



Department
for Education

Special free school application form

Published: July 2017

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

Prospect House Primary Specialist Support School

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to G

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

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

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

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

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

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

And one hard copy to the local authority.

You may also hand deliver if you prefer.

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

Submitting Section I

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

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of consultation and demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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: Free School Application - School Name: Prospect House 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"/>

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

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

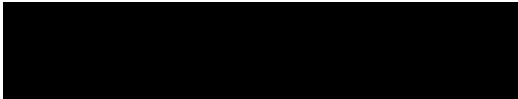
- the requirements outlined in the [application guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) 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:  (please delete as appropriate)

Print name: 

Date: 22 Novemebr 2017

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

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

A bid from the Prospere Learning Trust to set up a Primary Special Free School (Prospect House) with a focus on communication and skills for life and learning

We are applying to establish a Local Authority commissioned special Free Primary School. This is a specialist support school for children with severe or profound learning difficulties and associated additional needs e.g. ASC, aged 3-11. This is Local Authority commissioned Special Free School by Manchester City Council in June 2017.

With a brief as a Generic Specialist Support Primary School, which would include places for pupils with Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD) and Autistic Spectrum Disorders (ASD). The local authorities (Manchester and Salford) concerned have established need and viability and have commissioned the places and identified a suitable site.

What are the key features of the new school and what will make it distinctive?

Prospect House Primary Specialist Support School will have communication and skills for life and learning focus. Like Piper Hill and the other primary special schools in the City there will be a strong focus on literacy, numeracy and developing personal independence skills. However, what makes the offer at the Free School distinctive is the time that will be spent on applied communication and life skills through simulated and real-life play experiences.

We will use the flexibilities of the academy programme to structure the curriculum so that the proportion of time spent on different areas of learning is not only significant but increases as the young people move through each key stage or according to the needs of individuals, for example, PMLD children will need additional time on developing and maintaining physical area of learning and their timetable will need to reflect this. Other opportunities will be taken to extend the school day and term times. (please see section D) - for example with enrichment clubs / holiday clubs.

The school facilities will be used for enrichment and also used outside school hours, including holidays. These facilities will be primarily used for children with additional needs and their families and also to support the health offer locally e.g. through outpatient physio led hydrotherapy sessions. This will include the use of a hydrotherapy pool, interactive environments, soft play, forest school, school farm. They will also be used for educational purposes for parents and carers, and for a range of other professionals including SaLT and health professionals, children with SEND who attend local mainstream primary schools and resourced provision on a sessional basis during school hours. Specialist facilities will be available after school through a formal hire agreement with associated risk assessments. Use for the children on role would always come first.

The Prospere Learning Trust - where we are now and next steps.

We are proposing to develop the Prospere Learning Trust further provision by opening a new primary special school with a unique focus on communication and skills for life and learning, as well as a broad and balanced curriculum. The two previous Trusts were Piper Hill Learning Trust (Piper Hill and Pioneer House) and Chorlton High School Learning Trust (Chorlton High School and Newall Green High School). In September 2017, a merger formed the Prospere Learning Trust.

At present there are five schools in the Prospere Learning Trust – which includes the new free school Chorlton High School South opening in September 2018:

CHORLTON HIGH SCHOOL

www.chorltonhigh.manchester.sch.uk

[REDACTED]
Chorlton High School is an 11-16 mixed, comprehensive Academy (1500 students) serving the South Manchester community.

NEWALL GREEN HIGH SCHOOL

www.newallgreenhigh.manchester.sch.uk

[REDACTED]
Newall Green High School is an 11-18 mixed, comprehensive Academy (600) students) serving the Wythenshawe community.

PIPER HILL HIGH SCHOOL

www.piperhillschool.net

[REDACTED]
Piper Hill High School is a larger than average size special school that caters for students aged 11 – 19 with significant learning difficulties.

PIONEER HOUSE HIGH SCHOOL

www.pioneerhousehighschool.net

[REDACTED]
Pioneer House is a 100 place special school that caters for students aged 11-19 with Complex Cognitive Difficulties offering specialised and holistic education with a strong focus on applied learning.

CHS SOUTH

[REDACTED] – Interviews for principal designate January 2018.

CHS South will be an 11-16 mixed, comprehensive Academy (1200 students) serving the South Manchester community. We plan to open CHS South in September 2018 to a first cohort of 240 Year 7 students.

The Prospere Learning Trust opened in September 2017, merging 2 successful Trusts. A third successful Trust (the Altius Trust) in on track to merge by April 2018 subject to due diligence. The RSC and capacity division is aware of the merger, the strengths and areas for improvement. The capacity within the Trust is strong and there would be 4 free schools within the Trust if we were successful in our bid. Pioneer House is the special free school in the Trust that opened in September 2016. It is now in the new build, identified as very low risk by the DfE advisor in July 2017; over subscribed, and fully staffed. Pupils have made outstanding progress in core subjects at the end of the first year. MEA Central opened in September 2017 and is over subscribed and fully staffed - utilising some expertise from the Piper Hill MEA. Strong progress is being made in all areas of the school improvement plan. Chorlton High School South is due to open in September 2018 on a 2 year temporary site [REDACTED]. A principal designate has been identified subject to recruitment and selection procedures. The Trust is in the procees of making strategic appointments (both internal and external) to develop capacity within the Trust to ensure the school improvement arm has capacity and to release further leadership capacity.

The special hub is performing strongly. The capacity to successfully open and run a new primary school is evident. The Trust commissions external quality assurance, to ensure consistency of standards and capacity. For example, the quotes below demonstrate capacity to achieve the vision through robust staff development and outstanding practice.

“Evidence collected during the assessment process found that Piper Hill High School has a clear vision, and people are actively engaged and passionate about working towards achieving it. People personally believe in the importance of the values of the school and do the right thing in accordance with them and they also feel empowered to identify ways to improve the way they do their job. Managing performance was found to be operating at a High performing level, with people being expected and supported to strive for high performance at all times.” Investors in People report (Gold Standard) July 2017.

“The schools (Piper Hill and Pioneer House) use the information exceptionally well to identify clearly the next appropriate steps that pupils need to achieve and also to identify key areas of foci for whole school priorities. Pupil premium funding is effectively targeted and has impacted on the outstanding progress made by both pupil premium pupils and non-pupil premium pupils in the agreed areas of foci” External QA Professional July 2017.

Risk mitigation and management is essential and the Trust has a risk analysis strategy that ensures appropriate areas are focused on and risks are known and acted upon. This is communicated simply and easily to appropriate stakeholders e.g. risk reports to governors/senior staff. In responding to a lack of quality first SEND teachers, Piper Hill has developed a very successful ITT programme for SEND with Cumbria University. This has provided high quality new teachers for the special Trust each year for the last 3 years. Piper Hill is also a teaching school and is able to call on additional support as required to enhance capacity. CHS is also a teaching school and a successful school direct provider. We would harness both Teaching Schools to develop capacity as necessary.

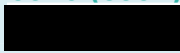
Our Trust Aims are to:

Provide exceptional education for children from any background so that they become happy, confident adults with excellent life chances, and they develop to their maximum potential from the starting points.

The Prospere Learning Trust is committed to fully comprehensive, inclusive education and working in and around Greater Manchester to provide inclusive, inspiring and memorable schooling for children of all abilities, recognising a sense of place and community.

This bid has the full support of parents and carers, and special schools in the City and the Local Authorities concerned. A parent and carer consultation is ongoing - see section E - and demonstrates full support for this bid. Prospect House School would open in September 2019 with 36 places, increase in September 2020 to 66 places and be at full capacity by September 2021.

The table above outlines the current makeup of the Trust and the two schools in the Altius Trust which are on track to merge. This would be part of the Trust’s growth strategy, securing additional capacity. The Trust would only consider further growth after capacity review and appropriate due diligence. The new free school would be a part of the special executive cluster and would ensure a cohesive offer from 3-19 for children with significant additional needs. Links through Piper Hill’s Teaching School would ensure strong inclusive local links with mainstream primaries – e.g. Bowker Vale and Ashbury Meadow.

Prosperre Learning Trust	Number of Students	Number of Staff
Piper Hill High Specialist Support School Ofsted Outstanding SLD/PMLD/ASC	166	95
Pioneer House Specialist Support High School Opened September 2016 Identified as low risk by DfE Education Advisor SLD/ASC	100	75
Manchester Enterprise Academy Mainstream Age range 11 – 18 Ofsted Good	909 (max 1200)	150
MEA Central - opened 2017 Age Range 11 - 16	210 (max 1050)	80
Chorlton High School Age range 11 – 16 Ofsted Good with Outstanding features	1500	206
Newall Green High School Age range 11 – 18 Sponsor Academy Convertor 2015	600 (max 1020) PAN may reduce	130
Chorlton High School South - new free school - opens 2018	250 (max 1200)	40
New Primary Free School (2022) (Y1 -33)	100	75
Total by 2018 and by (2020) Total approximate budget if all schools are on Board by 2018	3910 (5991) 	871

Our Trust vision is to offer high quality educational provision that is an entitlement of all children and young people.

- Our schools and academies will deliver high standards of attainment and achievement and personal development.
- We will recruit, train and retain the very best staff driven by a strong culture of professional development and mutual support in the pursuit of highly effective teaching and the highest levels of student progress.
- We will be forward thinking and highly aspirational for our children.
- Our academies will be truly comprehensive and rooted within their local community, ensuring a continuity of provision.
- We will enable all of our children to succeed, promoting and providing equal opportunities and equity of provision.
- We will champion the cooperative values of Self-help, Self-responsibility, Democracy, Equality, Equity and Solidarity.
- We will operate our organisation with the ethical values of Openness, Honesty, Social Responsibility and Caring for others.
- We will have a focus on delivery of Early Help agenda.
- A commitment to focus on growing capacity to support development of a self-improving school improvement system within and beyond the Trust - through a focus on a comprehensive CPD framework and planned succession management.

- To share resources for the mutual benefit of partners within the Trust.
- To acknowledge the importance of the governance function in ensuring accountability through robust review, scrutiny and challenge.

The principles by which we will manage our organisation:

- Openness to build trust, be transparent, sharpen accountability and drive improvement.
- Commitment to excellence in all that we deliver.
- Operation of a simple, efficient, low cost organisation.
- Delivery of an effective and robust governance framework.
- Tight control of resources to achieve economies, efficiencies and effectiveness across our operations.
- Develop highly effective professional relationships so our staff can excel and consistently deliver high quality educational outcomes.
- Invest in the development of strong, insightful and resilient leaders.

All our Academies will benefit from:

- Retaining the highest level of responsibility and autonomy appropriate to its specific circumstances.
- A leadership support and development package, including school review, lesson quality moderation and head teacher appraisal.
- A package of training opportunities for staff at all levels within the organisation.
- Centralised Finance / HR and Facilities Management. (all schools will pay SLAs for these services)
- High quality Governance support. (all schools will pay SLAs for these services)
- Access to our Educational Psychologist, Educational Consultant and Speech and Language Therapists (all schools will pay SLAs for these services if outside statutory provision).
- Access to a research based innovation team specifically tasked to improve educational outcomes for all our children by developing strategy based on current, successful and innovative educational research.
- Opportunities to work with partner academies to develop curriculum offer, teaching and learning offer, school improvement offer

At a local level the aims of the new Primary Free School are :

- To promote the spiritual, moral, cultural development of children, providing an “I can do” culture that gives opportunities and experiences whilst encouraging life long learning.
- To promote confidence, responsibility, success and a positive attitude whilst developing life skills and opportunities for living a full life in the wider community.
- To provide a suitable, happy and secure work and play environment in which children develop their abilities and make progress according to their individual needs.
- To acknowledge the uniqueness and intrinsic value of all children and staff in school.
- To forge positive working relationships with parents and carers and encourage a partnership between home and school, involving parents and carers in all aspects and stages of school life.
- To encourage children to pursue personal interests, to make their own choices and decisions so they can contribute positively to society, and have their skills and talents utilised in the community.

- To develop skills and knowledge that would support children in lifelong learning.
- To promote equal opportunities, embracing everybody regardless of disability, gender, race, age or sexuality.
- To promote fundamental British Values as part of SMSC, PSHE and Citizenship.

Our vision is underpinned by seven key principles:

- 1. Excellent Teaching** – nothing is more important than excellent teaching underpinned by high quality professional development. Through our engaging applied learning curriculum focus, highly effective teaching will provide an outstanding and stimulating educational experience for every student.
- 2. High Expectations** – we set exceptionally high expectations for all our students; on-going individual advice will support each student to not only make appropriate choices at each stage of their education but also to challenge and encourage them to reach their full potential in all they do.
- 3. Creating a Safe Learning Environment** – we will ensure that for every one of our students we afford them the greatest preparation we can for their future ambitions and aspirations in adult life, including developing safe independence skills.
- 4. Providing Flexible Pathways through the curriculum** – the diversification of our curriculum will ensure that the needs of all students can be met and each student will be equipped and prepared for success in the future, and have appropriate skills to be an effective citizen in modern Britain.
- 5. Commitment to CPD** – we are committed to developing all staff through reflective practice and through a focus on developing learning communities; this has been recognised by Investors in People Gold (IIP)
- 6. Commitment to parents** – we are committed to tackling inequalities including for our parents/carers. Often caring for a child and young person with significant learning needs reduces opportunities for parents to develop work skills. We will ensure that through the free school, parents will be offered the opportunity to work and develop employability skills. This links to the LA requirements on “travel support to access education policy” The proposal will enable more families to take their children to school under the Manchester’s Travel Support to access Education policy which is better for children with SEND and will reduce transport time for children living in this area or surrounding areas who will continue to require transport. This will mean a shorter journey for children and enable both commissioning Local Authorities to better manage their cost pressures on home to school transport.
- 7. Inclusive Community** – we are committed to ensuring that young people with learning needs are fully included with their peers. This means developing pathways to independence, focussing on developing the skills to travel as independently as possible, to enable access to, and the use of local facilities, developing healthy life styles and the skills to contribute to their local community. The curriculum approach and the skills for life and learning to be taught in the Primary Special Free School will support this area.

Rationale

This rationale is provided by the Local Authorities - who have identified the need and rationale for the school.

Piper Hill Specialist Support High School, as part of the larger Prospere Learning Trust, is supporting the development of this unique primary free school. The expertise for both primary and EYFS are strong within the current key identified personnel already employed

at Piper Hill- please see pre opening key roles. The expertise for teaching children with SLD and PMLD and ASC (aged 3-11) is within the current team.

Piper Hill is very successful in providing a highly effective quality education which has been recognised nationally. In 2011 the Piper Hill was one of the schools included in the HMI report: "Twelve Outstanding Special Schools". There have been three successive outstanding OFSTED inspections: 2004, 2007 and 2013, where the Piper Hill was awarded outstanding in all areas. The 2013 report referred to the positive impact that the Piper Hill has had in supporting developments and improvements in other schools in Greater Manchester. Piper Hill has recently achieved the Investors in People Gold Standard, which recognised a well-developed system of staff development linked to school improvement. Piper Hill is a National Support School (2011), a Teaching School (2014), has been approved as a sponsor Academy (2015), and is led by an experienced National Leader of Education. All of this external accreditation and ratification ensures Piper Hill is challenged constantly to be highly effective, and is in a very well qualified position, with proven capacity, to support this proposal.

As an outstanding special school, Piper Hill is very successful in providing a quality education for all their children; and the newly opened free school Pioneer House is now in year 2, all places are taken, and pupils are making outstanding progress based on one year of data. This shows the capacity of Piper Hill to ensure a successful growth model, based on realistic targets with a set funding stream. The new primary school would follow similar funding stream, growth model, and use many of the quality assured systems, structures and processes from the Piper Hill. These systems and structures are directly transferable and will include the performance management of staff, school improvement planning, the use of data, assessment and moderation in ensuring consistency of practice, development of leadership and management, safeguarding and recruitment systems, and financial systems. The process of curriculum development will be adapted for a primary model.

Our vision is to address this lack of places by working closely with the local authorities, parents and carers and other special schools. **The curriculum in the new free school will have a strong focus on communication and early development skills that are essential for lifelong learning.** This will include developing the softer skills; resilience, working together, and supporting the development of the early learning goals . The curriculum will be underpinned by a framework that will help deliver our vision and aspiration, ensuring that many more learning disabled children have a pathway that ultimately leads into supported work.

Type of Special Educational Need: Our Target Group

All children will have a health and care plan and will experience a significant learning disability. We will work in partnership with parents and the wider community building the understanding of parents to enable them to support their child's learning.

Prospect House Primary School will be commissioned to provide outreach to develop inclusive practice as well as advice on meeting the needs of individual SEND children. The school would use a deputy to lead on outreach, delivering a range of bespoke training to increase capacity, and also to provide one off individual guidance for school on particular pupils within the SLD range to support inclusive practice. Piper Hill already leads a very successful outreach programme with a range of recognised programmes, eg a Developing Teaching Assistant Programme, an Improving teacher programme for SEND and a range of programmes on mental health and SEND that would be directly

transferable. Whole school bespoke training for mainstream schools on inclusion is also ongoing.

The admission criteria will be in line with the admissions criteria for Manchester and Salford Local Authorities.

Our Unique Selling Points:

- This is a unique school that will simulate play environments, to enable children with a significant learning difficulties to gain communication skills and skills for life and learning over time.

Children will be:

- at the heart of the school and learning and teaching strategies will be matched to their individual needs.

This includes:

- Ensuring an appropriate classroom learning environment matched to the needs of the pupils
- Small class groups with high staffing ratios to enable a high percentage of individual and small group support for learning. Teaching will be based on a primary model where teachers and class staff are consistent for one class, with some specialist areas eg PE. Pupils with SLD and PMLD require a much higher staffing ratio than mainstream pupils. Class sizes would vary dependent on need eg 1 teacher for 10-12 pupils, 2 or 3 TAs as required. Pupils would be grouped by primary need and age. This has been benchmarked against similar school in Greater Manchester and nationally.
- Highly trained and skilled staff who are experienced in working with children with a wide range of learning difficulties and disabilities
- The provision of highly specialist teaching and learning strategies and breadth of resources to match the individual needs of all learners.
- A differentiated curriculum which is matched to the needs of all of our learners
- Consistent implementation of total communication strategies, that is, use of signing, symbols and communication technology in addition to the spoken word.
- Regular advice and support from a wide range of therapists including speech and language, physiotherapists and occupational therapists.
- All children having 'My Learning Targets' (MLTs) These are a set of targets directly linked to EHCP outcomes which are 'barriers to learning' and which they practice each day.

Location:

The proposed location of the school is close to the border of Salford and two other GM authorities so is well located to meet future demand for special school provision in Manchester. The other schools with the Trust are all within a fifteen minute drive and this will ensure access to relevant support and training easily.

Our new school will have an inspiring range of opportunities for children to develop skills including a small animal area, a forest school, a range of therapeutic and interactive environments and multi-agency support around the child. (This will include statutory support from eg school nursing, educational psychology, social care, multi sensory support etc and is not funded by the school).

Admission to the school will be through the Education, Health and Care panels in Manchester and Salford, managed by the Statutory Assessment Teams. All pupils accessing provision at the school must have an Education, Health and Care (EHC) plan naming the school, or be referred for the purposes of being assessed for an EHC plan in accordance with the Children and Families Act 2014 (Section 34).

Section D – education plan: part 1

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

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

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

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

The local authority have confirmed 2019.

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Nursery			6	10	10			
Reception			12	12	15			
Year 1				12	15			
Year 2			6	6	15			
Year 3				12	12			
Year 4			6		15			
Year 5			6	8	6			
Year 6				6	12			
Totals			36	66	100			

The SEN policy details how the school will do its best to ensure that the necessary provision is made for every pupil who has special educational needs and how those needs are made known to all who are likely to teach them. All pupils who come to the school will have an Education health Care Plan (EHC).

The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The new school will recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment and Provision

In addition to the Trust/governing body, the school's head teacher, all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Special individual arrangements may be necessary for some children.

Provision

The new school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's previous schools to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any specific learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home.

The school will record the steps taken to meet the needs of individual children. The SENCO (Headteacher) will have responsibility for ensuring that the records are kept and available as needed.

Nature of Intervention

The school will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies.

- access to support services for one-off or occasional advice on strategies or equipment

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP) that is linked to the EHCP. The IEP will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed).

The IEP is a personalised plan which will focus upon several individual targets that match the child's needs and have been discussed with the child and the parents/carers.

Wherever possible, the child will also take part in the review process and be involved in setting the targets.

An EHC plan will be tailored to meet the particular needs of each child. The EHC plan will include information about the child and the support that is needed to help them achieve.

All children with Education Health Care Plans will have short-term targets set for them that have been established after consultation with parents, the child and other agencies as appropriate.

Annual Review of an EHC Plan of Special Educational Needs

All plans will be reviewed at least annually with the parents/carers, the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in year 9, the aim is to give clear recommendations as to the type of provision the child will require at the post school stage. It will then be possible for the parents to visit post school placements and to consider appropriate options within the similar timescales as other parents.

The information in this policy is taken from Special Educational Needs Code of Practice.

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Maths	KS 1 - 3.00 KS 2 - 3.20		
English	KS 1 – 5.00 KS 2 - 5.30		
Science	KS 1 - 1.30 KS 2 - 2.00		
Design and Technology	KS 1 - 0.45 KS 2 - 0.45		
ICT	KS 1 - 0.45 KS 2 - 0.55		
History	KS 1 - 0.45 KS 2 - 0.45		
Geography	KS 1 - 0.45 KS 2 - 0.45		
Art and Design	KS 1 - 0.45 KS 2 - 0.45		
PE	KS 1 - 1.30 KS 2 - 1.30		
RE	KS 1 - 0.45 KS 2 - 0.45		
Music	KS 1 - 0.45 KS 2 - 0.45		
Enrichment	KS 1 – 1.30 KS 2 – 1.50		
Collective worship	KS 1 – 0.75 KS 2 – 0.75		
School improvement 15 minute focus	KS 1 – 0.75 KS 2 - 0.75		

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

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

D1 – Ambitious and deliverable curriculum

The curriculum for our Free School is designed to be broad, balanced and relevant and meet the needs of our children, and the context of the community and city in which we are based. The curriculum will maximise opportunities for learning across the school day and is not wholly delivered during formal lesson times. The use of breaktime and lunchtimes is also used as learning opportunities. We believe in personalising learning and empowering our children so that they may engage in activities and concepts outside the constraints of the conventional curriculum. This means that we provide the opportunity to shape and enhance each child's learning experience, whilst ensuring it is underpinned by a strong element of developing the child's personal and social skills, including independence and personal safety, including e-safety.

We believe that every child has the right to a rich, diverse and exciting curriculum, and we realise that it is possible to achieve this by being creative in our approach to pupil learning and in our use of our many resources. Some activities included in our programme are Music Technology, Craft, Dance, Song and Sign. We have created a means of access to the curriculum called 'Enrichment' which ensures that every pupil has the opportunity for creative and imaginative learning opportunities, making the most of our wonderful outdoor and indoor environment ensuring that all pupils develop as global citizens. Enrichment opportunities will take place during lunchtimes, breakfast club time, after school provision and during our weekly enrichment afternoon.

There are many factors that can affect how a child is able to access the school curriculum. Our school curriculum is designed to enable us to support pupils to overcome their personal barriers to learning. Communication skills are paramount in enabling pupils to access their learning and participate in school life and as such they are given a high priority in our curriculum. These language and communication skills are essential for all our children and we recognise that the skills developed in English promote learning across the curriculum. Communication and Spoken language is given a high priority and this is taught alongside Reading and Writing throughout school. We aim for our children to be able to express themselves creatively and imaginatively, and to communicate effectively both verbally and non-verbally with others in a range of social situations, appropriate to their levels and needs.

Working in partnership with the speech and language therapist all pupils are given a personalised communication target and appropriate augmentative and alternative communication systems are provided for those pupils who need them. (The SALT team numbers will be allocated inline with the number of children see finance plan in Section F of this application). Ensuring all staff in school acquire a consistent level of signing ability and with all teaching staff accessing full EKLAN training (Speech therapy accredited training), all of our children will be given the opportunities to develop their communication skills and to make their wants and needs known. In addition a communication TA will add capacity.

Time for communication is built in to all learning opportunities and it forms a key part of all pupils' daily experiences in school. High quality integrated collaborative practise will be seen across the whole school. Physical and medical difficulties can be barriers to accessing the curriculum for some pupils. Working in partnership with the school nurse, physiotherapists and occupational therapists all pupils with complex medical and physical needs have a personalised care plan and/or specialist equipment and programmes to enable their fullest possible participation in learning opportunities and school life. We aim to enable our pupils to have developed as far as possible the skills, knowledge and understanding that will enable them to play an active part in their community and have skills for lifelong learning.

In this section we have set out an outline of the curriculum and the principles upon which it is based and how the children will be organised. We have given an example of what a day in the life of a typical child in EYFS will look like, from the child's experience perspective, and supported this with a model timetable for each key stage.

Transition into school

For children with significant learning disabilities supported transition will be key to a successful transition both in to the school, and then subsequently beyond.

Children's needs will be carefully considered to ensure that our Free School can indeed provide the right educational environment to meet individual student needs. EHC Plans will be carefully considered (taking in to account both prior levels of attainment if the child were to join during the school year and additional needs); as well as making opportunities to observe the children in their prior settings, and meetings with parents and existing teachers / other professionals. Once it has been agreed that the school can provide the right educational experience for an individual, a transition program will be put in place to allow visits to the Free School and where possible supported by staff from their existing placement (if they are currently attending one). New children to the school will be assessed to establish a baseline to ensure that all work is levelled appropriately and maximum targeted progress is achieved.

<u>Checklist of action for transition to school</u>	
1	Gather as much information as possible about the child. Use admission forms, All About me booklets, transition records and one page profiles
2	Talk to parents and plan a home visit for relevant staff
3	Arrange a transition meeting with parents, setting or school staff, parents and any professionals involved before the child starts
4	Think about who would be a suitable key person. Support and create opportunities for them and the SENCO to build a relationship with the child and parents
5	Ensure staff receive any training that may be needed before the child starts at the setting or school
6	Have in place any specialist equipment the child may need, plan ahead as this may take time to source
7	Agree an admission and settling in plan with parents

With communication being a primary focus of our school, our EAL children will be supported with visuals, symbols, objects of reference, gestures and where possible bilingual support. Parents are key in developing communication, therefore during transition we may ask parents for a possible list of key words in the child's language and correct pronunciation of each word too. This would be extended, again where possible, by having someone to welcome them in their home language and who could translate for them to aid the anxiety of the transition process.

Transition within school

It is equally important that student needs at the time of transition between Key Stages are taken into account. Thus starting in KS1, transition planning will be an integral part of the Annual Review process, where individuals needs will be discussed with children, their parents / carers and other professionals. Similarly, children will be supported when they move up from KS2 into secondary provision.

Transition leaving school

The transition to secondary school will be well planned and structured, ensuring a seamless step towards the next chapter of learning. With our outstanding links with a range of schools within the city and Salford, the most suitable provision will be found. The opportunity of transition within the trust would provide a unique pathway for our children, supporting a smooth and efficient move to their next stage of their learning and development. Relevant staff from High schools will be invited to attend year 5 EHCP reviews. In addition, all parents are invited, during the year 5 review to visit their high school. The visits are an opportunity for parents to get a view of the school and provide opportunities for discussion. In the summer term, during year 6, children undertake a transition programme with a series of visits with staff to their new setting, meeting other children and staff who will be with them in Y7 and getting to know the school facilities. For some pupils individual transition is arranged over longer periods.

Curriculum Outline

The curriculum is based on the Early Years Foundation Stage Curriculum, the 2017 National Curriculum and Key skills from Planning, teaching and assessing the curriculum for pupils with learning difficulties. The curriculum is organised in two year planning cycles for EYFS, Key Stage 1, and Key Stage 2. Content is organised and delivered by a combination of discrete subjects and cross curricular topics/themes. Topics and resources are organised by age and the content is designed to be easily differentiated to suit group and individual needs.

The curriculum is designed to be easily differentiated to meet the needs of all our pupils. Differentiation is planned for and achieved by varying the activities, learning styles and learning objectives, the level and type of support offered, the outcomes expected from the shared activity, time given to individual activities, the selection of resources and environments used.

These will be achieved by:

- Schemes of work reflecting the different needs of individual children and groups
- Learning objectives being made explicit to individuals
- The setting of short, medium and long term targets
- Using the most appropriate teaching and learning style for the task
- Adapting resources to enable the children to achieve
- Challenging pupils sufficiently in order for them to reach their potential

The timetable reflects an age-appropriate experience, whenever possible. Recognising the spread of need, cognitive ability and numbers of pupils, we recognise age-appropriateness through Key Stage placement and not chronological year group placing.

Role of the Key worker in the EYFS setting

Within our setting, each child in our EYFS will be assigned a key person. This is an EYFS learning and development requirement and an EYFS safeguarding and welfare requirement. We will inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending our setting.

The key person will :

- Help ensure that every child’s learning and care is tailored to meet their individual needs.
- Seek to engage and support parents and/or carers in guiding their child’s development at home.
- Help families engage with more specialist support and/or agencies if appropriate.

DfE (2017) Statutory Framework for Early Years Foundation Stage, para 1.10

An overview of our Curriculum across the

School

<p style="color: #00AEEF; margin: 0;">Early Years Foundation Stage</p> <p style="margin: 0;">Encounter and Discover</p> <p style="margin: 0;">Our children will follow the EYFS curriculum throughout Early Years. This is a developmental curriculum, which plays a diagnostic role in establishing which of the 3 pathways the child begins in Year 1. The three key areas on the core EYFS curriculum are Communication, Language and Literacy, Physical Development, and Personal and Social Development</p>		
<p style="color: #00AEEF; margin: 0;">The Experiential Curriculum</p> <p style="margin: 0;">Connecting and Responding</p>	<p style="color: #00AEEF; margin: 0;">The Structured Curriculum</p> <p style="margin: 0;">A Life-Skills Based Curriculum</p>	<p style="color: #00AEEF; margin: 0;">The independent Curriculum</p> <p style="margin: 0;">An Adapted National Curriculum, which emphasises life need</p>
<p>PMLD: Assessment Level 01 – 03</p>	<p>SLD: Assessment Level 03-06</p>	<p>SLD: Assessment Level 06 +</p>

The curriculum will offer different pathways to meet the needs of all pupils at an appropriate developmental level and to reach maximum potential. Children with ASD may predominantly be placed within our structured pathways, however, dependent on individual levels and needs, the independent pathway may be more appropriate. As with all children, personalised teaching will ensure that all children are placed on the correct pathway to ensure that all needs are met and progress is made. Children are able to access different access groups at specific time eg joining a gifted and talented session or a learning booster group. The pathways are entirely flexible and children are able to move access groups mid year if this is required.

These assessment levels are already being used successfully in our Outstanding Specialist High School and will transfer seamlessly across KS1 and KS2. The levels clearly show where they are within their personal development, regardless of their key stage.

The requirement to provide assessment places is not part of this application process as the LEA have not committed to this in their predicted numbers.

Experiential Learners Curriculum

These children will be taught in smaller groups with consistent staffing. These groups are likely to require a high level of staff input to access the curriculum, and a multi-sensory teaching approach. We have a range of specialist teaching environments to support learning for this group, including specially designed sensory resource bases. The children will have access to all areas of the EYFS or National Curriculum and to our individual teaching rooms – where maths, English, ICT and science will be taught, following each child's individual target. These sessions will be engaging, challenging and flexible enough to differentiate for all the individual needs, whilst ensuring the children have fun and are motivated to try again. See example of experiential module 'The jungle' for further information on resources and use of the environment. Over time, all staff will know the children well and as they make choices, staff will build on this, supporting the children with their own decision making. Children may require physiotherapy and / or medical input and we will provide a multi-agency approach. Health professionals will support in producing care plans, physios will design personalised programmes for staff to use whilst working with individuals. All staff will receive medical training, e.g. suction and tube feeding, a specialist TA will support with the feeding and swallowing programme. HLTA's will receive specialist medical training for nasal suctioning and all SLT will complete training on Managing medication. External staff will be provided on a needs basis, depending on the number and needs of children within school, e.g. the sensory impairment team. See finance section of the bid for further explanation.

Children will have access to all areas of the EYFS or National Curriculum, and will spend time in the Sensory Resource Base working on their core skills.

Structured Learners Curriculum

Those children working within the structured Curriculum pathway have additional social communication difficulties; they need a distraction free learning environment which takes account of their need for structure and clarity. Children will work in groups with consistent staffing, with a class teacher and at least 2 TA's (depending on the group dynamic). With staff changes only to cover PPA etc. The majority of children are taught core skills (English, Mathematics, Science, ICT and PSHE), within an integrated lesson on four sessions over the week, using structured teaching approaches with an emphasis on independent working. Where appropriate, some children follow an individual timetable, using structured teaching. The children work in small groups for foundation subjects and their weekly timetable offers many opportunities for physical activity, including sensory integration sessions. Through the provision of a balanced curriculum within a secure, structured learning environment we seek to provide our children with the social and communication support to maximise their learning.

Independent Learners Curriculum

Independent learners follow the programmes of study outlined in the new national curriculum at all Key Stages. All national curriculum subjects are taught to all pupils aimed specifically at their individual needs; each child receives a broad, balanced, relevant and differentiated curriculum. Children in these groups are likely to work in larger

groups. They will have consistent staffing. The student groupings within each lesson are carefully planned to ensure access to appropriate resources and level of challenge. Learning tasks in all pathways will be designed to incorporate visual, auditory and kinaesthetic experiences. Experience shows us that our pupils can have spiky and changeable learning profiles, with strengths in particular areas of learning. The pathways will offer a flexibility where pupils can easily transfer if required, e.g. a pupil on the structured pathway with a strength in Science could join a challenge and stretch science group for a part of the individual offer, equally if a pupil on an independent pathway could join an intervention group, if necessary, to best meet need and ensure maximum progress. All pupils in school will have a personal learning profile, which will identify any professionals involved with the child, sensory needs, likes and dislikes, behavioural needs, preferred learning style and how best to support them.

All pupils within Nursery or Reception are placed within the Foundation stage classes. The curriculum these classes follow is based on the Early Years Foundation Stage Curriculum and where appropriate the National Curriculum. At Key Stage 1 and 2 all pupils have access to the full range of subjects within the National Curriculum as well as Religious Education. This will be addressed through themes or discreet subject teaching, adhering to the SACRE document for Manchester. Key Stage teachers will deliver these subjects in a way that meets the individual needs of the pupils. The National Curriculum subjects are taught through the overarching termly theme or topic. Our school will be fully committed to enabling all children to access the National Curriculum in ways which are appropriate to their individual rate of progression and identified learning needs.

Planning across school.

All planning will be undertaken by the class teacher, after discussion with class team staff. These lessons will be derived from the modules created by curriculum coordinators, in line with the school content plans. This planning will be shared with all staff within the class, along with personal targets for each individual child. Planning is moderated termly by SLT, with feedback given including WWW and EBI's. (see monitoring sheet below). This ensures high standards and continuity within planning.

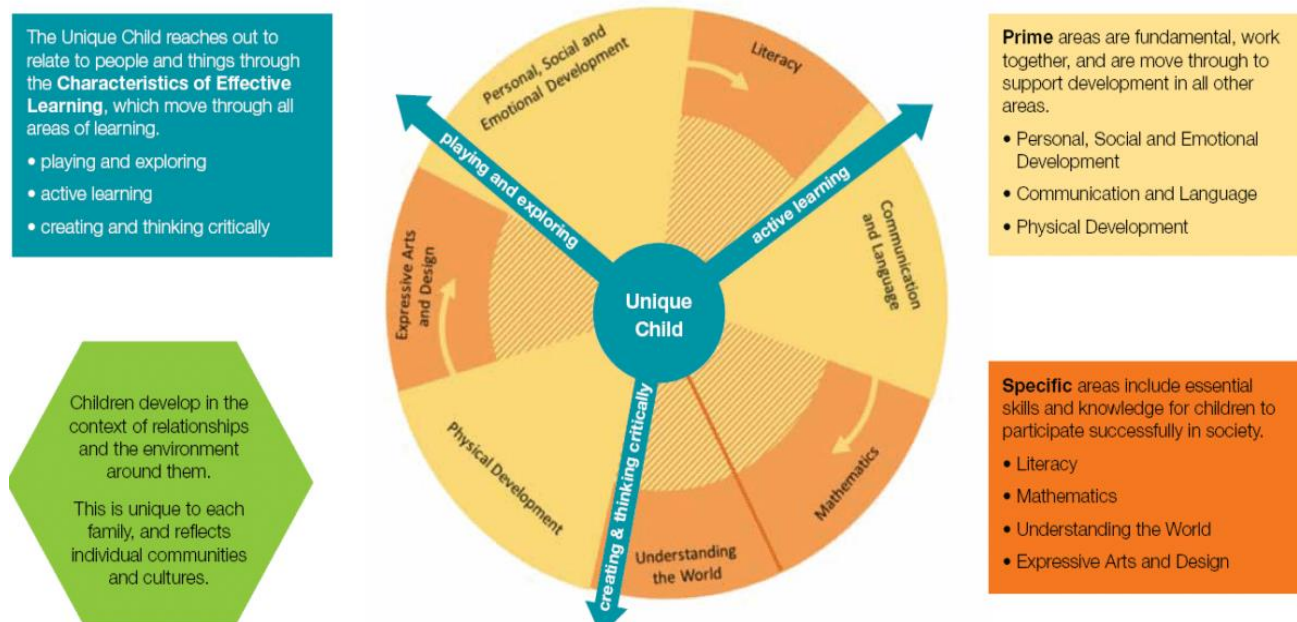
Subject and Class	Is module correct and aims appropriate for the group?	Is the data correct and are the individual targets appropriate?	Quality of assessment activity	SKILLS links and appropriate targets to the module	Quality of activity and resources section	Are opportunities for literacy and numeracy appropriate?	w w w	ebi
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Curriculum Content

Early Years Foundation Stage

The Early Years Foundation Stage curriculum creates a structure that enables children to work through the various strands at an individual pace. The curriculum is structured into a two year rolling programme of topics, delivering creative and inspiring themes through Nursery and Reception. It is supported by a wide range of enrichment activities including off site visits, and possible visits to the school by a variety of organisations e.g. drama groups, visiting artists. We will make use of the local community facilities and the facilities within the City to enrich the curriculum offer. This will include using local sporting venues and leisure centres; the parks and visiting galleries and theatres, visiting sports coaches and competition events.

Children aged between 3 and 5 are placed in the EYFS, or those children in need of continued access to this curriculum, will follow the EYFS Curriculum, the statutory framework, as outlined in the 'ages and stages' towards achieving the Early Learning Goals.



Evidence of progress will be collected in a learning journey of photographs, work samples and adult observations.

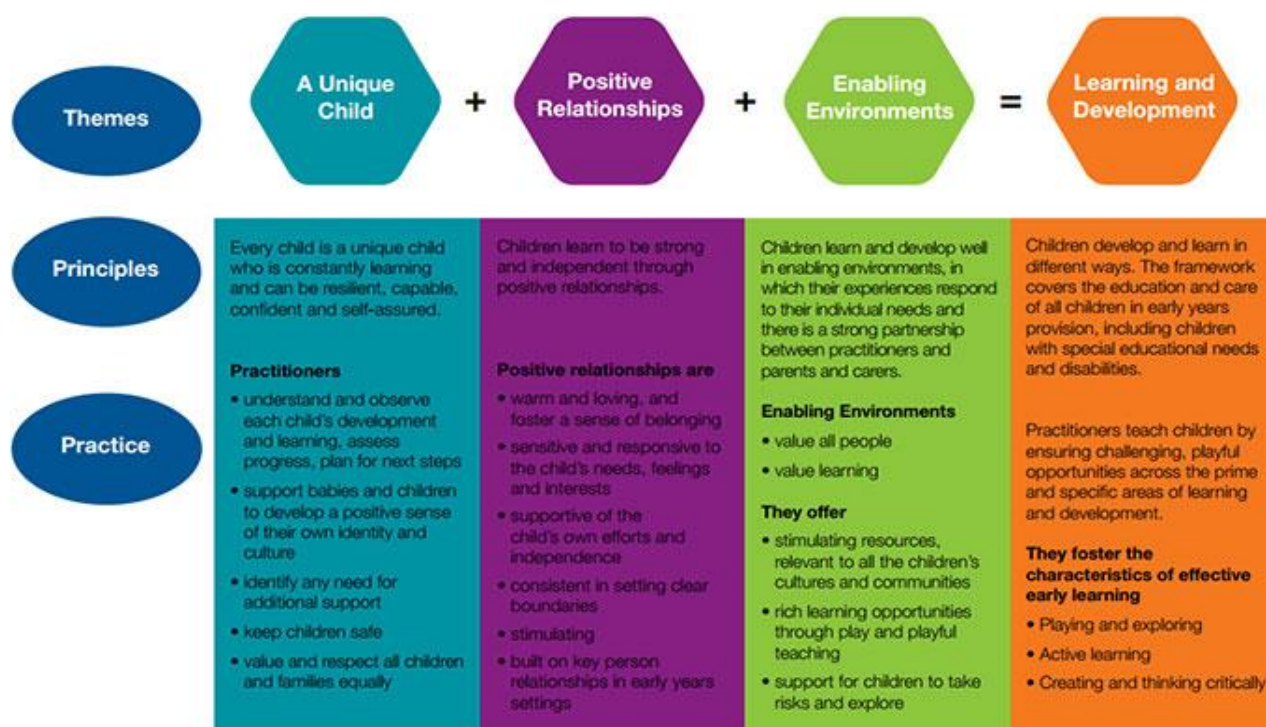
At the end of the Early Years Foundation Stage, a final assessment will be made to be used in placing the pupils into KS1 pathways. The learning journey is designed to ensure the children's achievements are celebrated and recorded as a starting point for learning in KS1 or further EYFS.

Foundations for future learning

We see each child as *unique* and strive to offer a curriculum that reflects this belief. An important aim of education is to enable young children to express themselves with confidence, therefore our skilled EYFS practitioners build children's confidence to communicate and make their feelings, opinions and preferences known in a way that is manageable to them. We encourage children, where possible and appropriate to ask and answer questions and foster a positive approach to learning, encouraging each child *to be ambitious, to have a go* and *to keep trying hard* so that they learn to persevere to solve problems and succeed. Through the EYFS offer we set the foundations for future learning, developing the key skills of Literacy and Numeracy, communication, working collaboratively, and thinking critically.

This model of teaching and learning ensures that we deliver effectively for experiential learning. We acknowledge that active learning is fundamental to children's learning. We ensure that there is a balance across all the key elements of learning and teaching. We encourage all of our practitioners to be reflective in their own practice and when planning for a child's learning. This reflection can be done within class teams, within staff meetings and through peer to peer observations. Through being reflective, as a means of continuous professional development, staff will be able to evaluate their performance and identify areas for improvement, the impact of this will be continuous, improving practice.

As a school we aim to develop an ethos built around the four themes and principles of the EYFS: The four themes of the EYFS underpin all the teaching and learning taking place. Below displays how these themes, and the principles that inform them, work together for children in our EYFS. (taken from the EYFS Development matters).



Curriculum Overview –

Early Years Foundation Stage

The half termly themes provide the context for coverage of the 7 areas of learning and development within Early Years Outcomes.

	Autumn	Autumn	Spring	Spring	Summer	Summer
Nursery	All about me	Special People Christmas	Stories and songs	Hungry Caterpillar	Wild animals	Going shopping
Reception	All about me It's good to be me	Toys Christmas	Nursery Rhymes and traditional tales	My Garden	Animals and Mini beasts	Out and about
Outing Suggestions	Welly walk in local area	Visit from Father Christmas	Dressing up as favourite character day/ Visiting story teller	Garden centre/Local gardens	Local farm / Zoo lab visit	Park/playground /supermarket/cafe
Parent Events	Harvest Welly walk	Diwali/Eid Christmas Nativity / Sing-along	Chinese New Year/ Gardening	Easter/ Gardening	Class outing/ Gardening	Art's week Family picnic Gardening

Example of a Medium term planner for EYFS

<p><u>Communication and Language</u> What is my name? People who are special to me-families. Listening to stories about families. My favourite things, toys, people. What makes me happy/sad-emotions Role play-Home corner, small world people/families, dolls play-washing babies. Making choices-what's my favourite song, nursery rhyme, toy to play with etc. Joining in body songs</p>	<p><u>Personal, Social and Emotional Dev</u> Making new friends, meeting new staff. Taking turns, sharing, managing behaviour developing self-confidence Trying new things Emotions what makes me happy/sad. What do I like?</p>	<p><u>Physical Development</u> Fine/gross motor skills and development-searching for objects in sand, water, cutting and sticking, manipulating objects. Exploring a new environment Playing in outdoor area-climbing frame, slide, bikes/trikes, scooters, balls. Water play in trays/sand. Learning how to sit for short periods of time. Learning how to feed myself-snacks, lunch.</p>			
<p>Autumn 1 All about me</p>		<p><u>Literacy</u> Reading: Sensory stories-It was a cold dark night, Owl Babies, Stories about families, my body & my senses. Non-fiction owl stories. Songs: Body songs, selection of nursery rhymes. Pencil control worksheets Focus on initial letters in own names, characters in stories.</p>	<p><u>Maths</u> How many? Counting 1-5 people, objects. Big/small sorting/ordering-owls, people. Following simple patterns Numbered jigsaw pictures. Different shapes-making faces, houses, play dough cards.</p>	<p><u>Understanding the World</u> Making faces, portraits, my body. My family, me as a baby. Look at my senses- feely bowls, smells, sounds-make instruments, sight- make glasses. Tastes-different foods eaten. People who help us. ICT-my body, portraits. Switches, battery operated toys-sharing.</p>	<p><u>Exp Art and Design</u> Autumn crafts. Hand/foot prints clay/salt dough hand prints. Finger painting/prints self portraits Family finger songs, body songs. explore natural materials/habitats.</p>

The curriculum consists of seven areas of learning and development which will shape our foundation stage/KS1 curriculum offer. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive

These **three prime areas** of learning and development are:

Personal, Social and Emotional development (PSE)

For the development in Personal, Social and Emotional Development, there are 3 main strands:

- *Self-confidence and self-awareness:*
- *Managing feelings and behaviour*
- *Making relationships*

Our school aims to support our children to have confidence in their own abilities, who are able to respond positively and make appropriate choices when faced with challenges.

Communication and Language

Language and communication skills are essential for *all* our children and we recognise that the skills developed in English promote learning across the curriculum.

Communication and Spoken language is given a high priority and this is taught alongside Reading and Writing throughout school.

We aim for our pupils to be able to express themselves creatively and imaginatively, and to communicate effectively both verbally and non-verbally with others in a range of social situations, appropriate to their levels and needs.

For the development in Communication and Language, there are 3 main strands:

- *Listening and attention*
- *Understanding*
- *Speaking*

Opportunities for communication will be addressed through the continuous provision areas and within formal group sessions such as story time and rhyme time. Adults will model vocabulary (verbally, pictorially and signed) within the provision areas.

Below is an example of an EYFS Long term plan for CL, including the links to other curriculum areas.

Free School Long Term Plan		
Cohort: PMLD/ASC/SLD/MIXED (highlight)		Year:
<u>Communication and Language</u>		
KEY:	Autumn targets	Spring targets Summer targets Class
Termly Focus		
Autumn	Spring	Summer
Autumn 1: Autumn/All about me! Focus on me, my body and my family, likes/dislikes. Autumn 2:		
Selected texts		
It was a cold dark night Owl Babies Selection of familiar Nursery rhymes and songs relating to parts of the body, families, senses.		
SMSC		
Key British Values: Democracy; The rule of law; Individual liberty; Mutual respect; Tolerance of those of different faiths and beliefs.		
<input type="checkbox"/> <p>What does this look like in this subject area?</p> <p>School Council: Promotion of democratic processes, fostering the concept and application of freedom of speech and group action to address needs and concerns. Key to this is the concept of holding others to account, including those in positions of authority and influence. At Our setting School, a child from each class is included in the council, with 5 key roles within the council: Chairperson, Vice chairperson, Secretary, Treasurer and Communications officer. These roles are elected positions, with children voting for who they want from the council members to fill these roles. The school council will, over the course of the year, be involved in decision making for whole school events, fundraising and updating the school twitter account. The council will this year also be leading Our setting 'Citizenship awards', again promoting mutual respect, where children and staff will be able to nominate children to receive a 'Citizenship award' in assembly, via a suggestion box.</p>		

Also: Developing the skill base required to access/share information, make/express decisions and apply themselves to society and the world. These may include for some children the understanding of money, learning about cause and effect, exploring textures and sensory play, collaborative work, to discuss and research ideas and concepts, and gain a broad and balanced understanding of the society in which they live. For others it may be experiencing different sensations and activities, and having the opportunity to express their feelings or make choices to let us know their likes and dislikes. All children on our setting are expected to apply themselves and do the best they can.

	Listening and attention	Understanding	Speaking
Stage 1 All pupils	<ul style="list-style-type: none"> Turns toward a familiar sound then locates range of sounds with accuracy. Listens to, distinguishes and responds to intonations and sounds of voices. Reacts in interaction with others by smiling, looking and moving. Quietens or alerts to the sound of speech. Looks intently at a person talking, but stops responding if speaker turns away. Listens to familiar sounds, words, or finger plays. Fleeting Attention – not under child’s control, new stimuli takes whole attention. 	<ul style="list-style-type: none"> Stops and looks when hears own name. Starts to understand contextual clues, e.g. familiar gestures, words and sounds. 	<ul style="list-style-type: none"> Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. Makes own sounds in response when talked to by familiar adults. Lifts arms in anticipation of being picked up. Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like ‘baba, nono, gogo’.
Stage 2 All Pupils	<ul style="list-style-type: none"> Moves whole bodies to sounds they enjoy, such as music or a regular beat. Has a strong exploratory impulse. Concentrates intently on an object or activity of own choosing for short periods. Pays attention to dominant stimulus – easily distracted by noises or other people talking. 	<ul style="list-style-type: none"> Developing the ability to follow others’ body language, including pointing and gesture. Responds to the different things said when in a familiar context with a special person (e.g. ‘Where’s Mummy?’, ‘Where’s your nose?’). Understanding of single words in context is developing, e.g. ‘cup’, ‘milk’, ‘daddy’. 	<ul style="list-style-type: none"> Uses sounds in play, e.g. ‘brrrm’ for toy car. Uses single words. Frequently imitates words and sounds. Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.) Uses pointing with eye gaze to make requests, and to share an interest. Creates personal words as they begin to develop language.
Stage 3 All Pupils	<ul style="list-style-type: none"> Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Rigid attention – may appear not to hear. 	<ul style="list-style-type: none"> Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. Understands simple sentences (e.g. ‘Throw the ball.’) 	<ul style="list-style-type: none"> Copies familiar expressions, e.g. ‘Oh dear’, ‘All gone’. Beginning to put two words together (e.g. ‘want ball’, ‘more juice’). Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). Blake, Hussein Beginning to ask simple questions. Beginning to talk about people and things that are not present.

<p>Stage 4 All Pupils</p>	<p>Listens with interest to the noises adults make when they read stories.</p> <ul style="list-style-type: none"> • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. 	<p>Identifies action words by pointing to the right picture, e.g., “Who’s jumping?”</p> <ul style="list-style-type: none"> • Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’ • Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?). • Developing understanding of simple concepts (e.g. big/little). 	<ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘I have it’. • Uses a variety of questions (e.g. what, where, who). • Uses simple sentences (e.g. ‘Mummy gonna work.’) • Beginning to use word endings (e.g. going, cats).
<p>Stage 5 All Pupils</p>	<p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Focusing attention – still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p>	<p>Understands use of objects (e.g. “What do we use to cut things?”)</p> <p>Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Beginning to understand ‘why’ and ‘how’ questions.</p>	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g, ‘This box is my castle.’

Stage 6	<p>Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p> <p>Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Early Learning Goal Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p> <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
Topic/cross curricular links			
Topic	Autumn 1: Autumn /All about me Autumn 2:		
Cross curricular links	<p>PSED – self help and indep, forming relationships with new children and staff Literacy-It’s cold outside, Owl Babies Nursery rhymes, body songs Maths – counting/identify/matching/sorting objects and numbers and shapes. Understanding the World – Me and my body, Families, People who help us, Physical Development- Fine/gross motor skills, Swimming, Expressive art and design – Autumn/All about me books, Sensory exploration- Senses, Autumn.</p>		
Assessment systems			
Recording methods		Assessment for Learning	
Post its EYFS session recording linked to Development matters Pupils Progress Files/Learning Journeys		Any of the following or a combination - Post its EYFS Session recording linked to development matters Individual programme recording Photographic evidence (Photobank)	

	Video evidence (photobank-) Classroom monitor updated termly PPP Targets
Resources/references	Opportunities for 'Pupil Voice'
Appropriate resources for children working at a very early stage of child development. The children are at very early exploratory stage and will place a lot of resources in their mouth. Resources should be sensory and incorporated in to everyday teaching.	Children are encouraged to make choices for themselves e.g. snack time, lunchtime using choice boards, visual prompts or real objects. Children to use PECS/Big Macs/Communication devices as a means of communicating if and where appropriate. Children are always encouraged to display their feelings and emotions and are encouraged to go to adults for support. The children are rewarded after sessions if/when appropriate and can make choices regarding what they would prefer stickers/bubbles.

The referred stages in the above planner refer to the suggested typical range of development detailed in the Development Matters guidance. The specific targets for the half term would be highlighted on the planner.

Physical development

For the development in Physical Development there are 2 main strands:

- Moving and handling
- *Health and self-care*

The **four specific areas**, through which the three prime areas are strengthened include:

English

Through literacy we will encourage an enjoyment of reading and writing through immersing pupils in a world of books, stories, songs and rhymes. Through daily phonics teaching, children begin to link sounds and letters. Children are taught the skills of blending and segmenting these sounds which enables them to read, write and understand a range of words, simple sentences and books independently.

Class room displays and labels will be used to scaffold understanding and offer prompts to aid with reading and writing development and in encouraging self- organisation skills.

Mathematics

In EYFS we will focus on ensuring children are provided with opportunities to develop and improve on their counting, understanding of the basic concepts of number, calculating simple addition and subtraction problems and a real world understanding of maths through shape, space, and measure.

We will teach maths and numeracy at a level that is appropriate to the learning styles, needs and motivation of each child.

Understanding of the World

Children will have an opportunity to find out about the world around them including events in their own lives and in the lives of others. Children will be supported in recognising similarities and differences between themselves and others, as well as places, objects, materials and living things such as plants and animals. Children will develop confidence to use a range of ICT devices such as computers and programmable toys.

Expressive Arts and Design

Children will be encouraged to express creative ideas through song, music, dance, art design and imaginative play and role play. Across the year, they will develop skill and confidence in using a range of techniques to express their ideas.

Our EYFS Experience

Children will follow a play-based, structured curriculum which offers a blend of purposeful play, self-initiated and adult-led activities, all of which provide intellectual stimulus and challenge - both inside and outside of the classroom.

Through purposeful play, children will have regular opportunities to explore, learn and make sense of the world. They practice and build up ideas, develop self-control, build social skills and understand the need for rules. There will be well organised classrooms with clear routines and structures creating a safe and secure environment in which children grow in confidence to become independent learners.

Being active and healthy are important goals within our setting, so children are encouraged to participate in physical activities everyday such as cycling, climbing, taking part in co-operative parachute play and playing ball games.

Directed activities are linked to themes and topics and throughout the day, children are grouped for direct teaching sessions, either as a whole class, individually or in groups, for English, maths and phonics.

Continuous Provision

These essential multi-sensory, play based provision areas will form an integral part of the daily learning provision within our EYFS and will offer exciting and well-resourced opportunities to extend and consolidate learning. This will also allow children to explore the environment and develop independence, to make choices and initiate their own play. This provision will be either a part of the school day or a theme running through provision in general. This provision will offer continued opportunities for language development and social/communication skills.

This continuous provision is linked to 3 elements and each area is planned for to promote the very best play based experiences:

- – *The emotional environment*
- – *The indoor environment*
- – *The outdoor environment*

Additional essential elements within our EYFS setting will support the development of key skills, curriculum targets and provide opportunities for cross curricular learning. This will enable the children to transfer and generalise learnt skills and knowledge in a range of activities/tasks. Observing children within the areas of 'continuous provision' is a crucial part of an adult's role and the findings from these observations will have an impact on what is planned for children's next steps. Through observations all staff can identify key elements of children behaviour, interests and patterns of children's learning and development

- *Role Play Area*
- *Sand and Water Play*
- *Construction Areas*
- *Small World Area*
- *Malleable Area*
- *Making and modelling area*
- *Investigation Area*

Curriculum Overview

Key Stage 1 and 2

We have high aspirations for all of the children and their progress will be assessed and tracked every half term. Challenging individual targets will be set based on previous progress and expectations outlined within Classroom Monitor. The curriculum will be matched to children's individual needs. A flexible approach to the curriculum and the learning environments available will allow access to the most suitable groups.

For any children being considered as gifted and talented, in a particular areas of learning, they will be provided with extended, personalised opportunities to suit their unique learning needs. If children are exceeding outstanding progress in 2 or more areas of English or Maths, they would have personalised work planned to stretch and challenge them. (For more specific information on data please refer to D2). Children who have been identified, within the specific Maths and English strands, would then be targeted and have pupil progress targets set to maintain this ABOVE AVERAGE progress.

We will ensure that an emphasis will be placed upon developing communication and confidence, personal/social development and building self-esteem, self-confidence and promoting independence. We will develop the children's play and co-operation skills; play being viewed as a vehicle for learning for all children.

In Key stages 1+2, the children will begin to follow one of the 3 pathways:

- *The Experiential Curriculum*: Connecting and Responding - PMLD: Assessment Levels 1-3
- *The Structured Curriculum*: A life-Skills Based Curriculum - SLD: Assessment Levels 3-6
- *The Independent Curriculum* : An adapted National Curriculum, which emphasises life need - SLD: Assessment Levels 6+

Each child will have an individual support plan showing the areas of need, the support and resources given and level of professional support.

Typical teaching time within a school day for KS1 and KS2

KEY STAGE 1 (5-7 years)		KEY STAGE 2 (7 -11 years)	
9.00 – 9.20 a.m. 20 minutes	Settling in time / Brain Gym session	9.00 – 9.20 a.m. 20 minutes	Registration Maths/literacy focus groups
9.20 – 10:20 a.m. 60 minutes	Morning session 1	9.20 – 10:20 a.m. 60 minutes	Morning session 1
10:20–10:35 a.m. 15 minutes	Break time	10:20–10:35 a.m. 15 minutes	Break time
10.35 – 11.20am 45 minutes	Morning Session 2	10.35 – 11.20am 45 minutes	Morning Session 2
11.20 – 12.05pm 45 minutes	Morning session 3	11.20 – 12.15pm 55 minutes	Morning session 3
12:05 – 1:00 p.m. 55 minutes	Lunch Break	12:05 – 1:00 p.m. 55 minutes	Lunch Break

1:00 – 1:30 p.m. 30 minutes	Collective Worship and School Improvement Focus		
1:30 – 2:15 p.m. 45 minutes	Afternoon Session 1	1:30 – 3:20 p.m. 1 hour 50 minutes	Afternoon Session (with break if necessary)
2:15 – 2:30 p.m. 15 minutes	Break time		
2:30 – 3:15 p.m. 45 minutes	Afternoon Session 2		
3.15 - 3:30 p.m. 15 minutes	End of School Day preparation	3.20 - 3:30 p.m. 10 minutes	End of School Day preparation

Example of the curriculum overview for KS2

	Autumn	Spring	Summer
Maths	Number: Life Skills SSM: Space U&A: Problem Solving	Number: Number Properties SSM: Shape U&A Logical Thinking	Number: Calculation SSM: Measure U&A Decision Making
Computing	Half term 1 Little Computers Half term 2 Junior Explorers	Half term 1 E-safety Half term 2 Our Local Area	Half term 1 We Built this City Half term 2 Mythical Creatures
Science	Moving and growing	Keeping warm	Variation in living things
PSHE	Relax (hobbies)	Changes growing up	Fit for life
Physical Education	Gymnastics – go travelling	Games – Working together	Athletics – Keep on target
Religious Education	Celebrations of light	Beliefs and practice - Hindu	Half term 1 Exploring pattern Half term 2 Special journeys
Art	Exploring colour	Talking textiles	Exploring Form
Music	Cycle patterns	Songwriting	Fairground
Humanities and Design Technology	History	Design and Technology	Geography
	What can we find out about Ancient Egyptians?	Half term 1 Photograph frames (structures) Half term 2 Biscuits	An Indian Village

Example of EYFS timetable

	9.00 – 9.25	9.25- 10.10	10.10 – 10.30	10.30 – 10.45	10.45 – 11.30	11.30 - 11.50	11.50 – 12.00	12.00 – 1.00	1.00 – 2.40	2.40 – 3.00	3.00 – 3.30
Mon	Welcome and phonics	Numeracy focus and continuous provision	Collective worship	Individual readers	Literacy focus and continuous provision	Number formation and recognition	Tidy up time, hand washing and lunchtime preparation	Lunch time	Input 15 minutes EAD focus and CP		Letter formation/ recognition
Tues	Welcome and phonics	Numeracy focus and continuous provision	Collective worship						UTW and PSED	Input 15 minutes PSED focus and circle time	Letter formation/ recognition
Wed	Welcome and phonics	Numeracy focus and continuous provision	Collective worship						Input 15 minutes UTW focus and CP		Letter formation/ recognition
Thur	Welcome and phonics	Numeracy focus and continuous provision	Collective worship						Computers	Input 15 minutes EAD MUSIC focus and CP	
Fri	Register and celebration assembly	Literacy focus and continuous provision							Numeracy Focus	PD with	Communication and S+L focus and CP
Review of day, story time, singing and home time											

Child Initiated Observations and continuous provision are ongoing throughout

Teacher supported in T.led Observations by TA's (Post-its)

A day in the Life of a Foundation stage child

Today I came into school on the school bus, where there are 6 of us with one escort. The bus picks me up from my house. I like to stand at the gate and wait for my bus and my friends. When I get to school my key worker is waiting to say 'Hello' to me and to help me to prepare for the day. This is important as I am learning new routines and self-help skills e.g. recognising my name or a symbol of where to hang my coat. There are activities out in the morning that I can choose from, my key worker helps me to make choices by using my PECS book. This is important as it supports my communication and lets staff know what my needs and wants are. I usually choose to play with the big Lego, this is my favourite thing to do. Sometimes I need reminders about sharing and playing nicely, my staff remind me of this by showing me visual prompts e.g. the kind hands or the Stop cards.

Phonics is my first session of the day. We sit in our 'phonics circle' with the class teacher and 2 TAs One of my targets is: AL04 I can listen to the sounds within my own name being segmented and blended. Next we listen to a story, this is really exciting, my teacher has puppets and other objects which we can pass round to hold, feel or smell. This helps me to follow the story and to keep me engaged. Sometimes the teacher chooses someone who is following the rules well to help at the front. If I'm sitting nicely and not shouting out I know that I might be chosen. I have visuals to remind me of how to do

'good sitting' Next we sing a number song. My number target is: AL04 To listen to a number song I know.

Before lunch we have to help to tidy up, I don't really like this part of the day and my key worker needs to support me. She does this by using my schedule to remind me that 'First' its tidy up 'Then' Lunch. This is really important as it helps me to understand 'Now' and 'Next'. I like it when I can put the tidy up symbol on the finish side of my schedule! I always have to wash my hands before lunch, this is important so I can stay healthy and well. This supports my PSHE target 'I can take part in some personal hygiene routines with support'.

At lunchtime I go to the dining room with my class where the tables have been set and I can choose from 2 options using a healthy choices ticket system. I am learning how to use my knife and fork properly. After my lunch I get to play out again on the bikes, this time it is my lunchtime organisers who help to keep me safe. Sometimes I like to play in the big house with my friends Fazarna and Sam, the lunchtime staff will come and play and help us to have a tea party. This supports my PSHE target 'I can take turns in a small group with support'. The lunchtime organiser lets my teacher know if I have done well.

In the afternoon we have an exciting art activity. Today we are using glitter, paint and glue to make firework pictures. This is because it is almost bonfire night. The staff help to show me how to hold my paintbrush to make marks on the paper. I show that I can do this independently. This is written down on a post it and pinned on the wall. My staff celebrate that I have achieved this, they take a photograph to stick in my learning journey. I like to get messy and enjoy putting my hands in the paint, I am allowed to do this so long as I wash my hands afterwards. Some of my friends are making firework pictures outsides using leaves and paint. Others can make choices of activities in our continuous provision. My last activity of the day is to have a go at writing the first letter of my name in the sand tray. This is difficult for me, but my teacher tells me that I'm doing very well and encourages me to continue. She writes a note in my home school diary to let my mum know how hard I am working at school.




















At 3.15 I put on my coat and get my bag of my peg. My bus arrives at 3.30. I say goodbye to my staff and get on the bus with my friends for the journey home.

Example Key Stage 1 weekly timetable.

Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am-9:20am	Settling in/Brain gym activities	Settling in/Brain gym activities	Settling in/Brain gym activities	Settling in/Brain gym activities	Settling in/Brain gym activities
09:20-10.20am	English	English	English	English	English
10.20 - 10.35am	Break	Break	Break	Break	Break
10.35 - 11.20am	Maths	Computing	Maths	PE	Maths
11.20 - 12.05 pm	PSHE	MFL	Music	Geography	PSHE
12.05-1.00pm	Lunchtime	Lunchtime	Lunchtime	Lunchtime	Lunchtime

1.00 – 1.30pm	collective worship/school improvement focus	collective worship/school improvement focus	collective worship/school improvement focus	collective worship/school improvement focus	collective worship/school improvement focus
1.30 – 2.15pm	Outdoor games	History	Maths	Enrichment clubs	design technology
2.15-2.30pm	Break	Break	Break	Break	Break
2.30– 3.15pm	Science	Art	Science	Enrichment clubs	RE
3.15-3.30pm	End of school preparation	End of school preparation	End of school preparation	End of school preparation	End of school preparation

Example of Key stage 1 + 2 experiential weekly timetable

Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:30	Registration/ Settling in	Registration/ Settling in	Registration/ Settling in	Registration/ Settling in	Registration / Settling in
09.30pm -10.45pm	Maths/ literacy/ Computing 	Maths/ literacy/ Computing 	Maths/ literacy/ Computing 	Sensory Art 	Maths/ literacy/ Computing 
Break	Snack/changing/ outdoor play	Snack/changin g/ outdoor play	Snack/changing/ outdoor play	Snack/changing/ outdoor play	Snack/changin g/ outdoor play
10.45 - 12.00pm	Maths/ literacy/ Computing 	Maths/ literacy/ Computing 	R.E 	Music 	Sensory Food Tech 
12.05pm – 1.00pm	Lunchtime/changi ng/medication	Lunchtime/cha nging/medicati on	Lunchtime/changi ng/medication	Lunchtime/changin g/ medication	Lunchtime/cha nging/ medication
1.00pm – 1.15pm	Collective worship	Collective worship	Collective worship	Collective worship	Collective worship
1.15pm- 1.30pm	Whole school fifteen minute focus	Whole school fifteen minute focus	Whole school fifteen minute focus	Whole school fifteen minute focus	Whole school fifteen minute focus
1.30pm – 3.15pm	Humanities 	Sensory English 	HYDRO 	PSHE	P.E 
3.15pm– 3.30pm					

English Curriculum offer at KS1 and KS2

Books will be placed in continuous provision areas e.g. books about buildings if children are building with large bricks, books about shape and making in the modelling area. Story sacks will be available to take home. These will consist of a book and related props and games e.g. puppets, puzzles and CDs. The children can then share the stories at home and then use the additional resources to support the book or encourage discussion. As children's skills develop, they will be looking at letter shapes and linking sounds to them. Activities to segment and blend simple words orally will be a daily occurrence.

An example of a Key stage 1 Literacy medium term teachers plan

Each subject plan includes:

- Aims for the module to be covered during term.
- Assessment data of each of the children, taken from classroom monitor (this shows current levels and level working towards by the end of the year).
- Individual Targets with a personalised assessment activity.
- Differentiated activities linked to the module.
- Resources needed.
- Use of staff.
- Literacy and Numeracy Opportunities.

Phase 1 and 2 of Letters and Sounds will be delivered daily where appropriate.

Example of a KS1 weekly phonics overview

		Phase 2						Phase 3		
		Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	
		<i>Review Sounds taught so far</i>								
Whole Class Teaching	Letter Sound	s a t p	i n m d	g o c k	c k e u r	h b f f f l l l s s	j v w x	y z z z q u	ch sh th ng	
	Tricky/ HF Word		is	and	the	l	we	no	go	
	Word lengths to focus on	3 sounds cvc	3 sounds cvc	3 sounds cvc	3 sounds cvc	3 sounds cvc	3 sounds cvc	3 sounds cvc/ 4 sounds cvcc	3 sounds cvc/ 4 sounds cvcc	
	Formation Activities	Writing in air	Pencil grip Computer	Ribbons on sticks	cornflour	whiteboards	Sand	Tray – feely letters	icing	
	Recognising sounds	Be a letter detective and find sound in words, books, comics, the environment, name cards. Play bingo, snap games. Play Phase 1 games								
	Segmenting	Match sounds to objects	Phonics cards	Play 'I spy' Match sounds to letters	What's in the box? – read word card and find object in box Puzzles	Read out a word. Write down any sounds can hear	Play 'I spy' – beginning, middle, end sounds	CVC games on the computer	Feely bag game Hoop games	
	Blending	Full circle	Speak In sounds puppet - "c-u-p"	Silent blending – spell using only actions.	Say and sing – say first sound and sing the rest	Sound buttons	Phonics fans	Phoneme frames	Beat out sounds in words	

Maths – Number, Shape Space and Measure and Using and Applying

In KS1/2 this might involve discrete daily maths lessons following the National curriculum or be part of a cross curricular, thematic approach to teaching and learning for pupils who have more complex learning difficulties.

Across the school, new mathematical concepts will be introduced through a spiral progression that builds on concepts skills and knowledge already taught. The spiral curriculum works effectively in our Outstanding Specialist high School. We will adapt this model, where necessary, to the needs of our primary cohort. Through hands on tasks and meaningful activities, pupils will actively engage in learning and find maths inspiring and fun. Each exercise can be done in a small area in the classroom or at the child's seat. They are generally fun movements that are designed to engage the brain. It can be done as an alerting at the start of the day, or a session, or to give a brain break or during a longer session.

We will teach maths skills through all learning situations that the pupils encounter during the day such as playtime, snack time or lunchtime.

Example of maths spiral curriculum overview, KS1 and KS2

	Autumn Term	Spring Term	Summer Term
KS1	N: Life Skills SSM: Space U&A: Problem Solving	N: Number Properties SSM: Shape U&A Logical Thinking	N: Calculation SSM: Measure U&A Decision Making
KS2	N: Number Properties SSM: Shape U&A Logical Thinking	N: Calculation SSM: Measure U&A Decision Making	N: Life Skills SSM: Space U&A: Problem Solving

An example of a Maths Module for the Experiential Curriculum

Maths The Jungle

Introduction

The 'Jungle' maths module all about **experiencing ,exploring , making choices and showing preferences** to objects. Offering students a variety of jungle related artefacts and enabling them to explore and discover using their senses. During this topic pupils will be shown and experience **different textures, shapes and sizes** that relate to the jungle theme. Pupils will be given many opportunities during these sessions to make choices and recognise differences within the jungle setting. Pupils will also have opportunity to count , becoming familiar with the intonation of counting with the adult and partake in **number activities , using rhymes and rhythms** as well as **showing curiosity and interest** within the jungle setting. The series of activities will remain constant over the term to enable the pupils to show a growing awareness of the activities and begin to give consistent responses.

The session will follow a consistent format.– please see notice on wall.

Aims

SSM	Number	U & A
For the jungle module it is all about looking at, observing, experiencing ,exploring and making preferences to different shapes, textures, sounds and patterns of the jungle . Pupils will be exposed to many of the jungle's weird and wonderful creatures and will look at how they are different to each other. Pupils will be given opportunities to indicate preferences, smiling , changing facial expressions and show likes and dislikes , making choices along the way in their jungle adventure .Pupils will be taken on a jungle adventure they will never forget!	In the jungle module pupils will partake in experiencing and listening to counting and number activities related to the jungle. They will listen as staff count various animals and make them into groups with lots of animals and just a few . They will join in with counting songs and number rhymes relating to the jungle and will begin to show anticipation with the numbers in the songs. Pupils will also look at matching groups of items such as making sure that the 5 naughty monkeys get their 5 tasty bananas!	For using and applying pupils will show curiosity and interest when looking at the exiting and weird creatures of the jungle. Pupils will notice the change of environment , look towards reach out and stroke the slimy snakes scales, the lions soft mane ! Pupils will be encouraged to look at problem solving by finding animals hidden in the jungle leaves, lets hope nothing jumps out at us! During this activity pupils will begin to remember where the animals are hidden remembering their learnt responses over time.

Learning Intentions

To respond to the sights and sounds of the jungle the change of environment .	activities
To show preferences likes/diskikes for animals of the jungle	• To experience and explore the texture of a jungle animal.
To demonstrate problem solving skills by seeking out jungle items cover by a cloth or fallen to the floor.	• To respond to coactive exploration of jungle items
To show interest and curiosity in jungle animals	• To react to an obvious change in jungle stimuli i.e. the big gorilla and the thin snake
To demonstrate anticipation and recognition of the rhythm when involved in counting	• To demonstrate anticipation of the discovery of a jungle object

Session outline

Starter activity

SSM

1. Before entering the maths room/ environment pupils are told they are going on an adventure to the deep dark jungle. Staff will read their target and as they enter the area they will feel the cloth and fur brushing against them.

2. As they enter the area, pupils will be alert to the soft lighting and animals and vines hanging down—music will be playing and pupils will be given time to adjust to the new environment.

Main activities

SSM

Pupils will be offered a variety of jungle themed books such as the story 'Rumble in the jungle' which allows pupils to be exposed to different shapes, sizes and textures of the jungle. During the story pupils will start to show preferences to and make choices about the different animals showing awareness of contrast of size and pattern. Staff will emphasise the size vocabulary during the activity using symbols where appropriate.

Pupils will feel:

- The BIG lions soft mane
- The THIN snakes slimy skin
- The TALL giraffes long neck
- The ROUND Elephants leathery skin

- The LONG Crocodiles sharp teeth

- The WIDE gorillas black hair

During the activity staff will observe the pupils responses ie making preferences during the story and will ask the pupils at the end of the story to feel one of the items again out of a selection of two. Do they make a choice?

Number

- Pupils will partake in a counting activity to 5 using 5 naughty monkeys and five tasty bananas. Staff will count all 5 monkeys onto a tray within reach/ sight of the pupil enabling students to feel and explore. As each monkey comes out to be counted they should do a naughty thing such as flicking, hiding, making a silly noise etc. to engage the pupil. When all 5 monkeys are on the tray they will then be given a banana each through counting again. Staff will observe whether pupils anticipate each monkey being counted and whether they realise that when each monkey has a banana (5) the activity has finished.

Plenary

Using and applying

- Using the monkeys from the number activity the monkeys will then 'hide' under the leaves on the pupils tray. Can pupils problem solve and find the monkeys under the leaves? Staff to observe whether pupils understand that the monkeys are under the leaves. Staff will then count all 5 monkeys out again

Resources

- Jungle materials
- Soft fur for lions mane
- Wide pronged comb for crocodiles teeth
- Back wig for gorillas hair
- Snake skin
- Long tube for giraffes neck
- Leather for elephants trunk
- 5 small plastic monkeys
- 5 plastic bananas
- Other jungle items

Key Words

- | | |
|-----------------------|-----------------|
| Choose | Are you ready ? |
| Which one? | Look |
| Find the... | Listen |
| Which do you like? | Well done |
| Which don't you like? | Time to finish |
| Are | How many? |

Literacy Links

Reading- Pupils will have the opportunity to read the book 'Rumble in the jungle' staff will point to the words on the screen whilst reading to follow the story

Writing- Pupils will develop fine motor skills when moving the leaves to find the naughty monkeys

Speaking and listening- Pupils will begin to react to the sound of counting, there will also be opportunities for jungle noises to be played for pupils to react and show preferences to

Computing Links

http://www.bookstart.org.uk/have-some-fun/#/static/bookstart/fun-stuff/activities/jungle_story_book/

The Learning Environment

Learning will be promoted through well organised classrooms and learning environments across the school which will allow pupils to develop their knowledge, understanding and skills across the Curriculum and personal needs, and encourages independence, problem solving and contextualisation of learning. This will allow them to develop through independent or supported engagement and enquiry and the best use of space and the range of learning resources available. We will encourage our children to take responsibility and to care for their learning environment and resources, and to support the learning of others.

Classroom environments will be created to support the different range of needs within the class, with learning resources which are shared across the school to support the individualised learning requirements of all the children. This allows for children in a range of classes to have the resources available to support their interests and learning needs. The classrooms will be the base for the class groups and play a part in transmitting the daily routines and events of the school to the child in methods, which he/she can access.

Adequate storage facilities, has to be a priority allowing the many and numerous items and objects, required to be stored away, making the room and organised and tidy environment. Reducing unwanted distractions and stress as the causation of challenging and disruptive behaviour.

Where needed, children may have individual workstations, which allow for maximum concentration and support pupils who find the world a distracting or disturbing place.

We will organise the learning environment to:

- ensure safety and security for all pupils and staff
- encourage exploration, independent enquiry, play and choice making
- Ensure there is a sufficiently stimulating and diverse range of equipment and activities to meet the learning needs of the pupils.
- reflect the diversity of learning need present in the classroom
- ensure that learning resources are effectively stored and accessible
- facilitate collaborative learning and co-operative work
- reflect a variety of cultural experiences and viewpoints
- ensure that display is an effective and attractive curriculum resource
- ensure that staff and children implement agreed ground rules for work and behaviour
- ensure that the children can take increasingly more responsibility for the care of the learning environment
- ensure that the children's learning needs continue to be met in all circumstances by keeping up to date records and plans that are accessible to supply and other staff
- be always welcoming
- enable children to use computing technologies regularly as an aid to learning

The outdoor environment

We will ensure our outdoor provision provides just as much learning as the indoors. All children enjoy playing outside and exploring their surroundings. Through carefully planning and using resources efficiently, the outdoors will provide children with vast learning opportunities benefiting many areas of their learning and development.

The outdoor provision will be a place where children can fully immerse in all types of learning, whether this is developing their gross motor skills, or learning about living creatures or sharing a story in the cosy den area. It will be a great place for practitioners to offer children activities on a larger scale. Some children will prefer to participate in activities outdoors as there are fewer distractions and background noise. The outdoor provision will act as an extension of the indoors, that children access no matter the weather.

Careful consideration into what resources and equipment offered will be crucial for the range of learners needs and ages across school, with the aim to provide many open ended resources, as the play will be guided will be guided by the children's imagination. Children will go on a range of Trips and visits appropriate to the class or individual learning that is taking place. Some cross class trips and visitors in support a more individualised approach.

Everything we do is through personalised learning and supports our children as individuals, incorporating their individual needs, interests and ways of learning.

Specific Strategies for Supporting Teaching and Learning

We use a number of specific approaches to maximise the learning of children including:

Augmentative and Alternative Communication (AAC)

This includes Sign Supported English, symbols, and objects of reference, switches and iPads. These help the children develop meaningful communication skills and access the curriculum. Alternative communication systems will support those children who need this aid for communication and with staff using signing programme i.e. Sign along, Sign supported English and pictorial support systems such as PECS. Clickers offering simple yes/no responses will be available for those children who require assisted technology in question and answer sessions. These systems will run side by side with spoken communication and multi-sensory learning.

Workstations

Where appropriate, the use of workstations encourages independent working and learning. Children will undertake a series of activities following a timetable of photographs, symbols or words. Children complete the set tasks, as independently as possible, in a distraction free area.

Brain Gym

Brain Gym is a sensory motor exercise programme, which may help children to develop the physical skills they need to read, write, concentrate, organise and function effectively in the classroom. Each exercise can be done in a small area in the classroom or at the child's seat. They are generally fun movements that are designed to engage the brain. It can be done as an alerting at the start of the day, or a session, or to give a brain break, during a longer session.

Lego Therapy

We will use LEGO® based therapy is a social development programme to help children with autism spectrum disorders and related social communication difficulties, such as Asperger's Syndrome. The programme is based on the highly structured, systematic and predictable nature of LEGO play, which makes it appealing to children with social communication difficulties who are particularly attracted to systems.

The goals of LEGO® Therapy for children are to:

- improve their motivation to initiate social contact with peers
- improve their ability to sustain inter-action with peers for a period of time
- to develop communication

Colourful Semantics

This approach can be used with children with a range of Speech, Language and Communication Needs including:

- Specific Language Impairment
- Developmental Delay or Disorder
- Autistic Spectrum Condition
- Down Syndrome
- Literacy difficulties

Using this approach, there will be a range of benefits, including but not limited to:

- Encouraging wider vocabulary
- Making sentences longer
- Helps children to answer questions or generate responses to questions
- Developing use of nouns, verbs, prepositions and adjectives
- Improves story telling skills

- Can be transferred to written sentences and written language comprehension
- Can be carried out individually or in small groups

The approach of colourful semantics will be used throughout the day, around school, to aid communication and interaction of all.

Multi-Sensory Approach

This is a holistic approach, which enhances the communication of children who have profound and multiple learning difficulties. By stimulating and engaging the senses, routes into early interactive and conceptual development is made possible. Resources such as Tacpac, Sensology, Jabadao and the immersive learning room are used to support this approach.

Enrichment

These will be an essential part of the curriculum as they give children first-hand experiences which help them to understand the work they are doing. All educational visits will be planned as part of the topic or curriculum work and will have clear learning objectives. Risk assessments will be undertaken prior to any visit. Enrichment activities will be taking place on Thursday afternoons, after school and through elements of the more formal curriculum.

Curriculum Enrichment

Right Respecting School	Rights respecting school To develop the student's awareness of global issues relating to our children and their place as global citizens at an appropriate level. To develop the student's respect for each other through recognition of everyone's rights in the UNCRRC.
Healthy Schools	To support our curriculum to ensure our children are able to make healthy and safe choices at an appropriate levels.
ECO schools	To develop the student's understanding of the issues facing our environment and develop their understanding of sustainability. With RRS, this ensures a rounded approach to global citizenship.
Pupil Voice	To ensure all our children are active participants in their own learning and in all aspects of school life that directly affect them. All the children are involved in meetings about them and supported to express their views. All children will be supported to evaluate their own learning and identify their next steps. This is adapted and supported for the age and ability of all children and to meet individual needs. Our children will be nominated by their peers and staff to be representatives on the school council.
SEAL	The Social, Emotional Aspects of Learning project is fully embedded within our curriculum. There is a specific lesson identified on the timetable to support this learning following the topics within the SEAL curriculum. The children will also have specific enrichment days linked to these areas e.g. Anti-bullying day and there is a SEAL specific assembly each term. The PSHE/Citizenship curriculum and SEAL curriculum are linked together ensuring that there is complete coverage of all the strands
Spiritual, Moral, Social and Cultural	Our school is committed to ensuring the spiritual, moral, social and cultural development of all children. There are many opportunities throughout the National Curriculum and Medium Term Plans, but we have also added further curriculum enhancements, which are fully embedded in our curriculum and are not seen as additional aspects.
Choir and Song and Sign	Our choir will meet and rehearse weekly and there is a designated enrichment club each week and allows our children the opportunity to take part in singing and signing activities with peers.
School Council	School Council members are elected by every class at the beginning of each school year. Children hold regular class councils and are supported to bring up anything they wish for discussion so School Council reps can discuss at their regular meetings.

Gardening	Through this area of the curriculum children are involved in a process allows them to explore environmental issues, engage in problem solving, and take action to improve the environment. The ultimate aim if for our young people to develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.
Forest School	Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. A specialised learning approach sits within and compliments the wider context of outdoor and woodland education. Planning, adaptation, observations and reviewing are integral elements of Forest School.
Green Gym	Green Gyms activities are used to enhance mental wellbeing through increased contact with nature; the social benefits of group activity and helping people contribute something positive to their school community.
Sleep Overs	Our annual summer sleepover camping experience, that takes place on our Secondary High School site, offers many of our older KS2 children have the opportunity to apply their skills and PSHE targets in a fun, well-planned and structured way.
Physical Education	Our PE team will arrange and array of opportunities for our children. With weekly football and multisport after school clubs and the chance for many of our children to take part in inclusive competitions.
Music	We will offer a mixed and varied curriculum for music leading our children into having the opportunity to work with an array of musical instruments and to perform for many different audiences both in and out of school. E.g. musical showcases and performances, and the Royal College of music 'Music Hall evenings'. Furthermore, music tuition, led by or music specialists, will take place with those children showing particular interest and skill.
Music Therapy	Using Music therapy, the strategic and specialist use of music to find and develop the potential and wellbeing of those who are hardest to reach is vital. This may be physical or emotional wellbeing, ability to communicate and engage socially. Music therapy sessions can look very different, depending on an individual's needs, but where it is always the same is that it works the way music works, and we work to make the multitude of benefits that come from making music available and accessible to our children.

Family Enrichment

Parents for Tea	We have a weekly opportunity for family and friends to come into school and enjoy a free of charge 2 course healthy meal. This is a wonderful opportunity for parents to socialise with other families, and the parents can take part in some song and sign with their children. External agencies will be invited in, during the year, to talk to parents at give useful information, advice and training.
Tea and toast morning	All parents and carers will be invited in on a Thursday morning to have tea, toast, and a catch up. This is an opportunity to plan and organise events such as Christmas/Valentine disco's and come up with fund raising ideas for the school. We have also re-established the schools PTFA through the parents attending this morning and we are looking to further expand this over time. We will also make links with local schools to run more collaborative events.
Riding the Rapids	We arrange Riding the Rapids training to take place in school and can support parents in accessing the course. This training can help parents understand why their child behaves as they do. It can reduce levels of challenging behaviour at home and promote positive attachments. It also gives parents strategies for encouraging positive behaviour, ideas in how to manage their own stress and to give skills they can take on their journey with them.

ECO School

Looking after our World is a big responsibility. At our free School, our children will believe that we can all make a difference, every day, in many small ways. We will aim to recruit adults from the school community who have a shared interest in environmental issues. We will then groups of children carried out an audit of our school's 'green credentials'

and an action plan will be drawn up! We will aim to make our school a more sustainable and environmentally caring place to be. Teams of children will look at the nine Eco school topics, School Grounds, Transport, Water, Energy, Waste, Global Perspective, Biodiversity, Litter and Healthy Eating.

Our school ECO code

Energy saving ways.

Collecting fruit and veg for composting,

Ongoing ways to reduce, reuse & recycle.

Coming to school on foot helps!

Opening our minds to achieve goals together,

Doing the right thing for our community.

Environmentally friendly actions.

Home Learning and the Role of Parents

We believe that for many children a small amount of homework helps to reinforce their memory and prevent a loss of skills. To accelerate the progress across school, homework will be available and encouraged for all children. For the children working at Levels 1- 3, the unit of work will be based on our SKILL curriculum. The targets that are set to be worked on in and outside of school, to help the children to develop the skills necessary to learn.

This unit of work will last for one term and will develop pupil's skills in one of the areas of:

- Curiosity
- Control
- Working together

For children working at Level 4+ a booklet will provided with ideas at the child's appropriate level to support their numeracy and literacy skills, to support transferring these skills to areas outside of the classroom.

Additional to these activities the child's class teacher will provide worksheets to be completed alongside these activities, to further accelerate learning where appropriate.

The School Timetable and Calendar

School terms and closure dates within EYFS and KS1 and KS2 will broadly reflect those of other local schools and to support families; in Manchester this is currently based on a three-term year Training days for staff will be published annually in advance to enable families to plan for these occasions.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

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

D2 – measuring pupil performance effectively and setting challenging targets

D2- Measuring pupil performance effectively and setting challenging targets

Aims

Assessment at the free school will play a vital role in ensuring that accurate data is collected and moderated and therefore accurate progress measures will be developed.

Assessment at the free school will ensure the following:

- That all teaching and learning is accurately and appropriately targeted.
- That feedback to students on what they have learned so far and what they need to do to improve is highly effective.

Rationale of progress measurement

P scale level	Free school level (L= level)
P1	L1
P2	L2
P3	L3
P4	L4
P5	L5
P6	L6
P7	L7
P8	L8
NC L1	L9
NC L2	10
NC L3	L11
NC L4	L12

The free school's measurement of attainment and progress will be based on a **bespoke assessment system already used at Piper Hill. This designed to**

- Accurately support a pupil's primary development through the securing of specific outcomes.
- Have outcomes are based upon longitudinal moderated targets at different levels which can be accurately measured and assessed through classroom observations by class teachers

Although these outcomes have been developed to produce a highly effective custom built assessment system there can be broad comparisons made to the previous P scale and previous national curriculum levels of assessment.

e.g.

Jake has achieved 6/10 outcomes of L5 = **60% of L5**
Pupils can also be assessed as **emerging or **developing** towards a target**

Within each level, 10 outcomes can be achieved at that level for each area of learning / subject so a pupil will be assessed as working at a percentage of that level.

Assessment Procedure



A baseline assessment will be made the end of the first half term of a student's first year at the free school by using the outcomes of different areas of learning/ subjects **by class teacher**



1. For each outcome the pupils will be assessed as either

Emerging
Developing
Secure

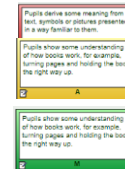
E.g.

'The pupil shows interest in playing with shapes in a sand/ water

Emily is **secure in this outcome**

'The pupil can make/find specific shapes upon request in sand/ water'

Emily is **developing** in this outcome



5. The teacher will assess the pupil on progress they have made against any other outcomes in that area too

4. At the **end of each term the teacher will reassess** the pupil against their target **and input their progress** into the data system. For each target the child secures they increase their assessed level by 10%

Emily now can make and find specific shapes upon request in sand/ water

Assessed level!

Autumn term- 50% of L5

Spring term 60% of L5



2. When assessment of a pupil's progress against each outcome is inputted into the free school's data assessment system and a score in that area is produced
Emily is working at 50% of level 5 in shape, space and measure.

3. Based upon the outcomes the pupil is yet to secure the teacher will **set a target** that will be developed by teachers and session leaders building opportunities for summative and formative assessment into their teaching on a day to day basis.
Emily will make/find specific shapes upon request in sand/ water

Emerging- The pupil is beginning to show the early stages of this target

Developing- the pupil can demonstrate this skill partially or in some contexts

Secure- the pupil is able to fully demonstrate the skill

Pupils show simple reflex responses. M	Pupils begin to respond consistently to familiar people, events and objects. M	Pupils begin to communicate intentionally; they seek attention through eye contact, gesture or action, requesting events or activities. M	Pupils listen and respond to familiar rhymes and stories. A	Pupils select a few objects, symbols or pictures with which they are particularly familiar. U
Pupils encounter activities and experiences. M	Pupils accept and engage in coactive exploration. M	Pupils participate in shared activities with less support and sustain concentration for short periods. M	Pupils show some understanding of how books work, for example, turning pages and holding the book the right way up. A	Pupils derive some meaning from text, symbols or pictures presented in a way familiar to them. U
Pupils are passive. M	Pupils briefly follow a moving stimulus. M	Pupils explore materials in increasingly complex ways. M	Pupils begin to remember one or two repeated words e.g. names of people, objects, key words in a repetitive phrase, in a familiar text when asked. U	Pupils match objects to pictures and symbols, for example choosing the correct symbol to label a drink or seeing a photograph of a child and eye-pointing at the child. U
Pupil participation is fully prompted. M	Pupils react to new activities and experiences. M	Pupils observe the results of their own actions with interest. M	Pupils look carefully at the pictures in a book and point out details when asked. U	Pupils show curiosity about content at a simple level; they look at pictures to see what happens next. U

Data recording system and progression guidance

The data recording system that will be used is a program called ‘Classroom Monitor’ currently used at Piper Hill. This system allows progress to be recorded in line with the free school’s methods of assessment and then the data to be forensically analysed once the input is complete. The data system is fully automated and can be developed bespoke to the curriculum and outcomes for pupils.

For each group of learner there will be a specific number of outcomes to be achieved to meet expected progress.

<u>EYFS (2 years)</u>		
Number of outcomes to be secured per area of learning		
Emergent curriculum (L1-L3)	Learning to learn curriculum (L4-L5)	Developing curriculum (L6+)
Outstanding - 2	Outstanding - 4	Outstanding - 6
Good - 1	Good - 2	Good - 4
Requires improvement - 2 emerging	Requires improvement - 1	Requires improvement - 2
No progress	No progress	No progress

<u>Key Stage 1 (2 year)</u>		
Number of outcomes to be secured per area of learning		
Engagement curriculum (L1-L3)	Structured curriculum (L4-L5)	Independent curriculum (L6+)
Outstanding - 2	Outstanding - 4	Outstanding - 6
Good - 1	Good - 2	Good - 4
Requires improvement - 2 emerging	Requires improvement- 1	Requires improvement - 2
No progress	No progress	No progress

<u>Key Stage 2 (4 years)</u>		
Number of outcomes to be secured per area of learning		
Engagement curriculum (L1-L3)	Structured curriculum (L4-L5)	Independent curriculum (L6+)
Outstanding - 4	Outstanding - 8	Outstanding - 12 (1 whole level)
Good - 4	Good - 4	Good- 8
Requires improvement - 1	Requires improvement - 2	Requires improvement- 4
No progress	No progress	No progress

SKILL Curriculum

The SKILL curriculum runs in parallel to the other three learning pathways and will allow learners to be assessed on their non-curriculum based skills. The SKILL curriculum will be based on the principles of executive functioning, which outlines that if pupils are to be successful learners they must develop in the areas of:

- **Working memory** that governs our ability to retain and manipulate distinct pieces of information over short periods.
- **Mental flexibility** that helps us to sustain or shift attention in response to different demands or to apply different rules in different settings.
- **Self-control** that enables us to set priorities and resist impulsive actions or responses.

Executive function skills are the set of higher-order mental skills that allow us to plan and organise, make considered decisions, manage our time and focus our attention. These skills are particularly difficult for a child with special needs particularly autism to develop and implement effectively. The SKILL curriculum is based on three principles

- Independent Enquiry
- Self-Management
- Team Working

These strands are then broken down into 5 sub strands

INDEPENDENT ENQUIRY	ATTENTION
	ORGANISATION
	PLANNING
	MEMORY
	CURIOSITY
TEAM WORKING	INTERACTING
	ADAPTING
	PARTICIPATING
	BEING RESPONSIBLE
	SUPPORTING OTHERS
SELF MANAGEMENT	RESPONDING
	ANTICIPATING
	BEING FLEXIBLE
	INHIBITORYCONTROL
	MANAGING EMOTIONS

The development of these skills will **enable pupils to develop the skills necessary to successfully and effectively participate in learning activities and transfer skills to other learning activities** outside of regular classroom routines. This will create **successful learners in the real world.**

The school will use the data system already used successfully at Piper Hill that allows for the pupil's development in these areas to be monitored and tracked in much the same way as the curriculum subjects are. The progression guidance for the SKILL curriculum is as outlined below. These then allows for staff to asses and monitor the development of pupils in this area.

SKILL curriculum progression guidance		
Number of outcomes to be secured per SKILL strand per year		
Emergent curriculum (L1-L3)	Learning to learn curriculum (L4-L5)	Developing curriculum (L6+)
Outstanding- 1	Outstanding- 2	Outstanding- 3
Good- 1 developing	Good- 2	Good- 2
Requires improvement- 1 emerging	Requires improvement- 1 developing	Requires improvement- 1
No progress	No progress	No progress

The SKILL curriculum is assessed using the same classroom monitor program as the academic curriculum with bespoke outcomes to match the development of pupil's skills. The terminology of assessment however differs as the **application of the SKILL is assessed rather than the security of knowledge.**

The pupils are assessed on the application of these skills as it ensures that the pupil can apply the skills learnt to outside of the classroom and the a variety of situations.

Pupils are assessed against these targets on a yearly

SL1 I respond to very obvious stimuli. M	SL1 I respond to objects of reference. M	SL1 I recognise regular routine. M	SL1 I can show you that I have a brief memory of previously presented stimuli. M	SL1 I respond to clear sights, sounds, smells or events close to me. M	SL1 I respond consistently to one stimulus. M
SL1 I can alert to a range of familiar stimuli. M	SL1 I respond to contextual cues. M	SL1 I recognise sights, sounds, smells, touch or events which happen regularly. M	SL1 I recognise sights, sounds, smells or events which I have encountered before. M	SL1 I react to close contact from an adult. M	SL1 I notice and respond to clear sights, sounds, smells or events close to me. T
SL1 I can alert to a novel stimulus. M	SL1 I recognise familiar activities. A	SL1 I can attract attention. U	SL1 I can show you that I know that an object is still there even though I can no longer see, hear or feel it. T	SL1 I can explore the environment with someone else. T	SL1 I respond differently to different sights, sounds, smells or events. U
SL1 I can redirect attention to a second object presented close to me. M	SL1 I can communicate change to a responsive adult who knows me well. U	SL1 I deliberately gain the attention of another person to satisfy need. U	SL1 I look briefly after an object disappearing from sight or sound. U	SL1 I am interested in my environment and explore intentionally. U	SL1 I make an intentional exploration of the environment. U

Familiarised - The pupil is becoming familiar with this skill and is beginning to demonstrate aspects of it

Localised- The pupils can perform this skill in a localised environment e.g. the classroom

Generalised- the pupil is confident in applying this skill in various situations and environments

SKILL (skills for life and learning) curriculum and The Rochford Review- the 7 aspects of engagement

How will the SKILL curriculum fulfil the requirements of the 7 areas of engagement?

The SKILL curriculum is split into three strands each with five sub strands each. These strands and sub strands can be easily mapped to the 7 areas of engagement

The 7 aspects of engagement are as follows:

Responsiveness

Assessment of responsiveness should evaluate any change in a pupil's behaviour that demonstrates he or she is being attentive to a new stimulus or reacting in a meaningful way. This type of assessment is important for establishing what differing stimuli motivate a pupil to pay attention. This is a pre-requisite for learning. It is particularly relevant for assessing pupils with multiple sensory impairments who have reduced and/or atypical sensory awareness and perception.

Free school SKILL curriculum

Independent enquiry- Attention
Self-management- Responding
Team working- interacting

Curiosity

Assessment of curiosity demonstrates how a pupil is building on an initial reaction to a new stimulus, perhaps by reaching out or seeking the source of a new stimulus.

Free school SKILL curriculum

Independent enquiry- Curiosity
Self-management- Responding
Team working- Interacting

Discovery

Assessment of discovery provides information about the changing ways in which a pupil interacts with, or responds to, a new stimulus, sometimes accompanied by expressions such as enjoyment and excitement. Curiosity and discovery are closely linked. At a more advanced point of development, they both help to demonstrate a pupil's degree of interest in, and exploration of, activities and concepts. These both help to drive the acquisition of new knowledge and skills.

Free school SKILL curriculum

Independent enquiry- Memory
Self-management- Anticipating
Team working- Participating

Anticipation

Assessment of anticipation should demonstrate whether a pupil is able to predict, expect or associate a particular stimulus with an event. This is important for measuring a pupil's concept of cause and effect.

Free school SKILL curriculum

Independent enquiry- Planning
Self-management- Anticipating
Team working- Being responsible

Persistence

Assessment of persistence measures the extent to which a pupil is sustaining attention towards a particular item or action and is therefore beginning to develop conceptual understanding. The ability to sustain attention is important for maintaining an activity long enough to develop the learning associated with it and for consolidating that learning.

Free school SKILL curriculum

Independent enquiry - Attention
Self-management - Responding
Team working - Supporting others

Initiation

Assessment of initiation demonstrates the different ways, and extent to which, a pupil investigates an activity or stimulus in order to bring about a desired outcome. It is an important part of developing the autonomy required for more advanced cognitive development and learning.

Free school SKILL curriculum

Independent enquiry - Organisation
Self-management - Being flexible
Team working - Supporting others

Investigation

Assessment of investigation measures the extent to which a pupil is actively trying to find out more about an object or activity via prolonged, independent experimentation. This demonstrates a more advanced degree of autonomy than the other aspects of engagement and is important for on-going learning.

Free school SKILL curriculum

Independent enquiry - Memory
Self-management - Anticipating
Team working - Adapting

The SKILLS targets are shared with families during ECHP reviews. In conjunction with the pupil and pupil's families the SKILL targets will be linked to the pupil's ECHP outcomes to ensure that there is a 'golden thread' throughout both the educational and other provisions. Most importantly school, parents and the pupils are aware of their targets and how, as a team, the pupil is making progress towards them.

Moderation

Moderation is vitally important in ensuring consistency across school in terms of assessment.

The moderation will enhance learning through:

- Ensuring that all teaching and learning is accurately and appropriately assessed.
- Strengthening school systems in terms of evidence based teacher assessment.
- Providing accurate feedback to students on what they have learned so far and what they need to do to improve.

Moderation Procedure

- Moderation of pupil work will take place on a 2 year rolling programme.

		2019	2020
Autumn	1	MFL	Art Citizenship
	2	Maths RE	Science
Spring	1	Food Technology Design Technology	Geography History
	2	English	Maths
Summer	1	PE	ICT
	2	ICT Music	English PSHE

- Pupil work for moderation will be prepared according to the agreed format and moderated within school.
- Work moderated in the free school will then moderated with a similar outstanding primary school and also across the LA.
- Moderation sessions will take place termly where a subject will be selected and each school will bring a sample of work from that subject. A member of SLT from each school will then moderate the work using the assessment criteria.

Subject moderation cycle

Teachers and session leaders will gather evidence in terms of **writing, photographs, drawings, scribed conversation, observation notes or video to support a full description of pupil attainment.**

Subject leaders and SLT complete **learning walk to ensure ongoing assessment** is of the highest quality

Teachers moderate the work using the agreed proforma evaluating if the piece of work meets the highlighted parts of the **levelled criteria**. Teachers then receive the feedback from the subject leader during the session

Over time subject leaders develop a **moderation development folder** to evidence the moderation of their subject area

moderated work to ensure that assessment is correct in their subject. Individual feedback given to teachers



Evidence will include some background information on the pupil, a **description** of the activity and the **context** in which it takes place, together with information on **the level of support** which the pupil received in completing the work.

Reporting of pupil progress

Teachers meet with line managers to discuss any pupil not on track to make outstanding progress and interventions put in place

Curriculum leaders receive data related to their subjects. Curriculum leader discuss pupils not making outstanding progress with class teachers to discuss interventions needed

SLT meet with teachers to discuss progress of subgroups and any interventions that will be put in place

Data is inputted by teachers on a termly basis. Data is collated by data team and progress reported to class teachers.

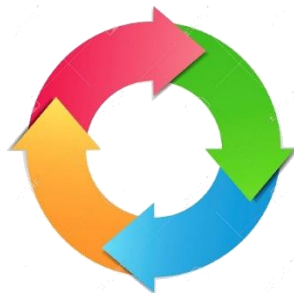
Whole school progress of both subjects and subgroups is presented to governors and any interventions put in place are discussed

Reporting to parents

As high level and high quality communication with parents will be at the heart of the free school's ethos it will be imperative that ensure a thorough and comprehensive system of reporting is established. To ensure this a cycle of reporting will be put into place that will result in a multifaceted feedback system that will keep parents at the centre of their child's development.

Day to day basis- We will report progress to parents informally through the daily Home / School diary, emails, phone calls and face to face conversations.

SKILL report: Parents and carers will receive a report that comments and evidences their child's progress towards their SKILL targets



Annual reviews- All personal involved in the pupil's development and well being will be invited to an annual review where progress towards the pupils EHCP outcomes linked to SKILL targets and other educational progress towards targets is discussed

Termly reports: Parents and carers will receive a report that comments and evidences their child's progress towards their academic targets

Parent carer days- Parents and carers are invited in for an informal meeting where they can look through their child's evidence of progress, meet with their child's teacher and gain other information needed in regards to their child's progress

****Please see appendix 1 for example reports***

Behaviour

All behaviour targets will be established on an individual basis based on pupil's need. All serious and non-serious incidents will be logged using the behaviour monitoring system 'IRIS' which is currently being used very successfully at Piper Hill. This system allows any pupil to have an individual behaviour intervention plan to target specific behaviours. The school will strive to not use physical intervention unless a behaviour is deemed dangerous.

Attendance

The school will aim to have:

95% whole school attendance

Less than 5% persistence absence

The school will follow a robust attendance system, which ensures that all absences are followed up upon the first day of absence through contact with parents to discuss their child's return to school. Parents will be given support from school if they feel that they are in need of additional support to ensure excellent attendance, this may be in the form of an attendance action plan where parents and school work together to increase attendance. Parents will be sent regular reminders promoting excellent attendance and parents with pupils in PA will have regular attendance meetings where appropriate.

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.

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

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

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

Piper Hill is recognised as outstanding nationally through a range of external accountability measures including: most recent Ofsted (2013), Academies and Sponsor Division (Category B Sponsor Recognition, 2015) and Teaching School Status (2014). The Piper Hill has a well-established leadership team with staff at all levels able to take on a leadership role; we will draw on their experience, depth of leadership and skills to drive the curriculum in the new school. This will be done by sharing aspects of the Piper Hill curriculum with the new school, the strategic placement of staff from the Piper Hill to lead the growth period of the Free School, use of the existing leadership team to support and mentor newly appointed staff, sharing of good practice, CPD, systems and policies across the schools within the Prospere Learning Trust. The SLT will take responsibility for management of the core subjects, whilst teachers will each sit either on a core subject team or take responsibility for coordinating one or more of the foundation subjects.

We will initially use expertise from existing staff at the Piper Hill with strategic appointments being made, including an EYFS specialist and a Teaching Assistant with a responsibility around communication. As school capacity builds up, further teaching appointments will be made. In pre-opening phase, a Headteacher will be appointed with appropriate expertise.

Economies of scale will develop within the Trust over time, in particular expertise coming from back office functions, HR, Finance, Information systems and IT.

Supply costs Teacher

No supply teacher cover costs have been built in to the finance plan. In year 3 there will be 100 pupils with class sizes of 10 pupils (in reality between 8-12). We have based the staffing structure on 10 classes. The school will have appointed 10 teachers in year 3 which provides some flex in staffing cover as the the deputy headteachers and assistant headteacher have a teaching commitment equivalent of 0.8 full time teacher per week. Some cover will be provided by TA4 staff.

Supply costs for support staff

No supply support staff cover costs have been built in to the finance plan. In year 3 there will be a total of 25 teaching assistants appointed. There will be sufficient flex in staffing to provide cover.

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

Overview of staffing growth

Year	1 2019 - 2020	2 2020 – 2021	3 2021 – 2022	4 2022 - 2023
Students on roll	36	66	100	100

Senior Leadership Team

Headteacher	1	1	1	1
Deputy Headteacher	1	2	2	2
Assistant Headteacher			1	1

Teaching Staff

Upper Pay Scale			1	1
Main	2	5	8	8
EYFS Teacher (UPS)	1	1	1	1

Support Staff – Teaching Assistants

TA4		1	3	3
TA2			3	3
TA1	6	14	18	18
Communication TA	1	1	1	1

Admin Staff

Business Manager	1	1	1	1
Administrator	1	1	2	2
Finance Assistant		1	1	1

Site Staff

Caretaker	1	1	1	1
Assistant Caretaker		1	1	1
Cleaners	2	3	5	5

Other Staff

Lunchtime Support	2	5	9	9
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Total Staff	19	38	59	59
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Please see below for an example of the Year 3 staffing structure and roles within the school. This outlines how by year 3 the staff roles are developed to cover all areas required to successfully run the school.

In the first year, the head and deputy will take the major roles outlined below between them based on skills and experience. In year two further teachers will take

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

Curriculum Lead

KS2 lead

KS1 lead

EYFS lead

Teaching and Learning – all groups

Pastoral Lead

Attendance

School improvement lead

SEF Lead

Data and pupil progress

Staff Development

Governance

Performance management

Line Manager for all staff

Behaviour and safety

Outreach and income generation

Curriculum specialist approaches e.g. communication

Health and Safety

Transition,

Strategic lead pupil premium/year 7 catch up

Community development- parents and carers

EYFS will be led by the teacher - UPS

Communication/English/Literacy - teacher lead

Numeracy/ maths/forest school - Teacher lead

Communication - TA4 Support

D3 – Staffing structure to deliver the curriculum based on Year 3 and 100 pupils.

Head
 Overall Curriculum Lead
 KS2 lead
 Teaching and Learning – all groups
 Pastoral Lead /attendance
 School improvement lead
 SEF Lead
 Data and pupil progress
 Staff Development Governance

Deputy Head
 Joint Curriculum Lead – all subjects
 KS1 lead
 Curriculum
 Health and Safety Data and pupil progress 0.5 of groups
 Outreach
 Line Manager for all staff HLTA and above
 Transition, Behaviour and safety
 Strategic lead pupil premium
 Teaching commitment 1 day per week
 English/ literacy Lead

Lead Deputy Head
 Joint Curriculum Lead – all subjects
 EYFS lead
 Teaching and Learning - 0.5 of groups
 Data and pupil progress - 0.5 of groups
 Staff Development
 Line Manager for all staff HLTA and above
 Behaviour and safety
 Outreach and income generation
 Line Manager for 50% of staff below HLTA
 Curriculum specialist approaches e.g. communication
 Teaching commitment – 1 day per week

Assistant Head
 Teaching and learning
 SMSC
 Line Manager for 50% of staff below HLTA
 Curriculum- Foundation subjects
 Curriculum for life and learning
 Peripathetic staff
 Teaching commitment – 2 days per week

Teacher
 Foundation responsibility
 Teach all subjects as necessary

Teacher
 Foundation responsibility
 Teach all subjects as necessary

Teacher
 EYFS responsibility
 Teach all subjects as necessary

Teacher
 Humanities and MFL

Teacher
 Forest school
 Enrichment music

Teacher
 English /literacy responsibility
 Teach all subjects as necessary

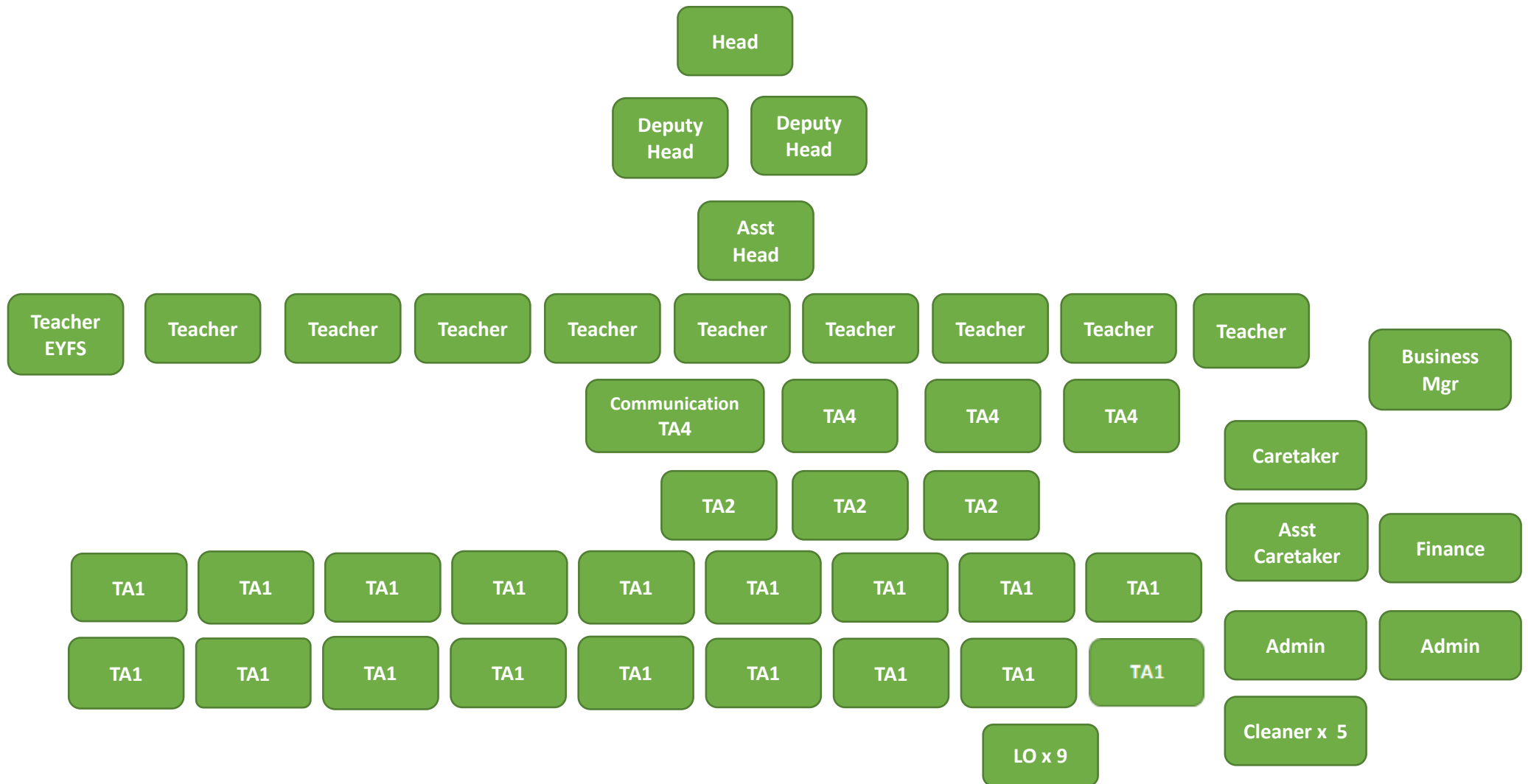
Teacher
 Maths /numeracy responsibility
 Teach all subjects as necessary

Teacher
 Science responsibility
 Teach all subjects as necessary

Teacher
 Computing responsibility
 Teach all subjects as necessary

Teacher
 PMLD
 Communication

Line management responsibilities:
 Head manages Deputies, Asst Head and 2 Teachers & SBM
 1 x Deputy Head manages 8 teachers & TA4s
 1 x Deputy Head manages 50% of TAs
 Assistant Heads manages 50% TAs
 SBM manages site staff, technician, admin and LO staff



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

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

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

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

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

Prosperre free Special primary school is committed to serving its community and surrounding areas. It recognises the multi-cultural, multi-faith and ever changing nature of the United Kingdom, and therefore those it serves. We understands the important role it has ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Our School will accept all those entitled to an education under British law, including pupils of all faiths or none. It will follow the policies outlined by the Trust regarding equal opportunities, which will ensure there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. It seeks to serve all equally celebrating each child's uniqueness and their place in society.

We will promote 'British Values' through our spiritual, moral, social and cultural education, which will permeate through the school's curriculum and supports the development of the 'whole child'. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our children. The curriculum in all phases offers broad and balanced opportunities.

The school will use its curriculum to secure outcomes for students in the 5 key areas of British values:

- **Democracy**

The school will collect and act on the views of its learners and stakeholders through school council, questionnaires etc.

- **The rule of law**

The school will be committed to develop law-abiding citizens by teaching the value and reasons behind the law within a range of settings and having a code of conduct that every learner will sign and adhere to.

- **Individual liberty**

The school will promote the individuals liberty by encouraging learners to make individual choices within their personal pathway and actively promoting and helping learners to express their ideas and views in an open and safe environment and enforcing the Trust's robust anti-bullying policy.

- **Mutual respect**

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

The school will ensure that all pupils treat each other with respect and actively promote this through its code of conduct and the aims of the Trust. The curriculum will include projects that encourage working in groups and understanding each other's needs/strengths and weaknesses thus promoting a culture of mutual respect and helpfulness.

- Tolerance of those of different faiths and beliefs

All school within the Trust do not actively promote one faith or belief system over another. Learners are actively encouraged to share their beliefs in an honest and open environment. The school will promote tolerance to different faiths and beliefs through its Celebration of different faiths on key calendar days and will adhere to the Trusts equality policy.

The curriculum areas would be mapped to ensure that British Values are covered as are a range of religions and cultures and personal identities. In RE themes covered are: Myself – who am I? Why am I unique? Christmas – how is it celebrated? How are Special Books treated? Celebrations – how and why are they important? What can we learn from visiting a church? What can we elarn from visiting a mosque? What does light mean? Diwali/Advent/Hanukkah How do we recognise a religious building? What makes Easter a special time for Christians? What makes Ramadan a special time for Muslims? What words are important to me? How and why do some people pray? Belonging – how are babies welcomed into the World? and a moral code that will enable pupils to become successful citizens that respect each other, different faiths and different world views.

A core purpose of an Inner City Urban special school is to use the curriculum to educate and welcome all children and to celebrate uniqueness. We are committed to providing a high standard of education for all pupils in a friendly and welcoming environment. We recognise that every child has their own, unique set of gifts and talents and ensure that there are opportunities for these to be developed. The school teaches children that we share values common to all faiths, namely love and respect for one another, Peace, Justice and belief in Equality. We teach our children about other faiths, in order to foster respect and tolerance of those with other faiths and beliefs. Prospect House is a school whre everyone in the school will be valued.

Section E – evidence of need

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

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

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

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

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

This is a commissioned new free school from Manchester Local Authority and also Salford local Authority.

Manchester has been successful over previous years in reducing the number of children needing to go out of city for their education. However, with the rising school population, this number is increasing again, despite the city's special schools being very successful and popular with families. This proposal will reduce the increasing reliance on out of city provision, another cost pressure for both authorities, which is being used to meet rising demand in year for special school provision as a result of overall demographic growth and from new arrivals to the city (both with EHCPs and without EHCPs) who cannot access mainstream school because of high levels of need and require their assessment to be carried out in a specialist school. Placing children in a local special school helps the children achieve good outcomes (better links to their local community and peer group, parents able to visit the school more often and feel less isolated) and is more cost effective – reducing pressures on the high needs budget.

Manchester special schools have all expanded in order to meet increasing demand and there is a risk of some of them becoming too large if they expand further, which is potentially overwhelming for some children with significant needs. This can impact on parental choice and mean that in some cases parents look at options within the independent sector because their preference is for a smaller school. The addition of another special school in the north of the city will mean that existing schools will not have to expand further. The partnership of special school head teachers support this proposal.

Demographic growth across Manchester has led to a significant number of mainstream primary school expansions and 6 new primary schools with more approved – this has put pressure on the outreach services which all Manchester special schools are commissioned to provide. The new special free school will be commissioned to provide outreach which would mean that the offer to mainstream primary schools could be rebalanced so that all schools receive a higher level of support for developing inclusive practice as well as advice on meeting the needs of individuals expands.

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

	No. of Settings	Please indicate the no. of pupils with an EHC plan living in your local authority who are placed within these settings		
		2012	2016 (as at Sep 2016)	2020
Resourced provision and units inside LA	12	73	102	167
Resourced provision and units outside LA	3	2	3	3
Special schools (either maintained or academies) inside LA	12	964	1342	1945
Special schools (either maintained or academies) outside LA	38	65	37	52
Independent / non-maintained special schools inside LA	1	4	2	2
Independent / non-maintained special schools outside LA	16	131	84	122
Mainstream schools inside LA	162	783	1086	1575
Mainstream schools outside LA	78	156	125	180

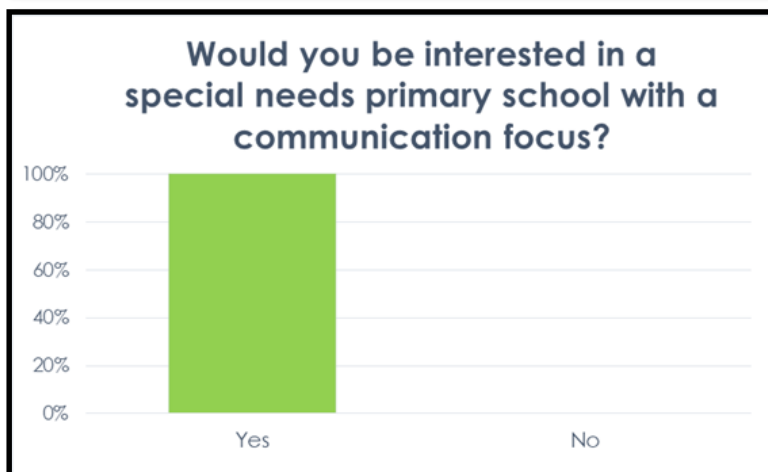
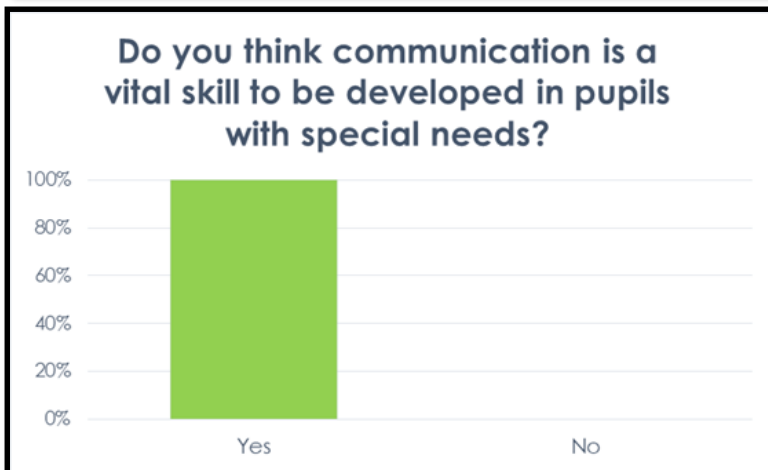
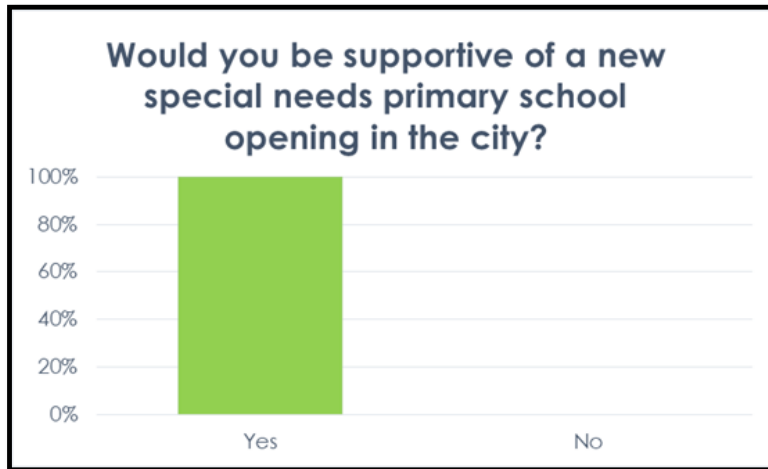
Engagement with parents- consultation and focus group responses

To ensure that there is a need in the community for a primary special school **consultations involving 63 potential parents from across the city** were undertaken during primary transition sessions held at Piper Hill. The 63 parents consulted completed a questionnaire that specifically outlined if they would be in support of a new special needs primary school being opened.

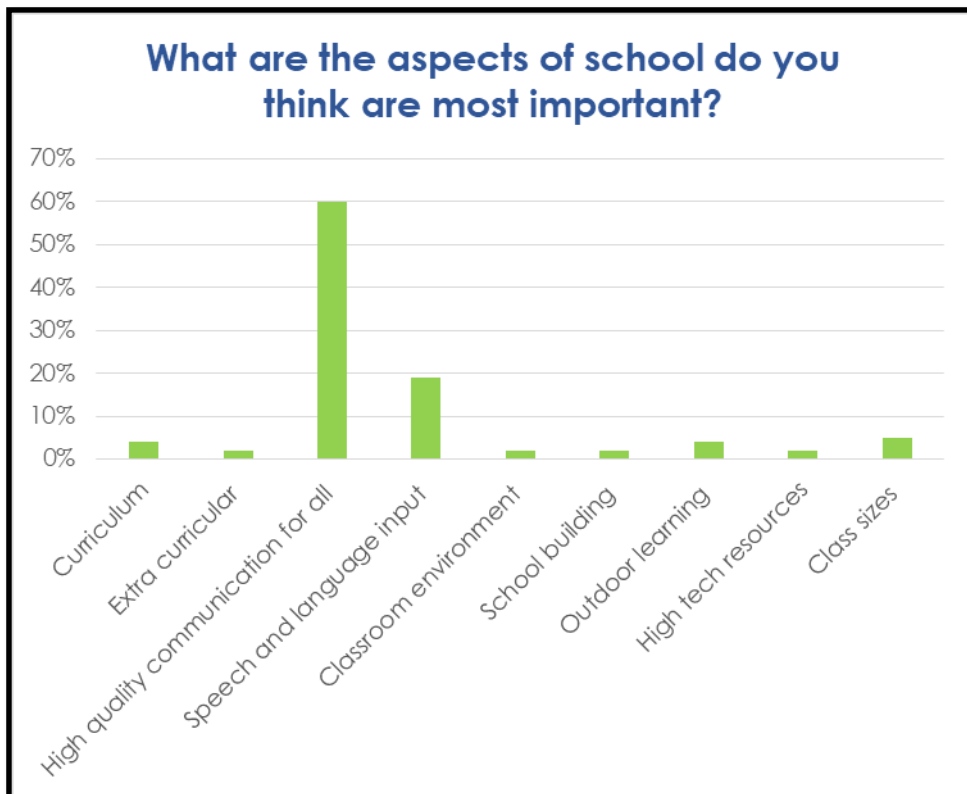
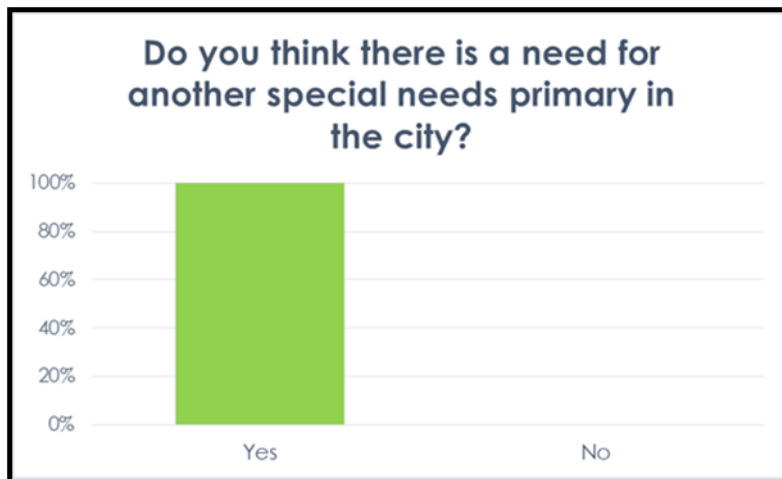
These consultation sessions involved parents of **year 5 and 6 pupils** from a wide range of schools across the city, with a member of Piper Hill's senior leadership team discussing the possibility of a special needs primary school opening and what they felt were the most important aspects of the school. This also gave parents an opportunity to share in the vision of the school and to give opinions on how the curriculum has been developed.

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

Below are the parental responses to the consultations:



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



It is evident that through our consultations there is a **high demand from parents** for for an additional special needs primary school to be opened within a city. It is also apparent that parents **highly value a focus on a communication** as the vast majority consider communication to be the most important aspect of school.

Continuing parental engagement

To ensure that there is continuing parental engagement to ensure stakeholders have the opportunity to be involved in the development in the free school, **transition sessions will continue to be held throughout the year**. We expect to receive at least another **30 participants** before Febuary half term.

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

Please tick to confirm that you have provided evidence as annexes:
This is an LA commissioned school.

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

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

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

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

Not applicable

Section F – capacity and capability

F1 (a) Skills and experience of your team

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

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

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

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

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

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

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> <li data-bbox="1211 400 1800 480">■ [REDACTED] <li data-bbox="1211 544 1800 767">■ [REDACTED] <li data-bbox="1211 815 1800 879">■ [REDACTED] <li data-bbox="1211 927 1800 991">■ [REDACTED] <li data-bbox="1211 1007 1800 1070">■ [REDACTED] <li data-bbox="1211 1294 1800 1374">■ [REDACTED] 	[REDACTED]

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

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

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[REDACTED]	[REDACTED]	<ul style="list-style-type: none">[REDACTED][REDACTED][REDACTED][REDACTED]	[REDACTED]	[REDACTED]

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

		[REDACTED]	[REDACTED]	
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			<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
[REDACTED]	[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
[REDACTED]	[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	

F1 (a) Skills and experience of your team

Piper Hill has highly developed capacity that would support the pre - opening and post opening of the proposed free school. The current CEO/Executive Headteacher and Chair of the Trust Board have extensive experience of successful project management for SEN purpose built environments. [REDACTED]

[REDACTED]. The Prospere Learning Trust has a well-developed facilities management group, a robust finance team that supports other schools as requested by the LA, a human resources team that are used as a model in our school to school support, an highly effective data team, and a system that has national recognition and a curriculum team that is innovative in its approach and it is important to note that all of these skills and tams are directly transferable to the free primary school. All this capacity could be focussed on one project - the free school proposal that opens in 2019. (We have spoken to the Director for education in Manchester and she confirms either an opening of 2019 or 2020 so the timescale works well with current commitments and growth plans) In addition, the multi-academy trust has been passed as a Category B Sponsor - which means the Trust is able to sponsor two other schools. Clearly, this shows confidence from the DfE in our capacity. This level of scrutiny ensures that capacity has been proven.

Appointment of the Prospect House Headteacher

The Trust would wish to recruit via national advert for the highly prestigious post and would be responsible for recruitment and appointment.

The following is a draft advert and job description:

[REDACTED]

Prospect House Primary Special School (as part of the Prospere Learning Trust)

Prospect House Primary Specialist Support School is for children aged 3 - 11 with severe and profound learning difficulties and associated additional needs including ASC. The school will have a focus on developing skills for life and learning for all pupils, and have a strong emphasis on developing communication through the curriculum. The Headteacher would be supported by the Executive Headteacher and be part of a special school cluster with the Prospere Learning Trust. Managing outreach to support local SEND children in primary schools will be part of the role.

There will be a focus on:

- The highest standards and rates of progress in all areas for all students
- An innovative curriculum that meets the needs of all learners
- Building up a highly effective team in a bespoke purpose built environment

Job Description

[REDACTED]

We have decided on this salary range because after National Benchmarking by year four the schools is a group 5 school and this is the salary range within the group. We want this post to attract the highest calibre candidate and we need the salary to reflect this.

F1 (a) Skills and experience of your team

Person Specification

Main points – inspirational leader, graduate with QTS, significant leadership experience with proven impact with pupils with SEN, experience in all phases in a primary setting, excellent communicator with a range of stakeholders, high energy and clarity of vision and the ability to carry plans through to fruition, flexibility and adaptability, high level administration skills, proven ability to plan strategically and to develop and manage budgets and ambitious for all of the young people's future.

Role of the Headteacher

The purpose of the role will be to provide outstanding leadership to take forward the vision and values of the Prospect House, ensuring that excellence and high standards are attained across all areas of the school, and providing a safe, healthy and inclusive learning environment. The head will have support from the Trust and contribute to leadership capacity within the Trust.

In this role, you will work with the CEO, Executive Headteachers, Trust Board and the members of the Local Governing Body, the Staff, the DfE and wider stakeholders to develop and implement the wider direction and strategy for the School.

The Headteacher will be accountable for achieving the school's targets.

Key Duties and Responsibilities of the Headteacher:

Leadership & Strategic Direction

- Produce a strategic and operational plan for the academy in conjunction with the Executive head
- Secure outstanding status in its first Ofsted inspection
- Provide strategic leadership that ensures teaching, learning and student performance and achievements are outstanding
- Ensuring the Academy is financially secure - supported by the Trust and working within the scheme of delegation

Standards

- Develop and implement a broad and relevant curriculum which meets statutory requirements, offers both quality and value for money, maintains the core principles of the Free School, embraces innovative approaches to teaching and learning, and is at the forefront of best practice
- Develop the use of data monitoring systems to check student progress, raise standards and ensure a continuous and consistent academy-wide focus on student achievement
- Create and implement a parental and other key stakeholder policy
- Ensure pastoral care, student welfare, behaviour and anti-bullying procedures are in place and adhered to

Leading people

- Ensure the academy employs the highest quality staff
- Create, maintain and enhance working relationships with staff, including consultation with professional associations, as appropriate

F1 (a) Skills and experience of your team

- Manage the effective deployment and performance and professional development of all staff
- Develop the leadership skills of staff at all levels
- Promote the Free School and the wider school ethos, values and aims

Managing the organisation

- Be responsible for the internal organisation, management and control of Prospect House.
- Advise the Trust Board on the annual priorities and formulation of the budget to ensure that the academy achieves its objectives
- Plan, manage and monitor the curriculum and all policies, procedures and initiatives within the agreed budget, setting priorities for expenditure, allocating funds/resources and securing effective administration and control
- Working with the Trust Finance team, ensure the regular monitoring of the budget and the oversight of the use of resources at all levels in the academy
- Manage and organise accommodation efficiently and effectively to ensure it meets the needs of the curriculum, extended use, health and safety requirements and promotes a positive learning environment for all
- Monitor and evaluate the overall provision and use of resources to both secure value for money and secure opportunities to maximise resources for the academy and its community

Accountability

- Report regularly on the performance of the academy directly to the Trust Board
- Develop an organisation in which staff recognise they are responsible for the success of the academy and individual accountabilities are clearly defined, understood, and acted agreed and acted upon
- Work effectively and collaboratively with external partners and stakeholders to achieve mutually agreed objectives, where relevant
- To develop the Free School as an asset for the local SEN community, enabling local residents and stakeholders to benefit from the facilities for education, training, health fitness and recreation purposes
- Work closely with other educational organisations locally, nationally and internationally to ensure the development of a best practise model

Timeline

Executive Headteacher would be responsible from September 2018 for all preopening activities. Activities include:

These are dependent on the opening date.

Advert for Headteacher and Deputy Headteacher – January 2019

Visits to prospective school for applicants – Spring Term

Closing date February 2019

Shortlisting 22nd February 2019

Interviews 10th and 12th March 2019.

Start date September 2019.

F1 (a) Skills and experience of your team

Interview panels – CEO, 1 from Members Board, 2 from Trust Board, Chair of LGB and a separate pupil panel.

School Opening for 36 pupils autumn term 2019.

We would commission HR expertise as soon as the Bid was successful to support the Recruitment process.

This would include as a minimum:

- Supporting the development of the job description and person specification
- advising on the advert and the application pack so it generates the largest and most appropriate
- application field
- ensuring compliance with recruitment and equalities legislation
- ensuring the process follows best practice in recruitment
- helping us to establish appropriate shortlisting criteria and a sifting process
- agreeing with us the appropriate assessment exercises and interview questions (led by governors"
- knowledge of the school and its challenges)
- producing the relevant paperwork to support the selection process and ensuring this is kept as a safe and secure record
- ensuring sensible timescales for the recruitment process are followed

It will be a positive recruitment campaign with a commitment to candidate care. This would include:

- Job information is tailored to the specific recruitment process, with a fluent explanation of the school's current agenda and the challenges an incoming head will face.
- Job information highlights career benefits to the candidate in return for taking on a challenging role.
- Candidates' first contact with the school is positive and (within reason) visits are accommodated at times convenient for candidates.
- Requests for further information are met promptly and efficiently by a named person.
- Candidates get ready access to a named person who is able to prioritise requests for an informal conversation or to return calls quickly.
- Information and documents are available online. Applications can be submitted electronically.
- All applications are acknowledged and every candidate receives a letter or email about the success or failure of their application.

Interview process

Our selection activities will be undertaken by the candidates in order to make the best, evidence-based judgement on their relative strengths.

As part of our selection process, candidates will meet student panels, and 2 governor panels. The governor panel with the member on will make the final decision.

F1 (a) Skills and experience of your team

Activities that will be used to gather evidence about whether a candidate meets the criteria for the post are as follows:

- presentations by candidates
- learning walks
- meeting pupils
- data-interpretation exercises
- joint lesson observation
- in-tray exercises
- Interview by panel including safeguarding governor

Questions

Interview questions will gather proven evidence about what candidates have done. There will clearly be a need for questions about how they will apply their proven experience to taking the school forward and their vision for the school itself.

F1 (b) Skills gap analysis

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

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

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Project management	Pre-opening team	<p>Provider to be sourced through and quality assured by DfE project management educational services framework and will be funded through pre-opening grant.</p> <p>As soon as a successful notification comes through the pre-opening, team is geared up to start meeting. The Trust will ensure that there is allocated time to support the brief. The governors will be form a shadow governing body to work alongside the preopening team. Skills gaps for the local governing body will either be filled from within the Trust (there is capacity around finance and HR) or will be sourced from SGOSS. The pre-opening team is very experienced in opening a free school and has significant primary experience. Where gaps are identified these will be recruited to.</p>

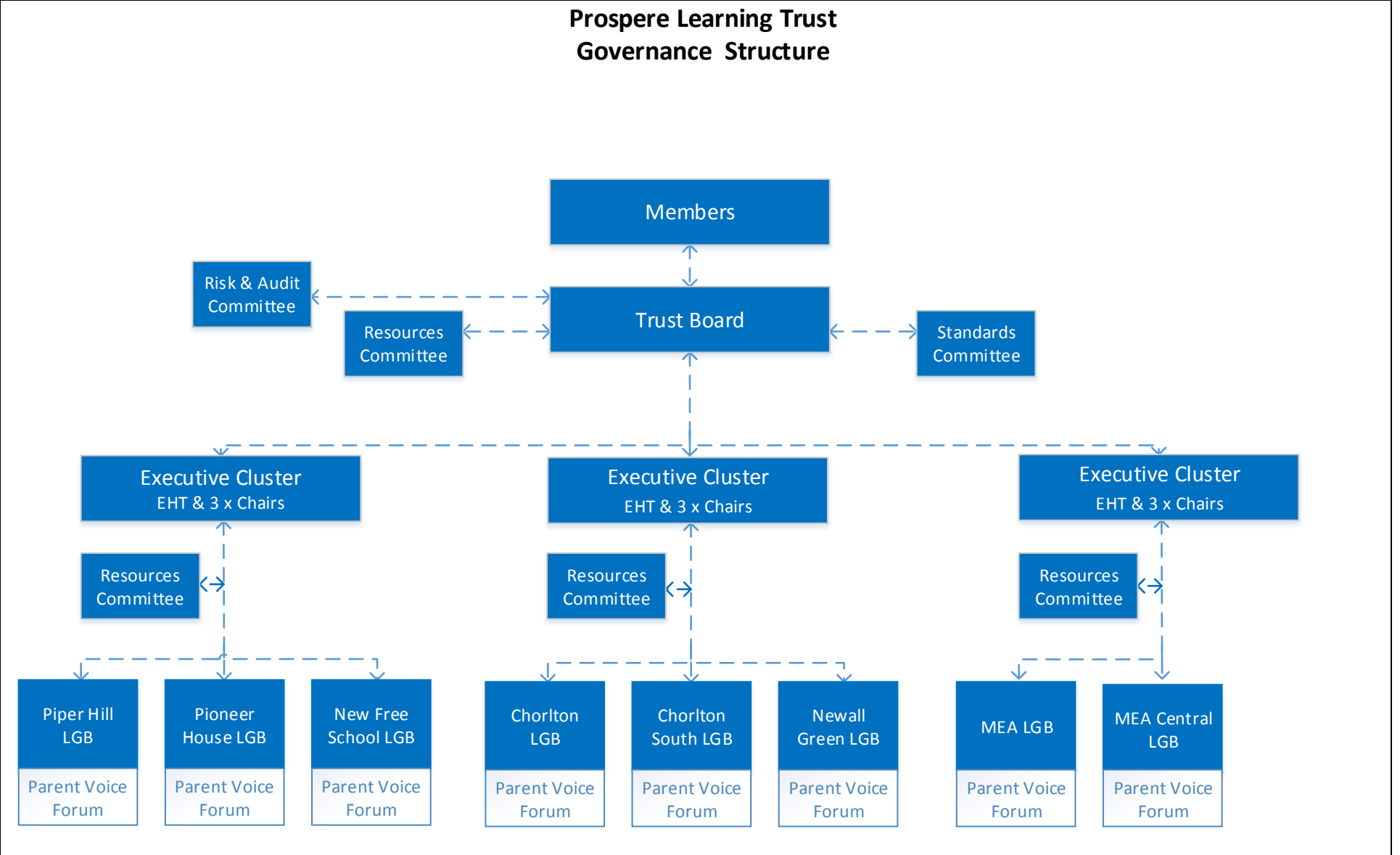
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

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

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

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

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



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

This structure is the proposed structure of the Trust, inclusive of the Trust's proposed sponsorship plans and the joining of Altius Trust schools (who form the third executive cluster).

Principles for the Prospere Learning Trust (PLT) Scheme of delegation

1. The PLT Scheme of Delegation sets out the fundamental principles of the organisation and lays down the rules for its governance. The Scheme of Delegation consists of the principles set out here, the Academy Trust Articles of Association and the detail set out in the Roles and Functions Matrix and Terms of Reference.
2. The governance principles of PLT recognise the importance of developing relationships with common purpose and they are about developing processes and structures.
3. We will continue to develop our governance arrangements to shape and take account of best practice in the sector. The '21 questions that every Multi-academy Trust should ask itself' (January 2015; see Annex 1), set out by the All Party Parliamentary Group on Education Governance and Leadership, provide a foundation by which we will assess the effectiveness of our governance.
4. Financial governance must, as a foundation, be compliant with the principles and regulations set out in the Academies Financial Handbook. PLT aims to go beyond this foundation to provide excellence in its governance.
5. Governance is underpinned by a common understanding about who is responsible for providing valuable input to decision making and who has the decision-making responsibility.
6. Effective governance in our Academy Trust is supported by the following:
 - a. Trust Members – the guardians of the constitution
 - b. Trust Board – the Directors / Trustees
 - c. Trust sub-committees
 - d. Executive Clusters and their sub-committees – including the Lead Governors
 - e. Local Governing Bodies – the Local Governors
 - f. The Executive Team - the Chief Executive Officer (the CEO), Finance Director (together the Executive Leaders) and their respective teams.
7. The Trust Board has overall responsibility and ultimate decision-making authority for all the work of the Academy Trust, including the establishment and maintenance of the Academies.
8. The governance of each Academy shall be delegated to the relevant Local Governing Body.

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

9. The LGB will have parent representatives on it and the parent voice committee will allow a wider range of parent voice to be heard. Tis strategy has been very successful within the Trust.

Example of part of an accountability matrix for finance

Finance					
Members	Trustees	Executive Cluster (EC)	LGB members	Executive Team	Headteacher
To appoint external auditors	To appoint internal auditors To sign off annual accounts and report To approve the financial scheme of delegation To appoint a resources committee To approve the annual budget for the Trust To approve any significant changes to the approved budget To monitor income, expenditure, cash flow	To scrutinise (acting through its Finance Committee) the budgets for its Academies for recommendation to the Trustees' Finance Committee To ensure adequate risk, financial and asset management systems are in place across the Academy	To appoint a Local Governor responsible for finance To approve the annual budget for the Academy To monitor the income, expenditure and cash flow of an Academy To ensure any variances from the budget are reported to the Executive Cluster (EC) Finance Committee	To prepare the annual budget for the Academy Trust To monitor the income, expenditure, cash flow and balance sheet of the Academy Trust To prepare monitoring reports for the Trustees (CEO) To act as the Accounting Officer To ensure proper financial controls are in place	To ensure the preparation of the annual budget for the Academy with the assistance of relevant staff To monitor the income, expenditure and cash flow of an Academy To prepare monitoring reports for the LGBs To ensure proper financial controls are in place at the Academy

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

	<p>and balance sheet of the Academy Trust</p> <p>To establish a charging and remissions policy and to keep this under review</p> <p>To appoint an Accounting Officer</p> <p>To ensure proper financial controls are in place</p> <p>To maintain a register of business interests</p>	<p>To consider any variances on delegated budget reported by the LGBs for approval</p>	<p>To ensure proper financial controls are in place at the Academy</p> <p>To maintain a register of business interests</p> <p>To ensure provision of free school meals to those pupils meeting the criteria</p>	<p>To maintain a register of business interests (of the Executive Team)</p> <p>To set up and approve staff expenses for the Executive Team</p> <p>To open bank accounts</p>	<p>To ensure provision of free school meals to those pupils meeting the criteria</p> <p>To set up and approve staff expenses at the Academy</p>
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Overview of key elements of our governance

Members

PLT has “**Members**” who are best viewed as guardians of the constitution, changing the Articles if necessary and ensuring the charitable object is fulfilled. The Members appoint some of the Trustees and can exercise reserve powers to appoint and remove Trustees. The Academy Trust will ordinarily have at least five Members. 4 of these members will be independent from the Trust Board.

There are currently 3 members in place, with two joining from the Altius Trust. Their skill set is excellent and with the Altius Trust joining there will be no gaps. The members spaces will be full. They will meet at least once a year, but currently in the development phase are meeting 4 times a year.

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

Name	Responsibilities	Term of Office Start	Term of Office End	
[REDACTED]		[REDACTED]	[REDACTED]	
[REDACTED]		[REDACTED]	[REDACTED]	

Pen picture of one member:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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

Now that the school has become part of a multi academy trust, the school will face new challenges – especially in supporting other schools. The education landscape is changing dramatically and the school will have to evolve if it is going to remain an outstanding school. However, it must never lose its values: remaining a truly comprehensive school.

Trust Board

The corporate management and trustee responsibility for the actions of the company is vested in the “**Trustees**” of the Academy Trust (together, referred to as “the **Trust Board**”), who are company directors registered with Companies House. This will be made up of a:

Minimum of 7 trustees (including CEO)- in place

Up to 17 Trustees in total including 2 parents, 2 chairs of LGBs or ECs, 1 CEO, and up to 12 appointed trustees (1 staff) as the Trust grows

The Trustees are personally responsible for the actions of the Academy Trust and the Academies and are accountable to the Members, to the Secretary of State for Education and to the wider community for the quality of the education received by all pupils of the Academies and for the expenditure of public money. The Trustees are required, as trustees and pursuant to the Funding Agreements, to have systems in place through which they can assure themselves of the quality, safety and good practice of the affairs of the Academy Trust. There are

These structures include: (all available should we get through to interview)

Robust self-evaluation procedures.

An organisational structure with clearly defined roles, responsibilities and authorised levels.

Documented terms of reference for the Members Board, Trust Board and all committees of the Trust.

A detailed scheme of delegation

Financial planning, budgeting and regular management reporting highlighting key areas of financial risk.

Trust risk register in place and reviewed at every Trust Board meeting

Formal written and published policies for employees.

Stringent vetting procedures as required by legislation for the protection of the vulnerable.

Robust due diligence procedures in place for all activities as appropriate.

Externally commissioned Quality assurance for a range of areas- eg Headteacher performance management, safeguarding external audits, health and safety external audits, teaching and learning external audits, moderation and work scrutiny external audits etc.

Externally commissioned internal financial audit

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

The role of the Trust Board is reflected in the '21 questions that every Multi-academy Trust should ask itself' identified by the All Party Parliamentary Group on Education Governance and Leadership (January 2015)

- Setting the vision, ethos and strategy for the Academy Trust and its academies over the next three to five years;
- Establishing the governance structures for the Academy Trust, from Members to Academy level, in keeping with the Articles of Association;
- Providing clarity, through the published Terms of Reference and the Roles and Functions Matrix, of the level at which the following governance functions are exercised:
 - determining each individual Academy's vision, ethos and strategic direction
 - recruiting each Academy's Headteacher
 - performance management of each Academy's Headteacher
 - determining Human Resources policy and practice
 - oversight of each Academy's budget
 - assessment of the risks for each Academy.
- Setting the level at which the Executive Clusters (EC)s and LGBs will have authority and accountability through the scheme of delegation;
- Engaging with the Academies' communities, parents, pupils and staff;
- Contributing to developing collaborative relationships beyond the Academy Trust;
- Ensuring that there is a strong and effective executive leadership structure and personnel in place across the Trust;
- Overview and scrutiny of Academies' education performance data;
- Overview and scrutiny of the Academy Trust's financial capability and management systems to ensure compliance with the Academies Financial Handbook, and deliver best value for money;
- Ensuring senior leaders within Academies are challenged to improve the education of pupils;
- Developing the Trust Board to ensure that it has the capacity, skills and succession plans to have a positive impact on outcomes for pupils.
- The Trust Board sets Trust-wide policy.
- Executive Cluster (EC) Chairs will attend Trust Board meetings as advisors to the Board in order to improve effective governance and partnership at all levels of the organisation.
- The Board will carry out a regular skills audit of its Trustees. Where key skills are missing on the Board, expertise will be procured to support the challenge and scrutiny of specialist areas such as human resources or educational performance.

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

Although the roles and responsibilities of the Trust Board is based on the '21 questions that every Multi-academy Trust should ask itself' the roles and responsibilities of our Trust Board are designed to fit our specific governance structure.

Supplement roles here with more operational detail about how the structure will function in practice e.g. what will be the meetings and reporting cycle be for the trust board.

Trust Board Sub-Committees

Trust Board Sub-Committees will provide the overview and high-level scrutiny of the prioritised risks and Local Hub overview provided by each of the Executive Cluster (EC)s. The principle of 'no duplication of governance' requires a clear differentiation of the nature of the scrutiny and challenge provided by the Trust Board Sub-Committees of each hub's contribution to the overall performance of the Academy Trust. This compares with the Executive Cluster (EC)'s scrutiny of each individual academy's contribution to Local Hub performance.

The Trust Board Sub-Committees will be:

- Standards
- Resources
- Risk and Audit.

Senior executives include the CEO and any member of the Executive Team that reports directly to the CEO.
Executive Team

The PLT "**Executive Team**" is the executive management arm of the Academy Trust, focusing on operations and the educational performance of the Academies. They operate under the leadership and direction of the CEO, who is by virtue of the position a Trustee of the Academy Trust. The Executive Team work directly with the staff in each Academy and both the Executive Cluster (EC)s and the Local Governing Bodies to ensure that the required outcomes are achieved in accordance with the direction and vision of the Trust Board.

Executive Clusters

Executive Clusters, through the Terms of Delegation and the Roles and Functions Matrix, provide the overview, scrutiny and performance challenge of the Academies and Local Governing Bodies in their cluster. Executive Cluster Ambassadors provide the appropriate skills and experience to provide effective support and challenge in the four areas of scrutiny: educational standards and performance; finance; HR; risk and audit.

The Executive Cluster have a fundamental role to play in developing and maintaining positive relationships and common purpose with Local Governing Bodies. This is in parallel with the role of the Executive Principal led Executive Cluster teams who will develop and maintain those relationships and common purpose with the individual academy management teams.

The Executive Cluster (EC) contribute to the effectiveness of the Academy Trust by 'knowing' and being champions of their Academies. Lead Governors are linked to the cluster and will have a particular area of expertise and focus as outlined in the example in appendix 3. Lead governors can be linked to a Local Governing Body or to an Executive Cluster and will report to the Executive Cluster. Lead Governors can work over several schools in a Cluster.

Executive Clusters have three key functions:

- a. Provide Executive Cluster overview, scrutiny and challenge of academy education and financial performance;
- b. Support Executive Cluster locality forums for academy leaders and governors to shape and influence Academy Trust thinking; and
- c. Ensure an effective flow of communication between the Local Governing Bodies, Executive Clusters and the Trust Board.

The Executive Cluster will be made up of the Executive Head, the Chairs of the Local Governing Body and the heads of school. These will meet between the LGB meetings and the Trust Board meetings to ensure information is channels effectively, collated, and that the Trust Board, whilst having an overview, will focus on identified priority areas.

Local Governing Bodies (LGBs)

The role of a Local Governor within our Multi-Academy Trust is an important one. In developing our governance arrangements, the Trust Board has sought to ensure that the responsibility to govern is vested in those closest to the impact of decision making and that such responsibility matches the capacity of those assuming responsibility. In conjunction with the Executive Cluster (EC)s, the Trust Board establishes Local Governing Bodies for each of the Academies, for the most part made up of individuals drawn from the Academy's community, both as elected and appointed members.

The Local Governors are accountable to the Executive Cluster (EC) and the Trust Board (who in turn is accountable to the Department for Education) as well as to the communities they serve. The headteacher is accountable to the LGB and they in turn are accountable to the Trust Board and members Board.

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

The broad duties of the Local Governing Body are summarised as:

To contribute to and fulfil the vision and ethos of PLT in so far as it relates to the Academy, ensuring that the Academy achieves the aims and ambitions it has for its pupils, having regard in particular to the benefits of being part of a family of schools which stresses the importance of collaboration and mutual support;

To implement and review from time to time the strategic plan for the Academy, focussing on the Academy's performance and achieving sustained school improvement and having regard to any locally agreed priorities identified by the Trust Board;

To act as a critical friend to the Academy's senior leadership team, being ready to challenge and hold senior leaders to account for all aspects of the Academy's performance;

To oversee the management of the finances of the Academy, assessing the annual budget prepared by the Academy's Headteacher (with the support of the Academy's senior leadership team) and submitting such for approval by the Executive Cluster (EC) and the Trust Board, ensuring that the Academy works within its budget and the Academy's senior leadership team adopts and implements appropriate risk and financial management policies and practices;

To support the Trust Board in ensuring that insurance or equivalent risk protection is put in place and maintained for all risk areas including damage to property, employer liability, public and third party liability and director liability in accordance with any policy issued by the Trust Board from time to time;

To support the Academy's Headteacher in the development and review (from time to time) of an appropriate staffing structure for the Academy, ensuring there is robust and accountable monitoring of the performance of staff and implementing all and any policies relating to staff adopted by the Trust Board;

To support the Trust Board in its monitoring and evaluation of the delivery of any central services and functions provided or procured by the Academy Trust for the Academies, reporting any issues or concerns to the Executive Cluster Executive Principal and, if necessary, the CEO, the Chair of the Executive Cluster (EC) or the Chair of the Trust Board;

To promote within the organisation and externally the benefits of collaboration with the other Academies and to actively seek opportunities to work together either with the aim of improving economic efficiencies within the Academies or identifying and implementing best practice;

To develop effective links within the Academy's community, communicating openly and frequently as appropriate and ensuring that the Academy meets its responsibilities to the community and serves the community's needs in relation to the safeguarding and education of its pupils; and

To engage fully and openly with any inspection of the Academy, whether by the Trust Board, Ofsted or any other appropriate public body to whom the Academy is accountable.

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 have identified a chair and vice chair with very high levels of proven experience – see CVs



The LGB will meet at least twice a term, and more frequently in initial stages, or as necessary. LGB link governors will have a commitment to visit school at least once a term for their link areas and provide written feedback eg safeguarding, SEND, LAC, Pupil Premium, Health and Safety, Standards.

Pupil, parent and staff voice

Accessing and responding to pupils' collective concerns is an important part of the operations and governance of PLT academies. All schools have active Pupil Councils. Each LGB is expected to give due regard to issues that are raised through the Pupil Council and the management actions taken in response to the issues.

Parental voice is formally built into the governance structure with the election by parents of up to two parent Governors to each LGB. A Parent Voice Forum will enable a wider voice to be heard. Staff voice is similarly built into the governance structure with the election to each LGB of up to two employees of the Academy (usually one teacher and one non-teaching staff member) by employees of the Academy.

As a Trust we will consider what further mechanisms for pupil, parent and staff representation at other governance levels may be appropriate.

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

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

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

Section G – budget planning and affordability

We have budgeted for an accumulative surplus at the end of year 4 which would be adequate to take into account pay increments and contingency. The contingency fund will enable us to manage unforeseen circumstances.

Financial checks

Piper Hill can demonstrate that there is a high level of robust external moderation and audit of the financial plan and external checks will also be carried out in Prospect House. There will also be regular benchmarking activities overseen and challenged by the governing body and the Trust Resources Committee to ensure the school represents good value for money and is prudent. Financial checks are commissioned through external and internal audit and an additional independent budget checks.

Value for money

We have implemented the staffing structure and staffing build up that will deliver the innovative and effective curriculum plan as illustrated in the DfE financial template (appendix). The staffing plan has been constructed in detail for all of the 4 years.

We ensure value for money by:

- Using the Executive Headteacher to provide overall leadership and challenge. The Executive Headteacher will provide very good value for money as the other schools within the Special Executive Cluster are operating very successfully and if necessary additional time will be available.
- A number of back office support services can be provided by the Prospere Learning Trust at competitive rates in a very cost effective way e.g. financial planning, administrative, ICT managed service and curriculum support.
- We will follow financial value standards and ensure that these principles ensure best value for all purchases.
- We would also achieve value for money over time by joint appointments within the Trust schools, which will ensure outstanding provision for specialisms such as art and design technology.

Section G – budget planning and affordability

- [REDACTED] which currently has approximately 40 schools within the cluster. School Business Managers are able to share expertise and experience through this forum.

Staff to pupil ratios

Staff to pupil ratios are higher than in mainstream schools and have been carefully considered in this financial plan. They are comparable with other local special primary schools. The latest Ofsted report for the Piper Hill shows extremely good value for money with similar although older children.

The percentage of costs for staffing as a total of the core school budget is approximately 80%. This is comparable to similar other primary schools- it is with- in the average range.

Key income based assumptions

1. Free schools meal income is based on 50% of total pupil number, which is in line with the Piper Hill and other similar special primary schools locally. FSM income is currently [REDACTED].
2. Pupil premium income is based on pupils in receipt of free school meals at a rate of [REDACTED].
3. School meal income is based on the other 50% of pupils not in receipt of free school meals taking up a school meal at a cost of [REDACTED].
4. Over time, revenue will be raised via selling courses to other schools and colleges. Timetable arrangements will ensure this flexibility.

Key cost assumptions

1. Recruitment costs - In the first 2 years there will be an annual allowance for 2 x online adverts with TES, an Eteach subscription and your council jobs subscription. These costs are based on current costs for Piper Hill.
2. Rates – we have not included a rates costing as it will be cost neutral.
3. Insurance – the school will buy in to the government’s risk protection arrangements at a cost of [REDACTED].
4. Staffing overall – the budget plan assumes that all staff will join the pension scheme. They may not all do this so there might be a slight saving.
5. Staffing Increments – the financial plan has been developed using HCSS Financial Software, which automatically adds on an increment annually within the staff scales. The total cost of annual increments has been built into the DfE financial template.
6. Inflation – 2% inflation has been built in to all utility costs and 1% inflation has been built in to all staffing costs.
7. Disclosure and Barring - based on [REDACTED].

Section G – budget planning and affordability

8. Building maintenance and improvements - based on Piper Hill costs and benchmarked against other similar schools locally. Costs include maintenance for fire alarm, boilers, air conditioning, doors, hoists, medical alarm, lighting, cleaning machines, PAT testing.
9. Grounds - based on Piper Hill costs and benchmarked against other similar schools locally.
10. Cleaning and caretaking – Costs are based on Piper Hill and other similar schools locally. Costs include cleaning products, refuse collection and hygiene waste collection
11. Water and sewerage - based on Piper Hill and benchmarked against similar schools locally.
12. Energy - based on Piper Hill costs and benchmarked against other similar schools locally.
13. Learning resources not ICT - includes general resources and Music Therapy. This is in line with per pupil spend in the Piper Hill and is benchmarked against other similar schools locally.
14. Admin Supplies – based on Piper Hill annual spend.
15. Management Fee – [REDACTED]. This covers a central team for leadership (CEO/Executive Headteacher/Finance Director and IT support). These costs are shared proportionally across the MAT.
16. Audit – proportion of costs of Piper Hill for external & internal audit. Currently provided by Hallidays.
17. Service level agreements – costs in line with Piper Hill;
 - Payroll outsourced to Manchester City Council.
 - HR support outsourced to One Education. [REDACTED].
 - Legal SLA in place with Manchester City Council at a cost of [REDACTED].
 - Finance SLA with Edufin at a cost of [REDACTED]. Some additional funds built in for consultancy days. Edufin provide helpdesk support for the trust's finance programme (PS Financials).
 - Governor clerking outsourced to One Education. [REDACTED].
18. Quality Assurance - [REDACTED]
19. Catering outsourced to Manchester Fayre. The annual SLA will cover the cost of all staffing, equipment maintenance and all food costs. Annual costs have been benchmarked against local similar primary schools and are in line.
20. Minibus – lease costs for 1 bus in the first year, 2 in the second and 3 in the third year.

G2

DfE financial template (appendix) shows that there is an in year surplus in all years of the plan of between 3% and 6% including a contingency of approximately 1% of income. This is based on the school having 36 pupils in year 1, 66 in year 2 and 100 in year 3.

Annexes - ALL CVs will be sent as attachments

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

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

CV template

CV template		
1	Name	
2	Area of expertise (i.e. education or finance)	
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	Name: Position: Dates:
		Name: Position: Dates:
		Name: Position: Dates:
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p>	

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

CV template		
	<p>maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> • If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life 	
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

Self-assessment form for independent schools

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal		Additional information about the school				
Chair of governors		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
Achievement of pupils at your school	<p>[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data.</p> <p>The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum</p> <p>Closing the gap for all pupil groups and ensuring that SEND pupils achieve</p> <p>Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/ moderation will be essential to ensure reliability. please delete this guidance before submitting this form]</p>		

<p>Quality of teaching in your school</p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management.</p> <p>Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake.</p> <p>Consistency of student presentation of work and scrutiny reference progress and standards</p> <p>How marking, assessment and children feedback/reflection enhances pupil learning</p> <p>Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs</p> <p>How teaching promotes pupils learning and progression</p> <p>The review should be validated externally to ensure moderated outcomes for the school</p>		
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	<p>Reading, writing, communication and mathematics across the curriculum.</p> <p>Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
Behaviour and safety of pupils	<p>[Please refer to the Ofsted handbook and supplementary handbooks e.g. Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies.</p> <p>Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p>		

	<p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures please delete this guidance before submitting this form]</p>		
<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning. The Ofsted framework identifies detailed areas for review, as does the National College such as the Headteacher Standards however; this need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school. Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an</p>		

	academy with a larger and more diverse cohort of pupils. please delete this guidance before submitting this form]		
The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.	[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]		
Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their			

existing provision is interwoven with the LA.			
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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 get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
1. The roles and responsibilities of the directors/ trustees	Please detail your duties as: <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer 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	
2. Structure of the board	Accountability system Structure of decision making	
3. Meetings	Please detail your board and committee meetings schedule and outline agenda	
4. Finance	Please give details of:	

	<ul style="list-style-type: none">• your chief financial officer, with appropriate qualifications and/or experience;• Schemes of delegation;• Approvals process-budget;• Investment policy;• Procurement including leases;• Internal control framework;• Contingency and business continuity plan;• Insurance cover		
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Department
for Education

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