



Department  
for Education

# Special free school application form

Published: July 2017

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

**CATCH22 HAMPSHIRE ACADEMY**

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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](mailto: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.

## **Catch22 Hampshire Academy**

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](mailto: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)?		
<b>Section A:</b> Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of consultation and demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to both the department and the local authority before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Catch22 Hampshire Academy

11. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the department and one hard copy to the local authority?	☒	☐
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\*\* 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"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• 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</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gov.uk">due.diligence@education.gov.uk</a> 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>	☒	☐

## 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.

**Catch22 Hampshire Academy**

**Signed:**



**Position:**  (please delete as appropriate)

**Print name:**



**Date: 23 November 2017**

**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.

**Please see attached excel spreadsheet attached as Annex 1 - Catch22 Hampshire Academy - Special Free School Application Form Part 1 – Section A and B**

## **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.

**Please see attached excel spreadsheet attached as Annex 1 - Catch22 Hampshire Academy - Special Free School Application Form Part 1 – Section A and B**

## 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**

#### **Our Vision for the Catch22 Hampshire Academy**

The Catch22 Multi Academies Trusts (Catch22 MAT) vision for Catch22 Hampshire Academy is to create an outstanding provision that ensures all our learners leave confident, happy young people with high levels of self-esteem, a clear picture of their future and the wherewithal in terms of skills, qualifications, abilities and personal characteristics to achieve their ambitions and have meaningful roles in society. We believe this vision will meet the needs of the 125 learners identified by Hampshire with Social Communication Needs (SCN) and those who have a diagnosis of Autistic Spectrum Disorder (ASD) and the vision of Hampshire County Council.

The Catch22 MAT is committed to creating a safe, inclusive, nurturing and flexible environment that reduces the severe anxiety and isolation that is often displayed in learners with these needs. This reflects Hampshire County Council's commitment to promoting success and achievement, health and well-being, safety and engagement for all of the county's young people, preparing young people for adulthood and full participation in society. This is because SCN learners often exhibit passive behaviours that effect their learning. These might include, for example, speech anxiety/ reluctance to speak, isolation, apathy, inability to make or maintain friendships. Those with an ASD diagnosis might exhibit additional issues such as pathological demand avoidance or difficulties with interpreting both verbal and non-verbal language like gestures or tone of voice. ASD learners may therefore display challenging behaviours, such as non-compliance, mood swings or impulsivity. We recognise that many of our learner's exhibit similar behaviours to those outlined above, and therefore will require an equally individualised and nurturing environment to remove their barriers to learning. This will be supported by additional expertise including consultancy from Autism Associates as well as specialist in-school support including Speech and Language Therapists and Educational Psychologists for example.

Consequently, we believe that our Education experience and proposed delivery meets these needs and supports learners with SCN and ASD needs to develop and thrive in line with Catch22's core values, the 3 P's; Purpose, Place and People which are outlined below:

**Purpose:** Our relationship based approach means that we take the time to understand the potential of each individual student and support them to achieve their purpose. We will support this by:

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

- Offering a broad, balanced accessible curriculum that meets individual requirements, is based on assessed needs, and prepares young people for adulthood.
- A focus on providing high quality academic opportunities and qualifications (GCSE'S & other Level 1/2 qualifications) alongside vocational qualifications.
- Supporting multiple progression pathways – including reintegration back into mainstream where possible up to Key Stage 3, employability, enterprise and further education for those at Key Stage 4 and post 16.
- A specific focus on behaviour interventions and personalised therapeutic support. (E.g. 1-2-1 support, Advocate Support, Speech and Language Therapy).
- Careful planning for each learner and developing a flexible approach to the delivery of lessons are both vital components of our provision.
- Recruiting QTS qualified teaching staff who understand the need to adapt the delivery of lessons.
- Working to ensure that school exclusion does not reinforce the cycle of social exclusion; we are focused on working with each learner to develop their positive pathway back into mainstream education where this is appropriate.

**Place:** We will provide safe and supportive learning environments, giving students a place that enables them to overcome their barriers to learning. We recognise how important it is for a cohort with SCN and ASD needs to provide a learning environment that reflects their personal needs/behaviours and the impact these needs have on their learning requirements. It is our aim to create a learning environment for each learner that helps them to embrace learning, new activities and opportunities. We will support this by:

- Creating smaller, more personal learning environments that cater for individual needs including safe positive spaces to support learners' sensory and behavioural needs based on clear sensory and site audits.
- A whole school integrated approach to behaviour management is embedded in every aspect of school life; ensuring a consistent setting.

**People:** We will put students at the heart of their learning, building supportive networks of people around them. We will do this by:

- Recruiting inspirational teachers and support staff to enable us to offer blended support to students.
- Providing each young person with a designated Advocate who supports them, and their families with issues in and outside of the classroom.
- In addition to our own provision, we will provide access to Educational Psychologists, counselling and forms of therapeutic intervention, which suit the needs of the learners.
- Providing learners with the opportunity to build their social capital, including access to external community services.

Our success for the Catch22 Hampshire Academy will be defined as the level of progression each young person makes in terms of changes to their behaviour, their academic ability, their ability to engage in the community and eventually live

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

independent lives through employment, training or Further Education. At the proposed Free School it is our vision that our learners achieve:

- All students making accelerated progress to at least age related expectations in English, Maths & Science. KS4 students will make 1 GCSE level of progress every 2 terms.
- All students achieve 100% attendance through targeted, consistent support.
- Individual students show a reduction in behaviour incidents/ specific behaviour inhibiting their learning.
- Students within all Key Stages to be taught/ supported in developing their self-sufficiency skills to an appropriate level including supporting Fundamental British Values enabling students to live independent, meaningful lives
- At least 5 or more GCSEs or equivalent in relevant subject areas.
- 100% of learners at KS4 are in education, training or apprenticeships 6 months post transition from Catch22 Hampshire Academy
- Where appropriate: Learners will show a reduction in levels of anxiety/ depression using the Revised Children's Anxiety and Depression tool and Strengths and Difficulties Questionnaire.
- Where appropriate: ensure learners reintegrate back to a mainstream place, where professionals and commissioners agree there is a suitable destination, in the same school year as their Peers.

#### **Catch22 MAT**

The Catch22 MAT is the vehicle for Catch22's sponsorship of academies, which focuses on learners who can benefit from small, supportive alternative education provision. The trust serves young people aged 4-18 who are "outside of mainstream education" and are no longer able to be educated at their "main originating school". Catch22 believe that all children and young people have the capacity to learn, regardless of their life situation. It is our role to unlock that learning potential. We currently run 5 schools with 1 in pre-opening stage:

- Ashwood Academy (Hampshire): Ofsted 'Good' – Alternative Provision – converted 2014.
- Brunel Academy (Devon): SEMH Special School – converted April 2017
- Burton Academy (Devon): Alternative Provision - converted April 2017
- Everitt Academy (Suffolk): SEMH Special School – opened Sept. 2017
- Spires Academy (Northamptonshire): Alternative Provision, opened May 2017
- Fen Rivers Academy (Norfolk): SEMH Special School – Spring 2018

Catch22 also provides education through 6 Independent Schools alongside working in employability, apprenticeships, youth justice, and young people and families sectors. The independent school provision sits outside the Catch22 MAT. Catch22 'include' schools help vulnerable young people with challenging behaviours to realise their full potential. The independent schools and tailored support programmes are targeted at young people who fall into high risk groups in all key stages, including those who are excluded or at risk of exclusion from mainstream schools or Pupil Referral Units (PRUs), and those with social, emotional and/or mental health needs (SEMH) or special educational needs (SEN). This is delivered in Suffolk, Bristol (and Bath), Norfolk, Oxfordshire, West London, the Midlands, and the Thames Valley.

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

In line with the DfE Multi Academy Trust Good Practice Guidance and Expectations for Growth (2016), Catch22 MAT is working to a hub model for its academies encouraging local expansion in each of its regions. The trust is developing plans to expand to 10 Alternative Provisions and Special Schools by 2020. We expect this to include further sponsorships, and new Special Free Schools/ Alternative Provisions. We believe this will allow our schools to thrive through local collaboration and interaction that encourages communication, best practice sharing and the development of a strong common Catch22 MAT ethos. This Hub model is supported in Basingstoke through the Ashwood Academy nearby, which is an AP Academy. This Hub model is further supported in Hampshire through other existing Catch22 services including; Hampshire 24/7 (Substance Misuse for Young People), Apprenticeships and Work Ready Programme. With our expansion strategy in mind we are also looking at expanding in Suffolk where we run an existing academy and additional Catch22 services. The timeline for opening this provision is 2019. The Hampshire academy will open in 2020 allowing for a staggered approach to expansion, ensuring appropriate senior leaders have capacity to lead and deliver.

## 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)	2019	2020	2021	2022	2023	2024
Reception	N/A	0	0	0	0	0	0
Year 1	N/A	0	0	0	2	4	5
Year 2	N/A	0	2	2	2	4	5
Year 3	N/A	0	4	4	6	8	10
Year 4	N/A	0	4	4	6	8	10
Year 5	N/A	0	4	4	6	8	10
Year 6	N/A	0	4	4	6	8	10
Year 7	N/A	0	6	8	10	12	15
Year 8	N/A	0	0	8	10	12	15
Year 9	N/A	0	0	6	8	12	15
Year 10	N/A	0	6	8	10	12	15
Year 11	N/A	0	0	6	10	12	15
Year 12	N/A	0	0	0	0	0	0
Year 13	N/A	0	0	0	0	0	0
Totals	N/A	0	30	54	76	100	125

## 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
<b>Primary</b> – working across 9 thematic study routes including:	25 hours		All facilitated in a nurturing context-underpinned with strong behaviour intervention and management.
1. Maths	5.5 hours	Mandatory	Maths: ‘White Rose’ Maths software from West Yorkshire Maths Hub ( <a href="http://www.wymathshub.co.uk">www.wymathshub.co.uk</a> ).
2. English – literacy including spelling, punctuation, grammar, reading writing and comprehension	5.5 hours	Mandatory	English/literacy, Science, Art; - all supported by the ‘Cornerstones’ programme of study.
3. Science	1.5hours	Mandatory	
4. Art	1.5hours	Mandatory	
5. PE/Sports	1.5 hours	Mandatory	A range of sports will be offered according to personal choice
6. ICT	N/A	Mandatory	Embedded across the curriculum; strong focus on safer internet use
7. Personal and Social	1.5hours	Mandatory	Key life skills; use of ‘votes For Schools’ software in tutor time
8. Food and Cookery	1.5 hours	Mandatory	A key subject, in which learners engage with successfully at all of our other schools



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9. Therapeutic support	2.5 hours	Mandatory	Part of the therapeutic offer; Improving self-esteem and confidence by working with other staff/ learners; includes group work, 1:1 support, breakfast clubs.
Other subjects	4 hours		30 mins a day for each young person, but where appropriate additional support / expertise including interventions by the SALT, SENCO, external support (e.g. Educational Psychologist).  Including Music, Languages, History, and Geography depending on the Cornerstones topic focus.
<b>Secondary</b>	25 hours		
Therapeutic session	2.5 hours	Mandatory	Part of the therapeutic offer; Improving self-esteem and confidence by working with other staff/ learners; includes group work, 1:1 support, breakfast clubs.
			30 mins a day for each young person, but where appropriate additional support / expertise including interventions by the SALT, SENCO, and external support (e.g. Educational Psychologist).
Maths	3.75 hours (5 x 45 mins)	Mandatory	GCSE, Entry Level Certificate and Functional Skills.
English	3.75 hours (5 x 45 mins)	Mandatory	GCSE, Entry Level Certificate and Functional Skills.
Science	3.75 hours (5 x 45 mins)	Mandatory	Entry Level and GCSE.
PSHE	1.5 hours (2 x 45 mins)	Mandatory	'Votes for Schools', CIAG (NCFE Level 1 Award), Accreditation through NCFE Personal Effectiveness, Personal

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			Development and Interpersonal Skills awards Entry Level to Level 1.
ICT	N/A	Mandatory	ICT embedded in other subjects including safer internet use.
Food and Cookery	3 hours (2 x 90 mins)	Mandatory	A key subject, in which learners engage with successfully at all of our other schools. Promotes a therapeutic approach.  VCERT in Food & Cookery (L1 & L2).
Business and Enterprise	3 hours (2 x 90 mins)	Optional	VCERT in Business & Enterprise.
Craft	3 hours (2 x 90 mins)	Optional	Occupational Studies and Creative Crafts (Entry level to Level 2 in carpentry, interior design, jewellery design).  VCERT (L1 & L2).
Humanities	1.5 hours (2 x 45 mins)	Optional	GCSE and entry level (e.g. Geography, History, Citizenship, RE)
Media	1.5 hours (2 x 45 mins)	Optional	OCR Creative i-Media
Art and design	3 hours (2 x 90 mins)	Optional	GCSE and entry level
ICT	1.5 hours (2 x 45 mins)	Optional	Functional Skills
Core PE	2.25 hours (1 x 90mins, 1 x 45 mins)	Mandatory	Learners to be taught a range of sports in line with their needs; emphasis on participation as a starting point; integration into team games when appropriate.
PE and sports	3 hours (2 x 90 mins)	Optional	VCERT Health & Fitness (L1 & L2). Can be continued using online i-Achieve programme if learner reintegrates to mainstream during KS4.

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Vocational: <ul style="list-style-type: none"> <li>• Sports and Leisure,</li> <li>• Public services</li> <li>• Retail</li> <li>• Dance</li> </ul>	Varied according to need	All optional	The specific vocational subjects on offer will be assessed and agreed depending on cohort mix at the start of each academic year. This will be reviewed termly. Vocational subjects will be delivered on-site by teaching staff, or contracted to local providers (E.g. Farnborough College, BCOT Technology College, Newbury College).
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### **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

**As outlined in Section C, it is our vision that the Catch22 Hampshire Academy provides an outstanding opportunity for learners with Social Communication Needs and Autistic Spectrum Disorder (ASD) to thrive in a safe nurturing environment that supports them to develop academically, socially, and emotionally in line with their individually identified needs.**

We want our learners to leave confident, happy young people with high levels of self-esteem, a clear picture of their future and the wherewithal in terms of skills, qualifications, abilities and personal characteristics to achieve their ambitions and go on to have meaningful roles in society. We believe our curriculum will meet the needs of the 125 SCN and ASD learners identified by Hampshire County Council (HCC) and Hampshire's commitment to promoting success and achievement, health and well-being, safety and engagement for all learners and prepare young people for adulthood.

It is our expectation that the learners, in line with the LA Commissioned Special Free School Proposal from HCC will display severe anxiety and social isolation as a result of their SCN and ASD needs. As a provider of alternative education Catch22 MAT has robust experience in addressing these barriers to learning for learners with Social Emotional and Mental Health (SEMH) needs across our Special Education and Alternative Provisions and Catch22's Independent 'include' Schools. We will build upon our experience working with vulnerable learners with SEMH needs, and engage with experts in Social Communication Needs and Autism, specifically, Autism Associates. Autism Associates will provide, on a consultancy basis, support to ensure that our provision is suitable in meeting ASD needs. The provision will also be supported by a Speech and Language Therapist to ensure we are quickly and appropriately meeting SCN needs.

We know that learners experiencing anxiety and social isolation can exhibit a range of barriers to learning including:

- Self-perception (e.g. low self-esteem/worth/efficacy/confidence)
- Mood (e.g. difficulties in managing mood, or persistently low mood)
- Relationships (e.g. social skills, trust and/ or dependence, bullying)
- Understanding or regulating emotions (e.g. high anxiety, anger) both towards themselves and other learners
- Behavioural self-regulation (e.g. impulsivity, hyperactivity, concentration)
- Experience of stress or trauma
- Delayed development of social and/or emotional skills and understanding

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

We recognise that for learners with SCN and ASD this is augmented by social impairment and communication difficulties and as such they might also exhibit:

- Delayed Language Development including speech anxiety/ reluctance to speak/ inability to formulate sentences in a structured way, resulting in inability to communicate wants/ needs.
- Difficulties with interpreting both verbal and non-verbal language like gestures or tone of voice.
- Repetitive and characteristic behaviours e.g. Pathological Demand Avoidance, Preoccupations with certain topics
- Sensory Processing issues including over and under sensitivity (e.g. light, sound) that result in behaviour issues/ repetitive moments to distract from sensory input
- *Rigid Preferences e.g. with Food, Seating Arrangements.*
- Difficulties with emotional responsiveness
- Social isolation, apathy, inability to make or maintain friendships.

These difficulties, regardless of academic ability, severely affect the learner's interactions with others, motivation, level of avoidance/ withdrawal, ability to regulate their emotions, and/or behaviour that is disruptive to their progress in learning and ability to prepare for adulthood. We also recognise that learners with these primary learning and behavioural needs might present with additional needs such as English as an additional language (our local experience tells us this will be low), those accessing free school meals, or be struggling in key aspects including literacy/ numeracy for example.

**It is with these needs in mind that we propose that new Special Free School supports a significant degree of specialism, planning and adaptation and will offer:**

- **A broad and balanced curriculum:** including a strong focus on academic attainment.
- **A suitable framework of specific provision and support for our learners:** To ensure that the curriculum is delivered appropriately according to the SCN/ASD needs of our learners.
- **A personalised provision:** including the adoption of differentiated progression pathways with a view to supporting as many learners as possible to progress in line with age related expectations and, where appropriate, re-integrate back into mainstream education.

We aim to have life-long learners who are confident, happy young people with high levels of self-esteem, a clear picture of their future and the skills, abilities and personal characteristics to achieve in adult life. We are ambitious for and demanding of our young people – we do not accept past difficulties as a reason for lowering expectations on future achievement in line with best practice. (AET Trust's: What is good practice in Autism Education? (2011) -Theme 1).

In order for our curriculum to work effectively, will be supported by high quality people nurturing and supporting our learners, inside and outside of the classroom. This

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

includes Teachers, Teaching Assistants, specialist support (e.g. Speech and Language Therapists) and Advocates (who support young people from entry to exit, bridging the gap between their academic, behavioral and therapeutic needs) enabling us to create a safe, flexible, and supportive learning environment. This will enable us to accelerate progress and narrow the gap between our learners and those in mainstream.

Our success is defined as the level of progression each young person makes in terms of changes to their behaviour, their academic achievement, their ability to engage in the community and eventually live independent lives through employment and/or further education. Steps to achieve this are outlined in the following pages:

**A Broad and Balanced Curriculum**

We believe a broad and balanced curriculum is essential to all learners, regardless of their SEN need, in providing them with the skills and knowledge to learn effectively and experience to prepare them for a good quality of life. Our curriculum will be delivered by qualified, highly motivated teachers and take into account the National Curriculum and the Special Educational Needs and Disability Code of Practice (2014).

We provide a full time education timetable and curriculum that is designed to offer a degree of flexibility and stepped progression from pre-entry levels to Level 2, with the aspiration for all to reach 5 GCSE's (or their equivalent) in useful and accredited subjects; English and Maths qualifications are compulsory for every learner. Teaching embeds Maths and English throughout the full range of subjects. We support the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect, and tolerance of those with different faiths and beliefs.

**Core Curriculum**

Catch22 MAT supports the adoption of the National Curriculum as a template for our core curriculum. This is because it provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of learners' knowledge, understanding and skills as part of the wider school curriculum.

**At KS1 & 2** the curriculum provides thematic learning across Maths, English, PE, Science, Art, Personal and Social, Food and Cookery, ICT involving play alongside therapeutic support. This is supported and personalised to each school setting through the Cornerstones Curriculum; an online, flexible primary curriculum supported by 1000's of lesson resources. This software ensures we can flex and adapt our curriculum based on the needs of our learners, and ensures complete national curriculum coverage.

**At KS3 & 4**, this includes, as appropriate, GCSEs and vocational training that caters to our learners' individual needs and is delivered by qualified teachers, giving all learners experience in Mathematics, English, Science, ICT, Physical Education, Food and Cookery and PSHE, in line with the national curriculum. In addition, where there is demand, and relevant teaching expertise, learners will have access to: Art and Design, Humanities (e.g. Geography, History, and RE) Media, Craft, Business and Enterprise and Vocational Opportunities.

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Learners will choose from one option from the following option blocks:

- Option A (3 hours a week): Craft, PE, Art and Design, Business and Enterprise
- Option B (1.5 hours a week): Media Studies, Humanities, ICT

Learners may begin some accreditations at KS3 to ensure they have sufficient time to complete the course.

An example day will be as follows:

Time	Activity
8.30 – 9am	Breakfast Club
9 - 9.30am	Tutor time (e.g. Learning Conversations/Therapeutic Support)
9.30 - 10.15am	Lesson 1 – Core Curriculum
10.15 – 11am	Lesson 2 – Core Curriculum
11 – 11.15am	Break
11.15am – 12pm	Lesson 3 – Core Curriculum
12-12.30pm	Lunch
12.30-1.15pm	Lesson 4 – Core Curriculum
1.15-1.30pm	Break
1.30pm-3.00pm	PE/Non-Mandatory/GCSE Options
3-3.15pm	Tutor Time
3.15pm	Finish School

Single lessons are 45 minutes long, with double lessons (for practical subjects) lasting for 90 minutes. However, if needed, teaching for some classes may be shortened to 2 x 20 minutes (half lessons) where learners need shorter, sharper learning sessions. Both half lessons would take place in the same classroom.

**Literacy:** Improving literacy skills at all ages is a key aspect of our proposed curriculum offer. Many learners who join our schools have difficulty with accessing the national curriculum because of lower literacy skills compared with their peers. These lower levels of literacy are often not a reflection of the learner’s academic ability rather they reflect the impact their barriers to learning have had upon their levels of progress. We know that not addressing this specific barrier in all of our learners can have a significant impact on progress made, and in turn learner confidence and behaviour. In addition to timetabled English lessons, personal interventions outside of lessons will play a significant part in accelerating progress in literacy. All verbal information will be supplemented with pictures, visual schedules, gestures, visual examples, and written directions to support the needs of our ASD/SCN learners. All staff, regardless of subject area, will be expected to teach literacy in lessons and embed it into their lesson planning. The Academy Literacy policy will act as a guide to all staff to ensure

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consistency. The tutor programme will incorporate additional opportunities for improving literacy; learners will be encouraged to read and practise spellings/grammar. We are currently collaborating with another successful Alternative Provision Trust (TBAP) and we will be using funding from the DfE to support with literacy in one of our current provisions (The Spires Academy). Learning from this pilot will be disseminated across our academy group to ensure we continue to build upon best practice.

Below we have provided an outline of how we intend to develop literacy, numeracy, science and other core skills across each Key Stage based on learners SCN/ASD need.

**Key Stage 1/2 (KS2)**

At KS2 our curriculum is focussed on developing the social and emotional needs of our learners to enable academic progress based on the SCN/ASD characteristics we expect them to display (as outlined above) that act as barriers to their learning. With this in mind we will provide:

- **Topic Based Learning:** Learning will be organised into topics with a cross curricular class theme. This allows our learners to gain in depth experience of topic areas at a pace that adapts to their learning needs. It will incorporate a broad selection of topics from Food and Cookery, Science, Art, to history, geography, RE, and ICT. This is supported by the online flexible Cornerstones Curriculum outlined above. For learners with SCN this provides consistency and enables them to build mastery in topics and confidence in their ability. We understand that many learners with ASD have a favourite topic/ special interest area that they focus upon and interferes with their learning. Topic based learning is important in supporting learners with ASD to shape their expectations of education environments and in the wider world, by supporting them in expanding their interests to other topics but also giving the opportunity to understand a topic in depth. This will be supported by providing learners with appropriate times to talk about their subject of choice (e.g. at the beginning of the day/ during tutor time) to encourage reciprocity.
- **Practical Hands-on Activities:** Topic based learning is supported by practical activities with adults modelling appropriate behaviour and social interactions. Activities are structured to enable mastery of the topic/ content giving learners a chance to learn those skills and apply them before being required to learn another new set of skills. Clear instructions will be given verbally, visually and in written format to ensure understanding and modified to accommodate rate of learning. By providing opportunities for mastery, at appropriate levels, in a structured format, we build confidence in our learners who in turn can then progress at an accelerated rate. For example in PE we might teach ball skills first prior to utilising these skills in a team setting.
- **Spelling, Punctuation and Grammar (SPAG):** We will focus on intensive literacy including spelling, punctuation and grammar as well as handwriting to support our learners to progress at the same rate as their peers. In addition to timetabled English lessons, personal interventions outside of lessons will play a significant part in accelerating progress in literacy where learners have been identified as requiring additional support. This would be no more than twice a



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week to ensure minimal disruption to class time. We will utilise specific targeted support for learners as outlined later in this section.

- **Numeracy:** Alongside our Cornerstones Curriculum, we utilise White Rose Maths Materials: quality assured lesson resources by maths topic, learning objective and year group. We recognise a variety of ability across the cohort of SCN/ ASD and this enables us to differentiate learning based on individual levels of progress. For example, with algebraic equations the more able students will tackle more complex examples as well as having opportunities to support the less able in the group. This scheme of work is written by mastery specialists and enables our qualified teachers to focus on supporting the additional needs of our young people in and out of the classroom.
- **Play:** Play gives learners the opportunity to develop gross and fine motor skills, language and communication skills, thinking and problem-solving skills, and social skills such as negotiation. Play based learning allows us to engage our learners in an informal learning environment lessening anxiety and increasing their confidence. For SCN/ASD learners we recognise that play can be difficult as learners can for example:
  - Find sharing difficult due to communication and social issues.
  - Prefer to play alone rather than in groups.
  - Undertake repetitive play based on their intense interests.
  - Find an unstructured environment anxiety inducing.

Play will therefore be structured to include a mixture of solitary, parallel, associative, and cooperative play to suit learner needs. Play will be supported by appropriate levels of in class support to ensure that disruptive behaviour is minimised.

- **Therapeutic Support:** Therapeutic Support is embedded in all that we do in our academies and supported all staff. We recognise the importance of creating an environment that nurtures our learners and enables them to develop core social and communication skills. This is supported across all Key Stages and as such is described in greater detail in the following sections.
- **Preparation for Adult Life:** Preparation for adult life is embedded across our curriculum. At KS1/2 this is seen through our focus on developing social skills, self-care skills (e.g. personal hygiene, healthy eating, and physical exercise) for personalised to each young person. Preparation at KS1 (and KS2 where appropriate) might look at real-world visits e.g. to fire stations, farms (employment), paying in shops (independent living), encouraging learners to create friendships (community inclusion) or physical health support. Whilst at KS2 specifically we will begin talking about different careers and education (employment), supporting pre-puberty immunisation (health), getting to know the local area (inclusion) or supporting in navigating travel independently. Robust support is provided during transition between Key Stages to alleviate anxiety learners might feel, enabling us to plan services together and develop a shared vision for each learner.

**Key Stage 3 and 4 (KS3/4)**

The National Curriculum provides an outline of core knowledge around which Teachers can develop exciting and stimulating lessons to promote the development of learners' knowledge, understanding and skills as part of the wider school curriculum. However,



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in addition, we will look to introduce other useful and interesting aspects to the school timetable, including provision off-site where appropriate. With this in mind, at KS3/4 learners will move towards a more bespoke curriculum that enables them to progress and develop based on their accessed strengths and needs with a key focus on preparation for adult life. This is crucial to SCN/ASD learners in ensuring that we do not limit the aspirations of those that can and want to achieve. The curriculum will include:

- **English:** It is our expectation that as far as possible, learners will be entered at GCSE level for English. However, we appreciate that the correct level of entry will depend on the individual needs of each learner. Therefore, Functional Skills will also be offered where appropriate. At KS3 & 4, the curriculum supports effective teaching of functional skills in English, particularly to disengaged learners through the implementation of strategies, such as:
  - English being embedded into all subject areas including a clear evidence framework to inform effective practice and to develop and improve functional English utilising our Catch22 Literacy Policy;
  - The teaching of discrete functional English learning sessions, leading to improved qualification levels at Entry, Level 1 and Level 2 including GCSE;
  - Implementing and delivering a highly structured reading scheme (e.g. Toe by Toe) for learners who are functioning below entry level as outlined further within this Section.
- **Maths:** It is our expectation that as far as possible, learners will be entered at GCSE level Maths. However, as with English we appreciate that the correct level of entry will depend on the individual needs of each learner. Therefore, Functional Skills will also be offered where appropriate. Functional Maths is at the core of the curriculum framework and will support mathematical thinking and develop transferable skills. There are clear links to using maths in everyday situations and the world of work and, like with literacy, we will ensure that key mathematical concepts and tools are embedded across the whole curriculum, as outlined in the Academy's numeracy policy. To help prepare learners for the next stage of their career, there will be a clear focus on:
  - Applying maths in the context of other curriculum subjects; for example in Art and Design learners might look at calculation of quantities of materials, costs and sizes.
  - Problem solving; for example we might get learners to use maths skills to calculate food and drink requirements for a school fair.
  - Functional elements; such as booking holidays, reading bus and train timetables, converting currency, decorating rooms, comparing the cost of different goods and services and calculating the monthly cost of gas and electricity.

Qualifications are unit based enabling the young person to accumulate accreditation, supporting progress in a way that is timely and can accompany them on transition.

- **Increased Independent Learning:** By the time learners reach KS3 our curriculum has a key focus on ensuring they feel prepared for adult life. Independent learning enables learners to take responsibility for managing their time and work load, encourages greater independence, and the opportunity for

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learners to have choice in their learning. This will be reinforced through specific learning objectives in Individual Education Plans as well as through lesson planning. For example:

- Science: Independent activities such as group projects on specific subject areas will be incorporated into lessons. Learners will be supported to increase their knowledge and understanding of nature, materials and forces whilst developing the skills associated with science as a process of enquiry, such as observing, forming hypotheses, conducting experiments and recording their findings.
- Century Tech: An online independent learning platform that uses Artificial Intelligence to assess learners' work and personalise their learning tasks to focus on the gaps in their knowledge. This is an important tool in differentiating learning and improving confidence in learners.
- **Bespoke Non Mandatory Options:** Alongside increased independent learning we will offer our learners at KS4 a variety of options to enable them to prepare for adult life with skills to succeed. This will be based on learner interest and need and might include:
  - **Business and Enterprise:** We offer this qualification for learners who want an introduction to business and enterprise that includes a vocational and hands-on element. The vocational and hands on element is particularly crucial to our learners as it enables them to overcome some of the issues they might have (e.g. *lack of* self-perception, anxiety in social situations) in a safe and structured setting. Initially during the opening years of the school we would look to provide one off micro—enterprise events and opportunities as we have in previous locations (e.g. Catch22 Ashwood Academy) such as a school fairs. However we would expect in later years to set up enterprise projects on-site based on learners requests (e.g. café/tuck shop) to enable them to have choice in their learning opportunities.
  - **Art and Design / Craft:** We know that Learners with special educational needs make better progress in Art and Design and Craft than in most other subjects. (<https://www.data.org.uk/for-education/special-educational-needs/>). This is because designing and making usable products gives learners a real sense of achievement, it also provides the opportunity for clear structure and instructions. They benefit from experiencing their own progress and taking responsibility for their own learning and the practical application of their ideas.
- **Vocational Learning (KS4):** Given the Chineham Park site identified as the location for the school, we would look to make use of the outdoor space available for learning opportunities, such as; horticulture, animal nurture, forest school. This has been particularly successful in Catch22 independent school provisions and we would look to build upon this expertise in the new Catch22 MAT academy. Such activities can help to improve social skills, confidence, responsibility, empathy and so forth. Delivery of this provision will be reflected in our recruitment strategy ensuring appropriate staffing provision in place. We believe this would have potential to act as an offer to mainstream schools within the area offering support to appropriate learners from other sites increasing opportunities for social communication and interaction. This will be subject to

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the site refurbishment in light of the site being slightly undersized against BB104 requirements.

We will develop our offer locally both to try and meet the interests of learners, but also to align to the local strategic economic priorities set by the Local Enterprise Partnership (LEP) or by Hampshire County Council. We will support learners, where appropriate to access vocational learning through local employers and colleges (e.g. Farnborough College, BCOT Technology College, Newbury College) to enrich the curriculum based on learner needs as well as supporting further opportunities for community engagement. This is very important for learners who are socially isolated in preparing them for adult life. Our Advocates will be used to support the learners in what can be a daunting experience and support partner provisions/employers in identifying needs of learners. This will be supported by quality assurance of offsite provision (including health & safety, risk, safeguarding), and by advocates/support staff to enable appropriate staffing/ travel arrangements.

- **Community Experience and Extracurricular Activities:** The curriculum at KS3/4 will be punctuated by opportunities for increased community experiences as well as extra-curricular activities including offsite activities (e.g. visits to local care homes) that promote and consolidate social, emotional and mental health (e.g. activities to promote self-esteem, team-working, exposure to anxiety-provoking situations). We will also support KS4 learners to take part in National Citizens Service, and Catch22 and British Explorers Dangoor Next Generation Project where appropriate. This is further outlined later in this section.
- **Therapeutic Support:** Therapeutic Support is embedded in all that we do in our academies. We recognise the importance of creating an environment that nurtures our learners and enables them to develop core social and communication skills. This is supported across all Key Stages and as such is described in greater detail in the following sections.

At our Ashwood Academy (Alternative Provision for 11-16) this approach has enabled at least 66% of learners in all of the core subjects; English, Maths and Science to make Good or Outstanding progress in 2016/17, with the vast majority of those making outstanding progress.

**Preparing Young People for Adulthood**

When preparing our young people for adulthood we recognise the importance of ensuring that, in line with DfE's Preparation for Adulthood outcome tool (for SEND learners) that we prepare them across four key areas:

- Employment
- Independent Living
- Community Inclusion
- Health

Our provision recognises the importance of developing these skills across the curriculum in a way that is personalised to each learner, raises aspirations and is developed with individuals. A number of ways we do prepare our learners across these 4 key areas include:

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***PSHE (Mandatory)***

Personal, Social, Health and Economic (PSHE) provision will be delivered to help young people develop fully as individuals, with their families and within social settings and groups. Managing and improving oneself will be the core of this offer and will aim to improve the social, emotional and behavioural health of each young person. Alongside this, we will develop the life skills of the young person by teaching them to live independently and providing them with the opportunity to develop good parenting skills. Particular focus will be on improving the opportunities for social interaction to enable confidence building within peer groups over time. Expert teaching staff will use this provision to help learners be respectful to those with different views and perspectives to their own.

Catch22 MAT use a number of strategies across all Key Stages to develop social skills and resilience of our learners and Fundamental British Values including the use of debates, social scenarios and role-play in lessons and talks from external speakers. This includes:

- Covering thematic topics such as celebrations, festivals and media and use this to promote discussion and debate, such as: ‘why do we wear a poppy’, ‘what does Christmas mean to you’ and ‘should the driving age be increased to 21’. This helps learners to understand different views and perspectives and ensures we create a welcoming environment for learners from all backgrounds.
- Use of ‘Votes for Schools’: a platform for learners to debate current topics such as mobile phones affecting family values. Activities such as these encourage learners to develop their social and debating skills, and promotes understanding of these topics and how their views differ from others around them. In addition, such debates encourage our learners to understand their civic value, the value of voting and how their opinion counts in wider society. Topics are different every week and contribute to a national poll of all participating schools. Poll Information is then shared with young people to enable them to compare their views with a broader demographic. Further detail is provided in Section D4.

This area of work on the curriculum is key to achieving our wider schools aim of positively effecting young people so they are able to cope within their communities and to live independent, healthy, and inclusive lives.

***Physical Education (PE)***

PE will form a key part of our offer for learners at all Key Stages to encourage healthy bodies and minds in line with the DfE’s preparation for adulthood key areas. There will be a core focus on building character including team working, social interaction and healthy living as key outcomes for all young people. It will support young people to understand rules and risks, fairness and respect in line with National Curriculum Guidelines. Ultimately we want to utilise physical education to help young people overcome these issues and enable them to gain confidence to enjoy the benefits of sport and physical activity mentally and physically.

We recognise that learners with SCN needs and ASD may face challenges in living active lives because learners “are less likely to participate in sport or physical activity than others due to factors related to the condition, including heightened fear and anxiety in social situations, difficulty understanding body language, and sensory

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challenges.” We will tailor our offer to meet the needs of our learners in line with our understanding that of this and include:

- Solitary opportunities (e.g. running/ swimming)
- Co-operative opportunities (e.g. non contact team sports)
- Parallel opportunities (e.g. Dance).

This will help us to meet the differentiated needs of our learners, offer mastery opportunities, and support young people to gain the confidence, knowledge and skills they need to enjoy the benefits of sport and physical activity.

At KS3 & 4 in addition to the compulsory 1.5 hours per week of sport included as part of the curriculum we will offer the VCERT Health & Fitness (L1 & L2). This can be continued using the online I-Achieve programme if learners reintegrate back into mainstream during KS4.

***Food and Cookery (Mandatory)***

Including Food and Cookery as a key element of our curriculum highlights our commitment to preparing all students to live independent lives in adulthood, by supporting them to gain a variety of key life skills. Food can present as a challenge for many young people with additional needs, particularly those with speech and language needs and ASD. For some young people this can highlight their extreme sensitivity to change, and sensory stimuli, for example we know that for those with ASD this can come in the form of a narrow food selection based on texture, taste and smell. Whilst for those with SCN needs this might come in the form of eating, feeding and swallowing difficulties. By ensuring that Food and Cookery is a mandatory element of the curriculum we will ensure that we not only prepare young people to lead healthy lives, but give them the life skills to enable sustained transition and independence and participation in society.

Our Speech and Language Therapist will work alongside teaching staff to ensure that individualised programmes of support are in place where required.

**Careers Information Advice and Guidance (CIAG) (KS3/4)**

To ensure learners make informed choices about future progression, CIAG will be an integral part of the curriculum framework from KS3 onwards. Young people will have the opportunity to research and discuss career opportunities, which will be linked to the local economic profiles. The local job market will be researched as part of the process - for example, the types of sectors available and the number of apprenticeship training courses or employment opportunities available in the area. Catch22 run high quality and responsive apprenticeships and employability programmes that are relevant to the needs and aspirations of learners and job seekers. We will work with these teams to look at appropriate opportunities for our learners to access programmes and training as well as look at providing additional local information where it is available.

We will engage the Local Enterprise Partnership ‘Enterprise M3’ to support this element of the curriculum across their four priority areas (Aerospace and Defence, ICT and Digital Media, Pharmaceuticals and Professional and Business Services.) As



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further outlined below and will in line with their Enterprise M3 Skills and Employment Strategy look to work with businesses in the delivery of careers advice and guidance to our learners.

We will also engage with Hampshire Futures, the HCC employment and skills service. At Ashwood Academy, 2 learners have successfully engaged with traineeships with the council.

From Year 9 onwards next steps will be a key focus on this as part of all reviews, including EHCP review.

**Work Experience (KS4 only)**

Work experience placements can provide a significant learning experience. Learners not only learn skills in relation to the work involved, but also social skills, such as engagement with adults and improving communication skills. Identifying, placing and supporting learners in work experience is led by the Advocate, taking into account learner specific needs, for example, environmental adaptations for sensory needs.

In Year 10, learners can expect initially to gain work experience during the summer term for up to two weeks in a single placement. This should be repeated in Year 11, with work experience each term depending on the interests and capabilities of the young person. Where appropriate, a one day a week work experience placement could be part of a learner's timetable, supervised by their designated Advocate during their time off-site. This will be supported by appropriate timetabling for core curriculum subjects when on-site.

Ensuring the quality and the safety of work experience is key. This means each work experience provider should provide: a full risk assessment and induction for each learner, a description of the activities and experience on offer in advance (to ensure learner is supported), and ongoing support from their designated Advocate to ensure issues are addressed quickly. As noted above we will use the existing expertise in employability and work experience within the charity to support this and ensure high quality placements.

**Adopting a suitable framework of specific provision and support for our learners**

Catch22 MAT works with young people displaying a wide range of complex barriers to education. Our target population for all our schools fits in with the expected cohort in Hampshire and has the following characteristics:

- Age 4-18 (or up to 25 if have an Educational Health & Care Plan);
- Outside of mainstream education. Young people may also be NEET;
- Mild to moderate emotional wellbeing behavioural issues in our Alternative Provision schools, with more severe needs likely to be addressed in our specialist provisions

Typically young people in Catch22 MAT's target population display against one or more of our core criteria including:

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- Mild to moderate levels of Social Emotional and Mental Health issues including a need for high levels of behaviour support. Where we have specialist provision, we can normally address more severe difficulties
- Mild to moderate learning difficulties
- Speech language and communication needs
- Autistic Spectrum Condition/ Disorder
- A number of exclusions from school (including those dual registered)

It is with this experience in mind, and the specific needs of the SCN/ASD that we will look to provide the following framework of provision and support for our learners:

***Advocates***

Each young person is assigned an Advocate, a member of staff with youth work and/or teaching assistant experience to support them from entry to exit, bridging the gap between their academic, behavioral and therapeutic needs. They organise and deliver 1:1 and small group targeted support, advice, guidance, practical help (e.g. attending Children in Need Meetings) and mentoring for learners as appropriate to their needs and context.

At full capacity, each advocate will be responsible for specific areas of development in the school such as behaviour, transition, parental engagement, and employment. However during the growth years of the school Advocates will lead on all aspects to enable holistic support for each learner.

The Advocates help learners to feel less socially isolated, and assist in reducing any anxieties the learners may have about the school community by building strong, trusting relationships that ensure young people feel secure and feel they have someone to champion their voice. We would expect all staff to support this role by providing additional nurturing support on a daily basis.

***Referral, Assessment and Individual Education Plans***

As outlined in the specification “Only pupils with a final Education Health and Care Plan or those being referred for the purposes of being assessed for an EHC plan in accordance with the Children and Families Act 2014 (Section 34) will be offered places at this special school. Admissions will be in accordance with criteria, including the expectation that the primary need of the pupils will be a social communication difficulty, often, but not exclusively associated with an autistic spectrum condition.”

The referral process is led by the Advocate and involves assessment and planning to enable us to engage and develop a programme and Individual Education Plan (IEP), which will meet the specific needs of the young person and deliver a broad and balanced curriculum in line with our framework for Key Stage 1 to 4. This may require additional specific support from outside agencies if specific subject areas are not on curriculum. Referrals take into account ‘micro-groups’ of learners, for example those with English as an additional language (which we expect to be minimal), or female learners (who within the ASD cohort often struggle to find placements) and ensure that we are able to provide them with an appropriate learning environment.

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The referral process includes a home visit where parents/carers, and at secondary stages the young person, sign a contract ensuring expectations and responsibilities are clear. We work closely with families throughout the process to ensure engagement and to support sustainable progress. An introductory visit to the school is arranged, and an integration timetable is agreed.

Assessment is key to safe and effective practice. The school will use holistic, multi-disciplinary baseline assessments, e.g. WRIT, WRAT 4, Language Link, Hodder Access Reading and Spelling, Strengths and Difficulties questionnaires, the AET Progression Framework as further outlined in section D2. These assessments are carried out by Advocates and Teachers. Our systematic process of gathering a range of information relating to a young person helps identify their strengths and needs in order to decide on appropriate further action.

Once onsite all young people will work to an Individual Education Plan (IEP), which will:

- Be linked to the core characteristics of each learner's needs and where each individual learner may require additional support.
- Contain evidence from the learner's EHCP, as well as any information/assessment data from their previous schools and in addition, evidence from their induction in the new academy will be taken into account as some learners may display different behaviours or needs in a new setting.
- Confirm each young person's aims and objectives (both short and longer term) - setting specific, measurable, attributable, realistic and timely targets.
- Be written in language, which is meaningful to the young person and outlines the agreed roles in achieving the aims and objectives for staff, the young person, parents and carers and other professionals.
- Take into account the planned progression route for the young person and the timescales anticipated.
- Contain Academic targets that initially concentrate on developing numeracy and literacy skills as the essential foundation for all academic progress.
- Include social/personal targets that identify the key criteria for successful development, where appropriate reintegration into mainstream provision or progression on to a positive destination.

Once the IEP is in place, it will be shared with the learner, the parent/carer and all Teachers/support staff. Teachers will be expected to show knowledge and understanding of learners' targets in their lesson planning. IEPs will be reviewed formally 3 times a year. However, the needs of our learners are often prone to change more frequently and so IEPs for all learners will be monitored regularly at staff briefings, with amendments changed as appropriate, in particular if targets are met quickly or if new needs present themselves during a learner's time at the school.

***Lesson Planning***

A vital component to our provision in the classroom is the effective planning of lessons. We will expect Teachers, with support from Teaching Assistants, Speech and Language Therapist and the SENCO to personalise lessons according to individual need. Lesson plans will:



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- Take into account favoured ways of learning (e.g. provide structure, visual aids).
- Take into account nurture support required.
- Written and revised frequently to minimise learner disengagement.
- Reflect alternative approaches as part of planning to meet learners needs
- Draw on main stream best practice.
- Reflect the required environments for learners (e.g. those with sensory processing issues).
- Utilise resources to aid visual and practical learning.
- Be discussed in our daily staff briefings.

We will ensure that all staff have appropriate training in effective lesson planning that takes into account both individual needs and the requirements of both SCN and ASD characteristics. We will engage with colleagues from other Academies in the Trust (in particular our other SEMH provisions whose learners exhibit similar characteristics; Everitt, Brunel and Fen Rivers) to share best practice and for moderating our resources, in particular the lesson plans.

An important part of our education strategy is to improve the opportunities for our learners to work independently and accelerate their rates of progress, particularly in literacy and numeracy. To this end, we have recently subscribed to 'Century', a learning platform that uses artificial intelligence to assess learners' work and personalise their learning tasks to focus on the gaps in their knowledge. We believe that this will become a significant tool for all our schools in improving learner progress and confidence.

***A Whole Academy Approach to Behaviour***

All Catch22 Academies follow the "Catch22 MAT Behaviour for Learning Policy". This policy is designed to allow effective teaching and learning to take place in a safe and supportive environment for all members of each academy. The aim is to establish consistent positive behaviors, enabling students to learn the skills to succeed in adult life (and where appropriate reintegrate into mainstream).

As outlined previously, we know that SCN learners often exhibit passive behaviours that effect their learning. These might include, for example, speech anxiety/ reluctance to speak, isolation, and apathy. Those with an ASD diagnosis might exhibit additional issues such as pathological demand avoidance or difficulties with interpreting both verbal and non-verbal language like gestures or tone of voice. ASD learners may therefore display challenging behaviours, such as non-compliance, mood swings or impulsivity. To ensure that we meet those needs we will adopt a whole school approach to behaviour management. Our behaviour policy reflects these needs by creating consistency and routine to enable learners to feel safe, and understand expectations.

We will do this through:

- Robust training for all staff in meeting behavioural needs in learners.
- Providing distinct time throughout the day to set learner expectations e.g. Tutor Time including learning conversations and/or therapeutic sessions which focus on the days behaviour goals and aspiration, Breakfast Club and 1-2-1 support where appropriate.

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- Allocating Advocate/Teaching Assistant time each day where appropriate to support learners who have additional needs.
- Ensuring behaviour is reviewed at the end of each day with learners and with parents where appropriate.
- Carefully Planned School Environment: including safe spaces, classroom plans, and careful consideration to circulation requirements, thus reducing the potential for disengagement and disruption as much as possible.
- Creating a calm environment that minimises the risk of incidents arising that might require the use of restrictive physical intervention. As a last resort we will utilise appropriate physical restraint, with all staff members being trained using Team Teach. This is in line with DFE guidance: The Use of Reasonable Force (July 2011), Section 93 of The Education and Inspections Act 2006, DFES guidance LEA/264/2003: Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (Sept 2003) and the joint DFES/DOH guidance: Guidance for Restrictive Physical Interventions (July 2002).

Our Behaviour Policy is supported by a points system that all learners engage with. The points system is altered according to the needs of the cohort and the individual, so that key personal targets are aimed for and achieved, resulting in rewards that are meaningful to each learner. Progress with their targets will be shared regularly with parents/carers. Learners may be rewarded in the following ways (not exhaustive):

- Regular, positive phone calls home
- Praise postcards
- Extra choice regarding activities chosen during the school day
- Participation in after school events of their choice/ school trips

Learners will be able to articulate their views on how they can be rewarded for good progress and behaviour through informal discussions with tutors and staff, or more formally via school council meetings.

Behaviour is supported by holistic therapeutic approaches; embedded into the curriculum to ensure maximum impact, rather than just a 'bolt-on'. This approach empowers all staff to deal with key issues as they arise. We aim to use any of the following approaches as appropriate, within lessons and across the school day:

- CAF 'my feelings' resource (predominantly for KS2 learners) – which engages learners in their emotions throughout the day
- Resilience doughnut – a practical, strengths-based model for developing resilience through enabling learners to gain confidence & competence and learn negotiation skills through the use of existing relationships.
- 'The thrive approach' a multidisciplinary approach to aide the social and emotional development of a learner relevant to their age.
- Animal therapy – for instance, service dogs, nurturing pets, equine therapy
- Therapeutic teaching across other parts of the curriculum, e.g. Art, Music

We will engage with restorative approaches with learners to promote accountability and consequences. For example, we might engage in restorative conversations, which

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focus on active listening and engage with the feelings and behaviours behind particular actions and their impact.

To support positive behaviour we will ensure that routines are embedded into the school life as far as possible. For example:

- Providing pre-learning resources to enable learners to prepare for lessons.
- Use of seating plans to enable learners to sit in the same seat for lessons, lunch, exams.
- Building 'time out' periods for learners with additional needs into lesson plans.
- Through lesson planning, identify high quality questions for specific learners.
- Through high quality teaching, give learners advance warning of questions they will be asked so that they have time to prepare.
- Use small group work opportunities to enable learners to share ideas so that they can confidently contribute to class discussions.
- Embed routines into non-structured time during the school day. E.g. at breakfast club, learners sitting with staff for lunch, end of day departure protocols.

The Academy will have a clear, user-friendly Behaviour for Learning policy, with clear guidelines for all members of the school community as to the expectations regarding behaviour and good conduct. Learners will understand the consequences of actions, in particular how they will be rewarded when they behave appropriately.

At Ashwood Academy in the academic year 2016/17 Learner behaviour has improved significantly with 40% more learners exhibiting Good behaviour at the end of the Academic Year. The percentage of learners exhibiting inadequate behaviour has reduced to 0% at the end of the Academic Year.

**Specific Frameworks for our SCN/ASD learners**

Based on the expected learner intake and their special educational needs, Catch22 understand the importance of providing specialist SCN/ASD provision to dovetail this offer. We will look at basic autism principles, then adapt our current methods, in line with expert guidance from Autism Associates. Our provision will focus on the following key areas of expertise:

- The Autism Education Trust (AET) progression framework, which provides a sharper focus on addressing the needs of individual learners by monitoring specific targets according to need.
- The AET Autism Standards. We will use these to monitor our effectiveness as a provision for both learners with SCN and ASD needs.
- The National Autistic Society (NAS) 'SPELL' framework for supporting all professionals with the teaching and support for our learners.

In line with the AET progression framework, we will monitor our curriculum provision and subsequent interventions for our learners across the following areas:

- Social communication
- Social interaction
- Social imagination and flexibility

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- Emotional understanding and self-awareness
- Sensory processing
- Independence and community participation
- Learning

The focus on these areas of development also supports our staff in making our provision for each learner as personalised as possible. We will make use of the frameworks 'learning intentions' to differentiate more successfully based on learners academic and emotional needs. Although there will be variances in timetabling for different learners, the framework will also help us to identify key areas of provision that need addressing for the majority of the cohort.

**A personalised provision; Practical applications of an effective SCN/ASD Curriculum provision**

***Pedagogical Approaches***

Alongside the use of the framework and the standards, we also believe it is necessary to ensure that all staff are aware of some key pedagogical approaches to achieve the highest standards of teaching and learning:

- Use of structured teaching approaches. In particular, we will promote the use of TEACCH. The TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children) approach tries to respond to the needs of autistic people using the best available approaches and methods. It's key priorities include:
  - Focusing on the person, their skills, interests and needs
  - Understanding the 'culture of autism' and identifying differences based on individualised assessments
  - Using visual structures to organise the environment and tasks when teaching skills
  - Being flexible and teaching flexibility.

This is in line with the Catch22 MAT's focus on flexible individualised learning that puts learners at the heart of the education and experience.

- Visual clarification. Our learners will need visual stimuli to support their understanding of a particular activity. Using such cues will be an important aspect of every lesson plan. We will utilise PECS (Picture Exchange Communication System) to enable this. PECS involves learners exchanging pictures for items they desire. This eventually leads to more advanced composition of sentences. How these approaches are used will depend on the requirements of the cohort and the individual learner. Other key components include use of visual timetables, timers and colour coding.
- Learning and sensory environment. As part of our provision, we will complete a sensory audit of the school, to help staff to assess and create an environment that enables the participation of learners with additional needs. It will also be vital that teachers and support staff refer regularly to individual sensory profiles of learners in lessons and in planning. This is outlined in greater detail in the section on school environment.
- Opportunities for regulation. We understand that learners may find it difficult to self-regulate. Our first step will be to ensure that staff can recognise the signs

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of anxiety. Over time, through effective practice both in scheduled lessons and in other learning spaces with intervention support, learners will be able to recognise their own anxieties and will be able to deal with them independently.

***Specialist Support***

It is our intention to commission a Speech and Language Therapist (SALT) as part of our staffing structure to ensure that individual speech and communication targets for each learner are embedded into the curriculum and reviewed more frequently, enabling learners to progress with their learning at a faster rate. We are mindful that we need to allow sufficient time for the SALT to liaise effectively with parents/carers and the learners, and to engage in appropriate training, as well as the assessment of individual learners as required. Any further specialist support will be commissioned after assessment.

The school will also be able to access wider services provided by Catch22, including dedicated leaving care services, edge of care, family support, mentors working within the youth justice systems, support for drugs and alcohol awareness and a wide range of progression opportunities including study programmes and apprenticeship programmes.

***School Environment***

During all key stages, where appropriate for the learners, we aim to replicate mainstream school environments and practices to best enable future reintegration (where appropriate) and preparation for adult life e.g. learners moving to different rooms for specific lessons, subjects taught by subject specialists.

However, given the defined cohort, we will work to personalise the environment as appropriate to meet their additional needs through the use of sensory audits. We would expect that this would be continuously reviewed to suit changing needs. Across all Key Stages we will create reflective safe spaces, be that as a distinct room, or for example, using dark tents in classrooms. Where appropriate, higher needs ASD learners may need access to their own safe space or sensory room, and which will also be used for mindfulness work. When considering the most appropriate provision for learners who are having difficulty regulating their emotions, we will also consider other appropriate options. For example, we will provide:

- Learners' own desks to enable an appropriate learning environment.
- Sectioned off spaces throughout the classroom to enable 'quiet time'.
- Safe spaces exclusively for learners to calm down or become less anxious creating a positive space, not one of exclusion.
- Separate learning spaces for intervention work or preparation work to re-integrate a learner back into the classroom.

We are flexible in our approach to class groupings. If appropriate, we will consider grouping learners by academic ability across age ranges, if we are comfortable that this will improve learning opportunities and will not cause any undue anxiety. This is reflected in our lesson grouping in Section D3.

***Promoting Learner Voice***

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We ensure learners' voices are heard. We want the young people we work with to play a leading role in their school as part of their personal development.

We actively promote 'learner voice' – finding ways both formal and informal ways for young people to say what they want about the school and what they feel they need from it. Giving learners a voice builds confidence, self-esteem and encourages them to express their own opinions whilst listening to others. However, we are also mindful that learners with SCN/ASD often find it difficult to communicate their views and may need support in understanding the consequences of their decisions. Therefore, as well as giving learners the opportunities to express themselves, our staff will help them to regulate their responses so that their own best interests are met.

- We will have learner councils at each Key Stage, and there will also be a whole school council for learners of all ages to attend. This will be graduated as the school grows to ensure that learners are not overwhelmed in the school environment.
- There will be informal opportunities for learners to share their opinions, both about the school itself and other matters. For example, learners will be encouraged to talk about their experiences at the school during lessons, intervention time and at lunchtime with other learners and staff members.

We also:

- Discuss the outcomes of the assessments with the learner – tests can be intimidating, so we will share them using simple language and explain why we do them;
- Engage in a regular dialogue in lessons about the progress the learner is making and inviting responses back from them in return
- Talk to young people about how we can best help them – young people might want support to identify what they need, especially if they have been out of education for some time. Self-esteem indicators are part of this. Students will have opportunities to voice their opinions by formally arranged academic mentoring opportunities with parents and informal bespoke opportunities for nurture and support throughout the year. We will also ask all learners to complete a standard questionnaire at the end of each term.
- Complete each Individual Education Plan (IEP) with the learner, enabling their voice to be heard while at the same time supporting and challenging them to raise their aspirations and ambitions;
- Ask young people about the design of our services – we get their views on their curriculum provision; induction, learning styles and the subjects taught.

We believe that giving the learners a choice over their learning can be effective. It can help the confidence of learners if they start the lesson recapping on work they have understood before moving onto more challenging work. This approach can also help the more able learners to tackle more difficult work when they are ready to do so. Finally, to improve confidence as much as possible, learners should have constant and consistent positive feedback about their learning through regular verbal praise (mini plenaries for example) and written feedback in workbooks, which encourage dialogue with staff to enhance their learning.



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***Parents/carers***

In working with young people who have often struggled in mainstream education, and in turn lack confidence in the education system, partnerships with parents, carers and professionals is key to creating good relationships and communication and to creating a joined up approach to tackling issues to minimise disengagement. As reinforced through our conversations with parents both through Hampshire Parent Carer Network, and Autism Friendly Fleet we wish to establish an ethos of alliance and trust, ensuring mutual collaboration in securing the best outcomes for each learner. As part of our commitment to the engagement of parents and carers, we will:

- Involve parents/carers in a clear and detailed induction programme, including school/home visits, so that we are fully aware of each learner's needs from the outset.
- Engage in regular communication with parents/carers in the form of phone calls; mostly to share positives about their learner's learning and achievements but also to discuss and resolve any day-to-day issues the young person may face and to inform parents/carers of any potential changes to the IEP, in consultation with them.
- Arrange home visits from Advocates where appropriate.
- Create a variety of opportunities for parents/carers to visit the school; attend open days/evenings; attend IEP & EHCP reviews, school performances and other events.
- Offer parental guidance and support both in and out of school from our Advocates; this will include setting up a parental engagement group to offer peer support.
- Hold termly parent/carer open evenings for one to one discussion on specific issues, as well as showcasing learners' work.
- Nominate a Parent Governor, who will lead on parental engagement for our Local governing Body.
- Completion of parent questionnaires termly.

In order to formalise our procedures for parental engagement, we will aim to work together with parents and carers using the AET 'checklist for choosing a school'. This will both help parents/carers to understand a learner's provision better and help us as the provider in making sure that key questions about our provision are suitably answered.

***Structure of Day***

We recognise the importance of providing structure for our pupils in line with their needs. A visual timetable will be used so that every learner knows what to expect that day. To ensure our learners are ready to learn we will provide a daily breakfast club, which all learners are encouraged to attend. This provides informal opportunity to develop and nurture social skills, and allows staff to identify any learners who have started the day with higher levels of anxiety, so they can give them appropriate one to one support in a timely manner.

During tutor time, learners will engage in a variety of different timetabled activities, on a regular weekly cycle to establish routine. For example, learners will use Votes For

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Schools to discuss a topical subject, have extra literacy/numeracy practice or attend an assembly.

For more practical subjects at Key Stages 3 and 4, some lessons will be 'doubles' and therefore last for 90 minutes. It is planned that daily Maths and English lessons will always be timetabled before lunch, with a greater proportion of practical or vocational subjects timetabled for the afternoon. This is because learners are able to focus on less practical subjects better during the morning. As is the case at other schools within the Catch22 MAT, core subject teachers will be able to assist other staff in the afternoon classes or offer additional literacy or numeracy support.

Learners will be encouraged to sit together with staff at lunchtime as this is another important opportunity for social engagement. However, primary and secondary lunch periods will be staggered. For some learners who find interaction with their peers difficult, alternative arrangements for lunchtime will be made available, although it will be the longer term aim that all learners eat together.

Once curriculum lessons are over for the day, there will be a final tutor period to reflect on the day and engage with the school's rewards system giving learners an ongoing understanding of their progression. Over time, we will establish extra-curricular provision after school for those learners who are able to stay for longer. Any activities offered after school will be based on learner requests. The focus for any activities will be to improve social skills and confidence, so the activities are likely to be practical and may involve areas of learning outside of the curriculum. E.g. Chess, Modern Foreign Languages, Gardening.

Although we appreciate the importance of consistency for the learners, we also understand the need to modify procedures and practices to accommodate the preferences of learners. Therefore, it is likely that there will be different arrangements in place for some classes when compared with others. This still creates opportunities for routines to be established, whilst bearing in mind personal requirements.

**Literacy Recovery/ Intervention**

We recognise that many of the young people with Speech and Language difficulties and ASD might also have difficulty with literacy, for example, where a speech sound is difficult to pronounce, it may also be difficult to read. To ensure our learners receive the required support in literacy, we will look to use a variety of other methods based on learner needs including:

- **Toe by Toe:** A highly structured phonetic approach to reading, teaches dyslexic learners to read polysyllabic words through syllable diversion. The name Toe by Toe was chosen to signify that a learner makes progress by the tiniest steps - one toe at a time. However, even though the steps taken are small, the learner can clearly measure his or her progress right from the first page. The learner's confidence and self-esteem are boosted as a result.
- **Nessy Read and Write (KS2 learners):** Nessy Reading & Spelling is an internet-based programme developed by a team of specialist teachers and psychologists. Developed for learners 5-12 years of age with reading differences such as dyslexia, Nessy is a powerful teaching tool for all learners, including English as an additional language learners.



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- **Nessy Fingers:** an interactive touch typing course that makes learning to type exciting.
- **Beat Dyslexia:** step-by-step multi-sensory literacy programme.
- **Hodder Access Reading Test / Numeracy Test:** The Access Reading Test is purpose-designed for wide-range assessment from age 7 to 20+ years, and pinpoints strengths and weaknesses in four key reading skill areas: Literal comprehension, Vocabulary, Comprehension, requiring inference or prediction and opinions, Comprehension requiring analysis. Similarly the Numeracy Test allows for retesting and progress monitoring across KS2 and KS3/4.
- **Achieve 3000:** a “proven and patented method of online differentiated instruction engages all learners at their individual reading levels and constantly challenges them to improve their literacy skills” to improve literacy and ensure progress.

For young people for whom English is a second or other language we will provide the opportunity to have learning support on a one to one or small group basis as well as working with local community groups to ensure appropriate additional enrichment activities. We would look to work with Hampshire’s Ethnic Minority and Traveler Achievement Service (EMTAS).

**Pupil premium**

We utilise Pupil Premium allocations to identify individual learner’s barriers to learning and implement interventions that address these needs, enabling learners to access learning and make accelerated progress within their cohort. The principles which we adhere to when utilising such funding ensure that:

- Teaching and learning opportunities meet the needs of all of the learners.
- Appropriate provision is made for learners who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged learners are adequately assessed and addressed. In making provision for socially disadvantaged learners, we recognise that not all learners who receive free school meals will be socially disadvantaged.
- We also recognise that not all learners who are socially disadvantaged are registered or qualify for free school meals. We allocate funding to support any learner or groups of learners legitimately identified as being socially disadvantaged.
- Learner premium funding will be allocated following a needs analysis, which will identify the initial barrier to learning. This could be emotional or academic.

We will spend the allocation in a way that has the biggest, long-term impact for the learner or groups of learners. The range of provision the Academy may consider making for this group could include:

- A short term recurring activity that will foster their nurturing capabilities that strengthens their Emotional Literacy. Making them more able to achieve success within school. Examples of this type of activity could be:
  - Equine Therapy
  - Access to sporting/Outdoor adventurous activities
  - Work experience placements
  - Voluntary work, such as working with the elderly

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- We may also spend part of the allocation on staff training. Examples of this could be:
  - Non-teaching staff to deliver one-one sessions to raise literacy and numeracy
  - ELSA training
  - Consultancy (Pupil Premium Champion) to develop inclusive Literacy and Numeracy across the curriculum.
  - Behaviour management training focused on de-escalation.
  - Extra revision sessions and materials for Year 11 learners prior to GCSE exams

All our work through the learner premium will be aimed at accelerating progress, moving learners to at least age related expectations. Initially this will be in English and Maths and communication skills. Learner premium resources may also be used to boost learning for more able FSM learners.

**Gifted and Talented**

We expect that the learners in the school will exhibit a wide range of abilities. Therefore, as well as considering the levels of intervention and support for less able learners, we also need to ensure that the needs of the more able are fully met. In addition to ensuring that appropriate differentiation strategies are implemented in lessons, we will also offer enrichment activities to challenge and stretch our learners. This will include:

- Competitions; such as Ready Steady Cook, or MasterChef Events
- Visits; including to mainstream provisions to experience additional learning e.g. Music or to productions/ field trips
- Enterprise Activities: e.g. making/selling food
- Interest groups: e.g. Art, Drama, Dance, Maths, Book club

**Training**

The success of our learners relies on the quality and motivation of our staff. Our safer recruitment process, mandatory training, and professional qualification requirements guarantee that staff have the right mix of personal and academic skills and experience to foster a supportive environment for learners to thrive academically, socially, and emotionally.

Across the Catch22 MAT, all staff will receive an induction that covers: Catch22 ethos and values; Health and Safety; Safeguarding (including Child Sexual Exploitation (CSE) and Missing); Equality, Diversity and Inclusion; PREVENT; Attendance and Children Missing Education (CME); and mental health/wellbeing. Further to this, all service delivery staff must complete:

- Educate/NSPCC Child Protection in Education Training (five hours CPD at Level 2), every three years.
- Annual Safeguarding refresher training (alongside regular briefings).

To meet the additional needs of our learners, It is our intention to use TEACCH and AET Training as a 'baseline' for staff. This will include training in the following areas: 'Making Sense of Autism', 'Good Autism Practice' and "Leading Good Autism Practice".

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In addition, we will consider additional support in areas such as 'Complex Needs and Participation' and 'Extending Good Autism Practice' according to learner need and CPD requirements of our staff. It is our expectation that once we have trained our staff appropriately, and once the autism standards and progression framework tools indicate that our provision is achieving suitably aspirational outcomes for our learners, we will use our knowledge and skills to support the training and CPD requirements of colleagues in the Basingstoke area.

CPD is also provided in areas including, understanding behaviour, specialist children's support and development. Access to external training is encouraged.

**Safeguarding**

It is essential that all staff understand their responsibilities to ensure that the young people we work with, and themselves, are kept safe. To this end, we will have tried and tested, effective policies and procedures in place, which drive our safer recruitment processes and ensure that our staff teams are trained through high quality induction and ongoing CPD.

As outlined above staff complete Educare/NSPCC Learner Protection in Education Training (5 hours CPD at Level 2), repeated at 3 year intervals, Prevent and CSE and Missing training. In addition, annual Safeguarding refresher training is provided as part of our CPD programme through training days, with briefing and updates via team meetings throughout the year. There is a Designated Safeguarding Lead (DSL) in each school, who is required to attend the relevant Local Authority (LA) safeguarding training, acting as the link with the LA Safeguarding team for the reporting of any Safeguarding issues. The DSL report back through the Headteacher, who reports to the Director of Education, who in turn reports into the MAT and Catch22's Safeguarding Board. All recruiting and line managers are required to complete online Safer Recruitment training.

All staff including temporary staff and volunteers are required to follow the Safeguarding policy. To enable this we ensure:

- Policy and practice with regard to Safeguarding and learner protection is made available to all staff, and on request to all parents/carers/young people; the policy is available on the school website;
- All risk assessments take account of young people and vulnerable groups and the contexts within they are receiving education and support, their families and social interactions;
- Staff must discuss and take advice promptly from their line manager and/or DSL about any incident giving cause for concern;
- Reports must be made to the LADO within 24 hours;
- Staff know the procedures for handling allegations, to whom to report concerns and the policy for keeping and maintaining records.

We are able to demonstrate a track record in ensuring our service is accessible to key vulnerable groups, including those:

- Classified as children in care;
- With SEND;
- Engaged with the youth offending system

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- With challenging behaviour needs;
- Who are permanently excluded;
- With mental health issues;
- With low self-esteem, confidence and poor emotional health and well-being;
- Long-term disengaged young people with poor attendance;
- Who are vulnerable/disengaged with the education system e.g. due to family homelessness, domestic violence, traveller families, disrupted education;
- Who would benefit from a functional curriculum including academic, vocational and work experience opportunities;
- Who are at risk of becoming NEET;
- Living in poverty/deprivation and accessing Free School Meals;

It is important to create an environment that is safe for all our learners and we are aware of the particular safeguarding needs of the cohort specifically in relation to social skills, and forming healthy safe relationships. Training will be adapted accordingly to ensure that we address such issues and all staff are aware of relevant warning signs.

**Good Attendance**

Regular school attendance is essential if learners are to achieve their full potential. Catch22 believes that regular school attendance is the key to enabling learners to maximise the educational opportunities available to them and become resilient, confident and competent adults, making a positive contribution to their community. Catch22 values all learners and we will work with families to identify the reasons for unsatisfactory attendance and try to resolve any difficulties. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on safeguarding, bullying, behaviour and SEN.

Catch22 have developed a consistent approach to supporting and monitoring attendance and engagement of young people, which complies fully with legislative requirements. Staff maintain an attendance register, which is marked twice daily (morning and afternoon), highlighting whether the young person is present at our provision or engaged in an approved activity off-site or absent. All absence codes used comply with DfE guidance. These are recorded on our information management system (SIMS).

We monitor attendance targets by examining baseline entry data of young people and analysis of their previous school attendance. We use this to set attendance targets with young people aimed at moving their attendance from what is often a low or zero point, to achievable targets. We will monitor the attendance targets closely through regular review of progress, including; tutorials, contact with parents/carers and other agencies and the monitoring of absence patterns and trends. We will also work with the learner and their family to remove barriers which may affect attendance and where required put in place an Attendance Action Plan that should be reviewed regularly and at least weekly in staff meetings.

**Assuring the Quality of the Curriculum Framework**

The Catch22 MAT Quality Assurance Strategy supports an improvement culture, which is central to improving outcomes for learners. Our quality assurance processes follow

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the best practice and principals of the Ofsted inspection framework and inspires us to be an outstanding education provider.

Our quality assurance cycle (outlined below) forms a simple plan: implement, monitor, evaluate, change and plan. The processes underpinning the strategy aims to support the Catch22 mission by assuring and developing a learning culture for the school where all learners, staff, volunteers and visitors are safe and feel safe regardless of any personal characteristic, including gender, disability, race, age, sexual orientation, transgender and religion or belief.

The underpinning QA processes that feed the QA cycle are:

- Observation teaching and learning assessments (OTLA) – completed, documented and reviewed in line with the OFSTED framework;
- Learner records and progression assessments - Completed and reviewed monthly by a senior team and bi-monthly by the Catch22 MAT;
- Learners feedback collation and review - completed monthly and reviewed;
- The school's development plan will be reviewed and updated on a termly basis, with changes made where appropriate;
- Annual skills audit in-line with the curriculum design;
- Supervision records audit;
- Health and safety records – a review of incident reports and near misses.

### **Engaging with other agencies**

Engagement and partnership work is an essential part of helping to improve the outcomes for the young people we work with. This is because the experiences of each learner go beyond the school day and it is important that we develop close links with other stakeholders to ensure a wrap-around support for each learner. Examples of the organisations that we will work with in Hampshire include:

- *Autism Associates*: Autism Associates is a group of experienced independent professionals specialising in work with children and young people across the autism spectrum. Providing a range of services including training, individual assessment, consultancy, school improvement, curriculum development and quality assurance. We will engage with them on a consultancy basis to ensure ongoing development of an ASD specific curriculum.
- *Autism Friendly Fleet*: A group of local parents who live in Hampshire with children on the autistic spectrum who support Catch22's bid for the new Catch22 Hampshire Academy. We will work alongside them to support a school environment that meets the needs of local children.
- *Mainstream Schools/ Colleges (All Basingstoke and Deane)*: We will engage with local mainstream schools to ensure our provision appropriately reflects mainstream education, supports reintegration where appropriate, and to provide CPD to staff in mainstream schools to support other SCN/ASD learners appropriately. This will include (but is not limited to): Bishop Challoner Catholic Secondary School, The Vyne Community School, Aldworth School, Queen Mary's College, and The Hurst Community School.
- *CAMHS*: to ensure that young people's care is co-ordinated, not duplicated and works seamlessly between all organisations involved.



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- Catch22 Apprenticeships and Work Ready Hampshire: a programme that supports 16 to 24-years-old to gain experience, skills and qualifications to succeed in education, training or employment. Catch22 delivers high quality and responsive apprenticeships and employability programmes relevant to the needs and aspirations of learners and job seekers. We will look to utilize this expertise to move learners in to additional positive destinations.
- Support for SEND: In Basingstoke we have engaged with Support for Send to encourage parents to gain additional support parents. It operates a free and confidential service offering impartial information, advice and support on issues relating to a child's or young person's special educational needs or disability.
- Portsmouth University: We have engaged with the University of Portsmouth Autism Research Network specifically around their research into Sport and Autism and will continue to gather best practice from them.
- Family Support Service Hub (Early Help Hub): We will work with the Basingstoke Early Help Team to help parents and young people engage with the appropriate support (e.g. Health Visitors, Midwives, Family Support Workers and Adult Learning Providers.) as well as working alongside them through multi-agency partnerships to support our learners.
- Hampshire Supporting (Troubled) Families Programme: We will work with them in anyway we can to support young people who might also be engaged with supporting families programme.
- Catch22 Hampshire 24/7 Substance Misuse: A county-wide community engagement treatment service offering specialist substance misuse treatment to young people under 18-years-old and targeted substance misuse interventions and support for young people aged 11 to 16-years-old within educational settings
- NCS: We will aim to support our learners into NCS. Although we do not deliver it directly in this region we have a strong background and experience in delivering over 5000 places yearly.
- Young Minds: the UK's leading charity championing the wellbeing and mental health of young people. We will utilise resources from Young Minds, as well as where appropriate access training.
- Dangoor Next Generation: (travel experiences KS4 leavers): Run by Catch22 in partnership with British Exploring this is an opportunity for learners to take part in an Annual overseas expedition aiming to raise the aspirations of a group of disadvantaged young people by giving them the skills and opportunities to secure employment or further education.
- Catch22 Missing from Home/ Child Sexual Exploitation Services: Catch22 has a proven track record delivering high performing CSE and Missing from home services across the country, through an 'integrated complex dependency model'. Our CSE provision is therapeutically informed; focusing on prevention, early intervention and targeted support for those at risk/experiencing CSE.
- Kellogg's: we have received both funding and training in running effective breakfast club's covering aspects such as child nutrition, food hygiene,
- Warburtons/ Greggs: We receive food for our breakfast clubs and would look to receive additional support for this new school

### Volunteers

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

In addition to our governors, we will engage with volunteers to help support the work of the school. All volunteers will be DBS checked as rigorously as all other staff and visitors. We aim to use volunteers to assist with the educational and social progress of our learners, using them for interventions such as:

- Reading /literacy/numeracy support
- Outdoor activities, such as gardening
- Art/music therapy
- Small group activities (with other staff in support) e.g. PE, practical subjects

Volunteers may also act as a bridge between the school and the wider community, thus enabling more opportunities for our learners to gain relevant and enjoyable experiences outside of school.

**Employers and local employer groups**

We will engage the Local Enterprise Partnership Enterprise M3 to support this element of the curriculum across their four priority areas (Aerospace and Defence, ICT and Digital Media, Pharmaceuticals and Professional and Business Services.) As further outlined below and will in line with their Enterprise M3 Skills and Employment Strategy look to work with businesses in the delivery of careers advice and guidance to our learners as it is important to:

- Understand the skills needs of local businesses so that we can tailor provision and guide learners better
- Provide routes to Work and Apprenticeships
- Provide curriculum enrichment opportunities through employers visiting the school or learners having work experience or opportunities to visit businesses

**Local school associations**

Working with local schools will be an important part of individual learner support, both in understanding new learner needs and in supporting re-integration. Wider participation with local schools forums can have benefits such as:

- Staff development – for instance in forums supporting specific educational specialisms (e.g. SEN, subject specialisms)
- Understanding and responding to commissioner needs
- Understanding/responding to commissioner/local perceptions of Catch22
- Providing opportunities for Catch22 learners to access mainstream resources

**Strategies for Learners when they enter and leave the school**

***Entry to the school***

Enrolment is facilitated by the Advocate as the key relationship holder for young people and their families, teaching staff and referral agencies. This supports learners who might be anxious about starting in a new place of learning and gives them a key contact with which to engage. We initially assess suitability for the provision and baseline the attainment, behaviour and skills of a prospective new learner as outlined in Section D2.

The referral process includes a home visit where parents/carers, and at secondary stages the young person, sign a contract ensuring expectations and responsibilities are clear. We work closely with families throughout the process to ensure engagement and to support sustainable progress. An introductory visit to the school is arranged,



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

and an integration timetable is agreed to ensure that the each learner feels comfortable with their new learning environment.

The referral process involves assessment and planning to enable us to engage and develop a programme and Individual Education Plan (IEP) as outlined above, which will meet the specific needs of the young person and deliver a broad and balanced curriculum in line with our framework for Key Stage 1 to 4. This may require additional specific support from other providers if specific subject areas are not on curriculum

***Transition, Re-Integration, Progression***

Our purpose is to re-engage young people with education, to help get their learning and personal development back on track and support them into their destination. This could be a return to school or a move into further education or employment. Learners in the Catch22 Hampshire Academy will only be re-integrated back into mainstream education when it is agreed with the learner, parent/carer and local authority. We continually assess our learners and work with appropriate stakeholders so that we can identify the best time for them to move on and the right route for the individual to succeed. We recognise that for many of our learners however that Key Stage transition can be difficult even within the same setting, so have outlined our plans to deal with this below.

***Planning the reintegration***

The readiness of a young person for reintegrate to the next stage of their journey is based on a range of factors to determine their progress across the three key areas of intervention:

- **Attainment**, academic progress or achievement of qualifications
- **Behaviour**, achieving and sustaining targeted improvements
- **Employability** (KS4 only) character and skills development

This will vary based on the learner personal readiness, age, Key Stage, baseline data and assessment (including emotional resilience), Education and Health Care Plans including SEND needs and planned intervention (reintegration/transition). We will engage with all parties involved with the learner; - Mainstream school (where appropriate), SEN, the parents/carers and the learners themselves.

For re-integration exit ready outcomes represent the level reached by a young person which indicates that they are ready to leave the school, having acquired the necessary qualifications and skills to predict, with a high probability, that they will reach the long-term outcomes without further support from the Catch22 Hampshire Academy

The Advocate will review the progress of the young person against their targets as part of their regular mentoring sessions. When there is a clear trajectory for the learner to achieve their planned outcomes, the Advocate will also liaise with schools, further education providers or potential employers to devise a transition plan. The transition plan will identify destination details, timelines, support needs (e.g. issues with bright lights, noise etc.)

Although we do not expect all learners at KS2 to reintegrate to a mainstream school this will be an aim for some learners, where appropriate. To aid in this, we will utilise a scrap book method (including photos of school and key areas, aspects), linked with

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

information about the new school regarding who they can go to, and where is a safe space for them to go when they are feeling anxious.

As with KS2 we do not expect the majority of KS3/4 learners to transition to a mainstream school, however we will actively support this where it is appropriate. For Secondary learners, we may trial starting with favourite subjects only to begin with, on a phased reintegration. Secondary learners will also need to know key information for their well-being, such as knowing where to go and who they can go to. We will always support the transition for a KS3/4 learner into a mainstream provision if all stakeholders feel it is in the best interests of the learner.

**Transition**

We recognise that learners might be worried about internal transition across key stages and will support learners to identify their concerns or worries prior moving Key Stages.

For those who are with us up to the end of KS4, which we expect will be the majority, the transition aim will be progression into further education or good quality employment with training. These pathways would be supported with the acquisition of GCSEs and other relevant qualifications. As the learner progresses from KS3 into KS4 there is an accelerated emphasis on careers as outlined above. As the young person gains confidence and realises their potential the school needs to support the learner to make informed choices on their future career path be that through ongoing training, education, employment or apprenticeships. This might include Queen Mary's College, BCOT, and Farnborough College. Learners enjoy work experience and relevant, vocationally focused courses that enhance confidence and inform them of the types of work/ career which they may wish to pursue. Academic qualifications and aspirations are then matched with potential courses and careers.

**Keeping in touch with our young people**

Following transition at KS4 or reintegration, we believe it is essential to offer:

- A weekly visit or call with the learner for the first half term, based on need. This may include their new teachers/ SENCO.
- For the next 6-12 weeks; a lighter touch approach with the young person to ensure continuity and support to sustain the next placement - ensuring the young person is supported through and beyond their transition, has an 'open door' for advice improving the chance of them succeeding at their exit destination.

**Offer an open door for advice**

All learners are encouraged to remain in contact with Catch22 Post Reintegration/ Transition at KS4 specifically supported by our Advocate role The Advocate provides their contact details, and reassures the young person (and parents/carers where transition is pre-16) that they are free to ring; or make arrangements to drop in when they need further advice or support. Open door support includes the following (tailored to the age and transition/exit route of the young person):

- Follow up support and reassurance: this can often be a phone call from or to the learner to address confidence, behavioural, cognitive issues in relation to family matters/personal circumstances/education/ work.
- Passing on information post transition at KS4/reintegration e.g. examination results.

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

- Signposting for advice – IAG (school/college/vocation or work related and Personal/Social Support).
- Advice on replacing lost or misplaced documents or contacts – for example; certificates; reference details; support services contacts.
- At KS4 transition only: Support with job search Inc. CV and application support, mock interviews.

**Tracking the outcomes of our young people**

The tracking of the learners we have worked with is essential to demonstrate sustainability and ensure young people can be picked up and signposted where an exit or transition placement has broken down. Tracking happens at 1 month, 3 months and 6 months using the Catch22 Learner Transition Survey, which links to our data systems to evidence sustainable outcomes for young people we work with, and enables us to provide evidence on the impact of our programmes.

Another reason why tracking the young person is important is because young people often move in and out of the family home and change phone numbers or email addresses. To ensure effective tracking the light touch contact from the Advocate is essential to retain current contact details for the 6 months post transition.

An agreement with the young person to provide details of any change of address or contact is put in place at the point of transition. Where there is a high risk of change (based on knowledge of the young person's personal circumstances), then an agreed light touch call from the Advocate to the young person should be agreed on a monthly (or appropriate cycle) for up to 6 months.

**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.

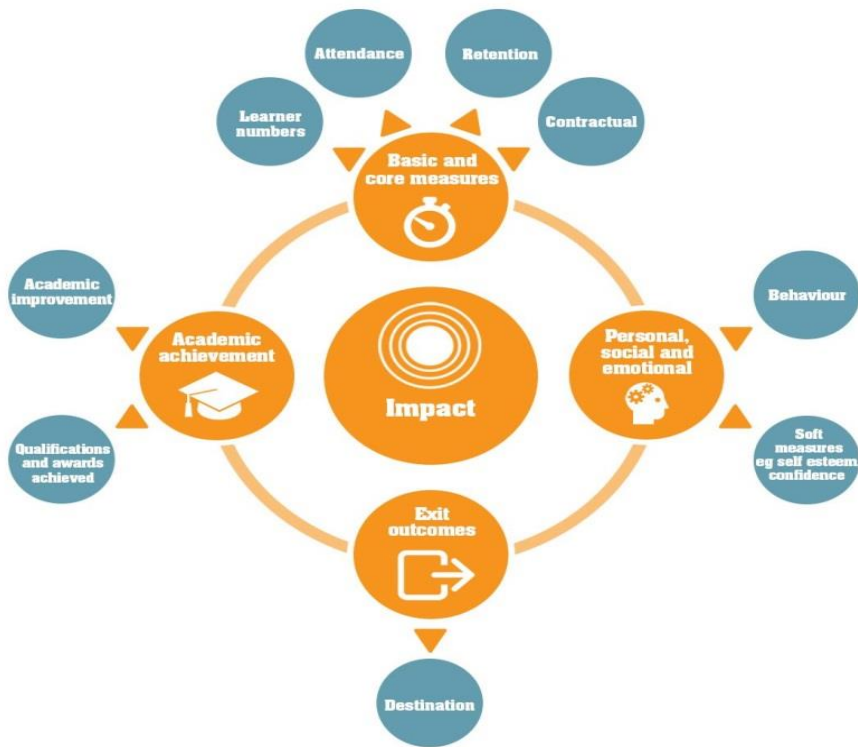
Please:

- 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**

The Catch22 MAT approach to measuring pupil performance effectively focuses on tracking and measuring progress holistically. We do this across a wide range of measures including behaviour, academic attainment, and community engagement with a core emphasis on preparation for adult life, as well as at KS4 employment and further education and reintegration where appropriate as illustrated in the diagram below. This standardised approach across the Catch22 MAT enables benchmarking of progress and impact, the comparison of progress and impact across teams or individuals, as well as time series comparison of impact.

**D2 – measuring pupil performance effectively and setting challenging targets**



We have set the following targets for the Catch22 Hampshire Academy based on the needs of SCN/ASD learners at KS1 – 4. These targets are outlined below with baselining and assessments outlined in the table that follows:

- **Progress; all students making accelerated progress (i.e. at a faster rate than their peers) to at least age related expectations in English, Maths & Science. KS4 students to make 1 GCSE level of progress every two terms**
  - We recognise that SCN/ASD learners have often fallen behind their peer group as a result of their barriers to learning not being adequately met within the mainstream school environment. Given this, we expect Initial progress may be slow as students learn to overcome barriers to learning, once this is achieved progress will accelerate at a faster rate than their peers so that the gap between cohorts narrows over time.  
We expect that:
    - 75% of all KS2 learners to make progress in numeracy, literacy, reading and Spelling, Punctuation and Grammar levels in line with their age related expectations
    - 75% of all KS3 learners will make at least 2 sub-levels of progress a year using the 'IDEAS' framework
    - 75% of all KS4 students will make 2 sub-levels of progress a year using fine grades in GCSES, Functional skills or other qualification equivalents
- **Qualifications: At least 5 or more GCSEs or equivalent in relevant subject areas at KS4**

**D2 – measuring pupil performance effectively and setting challenging targets**

We target 5 GCSE's or equivalent, which must include maths & English for key stage 4 learners (Entry Level to GCSE Grades 1-9). Students who aren't able to access GCSE level qualifications will gain appropriate qualifications to enable them to progress appropriately to employment or further education.

We aspire to Progress 8 Measures and track distance travelled, and age related attainment within Peer Groups.

- 100% of all KS4 students will achieve a nationally recognised Level 1 or level 2 qualification in English and Maths
- 100% of students will achieve at least 5 or more GCSEs or equivalent in relevant qualifications (including English and Maths)

- **Individual students show a reduction in behaviour incidents/ specific behaviour inhibiting their learning**

This will be tracked through our performance management system SIMS and be supported where appropriate by assessments including:

- Reduction in levels of anxiety/ depression using Revised Children's Anxiety and Depression tool
- Strengths and Difficulties Questionnaire
- Autism Education Trust (AET) progression framework

- **Students within all Key Stages to be taught supported in developing their self-sufficiency skills to an appropriate level including in Fundamental British Values**

This will include :

- Personal Hygiene
- Knowledge and application of appropriate diet and healthy lifestyle
- Ability to travel safely using appropriate transport
- Ability to cook basic meals safely and hygienically
- Knowledge of how to search, apply and present self positively for interview.
- Exhibit and Reflect Fundamental British Values

- **100% of learners at KS4 are in education, training or apprenticeships 6 months post transition from Catch22.**

- **100% Attendance for all Students**

We aspire to enable all young people to attend 100% of all their learning hours working with learners, parents and carers to enable this. We are cognizant that family circumstances, individual demands and requirements or specific events can impact on this target and do everything within our power to ensure attendance including- arranging pick up, phoning home once absence is noted- visiting home, mentor helping arrange bus passes, following up with support services.

- **Exclusions**

We have a zero permanent exclusions policy. We will work with the young person and relevant partners to ensure that a move to another education provision is arranged if all stakeholders agree that this is in the best interests of the learner.

**D2 – measuring pupil performance effectively and setting challenging targets**

- **Reintegration**

We recognise that our cohort are likely to remain with us for a longer period of time due to the time it takes to address barriers to learning. Despite this we are still keen to ensure, that where appropriate, learners are able to reintegrate back to a mainstream place, where professionals and commissioners agree there is a suitable destination, in the same school year as their peers.

- **100% of learners at KS4 are in education, training or apprenticeships 6 months post transition from Catch22 Hampshire Academy.**

More detail on the information collected at entry, and measured on an ongoing basis is given in the table below:

Metric	Definition
Learner numbers	The total number of learners worked with in a given time period (= total number in learning on last day in period + total number of leavers in period), counted as the learners we will measure the impact of our work on.
Attendance	All schools use DfE attendance codes. Reported monthly in schools: <ul style="list-style-type: none"> <li>• Present %</li> <li>• Authorised absence %</li> <li>• Unauthorised absence %</li> </ul>
Exclusions	Total number of young people excluded (temporarily) in the reporting period. Note: This metric has recently been added to monthly core measures reporting.
Contractual measures	Any additional contractual impact measurement we agree with commissioners, which vary according to the commissioner.
Academic improvement/Qualifications and Awards achieved	<p>Academic improvement is measured in line with national standards of each subjects Programme of Study. We aim for all learners to achieve numeracy and literacy in line with their age related expectations at the point of re-entry to mainstream education, or having achieved a nationally recognised Level 2 qualification in English, Maths and at least 3 other subjects.</p> <p>Students for whom prior attainment and results of recognised diagnostic testing shows that GCSE level study is unsuitable will achieve relevant qualifications that enable them to continue in Education or employment upon transition.</p> <p>At all Key Stages we will use baseline assessments including:</p> <ul style="list-style-type: none"> <li>• <b>WRAT4</b> (“Wide Range Achievement Test 4”) framework as a diagnostic tool to help support</li> </ul>



D2 – measuring pupil performance effectively and setting challenging targets	
	<p>understanding of a young person’s needs for Maths and English;</p> <ul style="list-style-type: none"> <li>• 4 WRIT (“Wide Range Intelligence”) framework - an assessment of cognitive skills within the first two weeks of a young person joining. This is diagnostic only.</li> <li>• <b>Language Link</b> and <b>Hodder Access Reading and Spelling</b> tools to support diagnostics and develop an enhanced support programme reflected in the IEP.</li> </ul> <p>At KS1/2 we measure progress in reading, writing, SPAG and numeracy against baseline assessments, using the ‘INCAS’ software. The InCAS primary assessment is an innovative, computer-adaptive assessment designed to help teachers identify each individual’s development and personalise learning. InCAS can be used to monitor the progress of each individual learner from age 5 to 11 in key developmental areas, which research shows are linked to later academic outcomes</p> <p>At KS3 we use our IDEAS framework to demonstrate progress. IDEAS (Identify, Describe, Evaluate, Apply, Synthesise) is a framework resembling Blooms Taxonomy, which helps to measure a students’ progress against specific learning objectives over time. Pieces of work are marked regularly, and the ‘average’ assessment then counts as their ‘level.</p> <p>At KS4 we use GCSE or functional skills exam questions, or equivalent in the non-core subjects</p>
Reintegration	% of Students ‘ready’ for reintegration, as agreed by relevant professionals and commissioner.
Behaviour and soft skills	<p>Behaviour, mental health and soft skills are measured on entry, exit and at six weekly intervals using our own internal behaviour rating scale. This is a generic screening tool that measures general behaviours through observations, in order to identify the individual behavioural problems/indicators. By allocating numbers to a qualitative descriptor, practitioners create a ‘Risk Assessment’ that centres on an individual’s response to multiple learning situations, styles and environments.</p> <p>In addition, we will use the Revised Children’s Anxiety and Depression Scale (RCADS). We aim for all learners to exhibit behaviour and soft skills sufficient for success in mainstream education, Further Education or employment.</p>



D2 – measuring pupil performance effectively and setting challenging targets	
	<p>We will also utilise a framework using improvements to “<b>LORIC</b>” (Leadership, Organisation, Resilience, Independence, Communication) parameters to measure progress.</p> <p>For those learners with specific needs we will utilise the Autism Education Trust (AET) progression framework to additionally monitor</p> <ul style="list-style-type: none"> <li>• Social communication</li> <li>• Social interaction</li> <li>• Social imagination and flexibility</li> <li>• Emotional understanding and self-awareness</li> <li>• Sensory processing</li> <li>• Independence and community participation</li> </ul>
Destination	We aim to collect destination data for every young person we work with. To be considered a positive destination, learners must re-integrate and succeed in mainstream education for a minimum of six months, or be attending further education, Apprenticeship/traineeship or a job.

**Assess, Plan and Review (APR) processes**

Catch22 MAT has comprehensive Assess, Plan, Review (APR) processes that it will implement in the Catch22 Hampshire Academy which enables us to baseline students, set challenging targets, and ensure continuous review.

Process: The APR first incorporates referral and assessment information from learners, their parents/carers if possible, and all relevant partners. We gather baseline information against which future development can be measured, including initial and diagnostic assessments and interviews. The initial assessments will be wide ranging and include National Curriculum programme of study assessments and our internally developed behavioural and motivation risk assessments. Each learner will have a nominated Advocate to co-ordinate the initial APR process, which will form their Individual Education Plan (IEP). The IEP and baseline data is recorded onto SIMS, an electronic data management system.

Ongoing review/tracking is completed by teaching staff to ensure appropriate stretch and challenge. Learner attendance, authorised absence, punctuality and status figures created from twice daily registers input directly into the system.

Attendance, engagement and progress will be continuously monitored and formally reviewed at one to one meetings, which will take place regularly (frequency can be adapted to meet individual need). These one to one sessions are recorded in the learner’s IEP and are used with other ongoing assessments (including academic levels, test scores, behaviour incident forms) to inform the Individual Education Plan review.

Full reviews for all personalised learning and skills plans are undertaken termly. The system will produce a report against the targets produced for learners, parents and

**D2 – measuring pupil performance effectively and setting challenging targets**

teaching staff as well as feeding into wider schools assessment of impact by the Head Teacher.

All learners will have or will be undergoing assessment for Education, Health and Care plans. Catch22 MAT will undertake and record all statutory requirements. The whole APR process is supported by an electronic data management system. We have invested in SIMS for this purpose to ensure information is transferable with the existing schools systems in Hampshire.

**Monitoring Reports**

In line with school and procedures, appropriate individuals within the school will be invited to review Individual Education Plans with the Advocate and young person on a minimum of a six weekly basis. The review focus will be on the young person's successes, as well as addressing goals that have not been achieved, and in setting new targets for the subsequent half term. In the case of an EHCP Review, all those involved in the plan will be involved in the process and invited to the review.

The review process involves:

- Reviewing progress against the IEP, carried out with the young person, other professionals and parents/carers;
- Considering future developments, agree with the young person how the Individual Education Plan will evolve over the next six weeks;
- Recording progress in a way which is suitable for sharing with the young person;
- Updating the assessment and revisiting any of the assessments at appropriate stages so that it continues to reflect the current situation;
- Creating the next IEP: a new IEP is created with short term SMART (specific, measurable, achievable, relevant and timed) targets to support progression. At this point the learning package may be altered to reflect the new targets.

An "end of term" report will be produced for each learner highlighting current attendance, attainment and progress. These reports are sent to parents/carers and reviewed at parents' evenings and parent one to one meetings on a termly basis.

Should a young person be reintegrating into a mainstream school, the school will receive a full report showing up to date progress on academic progression and behaviour which will be discussed at a reintegration meetings with the student, teachers and parents.

Performance of the overall schools network is reviewed by the Catch22 MAT on a termly basis with Head Teachers presenting an overview of school performance as well as a summary of young people's attendance, exclusions and academic progress. We have invested in 'Tableau'; a robust pre-16 analytics system that enables each young person's key performance indicators to be measured (e.g. academic progress, behaviour, attendance) and RAG rated and monitored, so interventions can be targeted and tailored in accordance to the young person's profile. We are also utilising the SIMS 'Discover' package, which allows school leaders to track data at a local level to ensure they identify patterns quickly in order to support students effectively.

**D2 – measuring pupil performance effectively and setting challenging targets**

The Local Governing Body meets every half term to review performance and hold the Headteacher and Senior Leaders to account, as well as ensuring the school is being effectively supported by Catch22 MAT.

As we have a no permanent exclusion policy, exclusions are reviewed by the Catch22 MAT board and challenged for appropriateness.

The board also reviews the financial viability of the school by looking at monthly revenue and costs and forecasted surplus or loss requiring appropriate action to be taken by the Head Teacher.

**Quality of teaching and learning**

There are a number of Quality Assurance tools used by managers within the Catch22 MAT in order to evidence the standard of delivery under the Ofsted Common Inspection Framework:

***Observation of Teaching, Learning and Assessment***

Each member of staff who has responsibility for delivering lessons must be observed once each term by a senior teacher or curriculum lead using the Catch22 MAT Learning and Assessment (OTLA) form. Three strengths and three weaknesses are recorded on the OTLA analysis document. These are used to inform CPD needs and may help to guide appraisal targets. The information from the OTLA forms is passed on to the Executive Principal each term for central analysis.

Following an assessed lesson, the feedback will be provided to staff and then kept on the system to be used for continuing professional development and ongoing staff training plans.

A lesson or Teacher rated as inadequate or as requiring improvement will be provided with mentoring support from an outstanding Teacher or Deputy Head. We are also part of PIXL where Teachers can visit outstanding teachers and see best practice in the classroom. At Catch22's The Ashwood Academy (Basingstoke, Hampshire) Ofsted in June 2017 Ofsted noted that all teaching was good.

***Learning Walks***

Senior staff conduct learning walks in order to gauge the quality of delivery at that time. The leader should complete a learning walk at least every two weeks and should not spend more than 5 – 10 minutes in each learning space. Learning walks can be themed and matched to staff meetings and staff training that may have taken place. Findings are recorded on the Catch22 MAT Education Learning Walk form. The Executive Principal of Catch22 MAT quality assures this data on a termly basis in each academy.

***Work Scrutiny***

Each half-term the senior leadership team will collect a selection of learner's exercise books or folders. The selection should represent a range of learner abilities and all subjects delivered. These findings should be recorded on the Work Scrutiny analysis document and will highlight good practice and inform any training needs

***Quality Assurance Visits***

**D2 – measuring pupil performance effectively and setting challenging targets**

Each year every educational site will be visited by a senior manager or an external education consultant who completes a one day Quality Assurance (QA) Visit. This visit follows Ofsted guidance.

***School Development Plan***

Each academic year, the Head Teacher will agree with the Catch22 MAT Executive Principal, a school development plan encompassing the ongoing development areas of both staff and pupils and the future needs of the cohort. The school development plan will be shared with middle leaders and staff to engage staff buy-in to schools improvement. The plan will be shared at the Catch22 MAT board and at local governing body meetings. Each LGB has their own section of the development plan to ensure they are able to continually drive school improvement and identify any CPD needs.

The board will challenge performance and encourage aspiration in achieving the highest results.

A designated administrator will use the collated information to create monthly reports which compare baseline data with current outcomes. The reports will be on attendance, behaviour and achievement. The Head Teachers will monitor individual progress and ensure implementation of action plans.

***Partnership Working***

As is currently happening with the Ashwood Academy, Catch22 MAT will work with the Hampshire Data, Quality and Collection team to ensure Hampshire has access to relevant data to enable it to monitor the effectiveness of areas of the provision. We will continue to work collaboratively to ensure measures of effectiveness are comparable between our provision and similar LA provisions for the purposes of benchmarking and quality assurance.

**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**

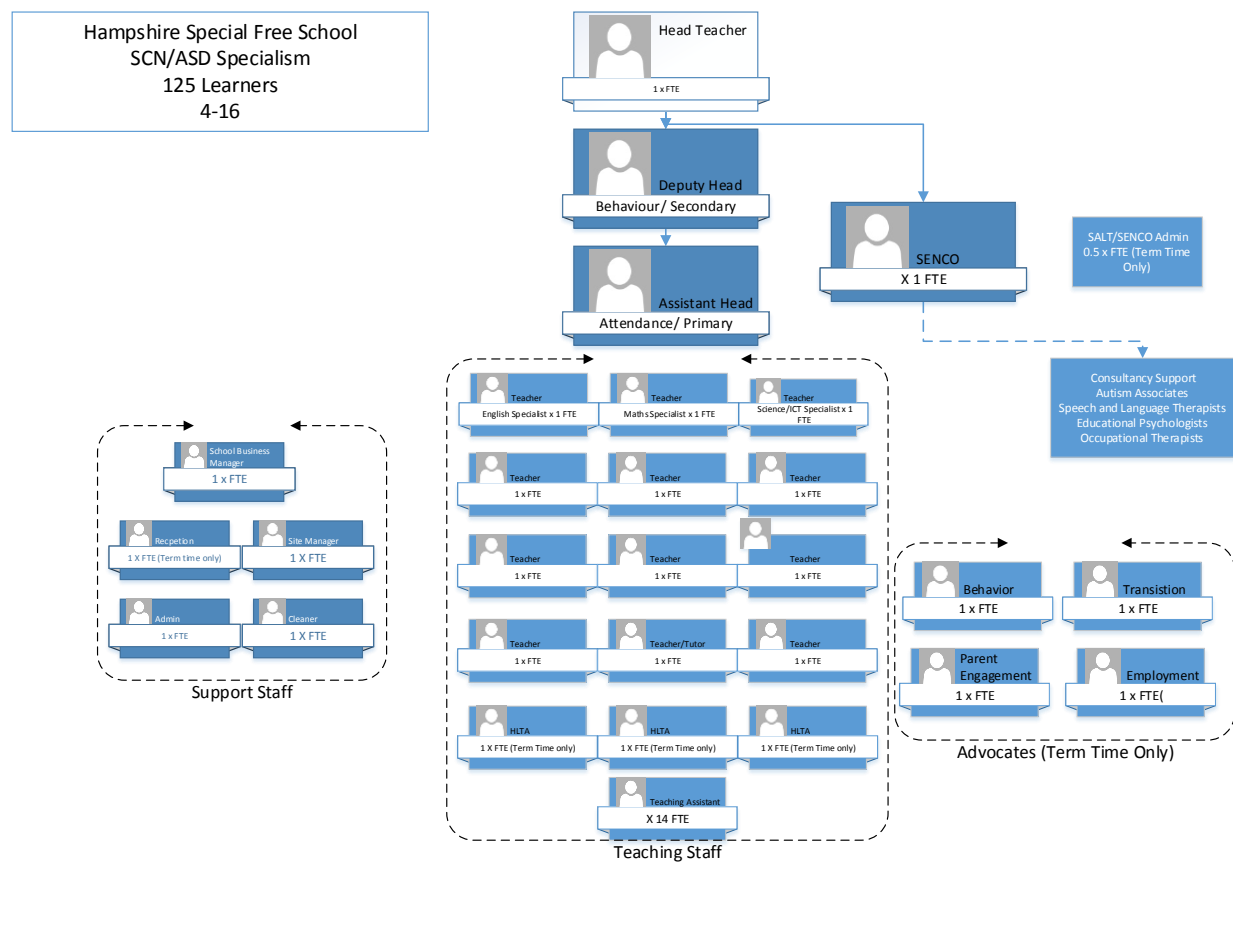
As reflected in our curriculum plans, and vision, Catch22 MAT understands that our people are our greatest asset and our approach to recruitment, selection and talent management ensures we attract staff with the relevant skills and experience that enable them to effectively engage young people.

We want a culture that brings out the best in our staff – and our young people. The culture we are looking to create and support is set out below:

1. One of **high professional standards**- rigorous and challenging both of ourselves and others.
2. **Openness** to change and innovation and willing to learn – from others and mistakes.
3. **Young People centric** – it’s about them, not us.
4. **Supportive** and non-judgemental of young people or each other.
5. **Collaborative** - across the organisation internally and externally.

The number and role types within each provision is driven by the standard levels of support for our different types of provision. As outlined in section C and again in D1, our cohort of young people will have a diverse range of needs and any teaching will be underpinned by a strong behaviour management ethos and whole schools approach which is reflected in our focus on providing high than average levels of support staff.

Our Full Capacity Staffing Structure is outlined below:



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

**Leadership:** The school will be led by a qualified Head Teacher with strong leadership and management experience, having demonstrated a track record working with young people with SCN/ASD needs and in managing staff. The head Teacher will be qualified to MA level (desirable) and will have the national professional qualification for Headship or be prepared to achieve it within two years of appointment. The Headteacher will be supported by [REDACTED] at the existing Catch22 Ashwood Academy in Hampshire (Ofsted – Good) as well as by the [REDACTED] who provides strategic direction for all schools.

**1 x Deputy Head:** With a strong emphasis on curriculum the Deputy Head will focus on the quality of teaching and learning. They will be the constant communication link with parents or persons with parental responsibility. They will be qualified to BA honours or MA level. We would look to employ a deputy who have significant ASD/SCN experience

**Assistant Head:** With a strong emphasis on behaviour management, the Assistant Head will focus on a whole school approach to behaviour, They will support the head and the deputy to deliver the vision for the school. They will be qualified to BA honours or MA level.

**SENCO:** Qualified as a teacher but with additional SEN qualification and experience the SENCO will operate across all Key Stages. With the appropriate experience will be on site working with the cohort across both primary and secondary in year 1. The SENCO will be supported by a part time Admin. A dedicated SENCO role is essential to the provision to ensure appropriate coordination and monitoring and management of EHCP plans This role will also be key in liaising with referring schools and the LA.

**Teachers:** Will have QTS status and will plan, deliver and manage specific subject area learning programmes including English and Maths. For secondary provision we will engage specific and dedicated Maths, English, Science/ICT teachers and other area specialist. Whilst there is a strong emphasis on specialist subject Teachers, there will also be emphasis recruiting Teachers able to provide support on subjects beyond their specialism to provide greater support across the timetabled national curriculum subjects. For primary provision, we will recruit primary specialists but look for specific curriculum leads in key subject areas, in particular numeracy and literacy.

**Advocates (Term Time Only):** Will deliver mentoring and PHSE, personal health, social education, work experience and individual support. They will undertake an Advocate role and will be trained to support lessons and 1:1 learning support. Each Advocate will focus on Behaviour, Transition, Attendance, Employment and Parental Engagement alongside delivering additional learning opportunities.

**Higher Level Teaching Assistants (HLTA) (Term Time Only):** Supporting teaching and learning delivery, and working with the teacher fostering effective participation of pupils in the social and academic processes of the school. Working with individual or groups of learners, assist in ensuring pupils are kept on task and complete activities set by teachers. A typical day may include supporting teachers in class as appropriate, and leading small group lessons including Food and Cookery, Numeracy/ Literacy intervention support and PSHE lessons with teacher support as required.



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

**Teaching Assistants (Term Time Only):** Works with the teacher fostering effective participation of pupils in the social and academic processes of the school. Working with individual or groups of learners, assist in ensuring pupils are kept on task and complete activities set by Teachers.

**Specialist Support:** We will commission a Speech and Language Therapist to support the needs of our learners. The Speech and language therapist will enable us to assess and support our learners with speech, language and communication difficulties and help them to make progress at a faster rate.

Education Psychologists will be commissioned on a case by case basis with local agencies.

The school will also be able to access wider services provided by Catch22, including:

- Dedicated leaving care services,
- Edge of care services,
- Family support services,
- Mentors working within the youth justice systems,
- Support for drugs and alcohol awareness, and
- A wide range of employment opportunities, including study programmes and apprenticeship programmes.

**Administration:** Shared Administration staff will provide support for data gathering and analysis through SIMS and exam registration and management.

**Site Management:** Site Management will be provided by a dedicated site manager, and cleaner to ensure that we provide a safe environment for our learners.

**Central Catch22 Support:** Central support will be provided by Catch22 for the school in respect of Human Resources and Finance, including budget control, management accounting, banking and expenses, recruitment, estate management and employment contracts.

**Our Staffing will be phased as follows:**

Senior Leadership Team (FTE)	Year 1	Year 2	Year 3	Year 4	Year 5
Headteacher	1.0	1.0	1.0	1.0	1.0
Deputy Head			1.0	1.0	1.0
Assistant Head					1.0
SENCO	0.6	1.0	1.0	1.0	1.0
Teacher Maths Lead	1.0	1.0	1.0	1.0	1.0
Teacher English Lead	1.0	1.0	1.0	1.0	1.0
Teacher Science Lead		1.0	1.0	1.0	1.0
Teacher	1.0	1.0	1.0	1.0	1.0
Teacher		1.0	1.0	1.0	1.0
Teacher			1.0	1.0	1.0



Catch22 Hampshire Academy

<b>D3 – a staffing structure that will deliver the planned curriculum within the expected income levels</b>					
Teacher			1.0	1.0	1.0
Teacher				1.0	1.0
Teacher				1.0	1.0
Teacher					1.0
Teacher					1.0
Teacher					1.0
<b>Teaching Support Staff (Term Time Only)</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Advocate	1.0	1.0	1.0	1.0	1.0
Advocate		1.0	1.0	1.0	1.0
Advocate				1.0	1.0
Advocate					1.0
HLTA	1.0	1.0	1.0	1.0	1.0
HLTA			1.0	1.0	1.0
HLTA					1.0
TA	1.0	1.0	1.0	1.0	1.0
TA	1.0	1.0	1.0	1.0	1.0
TA	1.0	1.0	1.0	1.0	1.0
TA	1.0	1.0	1.0	1.0	1.0
TA		1.0	1.0	1.0	1.0
TA		1.0	1.0	1.0	1.0
TA		1.0	1.0	1.0	1.0
TA			1.0	1.0	1.0
TA			1.0	1.0	1.0
TA				1.0	1.0
TA				1.0	1.0
TA				1.0	1.0
TA					1.0
TA					1
<b>Support Staff (Term Time Only)</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Reception/Admin	1.0	1.0	1.0	1.0	1.0
SENCO Admin		0.5	0.5	0.5	0.5
<b>Support Staff (FTE)</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
School Business Manager	1.0	1.0	1.0	1.0	1.0

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

<b>Admin</b>				1	1
<b>Site Manager</b>	1.0	1.0	1.0	1.0	1.0
<b>Cleaner</b>	1.0	1.0	1.0	1.0	1.0

In year 2 we might expect to utilise staff from the Catch22 Ashwood Academy located in Basingstoke as appropriate to support teaching as well as allocating teaching time to the Headteacher and SENCO to ensure capacity.

**Overview of delivery**

At Full Capacity we expect classes to be grouped as follows:

- **Key Stage 1 (10 pupils)**  
Group 1: 10 learners, 1 teacher, 2 teaching assistants
- **Key Stage 2 (40 Pupils)**  
Group 1: 10-14 learners, 1 teacher, 2 teaching assistants  
Group 2: 10-14 learners, 1 teacher, 2 teaching assistants  
Group 3: 10-14 learners, 1 teacher, 2 teaching assistants
- **Key Stage 3 (45 Pupils)**  
Group 1: 10/12 learners, 1 teacher, 2 teaching assistants  
Group 2: 10/12 learners, 1 teacher, 1 teaching assistants  
Group 3: 10/12 learners, 1 teacher, 1 teaching assistants  
Group 4: 10/12 learners, 1 teacher, 1 teaching assistants
- **Key Stage 4 (30 Pupils)**  
Group 1: 15 learners, 1 teacher, 1 teaching assistants  
Group 2: 15 learners, 1 teacher, 1 teaching assistants

The curriculum provides for 5 hours of teaching a day. At capacity support will be provided at a minimum of 1 teacher and 1 TA for every 15 learners. The group sizes above account for teacher non-contact time and floating HLTA support. It is important to note that our class sizes are flexible as we will allocate groupings based on the needs of our young people, e.g. where appropriate mixing age groups based on specific requirements of each learner. Higher Level Teaching Assistants (HLTA) and Teaching Assistants working flexibly across groups to support delivery.

Advocates will support in following up with attendance, behaviour, parental engagement as well as providing family work, mentoring and therapeutic support with young people.

Having high needs young people on one site with fewer staff than we recommend here could result in safeguarding and safety issues- due to the inability to respond to incidents, challenges or flash points.

Lunch time is spent together staff and young people- eating together is a key part of the relationship building role. Break cover is provided by HLTA's and Teaching Assistants on a rota basis ensuring all staff have sufficient time to prepare for lessons. An additional sum has been provided for in budget for agency cover for the inevitable sickness – absence and unanticipated events. Lunch provision will be provided by an outside agency.

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

**Training and Development**

Training and development will be provided through 5 inset days per annum - which will be communicated at the beginning of the academic year.

The success of our learners relies on the quality and motivation our staff. Our safer recruitment process, mandatory training, and professional qualification requirements guarantee staff have the right mix of personal and academic skills and experience to foster a supportive environment for learners to thrive academically, socially, and emotionally.

As part of the Catch22 MAT's, all staff will receive an induction that covers: Catch22 ethos and values; Health and Safety; Safeguarding (including CSE and Missing); Equality, Diversity and Inclusion; PREVENT; Attendance and Children Missing Education (CME); and mental health/wellbeing. Further to this, all service delivery staff must complete:

- Educate/NSPCC Child Protection in Education Training (five hours CPD at Level 2), every three years;
- Annual Safeguarding refresher training (alongside regular briefings)

Training will be provided in TEACHH, mental health and autism as part of mandatory core training for all staff. Mandatory Autism training will include AET Training in the following areas: 'Making Sense of Autism', 'Good Autism Practice' and 'Leading Good Autism Practice'. In addition, we will consider additional support in areas such as 'Complex Needs and Participation' and 'Extending Good Autism Practice' according to learner need and CPD requirements of our staff. It is our expectation that once we have trained our staff appropriately, and once the autism standards and progression framework tools indicate that our provision is achieving suitably aspirational outcomes for our learners, we will use our knowledge and skills to support the training and CPD requirements of colleagues in the Hampshire area.

CPD is also provided in areas including, understanding behaviour, specialist children's support and development. Access to external training is encouraged

**Ensuring Financial Viability of Our Structure**

Ensuring financial viability and stability of the school as it expands to full capacity in its first two years will need to be done in partnership with Hampshire County Council and the DfE to achieve the right balance of income with expenditure. This will focus on:

- A recognition that some costs are fixed almost irrespective of the volumes of learners e.g. sufficient teaching staff to provide a balanced curriculum;
- To work particularly closely with Hampshire County Council on detailed pupil volume planning, particularly before and during the initial period of the Academy but thereafter too, to ensure that we have the best estimate of volumes possible in order to align our recruitment of staff;

Other approaches we propose taking, to ensure financial viability and stability, include:

- Looking to develop modest reserves via a small risk/margin provision to enable the school to respond to changing financial and pupil needs, or unexpected demands, e.g. a medium term reduction in pupil numbers and associated funding. Managing down related staff costs in particular tends to be slower and

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

more difficult than managing them up in response to increasing pupil numbers. Clearly, in practice, reserves will not be allowed to accumulate indefinitely even if conditions allow with excess reserves being invested in improving pupil outcomes or lower charge to Hampshire County Council

- Ensuring that senior staff have flexibility to be able to provide teaching capacity to step in where necessary in the short term to cover absences or volume increases;
- Looking to recruit an element of part-time staff who have some flexibility in hours, again in order to be able to flex capacity (and cost) more easily if there where lower numbers of pupils than expected
- Making sufficient provision in the budget for some temporary staff to meet short term pressures either of pupil numbers or above average staff sickness, so that we can avoid too great a reliance on too high fixed permanent staff ratios.

We have significant experience of successful financial management of our other academies and independent schools run by Catch22.

Our approach includes features key to ensure financial viability and stability both in the initial stages of the school's existence and in the medium and long term when the external financial environment will change. It ensures that financial issues will be anticipated, or identified early, and addressed quickly. It includes:

- Central Catch22 support for Finance: Ensuring good, timely and school appropriate financial information and control for each of our schools. The central system provides financial support services including payroll, transaction processing including payments, expenses, billing and debt management, cash flow forecasting and management, monthly management accounts, and end year accounts preparation. It also provides key services such as HR, IT and estates;
- Expertise in, and emphasis on, detailed budgeting and forecasting both of income and expenditure, and of cash flow followed up by robust scrutiny of outturn. This will come not just as business partnering support from our Central Catch22 support but by scrutiny from the Catch22 MAT senior management including the Executive Principal, Chief Financial Officer as well as by the Catch22 MAT Board. In particular, the MAT Board, meets quarterly and will continue its existing practice of reviewing financial outturn and forecasts for each school;
- A local governing body will have oversight of overall school performance, particularly around young people progression, the curriculum offer and ensuring value for money;
- Scrutiny of budgets, forecasting and performance by Catch22 MAT CFO and Catch22 Group Chief Finance Officer.
- Clear accountability and expectations around financial management: Each Headteacher in partnership with the Local Governing Body will agree finances with oversight provided by the Executive Principal and Catch22 MAT board. Financial delegated authorities are in writing. Significant delegations that impact on the financial position of the school, such as setting pay and reward policy,

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

are retained at Catch22 MAT board level although with consultation with the school head teacher and local governing body, as appropriate;

A pro-active approach to managing financial and other risks with regular reviews by the Catch22 MAT Board of risks as they affect key parts of the business, including the Hampshire Academy.

**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**

The Catch22 Hampshire Academy will strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives. This will be reflected through our school vision, values, rules, diverse curriculum and teaching that will promote tolerance and respect for all cultures, faiths and lifestyles. This is linked closely to Catch22's overarching vision to create a strong society where everyone has a good place to live, a purpose and good people around them.

**Preparation for Modern Life**

Spiritual, moral, social and cultural (SMSC) education helps learners develop personal qualities, which are valued in modern British society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. It is key to enabling our young people to live independent lives. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils both during lessons and outside particularly within the SCN/ ASD cohort.

We seek to teach SMSC across the curriculum and throughout school life to ensure that our pupils go on to participate fully and contribute positively to life in modern Britain. It is linked closely to our school values and ethos. For example as part of our science curriculum we might deliver lessons that consider the moral dilemmas that can be associated with scientific developments whilst in our food and Cookery curriculum we might examine cultural differences in food and diet or reflect on the moral issues concerning food production in third world countries.

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

Our Personal, Social, Health and Economic (PSHE) curriculum will support this and will be delivered to help young people develop fully as individuals, with their families, and as part of social groups. Managing and improving self will be the core to this offer and will aim to improve the social, emotional and behavioural health of each young person and teach them the skills to live independent, meaningful lives. Catch22 MAT use a number of strategies to develop social skills and resilience of our learners, including the use of debates, social scenarios and role-play in lessons and talks from external speakers. Each term, we cover thematic topics such as celebrations, festivals and media and use this to promote discussion and debate.

**Fundamental British Values**

Catch22 MAT promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Active promotion means challenging opinions or behaviours in school that are contrary to fundamental British values. Catch22 MAT utilise the software ‘Votes for Schools’ as an interactive way of engaging students in debate around topics relating to fundamental British values. “VotesforSchools” encourages respect for differing views, the ability to listen and voice opinions without causing offence. This is the first step towards understanding democratic practice and British Values.

A weekly VotePack in PowerPoint format provides resources for SMSC, British values, Prevent, Learner Voice and supports PSHE teaching including 15 and 45 minute lesson plans, cross-curriculum maps, and a curriculum checklist. The VotePack has carefully researched resources to meet the needs of the SMSC curriculum, (including e.g. topical issues about British values inspired by the weekly news agenda), and it provides the evidence to encourage a teacher-led debate. Students discuss debate and vote on current topics each week. Topics are different every week and contribute to a national poll. Poll Information is then shared with young people to enable them to compare their views with a broader demographic. Activities such as these encourage learners to develop their social and debating skills, and promotes understanding of these topics and how their views differ from others around them. In addition, such debates encourage our learners to understand their civic value, the value of voting and how their opinion counts in wider society.

**Creating a welcoming environment**

We are committed to ensuring our learners are inquisitive, open to new experiences and tolerant of others. Catch22 MAT academies are defined as values based learning communities. Our values support the development of the whole learner as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

We ensure that the correct messages about equality, tolerance and respect are displayed in all our academies and referred to regularly by all staff. We will address Key themes on a regular basis through the tutor programme structure including: assemblies, use of “VotesforSchools” and regular references to news items. Topics are often chosen in response to issues relevant to the school. For example, there may be a sharper focus on anti-bullying issues if there have been any incidents of this nature occurring. Advocates will refer to the key values when working with students on



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

a one to one basis, and referral to the schools core values and code of conduct is a pivotal part of the induction process.

**Living Healthy Lives**

Catch22 MAT recognise the importance of healthy lifestyles for young people in our care. This is reflected both in our commitment to physical exercise, healthy eating in our curriculum and in our whole school aim to:

- Ensure that we are giving consistent messages about food and health
- Promote health awareness and contribute to the healthy physical development of all members of our school community
- Provide pupils with the opportunity and education to make healthy choices

Through effective leadership, the school ethos and curriculum, all school staff will work to create an environment, which supports a healthy lifestyle as outlined below:

**Physical Exercise:** Physical Exercise is a key part of our offer, and compulsory for all learners. We will offer opportunities for solitary, co-operative and parallel physical education to ensure we tailor the offer to the needs of our learners. We want to address these issues by supporting young people to gain the confidence, knowledge and skills they need to enjoy the benefits of sport and physical activity. There will be a core focus on character building for all young people through team working, social interaction and healthy living. It will support young people to understand rules and risks, fairness and respect in line with National Curriculum Guidelines.

**Healthy Eating: promoted at key points in the school day:**

- Daily 'Breakfast Club': A social opportunity for learners to reduce the anxiety as well as an opportunity for targeted work with pupils who do not eat a regular breakfast or have specific needs (e.g. selective food behaviours). We will look to enhance this as in our Catch22 Ashwood Academy through partnerships with Warburton's, and Kellogg's.
- Lunch: We will provide outsourced catering in line with statutory school food standards. Regular water breaks will be built into the school day.
- Food and Cookery Curriculum: Through compulsory food and cookery curriculum, learners will be prepared to live independent healthy lives. We appreciate the importance of food preparation, nutrition, and cookery as a life skill for our learners and recognise its value in providing informal learning.

**Preparation for Adult Life**

Our purpose as an education provider is to re-engage young people with education, to help get their learning and personal development back on track and support them to succeed in adult life. Opportunities to build skills to enable this are seen across our curriculum giving learners the ability to succeed through increased social interaction, building communication skills and opportunities to participate in the community or be supported by the community through our volunteer programme. We believe that much of what is outlined above, including healthy living, physical exercise and "VotesforSchools" will give young people the skills and ability to progress into independent living, community participation and good health.

We offer Careers, Information and Guidance (CIAG) to learners to support them in to positive destinations including researching job, markets, careers prospects etc. and



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

will work in partnership with the local LEP, Enterprise M3, to support young people into local opportunities.

**Safeguarding**

Catch22 MAT fully recognises the responsibility it has under section 157 of the Education Act 2002 and through Safeguarding Children in Education (2015) and Working together to Safeguard Children (2015) to have arrangements in place to safeguard and promote the welfare of young people. We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education (2015). Vetting and barring checks are undertaken on all relevant people, including governors and volunteers.

Through their day-to-day contact with young people and direct work with families, **all** staff at the academy have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to relevant contact within the local council's Young people's Social Care provision (referrals will normally be made via the academy's Designated Safeguarding Lead for Child Protection). It is recognised that it is the responsibility of **all** the staff at The Academy to ensure effective safeguarding. The academy will follow the relevant Local Safeguarding Young people Board (LSCB) procedures. There are four main elements to our policy:

1. **Prevention:** through teaching and pastoral support offered to young people and the creation and maintenance of a whole academy protective ethos
2. **Procedures:** for identifying and reporting cases/suspected cases, of abuse.
3. **Supporting vulnerable young people:** including **those** who may have been abused or witnessed violence towards others.
4. **Preventing unsuitable people working with young people:** We adopt safer recruitment practices and all senior teachers and Governors will have undertaken safer recruitment training prior to any recruitment taking place.

We take the safe use of the internet very seriously and this is an essential part of our Safeguarding and e-safety policy. The internet provides learners with access to a wide-range of content, some of which is harmful. The Academy will take steps to filter internet content, ensuring it is appropriate to the age and maturity of students. The DfE approved filtering system, Gaia, used in our school, blocks inappropriate content, including Extremist content. Students will be taught digital literacy and safety across the curriculum:

- To be critically aware of materials they read, and shown how to validate information before accepting it as accurate
- To use age-appropriate tools to search for information online
- To acknowledge the source of information used and to respect copyright.
- Appropriate use of social networking sites and cyberbullying prevention/reporting
- The academy's ICT code of conduct

We have a duty to prepare our learners for life in modern Britain and to keep them safe. Pupils who attend our academies have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others. The governing body ensures that this ethos is reflected and

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

implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

**Prevent**

In line with our school ethos, our 'Preventing Radicalisation Policy' is part of our commitment to keeping learners safe, supported by mandatory safeguarding and Prevent training for all staff. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in educating our learners about extremism and recognising when pupils start to become radicalised.

We recognise that in March 2015 new statutory duties were placed on schools by the 'Counter Terrorism and Security Act,' (2015) which means we must work to prevent our learners being drawn into extremism. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that. In line with this it is the responsibilities of:

- **Trustees** to ensure that the school is meeting its statutory duties
- **The Senior Leadership Team** to ensure this is delivered on a daily basis
- **The Designated Safeguarding Lead** to ensure understanding and make appropriate referrals

All staff to understand the issues of radicalisation and refer their concerns

## 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**

Collaboration and partnership working is at the very core of Catch22's approach to the development and delivery of all its services including alternative educational provision. As part of the process we have reached out to Hampshire County Council, and the Regional Schools Commissioner, Hampshire Parent Carer Network, and Autism Friendly Fleet to discuss our offer and vision for the new Special Free School to better understand the needs of the cohort outlined, as well as ensure local support for the application. This has included:

- Call with [REDACTED] in which we discussed our current 'Good' Ashwood Academy based in Basingstoke, how we would grow this reputation locally, and the importance of engaging with Parent/ Carer groups.
- Call with [REDACTED] where we discussed both the need to bring in ASD expertise, and our capacity to deliver as reflected in our application.
- November 1st [REDACTED] (who have children with autism) introduced by the New Schools Network to better understand the local needs of parents and their requirements. Key points included: Parental Engagement as key and Autism Training for All Staff. We have reflected this in our bid. Please find attached a letter of support from Autism Friendly Fleet at Annex 2
- November 6th Meeting with Hampshire Parent Carer Network (HPCN): [REDACTED]. Key points included: Requirement for Robust training for all staff in needs of learners (specifically around sensory processing), and very supportive of the academic focus within the curriculum offer. Training for staff is reflected in our offer.
- Due to visit Robert Mays School in Hampshire, a mainstream secondary school with a resourced provision. The Resource caters for a maximum 12 students on the autism spectrum, all of at least average ability. Students are educated in groups with other students with ASD, in mixed groups or in mainstream classes. We will undertake this post submission of bid.

**Systems Leadership**

## Catch22 Hampshire Academy

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

Our approach for a new free school will be to further extend our commitment to collaboration in the area. Specifically, we will:

1. Work with the LA to support links between the school and schools throughout Hampshire to establish a 'joint' approach in identifying students with SCN and establishing a healthy and proactive system for student success within the Special School and mainstream. This will feed into raising standards and standardisation of good practice in pedagogy throughout the county.
2. Create links with primary & secondary school clusters to establish best practice and protocol for referral and successful reintegration of students back into the mainstream setting.
3. Develop existing links with Hampshire services including but not limited to Hampshire Primary Behaviour Service (PBS), Education Psychology, SEN, Education Inclusion Service (EIS) and Ethnic Minority and Traveler Achievement Service (EMTAS)
4. Collaborate with The Ashwood Academy based in Basingstoke, Hampshire which has been operated by Catch22 MAT since September 2014. In that time it has had its first ever 'Good' Ofsted rating and local confidence in it has grown.
5. In addition Catch22 as a sponsor will bring the breath of expertise across its Charity portfolio including services from its children and families teams; youth justice & employability programmes including access longer term to apprenticeships for young people leaving the Academy.

Our approach to partnership working will require a strong Head teacher who can ensure that cluster schools work to aid what is best for the student.

The Headteacher will drive the school to achieve this through actively supporting and shaping the way in which education is delivered throughout Hampshire, and by working closely with the LA to ensure that the school is fully integrated within the schooling network for both Primary and Secondary. They will work in partnership with the Headteacher at the Catch22 Ashwood Academy in Basingstoke to strengthen the Catch22 MAT.

Once at capacity the school will provide outreach to support student's reintegration. A reciprocated training model would be used to train staff throughout the network of schools in Hampshire. With a view to further improving the quality of education for students with SCN/ASD throughout the county we will:

- Seek value for money through collaboration wherever possible;
- Broker the relationship between parents and schools where previously relations have broken down or have been strained.

Proposed Marketing Text for the Academy is attached as Annex 3 - Catch22 Hampshire Academy - Marketing Text

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



## Section F – capacity and capability

### F1 (a) Skills and experience of your team


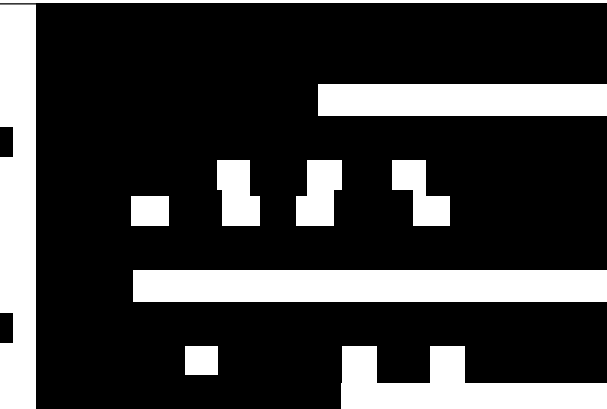



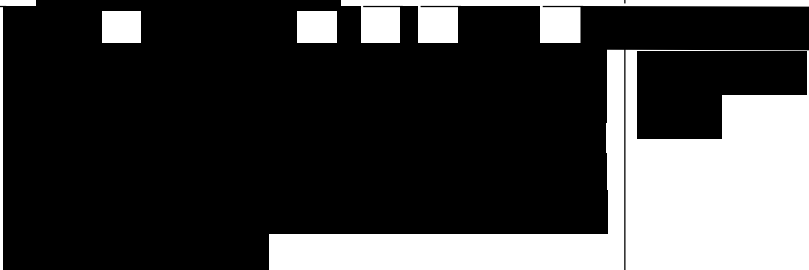

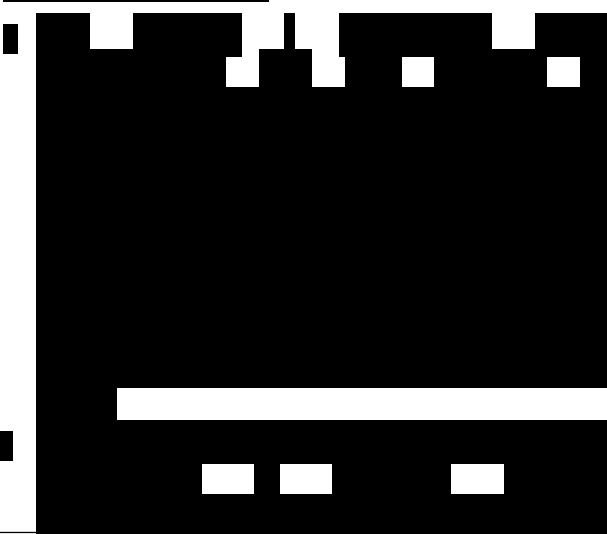
Please refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

- 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.








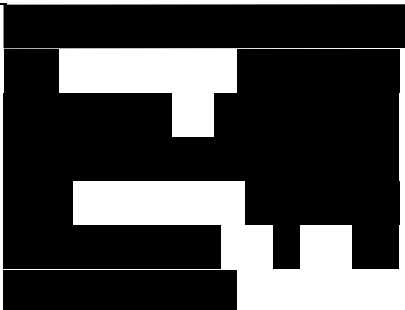
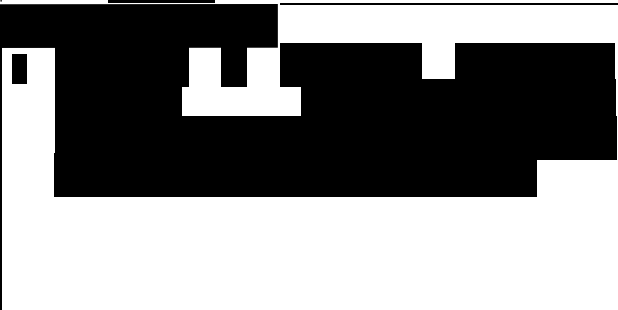



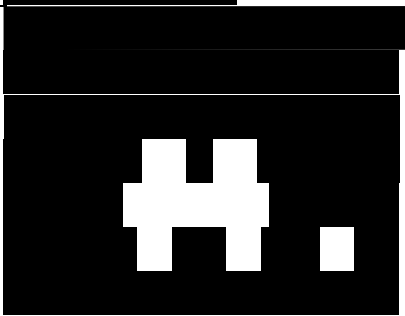
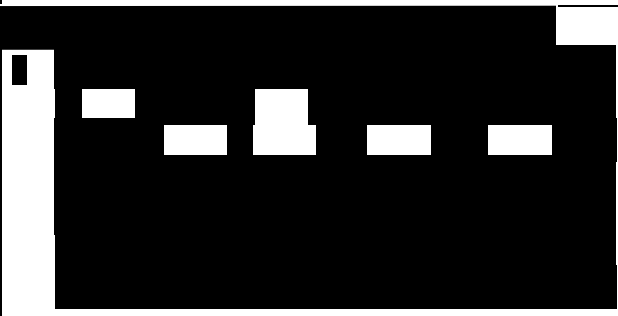

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

**Please see CVS attached at Annex 4: Catch22 Hampshire Academy – CVS**

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




[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]



the Board of [REDACTED]			[REDACTED]	
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## F1 (a) Skills and experience of your team

Catch22 MAT has strong experience in setting up from scratch 2 new Special Free schools and 3 academy conversions, whilst Catch22 deliver 6 independent alternative provision schools. The members of the project group are set out above, and reflect the current team supporting the Catch22 MAT including company members, trustees, senior leadership and pre-opening team. As such, the project group contains skills and experience in leadership, establishing new schools, transforming school performance, curriculum and organisational development, as well as delivering support services, premises specification and delivery, HR and communications.

Oversight of the project will be the responsibility of Catch22 MAT Trustees, whilst the project group will be led by [REDACTED] who will chair the Project Group Implementation board. Key Members of the Project Group Implementation Board will include

- [REDACTED]

- Project Manager (TBC)
- Principal Designate (Once Appointed)

We will utilise the support of Autism Associates on a consultancy basis during implementation and post-opening to support us in building a learning environment and curriculum conducive to ASD learners.

All other staff detailed either work for Catch22 or are under contract to it, so we have the capacity to prioritise their time accordingly to support the implementation project. The time needed from individuals will vary during the set up phase, so the times indicated are only estimated averages over the set up phase. Other members are likely to attend project group implementation meetings when required as well as addressing specific areas of work during the implementation phase. The Project Group Implementation Board will be supported as needed by [REDACTED], CFO for the Catch22 Group.

We will buy in project management resource, as outlined in our skills gap analysis, and expect this to come from a known pool of experts. The experienced project manager, will be appointed on an interim basis, to develop a detailed pre-opening project plan with clear allocation of roles and who will ensure, working with those involved in detailed day to day implementation, that work is progressed and co-ordinated. This individual is likely to be full time at early stages of the project, but is likely to become nearer to 40-60% capacity at later stages, though this will be flexible. We would expect early recruitment of the head teacher who will then join the project group, and lead on aspects such as staff recruitment, finalising the curriculum offer, as well as inputting to other aspects such as detailed budgeting.

## **F1 (a) Skills and experience of your team**

Alongside the Catch22 Hampshire Academy, we are applying for an additional free special school in Suffolk (based in Ipswich), which if successful would come on board in 2019, 1 year before the opening of the Hampshire Academy. It would join the 6 existing academies running and or due to mobilise with the next academy year (2017/18)

We will meet this challenge through dedicating specific resource to individual projects as well as strengthening our management infrastructure and expertise. We will do this by:

- Resourcing specific project teams to implement the set up of each the new Academies. These will be led by distinct project managers, working with the head teacher and senior staff in each school. They will draw on external legal support and central Catch22 Group expertise in areas including Procurement and Facilities, HR, finance, Communications, ICT, and draw on our educational expertise contained within our independent schools as outlined above.
- We will draw upon the existing local knowledge in Hampshire from both the Catch22 Ashwood Academy and from our other provisions to support the recruitment for the free school and pool resources to enable efficacies in working as outlined in our financial plans.

### **Principal Designate**

Recruiting a high quality Head Teacher for the new school is fundamental to its success. The individual will need to be able lead, develop and manage high performance education delivery in the school, as well as provide system leadership working in partnership with Hampshire County Councils local mainstream and AP schools, local employers, colleges. We are keen as outlined in the staffing section of the bid to recruit a Head with a background in working with young people with additional needs specifically those with SCN/ASD needs so as to ensure a whole school approach to meeting the specific needs of our learners. She/he will also need to have strong business and financial management skills to maximise the resources, and benefits from them, of the school. Above all, the individual will need to be highly outcome focussed ensuring that the school enables its young people achieve the best outcomes possible.

In this context, demonstrable competence in a school start up will also be helpful, although there is significant start up experience in the Catch22 Group that will be available to support the head teacher if necessary.

We do not currently have someone in this role. Ideally we will have a Head Teacher in place two terms before the new school opens. However, the achievability of these dates will depend on the timing of approval by the Secretary of State. Combined with the wider experience in the Catch22 Group of setting up new school and education provision, we do not anticipate this being an issue.

To ensure that we get the best possible person, we will recruit openly for this post utilising our robust recruitment and selection procedures as soon as approval to set up the school is given by the Secretary of State.

*Our recruitment plan key milestones*



## **F1 (a) Skills and experience of your team**

Secretary of State approval to set up the school given at Time 0 ("T")

1. Detailed Job description confirmed by MAT board – Time 0 + 1 week (T+1 week)
2. On board search support by known HR Agency – T + 1 week
3. Confidential approaches to be made to known candidates – T+1 week
4. HR team to secure names/ referrals through contacts and advertisement - T+1 month
5. Long list interviews T+2 months
6. Short list interviews by T+2 months
7. References taken by T+2 months
8. Board interviews by T+ 3 months
9. Appointment confirmed and offer made T+3 months
10. Notice period- 2 months to 4 months (maintained schools depending on grade and term)
11. These give with potential start dates of about T+ 5 to 7 months

### *Salary*

We will need to consider market conditions at the time of recruitment but we are currently budgeting [REDACTED] option

### *Attracting high quality candidates*

We have a lot of positive dimensions to attract excellent candidates:

- An opportunity to build a new school from scratch;
- Significant ability to trail blaze and innovate both in the school and working with other schools in the MAT and wider Catch22 Group;
- Working within Catch22, a national organisation, which provides:
  - Support for setting up and establishing the new school;
  - An innovative environment
  - Wider career opportunities across schools, other provision, and senior management.

## 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
Autism Experience	Trustees/ Local Governing Body	We recognise that we do not currently have expertise in Autism, however will look to support this with consultancy support from Autism Associates as well as through a Local Governing Body Member and/or MAT Trustee with experience of autism in an education setting.
Trustee with experience as a MAT CEO and strategic experience in literacy and numeracy development	Trustee	We are currently in conversations with a number of select candidates with strong experience and expect to recruit early in the new year.
Dedicated project management resource. This is skill that exists in a number of team members, but where extra, dedicated, resource will be required pre-opening to plan and manage the implementation of the	Pre-Opening	We will recruit an experienced project manager to fill this role upon confirmation of success. We have a list of key contacts who we have called upon before and would look to ensure standby Project Managers within Catch22 to account for sickness.

<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
project to open the new school.		
Additional Senior Operational Support at MAT level	SLT	We are currently recruiting for a Chief of Staff role to support the Executive Principal in operational activities. Expected Recruitment November 2017.
Impact and Evaluation Manager: Lead for establishing reporting/data collection and SIMs implementation in line with the Catch22 schools blueprint.	Pre-Opening/ Current Team	Currently Catch22 are recruiting for a replacement Impact and Evaluation Manager to lead the Impact Team. Expected Recruitment December 2017.

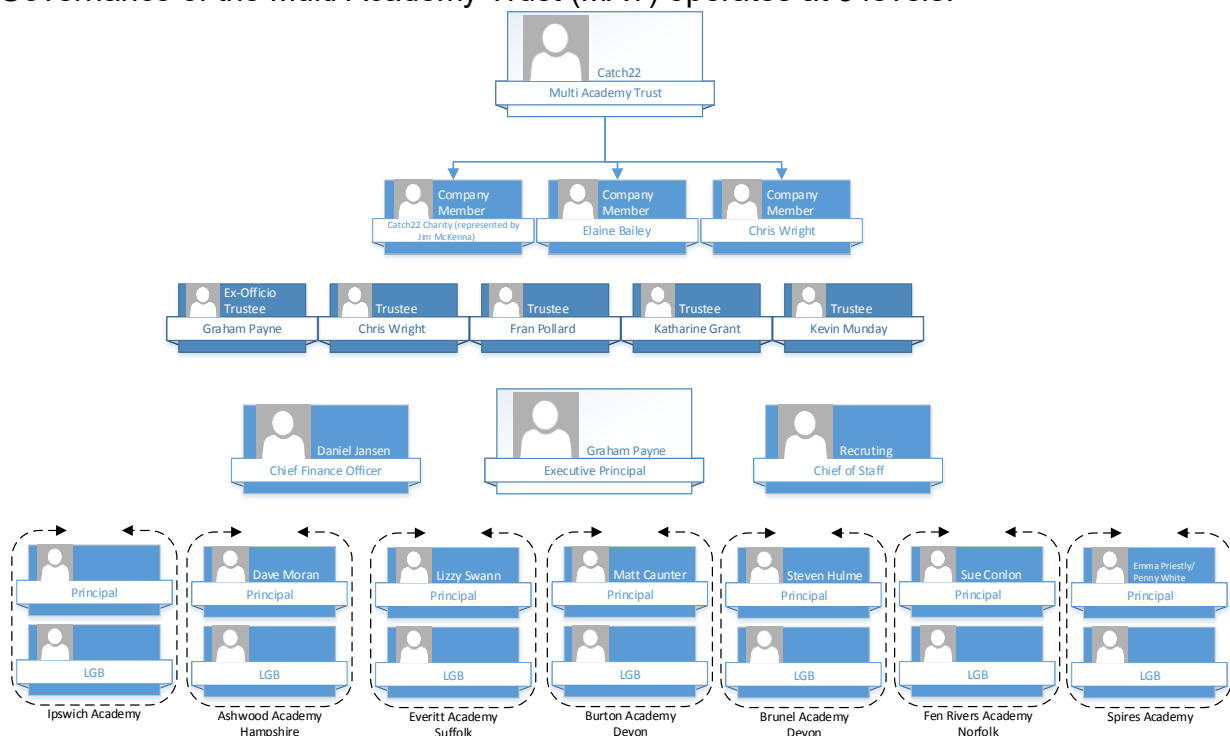
## F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

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 of the Multi Academy Trust (MAT) operates at 3 levels:



1. Members
2. Trustees of the MAT
3. Local governing bodies

The MAT is a company limited by guarantee and an exempt charity. The company's articles of association are its primary governing documents. The academy trust was established in November 2012 at the instigation of Catch22 Charity Limited.

The role of the sponsor (Catch22) and that of the MAT are documented in a "Sponsor Agreement" which outlines the relationships, roles, responsibilities and services to be provided by the parties

There is a scheme of delegation in place which sets out what matters are reserved for the MAT board and what is delegated to the executive principal and senior management in the academies and local governing bodies. This can be viewed on the MAT web site.

## **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**

Decisions reserved for the MAT board include (among others) the vision and ethos of the MAT and its Academies and approving the annual budgets.

Matters delegated to the executive principal include (among others) developing and implementing an appropriate curriculum, setting appropriate performance targets and completing annual reviews.

The MAT board monitors progress and makes decision on a termly basis through a board meeting, the details of which are minuted and publicly available. An additional board meeting is held annually to discuss strategy.

### **Members of the MAT**

The members of the academy trust are Catch22 Charity Limited (represented by [REDACTED])

A formal sponsor agreement between Catch22 Charity and The Catch22 Multi Academies Trust clearly setting out the relationships, specific interests and responsibilities of both parties is in place.

### **Trustees of the MAT**

The Trustees of the MAT are appointed to oversee the operations and strategic direction of the charity. As such, the objective is that they have significant experience of senior operational, strategic and educational leadership, combined with knowledge of young people in difficult situations more broadly. The Trustees include those with executive responsibility for the MAT as well unpaid non executives providing independent scrutiny of its operations and strategy.

#### *Method of Recruitment and Appointment or Election of Trustees:*

The Board reviews its effectiveness continually, looking at the skills and performance of trustees. In September 2015 the board completed an audit of skills, which was also repeated in 2016, and identified the need for 2 new trustees in the areas of education and employability. Two [REDACTED] were appointed during this period through a structured interview process. We are currently in the process of appointing two additional trustees to the board, [REDACTED] and another with MAT CEO experience who will be confirmed in the new year. When new trustees are to be appointed, the board will agree at that time an appropriate process and criteria for the recruitment based on the skill and capability requirements of the board, governance and good practice for multi academy trusts, and the requirements of the company's governing documents.

In line with the Articles approved by the DfE, the Trustees of the MAT are appointed by Catch22 Charity, with [REDACTED] also an ex-officio Trustee. The trustees of the academy trust are also the directors of the charitable company for the purposes of company law. The charitable company is known as Catch22 Multi Academies Trust Limited.

The number of trustees on the board will grow proportionally with the expansion of the MAT, with the decision being made to ensure that we build in the right capabilities in line with any growth.

## **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**

### **Roles and Responsibilities of Trustees**

The board of trustees has delegated the day-to-day responsibility to the Executive Principal, as accounting officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and are in accordance with the requirements and responsibilities assigned to it in the funding agreement between Catch22 Multi Academies Trust and the Secretary of State for Education. They are also responsible for reporting to the board of trustees any material weaknesses or breakdowns in internal control.

Trustees are briefed regularly by the executive team on educational development areas such as DfE policy updates on the Academies Handbook, inputs from Lord Nash and other academy matters through board meetings which are 4 times a year, monthly site visits and circulating appropriate papers including those from the DfE & EFA.

They are all individuals with experience of education and business management in other organisations. Induction for new trustees will be reviewed at the time according to their experience and knowledge.

Trustees undertake annual mandatory training for:

1. Health and Safety
2. Safeguarding
3. Trustee governance and responsibilities.

The effectiveness of the trustees is assessed annually based on the Academies Handbook guidance and the 21 defined criteria. **Decisions and functions reserved for the MAT Board include:**

- Setting MAT vision and strategy
- Agreeing the annual strategic plan for the MAT
- Approving individual school plans
- Setting annual budgets
- Financial oversight and accountability
- Appointing Executive Principals and Headteachers
- New policy development
- Safeguarding review (including Prevent)
- Health and safety review
- Risk management.

The board have formed a remunerations committee for the purpose of approving strategy on pay terms and conditions.

The Executive Principal of the MAT acts as an Ex-Officio Trustee and is responsible for ensuring implementation of these roles and responsibilities at a local level.

### **Local Governing Bodies (LGBs)**

Each Academy within the MAT has and will have a local governing body that will hold the MAT to account in ensuring their academy benefits from the oversight, investment and direction the MAT is expected to provide. Local governing bodies work to a clear delegation scheme. Each governing body has 9 governors including:

## **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**

- Two members from the local community, likely to include local schools and colleges. One of these members will chair the LGB
- Two parent or parent representative governors
- Two staff representatives, elected by staff
- The Headteachers
- A further senior Catch22 representative who is not normally a member of the MAT Board.

Given the responsibility of the LGB's, recruitment of non-mandated governors (e.g. those who are not staff/ parents) follows a robust process to ensure the right mix of skills within the board. This includes a Governors Skills Matrix to identify skills gaps, utilising specific school governor 'matchmaking' services including Inspiring Governance and National Governance Association and providing additional training for the LGB.

Local Governing body minutes are reviewed at the MAT board and LGB chairs are invited to meet MAT trustees annually and are available on the relevant academy's website.

Key local governing body functions include:

1. Admissions policy adherence
2. Annual performance reviews of staff
3. Attendance and progress of learners
4. Risk management at academy level
5. Community engagement

The LGB will connect the academy to the local community and will have the following key components:

### *Skills*

- Organisational leadership
- Performance management
- Educational delivery in alternative provisions and mainstream settings including reintegration of pupils into mainstream
- Safeguarding
- Human resource management including staff development
- Knowledge of the local labour market.

### *Responsibilities*

Strategic and financial oversight sits with the MAT Board, curriculum development and staff performance management sits with the relevant Headteacher, and community/parent engagement and school performance sits with the LGB. This enables the LGB and the school to benefit from shared expertise including the provision of financial and other KPI reports that will support their decision making in the day to day running of the school.

Matters delegated to the Headteacher include (but not exclusively):

- Developing and implementing an appropriate curriculum
- Setting appropriate performance targets for staff



## **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**

- Completing annual reviews
- Recruitment of deputy head and teaching/school staff
- Achieving progress and outcomes as defined in the school plan
- Safety in school, working to safeguarding policies and practices
- Working to health and safety policies and practices.

The Local Governing Body, whilst engaged and consulted on a range of issues, is directly responsible for:

- Curriculum development
- Prospectus content
- Parent engagement and support
- Local profile and marketing of the school
- Community relations and community cohesion
- Relationships with schools and colleges and creating progression pathways
- Monitoring student progress
- Monitoring safeguarding of young people
- Monitoring health and safety
- School performance, comparing outcomes for young people with the national standard.

In summary, the LGB is responsible for the curriculum, standards and school improvement; the day to day running of the school including compliance with standard operating procedures/policies and community and parental engagement, including feedback from young people and parents.

### **Dealing with conflicts of interest**

Actual and potential conflicts of interest are dealt with at number of levels.

The operation of the MAT is overseen by the Catch22 Charity Board of Trustees. These are all independent and unpaid individuals with a strong business, public and social business backgrounds: <http://www.catch-22.org.uk/who-we-are/people/trustees/>

At MAT level, potential conflicts of interest are also understood and scrutinised by independent and unpaid Trustees of the MAT who are not in executive roles in either the MAT or Catch22 Charity. The MAT Board and the LGB review and amend a statement of interests at each meeting. The interests of the Members and Directors are published on the MAT website.

Catch22 Charity provides the MAT and a number of other organisations that are part of the wider Catch22 network (including Only Connect, Community Links and Launch22) with support services including both education and business services e.g. finance, human resources, health and safety, governance, facilities and procurement, marketing and development. These services are provided to the MAT at cost by Catch22 and the delivery of them is governed by the terms of the sponsor agreement that is in place between Catch22 and the MAT. The MAT trustees are confident that this is the most cost effective way of securing the range and depth of support services required. Both the leadership team of the MAT and the independent trustees hold Catch22 to account with regard to the delivery of its obligations under the sponsor agreement. MAT trustees with

**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**

a relationship to Catch22 exempt themselves from any decisions with regard to the sponsor agreement.

**MAT Growth and Governance**

The MAT is subject to independent external audit on regularity compliance, and to internal audit review by Catch22 Charity. Currently, with 5 academies open (and 1 in pre-opening), the existing Board constitutes itself as the audit committee when necessary. We will establish a separate and more visibly independent audit committee when the number of Academies increases.

As the MAT grows we will look at adding additional support to the LGB's in the form of MAT-wide committees e.g. Finance to support the effective operation of the Trust and the Academies. This will be agreed by the MAT Board of Trustees when required

## 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 find budget attached in the Excel Spreadsheet at Annex 5 - Catch22 Hampshire Academy - Budget**

The budget has been prepared using the funding levels and pupil numbers as outlined in the specification document. All specific assumptions are given on the budget template but to expand for clarity:

- The template would not allow a September 2020 opening date to be selected, therefore September 2019 has been used and figures still entered into Year 1 to ensure the Post opening grant figures remain in the correct place. It is recognised, therefore, that all Academic year dates at the top are one year out of synch.
- Income is calculated in line with the figures given in the specification document, however, we have made an assumption based on the Site Specific funding element. After dialogue with Hampshire LA with relation to this element of funding and the slow growth of student numbers over a prolonged period of time, it was confirmed that a graduated approach to funding would need to be agreed to ensure viability in the early years. In lieu of having any details of how this might be calculated at this stage we have applied a principle that includes the site specific funding element for all 125 pupil places from year 1 onwards. This would amount to “graduated funding” of:

████████████████████  
████████████████████  
████████████████████  
████████████████████

## **Section G – budget planning and affordability**

This is in no way a presumption that this is how it will actually be calculated but is simply to demonstrate the level of graduated funding that we feel may be required. We would obviously be more than happy to discuss this if our application was successful as well as explore how the rate of growth in pupil numbers might be adjusted to reduce this cost.

- We have followed the growth of student numbers as outlined in the specification. It is noted that the specification indicates that pupils will enter at all year groups over the growth period of the Academy and we hope consideration will be given to increasing the number of year groups over time to ensure the most efficient staffing structures can be put in place to achieve value for money. For example, starting with 2 or 3 age groups and adding 2 new age groups each year. When designing our staffing structures we have assumed this is the case and again, we would welcome discussion on this at the appropriate time.
- Our top slice figure of 5% is in line with the amount used in all of our existing Academies. As stated this funds central MAT staff costs including the Executive Principal, Chief Finance Officer and Administration costs. It also funds legal and audit costs. In total, 60% of the top slice funding (and therefore 3% of an Academies Core income) is budgeted for these costs.
- Further to this, back office services such as HR, Finance, and payroll, as well as strategic procurement, facilities, IT, marketing and analytical support, are provided by Catch-22 Charity. This is budgeted at 40% of the Top Slice (2% of an Academies core income). To be clear, however, as these services are provided by our Sponsor and fall under the related party transactions rules, they are provided at cost and are managed as detailed within the Sponsor Agreement in place between Catch22 Charity and Catch22 Multi Academies Trust.

Income and costs are expressed in current terms throughout the given period: inflation has not been provided for in the model for either income or spend.

## 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.

### **Annexes attached:**

**Annex 1: Catch22 Hampshire Academy - Special Free School Application Form Part 1 – Section A and B**

**Annex 2: Catch22 Hampshire Academy - Letter of support from Autism Friendly Fleet**

**Annex 3: Catch22 Hampshire Academy - Marketing Text**

**Annex 4: Catch22 Hampshire Academy – CVs**

**Annex 5: Catch22 Hampshire Academy - Budget**

## Governance self-assessment – Not Applicable

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
<p><b>1. The roles and responsibilities of the directors/trustees</b></p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> <li>• company directors and charity trustees;</li> <li>• accounting officer</li> </ul> <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p>	
<p><b>2. Structure of the board</b></p>	<p>Accountability system</p> <p>Structure of decision making</p>	

<b>3. Meetings</b>	Please detail your board and committee meetings schedule and outline agenda		
<b>4. Finance</b>	<p>Please give details of:</p> <ul style="list-style-type: none"> <li>• your chief financial officer, with appropriate qualifications and/or experience;</li> <li>• Schemes of delegation;</li> <li>• Approvals process-budget;</li> <li>• Investment policy;</li> <li>• Procurement including leases;</li> <li>• Internal control framework;</li> <li>• Contingency and business continuity plan;</li> <li>• Insurance cover</li> </ul>		





Department  
for Education

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