



Department
for Education

Special free school application form

Published: July 2017

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

SAMUEL WARD ROMFORD SPECIAL SCHOOL

Contents

The application form explained	3
Sections	3
Application checklist	6
Declaration	8
Completing the application form	10
Section A – applicant details (use Excel spread sheet)	10
Section B – outline of the school (use Excel spread sheet)	10
Section C – vision	11
Section D – education plan: part 1	16
Section D – education plan: part 2	16
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	16
D2 – measuring pupil performance effectively and setting challenging targets	31
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	39
D4 – the school will be welcoming to pupils of all faiths/world views and none	46
Section E – Evidence of consultation and demand	49
Section F – capacity and capability	52
F1 (a) Skills and experience of your team	52
F1 (b) Skills gap analysis	56
Governance self-assessment	57
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	62
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	66
Annexes	71
CV template	80

The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to G

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

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

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

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

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

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

And one hard copy to the local authority.

You may also hand deliver if you prefer.

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

Submitting Section I

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

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	X	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?		
Section A: Applicant details	X	<input type="checkbox"/>
Section B: Outline of the school	X	<input type="checkbox"/>
Section C: Education vision	X	<input type="checkbox"/>
Section D: Education plan	X	<input type="checkbox"/>
Section E: Evidence of consultation and demand	X	<input type="checkbox"/>
Section F: Capacity and capability	X	<input type="checkbox"/>
Section G: Budget planning and affordability	X	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	X	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	X	<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?	X	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to both the department and the local authority before the advertised deadline?	X	<input type="checkbox"/>

<p>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?</p> <ul style="list-style-type: none"> • 	X	<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>	X	<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: [REDACTED]

Position: [REDACTED]

Print name: [REDACTED]

Date: 24th November 2017

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

Please:

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

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

Please:

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

Section C – vision

Please:

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

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

Summary

The Trust aims to create an outstanding SEMH/ASD Special Free School that is based on a mainstream model of education with an SEMH/ASD specialism.

The overarching vision for the school is to provide individualised support for all students in their transition phases of education and prepare them to become successful independent adults that fully make a positive contribution to their community hence becoming valuable members of a better society.

The vision is based on:

- what the Samuel Ward Academy Trust stands for in all its schools and for all its pupils
- how the trust is developing a vision particularly for special schools in the trust
- how this vision is being tailored and developed for pupil with SEMH / ASD in Romford; and
- how the trust can change the life chances in East London

Vision for schools in the Samuel Ward Academy Trust

Every young life is special; open to possibility, gifted with the potential to change the world for the better but also bound by the limits of their own circumstances. These boundaries are defined by the environment they are born into; by parents, by communities and by cultures. Some children are at a significant disadvantage before they have opened their eyes; they suffer from a lack of physical nourishment that restricts their growth, a cultural deficit that constrains their values and a nurturing environment that binds their aspirations. Others are at a disadvantage because of their particular special needs This is one of key challenges for the Samuel Ward Academy Trust; to help all children to succeed, to gain confidence and take responsibility for shaping their lives.

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

It is not just a moral imperative; we recognise that the quality of education is one of the most important issues facing Britain today. In the long term, our success as a nation – our prosperity, our security, our society – depends on how well we raise and educate our young people.

The schools in this trust are connected through its vision and aims. The aims of the trust are to develop:

- **Successful learners**, who can enjoy and understand learning, are equipped with the skills to adapt and cope with an ever changing and unpredictable world and adopt a positive attitude towards lifelong learning. They have imagination and creativity and are emotionally intelligent and independent.
- **Confident individuals**, who understand how they learn, why they are learning and what they are learning, what they need to do to progress in their learning and how they can support the learning of others.
- **Responsible citizens**, who understand their responsibility to themselves and others, how they make positive contributions to the life of the school and community. They also understand their responsibilities in relation to local and global challenges. In these contexts their actions and behaviours are driven by values and their strong sense of morality. Globally aware, citizens of the world understand that context is wider than locality.

The schools are founded on a set of values:

- COMPASSION is about caring about others. It is about wanting to help those who are hurting. Compassion is showing kindness to all people.
- HOPE is knowing and wanting good things to happen. Hope is doing what we can to make good things happen.
- JUSTICE is making sure that we treat others and ourselves fairly.
- RESPECT honours the good things that others and we do. Respect values people and things for what or who they are. Respect honours people and things of special worth.
- WISDOM. We gain wisdom through learning and doing. Wisdom is knowing what to do. It is knowing right from wrong, good from bad.
- COURAGE is being brave when we are scared. It is being able to do something when we feel bad or fear we might fail.
- RESILIENCE is about being able to stay strong when things go wrong.
- INTEGRITY is being honest. It is being trustworthy. It is being true to yourself and your beliefs.
- RESPONSIBILITY is taking care of people and things that are ours. Responsibility is keeping our promises. It is doing our duty for our family, school, community and country.

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

Although we recognise that each school will apply these values in different ways we also have a core set of principles to guide their application:

- **Human Scale Learning** - This means that schools will develop environments where children and young people are valued as individuals. We believe in the primacy of relationships should inform the design of schools within the trust.
- **Personalised Learning** - This means ensuring that learning is tailored or individualised to the needs of each learner.
- **Excellent Teaching and Learning** - where the curriculum must support outcomes being the highest they can be for each learner, it enables breadth and balance in order to ensure a wide range of experiences and knowledge, all subjects ensure progression routes are clear and choice must be provided for each learner.
- **Enrichment** - This means that all pupils will engage in sporting, artistic or other activities outside mainstream lessons in order to build confidence.
- **Leadership skills** - we encourage responsibility in all pupils through leadership skills development.
- **Spiritual and Moral Understanding** - which includes all pupils will engage in international trips or visits, charity work or enterprise activity.

Vision for special schools in the Samuel Ward Academy Trust

The trust opened its first free school, Churchill Special Free School, in September 2013, and it was judged outstanding at its first inspection. The development of this school followed implementation of the vision, aims and principles of the trust applied to a school developing a specialism and expertise in children with autism. The trust developed expertise in opening a new school that had both primary and secondary phases (and applied it in 2016 to the opening of a secondary school in Bury St Edmunds) and building on its commitment to meet individual needs and maintain the highest ambition for each pupils. The vision of the trust that pupils become successful learners, confident individuals and responsible citizens applies to each special school as do the values of compassion, hope, justice, respect, wisdom, courage, resilience, integrity and responsibility, and the principles based on the pillars of human scale learning, personalised learning, excellent teaching and learning, enrichment, leadership skills and spiritual and moral understanding

The trust has 13 primary schools and 5 secondary schools, and has learnt how to support groups of schools in the same phase work together and decide where to align their practice. This work has been significantly enhanced by the development within the trust of roles of Director of Primary Education and Director of Secondary Education, both themselves with experience of headship. The trust is now ambitious to apply this learning and make use of its infrastructure with a group of special

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

schools, so that learning in each school can be shared, succession planning can be shared across group of schools and there is a career path in the trust for the most successful heads.

The trust has made extensive links with other trusts on work to ensure that pupils with special educational needs or disabilities (SEND) are as successful as their peers. This has included work in a group of eight multi-academy trusts (MATs) on a peer review framework to review the effectiveness of provision for pupils with SEND. The trust has linked with a trust with a number of good and outstanding special schools to develop further its capacity to provide outstanding special schools with pupils with a wider range of complex needs. Each special school is individual in nature and we expect to develop a special school appropriate to the needs of the actual children it serves.

Vision to support pupils with SEMH / Communication and Interaction Needs

Our aim is to provide an education which delivers outstanding outcomes for children with social, emotional and mental health needs and/or for those on the autistic spectrum. Underpinning this will be high expectations and aspirations for all which means we shall ensure that all children make good progress from whatever their starting points are and are supported to achieve accreditation and qualifications which enhance their life chances. We shall be very focussed on ensuring that children have positive destinations to move on to in the next stage of their lives. In order to achieve this we believe it is essential that children experience a 'rite of passage' through which they can grow and develop increasing maturity towards that goal.

For this reason we shall establish five phases in the school: an Early Years Phase, a Key Stage 1 Phase, a Key Stage 2 phase, a Key Stage 3 phase and a Key Stage 4 phase. Each of these phases will have distinctive features and an appropriate curriculum offer. Our main offer within the curriculum will be to provide an enriched curriculum with regular access to learning outside the classroom. This will also help to develop children's friendship and social skills. Within the phases we shall combine a strong curriculum offer with multi-agency and therapeutic support and we shall work in partnership with the London Borough of Havering and other local providers to deliver this. We will also seek advice and support from other providers who have a track record of establishing good practice.

Each child is likely to have an Education, Health and Care Plan and our vision will be to ensure that these are delivered fully through joined up multi-agency support and co-operation. Our vision is of a caring community and although we know that children will exhibit challenging behaviours it will be key to our approach to operate a non-

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

restrictive physical intervention philosophy underpinned by strong restorative practices.

In addition to our experience of with children with SEMH needs we are very experienced in working with children who have communication and interaction needs and shall ensure that recognised best practices also are part of the offer in the new school. In addition to the curriculum offers detailed below we know that children with SEMH and/or communication and interaction needs will require personalised programmes. We aim as the school develops to introduce additional provision for Art, Music, Drama and Play therapy as part of personalised programmes of learning as well as Occupational and Speech and Language Therapy which we shall have in place from opening and we will ensure that Educational Psychologists are based on site full time in order to support our educational vision.

Children accessing the provision may have had a difficult start to their life in education and we are therefore committed to providing exceptional Family Support. This will be based on site and offer practical advice and support to families as well as regular opportunities to enter the provision to ensure that a collaborative approach to learning between family and school is adopted.

Our vision is summarised as:

- High expectations of both progress and outcomes
- Positive ongoing destinations
- A 'rites of passage' approach with distinctive education phases
- Joined up multi-agency support
- Non-restrictive interventions and a restorative justice philosophy
- Therapeutic approaches as part of the our curriculum offer including ready access to Occupational and Speech and Language therapies
- Educational Psychologists on site to advise on practice and support
- Provide collaborative family support

These are the principles which underpin our vision and they are set out in detail in Section D.

Section D – education plan: part 1

Please:

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

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

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

	No. of students in first year of opening	2018	2019	2020	2021	2022	2023	2024
Nursery provision		8	8	8				
Reception		4	4	4				
Year 1		2	5	5				
Year 2		2	3	5				
Year 3		2	3	3				
Year 4		2	3	3				
Year 5		2	3	3				
Year 6		2	3	4				
Year 7		5	5	5				
Year 8		2	5	5				
Year 9		3	3	6				
Year 10			5	4				
Year 11				5				
Year 12								
Year 13								
Totals		34	50	60				

Section D – education plan: part 2

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

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

relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

Please use the table below

Delivering the Curriculum

The curriculum at the Samuel Ward Romford Special School will be based on the three key aims for our trust:

- **Successful learners**, who can enjoy and understand learning, are equipped with the skills to adapt and cope with an ever changing and unpredictable world and adopt a positive attitude towards lifelong learning. They have imagination and creativity and are emotionally intelligent and independent.

This will be achieved with high quality teaching with staff that have a range of strategies and skills to work successfully with the young people who are most likely to access our provision. At Key Stages 2 and 3 pupils will be expected to make at least one stage of progress per year in the core subjects and one stage per two years in foundation subjects. At Key Stage 4, pupils will be set GCSE targets dependent on their Key Stage 2 results, i.e. 3 levels of progress. Termly monitoring of progress will identify those pupils who are not making rapid progress and using a multi professional approach the underlying causes will be identified. As a result, interventions - academic, therapeutic and medical - will be put in place to support pupils to ensure that they are able to make the best progress that they can.

- **Confident individuals**, who understand how they learn, why they are learning and what they are learning, what they need to do to progress in their learning and how they can support the learning of others.

In order to achieve this we will use an active learning approach to teaching. Active learning is based on Constructivism Theory. Constructivism emphasises that learners *construct or build* their own understanding. Constructivists argue that learning is a process of 'making meaning' and as a result pupils are able to develop their existing knowledge and understanding in order to achieve deeper levels of understanding. This means that pupils are more able to analyse, evaluate and synthesise ideas and therefore achieve the higher order skills of Bloom's Taxonomy. Active learning is a process that has pupil learning at its centre. Active learning focuses on how pupils learn, not just on what they learn. Students are encouraged to 'think hard', rather than passively receive information from the teacher. It is not possible to teach pupils by simply telling them what they need to know. Instead, teachers need to make sure that they challenge their pupils' thinking. With active learning, pupils play an important part in their own learning process, building their knowledge and understanding in response to opportunities provided by their teacher. Teaching staff will enable deeper levels of understanding by providing learning environments, interactions, activities and teaching that fosters deeper learning. Teachers will scaffold learning by providing support and guidance that offers high challenge but low threat based on pupils' current ability.

Using Assessment for Learning, teachers will provide rich feedback that will enable pupils to understand their current strengths and weaknesses and what they need to improve in order to make progress. An important part of this process will be peer assessment that will help pupils support the learning of others but also encourages deep learning as in order to properly assess the work of their peers pupils need to have a good understanding of the task/activity and the assessment criteria, both of which promote a deeper approach to learning.

An active learning approach is not only about learning content but also about the process. Active learning develops pupil autonomy and their ability to learn. It allows pupils greater involvement and control over their learning and as a result they are better able to be lifelong learners.

The tutor programme will provide opportunities for pupils to understand their preferred learning style, build self-esteem and for pupils to engage with their peers as they learn life skills to become well-rounded individuals. Pupils will be given the opportunity to participate and support each other's wellbeing by participating in a variety of mental health and well being activities including:

- Assemblies
- Mindfulness Strategies
- Mindful Movement
- Mindful Art
- Mindful Reading

Working with the multi-disciplinary staff team will allow pupils the time and space to explore their internal world, which can support them to understand their thoughts, feelings and behaviours. Pupils will be given the opportunity to relearn stages of emotional and psychological development via their Boxall Profiles and targets, heightening their awareness of self and their own belief systems. As part of the therapeutic process, we will use a wide range of approaches to allow pupils to naturally express, explore and convey themselves by using any avenue that is their preferred way of relating. Play therapy will play a pivotal part in our therapeutic approach as it helps to relieve stress and pressure enabling children to be themselves without having to adapt to the wants and needs of those around them. It offers children a chance to achieve mastery over their environment. Their imagination enables them to control their experience employing the powers of choice and decision-making. Play therapy conveys the child's unique personal response to their environment, facilitating the freedom to try out new ideas as well as build upon and experiment with old ones.

- **Responsible citizens**, who understand their responsibility to themselves and others, how they make positive contributions to the life of the school and community. They also understand their responsibilities in relation to local and global challenges. In these contexts their actions and behaviours are driven by values and a strong sense of morality. Globally aware, citizens of the world understand that context is wider than locality.

For the most part we will achieve this through the teaching of the PSHE curriculum, the Tutor Programme and Assemblies. In order to promote skills, independence, employability and participation in society pupils will have the chance to participate in pupil voice groups, community engagement/charity events, work experience opportunities and overseas visits.

As a trust that believes in and practices inclusive values for all children we shall hold equally high aspirations and expectations for the pupils who attend the Samuel Ward Romford special school. At the heart of the delivering these aims is the curriculum and good quality teaching. Our expectations shall be for high **academic** achievement; the broad special educational needs areas of Social, Emotional and Mental Health difficulties (SEMH) and Communication and Interaction (C&I) are not indicators of cognition levels. However, we believe that in order to achieve our aims the curriculum will need to be balanced with **enrichment strands** in order to accommodate the learners who will attend the school. In particular there will need to be additional strands of **social, emotional and communication support** running throughout the school and delivered by staff who are both highly aware and specifically trained in these areas and there will also need to be a strong strand of **therapeutic support**. Therefore our curriculum model included these aspects as entitlements and our timetable and staffing plan reflects their delivery.

Timings of the School Day

- EYFS & Key Stage 1 9.15am – 2.45pm
- Key Stage 2 9.00am – 3.00pm
- Key Stages 3 and 4 8.45am – 3.30pm

In terms of effective day to day management it will be helpful to students if arrival times are staggered and younger pupils are able to arrive a little later and leave a little earlier than older pupils. Arrival and departure times in special schools offer additional challenges in terms of vulnerability of pupils and their health and safety awareness. By staggering times particularly for younger pupils we recognise these challenges. We shall determine the exact timings through discussion with the borough once transport arrangements are known.

The deliverability of the curriculum for each key stage is set out below:

Nursery and Reception

	Subject/other activity (e.g. enrichment)	No. of hrs per week (27.5 hrs)	Mandatory/ Voluntary	Comments
Academic	Communication and language	2 hrs	M	Delivered through a thematic approach,

	English	4 hrs		mapped to all areas of the National Curriculum
	Mathematics	4 hrs		
	Personal, Social and Emotional development	3 hrs		
	Physical development	2 hrs		
	Understanding the world	2 hrs		
	Expressive arts and design	2 hrs		
	Additional Literacy/Numeracy intervention		Individual needs based	3 x 30 mins per week delivered for individuals as needed
Social, Emotional & Communication	Pupil Voice		V	
	Games (team sports)	1hr	M	
	Forest School	3hrs	M	
Therapeutic	Tutor Time	•	M	Delivered during breakfast club
	Nurture events, e.g. breakfast club, lunch	5 hrs	M	•
	Timetabled nurture sessions	3.5 hrs	M	
	Individual therapy	2 x 1hr session	Individual needs based	
	After school clubs	•	V	
•		•	•	

Key Stage 1

•	Subject/other activity (e.g. enrichment)	No. of hrs per week (27.5 hrs)	Mandatory/ Voluntary	•	Comments
Academic	English	3 hrs	M	Delivered through a thematic approach, mapped to all areas of the National Curriculum	
	Maths	3 hrs	M		
	Science	1 hrs	M		
	Topic	2 hrs	M		
	Creativity	2 hrs	M		
	Music	1 hr	M		
	PE	2 hrs	M		
	RE	1 hr	M		
	Drama	1 hr	M		
Structured play	1 hr	M			

	Additional Literacy/Numeracy intervention		Individual needs based	3 x 30 mins per week delivered for individuals as needed
Social, Emotional & Communication	PSHE	1hr	M	
	Pupil Voice		V	
	Games (team sports)	1hr	M	
	Forest School	1hr	M	
	After school clubs		V	
Therapeutic	Tutor Time		M	Delivered during breakfast club
	Nurture events, e.g. breakfast club, lunch	5 hrs	M	
	Timetabled nurture sessions	2.5 hrs	M	
	Individual therapy		Individual needs based	1hr session per week delivered for individuals as necessary
		27.5 hrs		

Key Stage 2

	Subject/other activity (e.g. enrichment)	No. of hrs per week (30hrs)	Mandatory/ Voluntary	Comments
Academic	English	3 hrs	M	Delivered through a thematic approach, mapped to all areas of the National Curriculum
	Maths	3 hrs	M	
	Science	3 hrs	M	
	History/Geography/RE	2 hrs	M	
	Design Technology/Food Tech	1 hr	M	
	Art	1 hr	M	
	Music	1 hr	M	
	PE	2 hrs	M	
	Drama	1 hr		
	Literacy/Numeracy	3 hrs	M	
	Additional Literacy and Numeracy Intervention		Individual needs based	3 x 30 mins per week delivered for individuals as needed
	PSHE	1hr	M	

Social, Emotional & Communication	Pupil Voice		V	
	Games (team sports)	1hr	M	
	Forest School	3hrs	M	
	After school clubs		V	
Therapeutic	Tutor Time		M	Delivered during breakfast club
	Nurture events, eg. breakfast club, lunch	5 hrs	M	
	Timetabled nurture sessions		M	Offered for a small group
	Individual therapy		Individual needs based	Half termly programme built into timetable where needed for an individual or group
•		30 hrs	•	

Key Stage 3

•	Subject/other activity (e.g. enrichment)	No. of hrs per week (33.75 hrs)	Mandatory/ Voluntary	Comments
Academic	English	4 hrs	M	
	Maths	4 hrs	M	
	Science	4 hrs	M	
	IT/Computing	2 hrs	M	
	History/Geography/ RE	2 hrs	M	
	Design Technology/Food Tech	2 hrs	M	
	Art	1 hr	M	
	Music	1 hr	M	
	Drama	1 hr	M	
	PE	1 hr	M	
	Careers	1 hr		
	Literacy/Numeracy	3 hrs	M	

	Additional Literacy and Numeracy Intervention		Individual needs based	3 x 30 mins per week delivered for individuals as needed
Social, Emotional & Communication	PSHE	1 hr	M	Includes SRE
	Pupil Voice		V	
	Games (team sports)	2 hrs	M	
	Outdoor education	3 hrs	M	
	Assembly	45 mins	M	
Therapeutic	After school clubs		V	
	Timetabled nurture sessions		Individual needs based	Up to 5x 2hr sessions per week
	Individual therapy	1 hr	Individual needs based	
		33.75 hrs		

Key Stage 4

	Subject/other activity (e.g. enrichment)	No. of hrs per week (33.75 hrs)	Mandatory/ Voluntary	Comments
Academic	English	4 hrs	M	Pupils choose package of qualifications/ accreditations, selecting from either of the categories (GCSEs or ELQs), as appropriate. All pupils will include an English, Maths, Science, PE and IT course
	Maths	4 hrs	M	
	Science	4 hrs	M	
	PE	2 hrs	M	
	IT/Computing	2 hrs	M	
	Literacy/Numeracy	3 hrs	M	
	History/Geography/RE	2.5 hrs	V Option	Pupils are able to choose 3 options from these 5 subjects totalling 7.5 hrs
	Design Technology/Food Tech	2.5 hrs	V Option	
	Art	2.5 hrs	V Option	
	Music	2.5 hrs	V Option	
Drama	2.5 hrs	V Option		

	Additional Literacy and Numeracy Intervention	•	Individual needs based	3 x 30 mins per week delivered for individuals as needed
Vocational	Careers	2 hrs	M	
	14 – 16 College Placement		V Option	1 day per week optional placement
	Extended work experience		V Option	1 day per week optional placement
Social, Emotional & Therapeutic	Tutor Time	45 mins	M	
	Assembly	30 mins	M	
	Nurture events, eg breakfast club, lunch	3 hrs	M	
	Individual therapy	1 hr session per week	Individual needs based	
		33.75 hrs		

A broad, balanced, and appropriate curriculum for the types of need for which we intend to cater

The Universal Curriculum Offer

PHSE/SMSC curricula are taught discretely throughout all year groups in order to support the inculcation of characteristics that are central to the emerging child. These also contribute to the values necessary for the development of society overall including British Values.

The curriculum offer itself implicitly provides for the four core areas of need as outlined by EHCPs. All subjects offer students opportunities to improve in their cognition, social and emotional needs, speech and communication needs as well as any sensory and motor areas of development. In order for students to be able to access such an ambitious curriculum, the level of academic support as well as pastoral and therapeutic support needs to be very high and underpinning the curriculum offer. We will offer this by utilising a wide variety of teaching strategies and techniques. These will be further informed through collaborations with Educational Psychologists who specialise in meeting specific learning needs. Pupils will have additional access to one to one interventions that address specific difficulties arising within or outside the classroom.

The provision of Speech and Language Therapy will address the pupils' communication and literacy needs whilst working with teaching staff to address issues around receptive and expressive language and comprehension. Pupils will have the opportunity to learn

and express themselves through both traditional methods and play. Pupils will have access to occupational therapy as required. This will inform their learning in PE, Art, Music, DT and Food Technology.

Pupils will have access to counselling and one to one therapy as well as group therapy which may involve specific work with pupils' families. The option of therapeutic support will also be available in classrooms as required. This is to ensure that the mental health needs of students are met.

A dedicated SENCO will be responsible for ensuring that a map of students' needs and interventions is in place and subject to constant review. Close liaison with external agencies will be prioritised to keep pupils' needs at the centre of all conversations.

A pastoral lead will ensure a shared behaviour for learning policy focused on rewards is developed in consultation with students, staff and parents. This will be consistently reviewed and applied throughout the school so pupils are very clear on choices and the consequences of their actions.

The school will develop an entry and exit programme to ensure that any student transitioning into or out of the school is supported and able to achieve designated outcomes for their stage with ease.

Nursery and Reception

Nursery and Reception will consist of a maximum of 12 pupils. Pupils will be in one play-based classroom that uses the principles of Nurture and Thrive to drive the provision. The group will be taught by a specialist Early Years Practitioner and two Early Years Learning Support Workers who are trained in Nurture and Thrive.

The Thrive Approach uses a developmental model to help understand how children develop socially and emotionally from birth through to adulthood. The model will provide a framework for understanding what healthy child development looks like in terms of behaviour and learning and clarifies the role of the adults in facilitating a child's development at each of the different stages. In addition, the model gives us a lens through which to look at and interpret children's behaviour, enabling us to identify the particular developmental needs being signalled by their behaviour and to choose appropriate, targeted interventions designed to meet those needs.

A thematic curriculum will be offered with a strong emphasis on basic skills and focus on helping children learn to learn. The Foundation Stage Curriculum content will be back mapped onto the skill and developmental needs for the educational stage to provide both educational and holistic opportunities for progress.

Pupils will be offered a curriculum that is based around play and outdoor learning in order to foster an initial love for learning at this crucial stage of a child's development.

Key Stage 1

Key Stage 1 will consist of 10 pupils who will be grouped by their social, emotional and academic needs. They will be taught by a specialist Key Stage 1 teacher who has a sound knowledge of Early Years practice and to support transition into Lower Key Stage 2.

Nurture and The Thrive Approach will be key elements of the curriculum to ensure that children are fully prepared to transition into Lower Key Stage 2. In this phase the focus will be on three phases of development:

1. Physiological - Being able to calm, soothe, slow down and make peaceful the bodily systems through breath, touch, voice, rocking, holding and a loving presence.
2. Relational and emotional - Being able to signal distress and ask for help, knowing that others experience the same emotion and can understand what we feel.
3. Cognitive - Being able to think through what might happen, being able to anticipate and plan or rehearse or remember the ways we've had success before.

A thematic curriculum will be offered with a strong emphasis on basic skills and focus on helping children learn to learn. The NC Curriculum content will be back mapped onto the skill and developmental needs for the educational stage to provide both educational and holistic opportunities for progress.

Pupils will be offered a curriculum that is based around play and outdoor learning in order to foster an initial love for learning at this crucial stage of a child's development.

Key Stage 2

Key Stage 2 will consist of a maximum of 13 pupils, split into 2 vertically grouped classes. Pupils will be grouped by their social and emotional needs and will be taught by a specialist primary teacher supported by a TA, using nurture group principles and practice:

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.

- Transitions are significant in the lives of children.

In addition, there will be a multi-disciplinary team of professionals who will provide direct intervention and support for the social, emotional and mental health needs of pupils.

A thematic curriculum will be offered with a strong emphasis on literacy, numeracy and science. The NC content will be back mapped onto the skill and developmental needs for the educational stage to provide both educational and holistic opportunities for progress.

Pupils identified with significant gaps in literacy and numeracy will be provided with personalised intensive intervention programmes for literacy and numeracy to ensure that they are well prepared for the demands of the Key Stage 3 curriculum.

Pupils will be offered enrichment opportunities, choosing activities of their choice that are engaging, skills rich and foster their talents. Some of the enrichment activities offered will be mandatory and some will be voluntary. Additional literacy and numeracy intervention will be determined on an individual basis taking the potential weekly offer up to 10.5 hours; this is so important to as it is the vehicle which will fundamentally address academic progress and esteem. Other enrichment activities such as games (to encourage team work) and the forest school are mandatory as they are seen as core components of the social and emotional curriculum. A range of after school clubs based on pupil interest will also be offered (e.g. gardening, chess, music). The therapeutic enrichment is embedded throughout the curriculum in the staffing by occupational therapists, speech and language therapists, educational psychologists and the therapy, emotional literacy and behaviour support assistants. Additional nurture and therapy interventions will be offered on an individual basis.

Key Stage 3

Key Stage 3 will consist of a maximum of 16 pupils. Each year group will be one class (with some flexibility across two academic years for grouping by social and emotional needs) taught by subject specialist teachers alongside a subject specialist TA. Pupils will follow the National Curriculum in every case. As at Key Stage 2 the philosophy and practice by which the academic curriculum is enhanced and balanced by the social, emotional and therapeutic strands is followed through. The academic curriculum will be supplemented by additional literacy and numeracy bringing a potential weekly offer of up to 12.5 hours. Other Enrichment activities such as games (to encourage team work) remain in place and the forest school available at KS2 is replaced by Outdoor Education at KS3. A range of after school clubs based on pupil interest will also be offered (e.g. judo, trampolining, horticulture). The therapeutic enrichment continues to

be embedded throughout the curriculum in the staffing by occupational therapists, speech and language therapists, educational psychologists and the therapy, emotional literacy and behaviour support assistants. We envisage that some key stage 3 pupils will continue to benefit from a nurture provision in keeping with the six principles already set out previously and a one hour therapy session will be offered on an individual basis based upon personal needs.

Key Stage 4

Key Stage 4 will consist of a maximum of 9 pupils split into 2 classes grouped by their qualification route taught by subject specialist teachers with alongside a subject specialist TA.

The KS4 curriculum offers pupils the opportunity to achieve Progress 8 and Attainment 8 measures in line with mainstream standards of outcomes. For those students that are not able to access KS4 GCSE curricula in core subjects, they are offered alternative qualifications, i.e. English, Maths and IT Functional skills and Science Entry Level Certificate. In addition to this, all students will be offered 3 optional subjects with either GCSE or BTEC qualifications that are in keeping with their talents, prowess and interest.

A greater emphasis is placed upon vocational learning and one-day per week college and/or work related learning placements will be available. It is particularly important that flexibility in the curriculum is on offer at this key stage and in order to retain student engagement and support them in effective transitions to their next stage of learning. We believe the curriculum on offer will support this flexible student-led approach.

Nevertheless all students will continue to benefit from therapeutic interventions at some level and individual therapy sessions and a range of nurturing events are available throughout the key stage.

Appropriate qualifications

The school will offer GCSEs, BTECs and ELQs in the following subjects:

English	History	Art
Maths	Geography	Design Technology
Science	Religious Education	Food Technology
IT/Computing	Physical Education	

The school will offer vocational qualifications in the following subjects:

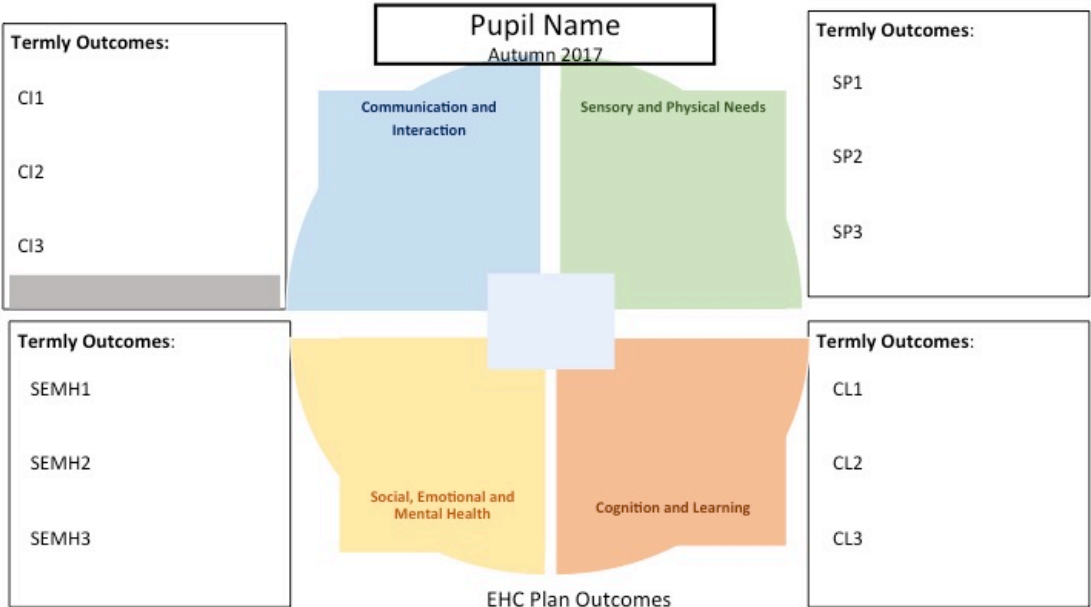
Construction	Catering
Vehicle Repair and Maintenance	Beauty Therapy
Small Animal Care	Health & Social Care
Sport	

The expected pupil intake and their special educational needs

All pupils referred and admitted to the school will generally have an Education, Health and Care Plan identifying SEMH as their primary need. Pupils are likely to have a wide range of additional needs and conditions that affect their capacity to achieve their full potential. These may include Autism, Attention Deficit Hyperactivity Disorder, Oppositional Defiance Disorder, dyslexia, dyspraxia, dyscalculia. In addition, some pupils will be having or have had support from social care, may have had involvement with the criminal justice system, taken part or witnessed substance or alcohol misuse, experienced early childhood trauma and have experience of a dysfunctional family environment.

In many cases one of the underlying issues for children with SEMH needs is communication. The development of receptive and expressive language is fundamental. A young person with poor communication skills may demonstrate the frustration they feel by coming non-compliant or aggressive. By employing speech and language therapists and assistants on our staff we shall ensure that we have a very clear understanding of the communication needs of each child and programmes in place to support their learning.

In addition to the assessment methodologies set out in D2 each child will have a personalised plan centred on their special educational needs. An example of how information may be collated across the four broad areas of SEN (from the SEND Code of Practice January 2015 6.28ff) for an individual pupil is shown here (this methodology is currently in place in an outstanding partner special school):



Communication and Interaction		
Additional Input ?	How often ?	Who?
Social, Emotional and Mental Health		
Additional Input ?	How often ?	Who?
Sensory and Physical Needs		
Additional Input ?	How often ?	Who?
Cognition and Learning		
Additional Input ?	How often ?	Who?

Barriers to Learning

Communication and Interaction		Sensory and Physical Needs	
Barrier	Strategy	Barrier	Strategy
Social, Emotional and Mental Health		Cognition and Learning	
Barrier	Strategy	Barrier	Strategy

It is paramount that the school offers deep commitment to care and nurture for its pupils. It is paramount that it understands their needs deeply and responds in a personalised way. We have brought into our work for this application experience of running a number of SEMH settings ranging from the primary years to age 16. All of these settings are graded by Ofsted as at least good and are heading for outstanding. The residential provision has been graded outstanding on four successive occasions. We have experience of pupils from early years to 19 years of age on the autistic spectrum and with communication needs. These provisions are all graded at least good and one of them has just achieved its third successive outstanding grade. There is a wealth of knowledge and expertise in these settings which we shall bring to bear on the Samuel Ward Romford special school.

One of the SEMH settings is pioneering the use of non-restrictive practices and this will be core to our philosophy. Our staff will be trained in restraint reduction and restorative justice practices. We have established links with the University of Northampton and the Crisis Prevention Institute. Our staff will all be fully trained in the 'Management of Actual and Potential Aggression' and we shall operate fully within all guidelines laid down by the London Borough of Havering with regard to safeguarding and interventions.

The local authority specification envisages initially that at least some pupils will be formed from Havering pupils who are currently in Out of Borough provision. Very carefully constructed transition programmes will be in place for all these pupils. We shall work with all parties collaboratively to ensure that the transition into the school is successful and nurturing for the pupils concerned and we shall endeavour to build strongly family links through our family support worker to support this. Once these pupils have been accommodated, future referrals will be for those pupils who have already accessed and exhausted tiers 1 to 3 of the local offer which will have usually included a short term intensive intervention either through specialist outreach services or a Pupil Referral Unit.

The majority of pupils will have significant gaps in their knowledge and understanding across most of the curriculum compared with mainstream learners. Many pupils will have difficulties with numeracy and literacy, specific issues around dyslexia and dyscalculia and in addition may have been previously identified as requiring speech and language support. An example at Annex A sets out how individualised provision maps are created in one of our current SEMH specialist settings.

D2 – measuring pupil performance effectively and setting challenging targets

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

Please:

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

D2 – measuring pupil performance effectively and setting challenging targets

Baseline Assessment

<p>On entry to the Academy, during their first term, pupils will participate in a range of assessment activities in order to develop a baseline for academic attainment, emotional/social development and wellbeing. The data will then be used to set realistic, but challenging targets for improvement as well as identifying accurate starting points from which to measure progress. Information will be gathered from the EHC Plan, parents/carers, previous school settings, health, social care and</p>

D2 – measuring pupil performance effectively and setting challenging targets

Educational Psychology. However, we recognise that not all of this information may be reliable and there may be significant gaps, therefore the majority of the data that will inform our judgements will be taken from our own assessment activities. We will achieve this by using a range of assessment materials including:

- WIAT-II standardized tests to assess, single word reading, reading comprehension, reading speed and spelling.
- Baseline assessments in English & Maths (standardized & teacher assessments)
- Boxall Profiles
- Speech & Language Assessment
- Strengths & Difficulties Questionnaires
- Early Childhood Trauma Assessment

Assessment and Data Tracking

The Academy will use the Rising Stars Progression Frameworks in Classroom Monitor, which we believe will provide us with a robust assessment and data tracking system to measure pupil performance and set academic targets.

The Rising Stars Progression Frameworks were developed by curriculum and assessment experts to offer credible and robust approaches to embedding assessment of the National Curriculum. Progression statements are provided for each year group, covering all the expectations of the Programmes of Study. Each progression statement is accompanied by *'what to look for'* guidance to aid teacher evaluation of progress against the statement and to identify the next steps in learning. We believe that the methodology used in the development of this programme and the support that it provides to teaching staff in making their judgements will provide us with external validation of the attainment and progress of pupils.

Classroom Monitor Outcomes - Terminology and Thresholds

The National Curriculum from Key Stage 1 to 3 has been divided into 'stages,' which are the equivalent of a pupil's chronological age, e.g. Year 7 pupils would be expected to be working at *Stage 7*. Pupils' overall scores move through 6 'steps' for each stage of work. The steps are termed *beginning, beginning plus, developing, developing plus, secure* and *exceeding*. Pupils will be expected to complete one stage per year in the core subjects and one stage per 2 years in the foundation subjects. Secure is the equivalent of the Age Related Expectation.

The pupil's overall score is calculated based on their coverage of the curriculum content within each mark book (year or phase). Details of the thresholds for these scores can be seen in the table below.

Core Subjects (Per Year) Foundation Subjects (Per Stage/2 Years)	
Terminology	Threshold %

D2 – measuring pupil performance effectively and setting challenging targets

Beginning	10%
Beginning +	27.5%
Developing	45%
Developing +	65%
Secure	85% Age Related Expectation
Exceeding	92.5%

Mark Book Terminology & Weightings

Coverage is determined by teacher assessment added to the hexagons in the mark books, for each subject/strand, and the respective weightings for each. The mark books use a traffic light system to reflect each pupil's level of understanding of each statement. Each colour carries a different meaning and each carries a different weighting forward to the calculation of the overall assessment outcome. The default terminology for the Rising Stars Progression Framework is shown below.



Target (weighted 0)



Almost (weighted 0.5)



Met (weighted 0.9)



Exceeding (weighted 1)

To calculate the overall score, Classroom Monitor checks the total number of statements within that year or phase of study, checks how many statements are set at each of the assessment judgements (hexagon colours), and then uses the respective weightings to calculate the overall percentage coverage of the content within that mark book and as a result calculates the stage and step that the pupil is currently working at e.g. *Stage 8 dev+*.

The system also enables teachers to enter summative assessment results and set multiple targets and monitor progress towards them. Teaching staff will be expected to include the use of Classroom Monitor during lessons so that pupils are able to see their progress being recorded. Not only does this support the development of pupil confidence and self esteem, allow them to see what they know, understand and can do, but the data on the system will always be the most up to date that it can be.

Tracking Pupil Performance Against Targets & Expectations

D2 – measuring pupil performance effectively and setting challenging targets

The purpose of assessment data must be to inform and improve practice to deliver better outcomes for pupils. Whole school monitoring of the data produced by Classroom Monitor will provide a strong starting point for effective self-evaluation and school improvement. Data produced by Classroom Monitor will be used as follows:

- To adapt provision for struggling pupils by using the data to identify those pupils not making expected progress.
- Provide early intervention to pupils who are at risk of not making expected progress in order to tackle underachievement.
- Evaluate the suitability and value for money of provision and interventions.
- Improve performance by setting challenging targets designed to ensure rapid progress.
- Ensure the most effective allocation of staff and resources.
- Challenge the aspirations of staff.
- Allow the teacher to focus on what can be measured rather anecdotal evidence e.g. 'Pupil A isn't learning because his behaviour is terrible...' and choose instead to focus on that which can be measured, '...there is a lot of sophisticated language in the current programme of study and this child has significant issues with reading...'

Where concerns have been identified senior leaders will review pupils' work to ascertain whether realistic targets have been set and if these are being addressed appropriately. Senior leaders will then implement the most appropriate intervention which could range from one to one support for an individual pupil, to a focus within the teaching quality assurance programme and if necessary coaching for specific members of staff. However, it may be that the barrier to making progress may not be an educational issue but an emotional, social or healthcare concern. In these instances the multi professional team will meet and decide the most suitable interventions required.

Key Performance Indicators and Targets

In order to deliver the outcomes for pupils outlined in the vision aims of the trust, key performance indicators and targets must be clearly linked to the curriculum plan (D1). Targets must be a suitable measure of the delivery of the school's vision and aims, pupil performance and as a result, the overall effectiveness of the school. Targets are set based on a thorough understanding of the pupil intake and the strategies used to ensure outstanding academic and social and emotional progress.

The school will monitor and evaluate pupils' progress in the academic, therapeutic and the social-emotional curricula as the key indicators of success. The key performance indicators (KPI's) are embedded in the three key aims for pupils outlined in our vision.

Key Aims for Pupils	Key Performance Indicators (KPI's)
Successful Learners	Academic Progress/Attainment
Confident Individual	Therapeutic / Well-being Progress

D2 – measuring pupil performance effectively and setting challenging targets

Responsible Citizens

Social & Emotional Development
Progress

Below, we begin to clarify how we intend to progress towards our goals together with the targets that define our levels of ambition. We have based these targets on our knowledge of the young people most likely to access our provision, alongside our understanding of targets set for similar learners in other organisations that we have consulted. These include Wishmore Cross Academy (Surrey – Ofsted Good), Newlands Academy (Southwark – Ofsted Good), and The Ridge Academy (Gloucestershire – Ofsted Good).

1) Successful Learners

KPI – Academic Progress

We want to ensure that all pupils can enjoy and understand learning, are equipped with the skills, knowledge and resilience to adapt and cope with an ever changing and unpredictable world and as a result will be able to make a successful living and a positive contribution to their community and society in general. In order to achieve this, we will expect pupils to make rapid progress across the core subjects and achieve a range of GCSEs or other relevant qualifications by the end of Key Stage 4.

Targets:

- 100% of lessons to be good or outstanding, with the majority outstanding
- 80% of pupils to meet age related expectations in reading, writing and speaking by the time that they leave school.
- 80% of pupils to make expected or better than expected progress in English & Maths
- 100% of pupils to have access to at least 5 GCSE subjects or the equivalent
- 80% of pupils to gain a GCSE pass (1-9) in Maths and English.
- 80% of pupils to gain 5 or more GCSE passes (A*-G) or the equivalent (incl. English and Maths).
- 100% of pupils identified as working below age related expectations in Literacy and Numeracy are placed on targeted programmes of support.
- 100% of pupils are set personalised learning outcomes in all subjects, evidence of which will be held individually in achievement files.
- 80% of pupils are on course at any time to meet the targeted outcomes from their EHCP. Through a combination of Annual Review meetings and central records, which track the progress of each pupil, the anticipation is that most learners will be on track to make expected progress with those that are not, are responded to accordingly.

2) Confident Individuals

We want pupils to understand how they learn, why they are learning, what they are learning, what they need to do to progress in their learning and how they can support the learning of others. We want pupils to overcome the barriers to learning that are a result of their early life experiences through establishing secure and productive relationships with the school's multi-disciplinary team.

D2 – measuring pupil performance effectively and setting challenging targets

Targets

- 100% of pupils receive the community services and support networks they need outside of the school. Our pupils will require access to a range of services provided by external agencies concerned with health, mental health and general well being both statutory and voluntary.
- 100% of pupils are individually assessed upon entry by the therapeutic team, their needs identified and a personalised therapeutic programme put in place.
- 80% of pupils make progress against their Boxall Targets.
- 75% of pupils, after targeted therapeutic intervention, see an improvement in their Strengths & Difficulties Questionnaires (SDQs)

3) Responsible Citizens

We want pupils to understand their responsibility to themselves and others, how they make positive contributions to the life of the school and community. Pupils will also understand their responsibilities in relation to local and global challenges and that their actions and behaviours are driven by values and their strong sense of morality. They will be globally aware citizens of the world who understand that context is wider than locality.

Targets

- 90% of learners to achieve 93% attendance or above. We aim to target at least 93% attendance for every learner but accept that there will be a small number of individuals, with histories of non-attendance, where this will be a significant challenge. By setting a target of 93% we believe we are taking a balanced view of high expectations of attendance critical to learning and progress whilst recognising that some children will have mental health and social/emotional issues which may impede their attendance.
- 80% of learners who complete their education with school make a successful and sustained transition to college, employment or training. Based on our understanding of the cohort we expect the remaining 20% may not be ready for this transition and may need periods of additional support to finally succeed.
- 100% of observed lessons demonstrate good or outstanding behaviour. Based on our understanding of our pupil profile we have a realistic expectation of their behaviour and so we do not expect good conduct all of the time. However, we do envisage that the staff will deal with all issues successfully so that any impact on learning is managed to a high level.
- 100% of learners have access to therapeutic and restorative approaches in response to challenging behaviour. We want all of our pupils to be able learn from their mistakes in an environment in which they feel safe. In order to achieve this, pupils need to be able to talk through their issues as well as face up to any poor conduct in a way that helps them understand themselves better and repair the harm.
- 90% of learners with behavioural issues experience an improvement in their behaviour as measured by a reduction in fixed term exclusions year on year.

D2 – measuring pupil performance effectively and setting challenging targets

- 100% of parents/carers feel fully informed and able to support their child's learning. We will base this judgement on talking to parents/carers at review meetings and asking them to complete an annual survey.
- Annually, the number of recorded restrictive physical interventions will be less than 5% as a percentage of the number of pupils on roll.

Below is a summary of the targets, their success measures and the frequency of monitoring.

Target Description	Success Measures	Frequency of Review
Academic targets	Using Classroom Monitor data pupils will have made progress moving through the steps within the stage in which they are working.	Termly
Boxall targets	Boxall Profile reviews show an improvement in the targeted strands	Termly
EHCP Outcomes	Annual Review reports will show progress towards targeted outcomes.	Termly & Annual Review
Attendance Target	% Attendance shows an improvement term on term.	Half Termly
Restrictive Physical Interventions	Data shows a reducing number of restrictive physical interventions.	Weekly
	Data shows that the same pupils are not subject to repeated restrictive physical interventions.	Half termly
Exclusions	Pupils receive fewer exclusions year on year	Half Termly
SDQ's	Follow up SDQ's show an improvement in areas giving cause for concern.	After targeted therapeutic intervention
Other providers (Health & Social Care) are providing pupils with the support that they need	Pupils assessed as requiring support from health and social care professionals are receiving it in a timely manner.	Weekly
Parental Engagement	High-level attendance at Annual Reviews, Education Business Partnership Days. Positive responses in parental satisfaction surveys.	Termly
Destinations	On transition pupils are engaged in education or employment and training.	Year 11 transition plans monitored half termly.

D2 – measuring pupil performance effectively and setting challenging targets

	Some pupils may be able to transition back into mainstream education.	Termly assessment of pupils' KPI's
--	---	------------------------------------

Measuring and Improving the Quality of Teaching

The quality of teaching across the school will have a significant impact on pupil performance and overall school effectiveness. There will be a robust quality assurance programme for measuring, supporting and developing the quality of teaching in the classroom. The following activities will take place each term:

Activity	Frequency
Learning Walk	1 x per term
Lesson Observation	1 x per term
Marking Scrutiny	1 x per term
Book Audit	2 x per term
Pupil Progress Meetings	Termly

NB NQT's and trainee teachers will be subject to weekly observations and mentor meetings.

The quality of teaching in the classroom will be improved through the use of individual teacher profiles, the appraisal process and performance related pay. The results of the quality assurance activities will be used to assess teachers against the Teacher Standards. The assessments will be recorded on individual teacher profiles using a traffic light system. See Annex B for examples.

The quality assurance activities described above will form a key part of the process to improve the quality of teaching. Learning walks will focus on specific Teacher Standards and teachers will be set targets for improvement. Lesson observations will make an assessment across all Teacher Standards and assess whether targets have been met. The profile will highlight those teachers who are not meeting expectations and for whom extra support package is required. Teachers who continue to not meet Teacher Standards will become subject to formal capability. Mark scrutinies will assess whether feedback is having an impact on pupil progress and book audits will be used as evidence to triangulate the data that has been entered onto Classroom Monitor. Termly pupil progress meetings will identify those pupils who are not making progress and agree interventions to ensure that those pupils are able to achieve the best that they can.

The Principal or a designated member of the senior leadership team will appraise all staff annually. Individual targets will be set dependent on the member of staff's roles and responsibilities within the school, areas for improvement as identified on their individual teacher profile and pupil progress. Whole school improvement targets will also be set in line with the School Development Plan. Performance will be linked to pay progression in order to support the retention of excellent staff. Professional

D2 – measuring pupil performance effectively and setting challenging targets

development needs, both individual and whole school will be identified and incorporated into the school's CPD programme.

We are confident that our quality assurance of teaching methodology will ensure that we meet target of 100% of lessons are at least good or better and that improvements are made year on year. Planning, delivery, assessing, tracking and re-evaluating will be at the core of our activities. Key points from the evaluation of performance will feed back into the school's self evaluation and ultimately the school development plan, monitored and challenged by the Academy Trust.

Reporting to Parents/Carers

Effective communication with parents about attainment, progress, behaviour, attendance and any other concerns about pupils' school experience will have a significant impact on pupil progress. Parents will be offered both formal and informal contact with the school.

Prior to entry, home visits ascertain pupil and parent views on the outcomes that are important to them via a pupil centred plan. Our experience indicates that for some of our intake this can be as basic as wanting to be healthy and happy. Keyworkers will make regular contact with parents/carers, on a daily basis if necessary, to keep them informed about their child. This contact will follow the 80/20 rule, 80% positive comments, 20% even better if. Education Business Partnership Days will be held each term. Staff will visit parents/carers in their homes to discuss the progress that pupils are making towards all the targets that they have been set. If required new targets will be set having been approved by the Senior Leadership Team prior to the meeting. During these meetings, parents/carers will be asked to complete parental satisfaction questionnaires, which will be monitored and evaluated by the senior leadership team.

A formal review of pupils' EHC Plans takes place annually, where all professionals involved with the child are invited and formally report on progress towards the outcomes identified in the EHC Plan. If necessary, recommendations can be made to the Local Authority to amend the plan.

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

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

Please:

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

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

Staffing Strategy

Our approach to recruitment will be based on delivering the 3 key aims for learners.

1. **Successful Learners** is focused on subjects and qualifications that will enable our learners to go on to lead effective lives. To achieve this we will ensure that all learners at KS4 have access to 8 GCSE subjects, or the equivalent, and learners at KS3 make excellent progress in English, Maths, Science, ICT, Art and Design Technology. With this in mind we recognise the need to recruit high quality teachers and Teaching Assistants (TAs) supported by the Vice Principal and SENCO.

2. **Confident Individuals** is designed to support pupils overcome their barriers to learning with the support of a multi-disciplinary team. To achieve this our SENCO will oversee the production of individual education plans (IEPs) to ensure compatibility with young people's needs and we will employ Teaching Assistants to complete inductions and transfers, in addition to providing school, family, service and community liaison through our Family Support Worker.

3. **Responsible Citizens** is designed to enable pupils to understand their responsibility to themselves and others, how they make positive contributions to the life of the school and community. They also understand their responsibilities in relation to local and global challenges. In these contexts their actions and behaviours are driven by values and their strong sense of morality. To achieve this we shall ensure that all staff are appropriately trained and the availability on-site of multi-disciplinary professionals will ensure a rigorous program of continuing professional development informs practice.

The staffing structure is designed to deliver these three aims and the curriculum structure delivers them in terms of three strands:

- Academic
- Social, Emotional and Communication
- Therapeutic

The structure exemplifies the staffing requirements needed to deliver these combined goals which together compose a unified and high quality education plan. The multi-dimensional feature of curriculum delivery through the three strands personalised at the point of pupil delivery and underpinned by embedded multi-agency service is a key feature of our plan to deliver excellent outcomes for all pupils.

Phased Staffing Growth

The organogram shows the staffing structure of the school growing over a three-year period in keeping with the Romford Special School specification template. Just over half the pupils (34 in total) will be admitted in Year 1 (2018-2019), 16 more in Year 2 (2019-2020) and a further 10 pupils in Year 3 bringing the total to 60. Staffing is phased accordingly and shown in the organogram and attached table of posts. In the first year there will be 5 teachers delivering to 34 children allowing a pupil teacher ratio of 7:1 and in the second year there are 6 teachers delivering to 50 children

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

allowing a pupil teacher ratio of 8:1. In the final phased opening year there will be 9 teachers delivering to 60 children allowing a pupil teacher ratio of 7:1 in keeping with the opening year.

Staffing Structure

Staff	2018-19	2019-20	2020-21
SLT			
Headteacher / DSL	1.0	1.0	1.0
Deputy Headteacher		1.0	1.0
SENCO / DSL		1.0	1.0
Teaching staff			
Teacher Primary EYFS (Lead practitioner)	1.0	1.0	1.0
Teacher Primary YR/1	1.0	1.0	1.0
Teacher Primary	1.0	1.0	1.0
Teacher Primary	1.0	1.0	1.0
Teacher Primary			1.0
Teacher Secondary (Lead practitioner)	1.0	1.0	1.0
Teacher Secondary		1.0	1.0
Teacher Secondary			1.0
Teacher Secondary			1.0
Pupil Support			
Primary assistant EYFS	0.8	0.8	0.8
Primary assistant EYFS	0.8	0.8	0.8
Primary assistant	0.8	0.8	0.8
Primary assistant	0.8	0.8	0.8
Primary assistant	0.8	0.8	0.8
Primary assistant		0.8	0.8

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

Primary assistant			0.8
Primary assistant			0.8
Secondary assistant	0.8	0.8	0.8
Secondary assistant		0.8	0.8
Secondary assistant		0.8	0.8
Secondary assistant		0.8	0.8
Secondary assistant			0.8
Secondary assistant			0.8
Administrative			
Administrative assistant	0.5	0.8	0.8
Attendance officer	0.5	0.8	0.8
Finance assistant	0.5	0.8	0.8
Premises			
Premises manager	1.0	1.0	1.0
Catering			
Senior MDMS	0.8	0.8	0.8
MDMS	0.8	0.8	0.8
MDMS	0.8	0.8	0.8
MDMS		0.8	0.8
Other staff			
Educational Psychologist	1.0	1.0	1.0
Occupational Therapist	0.8	0.8	0.8
Speech and Language Therapist	1.0	1.0	1.0
Therapy assistant	0.8	0.8	0.8
Therapy assistant		0.8	0.8
Emotional Literacy support	0.8	0.8	0.8
Behaviour support assistant	1.0	1.0	1.0

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

Behaviour support assistant		0.5	0.5
Family support worker	0.5	1.0	1.0

Delivery of the curriculum plan at full capacity

A Primary teacher designated as (and costed in the budget plan) a 'Leading Practitioner' will take phase leadership for the primary-aged pupils under the line management of the Deputy Headteacher. A similar arrangement exists and is costed at Secondary phase.

The additional staff working full time in the academy (Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Emotional Literacy Support Assistant and Behaviour Support Assistant) and the fourteen teaching assistants will allow for flexibility of grouping and the delivery of the Academic, Social, Emotional and Communication and Therapy curricula specified in the curriculum plan in D1. The provision for each child will be co-ordinated by Headteacher in the first year and the SENCO in the second year and ensuing years.

Staffing Capacity at full capacity is sufficiently flexible to accommodate reductions in income

All assumptions in the budget plan are paying staff at maximum of scale e.g. all teachers are costed at top of pay range. In reality this is unlikely to be the case as although we shall not appoint NQTs in Year 1, Year 2 or Year 3 it is unlikely that every teacher appointed will be at top of scale. All pension and NI costs are included for all staff. Even given this level of conservative assumption a contingency is allowed for and an increased projected surplus is allowed for in years two and three where the school is establishing itself (6.3% in second year and 4.7% in second year) before settling down to 2.7% in ensuing years. Should funding levels not meet those set out in the specification we are confident we shall be able to work in partnership with Havering Local Borough to ensure the curriculum is deliverable. We envisage that this partnership coupled with the financial flexibility built into our planning models will allow us full capacity to deliver the curriculum provision set out in D1.

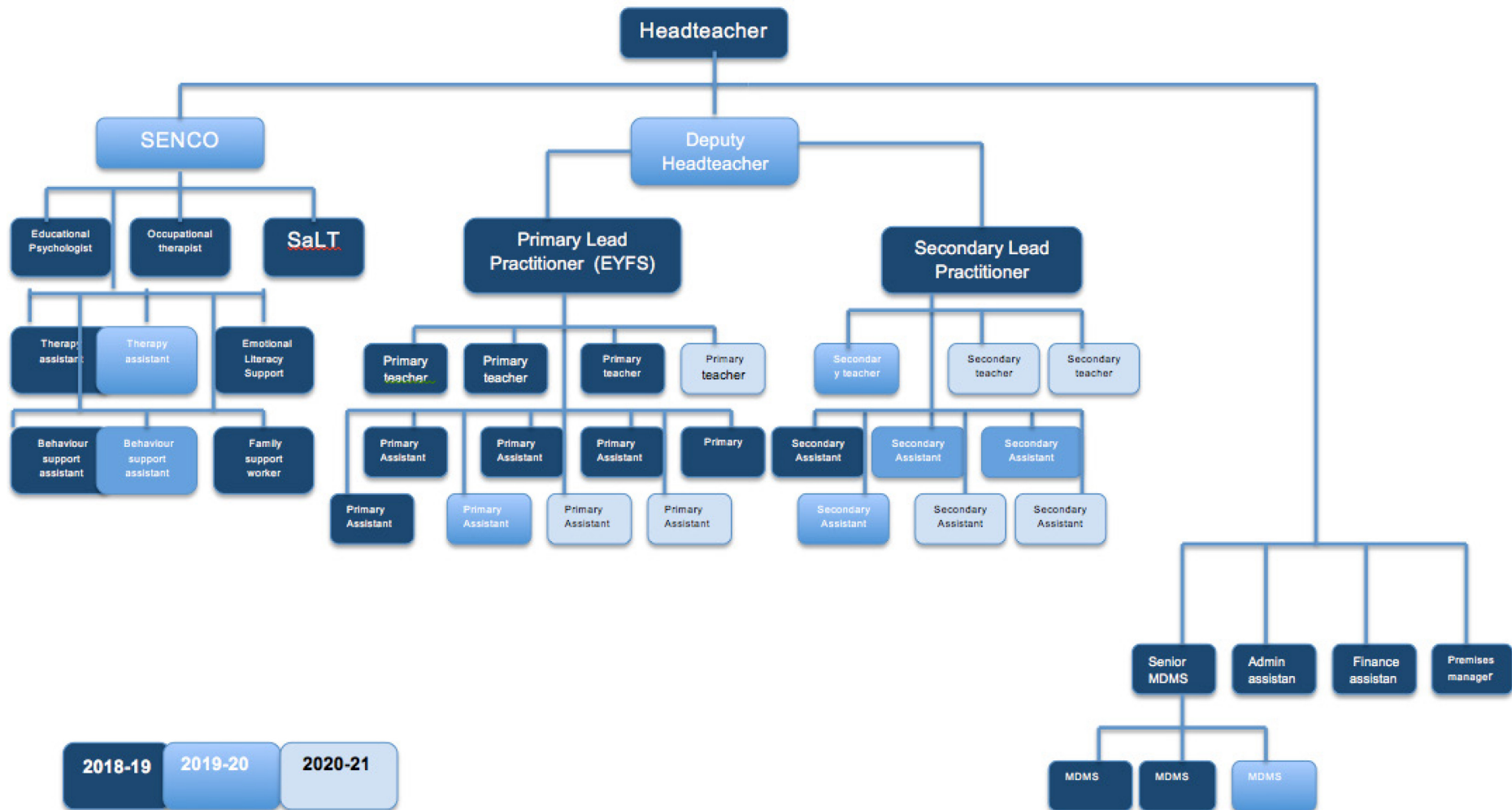
Contingency planning

If there was significant reduced income, it is likely that the local authority is either commissioning fewer places or per pupil the top-up funding is reduced. Having met with Havering London Borough we are confident that this will not be the case. The fact that special school numbers are increasing year on year nationally also support this view. In a worst case scenario we would reduce teaching staff and teaching assistants whilst maintaining a high pupil teacher ratio. For example a reduction in

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

income generated by 6 pupils in year three not being admitted [REDACTED] [REDACTED] might be addressed by a reduction of one teacher, two teaching assistants and the non-appointment of the behaviour support assistant [REDACTED] [REDACTED]. This would still result in an affordable, good quality education plan that would be consistent with our curriculum vision and high quality provision for all pupils.

Staffing Structure Organogram



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

Please:

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

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

The school will be non-denominational and we anticipate that the local community will provide a multi-ethnic, multi-cultural student population. Becoming welcome to all pupils of all faiths and no faith is a matter of core philosophy and values espoused by the school and inculcated in pupils. We intend to equip them for life in the modern Britain that is a diverse, multi-ethnic culture. This is vital to their future roles in society and if they are to become, as we intend, responsible citizens within that culture. We envisage that the richness of the school population will provide a platform for pupils to learn about the other faiths, cultures and communities which make up modern Britain and we shall ensure a curriculum and set of school values which provide for and promote this, thereby creating a culture of respect, understanding and acceptance. At the same time, the curriculum will also promote the values that ensure our students are fully integrated into British society with a full understanding of their roles and responsibilities within a democratic state. Key to our approach is adherence to the 2010 Equality Act which is embedded in our core philosophy as a trust.

The curriculum will prepare children for life in modern Britain including through the teaching of spiritual, moral, social and cultural (SMSC) education.

The curriculum itself is based on the principle that all students achieve academic excellence and are able to access the most ambitious career paths so they are equipped to be productive citizens of a wider society. In section D1 we set out a curriculum which features as mandatory Personal, Social and Health Education and includes Spiritual, Moral, Social and Cultural curricula as part of our Universal Curriculum Offer. The trust has a safeguarding and health and safety policy that covers all its schools. This includes expectations on induction of new staff and on going training for existing staff, and this includes essential training on safeguarding, including meeting the Prevent duty. PSHE is taught in all schools. The PSHE programme for this new school will draw from our existing special school and from the SEMH schools that we are drawing from in making this application.

Inherent in this is the need to ensure that students experience the broad and balanced curriculum set out in D1 that will prepare them for life in modern Britain.

The school will promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

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

This commitment to inclusivity for all is central to ensuring that all students understand that individuals have the freedom to choose and hold other faiths and the right that their beliefs should be accepted by others around them. We will look for opportunities to celebrate the diversity of the school population through the academic and pastoral curriculum to enable students to learn about cultures, customs, beliefs and ideas that are different to their own. This is one of the most effective mechanisms for combatting prejudice in society as a whole. The trust is based on values of compassion, courage, hope, integrity, justice, resilience, respect, responsibility and wisdom. These values come into all aspects of our work and inform the ethos and curriculum of the school. The ethos and curriculum include ensuring children have a good understanding of fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The school will develop skills to lead healthy lives, for all its students

The trust has a strong tradition of supporting physical activity and promoting healthy eating and living. This will be used to support the development of similar programmes at this new school. The food provided in the canteen will meet the fullest range of dietary requirements and provision will also be made to ensure students are able to participate appropriately in daily acts of worship, such as Muslim prayer. Although parents will have the legal right to withdraw their child from daily acts of worship we shall ensure that the Universal Curriculum Offer described in D1 provides the basis for mutual respect and tolerance. We believe this is as essential to healthy living as much as diet and exercise.

The school will prepare pupils for adult life, so they can progress into employment, independent living, community participation and good health

The school will build on the work at our current special school where we work hard to find the right progression route for all pupils. This requires close working with parents and families and with other education and social care providers. The school's curriculum will have a strong focus on working towards independence in all aspects of living. Indeed we shall judge our success on where our pupils end up in adult life and we shall establish an alumni association to promote their on going involvement in the life of the school and to act as role models to younger generations.

All of the above are enshrined in a set of policies already in place in all schools within Samuel Ward Academy Trust. Some examples are:

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

- Health and Safety Law – what you need to know: Health and Safety Executive Guidance
- Incident reporting in schools – Health and Safety Executive Guidance
- SWAT Incident Reporting Form
- SWAT Risk Assessment Template
- SWAT Health and Safety Checklist for Classrooms
- SWAT Health and Safety Policy and Procedure

In addition we operate a safeguarding audit framework across all our schools

Section E – Evidence of consultation and demand

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

Approach to consultation and demand

Working in close partnership with stakeholders, families and pupils is one of our core principles. At the Ofsted Outstanding Churchill School in Haverhill our team employ a range of approaches from daily contact via link books, through to monthly coffee groups to parent workshops. Where appropriate the school also visit parents and families at home to ensure optimal home to school communications. This approach is extremely successful. Parents responded very positively to the Ofsted Parent View survey where 67% of parents strongly agreed and 29% agreed that *'this school responds well to any concerns I raise'* with similar responses to *'I receive valuable information from the school about my child's progress'*. Finally 100% of the respondents to the Parent View survey said they would *'recommend this school to another parents'*.

Engagement with London Borough of Havering and other Stakeholders

The Samuel Ward Academy Trust team attended the prospective applicant meeting on 9 October. In relation to stakeholder engagement, applicant groups were told that stakeholders had been extensively involved in drawing up the specification. As a result of this guidance we have kept our initial contact with stakeholders to a minimum. For example, we signposted the following organisations and groups to our Facebook Page:

- Positive Parents
- Parents in Partnership
- Prospects
- Avelon Day Centre
- Adult College
- Havering Governing Bodies
- RAGS (Romford Austistic Group Support).

In addition the local Romford MP - Andrew Rosindell - tweeted links to our Facebook Page and the background information

<https://twitter.com/AndrewRosindell/status/928674785382543361> and included a post on his Facebook Page directing parents to our information.

Facebook Page and Online survey

As part of our commitment to open and transparent communications with stakeholders we set up a dedicated Facebook Page for the Samuel Ward Havering Special School as well as an on-line survey to capture feedback which would help shape our offer.

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

The survey was launched on the 3rd November running to the 16th November. The Havering Facebook Page can be accessed through this link: <https://www.facebook.com/Samuel-Ward-Havering-Special-Free-School-127533531338576/>

At the time of writing this bid the Facebook Page had 48 page views. Comments have been encouraging. For example Tracey Maria who works with children with special educational needs wrote “This is fantastic news” with further observations about the lack of provision.

The most popular posts have included the post urging people to ‘Tell us what you think’ with a link directly to the online survey. The text from the background information is included at Annex C.

Even though the survey was only open for just over 10 days we received 7 responses. Some of the responses contain rich information and feedback, which the education team have taken on board in the education plans. For example, the nursery proposals set out in the bid provide permanent placements over assessment type provision reflecting the feedback from stakeholders about the need for specialist early years education.

87% of respondents agreed that Romford needs a new special school. Just under 60% of respondents would ask the local authority to name the Samuel Ward Romford Special School in their child’s EHCP, just under a third were not sure with only 1 respondent saying ‘No’. In answer to the question ‘Considering the information you have about the Samuel Ward Academy Trust offer have you any comments?’ most of the respondents were very positive:

- “It all sounds very positive and us very much needed in this borough”.
- “It is important that this school provides opportunity to a wide variety of children with special needs and is not just focused on those on the autistic spectrum”

We asked specifically about the nursery provision and the importance of including it in our plans. One respondent wrote *“Definitely. I worked with special needs children from nursery through to year 2. You need to understand and support children from as early an age as you can”*. Another parent wrote *“yes as childcare for children with special needs can prove difficult”*.

When asked about future engagement, 4 respondents gave an email contact address so that they could be kept up to date with news about the process and if the bid is successful, more detailed work in the planning stage of the project.

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

In addition to the social media presence, we have issued press and news updates on the Trust Website. Details of the bid launch story and an interview with the head at Churchill can be accessed through this link <http://www.swatrust.co.uk/news>

Future Stakeholder Engagement

The Samuel Ward Havering Special School Facebook page will be maintained and updated with news about the bid. If the Trust are successful and the project moves into preopening we intend to maintain and develop our links with Havering stakeholder groups and with the other groups we have made initial links with. Our aim is to open a new special school which the local community have ownership of and where parents, carers and students have a voice.

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

X

Section F – capacity and capability

F1 (a) Skills and experience of your team

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

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

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

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

[Add lines as appropriate]

F1 (a) Skills and experience of your team

The trust brings experience across all of the primary, secondary and special sectors, with experience of opening two schools and transforming schools in special measures to become good schools. The trust's school improvement capacity includes experience of executive headship, leadership of national and regional programmes, oversight of DfE scrutiny of academies and headship of an outstanding special school.

As the table above shows, the core project group for this free school and, if successful, the new free school in Ipswich, will include [REDACTED]. This will meet fortnightly and oversee the work of a project manager used previously by the trust. The project group individuals each have time each week to devote to these projects. Day to day the group will be led by [REDACTED] will be the main contact point for the DfE and local authority in the first instance. By predominantly using the same people for each core project group the trust will achieve economies of scale if both are successful.

The trust opened a special free school in Haverhill in 2013 from scratch and quickly established it as a very successful school that Ofsted judged to be providing outstanding education. It has expertise in the education of pupils with special educational needs and the head of its existing special school – [REDACTED] - will play a major role in considering these needs, taking on the role of executive Headteacher for the trust's special schools. The trust has also brought in [REDACTED], who has extensive expertise and experience of children with social, emotional and mental health needs as a head and academy director of seven special schools.

[REDACTED]

[REDACTED]

The trust has wide and extensive leadership capacity, both at headship of schools but also within the central trust team; this leadership can be seen in the attached CVs. Of the last five headteachers to be appointed to schools in the trust, three have joined from nearby schools outside the trust with two having been headteachers once already, and two are from senior leaders already within the trust. Succession planning is key and we aim to be able at any time, should the need arise, to be able to replace any headteacher who left their school.

[REDACTED] - oversees excellent existing project management, that has ensured the effective completion of a significant number of projects in the trust, including building projects, procurement and

F1 (a) Skills and experience of your team

reorganisation of staff teams. [REDACTED] will be in charge of the project management of the new school to ensure we reach the opening date in line with the DfE's and local authority's expectations. [REDACTED], the designate executive headteacher and the trust's estates manager. [REDACTED] also oversees health and safety in all schools and ensures the board is kept fully apprised.

The trust has brought in additional capacity to support its early engagement with the parents and carers of those children likely to want to choose our new school. This work indicates that marketing the school and the work of the trust in leading the opening and establishment of the school will be received well locally. The trust has a marketing capacity that also supported this work and will provide it on an ongoing basis through [REDACTED]

[REDACTED] The trust recognises the importance of sound marketing not only to fill the school's places but also to attract high calibre staff.

The trust has an excellent HR director, whose reputation has led to requests to support other trusts. The trust HR resource will support recruitment to key positions at the new school and ensure trust policies are suitable for the new school. The trust carries out safeguarding reviews annually on all schools, provides safeguarding training to all staff across the trust and links effectively with all the local authorities in which its schools are situated. The trust employs a safeguarding lead who both leads strategically and carries our regular safeguarding audits on all schools.

We expect to appoint a headteacher for the new school ahead of opening the new school:

If September 2018, by Easter 2018.

If September 2019, by January 2018.

We have recruited to our two new schools by identifying headteachers from within the trust. We have within the trust leaders who could take on this headship, but before taking a decision, we would also advertise the vacancy.

F1 (b) Skills gap analysis

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


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

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Chair of local governing body	Local governing body	We are very confident we can fill this gap, and have colleagues with significant governance experience able and ready to take on the role, but want to get closer to opening and work with parent groups before making the decision over the chair. We expect to appoint nine governors to the local governing body – two elected parents, two members of staff (the principal and an elected staff member) and five trust-appointed governors that will include a senior leader from the trust’s executive, a local head and three experienced governors from either trust or partner local schools

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
<p>1. The roles and responsibilities of the directors/trustees</p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p>	<p>We have assessed ourselves against various frameworks including those provided by [REDACTED].</p> <p>We have company directors as charity trustees, with separation recommended with members.</p> <p>We have an accounting officer (trust CEO) and chief financial officer with suitable accountancy qualifications.</p> <p>We collect consistent data on agreed dates from all the trust schools and use common assessments, tests and exam boards</p> <p>We have a dashboard that is regularly presented to the board that reviews by school – leadership, teaching,</p>
<p>We think all the areas listed in the first column are in place.</p>		

		<p>achievement, finance, governance, exclusions, attendance, behaviour and parents' views.</p> <p>We hold the leadership of schools to account through the annual performance management cycle, an annual review process in all schools that includes a review of governance, a safeguarding audit and an overall review of the school's effectiveness. We also are in and out of all the trust schools each week.</p>	
<p>2. Structure of the board</p>	<p>Accountability system</p> <p>Structure of decision making</p>	<p>The board has a clear scheme of delegation that makes clear the importance of local governing bodies, with trust-wide policies applying to all schools.</p> <p>Decision making is led by the executive leadership of the trust, that consists of all the headteachers and the trust central team, convened by the trust CEO.</p>	

<p>3. Meetings</p>	<p>Please detail your board and committee meetings schedule and outline agenda</p>	<p>The board meets bimonthly, with the chair plus available trustees meeting the trust leadership in the alternate months. The trust has an Audit Committee that meets termly and a Remuneration Committee that meets annually. The trust has a committee for each school, the school's local governing body that meets each half-term.</p> <p>The agendas of the trust board focus on progress at each school in improvement journey, the strategic direction of the trust, monitoring and reviewing the budget and expenditure of the trust, reviewing the trust risk register and holding the Chief Executive to account.</p>	
<p>4. Finance</p>	<p>Please give details of:</p> <ul style="list-style-type: none"> • your chief financial officer, with appropriate qualifications and/or experience; 		

	<ul style="list-style-type: none"> • Schemes of delegation; • Approvals process- budget; • Investment policy; • Procurement including leases; • Internal control framework; 	<p>The scheme of delegation is published on the trust's website and in the handbook provide to every governor</p> <p>The budget of each school and central trust is agreed by the trust board. [REDACTED]</p> <p>The trust has to date used all its resources for its schools, including every opportunity for capital funding. If needed, the Audit Committee would oversee an investment policy.</p> <p>This is done centrally and led by the Director of Operations</p> <p>The finance team is centralised, and all schools use the same</p>	
--	--	---	--

	<ul style="list-style-type: none">• Contingency and business continuity plan;• Insurance cover	<p>finance software so that transactions can be reviewed by the trust central team</p> <p>The trust uses the DfE scheme for multi-academy trusts</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

Please:

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

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

As an existing MAT, the Samuel Ward Academy Trust (SWAT) has an established system of governance across all its schools. In line with all other schools in the trust the Samuel Ward Romford Special School will have its own local governing body (LGB) which reports to the Trust Board of Directors through both the Executive and Headteacher Groups. A Scheme of Delegation between the trust and its LGBs is in place and reviewed annually along with the LGB's terms of reference. The two key overriding principles of the trust's governance are that the children come first in every decision and that no challenge is too much to drive improvement.

A diagram of the trust's governance structure can be found on page 64 below. The trust has found its governance system to be very effective, even as the number of schools within the trust has increased, and so sees no need at present to change it. If the trust grows further in the coming years the system will be kept under review. As mentioned in section C above, if our application for the new special school in Romford is successful we will look to introduce an additional hub in Romford including the new school alongside St Edward's Romford. Although we would not want to change anything for change's sake, we would always consider options and opportunities for improvement to ensure the best possible outcomes for the children at our schools.

Role of the Trust Board

The Trust Board meets five times a year. It is responsible for setting the vision, ethos and strategic direction of the trust and each of its schools. The trust has a clear, published scheme of delegation which defines the roles in decision-making within the trust, its LGBs and schools. On the alternate months to when the trust board meets, the chair reviews progress with the executive team.

Role of the LGB

Our aim is for the LGB to have a membership of nine, including two parent governors and two staff governors. At least one of the other five trust-appointed community governors will be from the wider MAT. The relationship between each academy and the

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

trust is clearly defined through Terms of Reference and a schedule of delegation. It provides clear lines of responsibility and accountability and helps governors on LGBs focus on what really matters – performance and achievement in the classroom. The LGB will have three primary functions: 1) To hold the headteacher to account for the educational performance of the school and its pupils; 2) To oversee the financial performance of the school and ensure money is well spent; and 3) To ensure clarity of vision, ethos and strategic direction. We also expect our governors to uphold and promote the trust's [9 core values](#).

The trust has a structured approach to holding governance reviews that show what governors are doing well and identify the support and training they need. Our induction training provides all governors with a clear idea of what good governance means to the trust and how they can fulfil this important role.

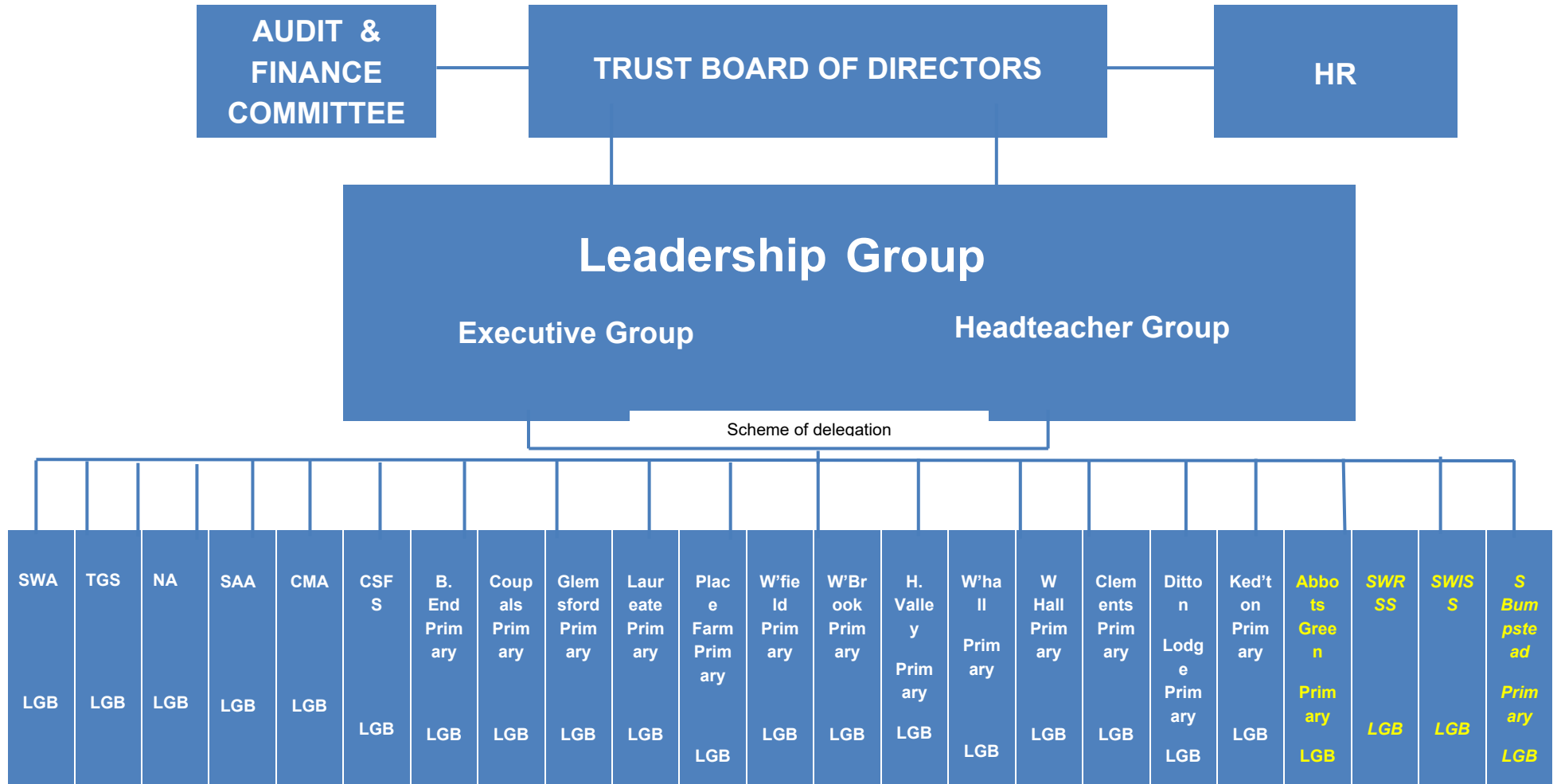
The headteacher of each school is responsible for the effectiveness of education at that school, and also has a leadership role, with the other headteachers, across the trust. The trust has an existing conflict of interest policy that applies to all schools and personnel across the trust. This policy would apply equally to the new school.

We do not believe there are any actual or perceived specific conflicts of interest for the new schools.

In line with our status as a Multi-Academy Trust the school will comply with the Academies Financial Handbook.

We have worked with Academy Ambassadors on recruiting new and additional directors and four more will be appointed for December 2017.

SWAT Governance Structure



NOTES:

Abbots Green and Steeple Bumpstead Primary Schools are likely to be joining the Trust in about April 2018, having had approval by the Regional Schools Commissioner.

SWRSS is the current application for a special school in Romford.

SWISS is the current application for a special school in Ipswich.

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

Please

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

Section G – budget planning and affordability

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

The Trust's 4.5% top slice modelling is affordable and we recognise that this rate will allow for the range of central support services and curriculum improvement support over the longer term. Trust central support will include financial management, HR input (in addition to the buy-in HR identified in the financial forecast), ICT expertise, school improvement and teacher training and development. This will be in full flow from the first year, growing incrementally as the school expands. Samuel Ward Academy Trust will also provide assistance in obtaining best value and advice and guidance from its research, CPD and training activities.

The assumptions built into the financial modelling include the latest information on teachers' salaries and pensions. The income is based on full cohorts as planned for by Havering Local Authority, and we are confident that we will secure the target number, particularly as we are reacting to basic need and parental demand through EHCPs. Nursery children Assessment Centre commissioned places have been factored into the primary line for funding purposes following advice from the LA and in order to be able to provide a robust financial forecast.

The salary scales used are at the top end of the salary range and appropriate for the size of school and the nature of the SEN provision. We have also provided for expert

Section G – budget planning and affordability

therapy and counselling staff to provide the wrap around curriculum support that will be required.

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

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

Contingencies

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

Sensitivity analysis

We have addressed the issues associated with reduced funding and lower pupil numbers creating a reduced roll, and hence a reduced income. The further 70% sensitivity analysis below demonstrates that we have approached this issue realistically, recognising that funding would be very limited. Our analysis makes clear that the school would be viable at 70% funding and conservative estimates demonstrate savings up to 2020/21 and that the same modelling of lower staffing and services would continue to ensure viability up to the point full capacity is achieved.

Careful monitoring and planning would ensure staff expansion was in line with pupil increases and that a balanced curriculum would be provided. We have protected the curriculum and therapy services with a full teaching and expert therapy complement and would expect the Headteacher, the LGB and trust to work closely to maintain this

Section G – budget planning and affordability

position in order to maintain excellent performance and minimise parental concerns which might arise for example from losing teaching staff. But of course, the trust would provide any support necessary to provide financial stability while closely monitoring the financial situation to ensure the school remained viable in order to provide a sound curriculum provision.

The 70% modelling has sought to protect the number of senior leaders and teaching staff as far as possible recognising that senior staff will be required to take on some teaching duties and other responsibilities but that a strong leadership and teaching team is essential to allow the school to grow confidently and have an impact on the whole staff.

Budget area: description of how expenditure would be modified/plans adapted – top changes	Savings against original budget in Year 1 - 2018	Savings against original budget in Year 2 - 2019	Savings against original budget in Year 3 – 2020
The whole of educational resources would be reduced further to below the lower income and reduced pupil numbers, including pupil premium.	■	■	■
Reductions would be secured in the premises section through significantly less usage. Rates however are assumed to remain the same.	■	■	■
The annual surplus has been removed as this would be a critical time for the school to remain viable.	■	■	■
Use Contingency	■	■	■
Supply teachers	■	■	■

Section G – budget planning and affordability			
Employee expenses	██████	██████	██████
Development and training	██████	██████	██████
Recruitment – given that the whole teaching and support staff would be reduced this would have a knock-on effect on recruitment needs	██████	██████	██████
Reduce deputy head teacher role		██████	
Reduce teaching staff by 1.0 in 2018 and 2019, 3.0 in 2020	██████	██████	██████
Reduce number of assistants x2, x3, x6	██████	██████	██████
Reduce admin role	██████	██████	██████
Reduce MDMS provision		██████	██████
Speech and language therapist	██████		
Educational psychologist	██████	██████	██████
Emotional literacy assistant	██████		
Family support worker	██████		
Reduced MAT top slice as income related	██████	██████	██████
Reduced HR and Business Manager support	██████	██████	██████

Section G – budget planning and affordability			
Reduced premises manager			
Remove ICT upgrade			
Total reduction			

Annexes

Please:

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

**Annex A
Literacy Interventions**

	Targeted (small group in addition to Maths/Literacy lessons)			Personalised (1:1 or 1:2 support as part of or in addition to the Maths/Literacy lesson)				
Intervention	Focussed adult support in lessons	Extra targeted/ guided reading		Toe by Toe	Word Wasp	Hornet	Comprehension Programme	Paired Reading Programme
				Basic phonics	Spelling	Spelling		
Aimed at:								
Delivered by	TA / Teacher	TA/ Teacher		AP/TA				
Where	In Class			Intervention room (IR)				
Evidence of Prior Input	Evidence of high quality teaching including evidence of in class differentiation.			Evidence of targeted in class support. Clear targets that have been planned, assessed and reviewed.				
Criteria for pupil selection	SENCo Referral based on reading age							
Group size	Whole class	Whole class		1:1				
Duration	Termly Review							
Sessions				Daily 15mins	Daily 15mins	Daily 15mins		

--	--	--	--	--	--	--	--	--

Numeracy Interventions

	Targeted (small group in addition to Maths/Literacy lessons)	Personalised (1:1 or 1:2 support as part of or in addition to the Maths/Literacy lesson)
--	---	---

Intervention	Differentiated maths groups		Plus 1	Power of 2	Dyscalculia Toolkit	Mathletics Online
Aimed at	Whole Class					
Delivered by	Teacher		AP/TA	AP/TA	AP/TA	AP/TA
Where	In Class		Intervention room	Intervention room	Intervention room	Intervention room/ in class
Evidence of prior input	Evidence of high quality teaching including evidence of in class differentiation.		Evidence of targeted in class support. Clear targets that have been planned assessed and reviewed.			
Criteria for pupil selection	Children are divided into smaller groups based on levels achieved from previous year. Children are to have more focussed teaching delivered by a teacher.		SENCo referral based an age-related expectations for numeracy skills. It is a supplement to everyday numeracy. It works in small steps from early recognition of numbers through to using tens and units, numerical vocabulary and symbols.	SENCo referral based an age-related expectations for numeracy skills.	SENCo referral based an age-related expectations for numeracy skills.	Online mathematics programme
Group size	4-8 children per group (normal class size)		1:1	1:1	1:1	1:1/1:4
Duration	Termly review		Termly review			

Sessions	4-5 x 45 minutes per week		15 minutes daily	15 minutes daily	15 minutes daily

ANNEX B

Teacher Profile

Name: Teacher AB

C1	Set high expectations which inspire, motivate and challenge pupils.	C5	Adapt teaching to respond to the strengths and needs of all pupils.
C2	Promote good progress and outcomes by pupils.	C6	Make accurate and productive use of assessment through regular, thorough marking, including marking for literacy.
C3	Demonstrate good subject and curriculum knowledge.	C7	Manage behaviour effectively to ensure a good and safe learning environment.
C4	Plan and teach well structured lessons.		
Inadequate		Requires Improvement	
		Good	
		Outstanding	

Quality Assurance of Teacher Standards	C1	C2	C3	C4	C5	C6	C7	Strengths	Targets
Marking Scrutiny Dec 2016								Prompt, regular and positive feedback Pupils responding to feedback in Maths	Ensure EBI's focus on what pupil's need to do to progress
Learning Walk Oct 2016								Use of explicit praise Reliable in encouraging pupils	To ensure that the learning objectives meet the needs of learners To develop the use of concrete activities
Lesson observation Dec 2016								Fantastic use of concrete activities/ Good differentiated outcomes/ Ability to adapt teaching and respond to the needs of individuals	Ensure planning addresses areas where barriers to learning may impact on behaviour
Learning Walk Feb 2017								Well-chosen imaginative activities which enthused/ engaged learners An atmosphere highly conducive to learning (including with a new pupil) More natural AFL	Consider use of activity to check the Fronted Adverbials - analysis activity to consolidate learning. This was done in the plenary but would have made a great consolidation activity prior to the plenary.
Mark Scrutiny March 2017								Marking is regular and comments are formative. Self-evaluation is embedded WWW focus on the learning objective	Develop peer-evaluation Ensure deep marking is completed at the end of every topic Ensure EBI's focus on next objective/ next step
Lesson observation April 2017								Good lesson structure – the lesson flowed nicely All pupils made progress and completed GCSE questions Behaviour management was good - especially low-level strategies with some difficult behaviour	Consider pushing further with a real 'challenge' task if D/ E want to take it up? Develop questioning to deepen understanding Include medium term targets (I can statements)

Annex C

Text of Information for Stakeholders

Background Information: SWA Trust Havering Special School Bid

SAMUEL WARD HAVERING SPECIAL SCHOOL · FRIDAY, 3 NOVEMBER 201720 reads

Samuel Ward Academy Trust are committed to developing high quality provision with pupils at the centre of everything we do. Our outstanding team is dedicated to providing the very best opportunities for the pupils attending our special schools. We are committed to working hard to prepare pupils for future education and to help them acquire the skills and enthusiasm needed to pursue learning for the rest of their lives.

The Samuel Ward Special school culture supports and challenges learners to become confident, successful and independent adults. Our ethos is to develop a flexible and personalised approach that ensures each learner makes progress in all areas of their learning. We challenge the traditional ways of working, pushing boundaries with regard to intervention and support for all pupils.

Samuel Ward Academy Trust believe a network of support and partnership between pupils, parents/carers, other schools, specialists and external agencies provides the best opportunities for individual needs to be addressed. We take our responsibilities to the community seriously and work to ensure individuals can integrate successfully and have a sense of belonging. Samuel Ward Academy Trust works for the benefit of children in Suffolk and East London.

Samuel Ward Havering Special School

Our aim is to provide an education that delivers outstanding outcomes for children with social, emotional and mental health needs and/or for those on the autistic spectrum. Underpinning this will be high expectations and aspirations for all which means we shall ensure all children make good progress from whatever their starting points are and are supported to achieve accreditation and qualifications which enhance their life chances. We shall be focussed on ensuring children have positive destinations to move on to in the next stage of their lives. In order to achieve this we believe it is essential children experience a 'rite of passage' through which they can grow and develop increasing maturity towards that goal.

For this reason we shall establish five phases in the school; an Early Years Phase, A Key Stage 1 Phase, a Key Stage 2 phase, a Key Stage 3 phase and a Key Stage 4 phase. Each of these phases will have distinctive features and an appropriate curriculum offer. The nursery (Early Years) phase will include assessment of a child's future needs. Our main offer within the curriculum will be to provide an enriched curriculum with regular access to learning outside the classroom. This will also help to develop children's friendship and social skills. Within the phases we shall combine a strong curriculum offer with multi-agency and therapeutic support and we shall work in partnership with the London Borough of Havering and other local providers to deliver this. We will also seek advice and support from other providers who have a track record of establishing good practice.

Each child is likely to have an Education, Health and Care Plan and our aim will be to ensure that these are delivered fully through joined up multi-agency support and co-operation. Our vision is of a caring community and although we know children will exhibit challenging behaviours, it will be key to our approach to operate a non-restrictive physical intervention philosophy underpinned by strong restorative practices.

In addition to our experience of working with children with SEMH needs, we are very experienced in working with children who have communication and interaction needs and shall ensure recognised best practices also are part of the offer in the new school. As well as the curriculum offers detailed below, we know that children with SEMH and/or communication and interaction needs will require personalised programmes. We shall ensure each child is able to receive therapeutic support such as Art, Music, Drama and Play Therapy as part of their personalised programme of learning as well as Occupational and Speech and Language Therapy, and we will ensure Educational Psychologists are based on site full time in order to support our educational vision.

Children accessing the provision may have had a difficult start to their life in education and we are therefore committed to providing exceptional Family Support. This will be based on site and offer practical advice and support to families as well as regular opportunities to enter the provision to ensure a collaborative approach to learning between family and school is adopted.


Our vision is summarised as:

- High expectations of both progress and outcomes

- Positive ongoing destinations
- A 'rites of passage' approach with distinctive education phases
- Joined up multi-agency support
- Non-restrictive interventions and a restorative justice philosophy
- Therapeutic approaches as part of the our curriculum offer including ready access to Occupational and Speech and Language therapies
- Educational Psychologists on site to advise on practice and support
- Provide collaborative family support

We want to know what parents, carers and pupils think about our plans. Please let us know by completing our online survey at

<https://www.surveymonkey.co.uk/r/SWATrustHavering>

If you have any other questions or you want to be in touch, in the first instance please contact 

CV template

	[Redacted]	
	[Redacted]	
[Redacted]	[Redacted]	
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]

CV

█	█	█
█	█	█
█	█	█
█	█	█
█	█	█

CV

		<p>[Redacted]</p>
█	█	█
█	█	█
█	█	█

CV template

	[Redacted]	
[Redacted]	[Redacted]	
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]

CV template

I	[Redacted]	[Redacted]
I	[Redacted]	[Redacted]
I	[Redacted]	[Redacted]
I	[Redacted]	[Redacted]
I	[Redacted]	
I	[Redacted]	

CV template

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



Department
for Education

© Crown copyright 2017

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

To view this licence:

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

email psi@nationalarchives.gsi.gov.uk

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

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00179-2016



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



Like us on Facebook:
facebook.com/educationgovuk