



Department
for Education

Special free school application form

Published: July 2017

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

SALMON'S BROOK SPECIAL FREE SCHOOL

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The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

Submitting Sections, A to G

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

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

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

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

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

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

And one hard copy to the local authority.

You may also hand deliver if you prefer.

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

Submitting Section I

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

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of consultation and demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the department and one hard copy to the local authority?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Declaration

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

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

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

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

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

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

Signed:

Position: Chair of company / Member of company (please delete as appropriate)

Print name:

Date:

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

Please:

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

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

Please:

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

Section C – vision

Please:

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

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

Local Authority Commissioned Special Free School

Our application is in response to a request submitted by the London Borough of Enfield for a new Special School accepting 70 pupils aged 11 to 19 with Social Emotional and Mental Health (SEMH) needs.

About Us

We are a group founded by Edmonton County School (ECS), which is a dual campus, 11-19 mixed comprehensive and separate primary phase, serving the communities of Enfield and Edmonton. Each of the two secondary facilities and the primary provision are led by heads of school, under the umbrella of Edmonton Academy Trust (EAT).

EAT was granted permission to be a Multi Academy Trust in September 2016.

As a mainstream provider, we acknowledge the need for special school expertise and, in particular, insight into Social, Emotional and Mental Health (SEMH) provision. We have addressed this by including on our team an experienced and highly skilled Educational Psychologist, who is a full-time member of staff at ECS with particular expertise in SEMH. We have also secured and a paid consultant, who is a former Principal of 'good' SEMH provision (Ofsted 2000 – 2012) and who has agreed to remain with the project to its conclusion. The remainder of our team consists of the current Chief Executive of ECS, our Chair of Governors, Deputy and curriculum expert, and our Business Manager. We are united by a common belief that all children and young people deserve the very best education regardless of age, ability and personal circumstances.

Edmonton Academy Trust (EAT) currently operates as a single body. However, the existing 'split site' secondary arrangements, where each 'school' operates as a standalone facility, combined with our primary 'school', which also has its own distinct identity, means that EAT actually functions like any multi-academy organisation.

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

We have established EAT as a Multi-Academy Trust in that we have a Trust budget, which manages central and core provision plus a local budget for each of the three schools that make up the Trust. This will mean that we are able to expand the Trust seamlessly utilising the established Trust operations and local management arrangements. Adding Salmon's Brook Special Free School to our collective, therefore, is a natural next step in our journey to becoming a trust that strives to deliver on all aspects of learning. Having created an 'all through' school, EAT already has a strong reputation for innovation locally, and we now want to extend this by developing an outstanding special school, providing outreach support where appropriate and welcoming other mainstream and special schools into the MAT should the opportunity arise.

We are in discussion with a number of local schools about the viability of joining our MAT. These schools are a blend of primary and secondary schools. We want to grow our Trust; the ideal number being about 15 and to have a mix of primary, special and secondary provision. Our expertise lies in helping inadequate and RI schools to improve; therefore, we will respond positively to the opportunities that the Regional Schools Commissioner and the LA present, as well as pursuing opportunities to bring about rapid improvement with schools known to us.

The expansion of Edmonton County secondary to include Edmonton Primary was done seamlessly and at minimal cost. We have been able to expand central services so that services are provided to the primary school at minimal value-driven cost.

We have set out a staffing structure for Salmon's Brook Free School but envisage that the ancillary services (such as IT technicians, site services, bursarial services etc.) will be managed at Trust level, reducing the overhead on the Free School, enabling more of the budget to be applied to the innovative programme we want to develop.

We pride ourselves on being a local school that serves the community. To this end we look to Salmon's Brook Free school to provide an additional community service for SEMH learners. The focus will be on local provision delivered to a world class standard, encompassing the best practice challenged by the experience we as a team have. The trustees are passionate about making a difference to the experience of SEMH learners and so are wholeheartedly supporting this bid to change the SEMH provision in Enfield. We would want to develop this provision, in time, and see it as a model that can be taken to scale.

Our team includes an educational psychologist with significant experience of special education and working with SEMH learners, a head of school who has considerable expertise in curriculum design and assessment (including the curriculum for SEMH learners), a former executive head of special education, a part-qualified finance

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

manager, an experienced community leader who chairs the Board of Trustees and a chief executive with over 15 years' experience of school leadership.

Values

The values of the Salmon's Brook School will be those of the Edmonton Academy Trust. As such, we aim to ensure our learners:

- Enjoy school and thrive in a rich learning environment;
- Succeed and achieve their full potential academically, socially, physically and personally;
- Learn to make choices as mature citizens in a global society;
- Value education as a constant aspect of their lives, enjoying economic well-being;
- Make a positive contribution to school and the community as well-mannered representatives of the Academy Trust.

Beliefs

To achieve these values, we fundamentally believe in:

- **Expert Teaching** – Special environments need the very best approaches to learning, delivered by well qualified and highly trained staff, who use regular assessment of progress;
- **Personalisation** – SEN pupils require a personalised experience within a broad, balanced and relevant curriculum;
- **Taking Responsibility** – A positive therapeutic environment succeeds when everyone learns to take charge of their actions and chooses to work towards an agreed code of conduct;
- **Building a Positive Culture** – SEN pupils thrive best in a consistent and disciplined environment, built on high expectations, where each person enjoys a sense of worth and is known, valued and respected as an individual;
- **Inclusion** – Each pupil must have equal access to learning and every opportunity to make best use of that education;
- **Transformation** – Education changes lives and should contribute to the spiritual, moral, social and cultural development of all our pupils.

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

Key Features

We intend to open Salmon's Brook in September 2018 beginning with 40 learners. Most of these will have an Education, Health and Care Plan (EHCP) naming the school, however, there will also be a small number of places available for pupils who have yet to undergo a full assessment. In keeping with the specification, we expect nearly all the referrals to come from Enfield, with the possibility of neighbouring authority Barnet also taking up a limited number of places.

Salmon's Brook Special Free School will be built on a therapeutic model of education and support, which we interpret as a place where children and young people learn as much about themselves as they might do from a normal class based curriculum and, in so doing, are provided with the social and emotional skills to transform their lives. To achieve a therapeutic 'learner centred' experience, we plan to adopt an average group size of 7 pupils, amounting to 10 classes overall, each led by a teacher and a teaching assistant, with additional support available from a 'therapeutic' team, who will be offering a range of cognitive interventions.

Academic expectations will be high and we intend to use the expertise from ECS to ensure that progress is significantly better than expected across all phases. At Key Stage 4, all pupils will be expected to achieve a GCSE in English and Maths, with 60% targeted to gain 5 GCSE passes in total (1–9). Similarly, students in the 6th form will study 5 level 2/3 courses, with 90% expected to achieve an overall pass.

To allow time for personal growth and address shortfalls in academic understanding, we will break with convention and open the school daily from 8am to 6pm. The extra time will be used to provide personal study opportunities alongside a range of enrichment activities which, combined with our academic programme, we feel offers a strong combination of breadth, depth and personalisation.

Salmon's Brook Special Free School will be part of EAT Multi-Academy Trust and so will enjoy the benefits of working within an established successful organisation. The trustees will oversee the development of the school and almost all 'back office' functions will be undertaken by the trust's central team to enable the leadership of Salmon's Brook to focus on delivering high standard of therapeutic education, together with significantly improved academic achievements.

We want to place particular emphasis on providing a technologically advanced environment and as such, we are pleased that a local company, Metaswitch, is keen to work with us to develop 'state of the art' IT facilities for learners. Metaswitch is a world-class technology company and they have offered to donate a significant sum to develop these IT facilities. The chair of the board of trustees is an employee of Metaswitch.

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

Vision

As a local group already delivering good quality education in Enfield, we concur with the need for additional SEMH capacity in the Borough and believe we are ideally placed to deliver it. Within our own student population, we have a proportion of learners who have identifiable behavioural and mental health issues, but have often gone without an accurate diagnosis due to ongoing disciplinary concerns resulting in exclusion and/or the need for managed moves. With this in mind we welcome the suggestion that this new school should be offering assessment places as well as meeting EHCPs and will factor this level of flexibility into the design. Specifically, our experience tells us that children with SEMH difficulties can quickly deteriorate in mainstream settings and may require some form of respite and assessment to determine how learning should then proceed. We intend to offer assessment places, therefore, firstly in the conventional sense, where a pupil might join us long-term ahead of an EHCP being completed, but also through a separately funded approach, where commissioners will be able to purchase a 6 week therapeutic assessment. This alternative form of intervention is not intended to inhibit the core delivery and will be managed separately through a formal Service Level Agreement (SLA), the details of which will be developed with the LA and schools. Whatever form it takes, we believe the offer of flexible arrangements begins to address Enfield's request for "part-time assessment places" that may also support the beginnings of a "comprehensive outreach programme".

Fundamentally, we want to improve the overall quality of learning for SEMH pupils in the area by using our existing mainstream expertise and combining this with experts in education psychology, special school planning and leadership. We think this is particularly important because the current SEMH Special School in the Borough, Aylands, is in special measures and we want to be an outstanding partner, able to work alongside other providers, to raise the overall quality of education in the area for this disadvantaged group. Our vision, therefore, is to design a school that can not only meet the needs of pupils with statements and plans, but has the capacity to provide professional advice, support and assessment of children and young people regardless of the stage of diagnosis they have currently reached. With this in mind, one of the key targets for the school will be to help reduce the prevalence of exclusions in the area, both fixed and permanent, particularly where a statement or EHCP already exists.

Section D – education plan: part 1

Please:

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

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

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

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023
Reception							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							
Year 7		10	10	10	10	10	10
Year 8		10	10	10	10	10	10
Year 9		5	10	10	10	10	10
Year 10		5	10	10	10	10	10
Year 11		5	10	10	10	10	10
Year 12		5	10	10	10	10	10
Year 13			5	10	10	10	10
Totals		40	65	70	70	70	70

Section D – education plan: part 2

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

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

Please use the table below.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
KS3			
English	5.00	Mandatory	
Maths	5.00	Mandatory	
Science	3.00	Mandatory	
Art/Design/Food	5.00	Mandatory	
Physical Education	3.00	Mandatory	
ICT	2.00	Mandatory	
Humanities	2.00	Mandatory	
Total	25.00		
KS4			
English (GCSE)	5.00	Mandatory	
Maths (GCSE)	5.00	Mandatory	
Science (GCSE)	5.00	Mandatory	Single or Double
Physical Education	2.00	Mandatory	
Food (GCSE)	4.00	Mandatory	Option (2 Total)
Art (GCSE)	4.00	Mandatory	Option (2 Total)
P.E. (GCSE)	4.00	Mandatory	Option (2 Total)
F.E. College (L2)	5.00	Mandatory	Option (2 Total)
Total	25.00		
6th Form			GCSE/Level 2/3
Maths	5.00	Mandatory	Option (5 Total)
English	5.00	Mandatory	Option (5 Total)
Science	5.00	Mandatory	Option (5 Total)
Health and fitness	5.00	Mandatory	Option (5 Total)

Music production	5.00	Mandatory	Option (5 Total)
Motor vehicle	5.00	Mandatory	Option (5 Total)
Horticulture	5.00	Mandatory	Option (5 Total)
Construction	5.00	Mandatory	Option (5 Total)
Catering/Hospitality	5.00	Mandatory	Option (5 Total)
Work Placement	5 days	Mandatory	
Mentoring	1.00	Mandatory	
Total	26.00		
All – Enrichment		Mandatory	
PSHE	1.00	Mandatory	
Sports Teams	4.00	Mandatory	Option (2 Total each term)
Community Links	4.00	Mandatory	Option (2 Total each term)
Volunteering	4.00	Mandatory	Option (2 Total each term)
Duke of Edinburgh	4.00	Mandatory	Option (2 Total each term)
ASDAN	4.00	Mandatory	Option (2 Total each term)
Food Health	4.00	Mandatory	Option (2 Total each term)
Multi Agency	1.00	Mandatory	
Total	10.00		

[Add more lines as appropriate]

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

Pupil Intake

Data released by the Council reveals that the population of Enfield is increasing, which has meant over 500 additional statement or EHCPs have been agreed in recent years. This has resulted in existing local Special Schools having to increase their population by almost a quarter in the last 6 years, as well as over 100 more pupils with special educational needs (SEN) being placed out of the Borough, which is double that of 2011. Included within these figures Enfield reports that SEMH, as a diagnosis, has increased by 28% and that rates of exclusion for pupils with an SEMH statement or EHCP is higher than in other parts of the country. This was confirmed by a Local Area Ofsted inspection, which identified that SEMH needs were not being identified early enough in Enfield, leading to high rates of disaffection and eventual exclusion. It is this weight of evidence that has resulted in Enfield's request for a new Special Free School and it is a decision we wholeheartedly agree with.

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

Based on an analysis of children and young people with SEMH locally, in mainstream and special provision, we know that learners referred and admitted to Salmon's Brook Special Free School are likely to present as follows:

- Most pupils will have significant mental health issues that are likely to show up in irrational beliefs, emotional instability, often extremely challenging behaviours and/or personality disorders. Similarly, pupils may also present with forms of anxiety and/or depression, all of which might be linked possible abuse or neglect and probable attachment issues;
- The majority of the intake will exhibit substantial speech, language and communication problems to an extent that will lead to a limited understanding vocabulary, difficulty joining in and keeping up with conversations and general difficulties with the meaning and use of language;
- Many individuals will also either be suspected, or are known to be involved in drug and alcohol misuse, which can result in unexplained change in personality or attitude, sudden mood swings, irritability, or angry outbursts.
- All pupils will have additional and often significant learning needs, which may be specific in nature and typically involve numeracy and literacy concerns, which can be attributed to many of the conditions outlined below;

Learning Needs

In association with the above, the intake is also likely to be characterised as follows:

- Most learners, across all age ranges, will be functioning in the lower quartile of all pupils nationally, currently between level 1 and 5 of the National Curriculum as was, which is significantly below national expectations and may contradict early academic profiling that predicted average rates of progress for this group.
- Some will fall into the bottom 5% of all pupils, below level 2 and occasionally working towards level 1 of the National Curriculum as was, which may be the result of other special educational needs having being overlooked from an early age, e.g. hearing loss.
- Some learners will also show signs of high ability, which may have previously identified them as gifted or talented.
- Almost all will have significant gaps in their knowledge and understanding across a range of subjects compared to learners in mainstream schools.
- Most will have numeracy and literacy difficulties, with many having concerns that fall into the category of dyslexia and/or dyscalculia.

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

- Some will have other forms of additional and/or special educational needs including vision and hearing difficulties, poor motor coordination, autism and/or ADHD.

Curriculum Principles

Our curriculum will reflect the knowledge we have of pupils with SEMH, our approach and the fundamental beliefs highlighted in Section C. In summary, we want to deliver learning based on:

- Expert Teaching
- Personalisation
- Taking Responsibility
- Building a Positive Culture
- Inclusion
- Transformation

In practice this means we want our learners to:

- Enjoy a curriculum that recognises their diverse learning needs and styles and which stretches and challenges them;
- Experience high quality IT as a transformative learning tool;
- Receive high quality teaching and learning;
- Enjoy access to a variety of age appropriate extra-curricular activities and have opportunities to participate in their new communities;
- Access recognised programmes of study, personalised learning and, at post 14, receive independent advice and guidance on options and choices for progression;
- Be actively encouraged to express their views and to shape what happens to them at school;
- Have appropriately supported transition arrangements into education, training or employment.

Furthermore, to meet the specifications set out by Enfield Council, we expect to offer each pupil a personalised programme that aims to:

- Increase confidence in Mathematics and English so that all learners make good or outstanding progress;

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

- Build self-esteem through success, but also through developmental and cognitive psychological therapy;
- Develop learning skills so that everyone has the opportunity to study for at least 5 GCSE subjects;
- Build IT literacy and install high level of technical expertise;
- Improve personal and practical skills such as, personal presentation, cooking, cleaning and looking after others and growing food;
- Build confidence and self-esteem through physical fitness;
- Develop employability skills;
- Encourage personal development through art, music and drama;
- Improves community cohesion through engagement in local provision.

Including All Learners

We take seriously our responsibility to provide a broad and balanced curriculum for all pupils, regardless of their special educational need, and in so doing we expect teachers to have the capacity to modify the National Curriculum to provide learners with relevant and appropriately challenging work at each Key Stage. To achieve this, we want to apply the principles for inclusion, as set out in the National Curriculum Framework, that for pupils with SEMH will include the following:

- **Setting Suitable Learning Challenges** – We expect most of our intake will have large gaps in their education due to long periods out of school. As a consequence, programmes of study will need to fill these gaps, but at the same time remain suitably challenging for pupils who are often still very capable.

For less able pupils who may have other special educational needs, work will invariably need to be drawn from earlier key stages so that pupils can show what they can achieve. In some cases, this may mean pupils not being able to receive all their age-related programmes of study.

Of particular concern for pupils who have moved schools regularly, or who have been excluded, is continuity and progression. There is a danger that pupils in these circumstances find themselves repeating previous learning which, although offers some immediate success and is 'safe', provides little challenge with no evidence of progression. It is important, therefore, that programmes of study for these pupils are monitored and reviewed regularly to provide both regular opportunities for success as well as suitable challenges and progression routes.

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

- **Responding to Pupils' Diverse Needs** – Pupils from diverse and vulnerable groups are significantly over represented in the category of SEMH. Our intake will include children looked after by the local authority, ethnic groups, including travellers and refugees as well as those with other special educational needs including autism and language difficulties. Based on this understanding, Salmon's Brook staff will need to continually adapt and modify their teaching to ensure all pupils can take part in lessons fully and effectively, for example, by reducing the level of external stimulation for autistic learners. Additionally, significant numbers of pupils will become our responsibility having become disengaged with 'mainstream' learning, often citing its lack of relevance or understanding. Through an adapted curriculum utilising the world of work, other vocationally based experiences and the application of extended hours learning, we will seek to address this issue for disaffected pupils, particularly at key stage 4.

We also believe that to respond to the diverse needs and backgrounds of its pupils, Salmon's Brook will need to personalise the target setting and assessment processes. To this end each pupil will have the opportunity to participate in their own planning and assessment at regular intervals throughout the year, which includes self-assessment and the opportunity to ask questions about what they have learnt, are about to learn and its relevance to them.

- **Overcoming Potential Barriers** – For pupils whose needs are not adequately supported through the teaching strategies outlined above, more intensive approaches may be necessary to overcome potential barriers. For some pupils, with severe and often extreme behavioural difficulties, these will certainly include additional support from classroom assistants and individual sessions from specialist teachers. However, beyond this, we believe deeper levels of support will be necessary involving more therapeutic approaches. These will be delivered by our pupil support team as well as engagement with other agencies such as Educational Psychology, Child and Adolescent Mental Health, Speech and Language Therapy and Learning Support. In all cases, specialist support from within or from external agencies, will need to coordinate closely with the classroom teacher to take account of the impact on the pupil's learning and on the preparation of programmes of study.
- **Becoming Part of the Trust** – As a Special School joining what is currently a mainstream organisation, we want to ensure all pupils feel part of the wider trust. One aspect of this will be the requirement for all learners to wear the

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Salmon's Brook uniform that will complement the uniform of ECS secondary and primary schools.

Structure of the Day

A key feature of Salmon's Brook Special Free School is that it will be open from 8am to 6pm. Each day will start with a 'breakfast welcome', before formal lessons begin at 9am and continue to 3.30pm, followed by a break then personal study from 4pm to 4.45pm. After this the school will then remain open until 6pm so that pupils can take part in a range of enrichment activities.

The core academic timetable of 25 hours per week will be based around 10 classes of 7 pupils each, taught across 5 x 1 hour sessions per day for 5 days per week and 39 weeks per year, by a team of 11 teachers and 10 teaching assistants. In the main, pupils will be taught in 'form' groups made up from pupils in the same academic year, although some mixed year group classes might also be used depending on the age profile of the overall intake (see Section D3). These classes will then move between specialist teachers who will differentiate work down to an individual pupil level.

Recruitment of teachers and teaching assistants will focus on developing a core team of Maths and English specialists, alongside a range of subject expertise to complement the proposed timetable. Following the academic timetable each day will be a 2 hour period of personal study and enrichment, amounting to 10 hours per week in total. This will be led by a team of youth workers and assistants. Running parallel to core teaching and youth provision will be a team of specialist workers offering a range of interventions and therapeutic support. These professionals will typically operate on a 'withdrawal' basis, whereby learners will be timetabled for separate one-to-one interventions or further small group work based on their EHCPs.

The therapeutic orientation of the school will follow a model based in the principles and practice of attachment theory, as outlined in the work of [REDACTED]

[REDACTED] This is because every interaction between staff and student will be potentially significant to an eventual therapeutic outcome. As such, all staff will be required to have a secure understanding of childhood attachment and its application in a school context. This is so that the therapeutic potential of the relationships between all staff and students can be utilised to promote secure attachment and enable the school to fulfil its role as a 'containing parent.'

All staff will also receive accredited training in a crises prevention and intervention model (e.g. Therapeutic Crisis Intervention). This will empower staff to proactively prevent crises from occurring, the de-escalation of potential crises, effectively managing acute crisis, reducing potential and actual injury to young people and staff, learning constructive ways of handling stressful situations and developing a learning

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circle with in the school. This culture will ensure that the need for physical restraints will be an absolute last resort within the school by empowering all staff to utilise all crisis situations as vehicles for promoting learning and development. Training in restorative justice approaches will further enable staff to address challenging behaviour in a way that promotes growth and development, rather than resorting to punitive or behaviourist models of intervention.

In addition to whole school approaches, the menu of specific interventions available at the school will necessarily need to be broad. However, it is anticipated that there will be some therapeutic models/approaches, which are used more frequently. These are expected to include cognitive behavioural therapy, solution focused brief therapy and person-centred counselling. Insights from Personal Construct Psychology, with its emphasis on helping adults to develop an understanding of young people's constructions and viewpoints, will also be important, particularly during the assessment phase of a placement.

It is expected that Video Interaction Guidance, and other forms of video feedback, will also be used to promote reflection and growth. As research and learning community, Salmon Brooks will place an emphasis on implementing interventions that are both innovative and specialised, and therefore not usually available in other contexts. It is anticipated that the integration of insights and practices from neuroscience, including that of neuro-feedback, will be one of the exciting frontiers that can be explored by Salmon Brooks. As part of this, a total commitment to psychological research will necessarily go beyond formal statistical analysis of progress measures to informing the design, implementation and evaluation of the school's entire therapeutic orientation.

Content

Across each phase and aspect of learning the curriculum content will broadly contain the following:

- **Key Stage 3** learners will, for the most part, follow a modified national curriculum designed to match the core learning of their counterparts in mainstream schools. Together with English, Maths, ICT, Science and physical education, our younger learners will be expected to engage in a range of Art and Design Technology subjects, which have been chosen both for the intrinsic interest they hold and their usefulness in pointing the way toward possible career options. On this, we are aware that we do not want to unduly maintain the stereotype that SEN learners do not generally pursue purely academic pathways when they move on. However, we do acknowledge that almost all young people who attend Salmon's Brook will want to follow vocational routes as a next stage and we see Art and Design Technology, including Graphics,

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Food Technology, Resistant Materials and Engineering, as critical in supporting this transition, underpinned by a high level of competence in using IT as a learning tool.

- **Key Stage 4** pupils will have access to five GCSE subjects, or the equivalent, which alongside English, Maths and Science, will also comprise of choosing two from Food, Art, P.E. and a College based level 2 equivalent. The expectation is also that high levels of ability in IT will be developed in all subject areas to facilitate learning.

In providing this offer, we are aiming to equip learners with the minimum academic credentials they require to successfully enter further education, employment and/or training. To do any less, we believe, will place our learners at further disadvantage compared to other school leavers as well as limit the possibility of reintegration to another setting on the occasions where this is still desirable and possible.

- **6th Form** students will have the chance to retake GCSE courses where appropriate, alongside access to a range of level 2 or 3 vocationally based studies such as hospitality, music and construction, all of which will be supported by developing the necessary skills in IT.

In so doing they will have the opportunity to strengthen and enhance previous gains and grades in the core subjects as well as build qualifications towards employment and future training.

- **Enrichment** will include sports, recreation, volunteering and awards. It will operate as part of an extended day and, amongst other things, will enable pupils to formally study PSHE and citizenship, as well as practise and develop their social skills. For example, children and young people will eat in groups with members of staff and will carry out simple duties such as serving and clearing. In addition, all free association time will be supervised and organised by staff so that there is an emphasis on personal development and responsibility through structured events.

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. The approach to PSHE at Salmon's Brook Free School will be developed to take into account the particular challenges that SEMH learners present. There is a sense in that PSHE will underpin the teaching approach in

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all situations; it will be part of the therapeutic, personalised approach that will support the way we interact with children, how they are taught to cooperate and behave in the school community and develop personal skills.

Specific enrichment activities will be led by trained youth workers in conjunction with local community groups where applicable. It is not intended that a formal class and/or age-based structure will exist during this time, but a programme of developmental activities grouped according to the interests of learners and expertise of staff.

The extended school day would also provide an opportunity for external support workers and agencies to engage with learners as part of their EHCP. This match of learner interests and staff expertise will require extensive planning. Once set out, therefore, the expectation is that as much rigor will exist during extended learning as in the core curriculum and that achievement and attainment will be equally as meaningful. An example of this might be the achievement of a high-level DoE award, or something more short term such as a first aid certificate as part of a sports leader's qualification, or a food health, hygiene and safety award as a prerequisite to working in the catering industry. With these standards in mind, there will be the same level of planning, learning outcomes and achievement data generated as in other aspects of the organisation, but delivered through what will be regarded as a less formal, more autonomous and transformational experience.

- **Therapeutic support** is a likely requirement for a high number of pupils attending Salmon's Brook, which will include access to Speech and Language Therapy, Occupational Therapy, counselling support (Drug and Sexual Health), Music and Drama therapies, and behaviour therapies, as well as intensive therapeutic support, advice and guidance for families. Some of this support will be able to take place during enrichment time, with the option of withdrawing from specific lessons throughout the week to provide specialist interventions such as those for literacy and numeracy development. We expect that pupils at Salmon's Brook will benefit enormously from therapists being able to work collaboratively and alongside teaching staff to support and facilitate learning, especially for pupils who require specific mental health support.

- **A Day in the Life of...**

To illustrate our curriculum, we have set out what we think will be a typical day for a pupil attending Salmon's Brook Special Free School. 'Mohammed' is representative of our expected intake. He is likely to have attended a number of primary schools and was probably permanently excluded from at least one

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of these. He will have an EHCP that identifies social, emotional and mental health difficulties, as well as cognition and learning concerns.

In this case, we are saying Mohammed lives at home with his mother, father, sister and brothers, but also has family in Syria. We foresee him having relatively high standards of himself and maybe aiming to be a shop owner, like his father, or even having multiple businesses. He is most likely multi-lingual, speaking English, French and Arabic. In this example, Mohammed has been placed in Salmon's Brook by Enfield in year 7.

8am – Tutor Time: *Mohammed arrives with his father and is met by a member of staff. In this case, it is his class tutor, but could be an assigned TA. He is accompanied to the Dining Hall for breakfast, where he meets his tutor group before going to class to talk about what they achieved the previous day and their targets for the day ahead. Time is also allocated to the PSHCE programme.*

9am – Mathematics: *Mohammed is generally good at mathematics and the baseline assessment carried out on entry has led to a GCSE target of Grade 6/7. He is currently working at Grade 2, with a target for the end of this year of Grade 3. Mohammed is aware of his personal goals for the lesson and for this particular block of work.*

10am – English: *On this occasion Mohammed is not taught in his usual class and attends a support session instead, along with two other pupils. Although Mohammed speaks good English, his reading and writing is at a much lower level than in other subjects. The session is led by a teacher and supported by a TA. Both his teacher and TA know that his EHCP indicates his understanding of the meaning of words is much better than his ability to categorise and relate words together. This means he may understand less than what he appears to when learning in school.*

11am – Break: *Pupils are accompanied to the Dining Hall for refreshments and then go outside for structured and supervised play.*

11.30am – Science: *Mohammed's group attend the school garden. Their science project for the current module is on how plants grow. The group each have responsibility to grow a vegetable. Mohammed has chosen to grow his favourite vegetable, which are carrots. He has learnt to till the ground and his task is to transfer the seedlings to the ground. He writes about the garden work he has been doing.*

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12.30pm – Lunchtime: Mohammed goes to the Dining Hall. It is his turn set out the table for his tutor group. Once his tutor group arrive, they are served their food by catering staff. Mohammed's job is to clear the table when everyone has finished. He does not like doing this, but understands that everyone has to take a turn and it is part of the culture of the school that all members have responsibilities. Afterwards, everyone goes outside to play or can attend the library to read.

1.30pm – History: Mohammed enjoys history and as part of a project on his 'family tree', has been able to explore aspects of his culture and what life was like for his grandparents in Syria and in the UK.

2.30 – P.E.: This session is made of 2 classes, totalling 14 pupils, with 2 teachers and 2 TAs. The sport is football and skills include ball control, moving into space and working as a team. The lesson finishes with a game.

3.30pm – Break: Pupils are once again accompanied to the Dining Hall for refreshments and then go outside for structured and supervised play.

4pm – Personal Study: Mohammed's study tasks are recorded on 'Show My Homework' and he goes to the IT suite to begin his personal study tasks. His tutor checks that he understands the two tasks he has to complete and they agree a timeframe for him to work. Once finished, Mohammed re-joins his tutor group where they are asked questions about the day and reflect on what has been learnt. When everything has been completed and the group are settled, they join the enrichment activities.

4.45pm – Enrichment Activities: Mohammed has chosen to join a community based activity group that are designing and making a float and costumes for a local carnival. This is all happening on site and is led by a local charity and supported by 2 youth worker assistants. Mohammed's role is to work on building a house like structure that will act as a centrepiece. His efforts are being recorded through photographs and video. All staff are aware of the capacities he needs to build as identified in his EHCP. These are carefully monitored by staff and recorded at the end of the session.

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5.45pm – Reflection: Mohammed's mother arrives and along with an allocated member of staff he tells his mother about the day. They are reminded about a reading task to be done at home.

6pm – Departure: Mohammed and his mother leave to go home.

Admissions

All referrals to Salmon's Brook Special Free School will come from commissioners, which in most cases will be a local authority (LA) via a statement or EHCP naming the school. The exception will be assessment places, where a statement or EHCP does not currently exist, but where the LA's view is that a special school place is still required ahead of completing a formal process. In these cases, part of the admissions process will be to determine the nature of the placement, including transfer arrangements if Salmon's Brook is not deemed to be a long-term option.

When learners are admitted to Salmon's Brook our expectation is that this will be full-time in the first instance, even for assessment places. Our reasoning for this is that we want pupils to experience a fully immersive experience where they can learn to take control of their behaviours and the emotions that drive them. Effectively, for many, we will represent their last, best hope, for a secure and safe learning experience and their best option for a safe return to community based learning. To this end, we will have in place a programme of induction for all admissions, managed directly by our team of specialist support staff, combined with levels of support to assist transition either back to mainstream learning or into further education, training and employment.

Induction

Set out below are our intended stages of induction. The duration of each will depend on the responsiveness of the pupil and an ongoing assessment of need.

- Once the referral has been received and approved an induction meeting will be set up to include the learner, parents/carers, host school (where relevant), key agencies such as SEN officer and relevant personnel from Salmon's Brook. The induction planning meeting will agree the stages up to and including full participation in all aspects of school life as outlined in this list.
- Education at Salmon's Brook should begin with a full-time programme of one-to-one assessment, teaching and support based at the school. In some situations, for example, where there is thought to be high-risk to staff or other learners, or significant risk to an individual, this support could take place at another location including the home.

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- Early stage assessment and support will include numeracy and literacy testing to determine baseline levels of academic ability, combined with social and emotional tests also in support of establishing a baseline but with the added consideration of exploring group dynamics and assessing the learner's capacity to successfully join the main cohort.
- Within 2 weeks of being admitted to the school the expectation will be for an individual learner to begin accessing group education. To start, this will be through introductory lessons where the group and the individual can become familiarised. All early access will be with a member of the school's support team with the rate of integrations being agreed between this person, the class teacher and the individual learner.
- In addition to class-based integration other opportunities for full immersion will be through free association time, i.e. breaks and lunches, and access to the extended day, weekend and holiday programmes. In effect, we want all young people admitted to the school to feel safe as they gradually move towards full-time group based learning and for this security and well-being to extend to other learners and adults.
- At any stage in the above sequence, if a learner begins to show significant signs of challenge and/or stress, then the school will take appropriate steps to manage this including, extending a particular stage or regressing back to an earlier stage in the process. In any case, Salmon's Brook will prioritise new entrants to receive counselling or other forms of therapeutic intervention to help. Ultimately, we will be prepared to offer individual one-to-one education, support and guidance for as long as it takes to settle a young person into our establishment.

Transition

Where a young person reaches a stage where they are either ready to progress to another setting, training and/or employment, we will seek to support them in a similar way to the induction steps as outlined above:

- A transition meeting will be set up, which is likely to have been triggered by a termly progress review. This meeting, attended by the young person, parents/carers, Salmon's Brook staff, key agencies and the receiving institution, will determine the next steps in the transition process.
- Transition is likely to begin with visits to the receiving school or college assisted by a member of our support team. This will include transportation to and from the venue, which will extend to family members where appropriate.

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- As a result of dialogue between Salmon's Brook, the new placement and the young person, agreement will be reached as to the rate and style of reintegration. This may result in a phased changeover that targets specific lessons/sessions, or could, for example, be a full-time start on a particular day.
- Regardless of the style of reintegration, Salmon's Brook will provide ongoing assistance from a member of our support team for an agreed period of time. This support could involve a continuum of interventions including, direct class-based assistance, meeting the learner each day and helping them prepare, being in or around the building or being 'on call' back at Salmon's Brook. Regardless, we would expect the support to move seamlessly with the needs of the young person until such time as the reintegration has occurred and everyone 'owns' the new placement. We are proposing this would be a maximum of 12 weeks.
- As with the induction process, should any issues occur at any stage in the transition process then the options would be to extend a particular element or regress to an earlier stage. The added option, of course, would be to cease the reintegration and, age permitting, return the learner to Salmon's Brook to try again at a later stage.

Safeguarding

At Salmon's Brook we recognise it will be our statutory duty to safeguard and promote the welfare of our learners and that they have a fundamental right to be protected from harm. Through our day-to-day contact with pupils, we will be particularly well placed to observe outward signs of abuse, changes in behaviour and signs of failure to thrive. Salmon's Brook will be committed to implementing a policy, which follows the guidelines of the Local Safeguarding Children Board and the following principles:

- Children have the right to protection from neglect, physical, emotional and sexual abuse.
- All citizens, as well as professionals, have a responsibility for the protection of children and for reporting concerns about a child's welfare or safety.
- The well-being of the child is the paramount consideration in all protection work.
- In any conflict between the needs of the child and those of the parents/carers, the needs of the child must be put first.
- Children must be listened to and taken seriously, whatever their level of development or communication.

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- Children's wishes and feelings must be taken into account; children will be involved in decisions about their future in ways appropriate to their age and understanding.
- Work with children should be sensitive to the child as an individual with particular needs and circumstances.
- All children will be treated with respect and accorded full civil and legal rights.
- Each child and family is unique with differing experiences, circumstances and perspectives.
- Professionals concerned with child protection investigations must make every effort to identify and ameliorate any disadvantage arising from ethnic origin, culture, religion, language, gender, sexual orientation, class, disability or age.
- Particular attention should be paid to the vulnerability of children with a disability, special needs or communication difficulties.

We will also be committed to safer recruitment and selection procedures to ensure that all staff and volunteers have been appropriately screened prior to appointment, and to the provision of appropriate child protection training both through the staff induction programme and continuing professional development opportunities.

Behaviour

With social, mental and emotional health representing the overarching need of our expected intake, we recognise that managing behaviour will be at the core of everything we do. Central to our ethos, therefore, will be the belief that emotions and the behaviour they manifest can be managed in a way that allows everyone to engage positively with each other and with learning. We believe that all members of our learning community can reach this more empowered state and that herein is the key to a happier and more fulfilled life.

We further believe that there are emotions and behaviours, which are inherently healthy and desirable, that should be promoted beyond others. These constructive states of mind include qualities such as, dignity, respect, kindness, integrity, resourcefulness, creativity, compassion, tolerance, generosity, truthfulness, loyalty, sincerity, love and friendship.

To support our ethos, we will endeavour to adopt a whole school approach to behaviour management that is routed in coaching. This method centres on everyone being encouraged to reflect on their own actions and contrast these to an agreed set of behavioural expectations. In essence we see the development and expression of positive behaviours by the majority as a response to the negative ones conveyed by a

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few, which in turn should act to reduce the school's reliance on more punitive responses. At the core of our behaviour code, therefore, will be the development of a range of verbal, non-verbal and systemic approaches designed to reinforce the healthy and desirable. In practice, this will involve everyone monitoring and adapting their language and actions so the people around them feel supported and not deliberately undermined.

We are aware that this approach requires energy, commitment and patience, particularly when faced with physical assault and/or verbal abuse, both of which are entirely unacceptable. However, based on our knowledge and understanding, we fundamentally believe that the most effective way to disarm and change a person's behaviour is to change the way in which we and others habitually respond to the emotions that drive them. As a starting point, therefore, we will endeavour to actively support everyone in our learning community to achieve the following:

- **Essential Behaviours**
 - Speak in ways that are helpful.
 - Act in ways that are safe and caring.
 - Be in the right place at the right time.
 - Complete tasks to a good personal standard.
 - Take part in activities aimed at personal development.
- **Desirable Behaviours**
 - Use language and tone that is compassionate and empowering.
 - Be tolerant and supportive to those who are challenging.
 - Maintain the school's routines and systems.
 - Be creative and resourceful towards tasks and activities.
 - Take time to reflect upon and achieve personal goals.

Attendance

We know from national and local data that a high proportion of children and young people with SEMH struggle to settle in education. National figures show attendance in these settings often fails to rise above 75%. We will be fully committed, therefore, to actively pursuing each learner's attendance through robust systems and approaches, which will start with making Salmon's Brook a positive and rewarding place to be, alongside daily contact with parents and carers and visits to the family home to engage young people where necessary. Moreover, we want to make sure that learners and parents understand that regular and punctual school attendance is

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paramount if we are to ensure that all other aspects of Salmon's Brook will work. With this in mind we will want to continuously work towards the following key priorities:

- To make Salmon's Brook somewhere young people want to be both during the normal school day and after hours.
- To ensure attendance and punctuality is a priority for all staff, parents and the young people themselves.
- To provide support to parents and learners through our Learning Support Team with regard to achieving regular and punctual attendance.
- To have in place a systematic approach to gathering and analysing attendance related data.
- To establish positive and consistent communication between home and school.
- To identify and reward punctual and regular attendance.
- To promote effective partnerships with services and agencies designed to support young people's attendance at school.
- To recognise and respond to the needs of the individual pupil when planning reintegration following significant periods of absence.

D2 – measuring pupil performance effectively and setting challenging targets

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

Please:

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

D2 – measuring pupil performance effectively and setting challenging targets

Targets

We expect to respond to a range of key performance indicators, including levels of academic attainment and progress, through to satisfaction indicators and organisational responses. Set out below are a sample of these, which will be sharpened as the school moves towards opening.

- 100% of pupils to make better than expected progress in English and Maths
- 100% of pupils to achieve a GCSE pass (1-9) in English and Maths
(We acknowledge the ambition that “every child obtains at least grade 4 in both subjects” and will work towards achieving this goal)
- 100% of pupils to gain an entry level qualification in IT
- 100% of 6th Form students to have access to 5 Level 2 or 3 courses
- 90% of 6th Form students to achieve a Level 2 or 3 pass
- 60% of 6th Form students to achieve 5 Level 2 or 3 passes
- 100% of KS4 pupils to have access to 5 GCSEs or the equivalent.
- 60% of KS4 pupils to achieve 5 GCSE passes (1-9)
- 100% of lessons to be good or outstanding, with the majority outstanding
- 90% of learners to achieve a 95% attendance or above
- 100% of pupils transfer successfully to other education, employment or training
- 100% of parents and/or carers feel fully informed and able to support their child’s learning
- 100% of learners are personally assessed upon entry and are in receipt of and follow an individual education plan (IEP)
- 90% of learners are on course at any time to meet both IEP targets and learning outcomes
- 100% of observed lessons demonstrate good or outstanding behaviour
- 100% of learners have access to therapeutic and restorative approaches in response to challenging behaviour

Assessment

We acknowledge the legacy of national curriculum levels and recognise that many special schools still rely on this approach. However, we expect to introduce new scales, levels and grades, against which all pupils will be assessed. This will begin with P-Levels, until a substitute has been formally agreed nationally, but will

D2 – measuring pupil performance effectively and setting challenging targets

incorporate recommendations from the Rochford Review to measure other aspects of cognition and learning, namely; responsiveness, curiosity, discovery, anticipation, persistence, initiation and investigation.

Building on this, we expect to incorporate the new GCSE grades into baseline and progress checks by adapting the 1-9 scale. As things stand we propose sub-dividing each grade in terms of 'working towards', 'achieving' and 'mastering', thus introducing a 27-point range. This in turn will be presented in the form of a 'trajectory', which will give an indication of progress. For example, a year 8 pupil who has just started with us might be judged to be 'working towards' grade 2, so an old secure 'F' grade or NC Level 4b approximately. In 3 terms, he or she might be mastering grade 3, an old low 'D' grade or NC Level 6c, which we might determine as 'outstanding' progress on account that it would have represented 5 sub-levels of progress for one year based on the old system.

To support this process we will:

- Create a central database containing all learner information, which will be managed by the administrative team and overseen by senior leadership. This will contain all 'top-level' information and will offer an essential monitoring tool.
- Baseline test learners upon entry to determine their starting points and assess them termly to agree rates of progress. This will be delivered by the Learning Support Team, overseen by the SENCO.
- Establish individual education plans (IEPs) for all pupils as the main vehicle for setting and managing a range of academic and social targets and interventions. This will be overseen and reviewed termly at meetings led by the SENCO.
- Meet the requirements of the IEP through the setting and recording of learning outcomes and the effective use of 'assessment for learning' strategies across individual subjects and activities. This will be organised half-termly and monitored each lesson or session by the class teacher.
- Collate learning outcomes alongside evidence of work to create a profile of personal achievement, which can then be used on a termly basis to re-assess learners, populate the central database and inform the IEP review. This will be organised half-termly and monitored each lesson or session by the class teacher.
- Liaise with other providers to benchmark our assessments and externally validate our findings.

D2 – measuring pupil performance effectively and setting challenging targets

Central Database

We will hold a central database covering every learner to provide baseline information across key areas. In the main it will set out the latest assessment information and show current rates of progress. English and Maths will be prioritised on the database, although we envisage any number of areas can be recorded and monitored in this fashion, including other subjects and forms of accreditation, where appropriate, as well as non-academic aspects such as attendance. Additionally, the central database will apply to all aspects of the curriculum and so the extensive extra-curricular programme will also be represented, mainly in the way it impacts on social, emotional and behavioural growth.

Baseline Assessment & Tracking

Salmon's Brook Special Free School will use the data tracking systems currently operated by ECS, where baseline data is created and a collection on all aspects of a learner performance takes place four times per year. This enables the leadership team to monitor progress and plan interventions to address any underperformance. ECS holds a series of Academic Review days during the school year and we intend to replicate this practice so that there are formal points where the teacher, student and parents will meet to review academic and personal progress, agreeing targets for the next phase.

Specifically, when a pupil is admitted to Salmon's Brook steps will be taken to collate a range of baseline information covering academic, social and emotional development. To begin this task information will be used from parents, previous schools and services such as Educational Psychology and Social, Care and Health. However, experience has determined that there will be gaps in the information available and so we will aim to complete appropriate tests internally to achieve a full and accurate profile. Upon completion, all baseline information will then be recorded as an Individual Education Plan (IEP). With the IEP having been completed the information will be used to formulate appropriate medium and long term targets for development. These targets will focus on behavioural and social improvement as well as academic development in the form of learning outcomes.

Monitoring

The purpose of holding top-level information as just described, will be to give senior managers oversight of all learner activity and achievement, which can then be used either to trigger an intervention on behalf of an individual or provide support to a member of staff where they or their group might be underperforming. To begin each intervention, the leadership team will look at the work of the young people affected and decide whether realistic expectations have been set and if these are being addressed appropriately. At this stage any number of support options could be put in

D2 – measuring pupil performance effectively and setting challenging targets

place ranging from additional one-to-one opportunities, to a programme of lesson/activity observation and coaching for the member of staff in question.

This approach would apply equally to academic and extra-curricular learning. Whole school monitoring in this way also provides a strong starting point for effective self-evaluation and school improvement, as well as providing a platform to inform and manage external inspections.

The assembling of information to populate a central database and secure effective monitoring, evaluation and reporting arrangements will be achieved through a series of processes including; baseline testing, individual education plans, assessment for learning techniques, personal achievement files, learning outcomes and assessment forms, reporting arrangements and a whole school improvement planning.

Assessment for learning

Salmon's Brook recognises that positive and progressive school assessment should be continuous and multi-levelled. As a school dedicated to the social and emotional development of pupils as well as their academic improvement, assessment is viewed very much as an enabling process that should be encouraging and supporting pupils. It is also recognised, however, that assessment should be honest and accurate and that frequent over-generous evaluations of skills and abilities will inevitably lead to disappointment. To this end our staff will be concerned with using a range of assessment techniques that provide pupils with accurate feedback on their successes and clear targets for the areas they need to improve. These techniques will include:

- **Questioning** – The use of 'open' questions in particular are seen as an effective way to develop pupils thinking skills, particularly if they are given time and support to answer. Pupils need to understand that a considered 'wrong' answer can be as informative as a 'right' answer and that all pupils are expected to give a response even if it is, 'I don't know'.
- **Marking work** – We consider it very important to provide pupils with constructive comments when marking work that identifies areas of success and what needs to be improved and how. Grades are used but generally only on assessments sheets when they can be discussed with the pupil.
- **Self-assessment**– Included alongside learning outcomes will be an opportunity for pupils to assess their own work against common criteria. This is seen as very important in helping pupils gain a greater understanding of what is required to improve. Self-assessment, however, needs careful support from staff to enable pupils to develop the skills necessary to accurately reflect on their own actions. This is of particular relevance when reflecting on behaviour and social interaction.

D2 – measuring pupil performance effectively and setting challenging targets

- **Summative assessment** – Summative exams and tests are known to present a particular challenge to pupils with SEMH and as a consequence are generally kept to a minimum. However, it is accepted that summative assessment remains a key and important aspect of education and as a consequence we are committed to helping pupils develop the necessary skills to perform as well as they can in these areas.

N.B. ECS has a strong reputation for Assessment for Learning and will provide extensive support and training for Salmon's Brook Free School staff so that they are confident to use these important teaching techniques.

Recording Learning Outcomes

All pupils attending Salmon's Brook will have their academic and social progress recorded and monitored through a personal record. This is designed to provide a concise source of information that clearly demonstrates pupil progress and ability, as well as providing a basis for planning and discussion.

The record will provide a window on the academic and behavioural progress of pupils by setting out in a single document the learning outcomes in each subject area for a given period, alongside the social and behavioural targets as identified in the IEP. The nature of the learning outcomes will vary according to the subject area and type of provision being made. It is expected, however, that for the majority of pupils the outcomes will be linked to directly to 'age expectations'.

At regular intervals, of usually between 6 and 12 weeks, these learning outcomes will be assessed both by the teacher and the pupil with grades for attitude and attainment recorded by each of them for each outcome on the relevant sheet. To support each stage of assessment the teacher will work with the pupil to gather representative pieces of work for each learning objective and collate this in the personal record with the relevant assessment form for the subject area.

Once a cycle of assessment has been completed, the process will begin again, repeating itself every 6-10 weeks, by agreeing more learning objectives and completing a new record to sit on top of the one just completed. It is envisaged that at the end of the academic year a completed personal record should contain evidence relating learning outcomes spread over 7 to 10 subject or learning areas.

The expectation is that personal records will be held centrally in each location and managed directly by the administration staff.

Planning

Teachers at Salmon's Brook are expected to develop plans for individual lessons from schemes of work drawn from the National Curriculum. Senior staff will be available in the core subjects to provide assistance in formulating these schemes although the

D2 – measuring pupil performance effectively and setting challenging targets

responsibility for having appropriately planned lessons will always lie with the class teacher.

Detailed schemes of work represent the intended delivery to individual or groups of pupils for a given period. Similarly learning outcomes represent the intended levels of achievement for pupils. However, as in all educational settings, and particularly in SEMH schools, what is planned for pupils and what they actually take part in is not always the same. For this reason, it will be important that teachers record accurately what actually takes place so as to provide the explanation and evidence for possible inconsistencies. To achieve this, therefore, all teachers will be expected to maintain a planning document either in the form of a traditional 'teacher planner' made available through the school or via an alternative approved method. By completing these records, maintaining and delivering up to date schemes of work and setting relevant learning outcomes for all pupils, it is believed that satisfactory levels of teaching and learning will be maintained.

Reporting

Salmon's Brook will be required to report on pupils at a variety of levels according to the provision a pupil is receiving and who the report is for. Parents, for example, can expect to receive a detailed 'academic' reports once a term based on the information held in personal records. This will focus mainly on academic progress as well as incorporating feedback on IEP targets.

Pupils will also have statements or EHCPs that will require an annual review. This process provides an opportunity to look at and modify the medium to long term targets that should also be reflected in the IEP. The annual review also provides an opportunity to reflect and discuss reports and assessment information from throughout the year and so represents a more formative process.

Other reports as required by commissioners will be produced on a regular basis as requested. However, to maintain staff workloads at an acceptable level these reports will most likely be based on snap-shots taken from the current information in the personal record alongside attendance data and any incident reports.

Staff Training & School Improvement

The approach to staff training is that all staff will be trained to work in a therapeutic manner. The ethos of the school will be calm, constructive not hostile and containing. We want to develop learners who are able to function and thrive in their community so that they are able to contribute socially and economically to their community and be safe from harm. Staff training will be underpinned by these principles and no staff will be appointed to a post unless they accord with these principles and values.

ECS has a strong reputation for the quality of its continuing professional development learning and takes a positive approach to school improvement through staff training

D2 – measuring pupil performance effectively and setting challenging targets

and development. The trust has sponsored over 30 staff to gain Masters qualifications in Teaching and Learning, as well as subject specialisms. The trust has led Borough wide CPD for leaders, teachers and the wider workforce to great effect.

Salmon's Brook Free School staff will enjoy the opportunities of participating in the ECS CPD system as well as bespoke training appropriate to the Free School setting.

We will manage all aspects of school development through an organised cycle of school improvement that is expected to renew every year. In its first phase the improvement plan will aim to address directly the targets highlighted in this application through a series of activities, with each one being driven by a set of success criteria. Our aim would be to produce a plan that would expand on all our proposed targets, with each activity coming under the remit of a lead person who would be responsible for setting out and delivering a list of time related action points. The senior leadership of the school would then monitor these action points in accordance with the timescales set. By setting out school improvement in this way, the expectation would be for individual governors to be allocated activities to oversee, which would then give them the opportunity to come into school and see first-hand the progress being made in these areas. The expectation would also be that on a scheduled basis throughout the school improvement cycle, activity reports would be presented formally at governors' meetings for evaluation and to inform the next round of planning.

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

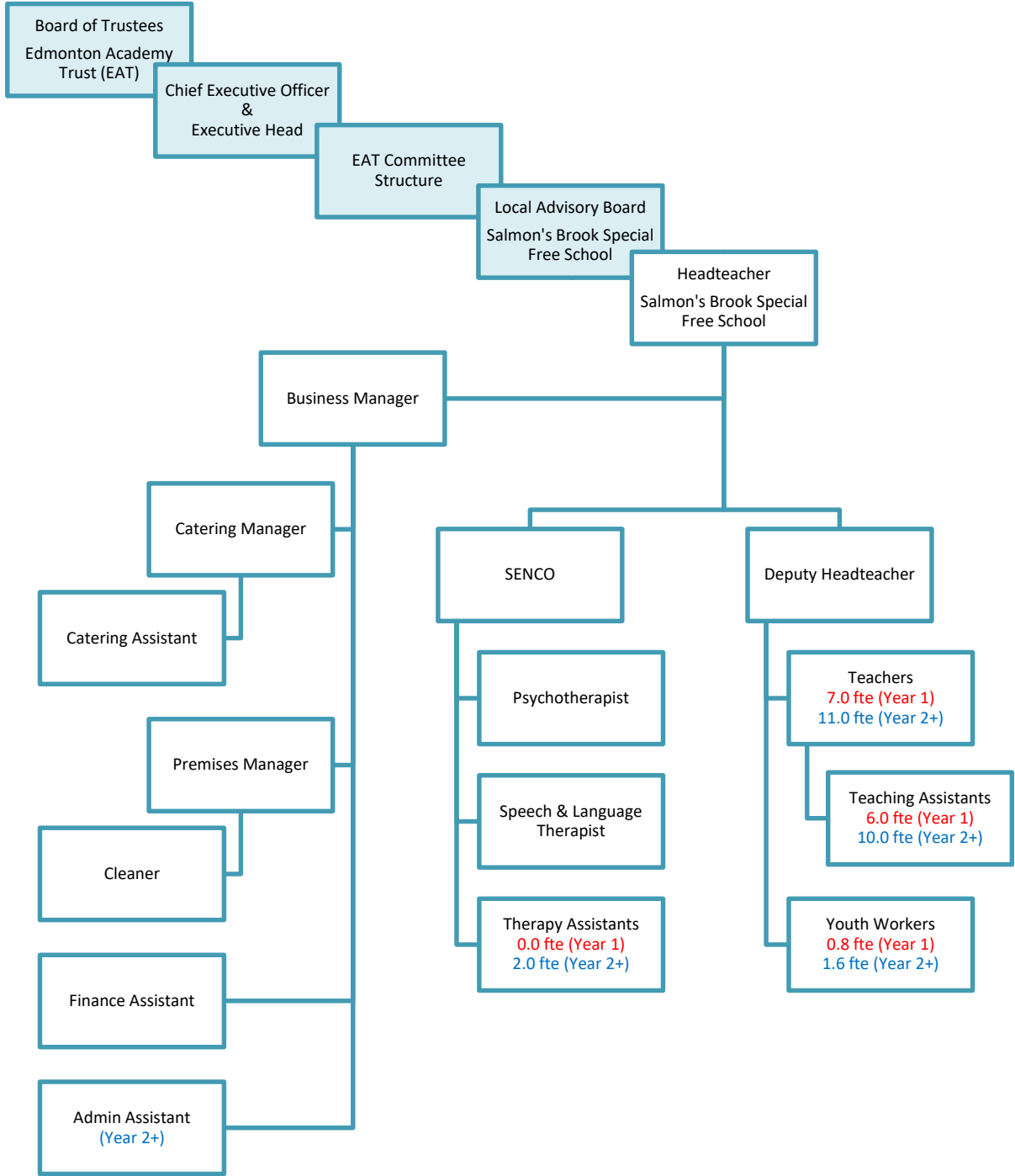
If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

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

Organisational Chart



Staffing Strategy

The organisational chart demonstrates the position of the headteacher within the context of the trust, up to board of trustee level.

Our staffing strategy is intended to respond directly to the needs of our intake by providing the ratios to deliver a strong personalised curriculum. In keeping with the three main strands of intervention, identified in Section D1, we believe we have an affordable structure to deliver a broad and balanced academic curriculum, extended enrichment activities and direct therapeutic support for our pupils, which will equate to approximately 30 staff working directly with 70 pupils as follows:

- **Academic Curriculum** – We have already highlighted that most learners, across all age ranges, will be functioning in the lower quartile of all pupils nationally, with some falling into the bottom 5%. Furthermore, almost all will have significant gaps in their knowledge and most will have numeracy and literacy difficulties, as well as additional and/or special educational needs including vision and hearing difficulties, poor motor coordination, autism and/or ADHD.

To ensure high levels of academic support, we will operate 10 classes, averaging 7 pupils per class, with a qualified teacher and a teaching assistant (TA) leading each. In year 1 of operations (40 pupils) this equates to 6 classes, 7 teachers and 6 TAs, building in year 3 (70 pupils), to 10 classes, 11 teachers and 10 TAs. In addition to giving us the ratios of adults to pupils we are looking for, we also feel that with 11 fte teachers we can provide the range of expertise required to deliver a strong English and Maths based curriculum, a total of 6 GCSEs including English and Maths, and some vocational Level 1 and 2 courses. From the total of 11 fte teachers, therefore, we intend to appoint 2 Maths and 2 English specialists to lead on these aspects of learning, which leaves 7 fte appointments to manage the remaining 6 subjects, as well as contribute to the wider curriculum.

We intend for our class arrangements and staffing to be broadly based on pupil year groups, however, due to the spread of ages across a relatively small school and that admissions are unlikely to fall neatly in line with what has been published, we believe some mixed year groups are inevitable. With this in mind, we would want the structure year on year to resemble the following:

2018 (40 pupils/6 classes)

1 x Year 7 Class (6-7 pupils)

1 x Year 7/8 Class (6-7 pupils)

1 x Year 8 Class (6-7 pupils)

1 x Year 9/10 Class (6-8 pupils)

1 x Year 10/11 Class (6-8 pupils) + College

1 x Lower 6th Class (5 pupils) + College

2019/2020 (65/70 pupils/10 classes)

1 x Year 7 Class (6-7 pupils)

1 x Year 7/8 Class (6-7 pupils)

1 x Year 8 Class (6-7 pupils)

1 x Year 9 Class (6-7 pupils)

1 x Year 9/10 Class (6-7 pupils)

1 x Year 10 Class (6-7 pupils)

1 x Year 10/11 Class (6-7 pupils) + College

1 x Year 11 Class (6-7 pupils) + College

1 x Lower 6th Class (10 pupils) + College

1 x Upper 6th Class (5 pupils 2019/10 pupils 2020) + College

We would seek to allocate pupils to classes based on age and stage of development to achieve groups that are compatible, both in terms of standards and the support needed.

Built into this model is flexibility, which not only allows for irregular admissions, but provides for better financial planning, whereby classes can be adapted and the rate of staff recruitment reduced, if pupil numbers do not grow as planned. There is also extra funding built in for some pupils to attend F.E. college courses as required, which will mean KS4 and 6th Form classes typically running with fewer 'in house' pupils if this option is taken up or, if numbers are low, we can 'save' against this outsourcing budget to further rationalise spending.

- **Enrichment** – A key requirement of the specification for this new school is to extend the school day so that pupils will be fully engaged. With this in mind we have set opening times for Salmon's Brook to run from 8am to 6pm and are exploring both contracts and posts to respond to this.

In the main, enrichment will take place from 4pm to 6pm, the first 45 minutes of which will be personal study, before additional planned activities take place. The responsibility for this section of the timetable will sit with up to 4 part-time youth workers covering 1.6 fte contracts from Year 2. This will allow for 2 workers to be employed for each session alongside 5 support assistants, so 7 staff in total. We would hope to recruit from the youth service locally and believe the hours might be ideal for existing workers who could combine these hours with other work.

Youth workers would be supported each afternoon by the existing teaching assistants, where it is proposed we offer 52 week contracts based on term-time only working, but with extended hours each day to make up the difference. We expect that, when at full capacity, we will need 5 TAs to cover 2 hours each evening and the remaining 5 to oversee 'breakfast' club from 8am. It is likely that this will be a mix and match arrangement whereby, for example, one person might work 8am to 6pm twice a week.

As with teacher recruitment above, if numbers fail to grow according to the admissions plan, we have the flexibility with this model to reduce the rate of staff recruitment to match the rate of intake.

- **Therapeutic Support** – We have already identified that the likely profile of pupils attending Salmon's Brook will include significant mental health issues and substantial speech, language and communication concerns. With this in mind we want to our school to represent the forefront of specialist interventions, which is why we intend to formulate a team of skilled professionals, led by our SENCO and including a fully qualified Child Psychotherapist, Speech and Language Therapist, and trained Therapy assistants.

These 6 staff in total will manage the induction process for pupils, their IEPs and reviews, as well as provide direct support during the normal teaching day through a process of withdrawal and classroom care. In addition, they will provide advice, guidance, training and support to staff, that will include access to professional supervision.

Leadership and Management

The Salmon's Brook Free School will be part of the trust who will appoint a Local Advisory Board that will monitor the use of resources and pupil progress. The finance, audit, premises and personnel functions will be led centrally by the trust, supported by local administration.

We propose the Headteacher of Salmon's Brook Free School will be an existing special school professional and will report to the Chief Executive of EAT. Staff at the Free School will be employed by EAT, but day-to-day leadership and management will be with the Headteacher. The curriculum will be developed by the Free School and approved by the trustees via the Local Advisory Board. The Headteacher will have a delegated budget for the school and will be accountable to the trustees for the outcomes. He or she will appoint staff, take decisions on staff discipline, up to the initial decision to dismiss.

To ensure the maximum possible investment in front-line education and support, we are proposing a relatively lean Senior Leadership Team (SLT), made up of a Headteacher, Deputy Headteacher, Special Educational Needs Coordinator

(SENCO) and Business Manager. These roles are designed to dovetail with the support provided by the trust, liaising with the CEO, Educational Psychologist and Business Manager accordingly. Furthermore, we have planned for the Head and Deputy to be free from a regular teaching commitment to allow them to engage in development and support work, which will include ongoing professional reviews as well as behaviour intervention as required.

Beyond this initial tier of leadership, we expect that teachers and Therapists will lead on the content of learning and support. Our pay structure is such that we expect all teachers to eventually be operating on the upper pay scale and, with the addition of an SEN allowance, take charge of particular subject area and/or aspects of learning. Likewise, we expect to pay our Therapists close to the top of their professional scales in order to maximise their leadership credentials. For both groups, this will mean line managing teaching and Therapy assistants to ensure their ongoing effective development and deployment.

Staff Transfers

Salmon's Brook will be part of a MAT that includes Edmonton County School (ECS). Owing to its size and standing, ECS has a wealth of highly qualified and experienced staff able to offer support to Salmon's Brook as it develops. Our intention is to utilise these staff, both from a professional development perspective and to teach and work directly with pupils where appropriate. This may even mean Salmon's Brook pupils taking part in ECS lessons.

Any and all engagement between the 2 schools will be properly planned and costed. Professional development support, such as subject development advice, will be included in the MAT core services agreement, with core and 'buy back' options being part of this. Similarly, any staff transfers will be planned and paid for by Salmon's Brook, with 'backfill' arrangements put in place to ensure quality and standards at ECS are not affected. These are likely to be temporary measures and may include, some future date, Salmon's Brook staff providing support in ECS.

Reductions in Pupil Numbers and Funding

Staffing will constitute approximately 80% of our overall spend and so we fully recognise that any realistic measures to manage budget pressures will need to involve the management of appointments and existing personnel. We have already indicated some areas in which we could rationalise staffing and so reduce expenditure. These are confirmed, together with additional strategies as follows:

- We will manage the recruitment of staff in line with pupil intake. Our class based structure, of mixed year groups and flexible intake, will allow us to create new classes in anticipation of pupils arriving, at which point we will

commit to appointing staff. This will affect teaching assistant appointments as well as teachers and youth workers.

- We will work with agencies to generate a high-quality supply pool, which can buffer substantive appointments. We will want to admit pupils quickly which, as we build numbers, may not give us time to make good quality substantive appointments. With this in mind we will want to secure the best possible field of substitute staff, both as teachers and TAs. We will work with a small selection of supply agencies, therefore, to achieve this quick allocation of good quality personnel. Furthermore, to allow even greater flex, we may not appoint to every post permanently, thus allowing staffing to move to some extent with intake and the uptake of college courses, for example.
- We have allocated up to [REDACTED] on purchasing college courses from local providers. If we have reduced numbers, then we can divert some or all of this provision 'in-house' and so save this expenditure. This may impact choice, however, and so would need to be seen as a 'last resort' in some cases. Similarly, as part of the flexibility for substantive staffing, depending on the quality and supply of college courses, we could invest more in this direction and forego a permanent teacher appointment, for example, or a TA. Although college placements tend to be more expensive pro-rata, we would only be paying for what we receive and if pupil numbers are low we could reduce this commitment quickly.
- The trust Central Team will deduct 5% of the budget for central services that will include personnel, IT support, accounting, auditing, legal and marketing. To ease budget pressures during start-up, the cost of these services will be suspended for the first two years, with unmet costs recovered from year 3 through a repayment plan.
- Finally, if the above measures are insufficient we will obviously look at other elements of the staffing structure, particularly in light of the MAT support on offer, as well as non-staffing elements, bearing in mind the impact on quality, for example, of reduced spending on CPD and/or curriculum resources.

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

Please:

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

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

Our Principles

- All pupils will be entitled to the best possible education that respects and addresses their individual learning needs.
- All pupils should be free from discrimination, harassment or bullying, particularly with regard to their protected characteristics.
- All pupils will be given the opportunity to express their opinions and concerns with regard to Salmon’s Brook Special Free School and it’s discharging of its responsibilities with regard to equality.
- All pupils will have equality of opportunity with regard to learning experiences within and outcomes beyond school life.
- Salmon’s Brook will make all reasonable adaptations to maximise accessibility for all pupils and students to all aspects of the curriculum and environment.
- All pupils will be expected to work within our Equality & Diversity Policy. Appropriate support will be put in place or, if necessary, sanctions taken when this is breached.
- Salmon’s Brook will set, monitor and update targets and practices designed to narrow the achievement gap for all pupils.
- The diversity within the pupil population will be recognised, valued and celebrated.

Spiritual, Moral, Social and Cultural Learning

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

- Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect. (Spiritual)
- Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views. (Moral)

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

- Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work. (Social)
- Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity. (Cultural)

Personal Social & Health Education

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. The approach to PSHE at Salmon's Brook Free School will be developed to take into account the particular challenges that SEMH learners present. There is a sense in that PSHE will underpin the teaching approach in all situations; it will be part of the therapeutic, personalised approach that will support the way we interact with children, how they are taught to cooperate and behave in the school community and develop personal skills.

British Values

We recognise British values as being:

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

In so doing we want to:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.

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

- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation for and respect for their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the **Equality Act 2010**.

Prevent Duty

We recognise our duty to protect pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important for children and young people with SEMH, who are already vulnerable and may be more susceptible to extreme views. To tackle this issue, therefore, the school will:

- Educate pupils on the appropriate use of social media and the dangers of downloading and sharing inappropriate material, including that which is illegal under the Counter Terrorism Act.
- Ensure that pupils are unable to access any inappropriate internet sites whilst using the school computers/laptops through the use of appropriate filtering, firewalls and security settings.
- Educate pupils through lessons and enrichment activities on the concepts of radicalisation and extreme ideology.
- Inform pupils on the importance of internet safety, both through the ICT curriculum and PHSE education.
- Ensure the safeguarding lead in the school undertakes prevent awareness training and is able to provide advice and support to other members of staff.
- Train staff to be vigilant in spotting signs of extremist views and behaviours and to always report anything to the safeguarding lead that may suggest a pupil, another staff member or a visitor is expressing opinions which may cause concern.
- Ensure staff understand the importance of monitoring pupil absences and promptly address concerns about irregular absence with parents and/or carers.
- Raise the awareness of staff and governors on how to identify and respond to risks to children from extreme or radical views.

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

Equality

As an existing organisation, we are already committed to providing outstanding educational opportunities for all pupils and students. It is proud of its diverse community of children, young adults, staff and stakeholders and is committed to maintaining excellence in teaching and learning by ensuring there is equality of opportunity for all, fostered in an environment of mutual respect and dignity, regardless of faith or worldviews.

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

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

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

Section E – Evidence of consultation and demand

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

Please:

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

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

The Local Authority submitted an EOI to open a Free School and the Edmonton Academy Trust is responding to applications to open the Free School. The Local Authority has undertaken to commission places at the Free School.

Edmonton Academy Trust has extensive experience in managing complex cases. In 2011 we took the step to employ a full-time fully-qualified [REDACTED]

[REDACTED]

The EAT approach to students with an EHCP to plan out the support for the child, and secure agreement with the parents, with the necessary caveats and expectations of both the school and home. We have a regular review process and this has enabled children to make progress that is at least in line with expectations, and for the Trust to succeed with children where other schools have failed.

The need for provision in Enfield is clear:

Enfield SEND statistics

- Second highest number of pupils of any borough in London
- Population increase of 3.4% between 2011 and 2014
- Over 500 additional statements or Education Health and Care Plans have been agreed since 2011, an increase of 29%
- Enfield Special School population increased by 24%

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

- Proportion of Enfield children with a statement/EHCP being educated out of the borough has increased by 107 since 2011, a rise of over 200%
- Profile of primary need has changed over time
- Proportion of children more likely to require travel assistance have increased
- Increases in diagnosis Social Emotional and Mental Health up 28% since 2010

Enfield currently has only one special school for learners with SEMH which has 44 places. They accommodate 20 primary learners and 24 secondary but the provision finishes at the end of KS4. Our proposal will allow for more continuity for this cohort and supported transitions into provision post 16 which would include a full educational programme up until the age of 19.

The Borough has a high rate of permanent exclusion in the secondary phase and this provision is designed to tackle this in a strategic manner. The recent Local Area Ofsted Inspection stated that:

There are higher rates of exclusion for pupils with a statement or EHCP in Enfield than in other areas of the country. The SEMH needs of pupils attending secondary schools are sometimes not identified quickly enough, leading to some pupils becoming disengaged from their learning and being permanently excluded.

Currently, there is insufficient provision for pupils with diagnosed and undiagnosed SEMH in the Borough. This proposal would address this issue. It would provide expert support both in terms of full time placements, part time assessment placements as well as a comprehensive outreach programme to support inclusion in our mainstream schools of pupils with SEMH

We have spoken with parents whose children are at risk of permanent exclusion and they have expressed support for the type of provision we are offering.

We have shared our ambition with the Enfield Secondary Headteachers association and without exception, they support Edmonton Academy Trust in its aim to offer an innovative therapeutic alternative to a pupil referral unit. They support Edmonton academy trust as they know that we are doing a very good job at our Trust and recognise our ability to expand into this important area.

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

Section F – capacity and capability

F1 (a) Skills and experience of your team

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

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

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

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <ul style="list-style-type: none"> ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] 	[REDACTED]

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

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

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[Add lines as appropriate]

F1 (a) Skills and experience of your team

Managing Pre-Opening

We have established a highly effective core group, supported by external consultants, on both a paid and voluntary basis, which we expect to continue into pre-opening. We also intend to appoint a Principal Designate, early in this process, who will be expected to act as project manager, with assistance as required.

The process for recruiting a Principal Designate will commence as soon as we receive approval. The appointment panel will be led by the Chair of the Board of Trustees, a co-opted Governor, who has extensive experience in youth work, a Principal of a similar Special School and our Chief Executive.

To ensure an effective pre-opening phase, the Headteacher Designate will report to Dr Tranter, who will initially coordinate the necessary support from the list of team members identified above, as well as key personnel from Enfield Borough Council and the Department for Education. Consideration will also be given to formally entering into an arrangement with a pre-opening support provider, such as New Schools Network. This will depend on the experience of the Headteacher Designate, the ongoing capacity of the core group and knowledge of the full extent of the work required, including responding to unforeseen issues concerning the site and building work.

We built and opened the primary phase at Edmonton County School. We gained extensive experience from this process.

The stages of the process we managed were as follows:

- Agreeing the design brief for the building. There was a small parcel of land allocated to the primary phase but this would require secondary facilities to be re-sited. Detailed designs were prepared with a range of options.
- Tender documents being prepared
- Contractors being appointed
- Managing the planning permissions process
- Engaging with the local community and responding to objections
- Engaging with Highways Agency for traffic management considerations (a two-way road was changed to one-way with the full range of traffic calming measures eventually deployed)
- Building of an additional car-park
- Constructing additional play space

F1 (a) Skills and experience of your team

- Building the primary phase and changing the secondary site to improve its facilities
- Continuing to operate the secondary site as normal, with regular risk assessments to ensure the site was safe
- Throughout this period, we recruited the pupils and the staff for the new school and re-constituted the Board of Governors to take account of the new structure.
- Opening the new school and managing the 'splash' campaign with the local media to ensure the school became well known. The school opened on time as planned!
- Preparing for the first Ofsted inspection of the new school.

We consider that this experience- where we built and opened a new school whilst still operating a full secondary school on the same site- will enable us to manage the construction and opening of the Free School with confidence.

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
Legal services	Pre-opening team and post - opening	<p>EAT has retained educational solicitors who undertook the conveyancing for the Academy conversion and act as our retained solicitors for education matters.</p> <p>EAT also has a retained solicitor for employment contracts and addressing any disputes or personnel issues.</p> <p>We will use these partnerships to provide support and advice to the Trustees, Trust executives and the Free School leadership team on financial matters.</p>
Accounting and auditing of the special school	Pre-opening team and post - opening	EAT has a retained accountancy firm that undertakes auditing and preparation of annual accounts. We will use this company to provide support and advice to the Trustees, Trust executives and the Free School leadership team on financial matters.
Trustee with SEMH Special Education	Pre-opening team and post - opening	The Members of EAT intend to appoint a Trustee with SEMH Special Education experience from April 2018 (assuming the proposal is approved in January 2018) to be part of the team

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
experience		that oversees the development of the Free school and in particular appoints the Headteacher designate.
Local Advisory board	Post-opening team	The Trustees of EAT intend to appoint a Local Advisory Board, with a blend of experience including SEMH Special Education experience from September 2018 (assuming the proposal is approved in January 2018) to be part of the team that provides governance of the Free School.
Commissioning and engaging in special school methodology and agency work	Post-opening team	The Trustees intend to retain the services of the paid educational consultant on a pro-rata basis to ensure that the standards are high and that the relationships develop through the SEMH network.
Equipping the IT suite with 'state of the art' equipment that transforms learning	Pre-opening team	Metaswitch is committing funds to pay for the IT suite and will provide expertise to ensure that the suite is fit for purposes and is transformative. In order to secure the value of the investment, Metaswitch will propose at least one employee to sit on the Local Advisory Board, appointed by the Trustees.

[Add more lines as appropriate]

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

Please:

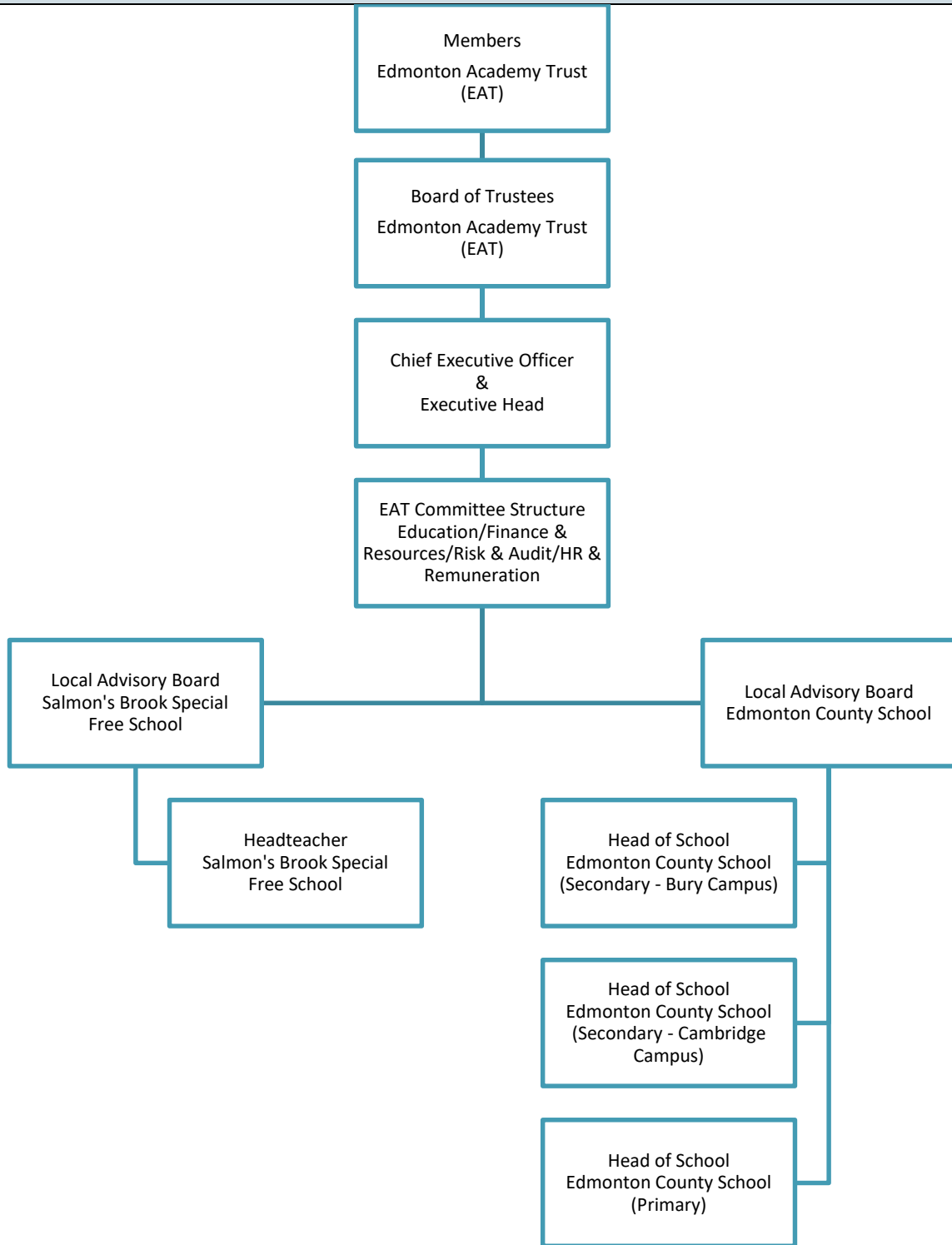
- use the space provided below; and
- refer [application guidance and the criteria for assessment](#) for what should be included in this section.

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

Organisational Chart

We intend to expand the current Edmonton Academy Trust (EAT) governance structure as indicated by the diagram below:

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



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

Governance Structure

In accordance with the above, we intend that members and the board of trustees, will exercise their duties through a committee structure, which will oversee all aspects of the trust simultaneously. A Chief Executive Officer (CEO) will act on behalf of trustees to ensure effective leadership is delivered at all levels, to include maintaining development plans, conducting reviews and reporting accordingly.

Each school will have a Local Advisory Board (LAB), which will operate in the best interests of each facility in accordance with the powers delegated to it, as set out in a scheme of delegation. It will be beholden on the board of trustees and sub-committees to adhere to the advice provided by LABs unless reasonable alternatives can be substituted or, to implement their advice, would incur such costs as to destabilise the trust's financial position.

In this model, the CEO is authorised to act on behalf of the board of trustees by line-managing the primary and secondary heads of school at Edmonton County and the headteacher of Salmon's Brook Special Free School. As and when the trust expands, we would be looking to extend this model of leadership whereby each headteacher or head of school can expect to enjoy the same level of autonomy as those overseeing maintained institutions.

Governance Principles

We fully embrace and will work to the Nolan Seven Principles of Public Life, which we will achieved by:

- Carrying out an annual review of structures and processes against these standards and the DfE's Academies Financial Handbook and Governance Handbook.
- Ensuring new Members, Trustees and Advisory Boards are aware of the above principles through selection, recruitment and induction processes.
- Implementing a culture of supportive challenge within the committee meeting structure and through support for individual members in meeting our exacting standards.
- Implementing Governance in a way that meets the transparency objectives required for the expenditure of public funds.

Members

The Edmonton Academy Trust (EAT) is a company limited by guarantee and the legal entity responsible for establishing Salmon's Brook Special Free School.

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

There will be 5 Members of the EAT, who will meet 4 times per year through an appointed chair. They will primarily be responsible for:

- Subscribing to the memorandum of association and amending articles accordingly, including the definition of the trusts charitable objectives and structure.
- Overseeing appointments to the Board of Trustees
- Receiving reports from the Board of Trustees on the strategy and finances of the Trust in relation to its charitable objectives.
- Hold an annual general meeting to review progress and strategic direction
- Provide challenge to the Trustees on issues of strategic direction, performance or financial controls.

Trustees

Trustees are Company Directors, of which there will be 12 appointments, including a position for the CEO. Trustees will manage the main business of the Trust and take responsibility for:

- Ensuring a clear vision, ethos and plan for the Trust, in line with the strategic direction set by Members.
- Holding the CEO and Headteacher/s to account for the educational performance of the schools and the wellbeing of its pupils and staff.
- Receiving advice and guidance from the Local Advisory Boards and Sub-Committees, and responding accordingly.
- Overseeing the financial performance of all schools by making sure money is well spent and in line with legal, regulatory and Trust requirements.
- Ensuring healthy relationships are maintained with all partner organisations.

Committees

Committees are sub-groups of the Board of Trustees and will be made up of a minimum of 3 Trustees alongside co-opted members from Local Advisory Boards, senior leadership teams and staff members. They are responsible for each aspect of the Trusts function in relation to the schools, which is currently identified as Education & Standards, Finance & Resources, Risk & Audit, and Human Resources & Remuneration.

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

Each Committee's responsibility is to oversee and evaluate the issues and standards associated with each aspect and report back to the Board of Trustees in accordance with an agreed annual work plan.

Local Advisory Boards (LABs)

Local Advisory Boards are principally concerned with the individual academy to which they are appointed and, in so doing, they play a key role in supporting the Board of Trustees, Committees and the CEO in understanding local issues and being able to respond to them. They have no mandatory role and, as such, any and all powers and responsibilities are allocated to them through a Scheme of Delegation. The essential role of the LABs as we see them are:

- To interpret the vision and values of the Trust and ensure these are aligned with the strategic direction of each school.
- To act as a critical friend by providing support and challenge to the Senior Leadership Team and other staff members.
- To hold each school to account for the educational standards it achieves, the quality of the education it provides and for keeping pupils and staff safe at all times.

Chief Executive Officer (CEO)

We will have in place a CEO who, at this stage of the Trust's development, will also act as Executive Headteacher of Edmonton County School. The main responsibilities of the CEO will be to:

- Provide the overall leadership and direction to the Trust and to its established academies within the vision and strategy agreed by the Board of Trustees.
- Oversee and support the successful delivery of any academies in development or in the process of conversion.
- Ensure that both the MAT as a whole and its individual schools consistently achieve outstanding outcomes for all their pupils.
- Ensure that the MAT's financial viability is secure, firmly based on accurate analysis, the optimum use of resources and the generation of sufficient surplus funding to meet development needs
- Act as the lead education professional for academies in the MAT, managing its day-to-day operations and ensuring that it has an effective strategy for building educational and leadership capacity ahead of need, to enable it to continue to achieve its goals.

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

Trustee Recruitment

We will review membership of the Board of Trustees, Committees and LABs annually to ensure the right set of skills and knowledge is available. The skillset criteria will be based on information available in the Academies Financial Handbook and Governance Handbook, which we will adapt and share to include:

- The strategic aims of the school.
- An annual management calendar for the Board of Trustees, Committees and LABs.
- Role descriptions for Trustees, Committee and LAB members as strategic decision makers.
- Terms of reference for Committees, including the cycle of reporting arrangements.
- A narrative about the purpose and function of the EAT and each school, and their relationship to local agencies and services.
- Explanations of the data systems and procedures, which will help all members reach judgements on effectiveness.
- Visiting each school as a Trustee and or group member to share roles and responsibilities and understand school life.
- Reinforcement of the personal responsibility of Trustees to act as per the Nolan standards
- The law and relevant guidance relating to governance of Academies, Special and Free Schools.
- A schedule of required training for Trustees and group members to ensure up to date skills and expertise.

In addition to the above we will contact and make use of the expertise at Academy Ambassadors in filling vacancies and providing training.

Finally, any nominee for a Governance post will undertake an enhanced DBS scrutiny. Any nominee will also be asked to review and declare any possible conflict of interest.

Conflicts of Interest

We understand conflict might arise for Board of Trustee members, in addition to those sitting on Committees and LABs in relation to:

- The procurement of services

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

- Individual pupils, for those working with children and young people
- The role of community partners or individuals in relation to the Trust and each individual school

Avoiding Conflict of Interest will be achieved through:

- Declarations of Interest maintained by the Clerk, which each 'member' will complete on appointment and annually thereafter.
- A thorough induction process (based on the handbook)
- 1:1 Reviews by Chair with individual Board members

We also believe a prime responsibility lies with individual members to identify any possible conflict, discuss it with the Chair, and declare it and, if necessary, withdraw from any meetings where the issue is being discussed. If circumstances change, any member must be proactive in declaring any potential conflict to the Chair and in the routine Board meeting business.

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

Benchmarking

We have used the experience of our core team [REDACTED] in leading and supporting a range of special schools, to set and test our costs. This includes direct comparisons with other SEMH facilities, for example Nightingale School in Wandsworth, in recognising likely areas of expenditure and staffing and non-staffing costs. In addition, we have used the latest version of the schools financial benchmarking website (<https://schools-financial-benchmarking.service.gov.uk>) to check our assumptions and carry out deeper analysis.

MAT Core Service

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Section G – budget planning and affordability

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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.

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Department
for Education

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