



Department
for Education

Special free school application form

Published: July 2017

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

ASTRUM. REDBRIDGE SPECIAL SCHOOL

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The application form explained

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

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found on page 8 of this form.

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

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

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

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

Section E of appropriate engagement with parents, LA's and the community

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

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

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

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

Submitting Sections A to G

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

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

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

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

You also need to submit three hard copies (of Sections A-G and the budget plans) by a guaranteed method such as 'Recorded Signed For'

Post two hard copies to: Special Free Schools Team, Department for Education,
Piccadilly Gate
Store Street
Manchester
M1 2WD

And one hard copy to the local authority.

You may also hand deliver if you prefer.

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

Submitting Section I

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

Data protection

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education and the local authority are the data controllers for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The data controllers 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 checked="" type="checkbox"/>	<input 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 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 your application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input type="checkbox"/>	<input checked="" 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
<p>12. Have you sent:</p> <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 <p>by emailing scanned copies of Section I forms to due.diligence@education.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?</p> <p>(See guidance for dates and deadlines)</p>	X <input 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 [application 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 pupils without an EHCP 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:  (please delete as appropriate)

Print name:



Date:

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

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

Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

Section C – vision

Please:

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

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

Overview

Astrum Multi Academy Trust (AMAT) is proposing to open a school in September 2018 to cater for children with the following special educational needs and disability (SEND):

- speech, language and communication needs (SLCN)
- social, emotional and mental health (SEMH)
- cognition and learning
- communication and interaction.

The school will be referred to in this document by the provisional name of ‘Redbridge Special School’. When at full capacity in 2020, Redbridge Special School will cater for 48 KS1 and 16 full time Nursery places that will be commissioned by Redbridge Local Authority. The Nursery will include an “assessment” provision for children whose needs require further assessment prior to a permanent placement being made either in the school or another provision. Our education plan and assessment approaches as detailed in section D takes full account of the needs of those children who take up these places.

[REDACTED]

This site and local area including it is well known to Astrum, with both the Newbridge Schools sites only 5 minutes’ drive away. [REDACTED]

[REDACTED] so has a good experience of the local community in which the school will be situated and a very good relationship with the existing school.

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

AMAT currently consists of one school: Newbridge School and Special Educational Services known as 'Newbridge School'. Newbridge School converted to academy status on 1st August 2017 when AMAT was formed. The Trust operations include provision for children aged 2 to 19 years, with significant expertise in EYFS and KS1 within the current school. Newbridge School is rated outstanding by Ofsted and is a driving force for improvement within the local SEND community. The current Newbridge curriculum offer will effectively meet the needs of the young children who will be attending Redbridge Special School as it is a curriculum based around the individual child's needs and is flexible and offers a wide range of opportunity and strategies. We expect that the pupil cohort in Redbridge Special School will have significant learning difficulties, and so will therefore be similar to the cohort at the current Redbridge school. Redbridge Special School will also benefit from the current work at Newbridge School to develop the curriculum further taking account of the Rochford Report.

See section F for more details of our capacity and capability to open and operate the new school.

The Vision for Redbridge Special School

Our vision for the school is to:

- Offer highly personalised learning pathways for all children irrespective of the child's primary learning need based on in depth and ongoing individual assessment
- Develop independence in the children and young people and provide a wide range of opportunities for effective learning and social interaction
- Be a secure, stimulating and happy school where pupils and staff can learn together
- Promote and develop inclusion throughout the school, prioritising partnerships with mainstream partners and in the local community in order to develop pupils' wider social development and plans for KS2 provision.
- Ensure that children who can benefit from a mainstream placement are supported to make that transition effectively in partnership with parents
- Involve parents/carers as vital partners in enhancing their children's learning, including training and support via our dedicated Parent Support Advisor
- Be a school that other schools will want to learn from and where new ideas are welcomed
- Regularly consult the children, staff, parents/carers, and governors and trustees about school life

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

We will develop a provision that responds to the changing needs of the pupil groups who attend. Children will have personalised pathways underpinned by a flexible approach to delivery that ensures that when a child's needs change, the provision is adjusted accordingly. Our curriculum will be purposeful and flexible and will allow for age and culturally appropriate contextualised learning, benefiting from expertise from Newbridge School. The school will also benefit from the new personalised curriculum recently developed at Newbridge School. The effective in-depth assessment systems from Newbridge School (described in section D2) will support the assessment and intervention planning required for the children to access learning activities and the curriculum.

Our school will recruit expert teaching and support practitioners. We will build on the staff development model at Newbridge School which offers effective progression routes that retain skilled staff, prioritises good succession planning and supports high quality teaching and learning across the Trust.

In order to translate the vision into practice, all pupils will have access to all aspects of the curriculum regardless of gender, disability, race and culture. In particular, we will help all pupils develop their abilities to the full through:

- High quality teaching using a highly differentiated and individualised curriculum, including the national curriculum
- Trust wide therapies, specialised resources and environments
- Strong links with key health care professionals through a co-ordinated strategy to ensure that children benefit from a wide range of local therapies and specialist support
- Teaching communication skills that will enable all pupils to understand the world around them and express their needs, feelings and choices
- Teaching practical skills to enable all pupils to become as independent as possible
- Teaching appropriate behaviour and interaction so all pupils can participate in a wide range of situations
- Teaching through an inclusive approach with our mainstream partners with opportunities for educational opportunities alongside their mainstream peers
- Teaching all pupils to develop the use of their senses and physical abilities
- Providing opportunities and experiences to enable all pupils to participate in the life of the local community and prepare for life after school.

Partnership will be critical in the new school and ensure that it becomes a central hub for local community use/shared facilities. We will establish effective working relationships with partners across Redbridge especially with William Torbitt Primary

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

School, Redbridge Local Authority and other special and mainstream schools. This is already established practice at the current Newbridge School and is a strength which we seek to mirror. The school will benefit from a well-established leadership structure with highly experienced staff across the Trust and an excellent track record of working with the Local Authority funded therapy services. There are a range of well-established services and resources including specialist environments which will be utilised by the new school.

More specifically, we will work very closely with partners at key transition points. We are already involved in the existing planning process in Redbridge Local Authority, involving the multi-agency Pre-School Liaison Group where the needs of children are discussed to ensure that their need for specialist provision is identified very early. We will ensure that transition is pupil centred, expertly planned and facilitated by skilled practitioners including the parent advisor. The strategy will include a detailed transition process for children either post assessment or at the end of KS2, supporting pathways into mainstream or special schools at KS3.

The vision for Astrum Multi Academy Trust

At AMAT, we will provide high quality education that meets the needs of every pupil, especially the most vulnerable, by being innovative and sharing excellent practice across the Trust and wider educational community through a partnership of outstanding special schools with the skills, expertise and resources working collaboratively to ensure the best outcomes for every pupil.

The anchor for our Trust is Newbridge School, an outstanding provision that caters for children with similar needs to this proposal including autistic spectrum conditions (ASC), SEMH, SLCN and multi-sensory impairment. The Trust is well established in Redbridge operating a school on two sites and providing two additional services to children and young people in Redbridge, including outreach to mainstream and out of borough schools and a Special Education Resource Centre (SERC) that provides specialist programmes, resources and assessment services.

Through development of our provision and building capacity for extending the support to our mainstream partners across Redbridge, the Trust will be fully committed to the successful education of and support for all children and young people with SEND throughout Redbridge and the surrounding areas. In order to achieve this, Newbridge School will remain central to the local partnership and collaborations in Redbridge and as part of this, we will continue to lead several initiatives and developments, and so shape future developments across all schools. This will include the continued growth and sharing of our expertise of outstanding

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

practice, building on our excellent, high quality relationships with all the other schools, local authority officers, and the community.

Until August 2017, Newbridge School operated two Early Years services:

- Pre-school home visiting service (PSHV); this supported parents/carers with children with complex needs from birth to the time they enter a nursery provision (including during transition into schools)
- Early years' assessment and support service (EYASS); this supported Early Years pupils with complex needs in private, voluntary and independent (PVI) and mainstream Early Years settings

These reverted to Local Authority delivery through a new specialist multi-disciplinary provision. However, the expertise developed will contribute to Trust wide EYFS provision and the development of nursery provision in Redbridge Special School in particular. This will include joint working with staff in partner schools to develop staff's skills and the overall school environment. This will promote inclusion for the Redbridge Special School pupils, and also develop good opportunities and practice, so bringing benefits to all pupils at Redbridge Special School and partner schools.

The Trust plans to grow over the next 5 years to have 5 schools within the local area. This will meet the need for places as identified by the ongoing Redbridge LA High Needs Review which we have been working on for the past 2 years with Redbridge LA. The key finding from this review is that specialist provision is at capacity. More specifically, there is a growing need identified for new school for 16-19 pupils with complex learning and ASD needs and also post 19 college placements. We are also receiving many referrals and consultations from the local London boroughs for similar placements so will look at this in line with our current plans. Growth of the trust via new schools will be dependent on the need for further clearly identified provision for pupils with SEND and we will continue to engage with Redbridge Local Authority and nearby local authorities to assess need for the relevant provision. We will also consider growth of the trust via already established special maintained schools and special academies. We will continue to remain open to applications to join the Trust from our mainstream partners.

Section D – education plan: part 1

Please:

- use the table below; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

In the table below, please provide the proposed place numbers in each year group at the point of opening and an explanation of how place numbers will build up over time. Please add additional rows/columns if appropriate. If you are proposing more than one school you will need to complete a separate table for each.

Please leave earlier year columns blank if they are not relevant .

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023
Nursery Provision	n/a	8	8	16	16	16	16
Reception	n/a	8	16	16	16	16	16
Year 1	n/a	8	16	16	16	16	16
Year 2	n/a	8	8	16	16	16	16
Totals	n/a	32	48	64	64	64	64

Section D – education plan: part 2

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

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

Please use the table below.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
EYFS (including the nursery) and KS1			See below for more details

<p><u>The prime areas of learning</u></p> <ul style="list-style-type: none"> • communication and language • physical development <p>personal, social and emotional development</p>	<p>Dependent on individual pupils' needs</p>	<p>Mandatory</p>	<p>All pupils regardless of the 'pupil group' they are in or their primary learning need/barriers will have a personalised programme that will respond to their baseline and ongoing assessment. All pupils will have access to the full EYFS curriculum but each will have it uniquely interpreted for them.</p>
<p><u>The specific areas of learning</u></p> <ul style="list-style-type: none"> • literacy • mathematics • understanding the world <p>expressive arts and design</p>	<p>Dependent on individual pupils' needs</p>	<p>Mandatory</p>	<p>Many very young pupils with significant SEND develop skills in an irregular manner, progressing significantly quicker in some areas than others. Expert teachers will manage the curriculum to build on the child's strengths but prioritise the areas they find more complex.</p>
<p>Total hours</p>	<p>30 hours</p>		
<p>Enrichment activities</p>	<p>Determined by individual pupils' needs</p>	<p>Voluntary</p>	<p>See section D1 below for further details, e.g. Horse-riding for the disabled</p>
<p>The school day will run from 8.45am to 2.45pm, a 6 hour day inclusive of 1 hour lunch break. As described below, each pupil will have an individualised interpretation of the curriculum at all -assessment, induction and ongoing delivery- stages. This will be critical to the success for individual pupils as each child will have a unique set of needs, regardless of the 'group' to which they primarily belong. All children will benefit from the holistic approach and key principles that underpin the Trust's approach as described below.</p>			

[Add more lines as appropriate]

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

The expected pupil intake and their needs

As stated in section C, Redbridge Special School will cater the following groups of children with SEND:

- speech, language and communication needs (SLCN)
- social, emotional and mental health (SEMH)
- cognition and learning
- communication and interaction.

Our pupils will experience significant barriers to learning and many will have co-existing conditions that mean they do not 'fit' neatly into one group. In addition, many of the learning needs of these groups overlap and at EYFS and KS1, we will be able to group children according to their learning needs and not the group that they belong to. This will be overcome by our utterly personalised approach and ensuring the staff team has a wide range of expertise and a deep understanding of the barriers to learning experienced by the different needs as below.

Speech, language and communication needs

Pupils with SLCN will have unique combination of strengths but difficulty with speech, language or communication skill, or a combination of these. Pupils may also have difficulties with listening and understanding or with talking or both. We will support these children with developing their specific communication and language skills through a multi-disciplinary approach overseen by qualified SaLT.

Social, emotional and mental health (SEMH)

SEMH difficulties is an overarching term for children who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. We will support these children to:

- see the positive outcomes that come from self-regulation
- create opportunities to enhance their social skills
- ensure that healthy relationships with adults are non-judgemental and accepting
- create opportunities for friendships with other children

Cognition and learning

We expect those pupils who have significant difficulties with cognition and learning to be functioning at the early stages of intellectual development and who may have

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

additional (and multiple) physical and sensory impairments. More specifically, such pupils will typically:

- Be working within P Levels 1-8 (sometimes demonstrating elements of early National Curriculum levels)
- Be pre-intentional communicators/working towards fully intentional communication.

We will support these pupils to:

- overcome their extreme difficulties conceptualising abstract concepts
- learn through imitation
- Have a limited understanding of cause and effect

Communication and interaction

Children with communication and interaction difficulties may have an autistic spectrum condition or may need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. To address the needs of these children, we will use the following teaching strategies:

- Make learning concrete and real
- Supplement teaching with visual aids such as photographs, videos, props, pictures, symbols, objects of reference
- Avoid ambiguous language and reinforce message practically

It is not possible at this stage to predict how many pupils within each 'group' will be present in the school as a whole or each part of it e.g. the EYFS or KS1. The current Redbridge Authority SEN review and projections show a higher percentage of pupils with more than one area of need e.g. combined SLD with any of the listed needs. In addition, based on current demographics in 2 Primary Special schools and pupils in EY and PVI settings, we also anticipate that some children will have co-existing sensory or medical needs. In the SEN review, it shows another group of children who are accessing EY provision but not specialist provision and are then entering school with unidentified or unsupported needs. To ensure that we plan places effectively and efficiently, we will liaise closely with the Local Authority. Such planning will help us effectively deploy our staff. As the top-up will be consistent across all groups of children, fluctuations in the relative numbers in each group will not affect overall funding and therefore financial planning. We will always have in place detailed contingency plans to be able to respond to the changing 'mix' of pupils' needs over time and in various parts of the school.

Rationale for the curriculum

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

Given the complexity of the needs of individual pupils within each of the groups outlined above, we will adopt an approach which will be based on holistic learning within an environment where multidisciplinary and interdisciplinary teams will work closely together, as described in more detail later in D1. Such an approach will ensure that there is a significant degree of flexibility in meeting the specific needs of each pupil. Given the anticipated needs of the children, we will be using the EYFS curriculum as the basis on which to develop pupils' individual learning programmes including those pupils who, according to their ages, would be 'placed' in KS1. The EYFS sets the foundation for learning and where the early learning goals are still being worked towards, this will be reflected in the KS1 learning and teaching for these pupils. The transition between reception and Year 1 will be carefully planned with parents/carers and other professionals with the EYFS and KS1 teacher to share learning to date, learning styles and strengths and therefore effective Individual progress, development and learning intentions will be ensured.

Pupils will be grouped according to their age and needs to enable them to access the appropriate class provision with appropriate teaching and learning environments and strategies best suited to their needs. This will maximise learning opportunities throughout the EYFS and KS1. Learning environments (including classrooms) will support the learning needs and promote inclusive education.

Our curriculum will support learning which will be achieved through play and exploration, active learning and creative and critical thinking. Some children will struggle to play with others, choosing to play on their own, however our teaching and support staff will intervene when appropriate to ensure that children can develop the skills to cooperate with others which will be needed for their future.

Our aim is for pupils to be able to:

- Communicate a range of wants and needs, opinions, make comments or ask for help with their peers and adults
- Develop a love of learning with an engaging varied curriculum
- Develop self-help skills, such as feeding, dressing and toileting
- Transition within the classroom and the wider school environment, with increasing independence
- Become confident in life and gain self-esteem and resilience
- Make friends and socialise with their peers
- Be empowered to make their own choices
- Securely access the community and learn and practice skills in situ when on outings with the class
- Make continuous progress within all areas of the curriculum and have their individual needs met
- Take part in joint teaching sessions with their mainstream peers

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

Our curriculum as outlined below supports the achievement of these aims.

Communication, language and literacy: supports children to explore language, to communicate and develop confidence in communicating with others, and to speak and listen in a range of situations. Most children will need extra support to understand how to interact with others e.g. take turns speaking. Most children will also need augmentative methods of communication to scaffold their speech development, such as visual support materials, for example, gesture, photographs or symbols. Early stage literacy encourages children to access a range of reading materials, recognise letters and sounds and begin to read and write.

Personal, social and emotional development: supports children to develop a positive sense of themselves and others. To appreciate and celebrate their own abilities. To develop respect, tolerance and cooperation with others. Children with autism may find it difficult to concentrate and maintain attention, and to take turns and share. The curriculum supports a development of understanding of own feelings and how to manage these, and how to behave in a group setting. This is particularly important as children with autism 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. Developing a social understanding can help make the world more predictable and reduce anxiety.

Physical development: involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. We will support children to develop an awareness of their own bodies and the space around them. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. Many children will need extra encouragement to try new things and move from their preferred and often repetitive physical activities and choice of diet. We will create a safe environment where children feel supported and more likely to accept change. We will ensure that pupils are safe and healthy and that their medical conditions are not a barrier to learning and personal development. Appropriate therapies will be integrated into the school day. There will be calming spaces near classrooms, safe outside spaces to learn and exercise, named support staff for each child and a holistic approach to learning.

Creative development: involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. For some children art or music may be relative strengths. Some may be able to develop stories and elaborate ideas. However, most will need support to express their thoughts, ideas and feelings and to take part in imaginative play and role-play with other children.

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

Many will not have the social imagination skills to play with others and will need support to take part in such activities.

Problem solving, reasoning and numeracy: Early stage maths supports children to develop their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures. Some children with autism will thrive in maths due to the ordered and predictable nature of calculations. Problem solving and reasoning can be more of a challenge for the child, given difficulties in flexible thinking, social understanding and verbal reasoning.

Understanding the world: supports children to find out about people, places and their community through observation and exploration. Children may struggle to make sense of the world and need encouragement to tolerate and explore new objects and activities. They may struggle to understand the social world, they will need extra support to things from other points of view and to appreciate the cultures and beliefs of others.

Our curriculum paves the way for the future of their school life and aims to teach transferable skills for life outside the classroom and within their home environment. Throughout the curriculum, there will be an emphasis placed upon real life skills, such as pupils feeding themselves, toilet training, going out into the community. This will help all pupils to develop independence and build positive relationships with a wide range of children and people.

As can be seen in the details below, there will be an appropriate emphasis on the development of literacy, numeracy and science skills for all pupils. We will also emphasise the development of pupils' independent living skills, including our pupils having choice, control and freedom over their lives and the support they have dependent on their levels of development. This will include encouraging them to participate fully in society, having friends and supportive relationships, and participating in, and contributing to, the local community.

The curriculum

Following both the new SEND Code of Practice: 0-25 years (Sept 14) and Ofsted Framework Sept 15, our curriculum will have the following aims:

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Our curriculum offer will allow opportunities for all pupils to access a wide variety of topics which will develop their independence. Our pupils will learn to play a part in their local community through strong partnership working, adhering to the school vision and core values that we promote.

Our aim will be to provide all our children with a rich, stimulating and well balanced environment, in which we can develop and enhance each individual child's potential in collaboration with parents/carers. We will promote learning through play, which will be child-initiated as far as is practically possible, whilst taking into consideration the children's interests and ensuring a balanced curriculum is offered.

As noted above, for all pupils including those pupils who, according to their ages, would be 'placed' in KS1, we will follow the themes and principles of the Early Years Foundation Stage, differentiated to meet individual pupils' needs. More specifically, we will follow the 'Statutory Framework for the Early Years Foundation Stage, September 2014'. As per this framework, we will provide:

- Quality and consistency, so that every child makes good progress and no child gets left behind

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- A secure foundation through learning and development opportunities which will be planned around the needs and interests of each individual child and will be assessed and reviewed regularly
- Partnership working between professionals and with parents/carers
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Our practice will be shaped by these four overarching principles at all times, and we will promote these principles through tailoring the framework and curriculum to suit individual pupils' needs.

We believe that:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between professionals and parents/carers
- Children develop and learn in different ways and at different rates.

Within the EYFS Framework, there are seven areas of learning and development that must shape educational programmes in early years settings. All of these areas are important and inter-connected.

We believe that three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

We will also support children in four specific areas of learning, through which the three prime areas are strengthened and applied. The specific areas will be:

- Literacy
- Mathematics
- Understanding the world: this area encompasses aspects of scientific learning
- Expressive arts and design.

We will teach according to these areas of learning in a holistic approach, giving frequent opportunities to encounter and explore each of the three prime areas. The

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specific areas will also be promoted through termly topic work and everyday activities. This is to ensure that we aid children’s development and enable them to reach their full potential.

The table below gives more details with regard to the prime areas and the specific areas as noted above.

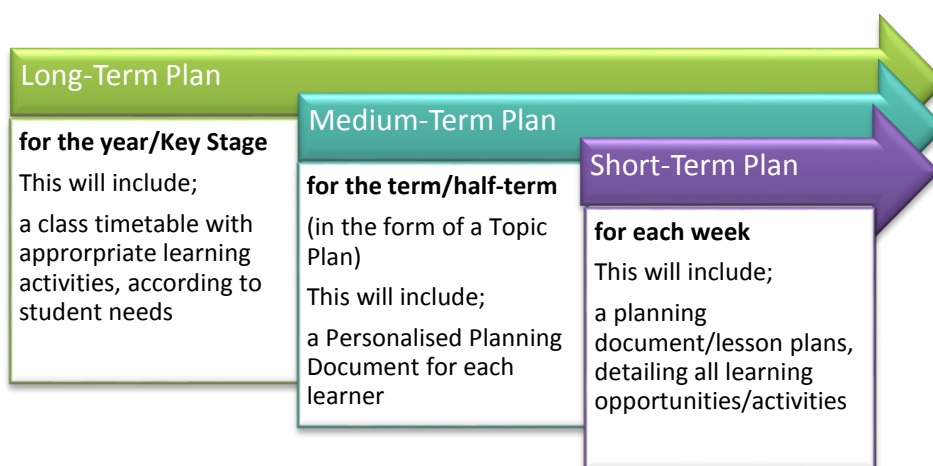
<u>Characteristics of Effective Learning</u>	<u>Area of Learning and Development</u>	<u>Aspect</u>
<u>Playing and exploring – engagement</u> Finding out and exploring: Playing with what they know Being willing to ‘have a go’	<u>Prime Areas</u>	
	Personal Social and Emotional Development	Making relationships
		Self-confidence and awareness
		Managing feelings and behaviours
	Physical development	Moving and handling
Health and self care		
<u>Active learning – motivation</u> Being involved and concentrating Keep trying Enjoying achieving what they set out to do	Communication and language	Listening and attention
		Understanding
		Speaking
<u>Creating and thinking critically</u> Having their own ideas Making links Choosing ways of doing things	<u>Specific areas</u>	
	Literacy	Reading
		Writing
	Mathematics	Numbers
		Shapes, space, and measure
	Understanding the world	People and communities
		The world

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		Technology
	Expressive arts and design	Exploring, using media and materials
		Being imaginative

Curriculum leadership, planning and delivery

The Head of Newbridge Lower School has responsibility for Curriculum development across the Trust and will oversee the curriculum in the new school, leading the communication and learning teams that work across the Trust.



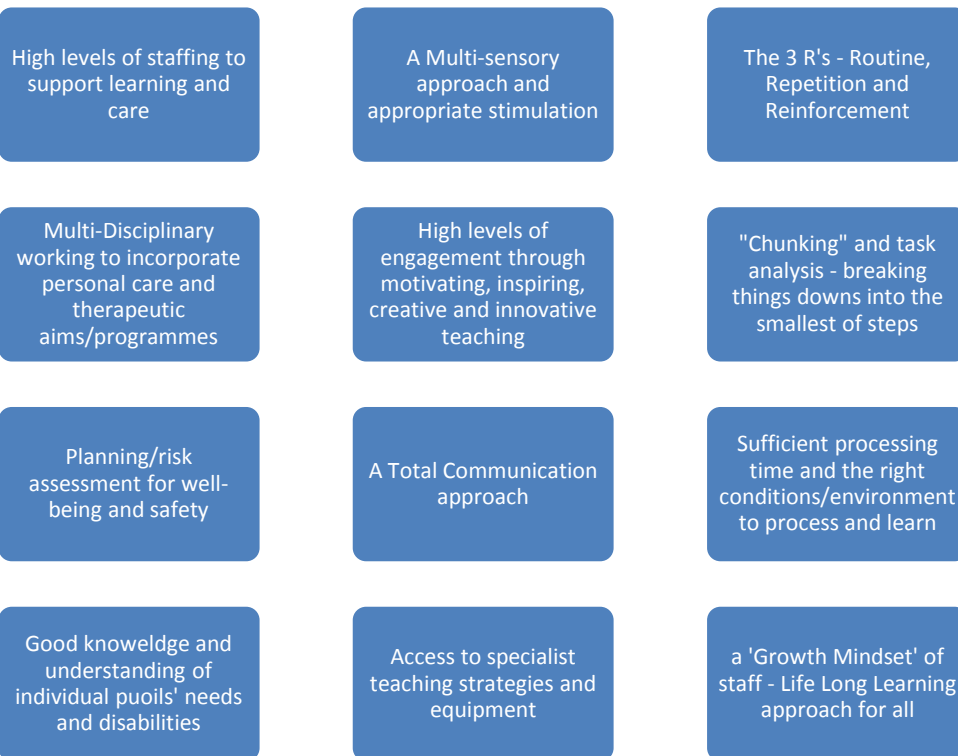
Overseen by the curriculum leadership team, teaching staff will write, devise, implement and monitor as follows:

The EYFS and KS1 teams will meet regularly and plan for a general termly topic, which will be based on the needs and interests of the children, that incorporates all areas of development in a child-friendly way which will be motivating, exciting, engaging and fun, so encouraging all to participate. Topic plans will be flexible and broad enough to enable staff to adapt activities to suit individual groups of children.

School-wide strategies

We recognise that in order to achieve, our pupils will require a range of school-wide strategies that will underpin our approach regardless of teaching activity. Teachers will employ the following strategies across the curriculum, differentiating their scope dependent on individual children’s needs and context:

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Multi-disciplinary working

Led by the Deputy Head, multi-disciplinary working across the school, the Trust and with external professionals will be a central component of our approach. We will build on the existing relationships with the Trust through Newbridge School and for effective collaboration we will ensure:

- Appropriate contractual arrangements are set up to ensure the right people are involved
- Regular meetings that focus on strategy, operational improvements and logistic
- A focus on finding solutions for individual pupils where complex arrangements are required
- Specialist therapists work with school staff to generalise the specialist support and ensure that children benefit across the curriculum
- Collaborative arrangements and outcomes are regularly reviewed and benchmarked with other providers

We will make use of specialist teaching strategies, such as TEACCH, Attention Autism, multi-sensory activities and specialist equipment/resources, such as Sensory

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Room, PECS, communication devices and switches, and TAC PAC. Strategies and equipment/resources will be personalised to support the individual's development.

We will work in collaboration with health professionals and therapists, such as a physiotherapist, an occupational therapist (OT), a speech and language therapist (SALT,) and other professionals. This multi-disciplinary approach will ensure that each child can access teaching and learning activities in a holistic way and that all staff promote the development of key skills.

Staff will assess the level that each child is working at to set goals for development and write individual progress plans/records each term, which will focus on each of the areas of development and SEND need, although the outcomes set often incorporate the other areas. These plans will identify key skills and learning intentions for each child and record their progress towards their targets. They will also comment upon the next steps in their learning. All children will have an Individual Pupil Record (IPR) which will reflect the aims and objectives for their learning as set out in their EHCP. Children on assessment places will have a draft IPR, detailing current targets for development within the assessment process. All IPRs will be discussed with parents/carers, and so agreed between them the school, and the other professionals.

Much of our assessment of the children will be achieved through close observation of them as they engage in activities. We will keep photographic evidence, children's work, comments from parents/carers, and other professionals which will reflect the children's achievements related to their learning intentions. When recognising children's attainments, we will make judgements based on our knowledge of the individual child, and we will consider their progress with reference to the school framework, which will record a child's experience of an activity recorded by the B squared connections steps assessment summary for recognising attainment as below:

Encounter

Pupils are present during an experience or activity without any obvious learning outcome, although for some pupils, for example, those who withhold their attention or their presence from many situations their willingness to tolerate a shared activity may, in itself, be significant.

Awareness

Pupils appear to show awareness that something has happened and notice, fleetingly focus on or attend to an object, event or person, for example, by briefly

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	interrupting a pattern of self-absorbed movement or vocalisation.
Attention and Response	Pupils attend and begin to respond, often not consistently, to what is happening, for example, by showing signs of surprise, enjoyment, frustration or dissatisfaction, demonstrating the beginning of an ability to distinguish between different people, objects, events and places.
Engagement	Pupils show more consistent attention to, and can tell the difference between, specific events in their surroundings, for example, by focused looking or listening; turning to locate objects, events or people; following moving objects and events through movements of their eyes, head or other body parts.
Participation	Pupils engage in sharing, taking turns and the anticipation of familiar sequences of events, for example, by smiling, vocalising or showing other signs of excitement, although these responses may be supported by staff or other pupils.
Involvement	Pupils actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of other pupils, for example, by making exploratory hand and arm movements, seeking eye contact with staff or other pupils, or by speaking, signing or gesturing.
Gaining Skills and Understanding	Pupils gain, strengthen or make general use of their skills, knowledge, understanding concepts or understanding that relate to their experience of the curriculum, for example, they can recognise the features of an object and understand its relevance, significance and use.

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The framework does not imply a fixed developmental sequence through which pupils move evenly. Some pupils will demonstrate skills at different levels and progress can be lateral as well as linear, i.e. pupils can deepen their understanding at one level without necessarily being ready to move to the next. Effective judgements can only be made through having a detailed knowledge of the individual child and by taking into account other important factors, e.g. the environment, health issues.

At the end of the Reception Year in the Early Years Foundation Stage, all children will be assessed against the National Foundation Stage Profile, which will reflect their progress towards the Early Learning Goals of the Early Years Foundation Stage.

We will provide equal opportunities of access to the Early Years Foundation Stage regardless of the degree of disability, gender, race or culture of the child. We will encourage respect for others and an awareness of the rich variety of cultures and religions represented in our community.

At Redbridge Special School we will support and build upon what used to be set out as the five outcomes of Every Child Matters in the following ways:

- Being healthy

We will provide opportunities for children to be physically active, eating healthily, keeping clean and getting sufficient sleep. We will promote a healthy life style and encourage involvement in activities, which will enable good health such as swimming and movement sessions.

- Staying safe

We will encourage children to develop an awareness of relationships – family, friends, at school and in the wider community. We will encourage the children to test their skills and develop their independence in a safe and supportive environment.

- Enjoying and achieving

We will provide a broad, balanced and challenging Early Years' Curriculum that will enable individuals to learn about themselves and to develop their skills through exploration and a variety of experiences. Activities will be differentiated to ensure all children can achieve success.

- Making a positive contribution

Our children will experience belonging to a school community and join whole school events and activities. Many activities will focus on and encourage social communication skills and turn taking and the children learn to take their part in a group.

- Achieving economic wellbeing

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We will provide a curriculum that offers all children the opportunity to reach their full potential.

Inclusion

To support inclusion, we will build on the close links already developed by Newbridge School with a local primary school where there are established and successful links between the class groups. For example, there is provision for a small group of children to visit the classes at Manford Primary School once a week and join in with their sessions. They are supported by experienced staff from Newbridge School, who encourage and support interaction between the children and facilitate access to the many and varied activities on offer. We will replicate this in our new school. However, joining a mainstream class can be overwhelming for some children and not all our children will thrive in such a placement, benefiting instead from the specific and highly individual activities that are offered at Redbridge Special School instead.

This element of the curriculum will be coordinated by the Deputy Head of School who will work closely with the Parent Liaison Officer and class teacher. Taking part in activities with a mainstream school will be offered after discussion between parents/carers.

For those pupils who are working at higher P Levels or above, they will have subject specific lessons/activities, e.g. Literacy, Numeracy, Science, Foundation subjects, etc. However, these will be related to and taught through their termly topic, e.g. Pirates with activities such as pupils counting pirates and/or making pirate pictures out of shapes for their Numeracy lesson. The topic based approach will ensure that teaching and learning is engaging and motivating. Teachers will be encouraged to be as creative and fun as possible and to take special interests of the pupils into account. This will be the case for all pupils, regardless of their age.

We will make extensive use of ICT to teach individuals, through web-based subscription services (e.g. Help Kidz Learn, Choose it! Maker, Clicker as well as more mainstream services such as LGFL) with Ipads and other technology, particularly for supporting the teaching of Literacy and Numeracy. This will be individualised depending on each pupil's level of learning.

With regards to phonics, we will not follow a specific programme (such as Jolly Phonics or any other copywritten programme) as phonics will be taught by the experienced class teachers who will choose how they teach/prepare pupils for the phonics screening. If they are not ready to sit the test at the end of Year 1 (or sit the test and do not pass), these pupils will be given the opportunity to sit/re-sit the test at the end of Year 2.

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As noted above, pupils will undertake their learning through topics as a way of ensuring their development across a whole range of areas. One example of such a topic will be 'Frozen'. This topic will involve the following activities:

- Physical Development Activities:
 - Treasure hunt: frozen characters
 - Frozen bowling: ball decorated as snow ball pins as characters
 - Musical chairs to frozen songs
 - Swimming; exercises and stretches
 - ELHAP: the provision of adventure play opportunities to disabled and disadvantaged children, young people and adults.
 - Hiding in a frozen cave, using PE parachute and mats, lights and calming music
- Cognition Activities:
 - Create life size snowman for classroom: Art
 - Experimenting with temperatures and melting ice
 - Making ice figures that are edible
 - Numeracy activities using characters from frozen
 - Re-create snow storm with shredded paper, large fan and parachute
 - What's in the box game with frozen themed objects
 - Choice board for choosing songs
- Communication development activities:
 - Sensory story with PowerPoint and switches
 - Use switch to play parts of frozen songs.
 - Doing role play: sharing and being friendly
 - Explore and recreate Northern Lights
 - Make snowballs for snowball fight
 - Turn taking games with switches focus on patience and sharing
- Personal, social and emotional development activities:
 - Introduce family: making family tree
 - Role play as doctors caring for injured people

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- Cooking: biscuits with icing sugar to represent snow cookies
- Caring for animals – rabbits and zoo lab
- Treasure hunt – frozen characters

An example of a weekly timetable (for an EYFS class) is as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 – 9.30	Arrival, greeting, lunches and register Circle time, Good morning at whiteboard	Arrival, greeting, lunches and register Circle time, Good morning at whiteboard	Arrival, greeting, lunches and register Circle time, Good morning at whiteboard	Arrival, greeting, lunches and register Circle time, Good morning at whiteboard	Arrival, greeting, lunches and register Circle time, Good morning at whiteboard
9:30 - 10.00	ELHAP – Mini Bus Outdoor and indoor activity centre for students to development PD, PHYSD and SEMH	PE – Hall Free flow obstacle course and carousel of activity stations for students to engage with	Sensory story with PowerPoint, Using sensory resources and switches to explore what happens next	Cooking (cooking room) Making biscuits and other topic related snacks	Sensory room Playing numeracy and phonics games with parachute
10.00 - 10.30	ELHAP	Break time	Break time	Break time	Break time
10:30 - 11:30	ELHAP	Free play and choice time Using choice making boards/PECS	Free play and choice time Using choice making boards/PECS	Free play and choice time Using choice making boards/PECS	Free play and choice time Using choice making boards/PECS

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11.30 12.30	Lunch	Lunch	Lunch	Lunch	Lunch
12.30 -1.30	Playground (PD, social and leisure time)	Playground (PD, social and leisure time)	Playground (PD, social and leisure time)	Playground (PD, social and leisure time)	Playground (PD, social and leisure time)
1.30- 1.35	Registration	Registration	Registration	Registration	Registration
1.35- 2.05	Music – Nursery Rhymes, Choice, making – using choice board and or box	Soft room Free play and PD/PHYSD/SEM H	Science exploration and Art – topic based	Floor Projector, Library and swimming (PPA cover TE)	Messy play Exploring various textures materials and sharing
2.05- 2.35	Garden Socialising and free flow activities based on choices	Soft room Free play and PD/PHYSD/SEM H	Science exploration and Art – topic based	Floor Projector, Library and swimming	Messy play Exploring various textures materials and sharing
2:35 – 2:45	Home time routine	Home time routine	Home time routine	Home time routine	Home time routine

An example of a KS1 timetable is as below.

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Class 9 Timetable Autumn 2017					
	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 - 9.30	Arrival of students (Morning Routine) Independent work stations 1:1 work (Separate timetable)				
9.30 - 10.00	Circle Time - Communication, Citizenship, PHSE (Morning Routine)				
10.00 - 10.15	Snack time / Personal Care				
10.15 - 10.30	Choice Time / Personal Care				
10.30 - 11.30	Food Tech / Cooking	Sensory Room / Sensory Story (Topic Related) - Literacy / Communication Floor Projector Room	Communication and Language (Books, PECS, Attention Autism, What's in the box)	Sensory Experiences Play and Leisure / Messy Play	Story Time Sensory Story (Topic Related)
11.30 - 12.15	Lunch / Dinning Hall	Lunch / Dinning Hall	Lunch / Dinning Hall	Lunch / Dinning Hall	Lunch / Dinning Hall
12.15 - 1.00	Playground (PSD, Social and Leisure time)	Playground (PSD, Social and Leisure time)	Playground (PSD, Social and Leisure time)	Playground (PSD, Social and Leisure time)	Playground (PSD, Social and Leisure time)
1.00 - 1.15	Class activities / Personal care				
1.15 - 1.30	Circle Time - Communication, Citizenship, PHSE (Afternoon Routine)				
1.30 - 2.30	Swimming (1.15 start) Relaxation / Story / Massage	Art - Sensory	P.E - Main Hall Movement / Sensory Physical activity / Games	Music / Drama (Topic Related)	Soft Play
2.30 - 2.45	Choice Time - Relaxation	Choice Time - Relaxation	Choice Time - Relaxation	Choice Time - Relaxation	Choice Time - Relaxation
2.45 - 3.00	Home Time Routine	Home Time Routine	Home Time Routine	Home Time Routine	Home Time Routine

This table shows the overarching sessions but within all these sessions, pupils will have individual learning pathways/activities appropriate for their individual learning needs.

Strategies to support pupils when they enter and leave the school

As noted in section C, some children will enter into the Nursery provision to undergo a detailed educational assessment of their needs. Such children with severe and complex levels of need are almost always known about by age 2 and many from birth. The process for supporting these children when they enter the school will involve the existing multi-agency Pre School Liaison Group where children are discussed so that their need for places can be highlighted very early. The school will benefit from this very effective planning process in Redbridge.

For those who enter the school who are not taking up 'assessment places, there will still be a process which revolves around using the child's EHCP to put together an individual learning plan. This will involve multi-disciplinary and inter-disciplinary work by key staff within the school. This will apply to children at whatever age they enter into the school including those many children who will enter after the beginning of the school year.

Regardless of when a child enters the school or whether or not they are taking up an assessment or permanent place, the Induction process will be similar and cover a similar 6-week period. Children all need time to settle and to set up learning plans as they are very young; even those with an EHCP, will need their learning to be tailored to their needs in the new environment. Prior to entry, we will plan a programme of transition activities including: visits with parents/carers, stay and play sessions, Toy Library sessions with the PLO and therapists. Transition for children is staggered and

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individualised according to each pupil's needs. The 6-week initial induction/settling in period is individualised as no one size fits all works. A meeting involving joint professionals and the child's parents is held after this time to discuss initial period, to confirm the placement if appropriate and share and agree individual learning plan (IPR).

We will develop a detailed transition process for children at the end of KS2 supporting pathways into mainstream or special schools at KS3. This process will be overseen by the Deputy Head of School. As pupils approach the age of 7, there will be an increasing emphasis especially during their annual review before they leave the school, on liaising with the school into which the pupil will progress. This will include the exchange of staff between the schools so that the appropriate preparations by each school can be made. There will also be an efficient and effective process for the transfer of records according to Trust Policy and agreed with the LA.

It is intended that pupils will be involved in inclusion with their mainstream peers from the Early Years upwards, as appropriate to individual need, and we will build upon the already successful inclusion arrangements already supported by our local mainstream schools and the Early Years services that we previously managed. These have proven very successful for pupils from our current school enabling some children to transfer into their local mainstream school from Newbridge School if appropriate. We will mirror this in the new school which has the added advantage of being sited adjacent to a popular mainstream primary school who have an early years and KS1 provision, and so will add to the opportunities for some shared resources/spaces.

The opportunities for transition into mainstream education will be the focus for detailed planning meetings with all the professionals and the parents/carers of each child during the annual reviews and more frequently, where appropriate. The mainstream partner school and the family's local chosen schools will be involved in this process. Transition visits and sessions will be supported by trained and experienced teachers and learning support assistants to ensure the success for all concerned. Staff from the school will support the receiving school with the transition through staff training, developing practice, communication systems and support for the transition process responding to needs flexibly. Transition planning will be a priority from the day the pupils start at the school and will be assessed along with their need for additional support to enable this. Pupils may transition to another school at any point in their time at the school if the assessments show that this is a possibility/required. Appropriate support and placement will be key to our philosophy and has proven a successful model in the past.

Working with the parents/carers will be crucial to the transition process and alongside the school's individual multi-disciplinary reviews, the parent liaison officer will offer

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additional support to the parents/carers to develop their child's skills and learning and to support them with the transition and manage expectations and anxieties. Support will be given to the parents/carers for visits to the proposed school for their child at age 7.

Promoting Positive Behaviour

Promoting positive behaviour in our school will be a high priority as positive behaviour is linked to a great many aspects of a pupil's development. This will obviously be especially important for those pupils who SEMH needs. All staff will work within the law, providing interventions that adhere to accepted standards and all staff will be committed to operate in the best interests of our pupils. Training in positive approaches and Team Teach will be provided and it will form part of the induction procedures for new staff.

The plans for individual pupils will consider all aspects of their educational need as well as their physical, emotional, material and social wellbeing. Consideration will be given to age, gender, race, culture and religious identity. Through this, pupils will develop self-respect, self-management, respect for others and be able to contribute to the school and wider community. Every pupil will be different and individual plans will reflect their unique needs.

It will be our responsibility to ensure that that the school environment is safe and caring. Pupils/carers and staff will have a sense of mutual respect, trust and understanding of each other. Opportunities will be offered to allow pupils to relate, communicate and participate in everyday life. A balance will exist between considering the needs of the whole school community and that of the particular preferences of the individuals within it.

Some pupils may present difficulties that inhibit their ability to learn and sometimes the learning of others. Other pupils may have ongoing, persistent and entrenched difficulties that require a very detailed approach. A small number of pupils may display behaviours that may endanger themselves or others, and a restrictive physical intervention may be part of their individual programme.

A wide range of pupils with complex needs will exist in all of our classes. Every class will be different, and each individual teacher will have an individual approach in teaching his or her group. The class teacher will be responsible for the overall management of pupil behaviour and will need to be contacted by other staff if there are any queries regarding supporting specific pupils around the school. However, there are certain basic criteria:

- Does the structure, organisation and lay out of each room ensure safety and help the pupils to learn effectively?
- Be comfortable about taking pupils away for a time if they are not coping and gradually reintroducing them.

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- Does the organisation of each day impact on the behaviour of a group?
- Are the resources and activities ready/properly differentiated/adapted to the individual needs of the group?
- Do staff plan for transition between activities or changing areas?
- Can staff get on and teach without being disturbed?
- Where if possible, are the pupils involved in the planning of their day?
- Do the pupils understand what they are supposed to be doing and do staff have a clear idea as to what they should be doing?
- Do staff provide good models of behaviour?
- Are the support staff clear as to what they should be doing?
- If there are many staff or frequent changes in staff, how do you deal with this?
- Are some pupils disturbed by certain sensory conditions in the room?
- Are there too many people in the room? Is there enough space?
- Are there individual pupils who do not get on with each other?
- Are pupils feeling well? Are they hungry, thirsty or tired?
- Do any pupils have allergies?
- Does the medication pupils are using impact on their wellbeing?
- Can the pupils communicate what they want?
- Is the behaviour associated with a pupil's syndrome?
- Have there been any changes in the pupil's lives recently, e.g. moving, bereavement.

We will concentrate most of our efforts on reinforcing the positive behaviours of our pupils. These rewards will be used immediately, specifically, consistently and frequently. Some may be special things (special to that individual) but they will always be in addition to the pupil's curriculum entitlement. The use of praise will be easy, readily available and a valuable reward for many of our pupils. We will think about all our pupils and if they have certain behaviours that may impact on their learning or on the learning of others. We may decide that certain individual ways of behaving should be respected and not be interfered with.

Strategies could be:

- Timed episodes on task
- Planned ignoring
- Gaining or avoiding eye contact
- Facial expression
- Change of activity/or change of staff member
- Moving away
- Distraction
- Reassurance

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- Encouragement and praise
- Humour
- One to one attention
- Re-direction
- Re-enforcing another pupil's positive behaviour
- Identifying feelings
- Quiet but firm verbal reprimand
- Time out
- Time away to calm.

We will have a duty of care in our work with pupils and the use of restrictive physical intervention will be a strategy, which may on occasions, be necessary for some pupils.

Physical contact will often be an integral part of providing care to pupils. For some, it may be the primary means of communication. In order that physical contact between adult and child is not misinterpreted, we will be guided by the following principles:

- The level and type of physical contact should reflect the educational, physical, social needs and age of the pupil.
- Physical contact should not create feelings of anxiety or expectation.

All interventions, no matter how minimal, must be respectful and justified.

Justification for intervention will have clear criteria. To justify a detailed behaviour management programme, particularly if it includes restrictive physical intervention, the behaviours must be 'significantly unacceptable'. If possible:

- The pupil concerned should be consulted and be able to give consent
- Carers/parents should be consulted and agree to the programme
- Staff must understand that outcomes are uncertain but the programme will be carefully planned and monitored
- A record will be kept in the pupil's file.

To assess the behaviour we will need to:

- Consider its frequency, duration and severity
- Will the quality of the pupil's life and progress in school be improved?
- Will it have an independent outcome?
- Will the pupil be able to maintain that change?
- Do we need to look into future circumstances to help maintain the change if a particular strategy is helpful to them?

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'Challenging behaviour' refers to behaviour of such intensity, frequency or duration that the physical safety of individual pupils or others is put at risk or likely to seriously limit or delay access to, or use of ordinary community facilities. We recognise that some pupils present a different but at the same time significant challenge which impacts on their learning. A very passive pupil who likes to withdraw, reluctant to participate in a significant amount of learning situations without causing any risk to themselves and others also has a right to have their needs assessed and a supportive individual programme put in place.

A teacher may write an individual programme for a pupil, but before it is implemented they must discuss it with their team leader. If help and support is needed, then they will discuss the difficulty with the team leader in the first instance then, if necessary, with the co-ordinator for promoting positive behaviour. All copies of class and individual plans will be given to the team leader and the co-ordinator for promoting positive behaviour.

In thinking about an individual programme, a professional will need to write down exactly what the pupil does – what can be seen, heard and if possible measured such as:

- 'Screams in the playground and hall' is better than 'has tantrums'
- 'Cries before swimming' rather than 'has emotional outbursts'
- 'Carries large wad of paper under his arm' rather than 'has obsessions'.

To do too much at once will lead to confusion and failure. We will consider what can be achieved or what is the most urgent. We will 'start small' and focus.

In addition, we will think about why is this pupil doing something to understand the 'function' of the behaviour e.g. what happens immediately after a behaviour exerts an important influence over whether it happens again. This process of reinforcement can develop or sustain a behaviour. A pupil may do something because they need something - food, drink, favourite toy or relief from an adverse state such as demands or too much noise.

There could be short-term reasons such as external environmental factors e.g.

- Noise
- Temperature
- Things on offer to do
- Organisation of the situation
- Who is around
- Transitional times, time of day

There could be Internal factors e.g.

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- Energy levels
- Health
- Emotional state.

There could be long term reasons e.g.

- The social systems around the pupils
- Being thought of and approached in a positive light
- The quality of life of the pupil
- Personality
- Ability
- Competence
- Level of understanding
- Communication skills
- Social knowledge and understanding
- The ability to manage mood states
- Inflexible thinking
- Being stuck on one topic
- Able to self-occupy without needing others to provide things to do
- Physical health (some self-injury is done as a result of being in pain)
- Mental health
- Life events, changes, trauma, bereavement.

Support from other agencies will often be helpful with referrals to Social Services, Health, CAMHS (Child and Adolescent Mental Health Services) and CIES (CAMHS Early Intervention Service).

All pupils in the school will need to be safe and as far as possible have an understanding of how they should behave. Most will respond well to the positive approaches encouraged, but there will be some pupils who may display behaviours likely to endanger themselves or others and may need help in these situations by staff employing a restrictive physical intervention.

Staff will then need to:

- Have the appropriate confidence and training in order that such situations are managed safely and within the guidelines outlined
- Be clear about the options open to them when all other systems have failed or when there is a clear emergency
- Know that strategies are developed within the law, and supported by the school.

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Parents/carers will need to:

- Know their children and those teaching them are safe and free from disruption and danger
- Be informed if their child has been, or may be, subject to a restrictive physical intervention, its nature and rationale for use
- Have a say in and be in agreement of all procedures, countersigning any policy for their child.

We will regard the use of a restrictive physical intervention as a last resort. Curriculum delivery will be properly planned and differentiated, providing appropriate levels of challenge to individual pupils. Pupils will understand what is expected of them in accordance with their ability and the minimum amount of force will be used to resolve the situation safely. Where there is a foreseeable risk that a pupil may behave in such a way as to require a restrictive physical intervention, we will undertake a risk assessment in order to balance the risks to the pupil and to others of intervening or not. Planning will be undertaken to see if trigger situations can be avoided and other positive strategies employed to lessen the likelihood of such incidents occurring. The type and level of contact will reflect the age, gender, social, cultural and educational needs of the pupil. Physical and medical needs may have to be taken into account and care will be taken that intervention is carried out in a way that ensures the dignity of the pupil concerned.

The law allows 'teachers and other persons authorised by the head teacher... to use such force as reasonable... to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in any behaviour prejudicial to maintaining good order.

In our school, staff will be authorised by the Head of School to keep pupils safe and will be made aware of this policy and its implications. Like anyone else, staff will be allowed to use reasonable force to keep themselves safe. Removing pupils and themselves from a source of danger will be the proper thing to do. We will appreciate the integrity of our staff and value their efforts to rectify situations that are difficult and in which they exercise their duty of care. There will be certain safeguards to protect pupils who need constant supervision, particularly in places where there is potential danger.

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Reasonable force will be justified according to the circumstances and the minimum will be used to restore safety or appropriate behaviour. Acceptable forms of physical intervention may include:

- Leading or guiding a pupil by the hand or arm, shepherding with a hand on their shoulder, e.g. to get to a place of safety or re-engage in an activity
- Holding a pupil until they are calm and safe
- Moving between two pupils and separating them
- Blocking a pupil's path
- Using reasonable force to remove a dangerous object from the pupil
- Using reasonable force to prevent a dangerous action e.g. running into a busy road or attempting to hit another person
- Using more restrictive holds in extreme circumstances. These must be part of an agreed and documented strategy for the particular individual concerned and ideally performed by trained persons.
- Use of protective equipment such as a helmet to prevent self injury
- Withdrawing a pupil from a situation causing anxiety or distress.

Unacceptable forms and likely to be illegal are:

- Using, or threatening to use any form of physical punishment
- Rough handling
- Putting pupils in a room without supervision
- Locking pupils in a room.

Training for staff will be vital. Specific training and skills development in basic breakaway and holding techniques will take place. TEAM TEACH will be used. Training and skills development on more advanced holds or methods for restrictive physical intervention and avoiding serious personal harm will be done according to need.

External links Behaviour Support

As noted throughout this document, we will work closely with the appropriate external agencies. To promote pupil well-being and in support of the positive behaviour approach, we will receive Child and Adolescent Mental Health Services (CAMHS) support across the school via the LA/NHS. This will support the pupils, staff and families and build on the Trust's very good relationships with the local Clinical Psychology practitioners to whom we will refer pupils. Clearly, the use of this services will be especially important for those pupils with SEMH needs but other groups of children also often have difficulties expressing their emotional and social well-being e.g. children with ASD and SLCN. We will also use the services of an Educational Psychologist who will support all pupils and their families. There will also be the

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involvement of the SALT in the provision of speech and language support. This will be provided free of charge by the LA as part of the commissioned support linked to EHCPs. There will therefore be no extra cost to school for this service.

The school may include a number of Looked After Children (LAC) with the reason for any child becoming a LAC usually being very complex and often traumatic. This may result in the child displaying deep rooted and behaviours that are linked to previous trauma. This will need special consideration in the formation of behaviour plans and approaches.

Enrichment activities

We will run a full programme of enrichment activities such as those listed below. Such activities will be dependent on individual pupils' needs and levels of development. Many of these will also encourage pupils' participation in society.

- Play schemes during the school holidays for pupils with complex SEND from across Redbridge. Places will be allocated in conjunction with the Local Authority, Social Care, and parental requests
- Horse-riding for the disabled
- Inclusion links with other EYFS and KS1 settings in the area. This will include inclusion 'both ways' e.g. for local mainstream pupils to attend sessions here and for our pupils to attend sessions in a mainstream setting. Joint teaching sessions may include sensory room sessions.
- Many community based activities to develop pupils' social skills and experience wider environments. E.g. Use of outdoor adventure playgrounds and use of the local Library.
- Visiting theatre groups and activity groups.
- Swimming in shared facilities at both Newbridge School sites and local pools where appropriate.
- Shared opportunities with the Primary school on the same site: such as multi games area, playground, EY facilities all of which will promote inclusion.

Attendance

We will constantly emphasise to all parents/carers that it is important that their children attend school regularly and we will work within the legal framework on attendance and absence, which applies to all schools. Parents/carers will need to notify the school as soon as possible if their child is going to be absent. If the school is not informed, we will endeavour to make contact on the first day of absence. After three days the school will write home and after one week of un-notified absence the Education Welfare officer will be informed. We will emphasise that family holidays and other trips should not be taken in school term time. The Head of School will be

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allowed to authorise up to 10 days exceptional leave in any one school year and an application should be made by completing the school form.

Pupils who attract the pupil premium

We will use some of the Pupil Premium to employ a Parent Support Advisor, whose work will focus on families whose children are eligible for free school meals, and who may face additional disadvantages in addition to having a son or daughter with severe disabilities and require additional practical and emotional support.

The Parent Support Advisor will be able to help with problems such as advice on state benefits and other day to day problems faced by these families. This support can benefit school attendance, health and wellbeing, consequently raising the attainment and progress of children who face a range of complex barriers to learning.

We will also use some of the funding to increase the ICT access for pupils across the school. The funding will also be used to enable individual support for pupils to enable access to specific aspects of the curriculum and cater for individual pupils' needs.

Case studies

The following case studies from Newbridge School exemplifies how we will assess and meet the needs of the children whom we anticipate will be attending Redbridge Special School.

Case study 1

Age: 2 years 10 months. In Nursery.

She/he is currently undergoing a detailed assessment which will almost certainly culminate in an EHCP. This EHCP will then develop the details of the initial assessment and Learning Journey as below to arrive at agreed long-term aspirations and goals.

The outcomes of the initial assessment are as follows:

- He/she is a happy and healthy, enjoys interaction with her/his peers and especially enjoys adult interaction particularly when jokes and humour are involved.
- He/she is a visual and auditory learner, once he/she has been shown how to do something and he/she likes to try to do it by myself with adult encouragement and at times 1:1 adult support.
- Although non-verbal she/he has a good understanding of spoken language and will vocalise to gain the attention of an adult. He/she can communicate needs well by vocalising and using body language, facial expressions and gestures.

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- To aid communication she/he has recently started using photographs of food items to identify choice during snack and lunch times (e.g. yoghurt, biscuits, crisps and his cup/drink).
- He/she has access to specialised wheelchair seating, which allows her/him to be in the correct position to learn and eat. To access activities, her/his chair can either be fitted with a tray or it can be lowered so he/she can sit at the table.
- As her/his confidence grows so does her/his independence. She/she may need a little encouragement at times but generally enjoys taking part in all activities and has started to enjoy short periods of time (maximum of 10 minutes) out of her/his chair independently exploring/playing with toys on the floor mats.
- He/she is building on being able to focus on activities for longer periods, and responds well to adult encouragement and praise during these tasks.
- He/she is wheelchair dependent and unable to bear her/his own weight but is able and enjoys independently moving her/his body short distances to reach/play with objects. At times experiences uncontrollable movements of her/his body both in her/his chair and on the floor.
- He/she has a diagnosis of a Global Development Delay but staff are continuing to investigate this diagnosis. He/she also undergoes Physio and OT observations to devise a physio/OT programme.

A Learning Journey has been planned for her/him which takes account of her/his needs across the following Early Learning Goals:

- Language and communication: listening and attention, understanding, and speaking.
- Physical development: moving and handling, and health and self-care
- Personal, social and emotional development: self-confidence and self-awareness, managing feelings and behaviour, and making relationships.

Examples of various learning strategies and associated learning goals are as follows:

- Language and communication. Speaking:
 - Learning Intention: to be able to maintain her/his attention for 5 minutes by both looking at the pages and listening to the story of a book read by an adult twice a week.
 - Strategy: an adult will look at and read a short age appropriate book with ?, on a 1:1 basis, which will build on maintaining focus and interest until the book is finished. The adult will monitor and record her/his responses throughout each session.
- Physical development. Health and self-care:

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- Learning Intention: to bring five items of 'finger food' to his mouth, with adult support, during snack and/or lunch time each day.
- Strategy: an adult will support ? during snack and lunchtime to aid and encourage her/him to feed himself five items of 'finger food' each day. The adult aiding will accomplish this by placing an item of food in the hand he/she presents (palmer grip) so that he/she can independently bring it to his mouth to eat.
- Making Relationships
- Learning Intention: to show an interest in the play of others and to show signs that he/she wants to join in their play twice a week.
- Strategy: during times when children are on the carpet engaging in play/exploring objects, he/she will be aided, by adult 1:1 support, to observe a child playing or taking part in a preferred activity. (bubbles, cars, rolling balls, etc.). The adult, who will model joint play, will then encourage the child to join in.

Case study 2

This case study shows how we will implement programmes for some pupils where the emphasis will be placed on encouraging inclusion.

Needs – SL /has mobility issues so uses a walking frame and wheelchair.

Some Medical and Care Needs.

Pupil Premium / Child in need plan.

Focus – Progress in learning and need for inclusion and more able peer group.

Background Information:

Child X comes from a difficult family background which has improved over time.

He is from a low income family and lives in a local borough but not Redbridge. There have been many safeguarding problems in the past which are much improved through a consistent approach and work with the family. The Parent Support Liaison Officer has been involved along with the class teacher and senior staff.

Needs – Learning, physical, medical, care/hygiene, etc

Condition- Cerebral Palsy, learning needs, communication and some social difficulties.

Issues / Developments required to support progress:

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Class environment – X required a high level of adult support when he joined the school in the Early Years Foundation Stage. His access to education was limited. His mobility was underdeveloped and his communication was very poor. He was medically frail and required a protocol for his medical support.

He required a consistent multi-sensory and communication approach to access activities with frequent Physio based input to develop his physical skills and strength.

He had specialised seating, a walking frame and standing frame. His communication was supported by the Speech and Language Therapist developing a joint programme with the Class staff and schools communication and learning team.

His mobility was developed by joint working and targets with school staff and the Physiotherapist and Occupational Therapist.

Augmentative & Alternative Communication (AAC) was put in place early on to support his language acquisition and to assess his needs.

Intensive interaction was effective in developing appropriate communication.

Therapy support – SALT, OT, physio, CAHMS, Sensory Integration strategies following assessment, Swimming sessions and horse-riding.

Support for the family was required to enable good attendance and access to education. Parent liaison and Educational Welfare officer supported.

Outcomes/Benefits/Progress /Data to support progress:

As above but as time moved on his abilities developed very well so in year 3 he started an inclusion link half a day per week in a local Primary school who we have set up links with. This increased to one day per week in year 4 and 2 days per week in year 5. It was also then discussed regarding a permanent transition to the mainstream school with some support. This was discussed at the last 2 annual reviews and in meetings with his parent. The school worked with us to set up this and we worked with his local authority to agree the move. The transition went smoothly with the support assistant (our inclusion support assistant) taking part in this with him as she had been his support from day 1.

The senior staff and Parent Liaison Officer also supported his parent with this change.

The pupil successfully transferred to his mainstream school for year 6 although spent this in a year 5 class as his friends were in this year. He has made excellent progress there and he remained at his new school for an additional year. He this year has transferred to a mainstream secondary school with a supported unit for year 7.

Data used for assessments: – Squared- p levels/early NC levels, personal targets- including those set jointly by Newbridge and his inclusion placement school.

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A real success for all concerned.

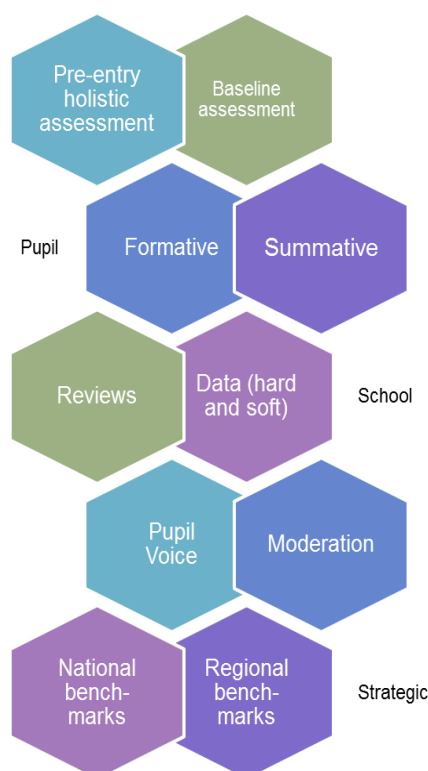
D2 – measuring pupil performance effectively and setting challenging targets

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

Please:

- use the space provided below; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets



D2 – measuring pupil performance effectively and setting challenging targets

We will measure performance at a pupil, school and strategic level.

At pupil level we will have a team of staff working alongside the pupil and their parent/carer to assess, plan and review the provision. Personalised learning programmes will be tailored to the abilities and aspirations of each pupil including the appropriate deployment of additional support for learning.

We will conduct a thorough pre-entry holistic assessment that will involve the child, the family and key professionals. We will use a similar model to that which is working effectively in our existing school. When a pupil starts at the school, we will undertake a lengthy baseline assessment. This will inform target setting, monitoring and assessment of progress.

We will build on the current very successful practice at Newbridge which has shown that, after a period of settling in (usually approx. 6-8 weeks), the teaching, support and therapeutic staff are highly in tune with the child and able to assess effectively with a multi-disciplinary inclusive approach with the external therapists, medical professionals and in liaison with parents/carers. This will give a clear picture of each child's needs and how these can be best met.

Assessment places

As noted in the details received from Redbridge Council, children with severe and complex levels of need are almost always known about by age 2 and many from birth. The details also note that there is a very effective planning process in Redbridge involving the multi-agency Pre School Liaison Group where children are discussed so that their need for places can be highlighted very early. However, Redbridge does not currently have assessment nursery provision for young children with emerging complex needs and who would benefit from a period of detailed assessment to ensure educational arrangements at statutory school age maximise potential and opportunity for inclusion.

Therefore, Redbridge Special School will offer 'assessment places' which will provide an opportunity for a detailed educational assessment of individual children's needs and the necessary support arrangements for those very young children who present with significant complex needs.

Such an approach, which will run in parallel with the assessment of children who are expected to remain in the school, will recognise that, as the needs of young children can rapidly change at this time of development, assessment over time accompanied with targeted early intervention can be most effective. Within 6 months of an assessment place being agreed, an EHC assessment will be undertaken with a view to clarify the child's longer term placement needs via an EHCP. These assessment places will be administered through the SEN Early Years Panel and at the end of the assessment, the transition arrangements detailed in D1 will ensure that the child

D2 – measuring pupil performance effectively and setting challenging targets

makes a successful move to new provision where that is the agreed outcome. Our Parent Support advisor will support the family through the transition process.

The full assessment process will be jointly led by the Headteacher and Deputy Head, including the coordination of multi-agency partners. They will work closely with the LA SEN team and will attend EY meetings half termly alongside other providers. The CEO will provide strategic leadership particularly in the setup period to ensure good practice from the Trust is embedded. Very young children will require detailed developmental assessments through ongoing observation and monitoring in all areas of EYFS by experienced teaching and therapeutic staff. Assessment will be an ongoing process because pupils with SEND change at different rates all the time and will ensure we can respond to any changes as they occur. Staff are highly skilled in observation, recording, redeveloping the IPRs as required. Pupils during their formal assessment for an EHCP will continue to be assessed by the same Multi-Disciplinary team in school. This process has a proven track record at Newbridge and will ensure joint development areas will be addressed and overlapping therapy provision will be identified early and evaluated, monitored and reported on by school staff and therapists.

In summary during our pre-entry and baseline assessment period we will undertake:

- An initial Background Report working with the family which will provide a chronological history of the child's strengths, needs, likes, preferences and long term aims and aspirations
- An individual Risk Assessment, including a range of risk factors unique to each child across different settings and activities.
- An About Me Profile, which is filled out by the family with the support of the Family support worker
- A Basic Skills Assessment, regarding the child's abilities, in relation to communication, self-care; Safety etc.
- A Baseline Assessment which provides a baseline assessment of each child's core learning needs using the EYFS curriculum
- A transition plan for children moving to other schools

Once we have completed our baseline assessment and individual pupil profile we will plan each child's individualised curriculum. The baseline data will advise of us of the pupil strengths, needs and priorities for learning. The child's Individual IPR will identify the pupils' long term goals as identified in their EHC Plan, and the targets set will support the achievement of these goals and address priorities for learning. The individual pupil records systems will measure individual progress towards learning outcomes over the year and at the end of key stage transitions.

The pupil will have core objectives and subject specific objectives in line with their targets; this is described in more detail later in this section. The IPR will also identify

D2 – measuring pupil performance effectively and setting challenging targets

the child centred approaches, specialist and therapeutic interventions/support required to help the young person achieve success. Parents, carers and other parties involved in supporting the pupil's educational progress will be invited to provide evidence or comment, and contribute to planning around their programme, through person centred approaches and reviews. Every effort will be made to include parents and carers in meetings. Targets will be measurable and individual, incremental and achievable and set in a context of positivity and rewards.

The School will work with the Newbridge School to adopt and adapt their age related norm referenced assessment and monitoring system, described in more detail below. This system which is well established will help the new school benchmark processes and outcome data and track progress across our holistic curriculum. The system will track progress in real time providing an assessment of the current attainment (level of knowledge, skills and understanding of pupils) across the whole of the curriculum. Pupils will be encouraged to contribute to their learning. Parents will be provided with regular and useful feedback on their child's work, both informally, through targeted verbal feedback and formally, through reporting and meetings.

Data, which will be available in real time, will be analysed regularly and rigorously. Progress in the lesson will be recorded, involving the pupil wherever possible.

The school will closely monitor Ethnic group, Gender, EAL, FSM, LAC children, and any other groups to identify any areas of academic or social underperformance against national progression guidance and / or school data, using benchmarking where appropriate. If gaps are identified, appropriate support and interventions will take place, with careful monitoring to evaluate their impact.

Across School Assessment

The school will run a full assessment and reporting quality cycle that will:

- Quality check progress and attainment
- Monitor the effectiveness of formative assessment
- Check delivery matches planning
- Assess pupils' communication, social and emotional progress, and update behaviour plans and risk assessments
- Reflect upon the appropriateness of the curriculum for each individual child and the way in which that translates into IPRs across the school and in particular how it supports the identified long term outcomes and aspirations of individual pupils.
- Report pupil progress with parents/carers

D2 – measuring pupil performance effectively and setting challenging targets

The school will hold regular internal moderation sessions and for quality assurance, the school will look to partner with Newbridge School in the Trust and other local schools for external moderation purposes.

Strategic Level Assessment

The School will integrate its Management Information System with the existing Newbridge School to hold and analyse assessment data. A cycle of monitoring and self-review will involve governors, senior and middle leaders to ensure that actions are identified and completed.

Whole school targets for pupil performance, behaviour and attendance

Our whole school targets will be as set out below. These will be ambitious and realistic for our school as a whole and for all our pupils as individuals. These outcomes are clearly related to key elements of our vision and key features of our school and based on our current experience within the Trust.

We will be mindful of setting different targets and measuring progress for different groups of pupils in the school. However, all our evidence to date within the Trust and also that of the other similar Special Schools shows that the main disadvantage our pupils have is their disability and that other variables such as gender, FSM, PP are of relatively little consequence.

Pupils' attainment

- 90% of pupils will exceed or achieve their individual targets based on the DfE progression guidance

Attendance

- Except for those individual pupils where there is a clear health - related reason, all pupils will achieve a 95% attendance rate.

Behaviour

- There will be no permanent or temporary exclusions
- For those pupils where there has been identified on their EHCP a need for a reduction in challenging behaviours, agreement at their annual review that this reduction has been achieved

Pastoral care and pupil wellbeing

- There are no reported incidents of bullying
- In parental/carer surveys, at least 92% of parents report that their children are happy and well looked after at school

Pupil satisfaction

- Through the use of the appropriate methods of pupils communicating to us their views, 90% of pupils will judge the quality of provision in the school as at least good.

D2 – measuring pupil performance effectively and setting challenging targets

Parental satisfaction

- 92% of parents/carers will judge the quality of provision in the school as at least good. This target has been derived from the outcomes of surveys at Newbridge.

Staff morale, development and retention

- 90% of staff will report through the use of regular surveys that their morale is high. This target has been derived from the outcomes of surveys at Newbridge.
- 90% of staff will report that the professional development they undertake has had positive impact on their practice and support they provide to pupils
- There will be no more than 10% staff turnover during any one school year

Pupil participation in various activities

- 100% of pupils will participate in an enrichment activity.

Our strategy to achieve these will be essentially to deliver high quality provision as described throughout section D.

Assessment, Data tracking system and Reporting

Responsibility of the assessment and tracking systems will lie with the School Leadership team comprising the Head and Deputy of school with support from the Learning Leaders. They will evaluate progress and set targets, prepare reports for the Trust Board following scrutiny at the LGB. This will also be discussed in regular meetings with the CEO who is responsible for School. B Squared will be used as the main assessment/tracking tool and CASPA will enable us the benchmark progress against similar cohorts nationally.

Targets will be set according the DFE progression guidance for P levels and this will be used to set end of KS targets and to show progression more widely (used also by CASPA). This will allow the leadership team to monitor how pupils are doing against similar national cohorts and identify any trends and any need for intervention or development priorities. This is a well-established system which is deeply embedded in the current schools in the trust and will be used by the new school to ensure continuity and cohesion and will enable all the schools' SLTs to evaluate together with the CEO.

Practically, the following process will be adopted:

- B squared assessments will be carried out on an ongoing weekly basis by the class teacher as part of their ongoing assessments of each pupil.
- Teaching staff will evaluate data half termly and share at School level initially alongside monitoring of the IPR for each pupil, monitored by each school leadership team.

D2 – measuring pupil performance effectively and setting challenging targets

- The cross Trust Senior Leadership team (Heads and Deputies of schools, CEO and Executive Head) will evaluate
- Report to Local Governing Body at their termly meeting
- Report at Trust level through LGB and CEO
- The B squared data is uploaded termly to CASPA and end of KS progress target monitoring and evaluations are also fed in

Assessment activities will include the following:

- Formative assessment:
 - Ongoing observation and feedback during the school day
 - Plenary: at the end of each teaching and learning session (verbal, written, self-assessment) which wherever possible, will be pupil led
 - Individual assessment sheets
 - Ongoing monitoring/assessment of personal care plans
 - Completion of a tracking document which will record the outcomes of various assessment activities.
- Summative assessment:
 - Evaluations of personalised targets
 - Summary of target data
 - Bsquared assessment tool – updated weekly by the teacher
 - Bsquared Assessment Tool – termly/annual pupil summary of progress updated to CASPA
- Current Statutory Assessments:
 - EYFS Profile (All Reception pupils)
 - End of Key Stage P/NC Level (all Y2 pupils)
 - Phonics Screening Check (Y1/Y2 pupils, where appropriate)
 - National Curriculum Tests (commonly called SATs) in: English (reading), English (grammar, punctuation and spelling), Mathematics (Y2 where appropriate). Teachers will choose how they teach/prepare pupils for the tests using an individualised approach.

As a Trust, we are beginning to plan and implement the findings from the Rochford Report especially the following recommendations:

- That the interim pre-key stage standards for pupils working below the standard of the national curriculum tests are made permanent, and extended to include all pupils engaged in subject-specific learning.
- That schools should assess pupils' development in all 4 areas:
 - cognition and learning
 - communication and interaction
 - social, emotional and mental health
 - sensory and/or physical

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but statutory assessment for pupils who are not engaged in subject-specific learning should be limited to the area of cognition and learning.

- a statutory duty to assess pupils not engaged in subject-specific learning against the following 7 aspects of cognition and learning:
 - responsiveness
 - curiosity
 - discovery
 - anticipation
 - persistence
 - initiation
 - investigation.

Reviewing success measures and targets

Our strategy to achieve our whole school targets will be based on our delivering outstanding educational provision, including outstanding teaching. Associated with this, will be ensuring that the delivery of the curriculum is regularly monitored, reviewed and evaluated in the light of best practice so that outstanding teaching and learning takes place, and so that pupils reach their highest levels of attainment. We will also monitor individual targets for students' skills and outcomes in independence, employability, healthy living and participation in society.

Learning will be at the heart of the school, and hence the quality of teaching will be a priority. The Head of School will have overall responsibility for monitoring and improving the quality of teaching in the classroom. Our expectation is that teaching will be 'good' or better at all times and ever improving. Rapid intervention will be used if teaching appears to be dropping below good. Improvements will be embedded by a culture of openness and development, regular CPD and team planning and reflection time.

As part of our approach to monitoring, evaluation and intervention, we will use our own self-evaluation form (SEF) using Ofsted gradings which will be validated by external school improvement support. Regular reviews of processes will also be conducted using such tools as external parent/carer questionnaires and staff questionnaires. Regular pupil voice activities will be a crucial part of the quality assurance, always taking account of individual pupils' communication skills and needs.

We will also use the following specific approaches to monitoring and improving the quality of teaching in the classroom, including:

D2 – measuring pupil performance effectively and setting challenging targets

- Regular lesson observations, using the OfSTED inspection criteria and using external consultancy support for verification of our judgements. These lesson observations will fit with the requirements of the school's performance management/appraisal process. Senior staff will also conduct regular 'learning walks' as part of the process of monitoring and improving the quality of teaching in the classroom.
- Peer observations involving teacher-teacher and SLT-teacher pairs, again using the OfSTED inspection criteria and external consultancy support
- Regular work scrutiny from work samples across all year and ability groups
- Data analysis from individual pupil to whole-school level, involving direct teacher accountability in the form of pupil progress meetings with individual teachers to evaluate the impact of their teaching
- Governor scrutiny of the outcomes of monitoring work and assessment outcomes
- Pupil voice opportunities as a way of providing feedback, always taking account of individual pupils' communication skills and needs
- Parent/carer voice opportunities as a way of providing feedback
- Community perception surveys as a way of providing feedback

It will be important that staff, the SLT and Governors at all levels have an accurate knowledge of the school's strengths and weaknesses in all aspects of its provision. The Trust has developed a data dashboard covering a range of monitoring criteria for reporting high level data to the LGB and Trustees whilst monitoring at school level will have access to the MIS system.

Gaps or areas for further improvement will then be addressed through focused action plans and progress assessed towards these plans. The identification of these gaps or areas for further improvement will be fed into the wider school improvement systems including the construction of the School Improvement Plan so that there are in place clear actions plans with associated criteria for success and any professional development opportunities for individual staff.

To that end, information and data on pupils will be monitored by each individual teacher and analysed by SLT. Teachers will be able to access information through the management information system (MIS). As much as possible, and taking account of pupils' cognitive development and communication skills, pupils will be involved in knowing their attainment levels in reading, writing, and mathematics and all the relevant staff will be very clear about what targets they have, to move pupils' learning to the next level.

The appraisal process will provide support and development to ensure that all teachers have the skills and support they need to carry out their roles effectively. It

D2 – measuring pupil performance effectively and setting challenging targets

will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

Liaison with families including parents/carers

As has been noted at several points in this document, working with parents/carers will be central to the whole process of teaching and learning. For example, as we will deliver programmes of work for individual pupils, there will be ongoing cooperation between the school and the pupil's parents/carers.

Parents/carers will be encouraged to be fully involved from the start. From experience, we know that many of our families have complex lives that often disproportionately evolve around the needs of their child with SEND. We will empower parents/carers to take an active role in the school and ensure that they know that we value their contribution. Our approach will ensure that parents/carers and other relevant family members are:

- listened to
- more connected to the learning priorities and wider school community
- able to express their aspirations for their child and family.

We will provide regularly evaluated IPR outcomes and B squared individual graphs showing their child's progress as part of our regular reporting to parents/carers.

Below are some extracts from actual programmes of work for individual pupils in Newbridge School which exemplify this approach:

- After informing X's mum of how she/he has started to use photographs to aid her/his communication during snack and lunchtimes, he/she showed interest in trying this strategy at home too, once a pack of photographs has been made for home.
- If not already doing so, it would be useful for mum and familiar adults to engage in looking at and reading short age appropriate books with X.

Involving pupils

We will take all opportunities to involve pupils in their learning and development as appropriate to their developmental levels. This will start during the assessment/induction process and continue throughout their time with us, including the production of an EHCP and associated annual review process. See section D4 for some specific examples of how we will involve pupils in their own learning and development.

We will also encourage the development of pupil voice through the following assisted communication:

- Verbal/Makaton signing/symbols/photo/PECS/tablet/gesture
- Learner AAC/communication assessment/checklist/SALT

D2 – measuring pupil performance effectively and setting challenging targets

- Pupil Council

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

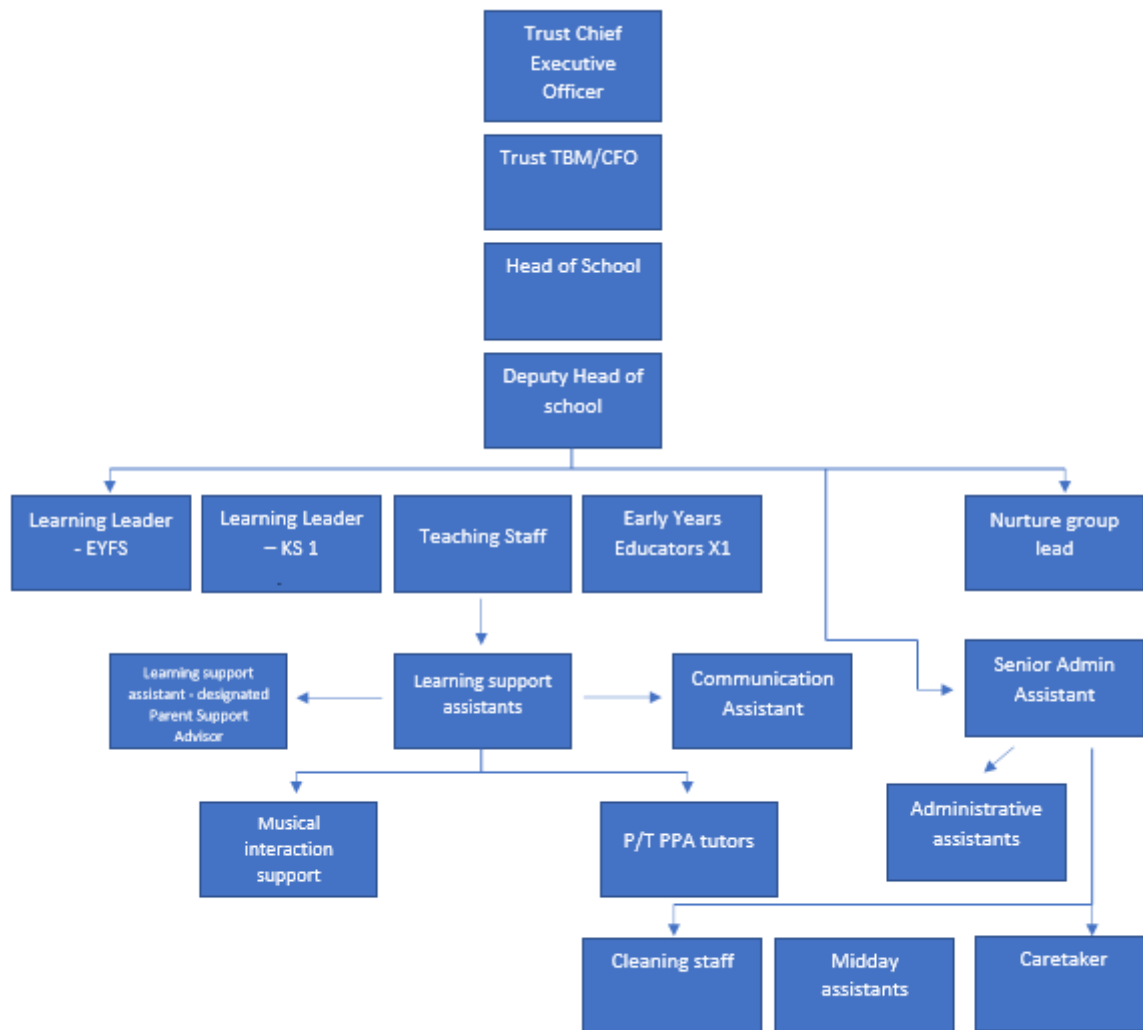
If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

Please:

- use the space provided below; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

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



Staffing structure

Above is an organogram showing the staffing structure when the school is full.

Within our Trust we understand how vital our staff are to the success of a school, especially at the early stages of development when delivering the schools vision can be a challenge and reliant on a small team. We have developed a robust recruitment strategy that will ensure that we can recruit the best people available. At Newbridge School, we have a good record of appointing excellent personnel at all levels and we anticipate that the calibre of applicant for the Redbridge Special School will be of an equally high standard.

Staff numbers – full time equivalent places

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

Staff	First year	Second year	Third year onwards
Chief Executive Officer	0.5	0.25	0.2
Head of School	1	1	1
Deputy Head of School	1	1	1
Total SLT	2.5	2.25	2.2
Teacher	2 ¹	5	7
Early Years Educators	1	2	2
P/T PPA tutors	0.2	0.4	0.8
Learning Leader - EYFS/KS 1/nurture group	1	1	1
Learning Leader KS1	0	1	1
Nurture group lead	0	1	1
Total teaching	4.2	10.4	12.8
Learning support assistant – designated Parent Support Advisor	1	1	1

¹ It should be noted that some of the post are dual posts – so the Deputy/learning leader will cover a teaching post in year 1 (therefore shown as 2 in financial template in year 1 and 4 in year 2)

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

Learning support assistants	9	12	15
Musical interaction support	<i>4 hours a week represented as 0.2</i>	<i>4 hours a week represented as 0.2</i>	<i>4 hours a week represented as 0.2</i>
Assisted Handling Trainer	2	2	2
Communication Assistant	1	1	1
Total Pupil Support	13.2	16.2	19.2
Senior Admin Assistant	1	1	1
Administrative assistants	0.4	0.4	0.6
Total Administrative	1.4	1.4	1.6
Caretaker	1	1	1
Total Premises	1	1	1
Total Catering	0	0	0
Cleaning Staff	0.6	0.6	1.2
Mid-day assistants	0.6	0.8	1.6
Total Other	1.2	1.4	2.8
Total	23.5	32.65	39.6

The details above show FTEs. Therefore, for example, a PPA Tutor is 0.2 FTE and so, when the school is full, 0.8 FTE represents 4 part-time PPA Tutors.

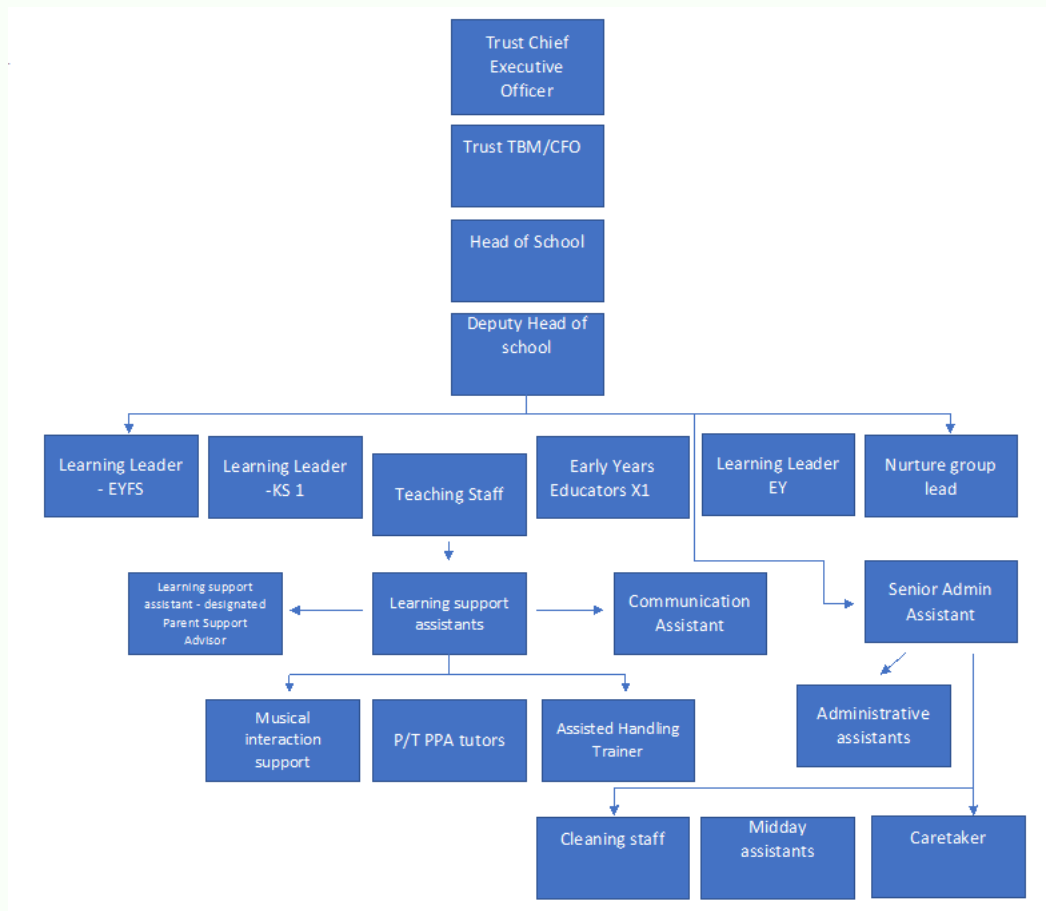
In Year one, our priority will be to recruit the small leadership team (Head, Deputy Head) and one Learning Leader; this team will provide the leadership across all

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

classes and the Learning Leader and Deputy Head will share one teaching role. We will also recruit sound class teachers with qualifications, experience and proven expertise and track records in EY/KS1.

In year two the senior leadership team will expand to include two further full time Learning Leaders as well as a Nurture Leader.

The staffing structure below shows the full staff team in the 3rd year of operation when the school will be at full capacity.



This staffing structure includes an appropriate balance of roles, experience and expertise across the senior leadership team, middle leaders, teachers, and support staff.

Support for Learning

At all stages of development, pupils will be supported by a range of support personnel. This will include learning support assistants, some of who will have a specific role in family support or communication.

Overseen by the CEO, we will expect some of our existing staff to move into this new school which will ensure continuity of approach. Other staff will be available to work

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

across both schools which are currently in the Trust. For example, the Trust has a range of its own trainers which will be used to support staff development. These will include:

- Team Teach trainers and assisted handling trainers who are Trust staff
- Trainers with expertise in specific approaches such as TEACCH and working with children with ASD and ADHD
- Two communication assistants who will support and train staff in the use of communication strategies alongside the Speech and Language therapists
- Two Health Support Assistants who will support the medical training for all staff alongside the Nurses
- Tutors and HLTAs training across the trust for additional support for the pupils and to ensure continuity of strategies

In addition, therapy services such as the physiotherapist will work across the Trust's schools. Main therapy services are funded by the LA according to the needs of the pupils.

Cross-trust services will be funded through the contribution to the Trust's central services of 5% of total income as set out in the financial plan.

More generally, all staff will be trained in a range of strategies including:

- Sensory Processing: by a qualified Occupational Therapist via a Trust wide SLA
- Sensory Processing support provided by school staff
- Intensive interaction
- Communication strategies, including PECs and symbol systems, assisted, augmentative communication through the Trust-wide Communication and Interaction team
- Curriculum approaches for specific pupils by Trust staff
- New initiatives and developments are in our development and training plan. As these come to fruition, these will be fully available to pupils, dependent on their particular needs
- Team Teach
- Assisted Handling
- Communication and interaction including] attention autism and sensory approaches.
- Speech and Language Therapy; by qualified Speech and language Therapist supported by the cross schools communication and learning team as stated above and communication assistants

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

As part of a MAT, the wider leadership would work together to reduce the costs at the new school and adapt the staffing structure to respond to reductions in funding i.e. if the school does not recruit sufficient children.

Firstly, as the classroom support model (Teacher and LSAs) has been built around pupil numbers, if fewer pupils were recruited, these roles would be reduced in line with the proportion of pupils enrolled. Staff can also be redeployed across the Trust's schools. Our experience shows there are the required numbers of staff across the current Trust's schools to do this, and promotion opportunities will also make this a viable option.

The more specialist support functions such as the parent and communication roles would be shared with Newbridge School.

Leadership support from Newbridge School, including shared roles would be considered.

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

Please:

- use the space provided below; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

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

Our school will adopt an ethos that welcomes pupils of all faiths/world views and none; and we will address the needs of all pupils and parents. This will be achieved through a focus on:

Our curriculum will prepare children for life in modern Britain through the teaching of spiritual, moral, social and cultural (SMSC) education and our PSHE curriculum will be evident in all other areas of delivery, providing children with the necessary early development skills that will ensure they move onto the next phase successfully. We will train staff in how to support pupils' personal development throughout the curriculum to enable children to build confidence, a positive sense of self and start to learn the complex skills required for maintenance of healthy relationships.

Spiritual, moral, social and cultural (SMSC) education and British values

All our pupils will engage in a wide range of SMSC activities which will also promote the fundamental British values of democracy, the rule of law, individual liberty, and

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

mutual respect and tolerance of those with different faiths and beliefs. These will include the following activities:

Spiritual

- Daily reflection time in class
- Memorial assembly to celebrate children that we have lost
- Remembrance Day
- Multi-faith themed assemblies/celebrations, e.g. Harvest Festival, Easter/Passover, Countries/Languages and Customs, Rules/Resolutions, Eid/Diwali/Christmas/Hunnakuh
- Memorial Service/Assembly – to remember friends we have lost.

Moral

- Charity events, e.g. Jeans for Genes Day, Children in Need Day, Christmas Jumper Day, Save the Children Day, Sport Relief Day, Red Nose Day, Wear it Pink Day. Such events will promote the fundamental British value of mutual respect and tolerance by encouraging pupils to engage in wider community activities
- Recycling
- Parental/Carer reinforcement
- Community Police officer visit
- Fire Service officer/fire engine visit
- Class rules.

Social

- Community visits
- Lunchtime Clubs, e.g. Pupil Council, Sensory Club
- Extra-Curricular clubs, e.g. Art Club, Cooking Club.
- Leavers' assembly
- Summer Fun Day
- The Queen's Birthday Street Party
- Opportunities for turn taking, e.g. PE, in lessons, lunchtime, morning circle time, resources
- Opportunities for collaborating, e.g. Assemblies, PE
- Opportunities to negotiate, e.g. behaviour plan, 'give and take'
- Staff to support pupils re their medical needs, care needs, educational needs, behaviour needs, physical/therapy needs.

Cultural

- Many opportunities to form relationships with staff/pupils from diverse cultures and faiths – different learners/staff each year and communal times
- Multi-cultural/faith Work Experience/Volunteers
- Resources to support curriculum from different faiths and cultures

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

- Music from different cultures, e.g. West Indian steel band
- Dance from different cultures, e.g. National Children's Ballet, Bollywood dance, West Indian dancing
- Theatre group performances from different cultures, e.g. Robin Hood, Cinderella, Wind in the Willows, Jungle Book
- Storytelling, e.g. Wizard stories, Sensory Stories, Story Telling (Nina)
- Interactive Poetry – Philip Wells

Central to our approach to SMSC education and the promotion of British values will be developing pupils' self-esteem. We will do this through variety of activities including:

- Individual birthday party celebrations
- Achievements assemblies
- Corridor displays of pupils' engaging/work
- Class praise/rewards – verbal and other
- Person Centred Annual Reviews/EHCP meetings
- Home-school books
- Developing independence skills, e.g. visual schedules, physiotherapy, OT, attention autism, rebound therapy
- Advocacy which will promote the British value of individual liberty through the development of pupils' self-confidence, self-awareness, and self-esteem
- Engagement of all pupils through 'pace' in all lessons and individualised objectives/targets, so that pupils are treated as individuals
- Differentiation of curriculum and resources to enable all pupils to achieve
- Opportunities for free choice time, e.g. lunch, leisure activities, tuck shop, support staff, lesson choices
- Celebration of achievements, e.g. frequent positive feedback
- Sharing pupils' work during class
- Support/encourage independence/responsibility
- Parents'/carers' involvement, e.g. Christmas/Summer shows
- Positive reinforcement, e.g. verbal praise and reward, reward charts
- Give pupils responsibility/independence
- Focus on what pupils are able to do – Independence Plan

We will also encourage the development of pupil voice through the following activities that promote British values especially that of individual liberty:

- Verbal/Makaton signing/symbols/photo/PECS/tablet/gesture
- Learner AAC/communication assessment/checklist/SALT
- Pupil Council: this will also promote the British value of democracy through pupils being able to make choices and decisions

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

- Developing communications skills/AAC, e.g. PECS, tablet, objects of reference, Makaton, verbal, gesture, ICT, SALT. These activities will also promote the British value of the rule of law by encouraging pupils to manage their own feelings and behaviour
- Intensive interaction
- Staff 'listening' culture
- Individualised and accessible communication development for all learners (AAC) – e.g. communicate mood/feelings.

Our PSHE programme will aim to enable pupils to begin to:

- Develop a healthy and safe lifestyle as independently as possible
- Develop confidence and responsibility and to make the most of their abilities
- Prepare for employment or work-related activities
- Prepare to play an active role as citizens
- Develop good relationships and to understand the differences between people
- Gain knowledge and understanding about becoming informed citizens
- Develop skills in language communication, decision-making and assertiveness
- Develop skills of participation and responsible action
- Raise their self-esteem and confidence, especially in relationships with others
- Gain access to information and support
- Participate in society and to value themselves and others

Safeguarding

Our safeguarding and child protection policy will help to protect pupils from maltreatment and prevent impairment of health and/or development, ensuring that pupils grow up in the provision of safe and effective care and taking action to enable all pupils to have the best outcomes. Safeguarding and promoting the welfare of pupils will everyone's responsibility. Everyone who comes into contact with pupils and families will have a role to play in safeguarding: identifying concerns, sharing information and taking prompt action. In order to fulfil this responsibility effectively, all professionals will make sure their approach is child-centred. This means that they will consider, at all times, what is in the best interests of the child.

Our approaches to safeguarding and child protection will address issues associated with the following aspects of how we manage the school: inter-agency working, policies, leadership of safeguarding, staff training, safer recruitment, allegations of abuse made against staff, allegations of abuse made against other children, the curriculum, and online safety.

All staff receive annual safeguarding training which is recorded on the Single Central Record

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

Supporting the Prevent Strategy

Prevent awareness and training forms part of the ongoing safeguarding training across the Trust and is updated for all staff annually unless there is new information available which is then disseminated to all staff as it becomes available. All staff and governors (including non-teaching staff) will complete the Metropolitan's Police Channel online course and will receive regular updates via the DSL. When required, the Trust will commission external prevent trainers from the Redbridge Prevent Team often alongside Safeguarding training.

Any concerns that a pupil may be subject to radicalisation or be expressing extremist views will be passed to the Head of School. Concerns such as these will be dealt with in a similar way to concerns about child protection and will be recorded, monitored and referred to appropriate agencies, as deemed appropriate.

We will be very careful to establish the credentials of any visiting speakers and also to agree what messages they will deliver to our pupils in advance of any contact. We will be especially careful when inviting members of religious and political groups to speak with our pupils to always have a member of our staff present.

Pupils from different backgrounds and different communities

We will aim to attract pupils from different backgrounds and different communities so that they all feel welcome and play a full and active role in the school in line with requirements of the Equality Act 2010. In particular, we will do this through the operation of our admissions policy and procedures which will set out clearly that we will accept into the school all children who are referred to us through the statutory assessment process and where children take up one of the 'assessment places'. Central in the admissions process will be complete adherence to the requirements of the Equality Act (2010). More generally, we will seek to ensure no member of the school community or any other person through their contact with the school receives less favourable treatment on any unjustifiable grounds. This will cover race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions.

Section E – Evidence of consultation and demand

E1 - Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

E1 – Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

AMAT currently provides specialist provision at Newbridge School and through this has developed an in-depth understanding of the level and type of demand that exists locally for parents/carers for children with an EHCP.

The Redbridge Special School community engagement team have consulted with parents/carers at the Newbridge School, verbally and online, about their proposal. A link to information regarding their bid for the proposal was published on the website: <http://www.newbridge.redbridge.sch.uk/astrum-multi-academy-trust>

AMAT have received overwhelming support from the parents/carers of Newbridge School for the new Redbridge Special School from both the Gresham Drive Campus and the Barley Lane Campus. Parents/carers were consulted with particular reference to the proposed vision for the school and its associated education plan.

In addition to this, AMAT have consulted with local SEND support groups such as:

- Parents using the AMAT Outreach service
- Parents using the AMAT Special Educational Resource Service (SERC)
- Redbridge Parents Forum

Examples of the very positive feedback from parents are:

‘I would like to share my support for a much needed Special School in the LEA. There are many pupils arriving in mainstream primary schools with additional needs in Nursery and Reception and an additional school to help support these needs would be extremely valuable.’

‘In response to the bid by Astrum multi academy trust to run the free school for EY and KS1 pupils with communication and interaction, cognition and learning needs I would like to support this bid. The academy has a long history as Newbridge school

E1 – Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

in providing outstanding support and education for children with complex needs and as an outreach teacher based in the school I know that there are growing needs in the borough for additional provision. Astrum MAT is well placed to provide this and to extend the work of the existing schools to help fill a gap for the early years and KS1 children.'

To ensure that a wide selection of the community was engaged with, the online consultation was emailed to appropriate stakeholders such, as local nurseries, parent and toddler groups and local leisure groups.

See annex B for copies of the letters sent.

There have been a minimum of 2 visits per week of parents/carers to Newbridge Special School where these parents/carers have expressed a real interest in their children attending the new school.

Consultations described clearly the vision for Redbridge Special School to ensure that any registrations of support were well informed and therefore fully relevant. A copy of the consultation letter can be viewed in annex B.

AMAT have also received a high number of verbal and written responses from other schools in Redbridge offering their support. These can be viewed in annex C. All of these responses highlight AMAT's proven track record and significant knowledge and expertise with regard to the local needs for pupils with an EHCP.

Other comments from colleagues are:

'I would like to say on behalf of myself and [REDACTED], Churchfields Infants School that we would support the plans to open another Special School Free School for Early Years and KS1 pupils in the borough in order to meet the needs of children with SLCN, SEMH, Cognition and Learning, Communication and Interaction difficulties.'

'The London borough of Redbridge is in need of additional Special Educational Needs provision. The number and range of children with additional needs has increased significantly. We would like to support this bid for additional provision, Newbridge is a centre of excellence within the borough, who we regularly consult for advice and support. In addition, this provision, we also benefit from their outreach service, for children with additional needs within mainstream education. We value Newbridge highly.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

E1 – Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

'To whom it may concern,

As the SENCO of a mainstream primary school, we have faced situations where we have tried to look at specialist provision for some pupils who are struggling to cope with the demands of a mainstream school, only to be told that there are no available spaces. We have always been well supported by Newbridge School and are well aware of the amazing work that takes place with the children there. We feel that a new school run by Newbridge staff would be a high quality, necessary addition to our borough.

Yours Sincerely,

████████████████████

██████████

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██

████████████████████

Full details of discussions with colleagues, including the Local Authority, are as follows:

- June 2015- October 2016. Discussions with LA regarding how to better address assessment and therefore better placements for younger SEND pupils in Redbridge with SEN manager and Commissioner. This was to be through Newbridge setting up assessment EYFS bases in local Primary schools. Liaised with local Primary school regarding opportunities – Manford Primary School, Glade Primary School, John Bramston Primary School, Gilbert Colvin Primary School and Ilford Jewish Primary School. All these Headteachers fully supported the idea and offered up possible EY classrooms and inclusion opportunities. (This was superseded by the Redbridge Free School Bid.)
- 26th Sep 2017- NAHT local Committee meeting- discussed our bid with those in attendance- Headteacher reps and local NAHT rep. All were very positive and supported our plans especially as they have all received support from Newbridge and know me very well including my role in the new Redbridge Education Partnership of all Redbridge Primary and some secondary schools (founder members and continue as local Cluster group Deputy chair) as well

E1 – Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

as my role as Chair of procurement HR and payroll group. Individual letters of support followed

- Discussions with LA from September 2016 to date re pupil needs and following the application by Redbridge for this school – Meetings with Head of Access and Inclusion and Commissioner re places and cohorts of pupils, process, proposed premises
- Discussions with Pre School Home Visiting team and Early Years Assessment and Support service regarding our plans. Both heads of service support the Astrum Bid as we have already very good working practices and knowledge of the assessment, placement, groups of future pupils and requirements for EY and KS 1 pupils in Redbridge.
- 7.09.17 Visit to proposed site to discuss with the Redbridge Buildings development officer what they are proposing, initial feasibility plans shared. etc
- 8.9.17 - Redbridge Information event. Discussed with those present re the proposal and requirements.
- 12.10.17 Discussions with [REDACTED] regarding our bid. As an outstanding Redbridge Special School Provider well known to the SEN team. We felt that there are good and very working relationships and colleagues are pleased that Astrum are submitting a bid.
- Discussed with the [REDACTED] on 12.10.17 who felt that Astrum were in a good place to develop this new provision with our proven track record. [REDACTED]. He felt we provide excellent opportunities for children and young people with SEN in Redbridge and has worked with us before developing new initiatives e.g. Sensory Integration, personalised movement plans for the school etc.
- Also discussed with Secondary heads at a meeting on 12.10.17, one of whom then sent a letter of support ([REDACTED])
- Emailed out to the RIASS (Redbridge Information and Advice Service) coordinator on 31.10.17
- A total of 13 supporting emails were received through the consultation.

We will continue to build support for our proposal. For example, after the submission of the application and into the preopening period up the point at which the school opens, we will consult with parents/carers and colleagues to develop the details of the school including the vision and the precise details of the curriculum and approaches to teaching and learning. In particular, we will continue to liaise closely

E1 – Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

with colleagues from the Local Authority with regard to the admissions process and, in doing so, gain a greater understanding of how many pupils will have particular disabilities so that we can plan the organisation of the school, up to the point at which the school opens in September 2018.

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



Section F – capacity and capability

F1 (a) Skills and experience of your team

Please refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.
- provide a short commentary on your plans to manage the pre-opening project.

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

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

			[REDACTED]	
All of the above posts will be unpaid.				

[Add lines as appropriate]

F1 (a) Skills and experience of your team

Head of School Designate

We do not currently have a Head of School Designate in place. In order to fulfil our commitment to opening the school in 2018 in line with the Local Authority's timeline, we will implement the following recruitment timetable:

- Immediately on receipt of decision: place adverts in publications such as the TES, accept applications and shortlist candidates. We are conscious of the cost of any repeated advertising but are comfortable with this given the importance of recruiting a high quality professional to the post.
- During or before April 2018: interview shortlisted candidates and inform successful candidate, who is able to give notice. The following will be used to select the best candidate:

- Application form
- References including a structured request for a reference against selection criteria
- Structured panel interview
- Psychometric test online
- In-tray exercise
- Presentation
- Assessment of candidate's evaluation of a lesson.

Various elements of these activities (e.g. the structured panel interview) will assess candidates' knowledge and understanding of the vision for the school and their early ideas for translating that vision into reality. We will also use the National Standards of Excellence for Headteachers as a framework to assess the suitability of the candidates.

- August 2018: successful candidate takes up post. We recognise that this relatively late appointment will not allow the Head of School Designate to having any significant educational input in the pre-opening phase. As can be seen in table F1(a), we will mitigate for the effects of this by the involvement of key individuals with significant and very relevant education experience including the education Lead. Therefore, there will be on the project team individuals with sufficient educational expertise that are able to make a significant time commitment in pre-opening.

If the school is confirmed to open in 2018 then – given that it is unlikely to be approved with more than 6-9 months' notice - the recruitment timescale is extremely

F1 (a) Skills and experience of your team

short. Wherever possible, we will accelerate the recruitment process without compromising its quality and our standards.

Should there be any delays to the process, e.g. if the initial field does not include sufficiently strong candidates and we need to readvertise, we will put interim leadership arrangements in place using staff from our existing Trust to ensure that there is no delay to the school opening. For example, we will enable the current Head of School at Newbridge Lower School to take on the role as interim leader and then also ensure that there is in place sufficient leadership capacity and capability within Newbridge Special School to ensure that there is no adverse impact on the Head of School at Newbridge Lower School taking up the interim leader post.

Throughout the recruitment process, we will use our knowledge and experience based on previous successful recruitment exercises within the Trust. This will include leverage of our existing networks to identify potential candidates.

Pre-opening

As can be seen from the team above, our team is well-equipped to manage the pre-opening period for the new school.

Given the pressing nature of the timetable to opening, we plan to supplement our internal capacity by procuring external support where required. This procurement will be carried out in line with full regard for the principle of value for money. We will also ensure that there are the required 'backfill' arrangements in place. That is, we will acquire the extra capacity and capability in Newbridge Special School to replace the time which key individuals, especially the leads for education and finance, will be committing to the setting up of the new school.

In particular, the current school leadership teams consisting of the Heads and deputy heads of lower and upper Schools at Newbridge will be able to provide advice and guidance to the new school's leadership team, including sharing expertise in the joint Senior Leadership meetings. Therefore, the existing schools will not have any reduction in their own leadership capacity. The time of the CEO and Finance Lead is already planned into their workloads and roles and the planned time of the Head of Lower School for curriculum development and leadership across the trust has already been planned for with additional staffing within the existing school.

We will establish a Project Steering Group (PSG) which will have the responsibility for the preopening period across the areas as noted below. The PSG will be accountable to the Board of Trustees for the efficient and effective management of the preopening period.

The PSG will run the procurement process and will establish a process for monitoring the performance of the external company. The contract will allow for termination of

F1 (a) Skills and experience of your team

the agreement in the case of any underperformance, but the robust procurement process will limit this risk.

Monthly PSG meetings will be held, at which the external company will:

- report project progress, flagging any upcoming milestones or challenges
- update the PSG on the risk register and ongoing risk mitigations
- update the PSG on the pre-opening budget and any upcoming significant expenditure
- be held to account for their performance by the PSG as the representatives of the Trust.

We know that a successful pre-opening period will require significant work across the following areas:

- Project, risk and budget management
- High quality educational planning, with the aim of creating an outstanding school, which is clearly recognisable as the school described in this application from day one
- Pupil recruitment, marketing and working with the LA's admissions officers
- Staff recruitment, critically that of the Head of School as described above
- Establishing robust governance arrangements for the new school and recruiting dedicated local governors (see section F2)
- Establishing robust financial systems
- Effective procurement processes
- Preparing for and passing the pre-opening Ofsted inspection
- Inputting, so far as is possible, into the design and build process for the new school site.

As can be seen in table F1(a) above, we have the required skills in our preopening team to undertake this work.

F1 (b) Skills gap analysis

Please set out any skills gaps that you think exist within your group and how you intend to fill them:

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

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Marketing	Pre-opening team, Trustees.	As soon as we enter the preopening period, we will use our local networks to identify individuals with the necessary expertise.
<p>As noted below, we will begin to recruit an LGB as soon as we enter the preopening period. This period will offer an ideal opportunity to engage with our local community and our pre-existing networks to recruit further individuals. In the first instance, we will use our local networks to identify individuals. Following this, if there is further need, we will utilise services such as Academy Ambassadors and SGOSS to finish the recruitment process. Throughout, we will ensure that there is the required mix of skills and knowledge within the LGB.</p>		

[Add more lines as appropriate]

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

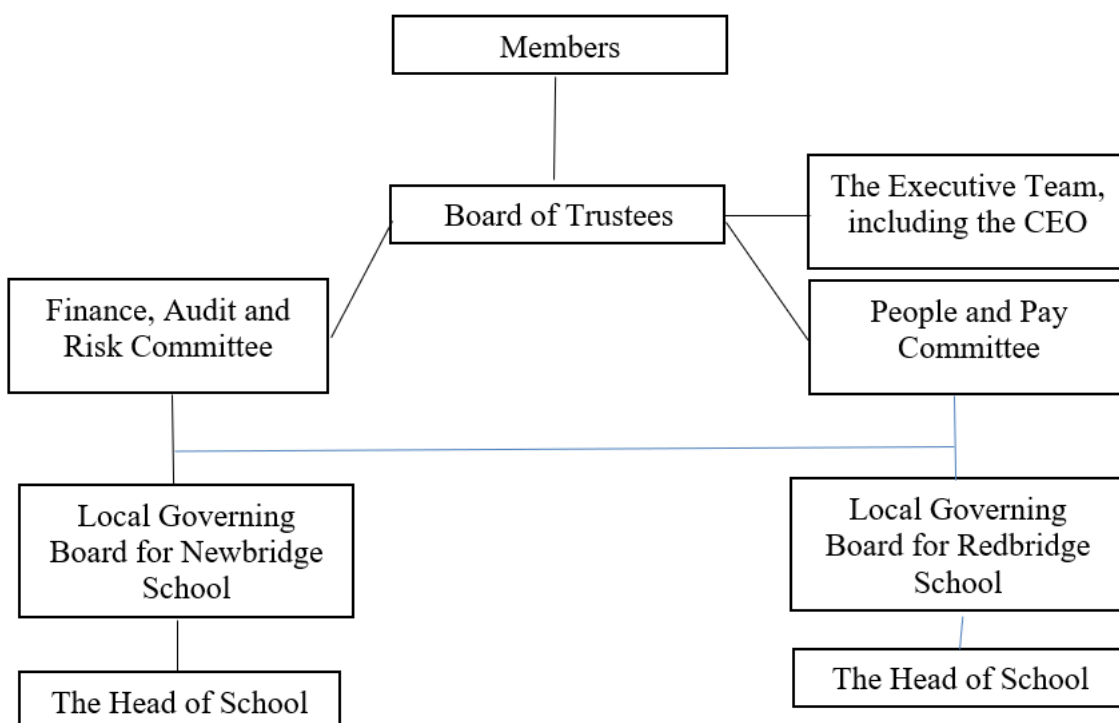
Please:

- use the space provided below; and
- refer [application guidance and the criteria for assessment](#) for what should be included in this section.

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

Governance Structure

Astrum Multi Academy Trust (AMAT) is a new MAT which was incorporated in June 2017. We are therefore confident that the below structure is not only fit for purpose but compliant with the most up to date governance guidance for schools, including that within the Academies Financial Handbook. Opening an additional school will expand, rather than amend, the existing structure of the Trust which will be:



The above structure will also encompass the Nursery element.

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

There are current 4 Members as shown in the table above. We will shortly recruit another Member.

There will be a total of up to seven Trustees (the Board). Of these, one will be the CEO (who will sit on the Board ex officio) and the remaining six will be appointed directly by the members, with appropriate regard for the separation of powers between the bodies involved in governance. See section F1 for more information on the proposed inaugural Members and Trustees. As can be seen from the table above, we currently have in place six Trustees, and so we will recruit another trustee shortly.

There will be the 2 committees as dated above which will meet termly. The Finance, Audit and Risk Committee will have responsibility for overseeing and agreeing the budgets, Trust and Schools' Audits, Risk register, and Resources. The People and Pay Committee will have responsibility for personnel issues, recruitment and staff pay.

Beneath the Board, each school will operate a Local Governing Board (LGB), which will be officially constituted as a committee of the Board. Each LGB, including that for the school which is the subject of this application, will include two parent governors (elected), one staff governor (elected) and the Head of School (ex officio), as well as five governors appointed by the Board to represent the Trust at a local level. The exact composition of the Board will be determined by skills and knowledge needed to fulfil their responsibilities. These skills and knowledge will cover then following areas:

- Strategic leadership
- Human resources
- Finance
- Education
- Safeguarding
- Use of data
- Premises

Alongside the governance structure explained in this section will be an operational structure. In the first instance, our Executive Team will consist of the CEO, CFO and an administrator. The role of the Executive Team is laid out below. Its structure is designed to complement the governance structure by providing support and challenge to school leaders. As the CEO will sit on the Board ex officio they will provide a clear line of accountability between the operational and governance structures. The Head of School of the school will sit on the LGB ex officio so again providing a clear line of accountability between the operational and governance structures.

Roles and Responsibilities

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

Members:

With ultimate responsibility for safeguarding the vision for the school and Trust, Members are required to ensure that the Trust is compliant with relevant legislation and statutory guidance, and that its schools are able to get on with the business of educating children. The key function of the Members is to appoint a quorate Board which is able to support, challenge and drive forward the Trust and schools. If required, they are also responsible for removing Trustees from post. Members will meet regularly once per year, and more frequently should extraordinary circumstances require it. They will also receive the Trust's annual audited accounts.

Trustees:

As above, there will be up to seven Trustees at any one time, one of whom will be the CEO ex officio. The Members are responsible for appointing the other eight Trustees; they have, and will continue, to recruit these individuals on the basis of particular skills and strengths (see section F1). Our aim is that the Board will be the key vehicle for outstanding governance across the Trust.

The Board will have oversight over all educational, financial and operational aspects of the Trust. They will meet at least twice per term, except if extraordinary circumstances justify additional meetings. The Board will both work with and, critically, manage the Executive Team, including the CEO, with relevant individuals absenting themselves from discussion where appropriate. They will play an important role in setting KPIs for the Executive Team and individual schools. Typical KPIs will be related to pupil outcomes and financial management. Meetings of the Board of Trustees will be scheduled to fit with meetings of the Executive Team in order to ensure an effective flow of information, including data related to pupils' outcomes.

During the pre-opening period, we will update our Scheme of Delegation to ensure that it is entirely up to date. This document lays out the exact responsibilities which are retained by the Board and that which is delegated to the Local Governing Board. A significant proportion of these responsibilities will be retained by the Board in so far as they relate to any new school, to ensure that the school benefits from experienced governors as it grows. As soon as we are confident that the new school has the governance capacity and capability to ensure high quality provision, we will delegate to the LGB the following responsibilities:

- Curriculum
- Pupil Data and Progress
- Staff Performance
- Site Issues
- Local Budget

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

Local Governing Boards

As explained above, the exact role of the LGB will depend on how the school performs against a variety of educational, financial and operational success measures, taking account of the governance capacity and capability. Every LGB will understand the opportunities and limits of their role. They will be required to produce a termly report for the Board summarising the school's performance in areas including outcomes, progress, safeguarding SEND, pupil premium and finances. The Head of will sit on the LGB and will contribute to this report, as well as reporting directly to the CEO. More generally, the CEO will line manage the Head of School.

We will begin to recruit an LGB as soon as we enter the preopening period. This period will offer an ideal opportunity to engage with our local community and our pre-existing networks to recruit further individuals. In the first instance, we will leverage our local networks to identify individuals. Following this, if there is further need, we will utilise services such as Academy Ambassadors and SGOSS to finish the recruitment process. Throughout, we will ensure that there is the required mix of skills and knowledge within the LGB.

The Executive Team

The role of the Executive Team is to provide leadership and support to all schools in the area. It has two major functions:

- 1) day to day leadership, including such functions as: providing school improvement and development services, ensuring consistency of standards and progress across all schools within the Trust, facilitating professional development for all staff, etc;
- 2) operational support. See section G for more details.

The Head of School

We will use the Headteacher Standards to set out clearly what the roles and responsibilities of the Head of School will be. Therefore, these will focus on:

Qualities and knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.

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

3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

Systems and process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set 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

strategy and hold the Head of School to account for pupil, staff and financial performance.

5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.

6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The self-improving school system

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.

2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.

3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.

4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

The selection process for the Head of School will focus on standards.

Independent Challenge

We know from the process of establishing AMAT that good governance is dependent on two things: strong structures which build independence and resilience into the system of governance, and committed, experienced people who take seriously their role in support and challenge. As can be seen from the structure above, we have built independent challenge into every layer of governance, whilst also ensuring that there are clear lines of communication at each level.

Conflicts of Interest

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

We are not aware of any existing conflicts of interest which would arise should AMAT be approved to run this new school. Furthermore, we are committed to proper handling of any future conflicts which may arise once the school is open, and will abide by the following procedure. This will be set out in a well-developed conflicts of interest of policy.

We understand that “interests” should be considered broadly to include personal, professional, financial and other interests. At all times, we will:

- as far as possible, recruit and retain governors who do not have any interests which may conflict with those of the Trust or the school
- produce and maintain a declaration of interests which covers all Members, Trustees and local governors, to be added to whenever an individual joins any of these bodies or if their interests change. This register will be held centrally by the Trust as well as by all individual schools
- Manage any conflicts of interest which do arise in a proportional and appropriate way. This will include through methods such as excluding the relevant individual from discussion, voting or the room itself during the agenda item to which the conflict pertains.

More generally, all involved in leading and managing the school, including Trustees and Governors, will abide by the 7 Principles of Public Life often known as the ‘Nolan Principals’.

Related Party Transactions

We do not intend that the new school would be party to any related party transactions. If these do occur, we will comply fully with the requirements as set out in the Academies Financial Handbook. For example, we will must seek the ESFA’s prior approval for transactions with connected parties that are novel, contentious and/or repercussive.

Governor Recruitment

Although AMAT is a new MAT, it has been established and as such the majority of individuals are in place at Member and Board level. As can be seen from section F1, there is limited recruitment to be done at these levels, and more to be done on a local level. In order to recruit these local governors, we will:

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

- Leverage our existing networks within the local educational and business communities
- Engage with organisations specialising in finding governors, e.g. Academy Ambassadors and SGOSS
- Reallocate individuals between layers of governance or individual schools, where this is manageable for both parties
- Advertise for potential governors on the Trust and school websites, and in other internal resources such as newsletters and social media
- Advertise more broadly in the school's geographical area, e.g. through libraries, estate agents and supermarkets
- Directly approach local business and charities, particularly those who may have a relevantly-skilled employee.

We are confident that, through this variety of approaches, we will be able to recruit to all available governance positions within the tight pre-opening period before September 2018. We will use a skills-based approach to recruiting governors to ensure that there is coverage of all the skills needed. In order to do this, we will use the NGA's skills audit tool.

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

Please

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

Section G – budget planning and affordability

Please see the financial plan where we have included all our assumptions and commentary on key elements of the plan.

With particular regard to the costs of centrally provided services, in return for the 5% central contribution charge, the Trust will provide the following services: legal, auditing, marketing, grounds maintenance and improvement, and development and training. The charge will also provide for a proportion of the cost of the CEO as shown in D3 with the rest of the cost (as indicated in D3) to be provided by individual schools within the Trust. The proportions as set out in D£ assume a particular growth pattern for the Trust, and will be adjusted if and when the Trust grows in and when the Trust grows differently.

As noted in section D, it is not possible at this stage to predict how many pupils within each 'type' will be present in the school as a whole or each part of it e.g. the EYFS or KS1. We will therefore liaise closely with the Local Authority in order to plan as effectively and as efficiently as possible. Such planning will help us, in particular, to deploy effectively our staff. With regard to the overall funding of the school, the uncertainty with regard to how many pupils within each 'type' will be present in the school as a whole will not impact on the overall funding of the school as we will receive exactly the same amount for each child irrespective of her/his need.

Annexes

Please:

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

Annex B. Consultation documents

31st October 2017

Dear Parents/Carers,

As a parent/carer of a pupil who attends Newbridge Lower or Upper School, I would like to update you on the current exciting Astrum Multi Academy Trust plans.

At Astrum Multi Academy Trust, we aim to provide high quality education that meets the needs of every pupil, especially the most vulnerable by being innovative and sharing excellent practice across the Trust and wider educational community.

Our vision is for a partnership of outstanding special schools working collaboratively to ensure that every child is a success story by making outstanding progress.

As part of this vision and development, we are looking to further support the education of a wider group of children and young people with Special Educational Needs across the London Borough of Redbridge.

The first part of this is to submit a bid to set up and run the Proposed Local Authority Commissioned Special Free School for Early Years and Key stage 1 pupils. This school would offer assessment places to young children with a range of Special Educational Needs and will be in the Newbury Park area. If we are successful in this bid, it would become part of the Astrum Multi Academy Trust. This would not affect Newbridge School where your child/young person attends, but would enable us to share our expertise and outstanding education with the new school.

We would like to hear your thoughts on this exciting opportunity and If you have any comments you wish to make regarding this please email us at:

consultation@astrum-mat.org

I look forward to hearing your comments regarding our Trust plans. Please can you respond by 14th November 2017.

Yours Sincerely

██████████

RE: New Redbridge Commissioned Special Free School consultation:

The DfE and LBR are in the process of setting up a Proposed Local Authority Commissioned Special Free School. This school will provide assessment places for pupils in EY and KS1 with a range of SLCN (Speech, Language, and Communication Needs), SEMH (Social, Emotional, and Mental Health), Cognition and Learning and Communication and Interaction needs.

LBR are aware that the present special schools are at full capacity and have identified a short fall of

100 places over the next 6 years. The proposed free school will help to meet the pressure of the current situation.

The bidding process is an open one and Newbridge School, as the Astrum Multi Academy Trust, are applying to run and manage this new provision so we can share our expertise and outstanding education with the new school.

Newbridge School has been rated Twice Outstanding by Ofsted since 2010 and as the Astrum Trust will continue to provide high quality education to meet the needs of every pupil whose wide ranging, complex and multiple needs make them the most vulnerable. We are innovative and already share our excellent practice with the wider education community.

Setting up and running the proposed free school will give Newbridge the opportunity to work collaboratively to achieve outstanding progress for pupils with SEN across Redbridge. It is part of Astrum's vision and development to support further the education of a wider group of pupils in LBR. The Newbridge Outreach Service and SERC are well known and valued services that support all schools across the borough.

The early identification and intervention of SEND makes a vital difference to pupils and their families.

The impact of the proposed school and the assessment focus for pupils in EY and at KS1 will be crucial and Newbridge will build on our collaborative working with a range of partners, e.g. parents and families, NHS, Social Care, voluntary sector organisations to ensure the best possible outcome for each pupil.

Newbridge has strong links within both education and across the wider community. We know and are a part of Redbridge. We are confident we will provide the highest quality education for vulnerable pupils at an incredibly important time and that our open, inclusive, welcoming ethos will ensure their well-being.

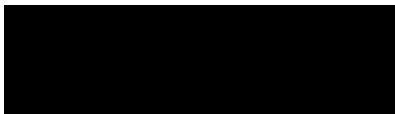
The bidding process may well have attracted outside, perhaps, large MATs. Support for Newbridge, (Astrum MAT), could mean this additional provision is from an outstanding local school with a strong commitment to continue to work collaboratively with our partners in Redbridge.

I hope you will feel able to support our application. Please make any comments you wish either directly to me [redacted] or to consultation@astrum-mat.org

[redacted]

[redacted]

Annex C. Letters of support



Hi,

The London borough of Redbridge is in need of additional Special Educational Needs provision. The number and range of children with additional needs has increased significantly.

We would like to support this bid for additional provision, Newbridge is a centre of excellence within the borough, who we regularly consult for advice and support. In addition this provision, we also benefit from their outreach service, for children with additional needs within mainstream education. We value Newbridge highly.



[REDACTED]

Monday, 9th October 2017

To Whom It May Concern,

I would like to confirm my support for Astrum Multi Academy Trust in their bid to provide the Redbridge Commissioned free school for Early Years and KS1 for the purpose of assessment, early intervention and inclusion.

The Trust already supports children in Redbridge with Special Educational Needs and it has the appreciation of Headteachers in the Local Authority who care about the full inclusion of all children. Its comprehensive knowledge of the local area, the local offer and local opportunities would leave some of our most vulnerable children in very safe and experienced hands.

The Trust will be able to provide further SEN support on top of what is already available, better placement for pupils and greater opportunities for a wider range of young children. Their already significant track record, and knowledge of complex needs of children from as young as two years old to nineteen years old, is enough proven success for me to place my faith in the Trust's current qualifications and its future capabilities and capacity for successful intervention for our children achievement at the Free School.

I know just how committed the Trust's Headteacher is to Redbridge as a Local Authority through working with other schools to provide a Borough wide inclusion for our children.

I not only highly recommend this bid for the future free school provision but also strongly hope that the outcome of the bidding process places Astrum Multi Academy Trust in the driving seat of this exciting proposal.

Yours sincerely,

[REDACTED]

13th October 2017

To whom it may concern,

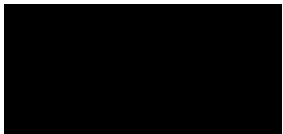
I am writing in support of the bid from Astrum Multi Academy Trust in the bid for the Redbridge Commissioned Free School for Early Years and Key Stage 1.

The Trust has an excellent reputation for supporting students with Special Educational Needs and is also regarded as an invaluable resource to supporting students in mainstream schools .

If successful the Trust will be able to provide further support for students with SEND. The existing leadership of the Trust is well respected in the local authority as they are committed to getting the best outcomes for students of all ability.

I recommend the bid for the free school.

Yours sincerely

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Dear [REDACTED]

I am writing to state that I wholly support your putting in a bid for the Redbridge Commissioned Free School for Early Years and KS1.

Astrum Multi Academy Trust would be an excellent provider of an Early Years and KS1 school for the purpose of assessment, early intervention and inclusion.

The schools within the multi academy have a proven record of outstanding practice and have always had inclusion at the heart of all that they do.

They provide high quality support for mainstream primary schools and are regarded as an excellent resource within the borough.

Good luck with your bid.

[REDACTED]



To whom it may concern:

Please accept this letter in support of Astrum Multi Academy Trust's bid to become the Redbridge Commissioned free school for Early Years and KS1 for the purpose of assessment, early intervention and inclusion.

Like many schools across Redbridge, the number of children on our roll with complex Special Educational Needs has increased year upon year. In order to meet these children's needs and provide them with the best possible learning experiences, we benefit from additional assistance and expertise from our outreach providers.

The knowledgeable support that Astrum Multi Academy Trust has been able to provide to our school via Newbridge Outreach and the Special Educational Resource Centre (SERC) has been invaluable. This provision has ensured that our SENCO and school staff are well supported to fully understand and respond to both complex physical and learning needs. This in turn has allowed children within our school to benefit from a fully inclusive educational experience, overcome barriers and make significant progress with their learning. On many occasions, we have seen first-hand the quality of the provision provided and the commitment that this organisation has shown to improving the quality of life for some very vulnerable children. For this, our school community is very grateful.

We know that Astrum Multi Academy Trust are committed to Redbridge and working with schools to develop provision. We also know that should they be successful in their bid, this would lead to fantastic inclusion opportunities and further opportunity for staff development across local schools.

Please do not hesitate to contact me if I can provide any further information in support of this bid.

Kind regards

