. The development of the 6th Form, ABA provision for more severely autistic learners, the portage service and the post 19 provision have all been part of his remit. Since becoming [REDACTED] the pupil numbers have risen from 96 to 285, with the portage service providing for around 20 families and a dozen young adults attending the post 19 provision. [REDACTED] has also been the lead in developing appropriate assessment systems within the school for both the MLD and ABA-VB pupils. Enabling TA to identify parts of the curriculum that need development and support.

[REDACTED]

[REDACTED] has demonstrated the skills to take on the role of the [REDACTED] and the ability to work in close relationship with the [REDACTED] and continuing its outstanding education.

Executive Principle Designate:

[REDACTED] has demonstrated throughout his career in the last [REDACTED] the necessary skills to fulfil this role effectively with experience, expertise and networks. Being given the opportunity to share, expand and increase his outstanding knowledge within the field of Special Needs Education.

F1 (a) Skills and experience of your team

██████████ Whilst in this role ██████████ has always wanted to meet the needs of all of his pupils and has set up a variety of provisions. This has included portage, outreach services, ABA-VB curriculum and a sixth form with pupil numbers increasing from 96 to 285 within the school. ██████████

██████████ h has managed to obtain and maintain three successive outstanding OFSTED reports, this has included the introduction of ABA-VB into the schools teaching to address the needs of pupils with ASC. This also demonstrates ██████████ ability to change and adapt to enable his school to meet the needs most effectively of all of his pupils. ██████████

██████████ is supported by an experienced team who have already been described in the pre-opening team. ██████████ is also able to add and support the pre-opening team by leading the project, enabling him to use his past experience to enable TSFS to open.

██████████ is a determined character providing the best curriculum he can for all of his pupils within his care always putting them at the centre of any decisions. He is imaginative and flexible to create a challenging community and curriculum to support pupils to develop their skills enabling them to have the best outcomes in adulthood.

Skills Gap Analysis

The application and Trustee team have a wide and varied skill set. Currently there are no significant gaps within the application team but if additional skills are required during the application and pre-opening stage then the team will use their professional connections within both education and the professional world to find the support required to ensure the application can be successful.

However, there are certain Trustees required to ensure there is a strong team to support the new school. This includes an ABA-VB, SaLT and Therapy and an Education and Academy Trustee. Recruitment for these Trustees is explained further within Section F2.

F1 (b) Skills gap analysis

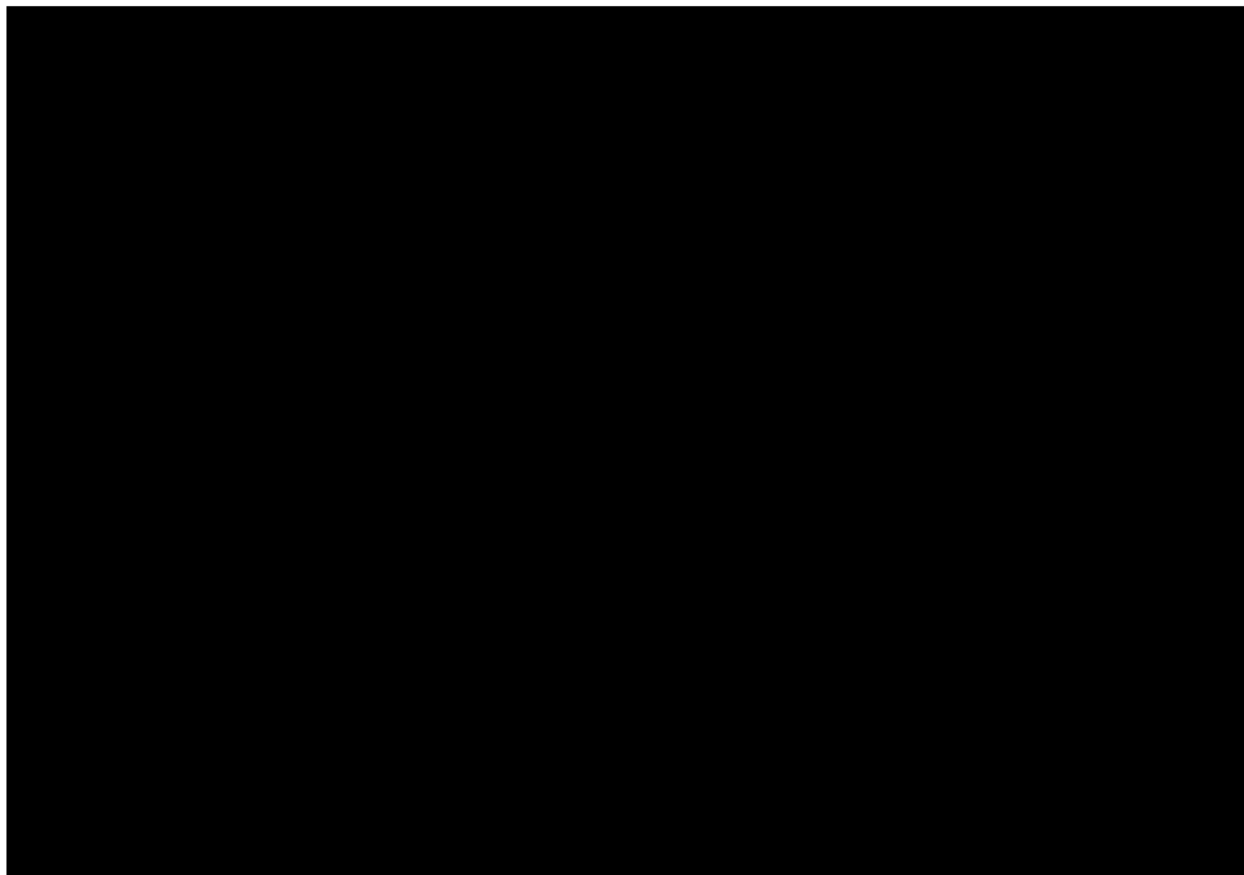
This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

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
ABA-VB Trustee	Trustee structure	This vacancy will be advertised and filled as described in Section F2. There are skills already existing with the professional network TA has created and they will use this to support finding an appropriate person to fulfil the role.
SaLT and Therapy Trustee	Trustee structure	
Education and Academy Trustee	Trustee structure	

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

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

TLC MAT structure of a multi-academy trust is skill based ensuring it is able to set direction and vision, hold the Headteachers to account and ensure financial probity with appropriate accountability throughout the governance structure.



Explanation of Roles within the Multi-Academy Trust

Members

The MAT will be overseen from the top by a group of three to five members. The TLC MAT will initially have five members who will be the subscribers to the trust's memorandum of association. These members will be the ultimate owners of the trust. Members will have ultimate control over the academy trust, with the power to appoint some of the trustees and the right to amend the trust's articles of association. Members will be able to vote on the removal of directors when this is deemed necessary.

Trustee of Trustees (also known as Company Directors/Trustees)

The Trustee will have a maximum of twelve Trustees of whom two have already been identified and accepted in principle MAT members will be appointed on the basis of skills

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

they will bring to the trust with a proven track record. At no time will more than 50% of the Trustees will also be members.

The Trustee will be accountable to the DfE, the EFA and other accountable bodies for the attainment levels, finances, management and all other aspects of the performance of all the schools. Additionally, the Trustee will have responsibility for the effective and efficient provision of those services which are operated and delivered centrally by the MAT (TLC): these will include a shared business manager, site management including cleaners, catering team, therapy team and behaviour supervision including Trustee Certified Behaviour Analysis (BCBA). The Trustee will also have high-level oversight of the all activities: its strategic direction, its vision and values and its development, specifically the admission into it of other academies.

The Trustees will have overall control of both schools and will delegate to sub committees described below. In order to ensure the interests of both schools are considered the chair will have considerable experience within this area and not directly associated to either school only to the MAT itself. The Headteachers of both schools will be included within the Trustees including the CEO as they will also remain the Headteacher of TA. The Trustees will also ask each school body to nominate one staff member to represent them within the Trustees and the same will be applied to a parent of each school. Ensuring there is an equal number of Trustees with the ability to vote associated to each school. Then the Trustees outside of this will be recruited to cover the following key areas of both schools' curriculum model and needs including finance, behaviour therapy, speech and language therapy and special needs education (academy expertise), ensuring that neither school would have enough votes to be the majority. This model has been chosen as TSFS will be co-located on the same site as TA therefore the many of the same considerations including finance and where staff will be shared between the two schools. By keeping control within one group of Trustees this will ensure efficient decision making can be maintained.

The Trustees will have ultimate responsibility for ensuring Outstanding outcomes within both schools. Firstly TSFS will be benchmarked with TA ensuring that both schools are able to maintain the same level of education and provision. Then once this is achieved the schools within the MAT will be benchmarked with schools with a similar cohort both within the independent and maintained sector.

TSFS's annual budget, the Free School Annual Improvement Plan and the Free School longer-term strategic plan will require the approval of the Trustees, as will all matters proposed to be implemented by the Free School which are outside its ordinary course of activity.

The CEO will still ensure that there is a close engagement with the TSFS to be able to guide the school and ensure any areas of concern are quickly recognised and supported.

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 Trustees will meet not less frequently, and probably not more frequently, than three times a year. An audit committee reporting to the Trustee and the members. The business manager and CEO will normally attend meetings. It will consist of three Trustees and at least one of them will have financial background. A representative of the external Auditors will also attend when appropriate. The Committee will normally meet at least three times a year. Members of the Committee have the right to seek independent professional advice and to secure the attendance of outsiders with relevant experience and expertise if it considers this necessary. Other committees will be formed as need is required or considered appropriate.

CEO

The CEO will have ultimate executive responsibility for, and will be answerable and accountable to, the Trustees for all aspects of the performance within all schools within TLC, including the TSFS. The CEO will be employed by the MAT, being accountable to the Trustees for the overall performance of TLC and all the schools within it. They will line-manage the Headteachers within TSFS providing mentoring and advisory support. Within the CEO ultimate responsibility for the performance of TLC with the Heads of each school being directly answerable to the Trustees. The [REDACTED], [REDACTED].

The Trustees will meet not less frequently than three times a year. In the period leading up to the establishment of TSFS and during the first year of its operation the Trustees will probably meet more frequently, as required. The quorum for meetings of the Trustees will be five Trustees. One of the members of the Trustees will be its Chairman. There will be three committees, namely

- Finance and General Purposes Committee. It will have responsibility for all financial and resource aspects of the Free School, including staffing and premises
- Standards and Curriculum Committee, whose responsibility will be for attainment, curriculum, co-curricular, admissions and other areas of Free School performance
- Safeguarding and Support Committee, which will have particular responsibility for all aspects of the wellbeing of the students of both TA and TSFS, including (but not limited to) those students falling within child protection categories. The duties of this committee will include ensuring that appropriate professional expertise and facilities specific to the needs of students on the autistic spectrum are available to and in the Free School.

Each of these committees will meet not less frequently than three times a year. The committees will provide rigorous mentoring and hold senior staff to account. Each committee will be supported by one or more members of staff within the schools whose expertise and/or sphere of activity covers any of those of the committee. These members of staff will normally be required to prepare reports for consideration by the relevant committee (and/or for the full Trustee meeting) on matters specified by the committee

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

and to attend meetings of the relevant committee to provide further information or explanations as appropriate.

For example, the Standards and Curriculum committee will scrutinise the Key Performance Indicators and receive a termly report from TSFS. Annual data for Trustees will include the attainment reports, quarterly finance reports, quarterly HR report, marketing and pupil admissions, curriculum development and design, benchmarking assessments recording and reporting, premises and resources, safeguarding. The committees will not have full decision-making powers: these will vest in the full Trustee itself. Any decisions of a committee will therefore require ratification by all Trustees. TSFS will use the expertise and data from TA to ensure it is accurate and fit for purpose.

TSFS Headteacher

There will be a TSFS Headteacher who will have executive responsibility for the operations and performance of TSFS. They will be accountable to the Trustee for all aspects of performance of TSFS focusing on the overall school outcomes. TSFS Headteacher will be line managed by the CEO and have responsibility for professional development and the daily responsibilities TSFS Headteacher will have.

Conflict of Interests

There are occasions when individuals may find themselves in a conflict of interest in relation to a particular matter being considered at a Trustees or Committee meetings. Such a conflict could arise in the case of a CEO and Headteacher of the school, for example in relation to the provision of services delivered by the MAT and their own school. In this case the Trustees would have to make the vote without the CEO and Headteacher.

Other conflicts of interest will arise from time to time in the case of Trustees who are also teachers, non-teaching staff members, parents or Local Authority or community representatives. Such conflicts are usually, but may not necessarily be, readily apparent, especially where the circumstances of the conflict are personal to the individual Trustee. In all these cases it may on occasion be appropriate to ask certain Trustees to leave the meeting while a specific matter is discussed. This could particularly apply, for example, where an item on the agenda gives rise to a conflict of interest involving one or more staff Trustees.

The Articles of Association of TLC will include provisions governing conflicts of interest (as do the Articles of Association of Merchants' Academy). Trustees will be advised in their induction and periodically thereafter of the need for sensitivity to the possibility of conflicts and that a conflict must be declared as soon as a Trustee becomes aware that it might possibly arise – whether or not it actually does arise.

Trustees will also be advised and reminded periodically that the duty of every Trustee lies

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

to the school as a whole rather than to any sectional interest, and that if appropriate a conflicted Trustees may be asked to step out of a meeting for the particular agenda item and/or to abstain from voting on any matter which is relevant to the conflict of interest. In addition, the Clerk will be required to keep a register of Trustees' interests, for which Trustees will be asked to make a return annually. Trustees will also be required to declare new interests as they arise.

Recruitment

As highlighted in statutory guidance for maintained schools on the constitution of the Trustees (the principles of which may also be of interest to academies), it is for whoever is appointing the Trustee to be confident that they have the necessary skills, including the willingness and ability to learn and develop as a Trustee. To make an informed decision on the matter an interview or detailed discussion will need to take place with each prospective candidate, with references (oral or written) taken as necessary and appropriate. Trustees and others responsible for nominating or appointing Trustees should make use of all available channels to identify suitable Trustees. Where Trustees are elected, every effort should be made to inform the electorate about the role of a Trustee and the specific skills the Trustee requires and the extent to which candidates possess these. The Trustee will also consider effective succession planning to ensure there is a continuous strong support for the school. The Governance Handbook suggest a Trustee serves for two terms, particularly strong Trustees may be of value to spend time supporting other schools. Where we may need to recruit Trustees, or Trustees we will initially use TLC network of contacts and once open also advertise the positions to the parents where we are looking for skills they may have, We are in a sector with a large well organised charity and parent group participation who we can also access. There is also the SGOSS an independent charity dedicated to recruiting volunteers to serve on school governing bodies across England.

Succession planning for the Trustee of Trustees and key staffing roles within the schools such as a Headteacher will be considered within the overall planning of the school ensuring there are sufficient timelines created to enable smooth transitions within the schools.

Trustees would also be part of an induction and continuous training from companies such

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

as NFTL to support their understanding and continued professional development.

Trustees will be encouraged to:

- make regular visits to the school during its working day to observe and acquaint themselves with the working practices of the whole school community and to inform themselves of progress in specific areas of the school improvement plan which justify particular scrutiny.
- support occasions such as prize giving and school drama, music and major sporting events
- be part of induction and continuous training from companies such as NFTL to support their understanding and continued professional development.

The Trustee recognises these skills and needs will vary as the school develops and grows. It will be the responsibility of the Governing Trustee to regularly complete a skill audit through the National Trustees Association (NGA) ensuring that these needs are met enabling the Trustees to make the best and most informed decision for the school in identify training needs and where the governing body may need to actively recruit expertise in an area.

All Trustees will be encouraged to pursue the Certificate of School Governance Studies and the Chair will be encouraged to complete the Chairs of Governance Development Programme offered by Thurrock Traded Services for Schools with continued support. Also as part of the constant up skilling and development of Trustees the school will buy into the following services:

- Membership of Trustee Development
- Trustees e Learning (GEL)
- Trustee Self Evaluation Tracker (GSET)
- Be part of the National Trustees Association

These engagements will give Trustees a real “feel” for what is happening in TSFS, they will enable Trustees to meet with staff and parents in a relatively informal way, and they will give Trustees a good platform of understanding from which to be able to make judgements about the School in the course of their formal work as Trustees.

TLC will use the experience and expertise built up in the years of experience to share and ensure that successful and outstanding education is continued within the formation of Treetops Learning Community Multi-Academy Trust.

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

Section G – budget planning and affordability

The finance spreadsheet which has been completed to demonstrate a concept model shows how the proposed staffing model in Section D3 is feasible with the top ups agreed in Section E.

The overall spreadsheet costs do not reflect the true budget due to the high level of support staff there is not enough space within each section to separate them. This then views as there is significantly high catering and premises costs. Also the SaLT manager, SaLT therapist, Educational Psychologist, Occupational Therapist, School nurse and physiotherapist are support staff and not senior leadership as demonstrated in section D3.

Top Up Assumptions:

Currently there are three current bands and pupils within TSFS will fall in to bands 1, 2 and 3 however currently the costings for TSFS are higher than these bandings. The staff have been costed directly for the MLD and ABA-VB classes to enable the top ups to reflect this. For example, within the MLD classes they will be 1:4 ratio and within the ABA-VB class they will be on a 1:1 ratio having different cost implications.

The pupil premium has been based on an average of [REDACTED] per pupils in primary and [REDACTED] in secondary for 38% of the pupil cohort in each part of the school as this is currently the case within TA.

There will be no cross funding of places within TSFS as each top up has been agreed for each banding of pupil within the cohort. This will ensure whether the school has specific cohort they will still be able to manage and support the pupils.

Outgoings:

The outgoing costs for the non-teaching staff have been based on TA' current finance model. Some of these aspects will be shared across the MAT. In this case a percentage of the expected costs have been costed for his model including expected increases such as 1% increase for staffing costs until the school is open. The staffing costs also include additional allowances such as SEN. The pension allowances are also based on the current contracts that TA are using. For one third of the Therapists the pension has not been included as this is the case currently within TA.

Shared staff which are detailed in Section D3 have been put in at a percentage cost to TSFS shared with TA across the MAT.

The staffing costs allow for high quality professionals to be recruited. Also with a high

Section G – budget planning and affordability

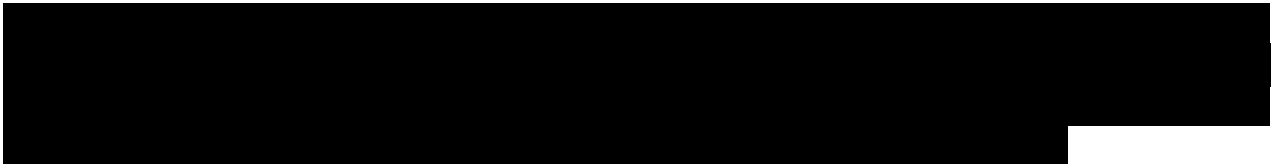
recruitment need for the 1:1 therapists within the ABA-VB unity the model allows for half of these staff members to already be trained to reduce the training needs, allowing the focus to be on the pupils within the new school.

Currently the staffing costs are 90% of the concept model. This has account for significantly high building costs on the assumption the main infrastructure of the new school has been completed with no additional costs needed to be considered. The model also has a very high level of staffing with 56 of these pupils all 1:1 with two additional members of non-contact staff per 8 children. The model does run in surplus for each year and will allow for additional contingencies to be catered for.

Pupil Intake

The pupil intake across the first four years has been to firstly identify the most immediate needs for places that are currently in reception and senior school places. The initial intake has to be significantly high to allow the model to work compensating for the high level of staffing ratios within the ABA-VB classes.

Section H – premises (use Excel spread sheet)



Annexes

Annexe One: Commissioning Letter from Thurrock County Council

Civic Offices, New Road, Greys

Essex RM17 6SL

Children's Services

01375 652993

27th September 2016

RE Treetops Free School Proposal

Dear Sir / Madam

I am writing in relation to the Free School proposal for a new special school in Thurrock. The proposal is for a special school which would offer a curriculum tailored to the needs of pupils with social communication difficulties and those who have been identified as having autism spectrum disorder (ASD). In addition to this pupil group, the school would support other pupils with difficulties in the broad area of needs of cognition and learning, including those who have moderate learning difficulties and those pupils whose social and emotional needs are such that they would benefit from the specialist services that would be provided.

I can confirm that within Thurrock there are a significant number of pupils who have social communication needs and needs arising from autism spectrum disorders. These pupils' needs are met within a range of settings across the Borough including Special Schools, Mainstream Resource Bases and within Mainstream schools. There is a high demand for specialist places within the Borough to support this profile of needs.

With regard to the other areas of need covered in this Free School proposal, I can confirm that within the Borough there are pupils who as a consequence of their learning or other social and emotional needs, experience difficulties in accessing mainstream education and who may themselves and / or their parents and carers, express a preference for specialist environments such as the Free School that is being proposed.

Therefore I can state that based on the current population of children and young people particularly those with ASD and the predicted future demand for specialist places, it is highly likely that if the Free School were to be established, then the school would be able to offer places to pupils residing in the Local Authority. The Local Authority would in these cases provide the additional High Needs top up funding for the pupils placed by Thurrock. The High Needs top up funding would be based on a banded system linked to the level of needs of these pupils and would reflect the costs of this support to enable the school to provide a sustainable service.

The Local Authority can foresee that the school could offer places to those pupils described above who would benefit from this type of provision and this Free School would be seen as benefitting the local community

With Kind Regards

[Redacted signature block]

Annex 2: [REDACTED] Letter of Support



[REDACTED]

RE – Local Authority Support for the Treetops Free School Bid

Dear Sir or Madam,

I write to confirm that the above bid has the full support of Thurrock Borough Council as its local unitary authority.

Treetops has been an outstanding (Ofsted rated) institution for over a decade now, serving some of the most in need children in our community. The case for spreading this excellence via a free school that will become a part of their own multi academy trust is one that I fully support.

It will further build our network of home-grown MAT's, as well as build bigger and stronger capacity in the Thurrock school system to support those children with special educational needs and disabilities. Treetops is one of a small number of maintained schools in Thurrock; the notion of what they could now accomplish by becoming an academy and supporting their own free school is exciting in terms of economies of scale, spreading excellence and capacity building.

I have visited their school in person, and while I am greatly impressed with how they have totally remodelled their operation many times to maximise their teaching space, the simple fact of the matter is that they are limited by the physical capacity.

I am aware there is a September cut-off date for Free School Applications. Treetops will not be able to meet this deadline due to administrative issues created by the New Schools Network. I would ask that the application could seek agreement in principle, pending final details to be submitted.

The Thurrock Pupil Place Planning document confirms a significant need for more school provision by 2020, as a result of the relentless demographic drift from London and due to Thurrock being a key part of the regeneration in the Eastern region. We are already seeing massive pressure on the primary school system due to this shift which will soon translate over to the secondary phase.

There are new urbanisations north of Stanford Le Hope and in Basildon putting pressure on secondary school places North and East of the Borough. Our local plan outlines the creation of 20,000 homes to service the 15,000 jobs that will be created in this key part of the Thames Gateway over the next several years. Our schools network is under extreme pressure due to the type of demographic and community growth that very few planning areas could relate to due to our proximity to the city and economic regeneration in the form of jobs and housing.

If I or my team could be of any further assistance, please feel free to contact my [REDACTED]

Yours sincerely,

[REDACTED]

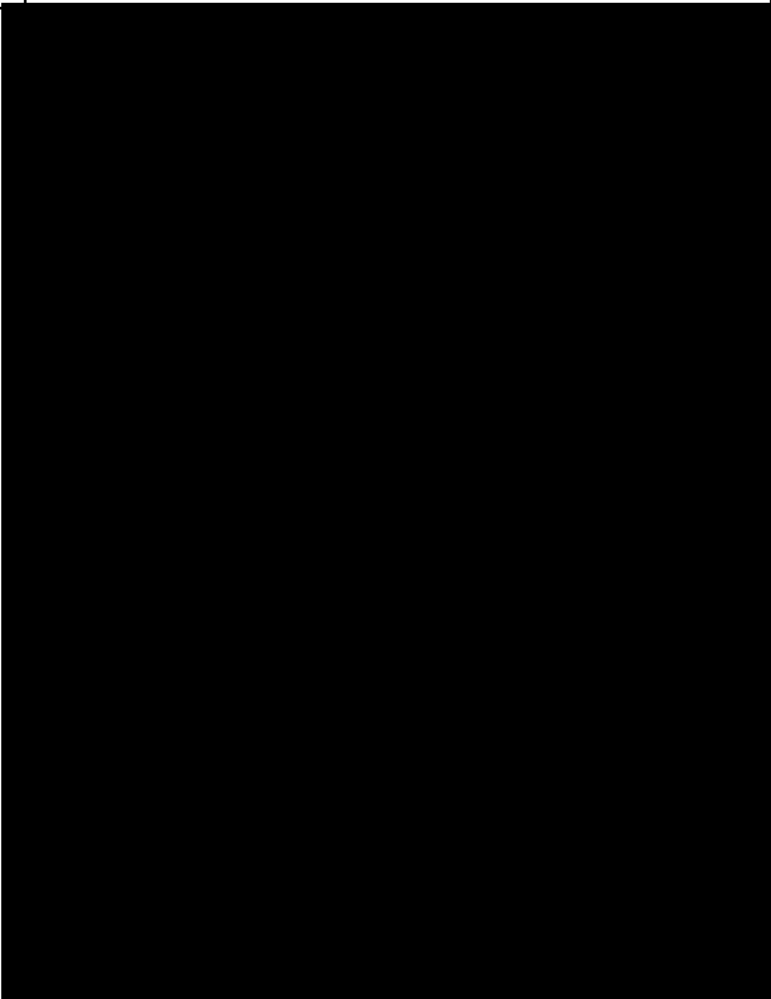

CV	
	<p>results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life ▪ school's best 8 value added scores for the years you were in post, if applicable
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and

CV		
	numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	[REDACTED] [REDACTED] [REDACTED] [REDACTED]

CV		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	Education
3	Details of your last three roles including: <ul style="list-style-type: none"> name of school/ 	Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED]

CV		
	<p>organisation</p> <ul style="list-style-type: none"> • 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>Name:</p> <p>Position:</p> <p>Dates:</p>
	<p>Name:</p> <p>Position:</p> <p>Dates:</p>	
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications • If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for 	

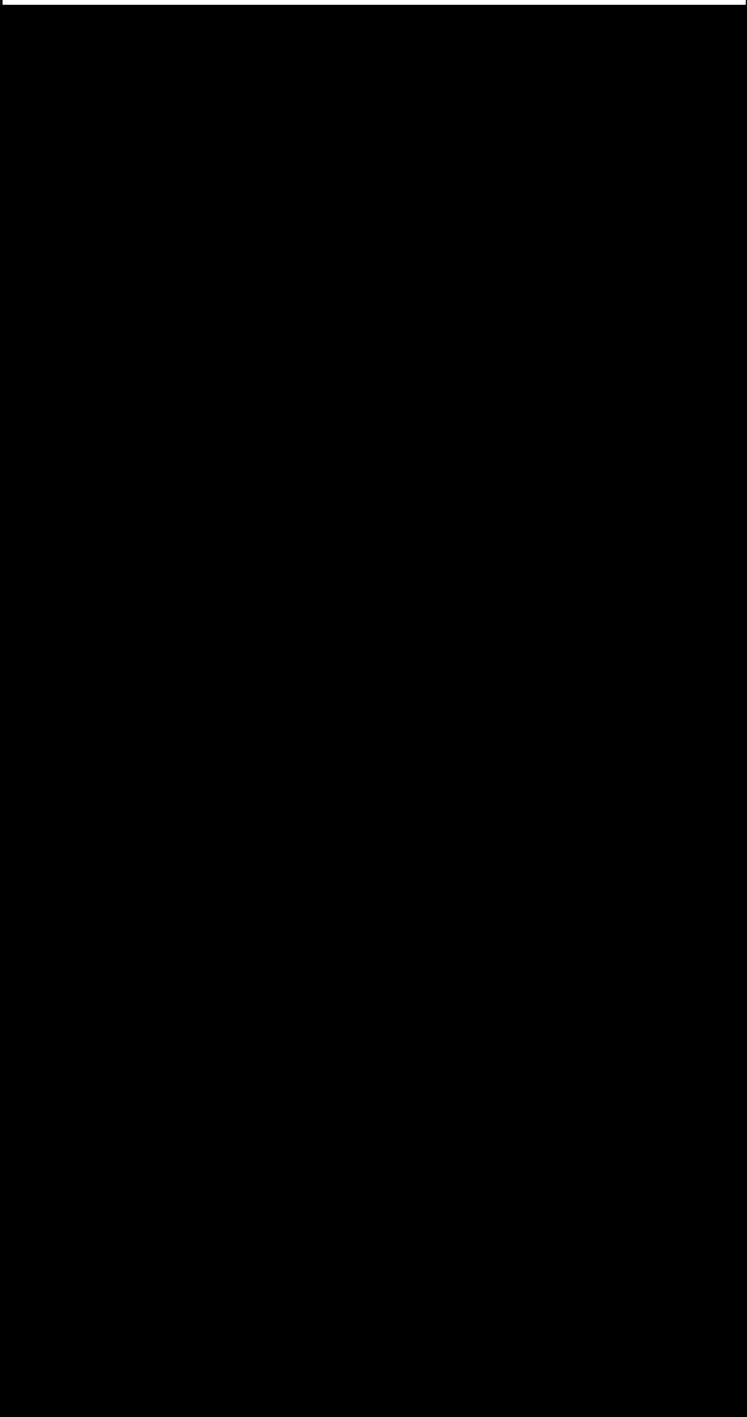
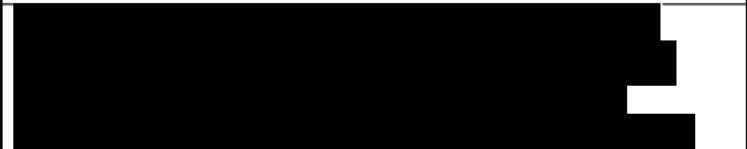
CV		[Redacted]
	later life	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications If these results are not 	

CV	
	<p>available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>
6	<p>Brief comments on why your previous experience is relevant to the new 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>
8	<p>Reference names(s) and contact details</p> 

CV	

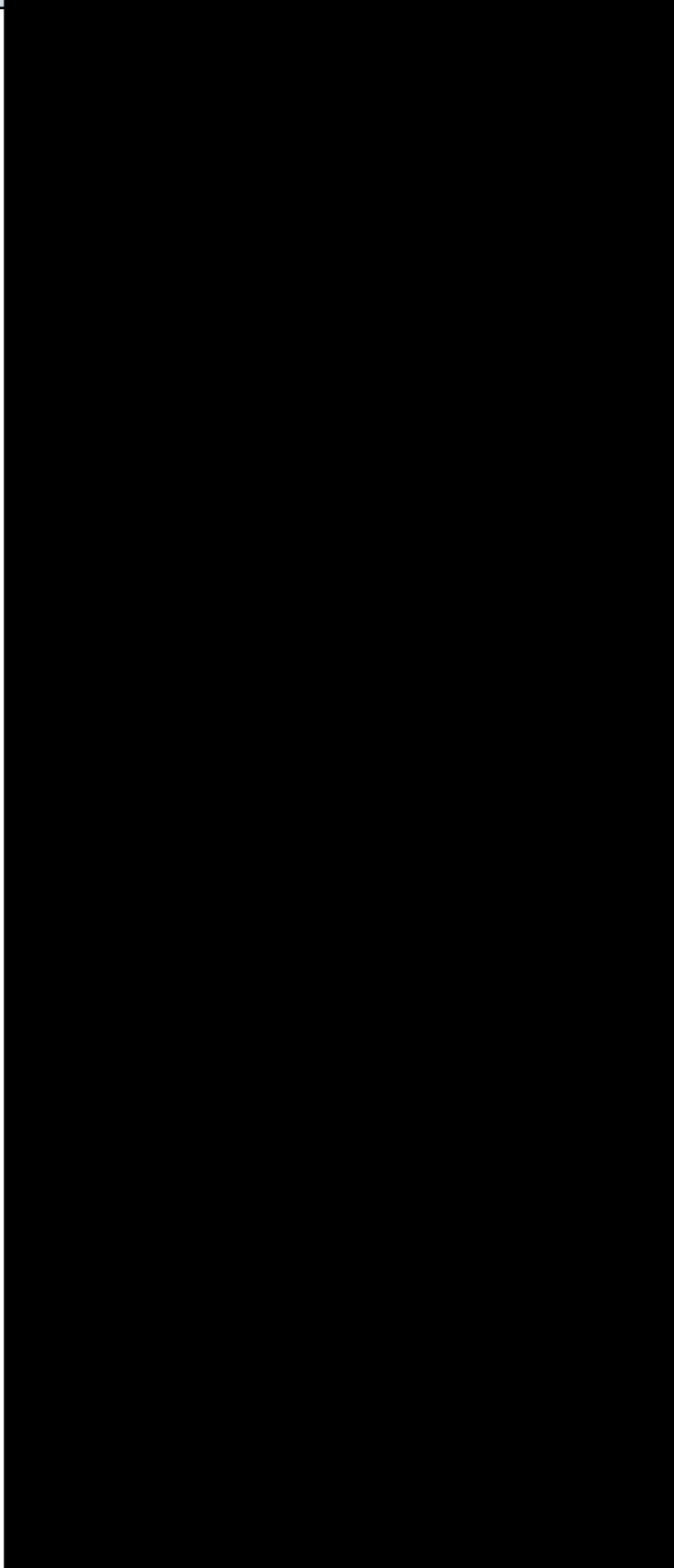

CV	
1	Name [REDACTED]
2	Area of expertise (i.e. education or finance) Marketing, Communications, Governance, Management
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position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

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

CV		
	later life	
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

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

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

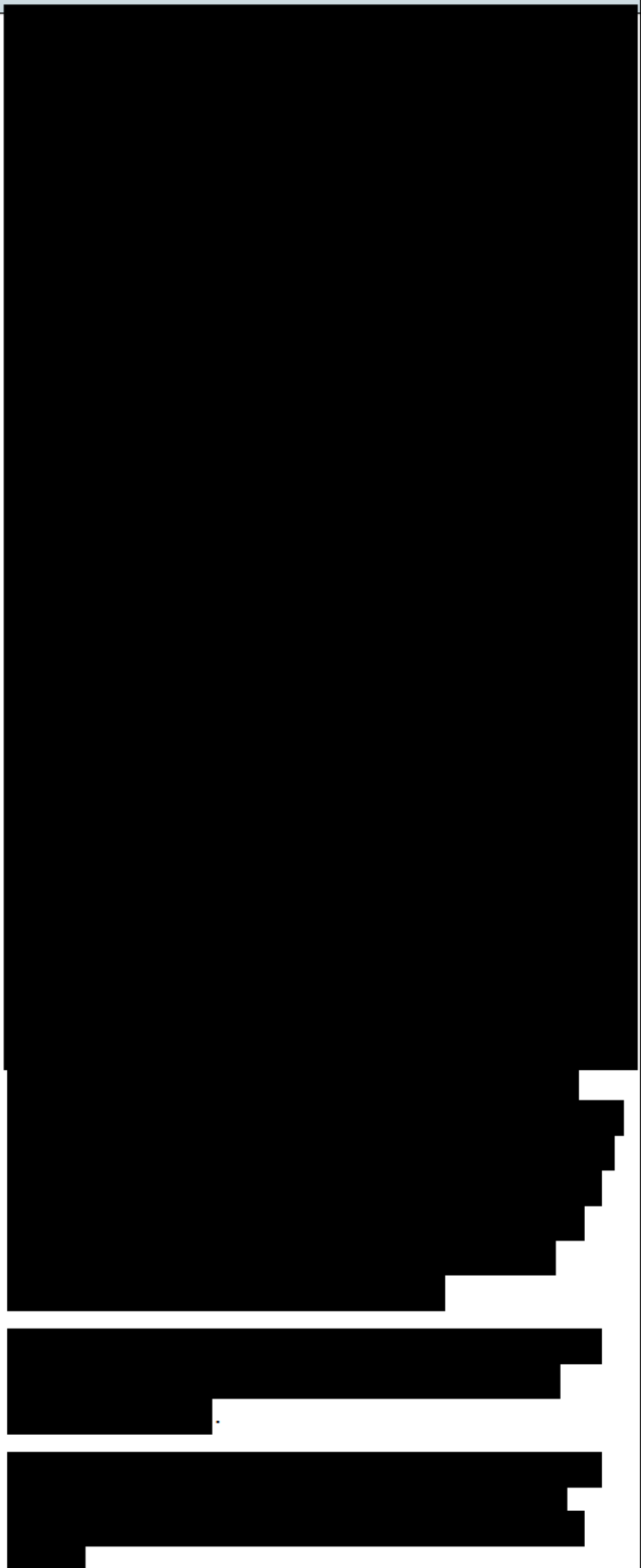
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	Reference names(s) and contact details	

CV		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	Company Member: Governance
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>	Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED]
		Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED]
		Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED]
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 	

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

CV

previous experience is relevant to the new school



7

Optional: brief comments on how the role you played helped

CV	
	to raise standards in any or all of your three previous roles.
8	Reference names(s) and contact details

CV		
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>	
		<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Dates: [REDACTED]</p>
		<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Dates: [REDACTED]</p>
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
		n/a
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, 	

CV	
	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
	For education only: if you are in a teaching or head of department role in your latest school (where available):
6	Brief comments on why your previous experience is relevant to the new school
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.

CV	
1	Name
2	Area of expertise (i.e. education or finance)
3	Details of your last three roles including: <ul style="list-style-type: none"> name of school/ organisation position and responsibilities held

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

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

CV	
	details

CV	
1	Name [REDACTED]
2	Area of expertise (i.e. education or finance) 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>
	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Dates: [REDACTED]</p>
	<p>Name:</p> <p>Position:</p> <p>Dates:</p>
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained
	<p>[REDACTED]</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

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

CV	
	later life
6	Brief comments on why your previous experience is relevant to the new school
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
8	Reference names(s) and contact details

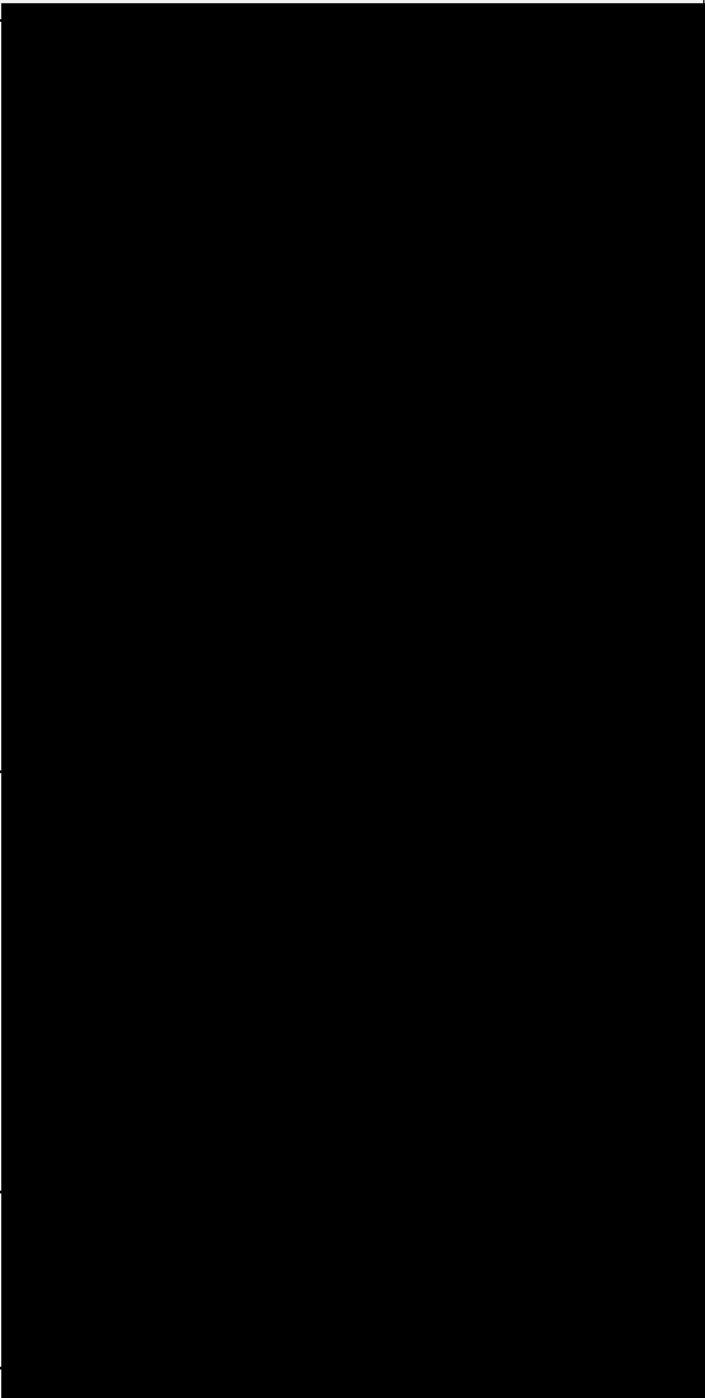
CV	
1.	Name
2.	Area of expertise (i.e. education or finance)
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position <p>(This should cover the last four years. If not, please include additional roles)</p>

CV

4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none">▪ date of qualification▪ professional body membership number▪ how your qualifications are maintained	
5.a	<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	

CV	
	<p>literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>

CV

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



Department
for Education

© Crown copyright 2016

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00179-2016



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk