



Department  
for Education

# Special free school application form

Published: July 2017

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

**OHCAT SPECIAL FREE SCHOOL (CROYDON)**

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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.

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"/>
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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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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>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Declaration

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

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

- the requirements outlined in the [application guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- for children with an education health and care plan ('EHCP') naming the school, the requirements pertaining to children with SEN within the special educational needs and disability (SEND) code of practice, including the duty to admit a child where the school is named in an EHCP;
- for schools where the Secretary of State agrees in the funding agreement that they can also admit pupils without an EHCP with special needs, the school must, in respect of these pupils, comply with the School Admissions Code, the School Admissions Appeals Code and the admissions law as it applies to maintained schools. 16-19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

**Signed:**



**Position:** [redacted] (please delete as appropriate)

**Print name:** [redacted]

**Date:**

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



# Completing the application form

## Section A – applicant details (use Excel spread sheet)

Please:

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

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

Please:

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

## Section C – vision

Please:

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

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

Our proposal is to create Orchard Hill Free School (Croydon), a 150 place co-educational school specialising in autism and which addresses the social communication, cognitive, sensory and social, emotional, and behavioural needs of pupils aged 2 – 19 (140 full time and 8 full time Early Years places and 12 part time Early Years places). The school in New Addington, Croydon, is proposed to open in September 2020 and will support joint working with partners, especially health, education and family support practitioners. Our school will enhance the experience of parents and carers and progress of children and young people through effective collaborative working and joined up service delivery.

Orchard Hill College Academy Trust (OHCAT) is a special schools Multi Academy Trust and is backed by Orchard Hill College, an Ofsted ‘Outstanding’ National Specialist College for people with learning difficulties. With Orchard Hill College as the sponsor, OHCAT Academies are supported to improve their own systems and services, allowing them to strengthen and broaden educational provision for pupils and professional development for staff. The Trust currently has nine academies and caters for a wide range of ages (from 2 - 19) and learning difficulties (inc. complex autism; severe and complex learning needs; social, emotional and mental health needs; profound and multiple learning difficulties; multi-sensory impairment and complex health needs; speech, language and communication needs; and alternative provision). We will use our significant experience of SEN settings to ensure the new school will offer pupils a seamless continuity of provision throughout each stage of their educational journey, smoothing transitions and generating an economy of scale and flexibility of resources capable of responding to the individual needs of children and young people with these complex learning needs.

#### **Demand**

The London Borough of Croydon has the largest population of young people in London with 21.9% (81,637) of the population aged 0 – 15 years. The number of pupils with an Education, Health and Care Plan stands at approximately 2,400 (January 2017) and is

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expected to continue to increase (there has been an overall increase of more than 200 over the last two years. This increase in growth in Croydon's school population and the number of EHCPs has resulted in demand for special school places being greater than supply with pupils having to take up independent special school placements and out of borough placements.

The Council has established an All Age Disability Service to support life-long planning with the vision that Croydon residents with Special Educational Needs and Disabilities have a life not a plan. As a result, the new special free school will be expected to be an important contributor to these life changing arrangements.

As with special schools more generally, there will be an expectation and requirement that an increasing number of young people with SEND will develop and achieve sustained employment in the borough.

The Council has set out a need for a 150 place school specialising in autism and which addresses the social communication, cognitive, sensory and social, emotional, and behavioural needs of pupils aged 2 – 19. Pupil growth will take place over four years from opening in September 2020 and have a full complement of pupils in September 2023.

### **Trust and Free School Vision**

Orchard Hill College and Academy Trust (OHCAT) together form a family of specialist providers. As an outstanding provider and academy sponsor, Orchard Hill College has a strong track record for making a positive impact within the local communities it serves.

As a mature Multi Academy Trust we have steadily grown and transformed our provision over recent years. Improving opportunities and outcomes for our children and young people remains at the heart of all that we do. For children and young people, especially those with special educational needs or who experience other barriers to learning, our world can present many challenges. All young people deserve to leave education confident that they have developed the skills they need to achieve their ambitions, with meaningful education, work and life experiences to draw on. This is the confidence that we aim to deliver.

We are steadily extending the reach of our provision within our local communities from primary through secondary to further education, smoothing transitions and giving pupils the benefit of expertise generated from our collegiate approach to knowledge-sharing amongst our staff. We already operate all-through provision at Bedelsford School (albeit for children and young people with different SEN) and we feel we are well placed to run Croydon Special School and bring this experience to bear. All of this is underpinned by a suite of shared services whose expert staff work closely with pupils and staff in each school/College centre and with affiliates and commissioning organisations to improve educational and operational quality at every level to benefit

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our pupils.

Our vision is to provide a positive environment where children and young people access specialist support so that they can learn and achieve. This is underpinned by our values which are to:

- provide a service which offers equality of opportunity and respect to all children, young people and staff
- build quality relationships and interactions which respect and individual's potential to learn
- provide real life learning opportunities within a framework that is flexible, safe and responsive to individual needs
- enable and empower children and young people to identify and work towards their personal aspirations

We drive our vision and values forward through our ambition to contribute further to improving the education offer for all children and young people in our communities, including those with SEN. OHCAT has significant specialist expertise. We operate in geographic hubs to maximise local community opportunities and support, and use cross-‘family’ resources such as the OHCAT Training School, Digital School and Learning Support Services to share expertise. Our academies and College have a strong track record of supporting the achievements of pupils across the autistic spectrum.

We are aware that the National Autistic Society promotes the fact that many young people endure bullying and hate crimes within the community and we will endeavour to promote positive images of all pupils including those with autism in the local community. From available research we know the best way to support this from the beginning is to set up young people advocacy groups and to ensure local service delivery has awareness of these views and opinions.

We are aware that other children with disabilities and learning difficulties sometimes lose confidence accessing public places in the community. As part of our vision we shall ensure that disability awareness is paramount in our communication with the public and in our presence in community projects. Opportunities to co-locate other services within the school will enable the Trust to anticipate and tackle discrimination within the community and develop community cohesion and positive inter-dependencies.

As a trust operating in London and Surrey with an in-house training school offering bespoke and nationally accredited training courses, we recognise the need for strong and purposeful links with schools in each area to not only cater for specific high needs of pupils but so that all schools can learn from our best practice, identify high needs

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and work with us on smooth transition arrangements. OHCAT benefits from the sharing of best practice across different settings and places great emphasis on its working partnerships within local communities, including employers and Local Authorities. This means that we are able to be responsive to the needs of children and young people in both SEN and (through our outreach work) mainstream provisions, including alternative provisions such as pupil referral units or short-stay schools, to deliver quality and high standards in both contexts. For example, as part of our outreach work, we have engaged with collaborative work with Wallington County Grammar School as part of the 'Sutton Alliance Review' process; and as part of Nightingale Community Academy's Technical and professional offer, partner mainstream secondary schools are purchasing 'seats' to access this provision at the school. This working practice will enable our new school to engage meaningfully with Enhanced Learning Provision (ELPS) and resource bases in mainstream schools.

Our new school will provide specialist education for children with autism and which addresses their social communication, cognitive sensory, social emotional and behavioural needs. Our provision and curriculum will be driven by a communication and behaviour based model. Our pupils with autism and significant learning disability will have access to a wide range of facilities and enable children with autism to be able to access sensory facilities that support our aim to achieve a low arousal environment. Our provision and curriculum will be driven by a communication and positive behaviour based model, underpinned with blended and embedded therapeutic approaches that incorporate sensory integration.

As part of our vision at the pre- opening stage we will consider the design and environmental issues that support children with Visual Impairment, Hearing Impairment and Autism to ensure all pupils can have access to the individual requirements of visual symbols as signage and access to appropriate communication systems.

### *Transition processes*

Our aim will be to put in place a seamless transition process, not just for phase to phase e.g. KS2 to KS3, which is so important in mainstream schools, but for daily transition from learning task to learning task so that our pupils can find an appropriate balance between extending their learning within their comfort zone. We will also develop arrangements for daily transition so that coming to school is not a burden and where there are few, in any, last minute changes which can disrupt routines and lead to anxiety issues. Key foci for attention will be:

- Smooth transfer from class to class
- Gradual learning steps at learning task level
- Explicit instructions, including on rules within the school
- Summer transition – materials to review over the summer, e.g. book with

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photographs of new teachers, regular visits to the new class and teacher before the holidays, explanation of what will remain the same, such as the playground, toilets, lunch breaks

*Autism*

As a Trust we envision a world where all people on the autism spectrum get to lead the life they choose free from discrimination and discriminatory practices. We believe that all children should be understood, supported and appreciated in their local community.

OHCAT will support autism enhanced provision at our new Croydon special school. Our staff team will ensure that from the beginning the school is set up to become a high quality autism day school provision in collaboration with the National Autistic Society. We know from the NAS research that many of the autistic children in Croydon are not in school because of their challenging behaviour; home tutoring is being provided, but the home environment presents challenges because pupils do not readily relate to a change from home environment to learning environment. Being in a specific school environment would reduce these challenges and allow for a greater focus on learning. This can be achieved within the first year because our expert staff can be called on to embed best practice across all the required standards.

Parents locally will expect equity of provision locally that mirrors and replicates the standards achieved in our other schools. We believe that we are uniquely placed with senior and other staff within the Trust with knowledge and expertise to support the new special school to develop autism best practice standards to meet the high expectations we will expect and with capability to effectively monitor outcomes.

Staff in our Croydon special school will benefit from specialist autism training prior to opening to gain depth of knowledge and understanding of the Autism competency frameworks for Early Years, KSs 1–4 and post-16 to plan for the overall autism provision at the academy. A primary focus for the school will be the development of educational practice to support children with autism and a range of co-occurring difficulties. The new school staff will be trained to deliver the competency standards from the Autism Education Trust which is approved by the DFE to enable schools to deliver the DFE autism standards. Teaching staff and lead teaching assistants will be trained in the principles of TEACCH (Treatment of education of autistic and related communication children).

In cooperation with other schools we will extend this autism specialist training to be made available to other local secondary and primary schools as part of an overall SEND strategy agreed during the pre-opening stage. The Trust shall continue to offer autism training and support for leaders of autism provision as part of the Autism Education Trust specialist training programme in our area to support continuous improvement. Although autism training will be a priority given the school's specialism, other specialist training in communication and interaction, literacy, numeracy

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pedagogical approaches and how to ensure health and safety and safeguarding for all children will be implemented to ensure the full special school offer can be delivered for expertise to be shared for quality teaching and learning.

Our Croydon special School will benefit from our high standards and specialist teaching. Of our current schools, three are judged Good and three Outstanding. Of the three schools that joined the Trust recently one is judged Requires Improvement and two are judged Inadequate, but the Trust has robust strategies in place to effect improvement. In addition, four non-maintained special residential schools are converting into the Trust this year, which will expand significantly our access to expertise; this will support our plans to improve wholesale the quality of our provision and in the various communities in which we are based. The high quality provision the Trust delivers is possible through having expert leaders and teachers who are specialists in their field. The impact of this extends to the wider community through our extensive relationship with local schools, other FE colleges, including Croydon College, and our partnership work to support and gain broader buy-in to SEND provision.

We will replicate this provision in our new Croydon special school. We will do this through using our highly talented and experience staff to support the new school in the initial years and demonstrate effective teaching and learning in a special school setting. This will be done alongside the new cadre of staff that will be recruited from the new school's inception. Our work will extend to other local schools so that we build strong partnerships and support and extend the high quality SEND provision in those schools. Our Digital School, a pupil-run project developing innovative and inclusive technological solutions, and our Training School offering teacher training courses and apprenticeships, will be utilised to enhance our offer by engaging with local partners, including Croydon College, to offer suitable apprenticeships in administration and hospitality & catering.

Our expertise will enable provision to be tailored to each individual, according to their described needs and begin at the early years stage through to expectations and goals for adulthood and employability, with flexible provision along the way for pupils who require detailed assessments and a 'revolving door' system to cater for short stay with re-integration into maintained schools.

We expect all of our schools to be ambitious and to look to each child's future by building on the specific provisions made in their EHCP that are subject to regular review and nurturing their progress to enable them to be compassionate and contributing members of society where they are valued and take part in the world of work. Engagement with the local community will therefore be essential.

### *Relationship with parents, carers and families*

We will work closely with our parent group so that they feel very much involved in their child's development and are able to continue the support outside of school. To help

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with this, our pre- and post- school enrichment arrangements will include time for parents to be involved with their children in certain activities and also for children to experience more comfortable learning which is not class based and so that parents know what techniques to use at home, in particular how to persevere with their child's learning and encourage behaviour changes. We know from our research, including with NAS and PiP, that most parents of children attending special schools suffer the disadvantage of their child having enrichment opportunities because they have specific transport arrangements in place and parents often find it difficult to be involved in school life. We will offer parents and pupils opportunities to listen to guest speakers, for example, Dean Beadle, who are themselves autistic but who are successful in adult life so that parents and pupils can gain confidence knowing that they can be aspirational and achieve a certain position or employment in adulthood. We also know that local parents want to establish a strong relationship with school and for there to be two-way interaction so that parents are able to work with the school on effective strategies.

Our local research tells us that early careers advice is helpful in achieving aspirations and understanding of learning because children and young people can make sense of their goals and what is needed in the run up to achieving them. We will involve parents in these discussions so that children and young people can be supported and encouraged in their homes to fulfil their ambitions.

### *Outreach services*

We will work with local schools and delivery partners to enhance the outreach and inclusion service delivery and further develop and contribute to SENCO networks, special education conferences and CPD, all of which are valued in our current areas.

We will work with Croydon Local Authority, Croydon College and specialist services to focus upon design of effective provision across all areas of the SEND code of practice for our outreach services to other schools. As part of that wider vision we shall enable schools to have access to our provision and training. As part of our vision it is essential that the requirements of each EHCP is delivered in co-production with parents to raise standards of educational achievement.

We will encourage schools to engage with pupil voice and to offer choice and flexibility for educational delivery within the school settings in and around New Addington. An intended consequence of the work of our marketing and public relations to parents and carers especially, will be to promote the expectation that the Croydon special school will quickly have parity to our other high achieving schools.

We will as a Trust offer local schools the opportunity for SEND external advice and evaluation as part of the outreach service to assist their provision. The Trust shall evaluate outcomes as part of its overall self-evaluation of impact and effectiveness. The Trust will take account of the guidance from the SEND pilot developed as part of



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the London challenge resources to evaluate SEND provision.

### *Schools*

We will Collaborate with Head Teachers, staff, governors and neighbouring schools. Our Trust already has a respected and strong presence in the local areas in which we work and with neighbouring schools of all phases. Our Heads of School will capitalise on this experience and work together to support the Croydon special school to build upon local partnerships and developments in education, health and social care to achieve the best outcomes for special needs children and their families.

Our inter dependencies with other Trusts, schools and children's services enable us to cross the usual boundaries to provide systemic and collaborative solutions for the delivery of SEND services. Our school will deliver outreach and inclusion advice and training to build capacity with local schools to ensure sustainability of SEND provision and wider services, supported by our experienced training school staff. This will mean following the outreach quality standards:

- Planning, delivery and commissioning services
- Developing effective partnership working
- Self-evaluation and gathering evidence
- Building capacity within schools and services

We would have an ambition, as part of our outreach remit, to support all schools with accessibility plans to support children and young people with disabilities including sensory needs.

### *Engagement with the wider leadership system*

The new Croydon special school will benefit from the wider Trust delivery of CPD, school to school support and leadership support. We will encourage our Headteacher to be able to enter into dialogue as a system leader to shape future services with the local area.

Our wider group of leaders will engage with local and district councillors, health professionals and social care and voluntary sector providers to shape future strategic aims for children and young people with SEN within and around New Addington. OHCAT already operates a well-established model of school-to-school support, sharing expertise, knowledge and, where appropriate, resources, for example, hydrotherapy, a school farm and soft-play facilities.

As a Trust we have a history of involvement in strategic partnerships, which bring together wide representation to support identified strategic aims for our communities. A

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number of our Headteachers represent on their respective Schools Forums as Special Academy reps; we have well-established links with local Education Business Partnerships; representation on a LSCB and local Integrated Service Delivery Board; and wider work, for example, acting as pathfinders for the DfE Complex Needs project and subsequently, as pilots for the Rochford Review recommendations.

Our vision as a Trust is to become known as one of the most respected Multi Academy Trusts. In order to make further progress with this ambition we intend to work with local partners and other schools within the area.

### *Post-16 and preparation for adulthood*

Our vision is to support all our learners to prepare for adulthood and enable them to lead a fulfilling life ahead. We will build upon the post-16 vocational educational links and opportunities for our pupils, especially using our existing experience of post-16 expertise and provision within the Trust at Orchard Hill College. We offer traineeships and apprenticeships and operate in close partnership with FE colleges e.g. Carshalton College, with local employers in our communities, and with Housing and Health associations to achieve aspirational life plans for our children and young people. We will extend these opportunities to our new pupils and work collaboratively with Croydon College to provide relevant apprenticeships in administration and hospitality & catering. The opportunities for staff to work together across our special schools will ensure depth and choice of provision for pupils. We shall ensure the vocational offer includes a breadth of courses. Our exemplary work with pupils and families will transfer to our new Croydon school to ensure pupils can make choices; we will support them fully to work towards their aspirations.

We shall replicate our existing arrangements including pupil link courses which provide a range of vocational options at other colleges so that this practice ensures that individual timetables can be developed which include both on and off-site opportunities for our Post-16 pupils with planned levels of adult supervision and support.

We will increasingly develop links with local employers and strategic partners and participate as fully as possible with enterprise initiatives to ensure our pupils can take full advantage of the work experience, apprenticeships and career opportunities available. As an employer, we would expect to contribute to opportunities available and to encourage volunteering and application for apprenticeships. We appreciate that many pupils from our special school will develop employability and social skills with meaningful work experience or volunteering. Our track record of successful placements from our Trust will be replicated at Croydon special school.

### *Work with Post-16 providers to facilitate transition for pupils*

The Trust will build upon the transition arrangements to local colleges. Croydon College has confirmed that it will collaborate closely with OHCAT to support transitions of pupils

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into FE, as appropriate. We will work with Croydon College, and other colleges, where appropriate, to provide Link Courses based at the colleges for post-16 students at Croydon special school. We believe it is important for students to have orientation and knowledge of the social context prior to application to college and transition.

As part of the EHCP, young people are supported to share their views and opinions about the education, health and social care provision that will suit their needs. Parents will continue to have access to independent advice for their child's EHCP through 'Core Assets', an organisation set up to support parents with the EHCP process as part of the SEND reforms. The facilitators from this organisation have availability to meet parents within their homes or on school premises and assist them to form their view and enable pupils, whenever possible, to make their decisions and preferences known.

### *Employers*

As with our other schools, we will work with employers to secure work based learning and apprenticeship opportunities in the local area. The new special school staff will develop knowledge and understanding of 'Systematic Instruction' which is a programme to support young people with task analysis, following structured instructions within work based training. The Trust will provide expertise from its other schools to engage pupils in a vocational- and work-related learning pathway that will lead to the development of employability skills.

The Trust will use knowledge of local employers and business to organise apprenticeship schemes when appropriate or access to supported work experience. The Trust overall has a strong record of developing employability and volunteering skills to support transitions at the end of the school placement to enable access to ongoing training and development from further education or social firms as well as apprenticeships and paid employment.

### *Community relationships*

We understand that strong community relationships are one of the foundations needed for a successful special school; we rely on local links to support our pupils and to provide opportunities for developments and for them to realise their future aspirations. In turn we are keen to share our facilities with community organisations and individuals where there is a need, particularly to foster confidence amongst people who require specific support and who would benefit from our state of the art environment. We recognise also the importance of this relationship as it contributes to breaking down barriers and brings about understanding and compassion towards young and old people alike who have particular needs. We would look to work closely with Croydon Local Authority on the particular arrangements and enter into an agreement whereby we can support our local community. Our relationships with the National Autistic

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

Society Resource Centre (Croydon) and PiP (Parents in Partnership) are in development and they will be working alongside OHCAT in the pre-and post-opening phases so that we can utilise their experience and expertise to provide the best provision for autistic children and young people (see emails at Annex A).

### *Setting targets*

OHCAT and its academies set ambitious targets and staff strive to maximise progress to meet the high standards expected. Whilst this would be expected in Ofsted 'Outstanding' organisations such Orchard Hill College and a number of its schools, we continually benchmark and check that our children are making maximum progress, both academically and personally.

Since the MAT's inception, we have used both historical data (for example National Curriculum levels) and current data (for example P-scales and national Progression Guidance) to make accurate assessments and continuously set ambitious targets for our children and young people. Our data shows that children and young people across the family of Academies typically perform strongly and often outstandingly well, including a broad range of relevant and meaningful accreditation that supports them onto the next step in their learning.

SEND pupils with dual or multiple diagnoses of SEND are a cohort often difficult to provide for. Due to our expertise and focus as a Trust on monitoring and evaluation of standards and sharing of expertise with other outstanding providers, we will bring confidence and continuity to the local area. Our vision for education delivery is based upon a positive local presence and proven expertise to deliver the special school area brief.

### *Leadership and teaching*

The key to our overall vision for the Trust is to continue to grow future leaders in special education for the sustainability of efficient education of special needs children in London and Surrey, including Croydon. The ability to share innovative expertise and practise rigour between schools will grow leadership capacity. The presence and support of experienced leadership teams across the Trust will enable our Croydon special school to thrive.

Our senior leaders and middle leaders, including subject specialist teachers, work together to add value to each school within the Trust. We know this is possible from existing capacity for skilled leaders to support Croydon special school as a new school because we have already demonstrated the impact of outreach and continued professional development and staff training.

Our Trust has a strong track record of talent spotting and succession planning into

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

leadership posts at all levels. We shall use the growth of the Trust and Croydon special school as opportunities to grow more future leaders in special education for the sustainability of efficient education of special needs children in our local areas. This will not only provide outward confidence, but will provide an increasingly positive internal sense and confidence within the Trust.

Within our Trust we will be able to draw upon our expertise and experience in supporting vulnerable and disadvantaged children and managing challenges effectively. We will promote strength in team working and increase over time our professional support and challenge between the leadership teams across the Trust schools. As a Trust with schools in London and Surrey, we are uniquely placed to be able to do this.

Our team training delivered to date has ensured that we are able to act with appropriate sensitivity and respect of others to build systemic capacity. Staff within the Trust understand the importance of system leadership and promoting inclusivity in all aspects of their work; we ensure there is a systematic and consistent approach to inclusive education by having robust policies in place which underpin our delivery.

In our vision, all our leaders, including at governance level, will be expected to promote our school values, as set out above, in all their work and staff will be expected to focus on these values.

The Trust will provide the new school with induction and appraisal procedures and processes to enable all staff to develop their wider knowledge and professional standards. We will assign experienced mentors and provide coaching skills to enable leaders in the new special school to engage in dialogue with experienced practitioners e.g. half termly monitoring by Executive Head Quality & Development and senior Headteachers; portfolio governors with relevant expertise providing support and challenge; specialist support and clinical support from OHCAT's specialist teams; use of OHCAT's external expert associates. Mirroring the governance arrangements in our other schools, we will put in place a local governing body at the new school.

## 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 .

	<b>Current number of pupils (if applicable)</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Nursery provision		12	12	12	10
Reception		12	10	10	10
Year 1		10	12	12	10
Year 2			10	12	12
Year 3				10	12
Year 4					10
Year 5					10
Year 6					10
Year 7		10	10	10	10
Year 8		8	10	10	10
Year 9			8	10	10
Year 10		12		8	10
Year 11			12		8
Year 12		8	10	10	8
Year 13		8	8	10	10
<b>Totals</b>		<b>80</b>	<b>102</b>	<b>114</b>	<b>150</b>

## 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>Early Years</b>	25 hours per week		
Communication and language	5	M	Makaton signing, PECS and use of objects of reference integrated across the curriculum
Personal, social and emotional development (PSED)	5	M	Welfare integrated into the teaching sessions and designated snack routines
Physical development (PD)	2	M	Physical exercise
Literacy	5	M	Circle times, attention autism and Makaton signing integrated into the thematic approaches linked to text and storytelling
Mathematics	4	M	Linked to functional opportunities to develop conceptual understanding
Understanding the wider world	2	M	Use of Forest school and outdoor learning for exploratory play

Expressive arts	2	M	Messy play and use of the outdoor environment
Therapy: Sensory and Physiotherapy	As required	V	Individual timetables for children with sensory and physiotherapy integrated into the classroom
<b>Primary</b>			
<p>A broad and balanced curriculum offer that places a strong emphasis on literacy and numeracy, ensuring that specialist approaches to communication and language are embedded and delivered across the timetable. This will be underpinned by the full range of non-core and enrichment subjects to ensure that pupils have access to engaging and meaningful curricula that provides them with a deep understanding and knowledge of the world around them.</p> <p>Personal and social development, supported by innovative use of new technologies, will support pupils to develop their skills for daily living, self-advocacy and confidence, interpersonal relationships and positive attitudes to learning and behaviour. A strong emphasis on healthy lifestyles will incorporate regular opportunities for sport and physical activity, allied to an understanding of healthy eating. Therapy and therapeutic approaches will be established via a 'blended' model whereby pupils' programmes and objectives are integrated throughout the curriculum and therefore generalised to a range of contexts.</p>			
English	4	M	
Maths	4	M	
Science	4	M	
Computing	2	M	
Humanities	4	M	
PSHE	2	M	
PE	2	M	
Art	1	M	
Music	1	M	
Design/Food technology	1	M	
Structured play/Enrichment	2	M	Pre- and post-school in addition to the 25 hours



			per week curriculum time
			Therapeutic support integrated into the 25 hours per week curriculum time
<b>Key Stage 3</b>			
Building on the Primary offer, the KS3 curriculum will ensure that previously learned skills and knowledge are consolidated and mastered, alongside the acquisition of new material. Ensuring that all learning is personalised and based on individual baselines and starting point, KS3 will place a greater emphasis on homing in on individual pupils' preferred pathways in anticipation of increased choice and specialisation in KS4. A broad and balanced offer will continue with the wider curriculum shadowing the National Curriculum, thus securing pupils' entitlement to the full range of subjects and activities.			
English	4	M	
Maths	4	M	
Science	4	M	
Computing	2	M	
PSHE	2	M	
PE	2	M	
Design/Food technology	2	M	
Art	2	M	
House activities/Enrichment	2	M	E.g. competitions / sport
Drama	2	M	
Music	2	M	
Community / Charity / Enterprise / Careers / Guest tutor projects	2	M	Half termly form group project
<b>Key Stage 4 (inc GCSE)</b>			
KS4 retains a core emphasis on literacy and numeracy, underpinned by a focus on communication and positive attitudes to behaviour and learning across the curriculum, in addition to skills for independence, technological literacy and healthy and active lifestyles. Pupils are provided with a range of options to enable them to pursue pathways that are meaningful and motivating for them and that support them to move to the preferred next			

stage of their learning and development.			
English	4	M	
Maths	4	M	
Science	4	V	
PSHE / Citizenship / RSE	2	M	
PE	2	M	
House activities / Enrichment	2	M	
Work experience	25		(one week block)
Computing	2	M	
Drama	4	V (Options)	
Music / Music production	4	V (Options)	
Motor vehicle / bike maintenance	4	V (Options)	
Art and Design (inc photography)	4	V (Options)	
Construction	4	V (Options)	
Catering and hospitality	4	V (Options)	
<b>6<sup>th</sup> Form</b>			
6 <sup>th</sup> form further diversifies the options available to pupils with a clear focus on technical and professional pathways, skills for daily living, employability and work-related learning. Pupils are encouraged to establish independence and determine clear destination outcomes.			
Health and fitness	4	V (Options)	
Music production	4	V (Options)	
Motor vehicle / Bike maintenance	4	V (Options)	
Art and Design (inc photography)	4	V (Options)	
Catering and hospitality	4	V (Options)	
English (practical literacy)	4	M	
Maths (practical numeracy)	4	M	
Work placement/experience	25	M	One week block

Mentoring session	2	M	
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[Add more lines as appropriate]

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

#### **Pupil Intake**

Our school will specialise in providing a high quality learning environment, curriculum and support for pupils with autism. We recognise that children and young people with autism have a range of other needs, including social communication, cognitive, sensory and social, emotional and behavioural and our new school and its staff will have the expertise to support these pupils.

Based on this profile, learners referred and admitted to the school will be represented in some or all of the following:

- All pupils will have additional and significant learning needs, which will often be specific in nature and typically include numeracy and literacy issues, which can be attributed to many of the conditions outlined below.
- High proportions will have co-existing needs.
- Some pupils will have mental health issues that may present as forms of anxiety, depression, irrational beliefs and/or personality disorders. These concerns can be linked to being on the child protection register and/or abused or neglected, which may result in attachment problems identified through:
  - An aversion to touch and physical affection.
  - Control issues.
  - Anger management problems, often leading to verbal and/or physical aggression and/or damage to property.
  - Difficulty showing genuine care and affection.
  - An underdeveloped conscience.
  - Chronically low self-confidence and self-esteem.
- A number will exhibit speech, language and communication problems to an extent that will lead to some or all of the following issues:
  - A limited understanding vocabulary and that this seems to worsen over time.
  - Difficulty joining in and keeping up with conversations or tuning into other's verbally expressed interests.
  - General difficulties with the meaning and use of language, pronunciation and grammatical aspects, as well as body language, gesture, inference and

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

intonation.

- Difficulty understanding complexities such as reversible sentences, which mean that using language for a wider range of purposes such as negotiating, compromise and problem solving can be hard.
- Poor working memory capacity and speed of processing, which means that coping with large amounts of frequently new and complex spoken information will be difficult.
- Limited use of complex words, though young people may often be aware of the importance of 'long words', linking them with intelligence and not 'fitting in' socially.
- Problems with longer stretches of spoken language such as explanations, even when simple sentence structure is adequate.

### **Curriculum Principles**

In keeping with our vision and knowledge of the expected pupil intake, we have designed a curriculum around the following principles. Essentially, we strive to:

- Ensure consistently high quality and outstanding teaching.
- Develop rich and personalised pathways in which each pupil can access the learning required to achieve individual aspirations for life and work beyond school.
- Develop a focus on learning, achievement and outcomes through high quality interactions and support for learning.
- Develop lessons which are manageable for pupils with an appropriate focus on movement and other breaks.
- Develop a high level of relevance to play times so that pupils can continue to learn (including appropriate behaviours) in these environments
- Build an inclusive and cohesive community based on strong relationships and support for positive learning behaviour and respect.
- Develop a reputation for excellence so that the school becomes the school of choice for pupils with Moderate Learning Disabilities and other additional complex needs in Croydon and in neighbouring boroughs.
- Implement effective structures to support learning, personal development, leadership and achievement.
- Develop outstanding governance, management and leadership at all levels.
- Ensure the skill set of the team reflects pupil and curriculum requirements.

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

- Continuously challenge ourselves to improve standards of literacy and numeracy and pupil achievement, attainment, strong attitudes to learning and positive behaviour overall.
- Deploy new technologies effectively to strengthen teaching and learning and to develop creativity and innovation.
- Provide a broad and diverse programme of enrichment, including sport and vocational activities.

### **Curriculum Outline**

The Free School's curriculum will be coherent and dynamic, able to meet individual learner needs and encourage progression. There will be a consistent and explicit focus on learning, encouraging pupils to take increasing responsibility for their own learning behaviours. As such we want all pupils to become **successful learners** who enjoy and achieve, **confident individuals** who are able to live safe, healthy and fulfilling lives, and **responsible citizens** who make a positive contribution to their communities.

The features of the curriculum will include using creative approaches to teaching and learning by exploiting the opportunities presented through **practical** and **functional** as well as **academic programmes**. There will be a focus on personal development, functional skills, and competencies linking different curriculum areas, progression and enrichment opportunities, and an emphasis on applied learning. Learners at the school will be provided with the opportunity to actively engage with the curriculum they are studying. We believe the focus on applied learning encourages crucial developmental aspects specific to the needs of learners with autism and additional needs. We feel their development is best served through:

- Learning through doing, especially play in the early stages
- Interactions with other learners through peer-related work
- Real life, practical investigations and active enquiry
- Learning in different environments to extend, generalise and consolidate skills and knowledge
- Interaction with the wider community, colleges, other schools, community third sector partnerships and employees.
- Linking understanding and learning activities to job roles and vocational pathways

Our classes are organised by year group as far as possible to promote inclusion opportunities and age related expectations of the curriculum within the school. That does not preclude appropriate differentiation of tasks and activities but resources for children and young people with severe and complex learning difficulties should reflect age and personal interests of young people so they can be dynamic. In practice this means that

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

pupils may access therapy or individualised or group teaching to meet their educational needs, but always through the day, children in classes are taught together to promote inclusion. This principle has the advantage of pre-verbal children working in a classroom with children who are using language which is recognised to provide an additional role model for children as peer support.

Our pupils with autism and significant learning disability will have access to a wide range of facilities to enable children with autism to be able to access sensory rooms that support our aim to achieve a low arousal environment and to meet their identified learning needs. In addition to separate rooms, we will make spaces available within classrooms for individual quiet times and movement or other needs because our whole school design will be geared towards pupil needs and will provide an environment that reduces anxiety levels in all areas, not just specific sensory rooms. (See autism SPELL section below.) Our curriculum is specifically designed to track the Autism progression standards:

- Social Communication
- Social Interaction
- Social Imagination / Flexibility
- Sensory processing
- Emotional understanding and self-awareness
- Learning
- Independence and community participation

In addition, teachers will use Autism Education Trust guidance to identify priorities for learning intentions which become targets within our 'Contour' system (see section below on 'Contour' individual digital portfolio system).

The new special school will also provide a pattern of education delivery that links directly to the Autism Education Trust (AET) guidance using the planning dimensions of:

- Support for the unique child,
- Building positive relationships,
- Enabling the environment
- Learning and development of individual children.

### *Autism Education Trust Progression Framework*

We intend to build upon the specialist education practice within our Trust and introduce pedagogical approaches including effective autism practice by making use of the AET progression framework. This framework although intended initially to track pupils with autism has been recognised as good practice. The effectiveness of the vision to use descriptive recording and evidence using photographs, and annotation is endorsed by Farrel, S, Fidler, R, Christei, C, Lyn- Cook, L (2015) 'The development of a progression framework for children and young people with autism' (Autism Education Trust

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publication).

Parents have informed us that tracking individual elements of personal development and life skills is essential for the life chances of their children. Using our digital resources where appropriate, we will work directly with parents to choose life skills activities relevant at any particular time for families as recommended by the SEND Code of Practice. Our research has shown this particular online framework provides focus and supportive approaches for parents and carers to affect incremental changes for the lives of families.

### *Communication and interaction – a total communication environment*

We will develop enhanced provision for communication and interaction as part of a total communication environment.

We anticipate that all pupils attending the new special school will have identified needs with communication and interaction. We will build upon our local knowledge and relationship with speech and language therapy services and our own in-depth specialist knowledge to ensure every child can develop a communication system. As part of this vision we shall use communication and interaction staff training schemes which identify the knowledge and skills required to support special school children who are non-verbal or still in the process of developing both receptive and expressive language including the understanding of pragmatics.

Our new school will ensure that we are outward-facing and draw extensively on best practice, research and innovation – for example, by applying the Attention Autism approach so successfully pioneered by [REDACTED]

Prior to opening the school, staff will be trained to support pre-verbal children to enable them to deliver communication that can focus on attention, build attention, develop turn taking and re-engage attention and to shift attention and develop wider social skills. For those children who can make progress to gain enunciation of speech we shall focus upon social and friendship skills so that overtime children can follow a staff lead to follow stepped instructions and develop emotional regulation to share memorable experiences.

We will draw upon the Makaton charity which was formed in 1970 by [REDACTED] to support our communication needs. Makaton is a language programme that's commonly used with children or adults with communication difficulties or disabilities. It uses signing, symbols and speaking to communicate. Its effectiveness is due to the ease which the programme is learnt. As part of our vision we will train local tutors at our Croydon special school to be 'Makaton champions' within the first year of opening. It is our ambition that overtime the staff expertise will grow at the school to enable both staff and parents and carers to be able to use Makaton signing and use of symbols confidently.

Within our Trust we acknowledge that the vision for a total communication environment is

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

inextricably linked to a wider vision to use stages of child development to develop play to achieve the ultimate aim of engagement with others for reciprocity and acceptance of others for parallel play and wider turn taking.

We know some pupils will require augmentative communication with the use of switch technology or possibly use of Eyegaze using sophisticated access technology. It is our intention to build up a shared library of communication resources to enable staff and parents to trial the effectiveness of equipment. Staff in the new school will link regionally to access support from Communication Matters, an online advice and training organisation for assistive technology that can support children with environmental accessibility and therefore promote independence. The Trust is able to support this technological provision as it makes use of equipment across its campuses currently, including Eyegaze, ShareSpace (an internal social networking site), mobile technologies for the home, I-pads and a range of apps and its E-Learning portfolio (Contour) for pupils to track their progress from an appropriate age. We would look to extend these arrangements to the new school. As required the Trust will purchase additional expertise to trouble shoot solutions for children with disabilities for the use of technology.

### *'Contour' individual digital portfolio system*

Pupils will be supported to develop a 'Contour' individual digital portfolio, which is our plan for children and young people with Special Educational Needs (SEN). 'Contour' was designed by students at Orchard Hill College and is a multi-functional platform which is used by pupils, staff and parents. The purpose of the 'Contour' individual digital portfolio is to enable a personalised programme for each pupil, which empowers him or her to develop necessary skills to reach their chosen destination enabling them to achieve to their full potential. 'Contour' is a programme of learning and teaching which, as well as setting targets and actions for the pupil's learning, provides a **planned teaching strategy** so that skills learned are sustainable and can be built upon. The 'Contour', therefore, supports teaching teams and any other professionals working with the pupil on their particular aims, objectives and ultimate destinations and how they can be met. (See examples of 'Contour' reports at Annex B.)

The 'Contour' will enable the school to plan a journey of progression with pupils in collaboration with parents/carers/stakeholders, giving them autonomy over their own learning. It will be a tool for monitoring the effectiveness of teaching, and to assess whether the support needs of the individual pupil are being met. 'Contour' can be used by children of all ages as they supplement and update the information held/input by staff and others. Parents have real time access to their child's 'Contour' which acts as an interactive school diary and home reporting tool.

Each 'Contour' will be regularly reviewed termly and also in the interim when it is necessary to make changes to the programme. These regular reviews ensure that each pupil's needs are being met and that progress is being made. When satisfied that the



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

expected progress has been made the teacher/pupil and other stakeholders set new targets with the aim of these being achieved by the pupil by the next review.

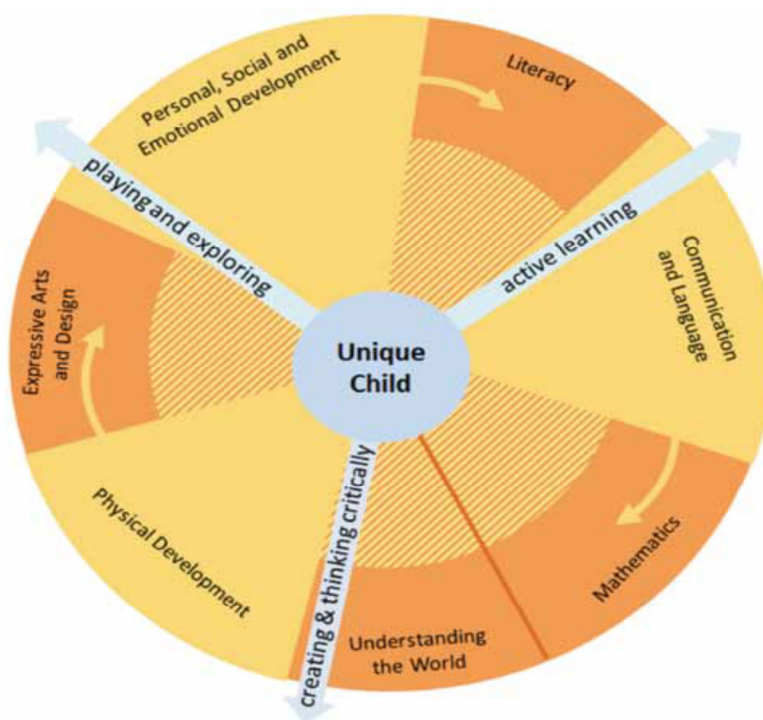
### *Structure*

The school day will be from 9.00 to 3.15 for pupils and comprise of six compulsory lessons per day, each lasting for 45 minutes, with breaks at suitable times for children of different ages. One of these periods per day will have a wider pastoral/enrichment focus to extend and support learning in a range of areas, including extra-curricular pathways.

Teaching groups will be organised around each Key Stage up to and including a 6<sup>th</sup> Form. This will provide a natural progression through the school.

### **Personalised approach to learning for EYFS**

The diagram below indicates the areas of learning for pupils in Early Years.



**Specific areas:** include essential skills and knowledge for children to participate successfully in society, literacy, mathematics, understanding the World and expressive arts and design.

Parents will be fully involved and have opportunities to make suggestions about the creativity and daily challenges provided for the children. Parents will also be encouraged through our expectation that they will be a pivotal component of their child's learning in the early years stage.

**Enrichment activities will also provide opportunities for wider creativity**

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

### *Forest School:*

The Trust will develop this provision in the pre-opening phase to support the curriculum. The forest school principles will provide opportunities for outdoor learning and develop resilience for our children to unleash their curiosity and creativity. Opportunities on the new site will include children visiting nature reserves and other outdoor areas to explore and learn from. Our curriculum will be enriched by the use of Forest Schools to include opportunities for children to build shelters including teddy homes, exploring the natural environment and being able to do puddle splash and to explore textures and habitats in the natural landscape to have fun. The curriculum within Forest Schools enables children to explore and have opportunities to link to SMSC and spiritual education to contemplate and to learn in a different setting outside the classroom.

### *Importance of routine and familiar adults*

The Early Years and Foundation Stage children will learn predictable school routines and expectations using song and rhymes consistently used by staff to signal the start and end of any activity that is structured. We introduce short teacher led communication and interaction sessions to promote a sense of class belonging and to enable children to enjoy sensory stories and role play.

### *EYFS Activity plans*

Most of our activities that will be offered in a daily activity plan will be structured to enable the adult to interact with the child from their point of curiosity. Our practice is to support special needs children to gain awareness of their environment, explore toys, equipment and resources to develop exploratory play, and to be free to use their creativity. Learning will be valued inside the classroom or outside. There will be opportunity for children to choose and move between learning environments.

### *Staff ratios*

Our staff ratios of 1:2 will enable children to gain confidence with familiar staff to gain confidence and engage in learning. Due to our ethos of inclusivity all children will have equal access and entitlement to curriculum, adapted by the teacher to meet their individual needs.

### *Constant dialogue with parents and carers*

Dialogue with parents is highly valued. As such, parent events and parent visits to the school will be welcomed. As such, parent events and parent visits to the school will be welcomed and encouraged, particularly during assessment stages so that parents understand the issues that are presenting, and the steps being taken to form an assessment. It will be important during the assessment stage that parents are involved from the beginning so that they too can learn about their child's needs and how they can support development.

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

Our relationship with parents will be a three-pronged approach:

- We will provide parents with all relevant information
- We will engage with parents so that they can understand the processes and their child's EHCP
- We will empower parents so that they can use effective strategies at home

We will put in place a parent futures group (6 – 8 parents who are not governors) which will be part of the school development process. The parent futures group will help design and deliver the three termly parent workshops that we will hold on a range of topics from strategies to support children to what parents can do to support themselves.

We will develop the OHCAT digital training process so that all parents will be able to access the training portal for information and bite size training modules. Our 'open door' policy will ensure parents are able to take part in the life of the school, in particular individual education plan meetings and social events.

The curriculum webs delivered through the seven areas of learning as recommended by the Rochford Review will be shared with parents and be made available by the Headteacher on the website. Descriptive recording and evidence will be collated by contemporaneous annotation from staff and by parents so the team together can track learning outcomes.

### **Key Stages 1 & 2**

#### *Overview*

We will expect pupils to follow personalised educational pathways suitable for their educational needs, but there will be a focus on core activities, where pupils are able to acquire functional skills and improve their abilities to develop excellent attitudes to learning, listen and respond appropriately to instructions.

We will plan and deliver the curriculum in age group classes (based upon National Curriculum Year groups) to enable children to access age appropriate resources and to build upon prior skills, knowledge and understanding. A core emphasis on ensuring that pupils are supported to use their knowledge in practical contexts, 'Learning through doing' is an approach that helps pupils to link learning to real life situations. At the earliest stage pupils may be pre-verbal and still need to develop the stages used in 'Attention Autism' to gain and sustain attention.

A strong focus on early reading through development of phonic skills, developing comprehension, guided and independent reading. Pre-writing, early writing and handwriting developed through daily activities designed in collaboration with Occupational Therapists. Our reading will be tailored to meet individual needs and manage anxiety levels: use of objects for reference, or pictures if reading causes too

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

much anxiety. Maths teaching focusing on the principles of counting and the four operations, ensuring pupils have a firm foundation to build upon when they transition through the school. Access to targeted and specific educational visits to broaden knowledge and understanding and to embed learning in new contexts.

Consistent with all key stages, the curriculum is enriched with SMSC (spiritual, moral, social, cultural awareness) and as such supports the expectation that pupils begin to develop a deeper understanding of the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different values, cultures, beliefs and faiths.

### *Key Stage 1*

In Key stage 1 most pupils will have access to pre-formal and semi-formal curriculum pathways to meet their individual needs across all 7 areas of learning within the 'Engagement Profile and scale' recommended by the CLLD research by [REDACTED] [REDACTED] complex SEND project. The 7 areas of learning are:

- Awareness
- Initiation
- Curiosity
- Investigation
- Discovery
- Anticipation
- Persistence

The focus of learning across the schemes of work will have focus on communication and interaction, modelling, storytelling and performance, reading, numeracy, music, art and physical education, my world and my body.

We will focus upon building self confidence and self esteem to develop independent learners able to make choices and to make their wants, views and preferences known.

Staff will encourage children to use the facilities of the site and to build, over time, awareness of social expectations of behaviour. The staff teams will endeavour in the operation of their day to day work to implement the use of Contour to support the targets developed for each pupil and support parents in social and family contexts with their children.

For most children this will mean the use of a communication system which may include: augmentative communication, sign language or PECS symbols or use of intensive interaction to enable engagement and response.

Our specialist Art, Music therapy and PE trained staff across the trust will support

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

teachers at Croydon special school to plan a creative and vibrant curriculum. As the new school builds up in pupil numbers the Trust will continue to build capacity for a wider breadth of curriculum including specialist music tuition or use of specialist equipment such as sound beam, used to enable children to interrupt the beam to create sound and modulation of sound.

Longer term, we will also look to use the resources of neighbouring schools for PE and physical exercise to widen the access to a wider menu of sport and leisure activities. Teachers will also provide opportunities for play and therapy to enable children to be active and to promote healthy school standards.

### *Key stage 2*

The dimensions outlined for the 7 areas of learning will be followed into Key Stage 2 for most children at the semi-formal stage of learning. At Key stage 2 the difference in terms of child development is that we would expect most learners to begin to generalise their learning into different contexts and with different significant others as part of their child development.

Supporting parents to have confidence to challenge their children appropriately at this stage of education will be a planned part of our structured conversations with parents and carers on a regular basis.

In relation to children with autism it is important at this early stage to provide support for central coherence as they begin to understand how to channel many types of stimuli and sensory feedback to eliminate distress.

At the Trust we encourage inclusive principles seen at autism accreditation assessment and do not take a view that children with autism should be separated from other children but at times they will require specialist support and facilities for them as they deal with the understanding of changes in expectations and accept transitions as part of their childhood development.

In order for the needs of all children to be met, a wide range of predictable activities are required to enable children to build learning and use symbolic play principles. This means that children can use their imagination to role play with resources either alone, on the periphery or with another child or supportive adult.

We will support children as individuals and provide a nurturing setting that appreciate that pupils at the new special school will continue to develop through various child development stages of 16-26 months, 22–36 months, 30–50 months and 40–60 months prior to starting end of year 1 national curriculum expectations.

Learning for many children will be experiential in style and involve teachers planning the use of concrete objects of reference or real experiences to capture interest and wonder.

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

Our trust has examples of teaching techniques that inspire.

Most learners will find benefit from 'stepping out' which is a technique for pupils to look for examples within the outdoors environment then return to link this to adult teaching for generalisation.

In terms of national reporting at end of Key stage 2, it is likely that learners will be below the national curriculum expectations for end of Year 6 and interim standards (DFE April 2017).

### *Inclusion to accelerate learning*

We will endeavour to engage with local partner mainstream schools to ensure that pupils have access and the opportunity to develop friendships and challenging learning in different settings and contexts in order to further their personal and social development.

### ***The Secondary Curriculum***

#### **Key Stage 3**

Pupils will continue to be taught the full range of National Curriculum subjects with a continuance of applied learning in the core subjects and a strong focus maintained on reading, writing and numeracy and enrichment. In English, mathematics and computing, the education plan will place emphasis on functional skills in the community to support learners with autism. Increasingly, pupils will be taught exclusively by subject specialist teachers. The Trust has curriculum design in long term curriculum maps that link themes from literacy, mathematics, Humanities and RE to provide opportunities for transferable skills and learning within creative arts, Religious Education, vocational education and physical education. Every educational pathway offered will place emphasis upon personal development, behaviour and welfare and educational themes that support the understanding of personal safety, PREVENT and the wider Trust values.

During this phase, pupils begin to prepare for Entry Level awards (or other relevant accreditation pathways) and/or GCSEs as well as beginning to consider their learning journey beyond school with Information Advice and Guidance, including Careers Guidance, being introduced.

Wider opportunities for residential and offsite visits into the community will be offered and tailored to particular needs. Furthermore, pupils will be encouraged to develop their team work and healthy competitive skills by regular participation in house competitions that will have a cognitive as well as physical emphasis.

A main focus will be the development of trial and error through practice and the recognition that different people have different strengths. Participation within and for the local community will further develop pupils' social skills and enhance their understanding and appreciation of their place within it. Community based projects will be closely linked

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

with charity based projects to develop pupils' empathy and initiative skills. Blended with this will be enterprise type projects.

In order to provide a broad experience of the world and expose pupils to as many different careers and life experiences as possible, guest tutors and lecturers will be a regular feature of the curriculum. 'Tasters' and insights into the many different careers that they may want to pursue will be a key feature of this.

### **Key Stage 4**

The school curriculum for semi / formal learners will continue to assist pupils to develop functional literacy and numeracy and computing capabilities and focus on social skills and communication and interaction development. In addition, the pupils will follow programmes of study with accreditation including expressive arts, science, PE and personal development and life skills.

Allied to an ongoing focus on core skills and applied functional learning, a broad curriculum balancing GCSE qualifications alongside Entry Level (and other relevant accreditation) will be in place. Broad and varied enrichment activities allied to focused off-site and alternative placement learning will be key wrap around components of our curriculum provision.

Pupils who have readiness to start a GCSE programme of study at KS4 will follow the curriculum at their local secondary school by arrangement and agreement of all parties, including parents and carers. Pupils will be provided with opportunities to work with alternative providers where appropriate that have a vocational focus and work on skills and knowledge related to their preferred destinations.

### **Post-16**

The core emphasis will focus on independence, self-advocacy, skills for daily living, the world of work and the preparation for employment or higher education. Pupils will have the opportunity to strengthen and enhance previous gains and grades in the core subjects as well as build upon their experiences of the world of work. Pupils will be closely mentored to ensure that they are preparing to leave full time education or move onto higher education.

Post-16 will be a flexible provision that enables every pupil with autism to have an individual timetable to access any SEND course full time at Further Education Colleges or within the special school leading to Level 2 vocational qualifications at this stage in their education.

Pupils will have a diagnosis of autism and a co-occurring difficulty including communication and interaction, medical and sensory or mental health disorder diagnosed

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

at this age. Typically, these pupils require a smaller friendly environment that is nurturing with fewer pupils. The cohort identified will require highly trained staff to support implementation of planned therapy under the direction of linked health professionals.

An essential planning requirement at post-16 will be risk assessment to ensure personal safety of the young people whilst participating in any off-site activities either in other post-16 settings or within the local community.

Due to their own anxieties, some of the young people at this stage of their development will lack confidence to access a new and perhaps busy environment for them. Solutions will be developed in partnership with parents and carers to create a predictable and calm environment for these pupils on the school site with access to appropriate support from health and mental health services.

Our Trust provides a balance of challenge and support for post-16 pupils and provides projects that mean barriers to social skills and life skills can be tested by preparation for residential experiences. We have found such projects to be transformative which enable adults to consider that progression into independent adulthood and the world are real possibilities.

### **Blended Curriculum**

A significant proportion of pupils who attend the school will be required to engage with a programme of **therapeutic support**, to include access to speech & language therapy, occupational therapy, counselling support, music and drama therapies, and behaviour therapies, as well as intensive therapeutic support, advice and guidance for families.

The school staff will all be trained to deliver the competency standards from the Autism Education Trust which is approved by the DfE to enable the school to deliver the autism standards. Teaching staff and lead teaching assistants will be trained in the principles of TEACCH (Treatment of education of autistic and related communication children). We will use TEACCH as a method of supporting pupils that require a highly structured approach to access learning using fine steps to develop independent task orientated outcomes.

We refer to the integration of therapeutic and other means of personalised support as the Blended Curriculum. We expect that pupils at the Croydon special school will benefit enormously from therapists being able to work collaboratively and alongside teaching staff to support and facilitate learning. We have extensive experience of this through our other facilities and know that, given the right guidance, professionals can work in partnership in order to make the blended approach a success. For example, we have examples of pupils using technology programmes to support their literacy and language skills overseen by Speech and Language Therapists, who in turn work with the teachers to assess the pupils' barriers to communication enabling them to jointly devise a



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

programme of learning that develops communication, language and literacy skills.

The pre-opening stage will consider the design and environmental issues that support children with autism and the requirement of visual signage and communication systems.

Our success will be evaluated through evidence of formative assessment as pupils participate and engage in the school enrichment activities such as educational visits, music and drama performances for Arts Mark Award. We want our pupils with autism to develop flexibility and abilities to develop strategies to deal with issues such as sensory sensitivities or social conventions such as use of pragmatic language.

As alluded to earlier in the section, we recognise that an increasing number of pupils require specific pastoral and mental health support and we believe a blended team approach to be the most effective way of responding to this. Furthermore, we understand that communication is key to all learning, and as such the collaborative work between teachers and therapists, including speech and language, has obvious benefits. The same applies to any other therapies accessed by pupils who need to be supported and facilitated in order to participate and achieve. With this in mind, the timetable will allow flexibility for staff and pupils to work together and to share facilities, to engage in collaborative working, field visits, talks by visiting practitioners and celebration events.

### **Practical Focus**

Our special free school aims to increase enjoyment of learning and achievement in all subjects within the school through a focus on the practical subject areas and those that encourage engagement and understanding of the wider community. Access will also be offered to vocational partnership programmes, which enable a high level of effective access and attainment by pupils with complex and diverse needs, so these subject areas are viewed as very important to the development of the curriculum and in helping our pupils to access the next stages in their education / work and personal lives.

The opportunities to develop collaboration and co-operation skills, improved listening and co-ordination and the ability to express oneself physically and emotionally, through *doing*, are key features of these subjects and important to the overall development of our pupils, the majority of whom will display signs of social maladaptation due to their difficulties.

### **Extending and Enriching the Curriculum and Extended Services**

A rich and varied programme of extra-curricular activities will be offered by the school from 3.15 – 5.15 which will support our ethos of pupil participation and engagement. The leisure and special interests of children will be valued to create additional clubs for the pupils. Our enrichment programme will include:

- Sport and physical activity
- Performing Arts (Dance, Drama, Music)

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

- Art, Design and Technology
- Other curricular and cross curricular clubs and activities
- A tailored programme of trips, educational visits and residentials

Enrichment activities will also support curriculum pathways and support personalised programmes. Extension activities will stretch the more able, including additional programmes for the more/most able learners, additional study support options, booster sessions and the opportunity to use the school's facilities to complete coursework, undertake research and use online resources.

Together the enrichment and extension activities will help broaden the learning experience, increase learning enjoyment and improve attainment.

The activities will form under three categories:

- Healthy Life
- Creative Life
- Broadening Life

Pupils will engage in and develop a range of hobbies, skills and sports. All staff in the Croydon free school will be expected to contribute towards the Personal Enrichment Programme. This enrichment will benefit parents too through engaging them in enrichment learning and activities so that they are better able to support their child outside school and interact with the school in addition to the formal reporting arrangements.

### **Developing Independent Learning**

The School Vision sets out the aspiration for a consistent and explicit focus on learning, which will encourage pupils to take increasing responsibility for their own learning. In addition, the school will develop a curriculum which fosters creativity, independence and innovation.

To achieve this, we will give learners an appropriate level of responsibility and control to be active producers of digital content and media.

We will develop access to a variety of pupil-led technologies where pupils take a lead and ownership of some of the facilities, e.g. school radio.

Within this facilitated learning environment, ICT will support the teacher to:

- Ensure all pupils are actively and imaginatively engaged in their learning, using a variety of ICT resources and pedagogical styles to achieve planned and mutually agreed learning outcomes.
- Promote independent learning, which in turn emphasises and develops the

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

teacher's role as consultant and facilitator.

We recognise that pupils have ICT capabilities and skills from beyond the classroom, which can be creatively harnessed to transform learning, with the intention of offering industry recognised qualifications.

### **Building design to deliver the curriculum**

We will ensure that the new school building will, in terms of design, provide facilities for all our children, building upon our experience of setting up free schools and developing and refurbishing others.

To complement our Forest Schools curriculum approach, the school plan will include a sensory garden, sensory rooms and an outside area for growing plants, herbs and vegetables to ensure that eco values are promoted as part of the Trust.

Building upon our healthy school values within the Trust the school will have a kitchen for learners to develop the life skills curriculum and independence to ensure preparedness for supported living as part of their overall future aspirations.

## **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**

### **Targets**

Our targets relate to the principles outlined in the previous section and our knowledge of the children and young people who will attend our school. In the main we want to ensure that all pupils who come to us leave with the skills, knowledge, determination and qualifications to have a high quality of independent life with strong potential for employability and lifelong learning. To this end we have already highlighted that we endeavour to provide a high quality 'blended' approach to learning and social and emotional development that should enable these learners to transform their lives and go

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

on to make a worthwhile contribution to their communities and society in general. To achieve this, we expect older learners to accomplish relevant accreditation alongside accelerated progress across a range of core subjects for our younger admissions. In summary this will include:

- At all key stages, including 6<sup>th</sup> form, 100% of lessons to be consistently good or better, with the majority outstanding. This includes high quality behaviour and attitudes to learning.
- At all key stages, including 6<sup>th</sup> form, 100% of learners to make at least expected, and a majority better than expected, progress in English, Maths and Science, relative to their own baselines and starting points.
- 100% of learners, including 6<sup>th</sup> form, to be able to read, write and speak at a level appropriate to their baselines and starting points by the time they leave the school.
- 100% of learners whose progress to date identifies them at Y9 as having the potential to access GCSE to have access to at least 5 GCSE subjects or the equivalent.
- 100% of learners in that category (above) to gain a GCSE pass (1 - 4) in Maths and/or English.
- At least 50% of learners in that category (above) to gain up to 5 GCSE passes (1 - 4) or the equivalent (inc. English and/or Maths).
- 100% of all pupils, including 6<sup>th</sup> form, to achieve a balanced and meaningful suite of accreditation that is well-matched to their abilities and aspirations for future destinations.
- 100% of parents and/or carers feel fully informed and able to support their child's learning.
- Attendance to be 95% or above.
- 100% of learners make a successful and sustained transfer to other education, employment or training, including 6<sup>th</sup> form.
- 100% of learners are personally assessed upon entry and are set personalised learning outcomes in all subjects, evidence of which will be held individually in achievement files.
- 80% of learners are on course at any time to meet 'Contour' individual digital portfolio targets, including learning outcomes, with the remainder having the necessary additional support in place to remedy this.
- 100% of learners with these needs will have access to therapeutic and restorative approaches in response to challenging behaviour and other therapeutic needs.

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

At the Croydon special school, assessment will be at the heart of all teaching and learning. Practices will further include:

- The use of assessments to inform responsive teaching; teachers providing real-time, oral feedback on pupils' work to stimulate regular learning conversations in the classroom;
- The use of assessments to inform targeted teaching towards particular pupils such as for example more able pupils;
- The use of assessments will be used to target teaching, for example, pre-teaching, interventions, 1:1 support to accelerate learning; and
- Involving pupils in peer and self-assessment. Pupils will be encouraged to make their own judgments about how far they have progressed and to articulate why they have adopted particular strategies. Clear precise learning objectives and success criteria will support children's effective self and peer assessments.

### **Assessment and Monitoring**

#### *Baseline assessment*

It will be critical to determine each pupil's starting point and we will put in place an assessment system which caters for children beginning their schooling with, for those who will attend mid-way through their learning at various key stages and for those who will be on short term placements with a plan for re-integration to mainstream schools. We will take account of each EHCP and other evidence and undertake consolidatory assessments on entry, including input from speech & language therapists, psychologists, parents/carers and other external agencies.

Our assessment processes will be well defined, be based on challenging targets and expectations for each individual and we will attribute weight to the Progression Guidance criteria from The Autism Education Trust to track progress with communication to establish finer targets and track pace and progression in addition to other achievement and progress systems. Our annual Assessment and Reporting Calendar will drive our assessment and monitoring systems, setting out the dates for data to be entered in the MIS, and all dates for the analysis of the range of data. We will ensure that children are on track to meet their challenging targets through a rigorous, systematic assessment and tracking system. Staff will use the curriculum planning and assessment tool and summative assessments to assess children's achievement and attainment.

Learning objectives will be precise, clear and shared with children for all lessons. Success criteria will be shared with and often created by the children. Learning objectives and success criteria will ensure children understand exactly what is expected of them and what they need to have done to achieve the learning. Feedback will often be in the form of immediate verbal feedback so that children are clear on their next steps. Targets, particularly in writing will be shared with children, on flip out cards in their writing books and used in marking and feedback sessions both by the teacher and child.

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

Teachers will be asked to quantitatively report on the progress that pupils have made each term, and the year-to-date. A broad evidence base, including some standardised testing and work sampling and using statutory and summative assessment processes, will be used to make informed, evidence-based decisions regarding progress.

Digital portfolios will be reviewed three times a year and targets will be informed by the regular records of progress. The School will use the Trust-wide RAGS coding system to identify pupils for celebration or intervention which will allow us benchmark improvements and ensure each pupil makes the maximum amount of progress academically, and, as they get older, towards independent living, employability, healthy living and participation in society.

**RED** indicates that further support and attention is required, as the pupil appears to be performing at a significantly lower level than can be expected when compared to 'good' progress measures and similar pupils.

**AMBER** indicates the need for monitoring, as the pupil does not appear to be making the rate of progress that we would wish. Whilst some progress is being made, the pupil is not making consistently good progress and/or is not making the same 'good' rate of progress as similar pupils.

**GREEN** indicates that the pupil is performing at a level that is consistent with good quantitative progress measures and when set against the 'good' progress that similar pupils are making.

**SKY BLUE** indicates that the pupil is making progress that is consistently better than expected when set against 'good' quantitative progress measures and when set against the good progress that similar pupils are making.

Pupils will have meaningful targets in all subjects. Achievement and progress against these targets will be tracked on a personalised basis and specific groups will also be closely tracked, e.g. LAC, FSM. Considerable emphasis will be placed on Assessment for Learning to ensure that progress is accelerated and pupils move on in their next steps in learning. Croydon special school will assess children's development in all subjects and as a result teachers will have a secure knowledge and understanding of progression and what this looks like and in the curriculum what end of year expectations are, where each pupil is at and what the gaps are in their learning in all subjects. This will ensure a rigorous target setting process with each child being given individual targets for reading, writing and mathematics which will be followed at the school or at the home school and supported by the outreach staff.

Teachers will be able to identify precise skills based learning objectives for each lesson and the sequence of learning and success criteria. Learning will be broken down into small, achievable chunks, which will enable pupils to assess their own learning and children will be given strategies to help them explain how well they have done. Teachers will plan lessons very effectively, making maximum use of all the time available.

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

Teachers will monitor pupils' responses in lessons and adapt their approach accordingly; they will monitor progress over time and use this information to adapt future planning so that each child meets their ILP. Teaching staff will deploy a consistent, systematic and timely approach to feedback, using a feedback policy that ensures pupils are aware of what they have done well and how they can improve and what they will act on. Questioning will be used to deepen pupils' learning. The Headteacher, along with the management team will scrutinise overall patterns of attainment and progress on a termly basis for each curriculum area, and in social and emotional development for each age group. The performance of the school, in achieving its targets, will be discussed at staff and trustee meetings and through OHCAT wider performance reporting arrangements. The annual cycle of moderation, which includes frequent internal and external moderation, will ensure assessments are consistent and accurate.

At the end of each term this data will be input to the school's own tracking system showing whether the children and young people are working towards, in line with or working at greater depth. The teaching staff will then analyse the data against the pupils targets and see which pupil needs additional or different forms of intervention in order to accelerate their learning. This can be the lower attaining pupil but could also be the (minority) higher attaining pupils who are at risk of not meeting the greater depth standard. Teaching staff will come prepared with this information to termly pupil progress meetings with the Headteacher, SENCO and other professionals. Assessments used to inform these discussions will be sound assessments based on the rigorous moderation process in place at Croydon special school. All teaching staff will have their assessments moderated by their peers, senior leadership and externally in an annual cycle of moderation. Initially Trust staff will support these moderations.

Termly, pupils will receive a summary of their progress against targets, appropriate to their ability and maturity, with a copy provided to parents/carers. At the pupil progress meetings, individual children will be discussed including SEND, pupil premium and more able pupil. Any pupils at risk of not meeting their targets will be discussed and additional appropriate interventions put in place. Parents will be informed of these interventions and how they can support their children at home, where feasible and practical. These interventions will be used to accelerate progress to ensure pupils are back on track. Class teachers, the SEND co-ordinator and the Senior Leadership Team will monitor the success of interventions. Staff and children of the Croydon special school will together plan room rules and reward and sanction systems.

Each year group will have a 'Contour' digital portfolio that analyses underperformance at all levels and disseminates information to key players, including Form Tutors, classroom teachers and other significant adults. They will also devise and implement effective interventions, evaluating the impact of them. Foundation subjects will be assessed on an ongoing basis and summative assessments will be input half termly with data analysed by subject co-ordinators. The moderation of these subjects will be included in the annual cycle of assessment.

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

Subject Leaders will look at the overall pattern of attainment and progress, i.e. if a significant proportion of pupils are underachieving in a particular subject area / class. Subject Leaders will also look at patterns in terms of groups of pupils, e.g. FSM; and individual pupils known to have particular challenges.

All staff at the new special school will receive an induction prior to employment at Croydon special school that will focus on safeguarding, confidentiality, principles of compassionate care and support and the values of OHCAT. Staff will receive on going appraisal to ensure they carry out the competency professional development framework to ensure agreed working practices to maximise safety for pupils.

The Trust believes that measuring both pace and progression is important to ensure all pupils maximise their educational potential. Staff will have targets based upon pupil outcomes and measures of expected and exceeding progress from the annual starting point. The new school will build on the culture within the Trust of encouraging pupil feedback to support assessment for learning. The Headteacher will monitor all assessment and monitoring systems to ensure the school values peer to peer assessment opportunities and ways that marking can support learning. The SLT will receive summary reports analysing current attainment and progress against targets and identifying areas of concern. Departmental performance (including individual pupil, subject and class analysis) will be available for all teaching staff and will form the basis of discussion at line management and appraisal meetings. Additionally, the school will participate in OHCAT's high level quality monitoring system: the Head and the OHCAT Executive Head, Quality & Development, will meet regularly to discuss key areas and risks, using a standing agenda and data dashboard which cover all aspects of school performance. This system allows for close scrutiny of performance and development, and ensures that targeted support can be given as required.

The school will build upon the successful partnerships that exist between our existing schools and with health, social care and CAMHS. The school will have appropriate meeting rooms for health and social care professionals to work and support children and young people at school. Staff in the proposed school will have training to support multi-disciplinary meetings to assist parents and carers.

### *Reporting to parents, carers and families*

Parent liaison and communication will be tailored according to the type and duration of each pupil's placement. Parents will be invited to meet with class teachers at the beginning of each year and will receive the key skills that their children will need to know by the end of the placement/year in all subjects, in order for the effective partnership to begin. Parents will receive examples of how they can help their children at home. Parents will also meet any outreach staff and receive the key skills and targets their children will need to know by. They will be invited to half termly meetings with the class teacher to discuss progress.



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

The Croydon special school will have a dual focus on the children and parents. We recognise that it is essential to give parents the support they need and to involve them in planning sessions for their child. After the school has conducted pupil progress meetings, parents will not only be invited to meet their children's class teacher to receive feedback on their child's targets and general progress, but they will be involved in discussions as to how they can help their child towards the next stage. An ongoing dialogue of what extra support children are receiving during the term will be shared with parents and they will be consulted on any additional or alternative support being recommended so that they can work in collaboration with the school. Parents of children with an Educational Health Care Plan will form part of the review process for their child's progress and help set new targets with the class teacher, SEND Co-ordinator and any relevant external agencies.

Ongoing reporting will be tailored to include parents and other agencies and experts, the 'home school' where reintegration is appropriate, and will show attainment and progress. End of year/placement reports will contain information on academic achievement, but crucially the personal and social and emotional development and will provide pupils, parents and others with valuable indicators of success and identify any need for further support. Our reporting system will be underpinned by our 'Contour' digital system which will keep parents updated in real time on their child's progress.

## **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**

### **Summary**

Staffing in the school will replicate our structure for our Croydon Special School and be structured into 3 core elements currently identified for teaching and learning, pupil support and finance and administration – overseen jointly by the Senior Leadership Team.

We will operate nominal class sizes of between 8 and 12 pupils depending on age,

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

stage, complexity of need and demand for additional spaces for equipment and teaching space.

Central to our vision for delivery of provision is a staffing structure of specialist teachers, specialist assistants, therapists and support staff to enable delivery of teaching and learning in the classroom of a broad and balanced curriculum appropriate to the developmental needs of children in relation to their age and phase of education. Each class will be managed by a class teacher, supported by one or two permanent teaching assistants depending on class dynamics. In broad terms this will enable the following curriculum delivery model:

- EY and Primary (84 fte) = 8 classes. 9.0 fte Teachers & 11.2 fte Assistants
- Secondary (48 fte) = 5 classes. + 7.0 fte Teachers & 8.0 fte Assistants
- 6<sup>th</sup> form (18 fte) = 2 classes. 4.0 fte Teachers & 4.8 fte Assistants
- **Totals: 1501 fte = 15 classes. 19.4 Teachers & 24.0 fte Assistants**

In year 1 there will be 5 fewer classes at EY and Primary and 2 fewer at Secondary. We expect to have two classes in the 6<sup>th</sup> Form. This equates to an initial reduction of 7 classes overall including 9 fte Teachers and 13.0 fte Assistants. There will also be proportionate initial reductions in pupil support staff. We expect to have in place a full complement of leaders in order to deal with pupils across all three phases along with an appropriate number of finance, administration and facilities staff.

#### **Pupil Support Team**

We envisage a pupil support team operating in parallel with the teaching timetable to deliver interventions as required alongside planned sessions of learning and therapeutic support. The team will comprise:

- Therapists x 4.0 fte
- Nurses x 1.6 fte
- Therapy Assistants x 3.2 fte
- Emotional Literacy Support Assistants (ELSA) x 2.4 fte
- Behaviour Support Assistants (BSA) x 6.0 fte
- Family Support Workers x 3.0 fte

#### **Staffing to meet pupil intakes**

This staffing arrangement will allow flexibility to deal with the growing number of pupils until full in 2023. Our planning can be flexible to account for lower than expected pupils from opening and reductions in staffing proportionate to pupil numbers will be made in

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

order to attain financial viability. Our Trust has significant experience of recruiting high calibre staff with special school/SEND experience and we are always successful filling teaching and other vacancies within our schools. This is very much due to being a visionary trust with a clear direction of travel which our experienced leaders deliver and expect staff to play a full role in that delivery process. We will have the flexibility to use OHCAT expertise to support the initial set up in the first year as we are planning to do with our current free school which is due to open in 2019.

Should pupil numbers be lower than anticipated, our staffing basis of one teacher per class and one or two assistants will allow us flexibility to manage our recruitment process effectively in the post-opening phase. We will also emulate our successful recruitment drives in our other schools and appoint staff who are experienced in whole phases as well as more than one subject. OHCAT has previously deployed this approach successfully in leadership positions, for example, where we have consolidated two Assistant Headteacher positions into one Deputy Headteacher post with a broader scope and remit.

#### **Extent to which the staffing model matches the curriculum proposed**

The Trust is able through replication of its existing special school models to know that the staffing structure proposed will provide opportunities for EYFS and provision of all three educational phases to be delivered across the age range.

The economies of scale and support from OHCAT as a Trust with other academies within relatively close proximity will support the overall viability of the new special school in terms of financial management projections.

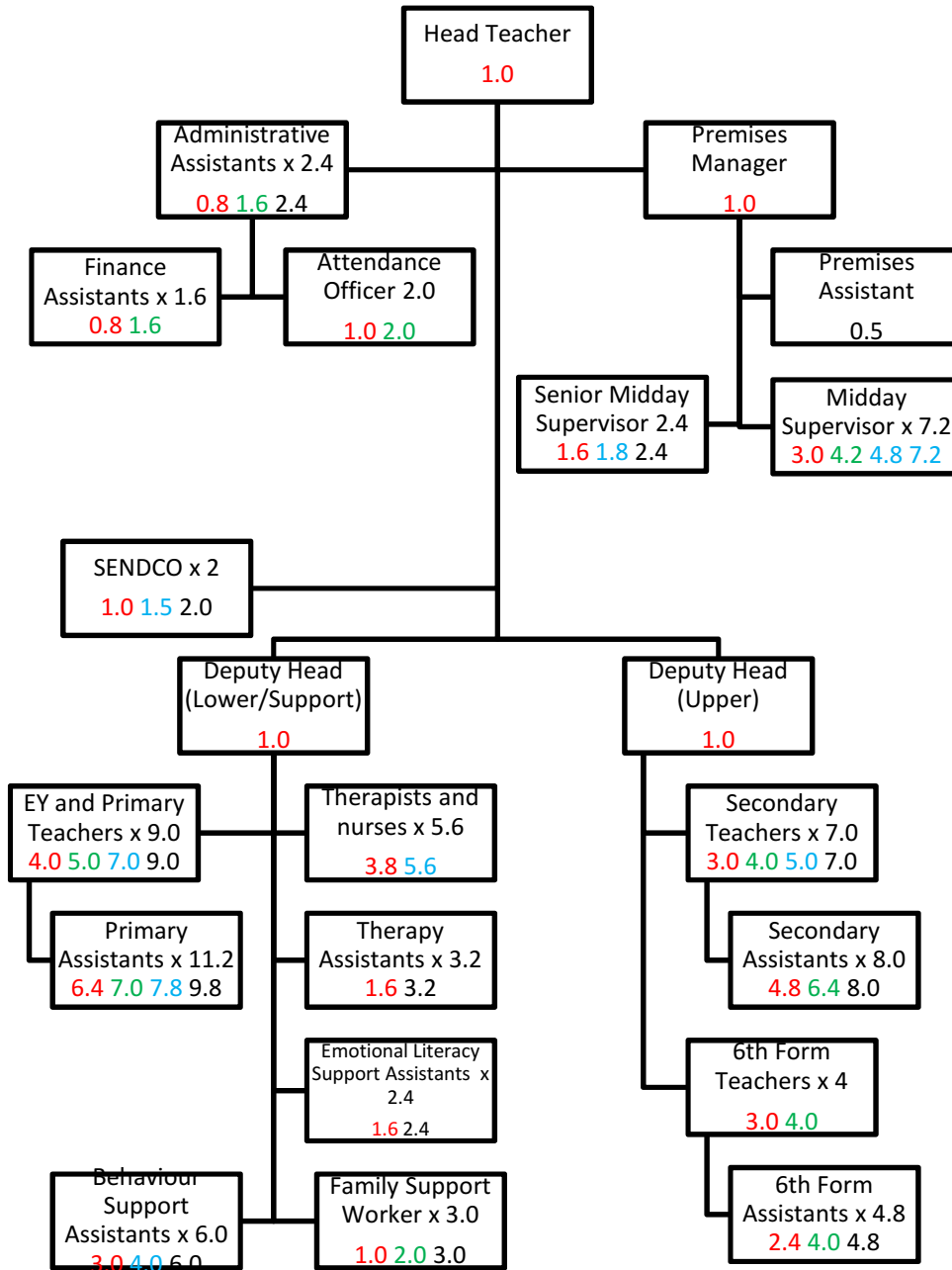
The day to day staffing model in operation will enable the Headteacher to deploy staff with some flexibility to support the provision of therapy and access to the educational pathways.

Another consideration will be the extent of staff support required for activities such as toileting for pupil welfare, support for pupils with any medical condition, first aid, and moving handling, positioning and postural management of children. The Trust will deploy additional staff to this model to meet the needs of individual children from EHCP making efficient use of the Local Authority matrix funding for top up funding.

The Headteacher will also deploy staff to support staff cover for PPA time and to cover in case of staff sickness using the resources allocated from the budget plan from the Trust.

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

**Organogram when the school is full**



Staff build up: 2020 2021 2022 2023

## 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

#### SMSC

Croydon special school will be a fully inclusive school for pupils with an EHCP in the areas of New Addington and Croydon more generally. OHCAT believes that all of its schools must provide an opportunity for all pupils and staff to become the best that they can be, including, but not limited to, developing each and every individual, providing tailored and effective care for each pupil's specific needs and for each one to progress as far as they possibly can and be valued members of society.

OHCAT believes that every special school should be a place where the community can explore safely the things of the world, of humanity, of faith and any belief without fear of judgement, condemnation or ridicule. It should be a place where it is acceptable to enter into and leave discussion, to offer different views, to disagree and to involve people of all ages, cultural backgrounds and faiths.

Our schools are places that meet the present needs of their communities and encourage them to find fresh ways of thinking and being and acting and where our Trust supports pupils, parents and carers to develop resilience and work in partnership with each school and other organisations. Our schools serve all children regardless of faith, academic ability, race or gender and are schools that admit all pupils with specific educational and medical needs. Croydon special school will welcome all pupils irrespective of faith or none. The new special school will adopt the RE syllabus from the Local Authority and ensure that diversity is appreciated.

A key curriculum feature, given the experiences and needs of pupils, will therefore be an ongoing focus on spiritual, moral, social and cultural (SMSC) learning, which for us will include the ability to:

- Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect. (Spiritual)
- Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views. (Moral)
- Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work. (Social)
- Appreciate cultural influences; participate in culture opportunities; understand,

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

accept, respect and celebrate diversity. (Cultural)

As a Trust we have introduced mindfulness into our curriculum for our staff and pupils. We appreciate that spiritual contemplation enables everyone to relax and feel a sense of belonging to the wider world. Many special needs pupils find it difficult to achieve complete relaxation and calm due to sensory defensiveness. We have supported pupils to use sensory techniques to calm and become reflective. Our curriculum dimension for SMSC enables pupils to link their experiences to contemplation.

#### **British Values**

We recognise British values as being:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

In so doing we will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation for and respect for their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the **Equality Act 2010**.

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

### **Equality**

As an existing organisation Orchard Hill College and Academy Trust (OHCAT) is already committed to providing outstanding educational opportunities for all children and young people. It is proud of its diverse community of children, young adults, staff and stakeholders and is committed to maintaining excellence in teaching and learning by ensuring there is equality of opportunity for all, fostered in an environment of mutual respect and dignity, regardless of faith or worldviews.

Equality, for us, means ensuring everyone is able to participate in all our activities and diversity acknowledges there are differences between people, which should be recognised, respected and celebrated.

OHCAT has been required to evidence how it meets the requirements of the Equality Act 2010 in terms of its intake but also as an employer. In addition, we recognise our wider responsibilities with regard to parents/carers, governors and other stakeholders. To this end we understand that our duty extends to all the aspects of a person's identity or 'protected characteristics', including:

- Race
- Disability
- Sex
- Age
- Religion or Belief
- Sexual Orientation
- Pregnancy and Maternity
- Gender Reassignment

### **The Principles we will apply**

- All pupils will be entitled to the best possible education that respects and addresses their individual learning needs.
- All pupils should be free from discrimination, harassment or bullying, particularly with regard to their protected characteristics.
- All pupils will be given the opportunity to express their opinions and concerns with regard to the school and its discharging of its responsibilities with regard to Equality.
- All pupils will have equality of opportunity with regard to learning experiences within and outcomes beyond school life.
- We will make all reasonable adaptations to maximise accessibility for all pupils

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

and pupils to all aspects of the curriculum and environment.

- All pupils will be expected to work within OHCAT's Equality & Diversity Policy. Appropriate support will be put in place or, if necessary, sanctions taken when this is breached.
- We will set, monitor and update targets and practices designed to narrow the achievement gap for all pupils.

The diversity within the pupil population will be recognised, valued and celebrated. The school will publicise appropriately and make suitable arrangements where any parent asks for their legal right to withdrawal from Collective Worship including any religious festivals such as Christmas and will make appropriate alternative provision available to all pupils so that they are not in any way disadvantaged.

Staff appointments will be made on merit and following rigorous safer recruitment protocols. We will expect all staff – leaders, teachers, support staff, including catering and maintenance staff – to demonstrate their knowledge, understanding and practice of Fundamental British Values and how these will be applied in the classroom and school more generally. All positions will be open to relevant qualified people from all backgrounds and religions to apply. The Trust and the Local Governing Body will uphold the ethos of the school and code of practice when undertaking staff recruitment.

#### **Developing skills to lead healthy lives and preparation for adult life**

Croydon special school will benefit from use of the Trust PSHE programme and links to the Autism Progression framework which we use with all pupils. We believe that personal development is core curriculum and we have a programme in place which we will deliver in Croydon special school. The PHSE Association provides guidance for Key stage 1 – 5 and places focus upon: health and wellbeing; relationships; and living in the wider world. Our Trust themes for PSHE delivery include: emotional health and wellbeing; sex and relationships; drugs and substance abuse; SMSC (social, moral, spiritual and cultural) development across the curriculum; citizenship; careers education and guidance; diet and exercise; personal safety; and managing risk. Our schemes of work develop topics in these curriculum areas and enables pupils to access discussion both at school and home to gain knowledge and understanding.

School based PSHE and Citizenship compliments and helps children and young people make sense of what is implicitly or explicitly learnt at home from parents, carers, family, friends and wider society. (Definition from National Children's Bureau – PSHE and Citizenship for children and young people with special needs – An agenda for action 2004). We will capitalize on our school and Trust expertise through our teaching assistants, our therapy assistants and our behaviour support staff and external agencies to reinforce individual and group needs which will enable our pupils to be active and healthy members of the community.

We will work closely with Croydon Local Authority on bespoke arrangements for pupils



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

from Year 9 onwards to secure firm transition arrangements that will lead to physically and economically healthy futures. We would aim for planning to continue to 25 years of age, but this could finish earlier should a pupil achieve stable adult life arrangements before then. Planning will include preparing for:

- higher and further education and/or employment: exploring the range of courses available and the suitability; the different employment options and the help available from supported employment agencies
- independent living: to ensure our pupils have a choice, control and freedom over their lives, the support they have, their accommodation and living arrangements
- choices: whether to remain at home with their family and engage in training or employment
- participating in society: including having friends and supportive relationships and participating in, and contributing to, the local community
- being as healthy as possible in adult life

Each young person will be involved in planning so that they are able to explore their aspirations and abilities, plans for what they want to do when they leave education or training and the support they will need to achieve that. We will ensure that there is smooth joint working across education, health and care services. The resulting transition plan will record the actions needed to help each pupil achieve their short and longer term goals. The transition plan will state clearly who is responsible for carrying out agreed actions and will be reviewed annually and form part of the EHCP annual review. A lead professional will take overall responsibility for the transition work with the pupil and oversee delivery. Key people involved in developing and implementing each transition plan will be some or all of:

- Headteacher
- SENCO
- Parents/carers
- Educational psychologists
- Health professional such as a speech & language therapist, paediatrician and mental health professional
- A local authority transition worker (especially to liaise with the home local authority in cases where Croydon special school is an out of area school).

## 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**

Our proposal to establish Croydon special school is as a result of Croydon Local Authority's need for additional places for pupils aged 2 – 19 with autism.

We recognise the importance of responding to local need, as reflected in our ethos and vision. We have engaged with London Borough of Croydon for some years and this application is an extension of that engagement. As demand for the new school will be through the continuing SEN population growth we have already sought the views of the local community and parents. This will continue to be a key aspect of our proposal going forward up to opening in 2020

#### *Community engagement*

The local community have welcomed our engagement and have been extremely positive about our plans for the new special school. Our consultation with the National Autistic Society Resource Centre (Croydon) has informed our application in a number of ways, especially: how we can strengthen local engagement, particularly with parents; how we can adapt our curriculum approach further to integrate the wide age range of children and young people; and particular subtleties to incorporate in the building design which would be effective in bringing about positive experiences for individuals pupils.

The NAS have provided a supporting statement (see Annex A) which confirms their agreement to join our pre-opening project steering group so that we extend our experience for the benefit of our pupils.

We have also engaged with Croydon Parents in Partnership (PiP), an important umbrella organisation that supports parents locally. As a Trust providing special needs school and college places, we understand parental concerns, but we also know that parents have significant insights into what works well for their children. PiP has been extremely helpful in setting out some of the local issues that parents experience and continue to need support on in order to help their children achieve and be happy. Above all, local parents want a school that is accessible and communicative, a place where the staff are passionate about providing the best for children but also a school which can achieve the

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

right balance between academic achievement and a child's happiness. Croydon parents want staff who have deep understanding of SEN issues and therapeutic services which are accessible on site. Parents feel there is a need in Croydon for a school the community can be proud of and a school which integrates with parents so that they feel part of the school and it is not merely one their children attend. Croydon PiP are also keen to lend their experience and input and will be a member of our pre-opening project steering group, confirmed in their statement at Annex A.

Key areas of feedback that we have used to strengthen our application and curriculum design are:

- Managing behaviour: through experienced staff, achieving a balance between academic achievement, happiness and preparing for all transitions up to and including adulthood by setting and maintaining behaviour boundaries to help children and young people function in society
- Parent relationships: for parents to feel part of the school; for the school to go on a journey with parents; and for the school to understand and work with parents taking account of their views
- Focused enrichment: where children and young people have more opportunities to engage and continue to learn in groups where appropriate. Where possible, we will look to extend our enrichment to neighbouring schools so that we can strengthen the local SEN community
- Building pupil aspirations in to the learning process: recognising the importance of genuine inclusivity of children and young people's different needs as well as national and local requirements/achievement targets
- Graduated transition arrangements: to ensure these are manageable at all points and levels i.e. daily for curriculum purposes through to year group and key stage transitions
- Provision for tailored pre-school and post-school breakfast and enrichment clubs
- Buildings design to incorporate more flexible use of all internal spaces such as breakout areas/quiet areas in each classroom not just quiet rooms, so that pupils can attain a greater level of comfort and focus knowing that they have various opportunities to relax and regroup

We have had strong relationships with a number of local authorities where our existing schools are based, not least because we work closely with mainstream schools, but we are integral to each local authority's planning and provision.

*Proposed wording for our website*

The proposed text to be included on the Trust and school's website to inform parents,

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

children and young people, local organisations and partnerships is:

The Orchard Hill College and Academy Trust is honoured to be the successful trust to open the new Croydon Special Free School. We are in the pre-opening stage to open the school in September 2020, subject to the legal process required to open a new school. This is a significant opportunity for the Trust to provide additional places in the area for children and young people with autism and learning difficulties. Our provision will cater for up to 150 children and young people aged 2 – 19 from within the London Borough Croydon. Our school will be an ambitious and inclusive school based in New Addington, Croydon.

Orchard Hill College Academy Trust has significant experience of providing a rich and stimulating curriculum experience for children and young people and equip them with the skills and resilience to progress through school and into further and higher education and employment so that they can reach their potential and be creative and valued members of the local community.

As a free school, the Croydon special school will be a brand new Academy school; directly funded by central government and independent of Local Authority control. Like other free schools the Croydon special school has a responsibility to expand the educational offer locally, to promote high quality inclusivity and to address local social issues. As for our other schools, we will work closely with Croydon Local Authority and the National Autistic Society Resource Centre (Croydon), Parents in Partnership and parents themselves to ensure our provision reflects local needs and circumstances.

### ***Admission to Croydon special school***

All children and young people accessing provision at the school must have an Education, Health and Care Plan (EHCP) naming the school, or be referred for the purposes of being assessed for an EHCP in accordance with the Children and Families Act 2014 (Section 34).

Where a pupil's special educational needs are such that they are likely to need specialist provision not normally available in a mainstream school, then consideration may be given to a special school placement. The free school provider will consider applications for children and young people whose primary need is autism and whose needs require specialist schooling. Each application will be considered on the following indicators:

- The pupil's main presenting special educational need is autism
- Delayed speech development
- Social interaction difficulties leading to social isolation
- Impulsive and unpredictable behaviour which put other children and young people, staff and peers at risk

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

- Extreme over reactions to everyday problems
- Learning needs as a result of or in addition to autism which impact on the development of the child

Applications will be made by the relevant local authority to the school to consider and respond within 15 days of the referral.

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



## Section F – capacity and capability

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

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

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

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

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
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## **F1 (a) Skills and experience of your team**

We have established a strong project steering group for Croydon special school in order to manage the pre-opening process effectively, as we have done for our Hillingdon and Sutton special free schools (due to open in September 2019). The group will be led by Dr Caroline Allen OBE, the highly successful CEO and Principal of OHCAT, and will include some trustees with legal, financial and HR expertise and OHCAT experts in special school provision who have experience of setting up new schools. The group will also incorporate project-management support, a member of the National Autistic Society Resource Centre (Croydon), a PiP representative and additional external special school expertise through a known and reliable Ofsted-trained specialist consultant so that we remain open to new and fresh ideas and rigorous challenge.

The Project Steering Group's key tasks will include:

- Overseeing and driving the planning, design and operation of the school to secure a high-quality education provision from the school's opening;
- Delivering a first-class curriculum and educational environment, including formulation of key policies
- Securing the school site/premises, and overseeing all associated legal negotiation and agreements (in partnership with the ESFA);
- Managing the finances of the pre-opening phase and financial planning for the school's operation after opening;
- Recruiting key staff, and ensuring all personnel processes and policies, including remuneration, are in place and fit for purpose;
- Fulfilling all consultation requirements and liaising with key groups;
- Promoting and marketing the school to prospective parents and carers and working closely with Croydon Local Authority throughout the implementation phase;
- Recruiting pupils to meet the target number to ensure the school is financially viable;
- Recruiting additional governors to bring the Local Governing Body to its full complement.

As a successful MAT with Ofsted 'Outstanding' provision, we have a programme of steady expansion in place which is being realised. This expansion includes three free schools due to open in 2019/20 and four existing schools joining our trust in 2017/18, bringing the total number of schools to 16 by 2020.

We plan to recruit the Headteacher designate in January 2020, two terms before the Croydon special school opens. We will undertake a full recruitment exercise and advertise for the role in the summer/autumn term 2019, and ensure there is sufficient time for the successful applicant, whether a serving headteacher or deputy, to be released from their current post. This timing will allow a second recruitment round should no appointment be made first time. We are confident however that an appointment will be made as we will advertise within our collaboration and across the wider area.

## 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
Headteacher for the new school	Pre-opening through to opening and beyond	We will go out to advert in summer 2019 in order to appoint a successful candidate from January 2020 (two terms in advance of the school opening. We have significant links to high quality leadership candidates through our existing MAT and our Training School and we are confident that we would appoint.

[Add more lines as appropriate]

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

Please:

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

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

We do not anticipate any restructure to our current governance model. Our current model has stood up to scrutiny and has demonstrated itself to be very effective in governing the Trust and its responsibilities. OHCAT currently provides settings for children aged 2 – post-16 with different needs and has the range of expertise in place to open the new Croydon special school.

Orchard Hill College and Academy Trust has both Members and Directors. The Members are members of the Academy Trust for the purposes of the Companies Acts. They have a number of statutory rights including the right to remove Directors, the right to amend the Articles and the right to receive the annual accounts. They are also given the right to appoint some of the Directors under the Articles of Association. Typically, the Members meet once a year at the AGM or as is required in order to confirm the appointment of some of the Directors.

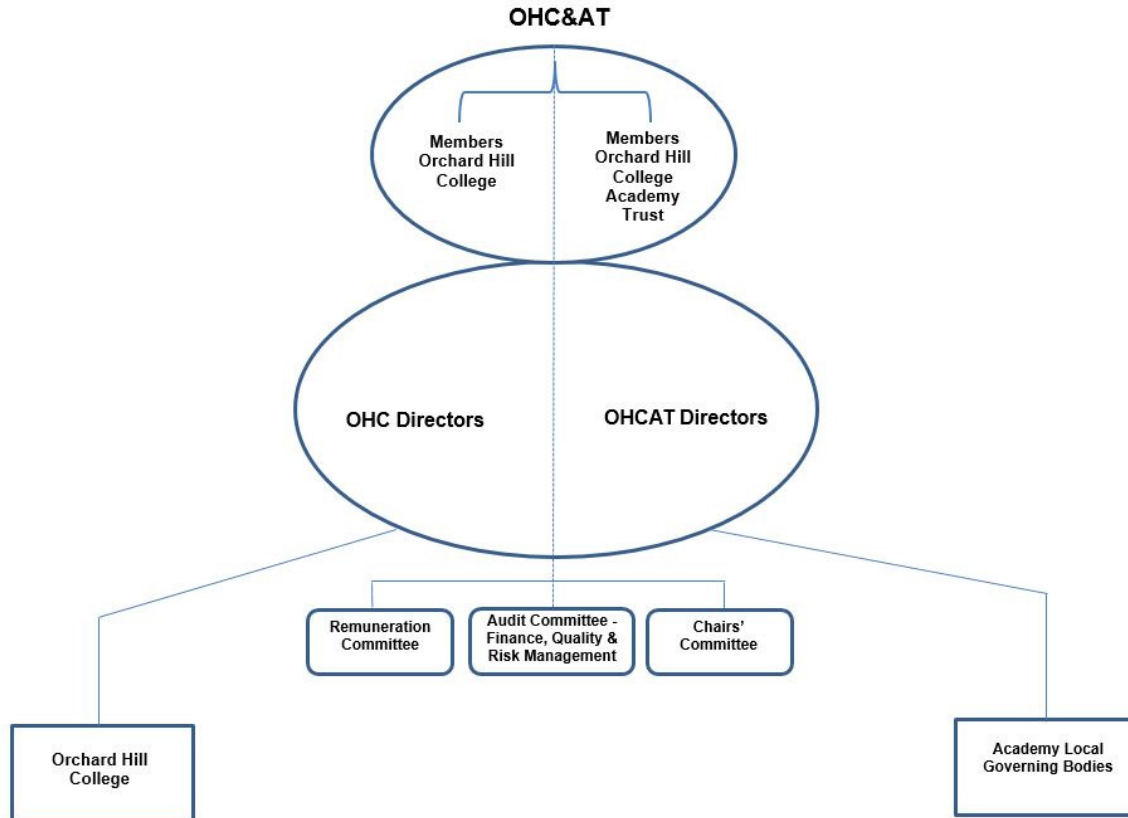
Orchard Hill College and Academy Trust is governed by a Board of Directors who are responsible for, and oversee, the management and administration of the Trust and the Academies run by the Trust. The Directors have overall responsibility and ultimate decision making authority for all the work of the Trust, including the establishing and running of schools. This is largely exercised through strategic planning and the setting of policy. It is managed through business planning, monitoring of budgets, performance management, the setting of standards and the implementation of quality management processes. The Directors have the power to direct change where required.

The Local Governing Body of an Academy is a committee formed by the Directors and derives its power from the Directors, through a scheme of delegation and schedule for responsibilities. The Local Governing Body is responsible for fulfilling a largely strategic role in the conduct of an Academy, in conjunction with a Principal/Headteacher who is responsible for the internal organisation, management and control of the Academy.

In November 2014, the College Governors and the Trust Directors voted to align the organisations through the establishment of a collaborated 'family' Board. This allows greater coherence in decision-making and greater clarity of communication, while retaining the individuality of each organisation. Separate resolutions of decisions for each

**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**

organisation that are made are recorded in the minutes. See governance structure chart below:



The Trust has Articles of Association which constitute its governing document, and operates a comprehensive set of policies and procedures that are regularly reviewed to maintain compliance with statutory duties and national guidelines, and are signed off at Board level.

OHCAT operates a portfolio governance system, assigning strategic areas to directors and governors via skill matching. This is mirrored at Local Governing Body level. The portfolio governance system allows the organisation to benefit from expert challenge and guidance and ensures clear pathways of accountability at all levels.

As a MAT with expertise in special school provision the benefits to schools (mainstream schools as well as our and other special schools) are:

- *Building capacity:* where well established learning and business support services, benefits to schools are realised through effective distribution of leadership and management allied to specific skills sets, mitigating the risk of a headteacher needing to be “all things to all people”
- *Promoting innovation and nurturing talent:* with a large skill-set and commonality of purpose and drive we are able to respond to the increasing diverse needs of

**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**

students

- *Maximising resources:* within our culturally aligned Trust we demonstrate real economies of scale by deploying resources effectively and eliminating duplication and sharing school-to-school support processes
- *Strengthening advocacy:* providing our students with an effective and coordinated voice that influences policy development, safeguards their interests and supports social mobility. Our Trust is well-placed and able to exert influence and apply a commanding narrative to national and regional debate

We do not anticipate any conflict of interest or any financial transactions to take place between any member/trustee (or a connected party/business) and the academy. OHCAT has a Conflict of Interest Policy that is regularly reviewed and updated. All Trustees are asked to complete a Register of Business Interest form, details of which are published on our website.

## 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

The financial forecast has been considered carefully against the need to deliver a high quality curriculum and Orchard Hill College Academy Trust's vision. The financial forecast has been prepared alongside Section D, reflecting the staffing and general assumptions made in that section. The additional 70% sensitivity analysis outlined in the table below reflects the additional savings that would be required to remain viable on 70% funding.

The Trust's 5% top slice modelling is affordable and we recognise that this rate will allow for the range of central support services and curriculum improvement support over the longer term. Trust central support will include financial management, HR input, ICT expertise and school improvement and teacher training and development. This will be in full flow from the first year, growing incrementally as the school expands. OHCAT will also provide assistance in obtaining best value and advice and guidance from its research, CPD and training activities.

The assumptions built into the financial modelling include the latest information on teachers' salaries and pensions (including an uplift to 18.5% in anticipation of a likely increase over the coming years). The income is based on full cohorts as planned for by Croydon Local Authority, and we are confident that we will secure the target number, particularly as we are reacting to basic need and parental demand through EHCPs. Early Years commissioned places have been factored into the primary line for funding purposes following advice from the LA and in order to be able to provide a robust financial forecast.

The salary scales used are at the top end of the salary range and appropriate for the size of school and the nature of the SEN provision. We have also provided for expert therapy and counselling staff to provide the wrap around curriculum support that will be required.



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

It is not anticipated that there will be staff movement across the Trust and College to the school, particularly in the initial years but there will be a flexible approach to providing OHCAT staff on a flexible needs basis to provide expert support across the curriculum and therapeutic services. This happens across the Trust currently and would be adapted for the new Croydon special school. The range of surpluses (line 176) is consistent with DfE expectations and represents a reasonable approach to ensure a financial cushion in the short and longer terms. Although the surplus is relatively high in the first two years, this is due to the prudent forecasting and not spending for 'spend sake' and will provide financial stability over the longer term.

Decisions would be taken regularly at Local Governing Body and Trust level in the early phase on any surpluses and spend as we recognise that a healthy surplus is vital to a well-managed organisation, but that funding is ultimately for the education of students.

### *Contingencies*

The financial forecast is realistic, with regard to both income and expenditure. We have allowed for a 1% contingency in each year in addition to the in-year surplus. It is likely that unforeseen events will occur as the focus will be on start-up and development. The contingency and surpluses have been largely consumed within the sensitivity analysis below to achieve 30% savings, although we believe that in a situation of reduced funding, the school senior management, the Local Governing Body and the Trust would be monitoring financial performance very closely on a frequent basis in order to foresee and plan for risks and issues early on. As with all schools, we will actively pursue opportunities for income, but we have not factored any income into our financial modelling at this time so that we can demonstrate viability on pupil funded income alone.

### *Sensitivity analysis*

We have addressed the issues associated with reduced funding and lower pupil numbers creating a reduced roll, and hence a reduced income. The further 70% sensitivity analysis below demonstrates that we have approached this issue realistically, recognising that funding would be very limited. Our analysis makes clear that the school would be viable at 70% funding and conservative estimates demonstrate savings up to 2022/23 and that the same modelling of lower staffing and services would continue to ensure viability up to the point full capacity is achieved.

Careful monitoring and planning would ensure staff expansion was in line with student increases and that a balanced curriculum would be provided. We have protected the curriculum and therapy services with a full teaching and expert therapy complement and would expect the Headteacher, the LGB and Trust to work closely to maintain this position in order to maintain excellent performance and minimise parental concerns which might arise for example from losing teaching staff. But of course, the Trust and College would provide any support necessary to provide financial stability while closely monitoring the financial situation to ensure the school remained viable in order to provide a sound curriculum provision.

The 70% modelling has sought to protect the number of senior leaders and teaching staff

**Section G – budget planning and affordability**

as far as possible recognising that senior staff will be required to take on some teaching duties and other responsibilities but that a strong leadership and teaching team is essential to allow the school to grow confidently and have an impact on the whole staff.

Budget area: description of how expenditure would be modified/plans adapted – top changes	Savings against original budget in Year 1 - 2020	Savings against original budget in Year 2 - 2021	Savings against original budget in Year 3 - 2022
The whole of educational resources would be reduced further to below the lower income and reduced pupil numbers, including pupil premium.	████████	████████	████████
Reductions would be secured in the premises section through significantly less usage. Rates however are assumed to remain the same.	████████	████████	████████
The annual surplus has been removed as this would be a critical time for the school to remain viable.	████████	████████	████████
Use Contingency	████████	████████	████████
Supply teachers	████████	████████	████████
Employee expenses	████████	████████	████████
Development and training	████████	████████	████████

<b>Section G – budget planning and affordability</b>				
Recruitment – given that the whole teaching and support staff would be reduced this would have a knock-on effect on recruitment needs				
Reduce one deputy head teacher role				
Reduce teaching staff by 2.0 in 2020, 3.0 2021 and 4.0 in 2022				
Reduce number of assistants x4, x7, x9				
Reduce admin role				
Reduce MDMS provision				
Speech and language therapist				
Educational psychologist				
Therapy assistant				
Emotional literacy assistant				
Reduced MAT top slice as income related				
Remove ICT upgrade				
<b>Total reduction</b>				

## Annexes

Please:

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

## **Annex A Supporting statements**

### ***National Autistic Society***

[REDACTED]  
[REDACTED]  
[REDACTED]

**Subject:** RE: Chat About Croydon

Good Morning [REDACTED]

I am very pleased that you found our meeting useful.

I have spoken to my manager.

She has agreed that a statement as stipulated below can be included.

The local National Autistic Society Resource Centre have an agreement in principal, to be included on the advisory board as part of the set up phase.

This is so that the Local Authority are clear on the level of support given by the National Autistic Society Resource Centre.

Kind Regards

[REDACTED]

**Parents in Partnership**

Hello [REDACTED]

PiP Parent Forum would be happy to be involved in the work of the steering group should the Trust be successful in its application.

I hope this is helpful,

[REDACTED]

[REDACTED]



Parents in Partnership Croydon,

[REDACTED]

[REDACTED]

[REDACTED]

[www.pipcroydon.com](http://www.pipcroydon.com)



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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] AT pre-opening project steering group

Hi [REDACTED] – many thanks for your time again today.

We spoke about membership of our pre-opening project steering group. You agreed that PiP would become a member because of your valuable insights locally and how you would be able to support the project through to opening, ensuring the right curriculum and support were in place.

I'd be grateful for confirmation of that so that I can include in our application.

Many thanks.

[REDACTED]

W [www.silica-associates.co.uk](http://www.silica-associates.co.uk)

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Annex B Contour digital reporting slides

Orchard Hill College

Preferences Logout

Mary - Digital Portfolio

Curriculum

C.V Builder

My Profile

My Inbox

My Diary

My Badges



Back

Home



Preferences

Logout

Mary - My Skills

### Gardening



I work well in a pair using peer support

Slide By Mary - On Thursday, 23 March 2017

Back

Home



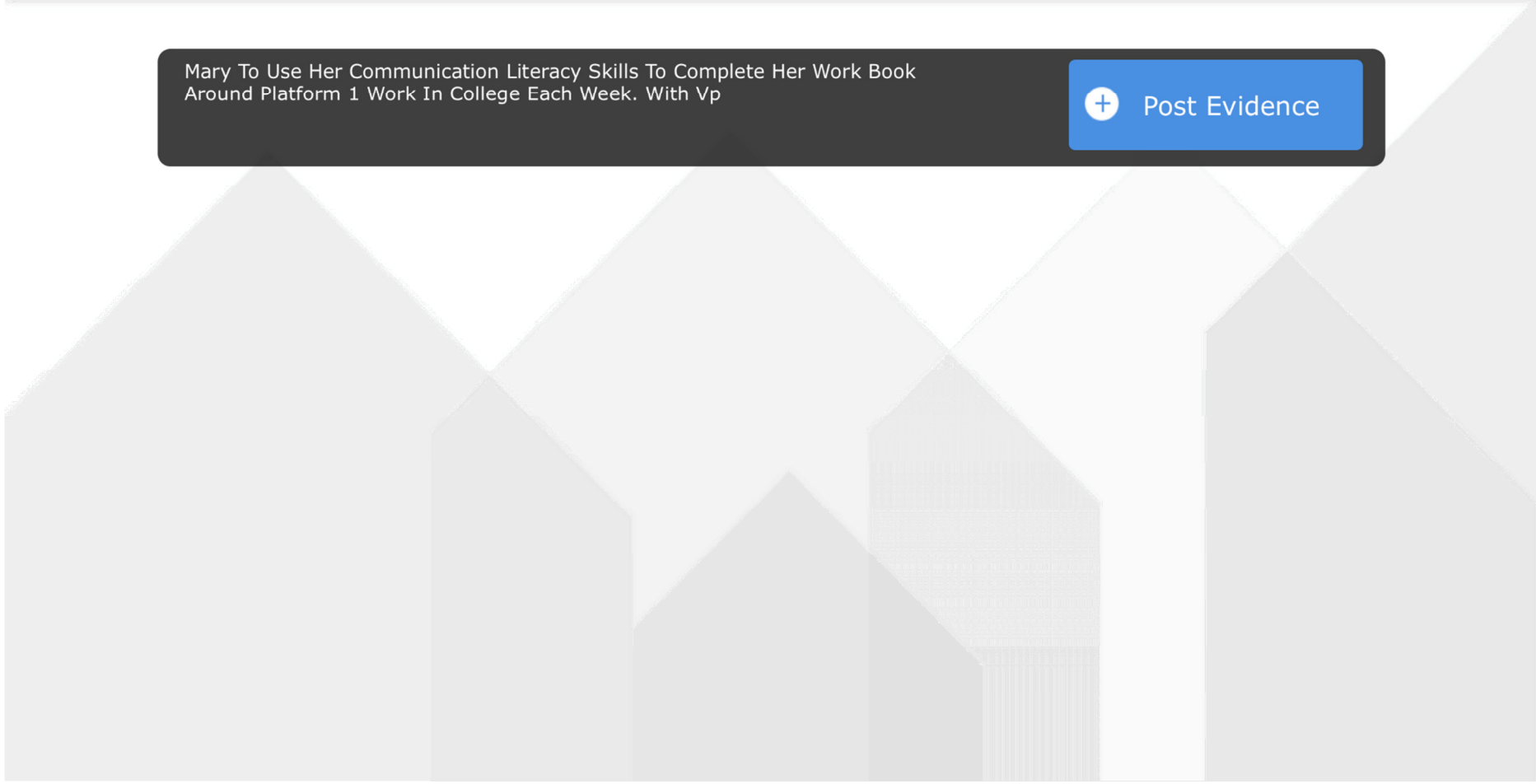
Preferences

Logout

### Key Best Interest Issues Objectives

Mary To Use Her Communication Literacy Skills To Complete Her Work Book Around Platform 1 Work In College Each Week. With Vp

+ Post Evidence



Key best interest issues Objectives

Add A New Slide

+ Add New Slide

Add A New Slide



Add Image



Add Video



Add Text



### Users And Groups

Use this section to configure the users and groups who will use the digital portfolio

- Create A System User
- Account Manager
- Change A Password

---

- Log off

---

- Registrations
- Objectives
- Objective Manager



### Curriculum

Setup the curriculum modules and study programs that the learner will undertake

- Create Study Program
- Study Program Manager

---

- Create Unit
- Unit Manager

---

- Create A Term
- Term Manager



### Portfolio

Use this section to view and update the evidence slides that the learners have posted.

- Edit Any Slide

---

- Edit Text Slides
- Edit Image Slides
- Edit Video Slides

---

- View Slides
- Delete Slides



### Diary

Please use this section to update your diary entries.

- Edit Any Diary Slide

---

- Edit Text Diary Slides
- Edit Image Diary Slides
- Edit Video Diary Slides

---

- View Slides
- Delete Slides



### Messages

Please use this section to send messages to your students.

- Send Text Message
- Send Image Message
- Send Video Message

---

- View Messages
- Delete Messages



### Achievements

Please use this section to update the achievements that your students can achieve.

- Create A New Badge
- Edit A Badge

---

- View A Badge
- Delete A Badge

---

- Go to Badge Manager



## Unit Editor

To edit or update a unit, please use the fields below. To save the module changes click on save.

**i** Information - Creating a new unit.

Unit Id :   
Unit Title :   
Study Program :



### Upload Image

Unit Image : No Image File Chosen

Updated Date :   
Updated Time :   
Updated By :

[← Main Menu](#)



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4	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*- C GCSE including</li> </ul>	

	<p>English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> <li>• school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	

6	Brief comments on why your previous experience is relevant to the new school	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
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	<ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>• school's best 8 value added scores for the years you were in post, if applicable.</li> </ul>	

5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	
6	Brief comments on why your previous experience is relevant to the new school	<div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 45%; display: inline-block;"></div> <div style="background-color: black; height: 15px; width: 40%; display: inline-block; margin-left: 20px;"></div> <div style="background-color: black; height: 15px; width: 95%;"></div> <div style="background-color: black; height: 15px; width: 25%;"></div>
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	

8	Reference names(s) and contact details	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
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	[REDACTED]	[REDACTED]



4	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>• school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	

5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 120px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 140px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 130px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 90px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 160px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 130px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 230px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 110px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 240px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 110px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 90px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 30px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 120px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 230px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 120px; height: 15px; margin-bottom: 5px;"></div>

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1	Name	<div style="background-color: black; width: 110px; height: 15px;"></div>
2	Area of expertise (i.e. education)	<div style="background-color: black; width: 50px; height: 15px;"></div>

CV template		
	or finance)	
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
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CV template	
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>school's best 8 value added scores for the years you were in post, if applicable</li> </ul>
5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you</li> </ul>

CV template		
	were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b> , average point score per entry and per student for level 3 qualifications	
6	Brief comments on why your previous experience is relevant to the new school	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
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	<b>CV</b>	
1	Name	[Redacted]
■	[Redacted] [Redacted]	[Redacted]
■	[Redacted] [Redacted]	[Redacted]
	<ul style="list-style-type: none"> <li>■ [Redacted] [Redacted]</li> <li>■ [Redacted] [Redacted]</li> <li>■ [Redacted]</li> </ul>	[Redacted]
	[Redacted] [Redacted] [Redacted]	[Redacted]
	[Redacted]	[Redacted]
4	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body</li> </ul>	

CV template		
	<p>membership number</p> <ul style="list-style-type: none"> <li>• how your qualifications are maintained</li> </ul>	
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>• school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	





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		<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>[Redacted]</p> <p>[Redacted]</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

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1	Name	[Redacted]
■	<p>[Redacted]</p> <p>[Redacted]</p>	[Redacted]
■	<p>[Redacted]</p> <p>[Redacted]</p> <ul style="list-style-type: none"> <li>■ [Redacted]</li> </ul>	[Redacted]

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	<p>organisation</p> <ul style="list-style-type: none"> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
4	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	

CV template	
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>school's best 8 value added scores for the years you were in post, if applicable.</li> </ul>
5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you</li> </ul>

CV template		
	were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b> , average point score per entry and per student for level 3 qualifications	
6	Brief comments on why your previous experience is relevant to the new school	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
■	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
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■	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]
	[REDACTED] [REDACTED]	[REDACTED] → [REDACTED]
	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] → [REDACTED]
	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] → [REDACTED]
4	<p><b>For finance only:</b>  details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should</p>	[REDACTED] [REDACTED] [REDACTED] [REDACTED] ■ [REDACTED] [REDACTED] ■ [REDACTED] [REDACTED]

include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications

If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life

school's best 8 value added scores for the years you were in post, if applicable

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5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you</p>																													

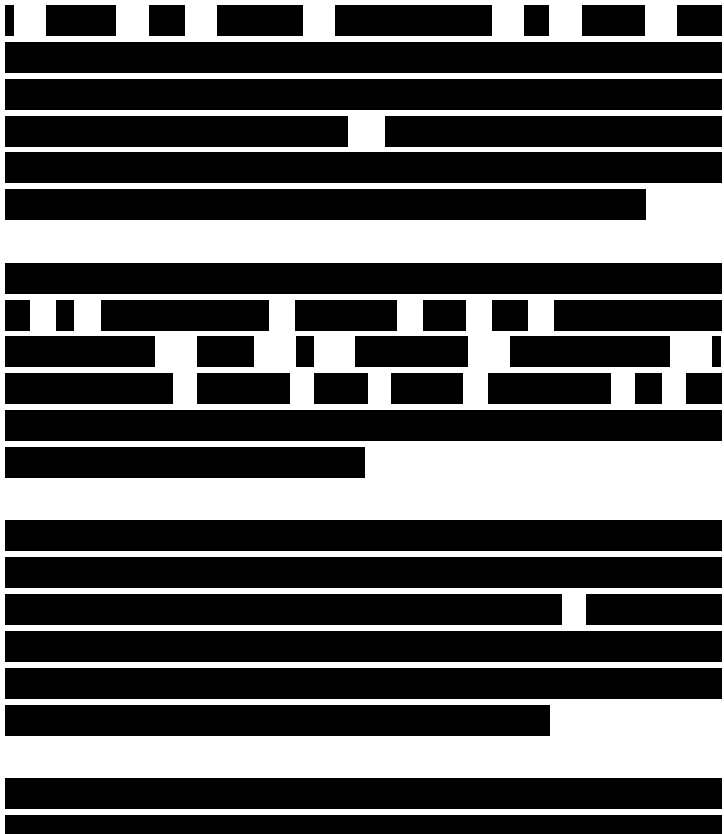


	<p>were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/ school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	
6	Brief comments on why your previous experience is relevant	

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

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



	<p>these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	 The right-hand column of the table is completely redacted with black bars, obscuring all text and graphics that would otherwise be present.





CV template

	<p>[Redacted text block]</p>	
<p>[Redacted text]</p>	<p>[Redacted text block]</p>	<p>[Redacted text block]</p>





CV template

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CV template	
to [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

CV template		
1	Name	
2	Area of expertise (i.e. education or finance)	
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	Name: Position: Dates:
		Name: Position: Dates:
		Name: Position: Dates:
4	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• the school's performance for the years you were in post</li> <li>• and set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</li> </ul>	
5b	<b>For education only:</b> if you are	

CV template	
	<p>in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• Your subject/department's performance you were in post</li> <li>• and set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</li> </ul>
6	Brief comments on why your previous experience is relevant to the new school
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
8	Reference names(s) and contact details

## Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you Please list priority
<b>1. The roles and responsibilities of the directors/trustees</b>	Please detail your duties as: <ul style="list-style-type: none"> <li>• company directors and charity trustees;</li> <li>• accounting officer</li> </ul> Understanding of the strengths and weaknesses of the school.  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)  Holding school leadership to account	
<b>2. Structure of the board</b>	Accountability system  Structure of decision making	
<b>3. Meetings</b>	Please detail your board and committee meetings schedule and outline agenda	
<b>4. Finance</b>	Please give details of: <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</li> </ul>	

	<p>leases;</p> <ul style="list-style-type: none"><li>• Internal control framework;</li><li>• Contingency and business continuity plan;</li><li>• Insurance cover</li></ul>		
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Department  
for Education

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