

Free Schools in 2014

Application form

Special Free Schools

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
Section A: Applicant details – including signed declaration	<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 demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only/NMSS: you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only/NMSS: you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to special.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input type="checkbox"/>	<input checked="" type="checkbox"/> *

*We have received confirmation from Lisa Allen at the Due Diligence team that as a Multi-Academy Trust we are not required to submit Section I forms.

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED], Eden Academy Trust c/o Grangewood School Fore Street Eastcote Pinner Middlesex HA5 2JQ
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details:
7.	How you would describe your group: <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input checked="" type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details: Details provided in the parallel application.
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also

	describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	
Details of company limited by guarantee		
13.	Company name: The Eden Academy	
14.	Company address: c/o Grangewood School Fore Street Eastcote Pinner Middlesex HA5 2JQ	
15.	Company registration number and date when company was incorporated: Reg. Number 8036395. Incorporated 18 th April 2012	
16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	If Yes, please provide details: Grangewood School DfE number 3127012 Moorcroft School DfE number 3127010	
Company members		
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
18.	Please confirm the total number of company members: 4 (four)	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	
	4. Name: ██████████	

Company directors

The company directors are appointed by the members and will

eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: [REDACTED] ([REDACTED])

2. Name: [REDACTED] ([REDACTED])

3. Name: [REDACTED]
 4. Name: [REDACTED]
 5. Name: [REDACTED]
 6. Name: [REDACTED]
 7. Name: [REDACTED]
 8. Name: [REDACTED]
 9. Name: [REDACTED]

21. Please provide the name of the proposed chair of the governing body, if known: Not known

Related organisations

22. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.

Yes
 No

23. If Yes, please provide the following information about each organisation:

- their name;
Royal National Institute for Blind People
- their Companies House and/or Charity Commission number, if appropriate; and
Charity number 226227
- the role that it is envisaged they will play in relation to the Free School.
The provision of visual impairment related training and therapy

24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc). None
Existing providers	
25.	Is your organisation an existing independent school wishing to convert to a Free School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here: 138157 138158
29.	If you are an existing independent, NMSS or state maintained school or an Academy, please state the SEN currently catered for, the age range and current number of pupils on roll and your capacity: PMLD Complex Needs SLD SpLD SLCN MSI VI with the above ASD with the above Age range 4-19 On roll – 153 FTE Capacity- 158
30.	If you are an existing independent or state maintained school, NMSS or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: <ul style="list-style-type: none"> • Grangewood 3127012 – 3rd December 2008 • Moorcroft 3127010 – 21st June 2010 (11th and 12th December 2012, report as yet unpublished)
31.	If you are an existing independent, NMSS or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: Not applicable for special schools dealing with our profile of statemented pupils

32.	If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:
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Please tick to confirm that you have included all the items in the checklist.



Declaration to be signed by a company member on behalf of the company

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 'How to Apply' guidance and the funding agreement with the Secretary of State. 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: XXXXXXXXXX

Date: 2/1/13

Section B: Outline of the school

1.	Proposed school name:	Pentland Special School
2.	Proposed academic year of opening:	2014-15
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input checked="" type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:

4.	The SEN designations for which the school will cater (please tick all that are appropriate):	<p>NB: An outline of SEN designations can be found at Annex B of the special 'How to Apply' guidance.</p> <input type="checkbox"/> Specific Learning Difficulty (SpLD) <input checked="" type="checkbox"/> Moderate Learning Difficulty (MLD) <input checked="" type="checkbox"/> Severe Learning Difficulty (SLD) <input type="checkbox"/> Profound and Multiple Learning Difficulty (PMLD) <input type="checkbox"/> Behaviour, Emotional and Social Difficulty (BESD) <input checked="" type="checkbox"/> Speech, Language and Communication Needs (SLCN) <input checked="" type="checkbox"/> Autistic Spectrum Disorder (ASD) <input type="checkbox"/> Visual Impairment (VI) <input type="checkbox"/> Hearing Impairment (HI) <input type="checkbox"/> Multi-Sensory Impairment (MSI) <input type="checkbox"/> Physical Disability (PD) <input type="checkbox"/> Other (please specify below)				
5.	Proposed maximum capacity of proposed special Free School	<table border="1"> <tr> <td data-bbox="691 931 1182 981">For stated pupils</td> <td data-bbox="1182 931 1340 981">140</td> </tr> <tr> <td data-bbox="691 981 1182 1032">For Non-stated pupils</td> <td data-bbox="1182 981 1340 1032">N/A</td> </tr> </table>	For stated pupils	140	For Non-stated pupils	N/A
For stated pupils	140					
For Non-stated pupils	N/A					
6.	Date proposed school will reach expected capacity in all year groups:	2018 – four years to fill. Classes may not be in year groups, likely to be 2 year groups				
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed				
8.	Will your proposed school include residential provision? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
9.	If yes please provide more details here.					
10.	Do you intend your proposed school to have a faith ethos? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation/ethos. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					

11.	If Yes, please specify the faith, denomination, etc of the proposed school:	
12.	If you have a preferred site, please give details, including the post code:	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> West Ruislip Uxbridge <div style="background-color: black; width: 100px; height: 15px; margin-top: 5px;"></div>
13	Please tell us how you found this site:	Consultation with LB Hillingdon
14	Is the site:	<input type="checkbox"/> a private building? <input checked="" type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
15	If you have not identified a site yet, please tell us the postcode of your preferred location:	
16.	Local authority in which the proposed school would be situated:	London Borough of Hillingdon
17.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	LB Harrow LB Ealing LB Brent Buckinghamshire Hertfordshire LB Hounslow Slough Watford
18.	<p>This application form is designed to be used for special Free School applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a special Free School but does not fit the definitions of mainstream, 16-19 or alternative provision schools, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Education vision

The proposal is to create a new school based on the site of the old 'American School' in Ickenham, Middlesex. The age range will be for pupils with statemented special educational need aged 4 – 19. The pupils and students attending the school will have severe to moderate learning difficulties. The new school will also cater for pupils with autistic spectrum disorder. The school, when full, will accommodate approximately 60 primary and 80 secondary aged pupils. The school is likely to be named 'Pentland School' and will become part of the Eden Academy – an established Multi-Academy Trust based in the London Borough of Hillingdon.

C1.0 Rationale

We are seeking to establish this special Free School in response to a growing demand for places for children with special educational needs (SEN) in North West London. Specifically, we are addressing the numbers of pupils who have severe to moderate learning difficulties and autism. At present local authorities and commissioning officers are seeking to address the issue of rising demand for places by seeking to place pupils in more expensive out of borough provision thus escalating not only placement but also transport costs. In addition, this creates fragmentation in the provision across the region, forcing parents and carers to accept placements for their children outside of their local communities¹.

The rise in numbers of children with SEN is commensurate with a rise in the pupil numbers generally across the region.² This rise in numbers has been confirmed by data from the relevant London boroughs - Hillingdon, Harrow, Ealing, Hounslow and Brent. Each of these Local Authorities have provided supporting letters confirming our view that the new school will address and ultimately resolve a significant concern across the region in how to respond to the growing numbers of this particular needs group.³ The numbers stated in the letters from the Local Authorities give a strong indication of both the need for this school and the Local Authorities' intention to place at Pentland.

We are also creating provision will enhance the choices available for families of children with special needs across the region. At present, the choices on offer to parents and carers for their children are restricted not only by the place availability within their local special schools but also by the lack of expertise and specialism available within some areas of the maintained special school sector. In particular, there is a provision gap for those young

¹ At April 2012, there were 577 places funded at LB Hillingdon Special Schools and approximately 140 pupils funded at Independent and Non-maintained Schools, a total of 717

² For example, LB Hillingdon is currently making provision to create an additional 34 forms of entry at Primary level by 2015 representing an increase of approximately 30% of forms of entry. This increase is not only due to recent higher birth rates, and immigration from overseas, but also to the net increase in the effect of pupil mobility (see Section E for further evidence)

³ See Section E for copies of letter from Local Authorities

people who are at the higher ability end of the severe learning difficulties ('SLD') range and the lower end of the moderate learning difficulties ('MLD') range. In the case of higher ability pupils in an SLD setting, these young people often can find themselves without an appropriate peer group. Although these pupils are often deemed too able for their own school, it is recognised they could struggle within an exclusively MLD environment. Similarly, lower ability pupils in an MLD school can find themselves isolated by being amongst higher ability, more verbal peers, yet would not be sufficiently stretched within an SLD environment. The current situation across the region is that the special schools are organised into either SLD or MLD categories. This creates a problem for placing authorities and this problem is exacerbated when placement opportunities are further restricted by schools that are already over capacity⁴.

Table of Maintained Special Schools in the region

LA	Primary SLD	Secondary SLD	Primary MLD+	Secondary MLD+	Autism Specific
Hillingdon	Grangewood	Moorcroft	Hedgewood	Meadow	None
Harrow	Woodlands	Kingsley	Alexandra	Shaftesbury	None
Hounslow	Linden Bennett	Oaklands	Marjorie Kinnon	Marjorie Kinnon	None
Brent	Currently undergoing review. Building of the Village School for wide range of needs				None
Ealing	Mandeville	St Anne's	Castlebar	Bellevue	Spring Hallow (secondary)

The above table demonstrates that the current provision across the region is based largely on the notion that each LA has schools dedicated for SLD pupils at primary and secondary level. Pupils with learning difficulties deemed to be higher than the SLD range are placed in schools that cater for a variety of learning, social and emotional needs (MLD+). There is only one maintained school in the region catering for pupils with autism. This school is a secondary school and mainly deals with students who have severe learning difficulties in addition to their autism. The provision gap is therefore in the higher ability end of SLD and the lower ability end of MLD and for those pupils in that ability range who are also on the autistic spectrum.

Autism is a specialism that is currently insufficiently catered for within the maintained special school sector across the region. All evidence supports the fact that the incidence of autism continues to rise and there has been a significant increase in the number of pupils with autism specified in Section 2

⁴ Of the 4 LB Hillingdon Special Schools that do not deal with BESD, 3 are full and substantially exceeding their agreed numbers

of their Statements of Special Educational Need⁵. Current options available across the region for parents and carers of autistic children who have learning difficulties are very limited. There are some non-maintained schools available that specialise in autism but they are difficult to access because of the cost and the non-maintained autistic schools are aimed at pupils who have higher ability than is usually found in the SLD/MLD range.

Pentland School therefore offers a solution to the problems created by the rapidly growing numbers of young people in the region with statemented special needs and the provision gap in the SLD/MLD overlap and the lack of autism specialism across the region. The new free school will complete the package of provision offered by the Eden Academy. This package will offer parents and carers a series of placement options comprising:

- pupils from 3-14 years of age with vision impairment and profound and multiple learning difficulties through its collaboration with RNIB Sunshine House School
- pupils with SLD from 3-19 at Grangewood and Moorcroft Schools
- pupils with SLD/MLD and autism from 4 -19 at Pentland School

The Eden Academy, with the addition of Pentland School, will therefore provide a wider choice for families when seeking a school placement across the range from those pupils with the most profound learning difficulties through to pupils with severe to moderate learning difficulties and autism.

Grangewood is currently operating at 10% above its approved capacity and Moorcroft (as the receiving school from Grangewood) is also approaching a time when it will exceed the capacity it has available. A school running at this level faces many challenges including an impact on the physical space it has to offer for extended and extra-curricular activities. Pentland School will significantly remove the pressure from Grangewood and Moorcroft. It will allow both schools to maintain and develop the quality services they have established and will re-introduce placement options that in the case of Grangewood have ceased to be available because the school is full.

Pentland School will not admit non-statemented pupils.

C2.0 Vision and Ethos

Our vision and ethos can be summarised as follows:

C2.0.1 The creation of a three tiered offer of SEN provision for the various needs groups focusing on the specific needs of the pupils and creating outstanding, fit for purpose provision in terms of curriculum, delivery and resourcing for these pupils

⁵ Research in 2009 found that 1 in 64 children in the UK now have autism, a 12 fold increase since the 1970s (Professor Baron-Cohen, University of Cambridge)

C2.0.2 Additional choice for parents and carers for their children. The addition of Pentland School to the Eden Academy will provide cohesion and continuity of provision for SEN across the region. There will be common assessment, tracking and monitoring of pupil progress across the Academy and a rigorous focus on outstanding teaching and achievement. Parents and carers will be able to choose the school for their child based on which school is most suitable for the child's needs and confident that all schools in the Academy are of outstanding quality. Quality assurance of standards is a key component of our vision.

C2.0.3 The curriculum in each of the three provisions will be based on best practice, already embedded in the Eden Academy. The Principal is a National Leader of Education and Grangewood is a National Support School. The core curricular offer provides a basic entitlement to a broad and balanced curriculum similar to the one that is already on offer in the existing Eden Academy schools. The extended curricular offer will be more specific to the needs of the groups concerned. For example, the curriculum provision catering for pupils with PMLD and VI needs will have more underpinning of physical therapies to support pupil achievement. The provision with the higher ability population will embed more autistic specific and creative therapy approaches to promote pupils' achievement

C2.0.4 There will be greater inclusive practice because of the structure of the Academy. Pupils will be offered a variety of packages that are customised to meet their needs. This may mean a pupil accessing provision at one of the other Academy schools either directly by using the facilities at the other school or indirectly through the creation of an Academy outreach/inreach service. An example of this would be a pupil at either Grangewood or Pentland School who was visually impaired or blind being supported by an outreach service provided by the highly qualified VI team based at the RNIB Sunshine House School. Therapeutic services will be harmonised across the Academy and therapeutic provision coordinated and deployed in a way that is cost-effective and responsive to need.

C2.0.5 The enlarged Eden Academy will provide a base for a range of training and development opportunities for staff. The collective expertise of the Academy will include the whole spectrum of SEN from profound and complex needs (including VI) through to pupils with severe to moderate learning difficulties, many of whom will be on the autistic spectrum. The Academy will be seeking to create strong links with Higher Education Institutes to develop a comprehensive training offer for staff inside and outside the Academy. Grangewood School is already part of a combined bid with local secondary and primary schools to become part of a teaching school alliance.

The Academy, with the addition of the two new schools, will therefore be in a position to offer direct training to staff from special and mainstream schools across the region and nationally. The Academy already has a series of international links allowing Academy staff to benchmark practice against the best practice internationally and to share expertise and understanding.

C2.0.6 Extended schools and family services provision will be greatly enhanced by the scale of the enlarged Academy. Our vision is to provide a seamless entitlement to children and families to access after school clubs, breakfast clubs, weekend activities, positive parenting programmes and school journeys. We see that these essential services for our young people contribute positively and impact directly on pupil achievement. The three tier nature of the offer will allow us to shape the nature of the extended provision to meet the specific requirements of the differing needs groups in each school. The extended services will also allow pupils from each of the schools to have many opportunities to mix with each other and collaborate on joint outings and activities

C2.0.7 On the site of the school in Ickenham there is an existing privately run nursery called "The Growing Tree Nursery". The nursery is highly regarded by the local community and currently caters for over 140 children from the area. Our intention is to incorporate the nursery into our bid. The Eden Academy would not wish to close down such a valuable local resource but to embrace it. The owner of the nursery is very supportive of the principle that the nursery becomes a further resource for the Academy and the intention will be to offer workplace nursery places for staff. In this way recruitment and retention will be enhanced and staff will be supported in the often challenging process of returning to work from maternity leave.

C2.1 The following section demonstrates what Pentland School would look like if visited in two to three years time

C2.1.1 PUPILS

A visit to Pentland School immediately reinforces the view that this is a thriving and creative educational environment. Pupils within the school are happy and focused and accessing an age and needs appropriate curriculum that both challenges and inspires them. This is enhanced by communication systems that are common across all the schools. There is a core communication system that uses the same symbols, pictures and objects of reference so that pupils have confidence in their ability to understand and to be able to express themselves throughout their school lives. At the same time, there is an acknowledgment of different pupils needing different communication adaptations according to their needs. Pentland School therefore provides a core and common language with many dialects.

The Pentland School curriculum ethos is clear on any walk around the school. Pupils are accessing a broad and balanced curriculum based on the best principles of the National Curriculum. Pupils and staff are aspirational and there is a clear focus on the removal of obstacles to pupils' learning. This is reflected in a curriculum that promotes access to learning through a range of support services, therapists, extended opportunities and a wide offer of work related qualifications and training. The curriculum offer is also one that promotes pupil engagement by developing best pedagogical practice, innovative and creative approaches and a curriculum that pupils feel is relevant to them and their futures.

Pupils' physical and creative therapeutic needs are responded to effectively across the school. There is a cohesive and effective therapeutic team that offers a fast response to challenges as they arise as well as sustained and consistent support for on-going needs. The wrap-around nature of the therapy complements the educational programme to provide a holistic package for the Pentland School pupils. This results in pupils whose emotional and physical well-being is secure and who are therefore positive and independent learners.

Pentland School is known for its outstanding pupil achievement. Each pupil has actively contributed to the setting of his or her current targets and know how to achieve them. Pupils have a strong sense of where they are going and what they need to do to get there. Pupil voice is strong across the school. They are a major contributor to the success of the school through a rigorous system of pupil feedback and evaluation. Pupils at Pentland share in the pride of being part of the school and the Eden Academy and are proud of their contributions to its development.

No pupil fails in Pentland School. A highly sensitive and responsive system ensures that any problems are quickly recognised and picked up by the multi-agency teams. Pupils can self-refer if they feel they need to for support. They know where to go and who to go to and understand that their concerns or problems will be listened and responded to by a highly experienced, empathetic and skilled team. Pentland School is noted for its high and positive expectations for its pupils underpinned by a strong network of systems for pupil support.

As a result of the above, the Pentland School leavers present as confident and forward looking individuals. They are prepared for the next steps in their lives and have been active participants in shaping their future career and life decisions and acquiring the right physical, emotional and intellectual skills to achieve their goals.

C2.1.2 STAFF

The staff at Pentland School are a team that understands and believes in the vision for the school. They are a team that understand their role, their purpose and their contribution to achieving the best outcomes for the pupils and families. Every member of staff plays an active part in their own and each other's professional development and believes in this as a professional

entitlement. They are aware of their strengths and the areas they need to develop through a highly sophisticated system of appraisal and performance management. Each member of staff is clear about the vision and aims of the school and of the Academy and how they can play a part. They enjoy the robust peer to peer support mechanisms and take full advantage of the extensive programme of continuous professional development on offer to them. They understand that professional development is a lateral as well as vertical concept (staff can develop their pedagogical as well as their management skills). They can access training that enables them to broaden their skills at their current level as well as training that supports their move up the managerial hierarchy if they so wish. All professional development, whether lateral or vertical, is equally valued, supported and developed.

Staff are members of a series of teams and understand how good teams work. This comes from a strong sense of their own skills and aptitudes as well as an appreciation of the skills and aptitudes of those around them. They are equally comfortable leading a team or contributing to a team as one of its members. The staff are empowered by a distributed leadership culture and practice that pervades the school. Pentland staff, as with all Eden Academy staff are recognised as leading practitioners who demonstrate best practice consistently and in an innovative way. This comes from the extensive training and development programme offered on a local, national and international basis by the school and across the Academy. The training and development delivered by staff is underpinned by cutting edge research projects carried out in partnership with institutes of higher education. Pentland School staff, in line with all staff across the Eden Academy, are happy to share their expertise and learn from each other.

Positions at the Pentland School are highly sought after and retention levels are high. The Academy offers a wide and varied package of opportunities for staff and a world class training and development programme. Staff are proud to be a part of Pentland School part of the Academy and proud of their individual contribution to its success.

C2.1.3 FAMILIES

All families at Pentland School feel that they are part of an extended family provided by the school within the Academy. From the time of their first visit to the time when their son or daughter leaves, there is a sense of belonging, a sense of worth and a sense of support. In addition to a range of parent workshops, 'Triple P' programmes and seminars designed to help families with the challenges they may face, families also take advantage of the many social and respite activities on offer. Sibling groups run on a regular basis, family swim sessions offer opportunities for quality family time and theme days that run across all the year are all hugely popular. The toy library, coffee afternoons, and family music groups are a common feature of the activities available as well as trips to theatre, seaside and places of interest.

The school is able to provide a full package of short term breaks. These include after school clubs, Saturday swim clubs, late night shopping club and

breakfast clubs. Weekends provide the opportunities for more adventurous trips out that can also offer overnight stays as part of the adventure.

The school provides a clear and cohesive offer of support for families that is responsive to need. This includes a confidential family counselling service as well as practical advice and support for families on matters such as benefit entitlement and the filling out of forms. Pentland School ensures that the right services are linked with the right families at the right time and families appreciate the variety, the flexibility and the range of services on offer.

Families are not only the recipients of the support the school can offer. They are actively involved in evaluating and planning the kinds of services that families need. Family engagement is a cornerstone of the school's success. There is a fundamental recognition by the school that such engagement is the only way to accurately understand, support and respond to the varied needs and challenges families may face. This engagement is developed by an awareness of the various cultures, languages and physical location of families and is bolstered by an active programme of seeking parent and carer views and empowering families to shape the kind of service they want and need.

As a result of this, families are proud to belong to Pentland School as part of the Eden Academy. They are active participants as well as supporters and do what they can when they can to promote the development of the school.

C2.1.4 THE WIDER COMMUNITY

Pentland School is a well-known and widely respected provider of services for families and young people with special needs. It has a growing local, national and international reputation for excellence in the field and is a leader in research and development. All those that interact with Pentland School and the Eden Academy are clear about what it does, how it does it and how successful it is. This is due to the very effective marketing and communications surrounding the school and the Academy's work. The school does not present itself as an 'expert'. Its image is as a highly skilled reflective practitioner that is never complacent and always exploring new ways to provide better outcomes for its families and young people.

The school's growing reputation means that it has secured lucrative sponsorship deals with credible providers. These providers share the vision and values of the school and support and share in its growing success. These sponsorship deals have not only secured the long term viability of Pentland School and the Eden Academy but also ensured a long term commitment to research and development as a leader in the field.

The school has a large and powerful 'virtual team' of advisers and consultants. These practitioners are regularly engaged in short, medium and long term projects and tasks initiated by the school. The virtual team is acknowledged as comprising the best, most innovative, most skilled and most creative people available in the field and ensure that all the projects the school undertakes are quality assured and of the highest calibre.

Pentland School as part of the Eden Academy is not seen only as a local and regional provider. The regular national and international work through conferences, training and development and research promotes more sharing, more learning and an expansion of the world class practice for which Pentland School and the Eden Academy is renowned.

C3 Aspirations and Outcomes

Our key aspirations and outcomes reflect our vision and ethos and can be summarised as follows:

- The school will be an exemplar of best practice evidenced by its regional, national and international reputation as a leader in innovative practice. The school will be a part of a teaching school alliance either as the lead or in partnership with a mainstream consortium of schools. Pentland School will be seen as a leading provider in the initial and ongoing training of staff in the area of special needs.
- Parents will make positive choices within the three tiered offer of SEN provision. Within this three tiered choice, Pentland School will be a fully subscribed school within three years of its opening.
- Pupil achievement across the school will be ‘outstanding’ as indicated by achievement that places the pupils in the upper quartile of the published Progression Guidance (2009) fulfilling their potential in terms of qualifications and achievements. There will be a rigorous and robust tracking and monitoring of pupil achievement using a range of data sources (outlined in more detail in Section D). The use of ‘assessment quads’ will ensure that the judgement of ‘outstanding’ is based on a triangulation of various data sources including P level data, national curriculum data, teacher judgments, personal learning targets and externally moderated testing. The monitoring and tracking of progress at Pentland will be underpinned by a rigorous identification and intervention programme for those pupils who, for whatever reason, are under performing against their carefully determined forecasts..⁶
- Behaviour and safety across the school will be ‘outstanding’ and in particular the behaviour for learning that indicates pupils continue to make rapid and sustained progress. Pupils will show confidence in their own abilities and achieve and recognise their personal best. Pentland School will adopt the rigorous behaviour management programme that is used consistently across the other schools in the Academy. This will enable

⁶ For more details, see Section D.

Careful monitoring of behaviour in terms of safeguarding, child protection and the scrutiny of accidents and incidents. This will be combined with data from classroom observations and learning walks to provide a comprehensive audit of behaviour and safety across the school. The school will adopt the highest standards of safe recruiting. The judgment of 'outstanding' will be based on internal monitoring of data and external verification from the range of consultants the school will engage to support its self-evaluation processes.

- The quality of teaching in the school is 'outstanding' evidenced by excellent relationships between pupils and adults and young people leaving the school with clearly defined aspirations and vocational skills and qualifications. The quality of teaching, based on a detailed programme of learning walks, classroom observations and external verification will be deemed to be never less than 'good' with a significant proportion of lessons deemed to be 'outstanding'. Combined with the overall pupil achievement judgment, teaching will therefore also be 'outstanding'.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. The school would be expected to reach full capacity by the fourth year of its operation. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018
Reception						
Year 1		4	4	3	4	4
Year 2		7	8	7	3	3
Year 3		7	9	10	7	7
Year 4		5	9	11	10	10
Year 5		6	8	12	11	11
Year 6		6	8	10	12	12
Year 7		13	21	20	10	10
Year 8		7	16	21	20	20
Year 9		7	9	16	21	21
Year 10		2	7	9	16	16
Year 11			2	7	9	9
Year 12		4	5	5	7	7
Year 13		2	6	9	10	10
Totals		70	112	140	140	140

D. Education Plan

D1. Curriculum Rationale

The following curriculum is built on the needs of the following groups of pupils which have been identified as in the provision gap outline in section C

- Pupils who are at the higher ability end of the severe learning difficulties range(SLD)
- Pupils who are at the lower end of the moderate learning difficulties ('MLD') range
- These pupils to be entering Year 1 with P level assessments between P3ii and P6. At the end of Year 6 the majority of pupils will be assessed to be working between P5 and P 8. At the end of Key stage 4 assessments will indicate pupils to be working between P7 and NC2 rising NC Level 3 at the end of Key stage 5. Due to the nature of the school pupils whose assessments are out of this range may have their educational needs met at alternative provision and these needs will be discussed with parents and professionals so appropriate educational placements can be sort.
- Many pupils will not just have a learning difficulty. It is expected approximately 50% of pupils will also have a diagnosis of autism spectrum disorder (ASD)
- Most of this group of pupil will have sensory processing issues that accompany ASD
- A few pupils in the school may have a physical difficulty, commonly cerebral palsy
- A few pupils may have a visual or hearing impairment.

It is therefore expected that

- most pupils will communicate using speech supported by signs, symbols and communication aids when needed to overcome barriers they meet to communication
- most pupils will appear physically capable but continue to need help to understand and control their sensory inputs through sensory processing and modulation exercises.
- by time pupils enter Key Stage 3 many will be 'readers' or 'emergent readers' with some having the ability to record their learning by writing single words through to simple sentences.
- Similarly by the time pupils are in the secondary department most will have emerging numeracy skills with a basic understanding of quantity and are beginning to understand number operations and how to apply these skills in every-day life

D1.1 Curriculum Principles

The curriculum principles for Pentland Free School need to be detailed in the wider context of the Eden Academy. With the wealth of experience and the recognised quality of provision in the existing academy schools, there is a firm foundation of good practice with respect to the curriculum upon which to build.

The vision for Pentland Free School stems from the vision for the Eden Academy.

The curriculum aims for the new school have been developed as a result of considering all the aspects of the school's performance and agreeing what will need to happen for the vision to be realised.

The curriculum principles have then been established to ensure the curriculum is designed in such a way that it will deliver these aims and contribute to the achievement of the vision for both Pentland School and Eden Academy.

This process is outlined in Figure 1.

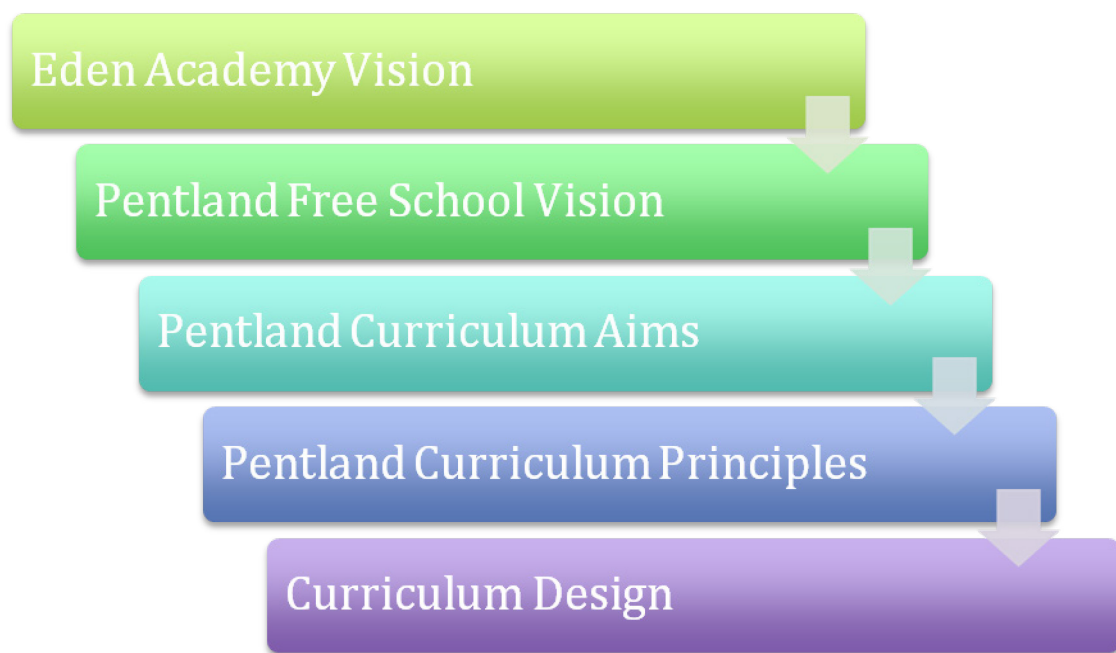


Figure 1

The education vision for Pentland Free School within the wider academy context is fully explored in Section C and expressed here in summary to demonstrate its coherence with the curriculum aims and principles.

As described in Section C, the expansion of the Eden Academy to include Pentland Free School will enable each school to customise its provision and hence, along with partner academy schools, to ensure that the wide range of categories of SEN need are specifically addressed. Thus the academy will be in the strong position of being able to spread good practice throughout its centres and have an impact on outcomes for SEN learners across a broad area of Hillingdon and neighbouring boroughs.

The curriculum vision statements reflect the broad focus of the academy as a whole and the customised focus of the new school.

D1.2 Academy level curriculum vision:

Eden Academy will ensure the highest quality of learning leads to optimum educational outcomes for every individual by matching engaging curriculum provision to specific learner needs across its three tiers of specialist SEN provision in its dedicated schools.

D1.3 School level curriculum vision:

Pentland Free School will ensure the highest quality of learning leads to optimum educational outcomes for every individual by matching engaging curriculum provision to the specific needs of learners with SLD (Severe Learning Difficulties), MLD (Moderate Learning Difficulties) some of which will have additional needs including ASD (Autistic Spectrum Disorder).

D1.4 School Curriculum Aims and Principles

Aims	Principles
1. Every learner should have access to a broad curriculum	<ul style="list-style-type: none"> • Broad curriculum of National Curriculum subjects for every year group • Core curriculum entitlement for every learner • Personalisation to improve learners' access to the curriculum focused on non-core
2. Every learner should have access to a balanced curriculum	<ul style="list-style-type: none"> • Curriculum organisation broadly by year group • Matched to need as learners grow from childhood to adulthood • Balance of topic-based / subject-specific and preparation for adulthood • Age groups mixed and streamed as appropriate to optimise progress • Differentiated and personalized as appropriate to optimise progress
3. Every learner should be empowered and enabled to achieve the highest possible standards in terms of externally accredited qualifications	<ul style="list-style-type: none"> • Focus on accreditation in core curriculum areas • Strategies for identification of potential in every individual • Strategies for co-ordination of multi-disciplinary approach as appropriate • Assessment strategies promote optimum progress in qualifications

<p>4. In all its aspects, the curriculum should challenge all learners to achieve the highest standards of which they are capable</p>	<ul style="list-style-type: none"> • High expectations to be the norm across the curriculum • Teachers and other professionals to be deployed to make best use of expertise • Best practice from across the academy to be brought to bear in drive for high standards • Programmes of study developed to provide appropriate rate of progress • Age-related content ensures relevance • Assessment & data management systems support pursuit of highest standards
<p>5. Every learner should achieve the highest standards of which they are capable in literacy and numeracy</p>	<ul style="list-style-type: none"> • High proportion of core curriculum time devoted to literacy & numeracy in all year groups • Focus on functional literacy and numeracy across the curriculum
<p>6. Every learner should achieve the highest standards of which they are capable in terms of the development of their language and communication skills</p>	<ul style="list-style-type: none"> • Language and communication strategy implemented across the curriculum • SALT (Speech and Language Therapy) integrated • Tracking processes ensure progress monitored for every individual • Intervention strategies applied as necessary to address concerns
<p>7. Every learner should be afforded the opportunity to optimise their learning across the curriculum through the use of ICT and other technologies</p>	<ul style="list-style-type: none"> • Provision of sufficient ICT / technology resources to ensure learning opportunities optimised • Professional development ensures high skill levels in teachers and other professionals
<p>8. Every learner should achieve the highest standards of which they are capable in learning about ICT</p>	<ul style="list-style-type: none"> • Discreet ICT lessons provided throughout KS1 to KS4 • ICT available as KS5 option
<p>9. Every learner should be enabled to achieve their personal best across the curriculum through strategies which take account of both age and developmental stage and provide personalised interventions to improve access to the curriculum</p>	<ul style="list-style-type: none"> • Comprehensive monitoring of each individual's progress against age and ability related expectation and barriers to progress • Clear rationale & criteria for decision-making with respect to withdrawal from curriculum for interventions / therapies

	<ul style="list-style-type: none"> • Provision of range of inclusion therapists (speech & language, occupational, drama, music)
10. The pedagogy through which learners engage with the curriculum should be matched to the needs of individual learners and optimise their progress	<ul style="list-style-type: none"> • Learner-centred • Limited whole-class teaching (introduction and plenary) • Strong relationships (know and understand the learner) • Focus on personal targets supported by clear, formative assessment • Optimum use of all professionals (teachers, teaching assistants, therapists, other specialists) • 'Team Teach' approach used: least intrusive positive handling strategy, non-confrontational, de-escalation
11. Every learner should, as far as possible, develop the confidence, skills and strategies to be independent both in school and in life outside and beyond school	<ul style="list-style-type: none"> • Strategies for developing and rewarding independence adopted across the curriculum • Appropriate balance between reliance on professionals and self-reliance • Opportunities for engagement with outside agencies, partners and employers • Structured approach to skills development and tracking
12. Every learner should, as far as possible, develop positive attitudes to learning	<ul style="list-style-type: none"> • Systems focus on developing positive attitudes to learning • Appropriate balance of challenge and achievability to ensure positive experience of learning • Memorable learning experiences central to programmes of study, lesson plans, learners' school life
13. The curriculum should develop learners' skills, understanding and abilities to operate as effective members of the community and society	<ul style="list-style-type: none"> • Opportunities for engagement with outside agencies, partners and employers • Structured programme of life skills development throughout school • Enrichment programme of clubs, trips, residential experience, diverse sports • Structured work experience in KS5 curriculum
14. The curriculum should develop	<ul style="list-style-type: none"> • Enrichment programme of clubs,

learners' understanding of local, national and international contexts	trips, residential experience, including abroad <ul style="list-style-type: none"> • Opportunities for focus weeks, special days, cultural events, religious festivals, special assemblies, national and international events, visits from outside agencies and partners
15. Every learner should follow the most appropriate pathway to optimise their potential: back to mainstream education; into Higher or Further Education; continuing in specialist provision; into employment	<ul style="list-style-type: none"> • Progressive development of skills for learning and life throughout school to optimise potential and prepare for transition • Comprehensive monitoring of progress to ensure potential is identified and developed • Personalised provision to ensure guidance and preparation are geared to identified pathway

D1.5 Type of Curriculum

The National Curriculum will be used to provide the curriculum framework at Pentland.

Inevitably, the learning difficulties of the school population will dictate that the curriculum will have to be modified and personalised to make it accessible to every individual. However, with learners at the upper end of the SLD range, at the lower end of MLD, Pentland will specialise in spanning the gap in provision for these pupils. Pentland will also offer specific expertise in autism to ensure that pupils with autistic spectrum disorder can access and engage with the curriculum offer

The principles also establish that tailoring of the curriculum is essential to optimise learners' access to the curriculum whilst at the same time optimizing their access to core curriculum learning. Similarly, it is important that all learners engage with a curriculum that is creative, engaging and relevant to their needs and aspirations

There is considerable experience of managing this balance between direct exposure to the curriculum and personalised strategies improve learners' access to it in the Eden Academy's existing schools. This experience will be brought to bear in curriculum planning and operation in Pentland, with appropriate account being taken of its particular range of abilities and difficulties.

D1.6 Curriculum Content: Subject Rationale

The core subjects of English (including Literacy), Maths, Science, ICT and PSHCE will be taught in all Key Stages with time allocations adjusted

according to their priority levels over time. Some other subjects are represented at every Key Stage while Life Skills and vocational subjects are present at KS4 with a greater proportion of time allocated at KS5.

The most important skills of **communication, literacy and numeracy** are specifically addressed through a substantial time allocation to **English and Maths** at all Key Stages. In key stages 1 & 2 English and Maths lessons will be delivered in order to establish all the core skills, knowledge and understanding in each strand in these subjects. Advice from a Literacy specialist will be sought – with Literacy booster sessions included as appropriate and programmes for communication established by the Speech and Language Therapist will also play a central role in the teaching and learning with in English. During key stage 3-5 teaching in these core elements will continue to practice essential skills whilst establishing the knowledge and understanding to apply these skills in every day life for example reading instructions on a time or knowing if they have enough money to purchase items in a shop. Teaching for all pupils in all of these areas will be personalised in order to achieve curriculum aims 5 & 6 by addressing the specific needs of each pupil ensuring they reach their full potential regardless of their specific need.

Science is an important core subject which many learners find particularly engaging, despite the challenge of understanding some scientific concepts. Science therefore has a considerable time allocation across Key Stages 1 to 4 and remains on the curriculum as an option in KS5. Most of science teaching will be practical and focus on developing exploring, experimenting and questioning skills. Science lessons will also be opportunities in each key stage to apply communication, literacy & numeracy skills when they come to record and evaluate their findings.

Personal development, enabling young people to develop the self-awareness, confidence and skills to succeed in school and life, is a challenge for many young people but especially for those with MLD and SLD. For this reason, **PSHCE** (Personal, Social, Health and Citizenship Education) is represented at all Key Stages, with a more generous time allocation than is the norm in most mainstream schools. By offering teaching in PSHCE in many ways, including a significant amount of practical skills, both in school and the community, particularly in key stages 4 and 5 we will be achieving curriculum aims 11, 12 and 13 enabling pupils to be ready for life after school and be as independent in every aspect of life that is possible.

ICT has made a marked contribution to improving access to the curriculum for young people with learning difficulties in recent years, to some extent bridging the learning gap imposed through difficulties with paper-based reading and writing. Curriculum aims 7 & 8 reflect the fact that many learners have a particular affinity with ICT with respect to both learning through ICT and learning about ICT. Hence ICT has a place in the curriculum model for every Key Stage. Some ICT teaching will take place in discrete sessions but ICT will also be used as a way to extend learning in all other curriculum areas and a resource for finding out information and as a tool pupils can use for

communicating and recording their learning .

The creative subjects, **Art, Music and DT**, have a special place in the Special School curriculum. Indeed, therapies based upon Music, Drama and Art play an important part in helping some learners cope with the wider curriculum. Art especially is a subject in which learning difficulties do not necessarily present a barrier to achievement. These subjects are components of the curriculum from Key Stages 1 to 4 and both Music and Art are options at KS5. The ability to prepare a meal is a vital skill for learners to develop as they approach a stage when they are preparing for independence so **Food Technology** has a place in the curriculum from KS3.

In common with mainstream schools, **Humanities** is included in the curriculum models at Key Stages 1-3 so that all learners have access to key learning in Geography and History. In KS4 Humanities is retained with a small time allocation and those with a particular interest can continue with Humanities as an option in KS5.

RE, as statutory subject, is included in curriculum models for Key Stages 1-4.

Strategies for improving physical development, health and fitness are regarded as an entitlement for all learners, including those with physical disabilities and so **PE** also has its place in the curriculum at all Key Stages. Swimming is an important life skill, developed in both the primary and secondary phases, at which young people with learning difficulties can often excel. Dance, gymnastics, athletics and games all play a part in developing co-ordination and fitness. Opportunities to take part in outdoor and adventure activities will be offered through a range of residential and day trips.

D1.7 Improving Outcomes

The curriculum aims listed in the table above set out what Pentland intends to achieve for its learners and, taken together, they describe the school's aspirations for each individual as a result of their educational experience. These aspirations cover a range of outcomes including qualifications, other outcomes for which there are no external assessments and the pathways through which learners follow the most appropriate route when they leave the school.

D1.8 Qualifications

The Eden Academy has experience on which to draw with respect to qualifications and this experience will be invaluable in ensuring Pentland learners follow programmes which entail appropriately challenging, rewarding learning experiences and which lead to recognised and accredited outcomes with a strong emphasis on the vocational. In line with other schools within the local area 2 qualification boards are being considered. Both are similar and a current review of qualifications within the academy mean both are included here,

The qualifications available to Pentland learners are listed in table 1:

	Exam Board	Level	Target Group
Life and Living Skills *	OCR	Entry Level 1-3	KS4-5
Diplomas in Life Skills	ASDAN	Entry Levels 1-3	KS 4 -5
Employability Qualifications	ASDAN	Entry Levels 2-3 Levels 1-3	KS4 – 5
Community Volunteering Qualifications	ASDAN	Levels 1-2	KS 4-5
Award of Personal effectiveness	ASDAN	Levels 1-3	KS 4-5
Qualifications in Personal Progress	ASDAN	Entry Level 1	KS4-5

Table 1

*OCR Life and Living Skills Qualifications includes qualifications in the following levels for Entry Levels 1-3

- introductory award
- award
- extended award
- certificate
- extended certificate
- diploma

these can be attained in many skill areas including

- communication
- numeracy
- ICT
- Personal skills
- Home management
- Environment and community
- World of work
- Arts and craft
- Horticulture

The focus on key skills in English, and ICT will mean that all pupils will be able to achieve Entry Level 1, 2 , 3 Qualifications in communication and numeracy and ICT from the adopted programme within the academy

All pupils will then have opportunities to gain qualifications in Personal Social Development at similar levels.

Vocational Qualifications will be offered as options in Key Stage 5 and qualifications will be made available to individual learners as appropriate.

All these qualifications are being offered for pupils in key stages 4 and 5

because it enables us to achieve curriculum aim 3 as they all provide structured progression through short-term goals and incremental steps. This is motivating for learners as a result of the rewards of frequent successes and the advantage of understanding short-term goals. Both OCR and ASDAN allow for the development of a personalised learning plan and each is assessed by evidence of work or project books rather than a final assessment as this will meet the needs of the pupils in the most appropriate ways

Flexibility is important in enabling learners to optimise their achievement. Although age group provides a useful reference point against which to plan and evaluate learners' progress, age-related expectation in national terms is often beyond the reach of learners with the levels of difficulty of Pentland's intended population. Even with the specialist focus on upper SLD and lower MLD and autism, there is wide range of levels of difficulty faced by learners. Hence there is a need to adopt a flexible approach and thus optimise learners' chances of qualifications being achieved.

The principle of a flexible approach to achievement of qualifications applies across curriculum areas and key stages. For example, in KS5, ASDAN and OCR qualifications provide opportunities to adopt a highly flexible approach and ensure learners' outcomes are optimised before they leave the school. For example more able learners can achieve the bronze level award early in Year 12 or even in Year 11 and make a start on the silver award. Conversely, if someone needs more time to succeed with a bronze award the curriculum can be personalized accordingly. If a learner's progress is disrupted, for any reason, the balance of the curriculum can be adjusted to provide time for making up lost ground. Similar opportunities with many steps are available through the OCR Life and Living Skills programme.

The list of required and optional qualifications is shown in table1 but not all subjects will be lead to qualifications. In KS 3 & 4 progress will be monitored in alternative ways in Humanities, MFL, PE, PE. Art & DT and some of PSHEC. Similarly in KS5 progress will be monitored in PSHCE, other vocational skills, during option afternoon in alternative ways

D1.9 Other Outcomes

The curriculum time devoted to enrichment activities and unassessed subjects reflects the importance of these aspects of the curriculum in addressing learners' developmental needs. Again, the experience gained in existing academy schools will be used to embed best practice at Pentland.

Learners with a high degree of special need face a particular challenge in integrating into society and it is therefore essential there is a planned approach to their social and emotional development to enable them to establish themselves in the local community. For example this will be done at Key stage 4 & 5 by having food technology session which involve writing a menu, then shopping list, visiting local shops to buy ingredients and returning to school to complete the process.

Central to this work is a focus developing learners' self-esteem and building their confidence in their abilities. It is also vital that learners develop their ability to cope in diverse situations and face new circumstances. Enrichment activities and aspects of the curriculum which are not assessed, but in which learners encounter a wide range of memorable and enjoyable learning experiences, make a considerable contribution in this respect. Trips out to local places of interests will be included and linked to learning programmes at all key stages but there will also be residential trips – probably at the end of key stages 2,3,4, and 5. These trips will be used as a focus for developing self confidence and independence to be away from home and take part in activities that they may otherwise not try, for example going on a plane or taking part in adventure activities.

These aspects of the curriculum are also planned to ensure they help learners build their skills in building positive relationships, managing their emotions, developing self-control and making safe choices.

All learners will be expected to take part in enrichment activities and participation will be tracked, as in existing academy schools so that appropriate guidance can be brought to bear to optimise the potential benefits of participation.

D1.10 Pathways

As with everything Eden Academy schools do, the focus of work on progression pathways is learners' best interests so the route followed is matched to each individual's intellectual, social and emotional development. Considerable attention is devoted to making sure that learners make the right choice based on the individual's needs and interests.

Learner data will be carefully tracked and, if performance suggests that needs would be better addressed at a mainstream, MLD or SLD schools, steps will be taken to facilitate such a move in consultation with parents and the LEA..

Similarly, learners with the potential to progress on to Further Education will be identified through assessment and tracking processes and offered guided choices into pathways through which they can achieve the necessary qualifications and QCF (Qualifications and Credit Framework) points to gain acceptance onto appropriate courses.

The existing KS5 vocational programme incorporates a range of strategies to prepare learners for employment. These include employability skills, work ethic training and work experience, in addition to the ASDAN plus literacy and numeracy qualifications listed in table 1.

Transition procedures for those for whom it is most appropriate to remain in specialist provision will ensure that the receiving institution is fully informed about the learner's needs so that barriers to further progress are overcome and the receiving institution optimises the opportunities for full access and

engagement.

In all cases, considerable attention will be devoted to thorough preparation for transition from school to the next stage to ensure that appropriate continuing support is organized and that the potentially negative consequences of transition are minimised.

D2. Curriculum and Organisation of Learning

As an 'all through' Special School, the age range of learners at Pentland Free School will be from 4 to 19. Hence, in curriculum terms, there will be learners in all five Key Stages and the school will, in common with existing Eden Academy schools, organise learning by Key Stage.

When learners join the school in Key Stage 1, there will be a more play-based approach, with increasingly formal pedagogy being adopted for older children.

With all learners having specific requirements set out in their statements and a diverse range of needs and difficulties, it is essential that learning is differentiated. Strategies for achieving this include different work stations and areas within teaching rooms as well as additional professionals in lessons including Teaching Assistants and therapists.

As explained in Section D1, the decision has been taken to use the National Curriculum as the basis for curriculum design in Pentland, again in common with practice at the existing academy schools. The curriculum principles related to breadth, balance and core subjects are reflected in curriculum models for each Key Stage listing subjects and showing how curriculum time is allocated to them.

There will be common hours across all Key Stages, with different patterns of sessions within the school day for different KS groups (See 'School Timetable and Calendar').

The curriculum model is common for KS1 and KS2, but different for each of the other Key Stages. The four curriculum models are presented below. All models show the number of sessions per week

D2.1 Curriculum Models

D2.1.1 Key Stage 1 and 2

In Key Stages 1 and 2, session lengths will be different at different times of day although the pattern of session times will be consistent on each day of the week. This pattern is based on experience in existing academy schools with respect to learners' diurnal patterns of concentration and attention spans.

Subject	Sessions per week	Session length
English	7	5 @ 60 mins 2 @ 45 mins
Maths	5	45 mins
Science	2	45 mins
RE	1	30 mins
PE	3	45 mins
Art / DT	3	45 mins
Humanities	2	45 mins
PSHCE	2	1 @ 30 mins 1 @ 45 mins
Music	1	30 mins
ICT	2	45 mins
Assembly	2	30mins
Total	30	22.5 hours

Teaching in Key Stage 1 & 2 will include the following areas

ENGLISH – teaching will be separated in to communications skills, following Speech and language therapy programmes and literacy skill. Planning will be completed individually to plan for the next step in their learning in each strand and teaching will take place individually in small groups and as a whole class. Stories and books will play a central part in these sessions to develop imagination and general knowledge. Planned guidance will be developed for teachers to link the primary strategy guidance with p levels building on current guidance within the academy schools.

MATHS – regular maths teaching will ensure a good understanding of quantity is developed during these key stage, the NUMICON system for teaching maths will be adopted as this is a specific method for teaching early number skills and has been proven to help pupils with early maths skill gain a concrete understanding of quantity.

PE – will be taught on at least 3 occasions in the week. One of these sessions will develop stamina skills, another coordination skills and the last swimming skills. For some pupils with sensory processing issues or physical impairments these sessions will be modified and in some cases increased in order to follow and integrate guidance from the occupational therapist or physiotherapist into the curriculum

ICT - will be taught as a discrete subject in order to ensure all pupils have the skills to use ICT as a learning, communication and recording tool

Topic – science, humanities, art and DT will be taught through projects ensuring a link is established across these subjects in pupils minds. Most of these sessions will be practical based and involved exploration and experiencing in order for pupils to learn about their world. English and Maths skills will also be reinforced in these sessions when communicating and recording their learning

Other subjects will be taught in blocks or as part of every day learning for example early PSHCE skills need to be practiced every day e.g. eating skills, sharing with others and building relationships. During key stage 2 some topics will be developed to ensure pupils understand community and address the changes their bodies will go through as they approach puberty.

All lessons will be planned to address the needs of all the pupils in the class for example they may be a rigid, predictable routine planned and implemented for a group of pupils with ASD pupils whilst another group follow a carousel approach to complete a range of specifically designed tasks to meet their learning needs. The pedagogy for each lesson will be different according to the need of pupils and the planned learning.

D2.1.2 Key Stage 3

In Key Stage 3 and 4, sessions will be timetabled in 50 minute slots with a small number of double lessons being allocated to enable a themed approach and other innovative approaches to teaching. Food Technology is introduced to begin the process of developing cookery skills for independent life. Modern Foreign Language lessons are introduced to help learners with their language and communication skills and to contribute to global and cultural awareness.

D2.1.3 Key Stage 4

At Key Stage 4, as students enter the 14-19 phase of their schooling, they are introduced to Work-related Learning to increase their awareness of the world of work and begin preparations for potentially becoming part of it. PSHCE lessons also begin to focus more closely upon life skills. Options will also be introduced; pupils will be able to follow 2 of Art, Music, DT, Drama, ICT, Humanities, MFL in line with practice in main stream schools.

	Key Stage 3	Key Stage4
Subject	Sessions per week (50 mins)	Sessions per week (50 mins)
English	5	5
Maths	5	5
Science	5	2
PE	4	4
Music	1	
Drama	1	
Exploring our world (including Humanities, RE and MFL	2	
PSHCE/Life SKills	2	5
ICT	1	2
Art & DT	2	
Food Technology	2	2
Option (2 of Art, Music, DT, Drama, ICT, Humanities, MFL		2
Work-related Learning		2
RE		1
Total	30 (25 hours)	30 (25 hours)

Teaching at these key stages will be developed split into discrete subjects to allow for changing educational needs and pupils progress in their learning.

English and Maths will continue to be taught in class groups in similar ways to key stages 1 & 2 but other lessons will be different.

For example pupils will go to a science lab, art room or food technology lab for those lessons with teachers specialising in these subjects

It is expected teachers in key stages 3 & 4 will have their own class group for English and Maths and have a specialist area e.g. science, humanities, PSHCE etc.

PSHCE at key stages 3 & 4 will have an increasing emphasis building on pupils awareness of themselves, and the skills, knowledge and understanding they need to be part of the large community in which they live and how they can function in the world around them. Much of the PSHCE teaching will be focused towards early qualifications in KS4

D2.1.4 Key Stage 5

In Key Stage 5, there is a change in the curriculum with subjects leading to qualifications taking a higher profile, longer timetables sessions and subjects being grouped to facilitate a more flexible approach to learning and pedagogy. As a result, learners have the ability to choose a path suited to their interests, abilities and aspirations.

Subject	Subject Grouping	Sessions per week	Average Time Allocation (per session)
English	Core Skills	5	45 mins
Maths		5	45 mins
Food Technology	Life Skills	1	90 mins
Life Skills modules PSHCE		4	90 mins
Work-related Enterprise Vocational experience	Vocational	3	120 mins
ICT Science Humanities Music Art	Subject options	1	120 mins
PE Leisure options Community Life Skills	Health, Leisure and Community	1	120 mins
Total			25 hours

D2.2 Personalising Curriculums

All of the above is the ideal and aimed at the average pupil at Pentland School. It is however recognised that many pupils will need to have a personalised curriculum. This will be achieved by looking at their individual need and planning timetables designed to achieve the best balance for each pupil based on the average above. Justifications about these decisions will be made between class teachers and a senior member of staff.

Examples of these may include

- the pupils with physical need who need 30 minutes of stretching every morning in order to sit comfortably to ensure learning can take place – this would naturally compromise teaching time but impact of stretching time will mean the better learning can take place. For a pupil in this bracket they may need to use one or two of the classes PE sessions to ensure they have enough access to learning in core areas
- another pupil with sensory processing issues who needs a ‘calming’ programmes outlined in a ‘sensory diet’ by an OT may need to spend a few minutes completing physical exercises before joining a session which may involve sitting for an extended period
- another pupil with ASD who needs everything structured would have schedule with them at all times – each schedule , made for pictures, symbols or photos as appropriate with outline periods of activities they can understand

D2.3 Programmes of Study

Restricted space mitigates against the inclusion of programmes of study for the full range of curriculum subjects.

However, outline programmes of study for some subjects and linked to half termly topics is included to show the breadth and balance for a current year 5/6 class.

		<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • PSHEC 	<ul style="list-style-type: none"> • Humanities
Autumn 1	Knowing me, Knowing you	<ul style="list-style-type: none"> • Characteristics of humans – the differences between us • Our senses • Healthy Eating 	<ul style="list-style-type: none"> • Understanding me • Understanding others • Making friends • Social relationships 	<ul style="list-style-type: none"> • History: • How we grow and change with time – baby toddler child
Autumn 2	Show Time	<ul style="list-style-type: none"> • Lights and shadow • Sound and hearing 	<ul style="list-style-type: none"> • Working with others – cooperation 	<ul style="list-style-type: none"> • Geography: • Town and countries – what do we find where – link to story
Spring 1	I like to move it	<ul style="list-style-type: none"> • Push and Pull • Forces and Motion • Magnets • Fast /Slow Direction • Animals and how they move 	<ul style="list-style-type: none"> • Staying safe in the community 	<ul style="list-style-type: none"> • Geography: • Finding my way • Recognising key land marks • Matching photos to new places

Spring 2	Dig Deep	<ul style="list-style-type: none"> • Mini Beasts – habitats, legs, wings et. • Wormery • Pollution 	<ul style="list-style-type: none"> • Living away from home (end of term residential) 	<ul style="list-style-type: none"> • Geography: • Making a map • Where am I going – link to residential
Summer 1	Opposites	<ul style="list-style-type: none"> • Hot/cold • Wet/dry • Hot/cold • Electricity 	<ul style="list-style-type: none"> • Boy/girl • Where do I belong – citizen ship 	<ul style="list-style-type: none"> • History: • Old and new
Summer 2	Changes	<ul style="list-style-type: none"> • Changes in me • Changes in animals • Growing plants • Materials and their properties 	<ul style="list-style-type: none"> • SRE – as I grow I Change • Transition – prepare for those moving to new school and those staying. 	<ul style="list-style-type: none"> • History: • Changes over time

D2.4 Enrichment Activities

The curriculum is regarded as learners' entire school experience and enrichment activities are regarded as a vital element, valuable in their own right, important for personal development and supportive of academic learning.

A rich programme of enrichment activities in line with that in existing Eden Academy schools will be built into the curriculum for all Key Stages at Pentland. This programme will contribute to curriculum aims related to developing learners' abilities to engage with the community and society and also help them develop confidence and skills for independent life. It will also play a part in improving attitudes to learning.

One of the aims of the enrichment programme is to offer exciting and diverse activities which broaden learners' horizons such as horse-riding, adventure activities, sailing, fishing, canoeing, tobogganing and trampolining.

'Focus weeks' provide a stimulus to offer enrichment activities linked to specific curriculum areas and boost interest and engagement with academic learning. The themes of these weeks differ through the year, sometimes aligned with local, national or world events. For example, focuses have included sports (Olympics), Art, Maths, Music, Science, Books and Literacy.

Special days are linked religious festivals important to different members of the school's diverse community or annual anniversaries such as Remembrance Day. There are also drama workshops, dance events, motivational visitors, special assemblies and days devoted to, for example, circus skills or Science. Charity days provide important learning opportunities as well as a chance to consider others' needs and make a positive contribution.

Lunchtime and after school clubs also provide a vast range of opportunities such as various sports, cookery, Art, friendship, choir, cheerleading, health and beauty, youth club and leisure options. Several are therapy-based such as sensory, hydro, yoga and rebound therapy (trampolining). It is a testament to the quality of this provision that, in existing schools, parents are prepared to make their own transport arrangements to enable their children to participate in after school clubs.

There is also a wealth of visits to places such as museums, cultural performances, the library, places of worship, the post office, supermarkets, farms, apple-picking, allotments, natural environments, zoos and safari parks. In Key Stage 5, learners routinely visit work experience placements and attend college on day release in years 12 and 13. Residential visits take place for some year groups, including one abroad.

Such an extensive programme depends upon the commitment of many professionals and volunteers. External experts are essential for the more specialist aspects of the programme and the bulk of the provision is led by the school's staff, including teachers, TAs and therapists with assistance from parent volunteers as appropriate.

D2.5 School Timetable and Calendar

As in other Eden Academy schools, the annual calendar at Pentland will align with that in Hillingdon and neighbouring boroughs. The rationale for this is that the school's population will have siblings in local mainstream schools and it would not be appropriate to further complicate parents' lives with different term dates for different children. Similarly staff will have children in local schools. Hence the requirement to provide at least 380 sessions will be met.

The start and finish times for the school day will be consistent across all Key Stages but the session times within the day will differ. The pattern of session times is shown in Table 2.

Session	Key Stages 1 & 2	Key Stages 3 & 4	Key Stage 5
1	9.00 – 10.00	9.00 – 9.50	9.00 – 10.30
2	10.00 – 10.45	9.50 – 10.40	10.30 – 10.45 Break
3	10.45 – 11.00 Break	10.40 – 10.55 Break	10.45 – 12.15
4	11.00 – 11.45	10.55 – 11.45	12.15 – 13.15 Lunch
5	11.45 – 12.45 Lunch	11.45 – 12.35	13.15 - 15.15
6	12.45 – 13.30	12.35 – 13.35 Lunch	
7	13.30 – 14.15	13.35 – 14.25	
8	14.15 – 14.30 Break	14.15 – 15.15	
9	14.30 – 15.15		

Table 2

In Key Stages 1-4 there will be six sessions per day and hence thirty session per week which tallies with the number of timetabled sessions per week shown in the curriculum plans above.

In Key Stage 5 there will be three longer sessions per day with subjects organised into groups to facilitate a flexible approach to curriculum delivery and pedagogy. These sessions will be organised as follows:

Session	Subject groups	Frequency (sessions per week)
1	Core Skills: English and Maths	5
2	Food Technology	1
	ASDAN modules and PSHCE	4
3*	Vocational	3
	Subject options	1
	Health, Leisure and Community	1

* Learning in session 3 will be arranged in 6 week cycles so that, over the course of the year, learners will have the opportunity to engage with a range of different options

In Key Stage 4 there will be some double lessons in order to allow flexibility and longer sessions for practical subjects as well as providing preparation for Key Stage 5.

In common with practice in other Eden schools, **therapies** will be organized on a rolling basis so that when learners need to be withdrawn they do not miss the same lesson repeatedly. At all times therapy provision is aligned with best educational outcomes and achievement for pupils and therapists provide in-class support to reduce the need for withdrawal.

Provision outside of school hours is resourced from a variety of sources. Parents make non-compulsory contributions. Pupil premium money supports some activities for appropriate learners and the school budget also used.

In some cases, post 16 activities are funded through Social Services Personal Budgets where school clubs are built in as part of packages of provision. There are also charity partners who fund particular clubs.

Some staff work flexible hours so that they are available to provide enrichment activities outside of the school day.

D2.6 Organisation of Pupils

As described above, to facilitate a broad, balanced curriculum and progression for all learners, Pentland will be organised by Key Stages and Year Groups.

There will be a total of fourteen classes, ideally one per year group with ten learners per class, giving a total population of 140 learners. But pupils will join Pentland according to need so there maybe some year groups bigger or smaller than 10. Class groups, with in a key stage will then be created from pupils in 2 consecutive year groups but not across key stages

For most lessons learners will be taught in their class groups. In Key Stages 3, 4 and 5 learners will be streamed in English and Maths to ensure that teaching is differentiated and progress is optimised.

Enrichment activities will normally be arranged by phase, with separate primary and secondary groups containing mixed ages. Where need or appeal dictates, enrichment groups will include a narrower age range.

D3. Staffing structure

The new schools would form part of the Eden Academy Trust and as such would access their educational expertise from the Trust itself. The schools would operate using the same structures and systems already working successfully across the Academy and would automatically work with the Academy Principal and have access to the Academy Co-ordinators covering:

- curriculum and assessment
- extended family services
- therapies
- professional development and training.
- Autism

They would also have access to all the Academy Trust support facilities in areas such as finance and HR, including advice on fair and safe recruitment policies, professional development and performance management.

New appointments would need to be made externally (or via internal promotion within the Trust) in the following areas:

- Classroom staff including teachers and support assistants
- Specialist staff in areas such as VI, autism etc
- Creative and physical therapists

It is planned that those who are already providing these services in the other Eden Academy schools will mentor and induct those that are recruited new to the Academy. The Board of Directors, alongside the Principal, may consider temporary or permanent moves from other Academy Trust schools as recruitment commences (see F5) in negotiation with staff members.

D3.1 Staff profile

Tables 3-5 provide an overview of:

- anticipated pupil numbers
- teacher and leadership staff

- teaching assistants and high level teaching assistants
- non classroom-based specialists and therapists

These tie in with the financial plans in Section G.

The figures in tables 3-5 detail our **final** staffing structure with an additional column added for year one to give an indication of how staffing levels will build up over time.

The figures for staffing of classrooms (Tables 3 & 4) are based on the following assumptions:

- Each class of 10 pupils will have 1 teacher, and 3 teaching assistants (TAs) or High Level teaching assistant (HLTAs)
- For every 2 classes 1 of the TAs will be a HLTA.
- The proposed establishment of staff has built in surpluses to allow PPA and sickness absence. This is instead of a budget for supply and temporary staff
- There is only 0.6FTE of teaching supply cover as it is assumed that PPA time for teachers will be covered by HLTAs or senior managers.
- There are two TAs on the establishment to provide cover.

D3.1.1 Staffing of the Senior Leadership Team: (see table 3)

- There are 6 staff that make up the Senior Leadership Team. They have extra responsibilities which are reflected both by their pay scales and by the fact they are timetabled to have non-teaching time above their PPA.
- There is one Head of School (HOS) who has no teaching responsibilities

D3.1.2 Staffing of Specialists and Therapists (see table 5)

The school will have a range of non-classroom based specialists to support the particular needs of the schools cohort. This will include a strong emphasis on support for teachers working with pupils on the autistic spectrum

D3.1.3 Staffing of Administration and Premises:

The basic budget allows for staffing levels in line with similar sized schools. However this is one area that if necessary is likely to be reduced whilst resources are drawn from the rest of the group if there are pressures on the budget.

Table 3

TEACHERS (leadership + 1 teacher per class + cover)				
Title	Teaching time	Year 1	Final staffing structure	Classes taught
LEADERSHIP				

TEACHERS (leadership + 1 teacher per class + cover)				
Title	Teaching time	Year 1	Final staffing structure	Classes taught
Head of school	Zero	1	1	0
Head of Department (Primary KS1&2)	50%	2	1	0.5
Head of Department (Secondary KS3&4)	80%		1	0.5
Head of Department (Sixth form KS5)	80%		1	0.5
SLT Enhanced Learning	100%	1	1	1
SLT Access to Learning	100%	0	1	1
TEACHING				
Class room teacher	100%	2	2**	2
Class room teacher	100%	3.2	8.9	8.9
Cover teacher	Zero	0.6	0.6	0
<i>Total classes taught</i>		<i>9.8</i>	<i>17.5</i>	<i>14.4</i>

*this represents the top of our HOS pay scale – costs for this post may be less

** all teachers teach 0.9 and have 0.1 PPA time

Table 4

	Teaching time	Year 1	Final staffing structure
Higher Level Teaching Assistants HLT (Provide cover for teachers)	100%	4	7
Teaching Assistant	100	17	35
Cover Teaching Assistant	Zero	0	2
<i>Total classes taught at 3 per class</i>			

Table 5

Specialist and Therapist	Year 1	Final staffing structure
SALT Lead1 (teacher level)	1	1
SALT Lead2 (teacher level)	0	1
SALT Assistant (HLTA)	0.5	1
Music Therapist Lead1 (teacher level)	1	1
Music Therapist Lead2 (teacher level)	0	1
Drama Therapist Lead1 (teacher level)	1	1
Drama Therapist Lead 2 (teacher level)	0	1
Occupational Therapist Lead1 (teacher level)	1	1
Occupational Therapist Lead1 (teacher level)	0	0.5
Occupational Therapist Ass. (HLTA)	0.5	1
Specialist Literacy	0.5	1
Specialist ICT Coordinator	1	1
Specialist Family Services coordinator	0.25	0.5
Specialist Health Care	0.5	0.5
Specialist Food <i>Teacher</i>	0.6	1
Specialist ART Technician	0.2	0.5
PE coordinator	1	1

*all teachers teach 0.9 and have 0.1 PPA time

The Eden Academy Trust will recruit strategically – initially only recruiting approximately **70%** staff into permanent posts. Resources from the rest of the Trust will be used to fill other vacancies, being replaced by additional permanent staff as pupil numbers rise and become clearer. Temporary contracts will also be used to reduce risk.

The Eden Academy Trust is experienced at running sound financial practices. It has highly qualified and flexible staff that will be able to bridge any gaps in this and any other areas such as leadership and management until the pupil numbers support the recruitment of permanent staff.

As pupils arrive throughout the year the Trust will utilize a number of strategies to ensure that staff can be recruited quickly including:

- The re-deployment of staff across the Academy releasing experienced teaching staff to cover positions in Pentland.
- The present experience of recruiting Teaching Assistants indicates that this can be done quickly when pupils are placed at Pentland.
- For both teachers and teaching assistants, Pentland offers an attractive

working environment because of the onsite nursery (which is run and funded separately to the free school, although there will be agreement with the nursery for priority of place for children of the staff within the school). This is supported in two ways:

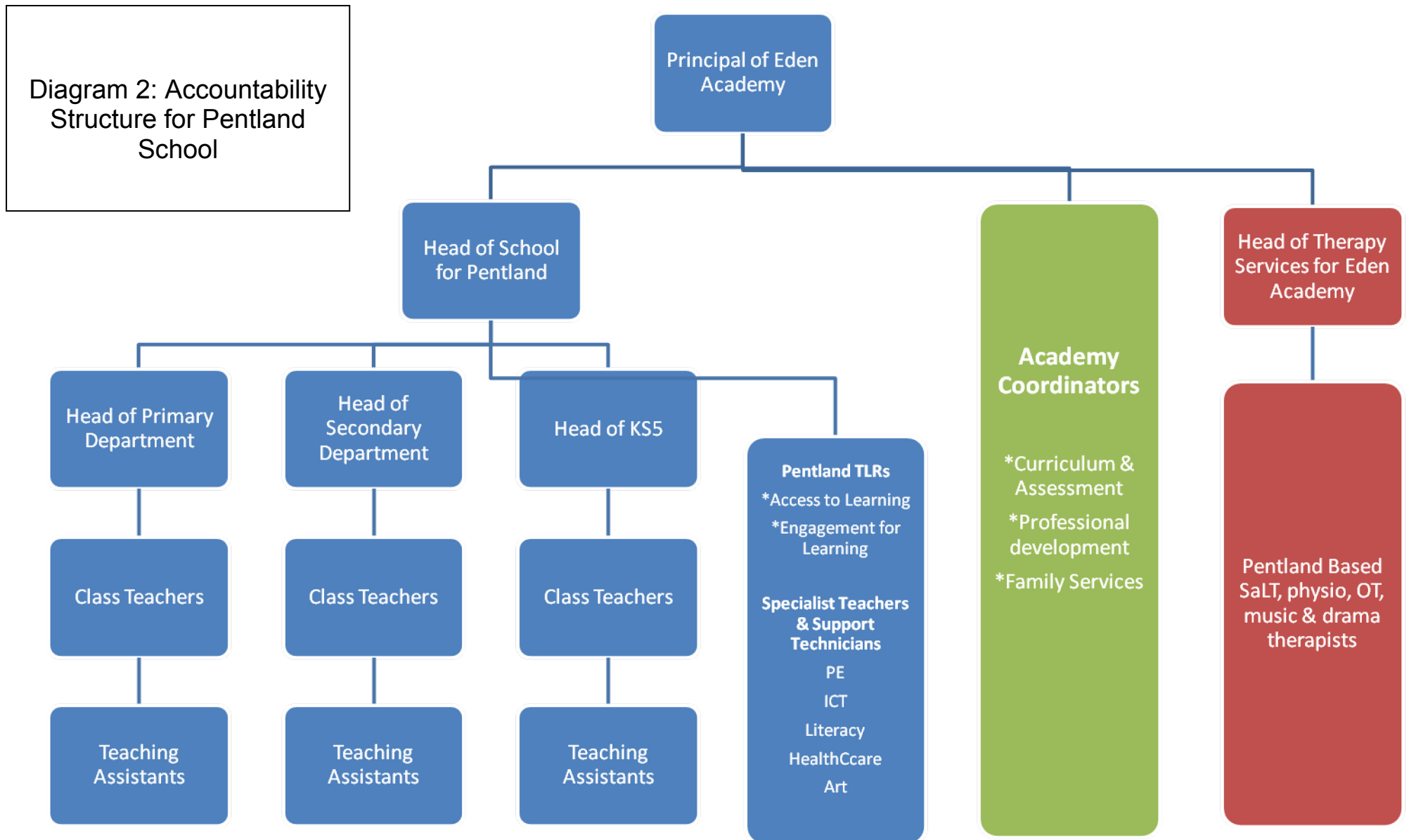
The nursery will greatly enhance the flexibility of the staff and the school. This facility should allow the school to easily fill places and in particular those that only require staff for part of the week or part of the day. The onsite nursery greatly supports the scaling up and down of the financial plan as pupil numbers change. It is not at all unreasonable to budget for 0.2 or 0.4 of a Full Time Equivalent (FTE). Indeed it is envisaged that even whole FTE posts will probably be filled by two part time staff.

- The Eden Academy is part of a teaching school alliance and can therefore access and provide a wide range of professional development opportunities for the staff within it.

Further detail on the roles and responsibilities of staff and qualification levels required are provided in Section F5.

Diagram 2 shows the lines of accountability between staff members in the school.

Diagram 2: Accountability Structure for Pentland School



D3.2 Senior leadership team

As outlined earlier in this section the new schools would form part of the Eden Academy Trust and as such would access both the educational and senior leadership expertise.

The Trust's Board of Directors operates at a strategic level and is the responsible body for the performance, achievement and overall direction of the Academy

D3.2.1 The role of the CEO

The role of the CEO is to assume ultimate responsibility for the BOD, inspiring and leading the organisation in taking forward its vision, mission, values and strategy in collaboration with Principal, Directors, staff and other stakeholders. The role of the CEO is outlined in more detail in section F1.

As illustrated in Diagram 1 in Section F1.0 each school has a Head of School and an Operational Board and the Board for each school reports upwards to the Principal and to the Board of Directors. Ultimately, all decisions made by the Operational Boards are subject to scrutiny and amendment from the BoD.

The Operational Boards are responsible for the quality of educational provision in the individual schools, for ensuring that the school complies with statutory requirements and for reflecting the views of its stakeholders in its future strategy and direction. Its purpose is to ensure that the following elements of the work of the school are suitably monitored and challenged:

- The quality of educational provision and performance (including curriculum and standards and achievement)
- All aspects of the management of finances (including ensuring that the school is operating in accordance with the Funding agreement signed with the Secretary of State)
- All aspects of the management of property (including Health and Safety)
- All personnel issues

D3.2.2 The role of the Academy Principal

The Principal shall, in conjunction with the BOD, deliver the vision of The Eden Academy. This will require the Principal to be responsible for:

- The implementation of best practice and approaches that will make The Eden Academy a recognised national leader in the education and care of young people with learning difficulties

- The creation of national and international networks that facilitate the sharing and dissemination of best practice in the field
- The development of a distributed leadership model that presents a clear and empowering framework for all associated with the Academy
- The creation of an holistic approach to the education of young people with learning difficulties that both challenges and supports

A job description for the Principal can be found in Appendix F3.

D3.2.3 Head of School Role

The Head of School has responsibility for the smooth day to day running of each organisation within the Academy. The Head of School role is outlined in detail in section F5 and the full job description can be made available on request.

D3.2.4 Head of Key Stage roles:

The Head of Key Stage has responsibility for the following within their key stage:
















- Monitoring student progress across the curriculum to ensure achievement and progress at all levels of ability
- Developing strategies to target students not making the expected level of progress
- The overall welfare of the students

Table 6 provides an overview of the high quality specialist SEN expertise available within the Eden Academy Trust. Full biographies are available in section F2.

The Academy also has an experienced and talented group of creative and physical therapists that can provide services across the Academy. The biographies for these staff are also available in section F2.

Table 6

Name	Specialist areas	Specific experience
██████████	██████████	██████████

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D4. Meeting the needs of all pupils

D4.1 Different needs

As stated above, provision at Pentland will be for learners in the range from the higher end of the SLD range to the lower end of MLD many of whom will have an ASD diagnosis while learners at the lower end of SLD and those with PMLD will be catered for in the other Eden Academy schools. Despite establishing these specialist centres in the academy catering for a particular target group, there will be a considerable spectrum of needs in the Pentland population.

D4.2 Special Educational Needs

All learners will have a statement setting out the needs stemming from their categorisation as MLD or SLD. A considerable proportion of the population will be on the autistic spectrum and hence will have ASD as a secondary SEN. Provision at Pentland will be specifically designed to address the needs of these learners. Existing academy schools have considerable experience of teaching young people with these difficulties and will ensure that the new school is planned accordingly and that the curriculum is designed to optimise their outcomes.

Academy staff are also familiar with learners' difficulties manifesting as BESD and there are established strategies for de-escalating potential crisis situations and re-focusing on learning. The new school will have quiet, calm teaching spaces which will provide an appropriate environment to support such strategies.

D4.3 Additional Educational Needs

The location of Pentland will mean that, like the other academy schools, it will serve a diverse community with significant levels of deprivation.

Hence there will be a high proportion of learners for whom English is an Additional Language and there will be a need to embed established Eden practice for overcoming the additional difficulties EAL students have in accessing the curriculum.

Looked after Children also form a significant element of the population as do those entitled to Free School Meals. Some of the populations served by the

schools are transitory so that migration sometimes has an impact on learners.

Tried and tested strategies will be put in place to ensure that the impact of these additional needs is minimized.

D4.4 Disabilities

Again, it is expected that the situation in Pentland will reflect that other Eden schools. A proportion of learners will have physical disabilities, some of whom will use wheelchairs. There will also be some with sensory impairments. The school will be fully accessible to physically disabled learners and established good practice will be embedded with respect to making the curriculum accessible to those with disabilities and those with visual and hearing impairments. Advice from a QTVI within the academy will be available and a QTHI is accessible for those with hearing difficulties named on their statement form the LEA.

D4.5 Social, Emotional and Pastoral Needs

Experience shows that learners exhibit a wide range of such needs, not always recorded in their statements. These are often linked to their SEN although they are separate and need to be identified and responded to accordingly. Again there is established academy policy and practice for addressing these needs.

These include mental health problems; emotional management difficulties; issues related to sexual development; needs related to identity, self-esteem and confidence problems and communication and relationships difficulties.

D4.6 Therapeutic Needs

There is a broad range of therapy provision at Eden schools to help learners overcome the challenges they face and access the curriculum. Similar therapies will to be needed at Pentland.

These include:

Therapy	Needs addressed
Creative - Music / Art / Drama	Emotional & communication issues
Speech and Language	Language & communication
Occupational	Fine motor & sensory processing
Physio	Physical & gross motor skills
Habilitation (Habilitation Co-ordinator with inputs from QTVI & QTHI)	Visual impairment Hearing impairment

D4.7 The classroom and staffing

The achievement of the educational vision will be depend upon what happens on a day to day basis in lessons at Pentland.

Pentland Free School will ensure the highest quality of learning leads to optimum educational outcomes for every individual by matching engaging curriculum provision to the specific needs of learners with SLD (Severe Learning Difficulties), MLD (Moderate Learning Difficulties) some of which will have additional needs including ASD (Autistic Spectrum Disorder).

The necessary degree of personalisation will require teachers to ensure lessons are differentiated so that every learner routinely faces challenging but achievable goals and good progress is the norm. Core subjects will be streamed in Key Stages 3 to 5 to help in this regard and, in line with Eden Academy practice, teachers will be required to plan differentiated lessons tailored to address the specific needs of every individual. This planning will take account of learners' prior attainment data, their personal targets and, crucially, teachers' detailed knowledge of every individual.

All teachers will be appropriately qualified and highly trained in methodologies for addressing the needs of MLD, SLD and ASD learners. Regular, systematic, in-house professional development as well as external training, as appropriate, will ensure that teachers and other staff remain up to date and that practice reflects developing best practice.

Experienced Teaching Assistants (TAs) will support teachers in every lesson, working with groups and with individual learners, helping to address their particular needs. QTVI and QTHI staff will provide specific support to learners with visual and hearing impairment and learners with ASD will also receive help from appropriate specialists. In every case, the level of support will be carefully matched to learners' needs, enabling engagement, encouraging independence and promoting learning.

It is important to maximise the proportion of teaching time devoted to this productive personalised learning and hence whole-class teaching will normally be limited to brief introductions and plenaries. There is a planned strategy for encouraging and enabling learners to develop their abilities with respect to working with others as they go through the school, in preparation for the next phase of their lives.

Teaching rooms will be designed to ensure there is sufficient space to enable learners with different specific needs to be supported simultaneously. Learners with ASD will have access to specific work stations and specialist furniture will be provided for those with physical disabilities. A range of specialist technologies will be provided matched to specific needs. These will include communication aids for learners with visual impairment and those with physical needs such as cerebral palsy. Total communication approaches will be used for all learners particularly those with hearing impairment and hearing loops will be installed throughout.

Accessible hygiene areas will be provided and specialist teaching accommodation such as Science labs and food technology rooms will also be designed to ensure they are accessible to learners in wheelchairs and those

with other physical disabilities.

Other resources will include specialist screens for learners with visual impairment and purpose designed VI learning aids.

Timetabling will take account of ASD learners' needs for clear routines and there will be noise-dampening measures to ensure they experience an appropriately calm and productive learning environment.

The approach to assessment will align with that in existing academy schools. Strategies are matched to learners' age and ability, with a focus on encouraging progress and avoiding disillusionment and disaffection. Annotated records are maintained for every individual. Formal assessments are carried out to gauge learners progress within P levels and National Curriculum levels. Assessment for learning techniques are employed, as appropriate, throughout the school, particularly from Key Stage 3.

A member of the SLT (Senior Leadership Team) will take the SENCo role and will be responsible for ensuring that all of the duties are performed to a high standard. These will include:

- Reviewing learners' statements in accordance with statutory guidance
- Annual review meetings with parents
- Reviewing learners' IEPs (Individual Education Plans)
- Monitoring to ensure that the learning needs of every individual are addressed by teachers, supported by TAs, therapists, other professionals and SLT
- Ensuring that any learners falling behind expected progress are identified by class teachers and that appropriate interventions are put in place to address the situation
- Co-ordination of in-school support with that provided by experts from across the Eden Academy and external professionals such as educational psychologists

Similarly, a member of SLT will be responsible for co-ordination of the support of Looked After Children. There is a proportion of LAC in the student population, all of whom have a complex mixture of needs in addition to those associated with their LAC status. Hence it is appropriate that the colleague with this responsibility is experienced, trained and in a position to take an overview of provision across the school so that individuals can be monitored and issues can be rapidly addressed.

D4.8 ICT

Pentland learners will benefit from Eden Academy's considerable experience. ICT is used extensively both directly with learners to support their learning and indirectly for tracking progress. This tracking function is vital in enabling staff to monitor the performance of individuals and of the different needs groups listed at the start of this section. ICT also plays an important role in terms of optimising the efficiency and effectiveness of administrative systems

so that the best use can be made of available resources.

With the rapid pace of change in ICT in recent years, there have been dramatic improvements in terms of both functionality and cost. Because resources are more affordable and they address on a more comprehensive range of needs, ICT has had a marked impact on SEN education and learners' outcomes.

As a consequence of this pace of change, it is inevitable that practice will have moved on by the opening of the new school in 2014. However, although current good practice described here will date as ICT continues to evolve and improve, academy colleagues will ensure that future developments in technology are embraced and exploited in the best interests of learners both in existing schools and at Pentland. Staff keep abreast of developments in ICT through a variety of sources and networks. The annual BETT show provides an opportunity for colleagues find out about new products, see them demonstrated and try them out.

Communication aids have made a big difference for many SEN learners with touch screen devices such as iPads opening communication routes to learners for whom old technologies were an insurmountable barrier. There is a wide range of programmes currently in use such as *Communicate in Print (Widget)*, *Symbol Writer*, *2Simple*, *Clicker* and *Education City*. Writing support programmes have made writing accessible to learners who could not engage in the past and keyboard overlays and other aids enable those with poor motor skills to write.

Tablet technology has brought ICT into classrooms so that ICT suites are no longer required and access to learning is enhanced considerably. Learners' progress in literacy and numeracy has benefitted from the use of technology. ICT contributes to the quality of learners' experience through the use of plasma screens, photo and video technology, multimedia devices and music recording facilities. A new virtual desktop infrastructure is planned within the academy so that all schools can share resources and improve communication between staff and pupils in different school . This will enhance the opportunities for pupils to use WiFi throughout existing schools so that technology can be used for 'finding out' via the internet wherever they are.

In addition to tracking, indirect uses of ICT include data analysis, staff records, attendance, planning, schemes of work, academy-wide systems, ensuring consistency and staff communications.

Perhaps the greatest impact of the increased use of ICT has been on learners' motivation, a vital element is their success.

D4.9 Other Agencies

One of the advantages of bringing schools together in the Eden Academy is the enhanced scope it provides for specialists to be directly employed and shared across centres. Nevertheless, with the diversity of needs in the learner population, the academy calls on the services of a number of external

agencies to ensure they are all met.

As explained previously, the academy employs its own team of speech and language therapists and occupational therapists. However, the academy has an established relationship with Hillingdon PCT through which it sources physiotherapy services.

Many learners have medical needs and hence there are strong links with the Community Nursing Team. Regular communications between academy staff and the team ensure that any issues are quickly identified and dealt with or referred on to GPs and pediatricians, as appropriate.

A significant proportion of learners have emotional and behavioural needs. The services of an Educational Psychologist (EP) are also needed regularly and these are secured through a contract with an external provider.

All of these relationships will be maintained and all of these partner agencies will be engaged in the preparations for the opening of Pentland so that they are geared up for the expanded service the academy will require from 2014.

D4.10 Partners

It is envisaged that Pentland will engage with some of the academy's existing partners as well as with new partners in the locality of the school. While partnerships are often developed as a result of strategic planning, successful and sometimes unlikely partnerships also result from unforeseen circumstances, so there follows an outline of some of Pentland's range of partners.

Partnerships with other schools are important for a number of reasons. Mainstream schools have specialist facilities from which Pentland learners will be able to benefit. This is particularly true of sports facilities but specialist accommodation such as Science labs and Music suites may also be available and may contribute to broadening of the curriculum for Pentland students. There are also benefits of two-way interaction for learners from both mainstream and special schools. Both populations need to be encouraged to recognise themselves as part of one community.

Links with the MLD schools will be developed. From time to time it will be in learners' best interests to access provision in schools that provide for an exclusive MLD population. Similarly, there may be pupils currently in exclusively MLD provision that would benefit from accessing a wider ability range provided at Pentland. Strong links between Pentland and its neighbouring schools are therefore very important in the overall provision Pentland School wishes to provide.

Hillingdon Autistic Carer Support (HACS) is an organisation which is greatly appreciated by parents of autistic children and, in line with the other schools within the academy, Pentland will further develop links with HACS.

Relationships will also be fostered with other local groups such as churches and other places of worship and local charitable groups such as the Rotary Clubs. The on-site nursery that currently resides in the building is seen as a key partner in this free school proposal. The nursery provides an invaluable service for local families and has already indicated its willingness to provide workplace nursery provision for Eden Academy staff.

Partnerships will be established with businesses large and small. Existing academy partnerships with national companies such as CostCo and Hasbro will encompass Pentland. However, some partnerships with businesses local to Pentland will not extend to the other academy schools.

D4.11 The School Environment

Academy schools are familiar and fully compliant with their duties relating to the SEN Code of Practice and the Disability Discrimination Act 2005. Naturally, this experience will be brought to bear in planning the conversion of the Pentland building. The school will require a variety of design features to ensure it can cater for the extensive range of needs listed at the beginning of this section.

The school will be decorated and organised to ensure it provides a clean, bright and uncluttered learning environment. The impact of aspects of the environment such as colour, light and space on mood, behaviour and attitude are well documented and these can have a particular effect on learners with SEN. Hence it is essential to plan accordingly. For ASD learners the environment must not be over-stimulating and this will be taken into account so that colours are not too bright.

Acoustic planning must be taken seriously as learners with hearing impairment can be adversely affected by confusing background noise and loud sounds. Students with ASD are susceptible to becoming unsettled and having their learning disrupted by a noisy environment. Noise dampening measures will therefore be incorporated into the design.

Signage will be carefully planned to ensure it is clear, simple and straightforward. There will be a tactile trail to enable those with visual impairment, for whom signage is inadequate, to find their way around. The whole site will be accessible to wheelchair users with accessible doors throughout and appropriate furniture, including in specialist rooms such as Science and food areas. Hygiene areas will be provided for wheelchair users and others with physical disability and there will be leveled access to the outside learning zone.

The ICT sub-section earlier in Section D4 explains the considerable and growing contribution of new technologies to enabling learners to access the curriculum. The infrastructure of the new school will ensure that learners can make full use of ICT in all areas.

D4.12 Integration

As stated in the vision statements of the academy and Pentland School, there is an absolute commitment to achieving the best possible outcomes for all learners. Of course, for many this will be brought about through the provision of high quality personalised learning within Pentland or other academy schools. However, there is recognition that some will and do make sufficient progress that they become better suited to a mainstream school and, if this is case, there are established procedures to ensure an appropriate transfer is arranged.

Individual Education Plans are updated each year and the annual review process naturally entails consideration of whether special or mainstream would be the best form of provision for the year ahead. This is a particular focus as learners come to the end of a key stage when transfer would mean starting in a new school at the beginning of a new learning programme.

Many learners progress from KS5 to Further Education and, as with all transitions, this pathway is carefully prepared for. College placements, which take place on a day release basis while learners are in KS5, play an important role in familiarising them with the demands of FE.

Some learners enter the job market when they leave school at 18 or 19 years of age, rather than going into FE, and considerable attention is devoted to ensuring their preparation is as thorough as possible.

At the core of the academy's work is a drive to ensure learners have the skills and the confidence to integrate successfully into society, whatever pathway they take when they leave school. The formal curriculum, enrichment activities, the interventions from therapists and their engagements with other professionals, agencies and partners are all part of this process and each contributes to learners' capacity to be successful in the outside world.

At the end of Key Stages 2, 3 and 4, as per SEN guidance, the transition to adult life plan focuses on: *employment, useful work and valued activity; personal autonomy, independent living and adult status; social interaction, community participation, leisure and recreation; and adult roles within the family*. Much of the work related to these four areas which is currently carried out in existing academy schools is described in other sections. Some examples are detailed below.

Employment, useful work and valued activity: There is a progressively greater focus on this area as learners pass through the secondary phase into post 16. The curriculum models detailed in Section D2 show that 'Work-related learning' will be introduced to the curriculum at KS4 then at KS5 there will be a vocational subject grouping taught for two hours, three times per week. The qualifications detailed in Section D1 show the emphasis on key employability skills as well as specific vocational qualifications. The programmes of study for PSHCE in Section D2 show the increasing focus on work-related learning and careers from KS3 to KS5, when some have work experience placements.

There is also a focus on and a qualification in volunteering to develop an understanding of the potential for making a positive contribution other than through employment.

Personal autonomy, independent living and adult status: The curriculum models in Section D2 show the transition to a more flexible pattern of curriculum delivery in KS5, and this will be aligned with a pedagogy designed to develop more resourcefulness, self-reliance and independence. Food Technology will be taught from KS3 to help prepare learners for independent living and Life Skills / Community Life Skills, in KS4 and 5 respectively, will add to learners' capacity to manage in the outside world. Section D1 also shows the ASDAN Life Skills qualification which will be offered. The PSHCE programmes of study show how topics geared at preparation for adult life are increasingly presented from KS3. These focus on a wide range of areas such as money, drug and alcohol, emergencies, health, contraception and pregnancy.

Social interaction, community participation, leisure and recreation: The PSHCE programme makes a particularly significant contribution here with its topics specifically focused on issues such as relationships, social skills, behaving in the community and leisure interests. However much of the focus across the formal curriculum and in all aspects of school life is concerned with helping learners overcome their difficulties in relating to and communicating with others so that they can interact and participate in the community. Many of the visits and other enrichment activities described in Section D2 involve learners in engaging in interactions with communities and leisure activities outside the school, broadening their horizons and preparing them for an active life in the community.

Adult roles within the family: Again the PSHCE programme has an important contribution, with its focus on the family, relationships, pregnancy and parental responsibilities.

D4.13 Transition

The success of any transition depends upon careful preparation and this is particularly so for many SEN learners who find it difficult to cope with new and unfamiliar situations. The focus all through Eden Academy is on ensuring learners know what to expect so that they feel safe enough to face challenges with confidence. Only then can they be expected to learn and make the progress of which they are capable.

So it is with transitions. An unsuccessful transition could potentially cause much distress and undo work which has taken a considerable investment in terms of time and resources. Therefore there is a comprehensive strategy in place to optimise the likelihood of transitions being smooth and productive.

Pupils will be prepared for their transitions in line with established academy procedures. A member of SLT will have overall responsibility for transitions,

ensuring and all participants understand their roles and responsibilities and procedures are carefully followed. Parents and carers will be involved, as will teachers, TAs, therapists and external agencies and partners, as appropriate. The young person concerned will be at the heart of the process and their levels of understanding and satisfaction with arrangements will be monitored.

Obviously engagement with the receiving partner organisation will be crucial to the success of the transition, especially where the transition will involve a continuation of provision involving other agencies so that requirements in learners' statements are understood and addressed seamlessly. In such cases, multi-agency meetings will take place to ensure co-ordination of provision.

At such meetings, receiving organisations will be guided through relevant information and data relating to the young person and precise contact routes and information recipients will be identified so that there are no barriers to effective and comprehensive communication about learners' needs and about established strategies for addressing them.

D5. Pupil Achievement

D5.1 Areas of achievement

The vision expresses the commitment to securing the '**optimum educational outcomes for every individual**'.

For this to be achieved, every aspect of educational outcome has to be considered and decisions have to be made with respect to those outcomes which have the greatest impact on learners' life chances. It is also vital to agree which outcomes should be used as performance indicators so that the school can judge how successful it has been.

With this focus so clearly expressed in the vision, there is a clear requirement that everything the school does should be channeled to ensuring learners' potential is realised. As a result of discussions of current practice in the Eden Academy and consideration of plans for Pentland Free School, a list of areas of achievement has been agreed. The areas of achievement fall into a number of categories:

- Learners' academic achievement i.e. qualifications and progress against national benchmarks of P levels and NC Levels.
- Measures of learners' performance which are important in their own right and which contribute to their academic achievement e.g. attendance, behaviour for learning and emotional development
- Aspects of learners' personal development which enable them to be successful in school and in the community e.g. social skills, relationship skills, skills for learning and life, work-related learning
- Measures of the school's performance which affect its effectiveness in enabling learners to succeed e.g. quality of teaching and learning,

other Ofsted judgements, quality of pastoral care and learner well-being, participation in enrichment activities

- Stakeholder perceptions of the quality of provision e.g. learner and parent satisfaction, staff satisfaction / morale / turnover

All of these areas are important and the categorisation helps to clarify the contribution each makes to achievement of the vision. Figure 2 shows the inter-relationships of these different categories of achievement.

Learner achievement is the focus and this is made up of three elements: **academic achievement; personal development; attendance and behaviour.** **School performance** has an impact on all three of these and is itself adapted and improved in response to **stakeholder perceptions.**

When achievement is optimised in all categories, the vision will be achieved.

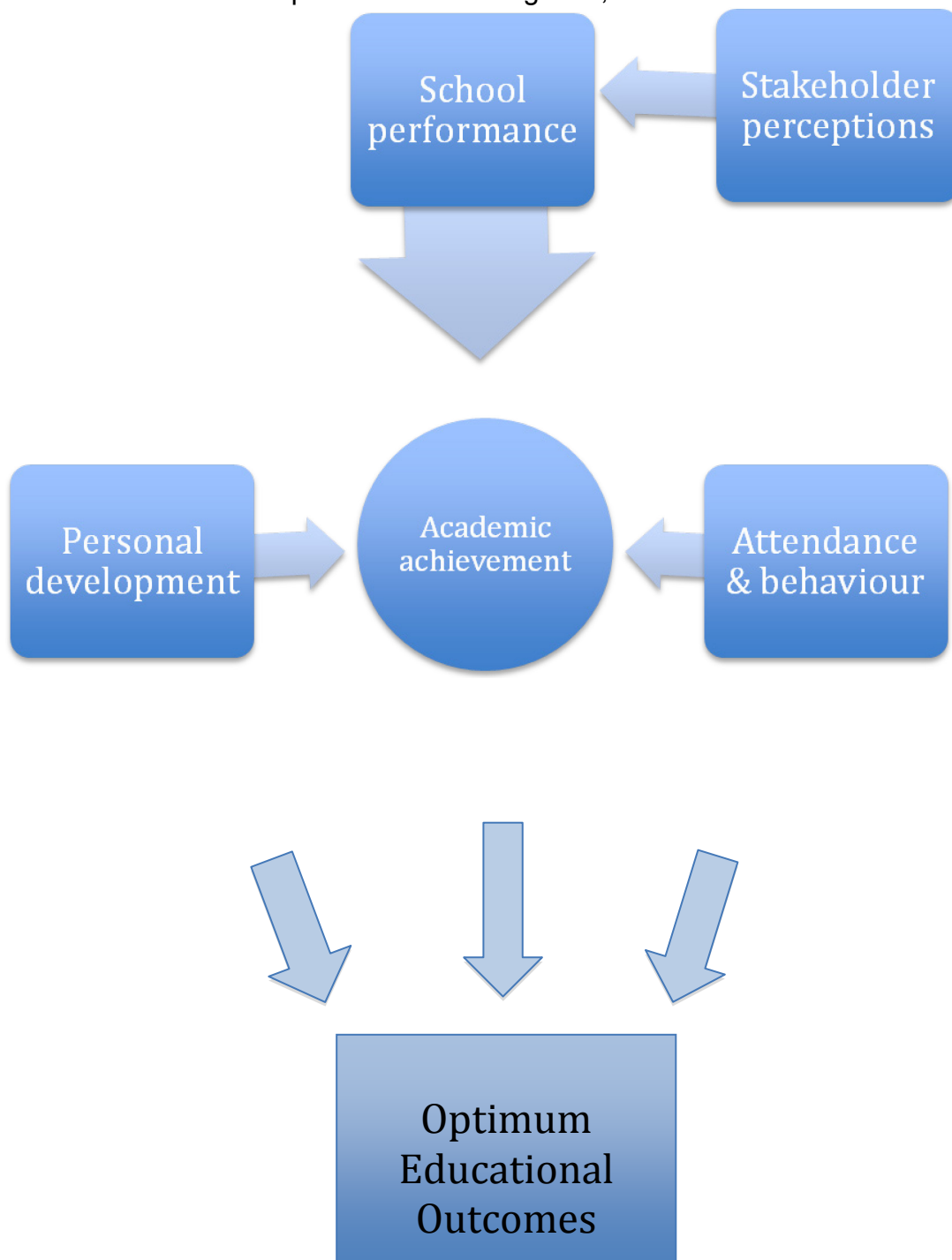


Figure 2

Further detail of the reasons for the choice of each area are shown in the table below.

Category	Area of Achievement	Reason
Academic Achievement	Qualifications and other measures of academic performance	Critical importance for learners' life chances
Attendance and Behaviour	Attendance	Good attendance closely linked to overall achievement
	Behaviour	Good behaviour aligns with achievement and supports others' learning
Personal development	Skills for learning and life	Importance of optimising potential for independence and self-reliance
	Work-related learning	Importance of optimising potential for making a positive contribution to society
	Emotional development	Importance of developing self-control
	Relationship skills	Importance of optimising potential for forming positive social, family and working relationships
School performance	Quality of teaching and learning	Impact on day to day learning and eventual outcomes
	Ofsted guidance / other Ofsted judgements	Importance of optimising quality of all aspects of performance
	Quality of pastoral care and well-being	Constant need to ensure SEN and other needs are met to optimise learners' access to the curriculum
	Participation in enrichment activities	Importance of broadening horizons and providing memorable learning experiences beyond the taught curriculum
Stakeholder satisfaction	Learner satisfaction	Learners' experience of school is an excellent measure of the quality of provision
	Parent satisfaction	Parents perceptions provide valuable feedback on

		learners' experience
	Staff satisfaction	Staff perceptions provide valuable insights re quality of provision

D5.2 Overall Aims

Pentland will have a clear set of aims describing the school's aspirations for every learner. In the following sub-sections there is an explanation of how these aims are expressed as specific targets, how progress is assessed and the processes for monitoring, evaluation and accountability.

As a result of their education at Pentland School, every learner should:

1. fulfil their potential in terms of qualifications and achievements
2. be confident and competent communicators
3. take an active part in, and derive pleasure from learning
4. be independent in life skills and learning
5. show confidence in their own abilities, achieve and recognise their personal best
6. understanding that they and others have feelings and that there are reasons for this, they display empathy and sensitivity to the needs and feelings of others
7. make safe choices and know when to say no
8. develop thinking and problem solving skills so they can function independently in a variety of familiar and unfamiliar settings
9. understand the difference between right and wrong, accept rules and boundaries, and understand the consequences for their own actions
10. make friends, have positive relationships, cooperate and work closely with others.
11. understand how and be able to behave appropriately in different social setting
12. have a sense of community and know how to make a positive contribution to communities to which they belong.
13. understand, respect and value their own property and that of others and look after their own and others property carefully
14. understand the value of money, the concept of time and use their numeracy skills in a range of practical situations.
15. have a good understanding of the world in which they live, the wider world and communicate this understanding to others
16. be confident with their physical abilities and be able to take part confidently in a range of physical and sporting activities.
17. understand and follow the rules of simple games.
18. use a range of ICT to communicate with others, find things out and record their adventures in learning.
19. be aware of and take part in a range of recreational activities
20. understand and be prepared for the next step in their learning.
21. understand the concepts and responsibilities related to a work place and manage themselves appropriately in these environments
22. have a focus on their life post-school and have confidence in their capacity to make a success of their chosen pathway

D5.3 Types of Assessment

D5.3.1 Non-pupil assessments: As outlined above, the school will assess its overall performance under a number of headings including behavior and attendance; performance against Ofsted criteria; quality of pastoral care and learner well-being; learner satisfaction and participation in enrichment activities. All of these factors are important measures of the school's potential for optimising learners' outcomes and hence crucial aspects of the school's drive for continuous improvement. These assessments are explored in more detail in the latter part of this section.

Pupil assessments fall into a number of categories. Practice at Pentland will again reflect best practice in existing academy schools.

D5.3.2 Formal testing is rarely used to assess SEN learners with difficulties of the nature of those who will attend Pentland. As explained under 'Qualifications' in Section D1, a formal examination setting is not appropriate for MLD and SLD learners as these circumstances provide a test of their endurance of a challenging environment rather than of their learning. Hence long terminal examinations are inappropriate and a modular approach with short-term goals and continuous assessment enables learners to demonstrate their learning much more effectively.

D5.3.3 Teacher assessment of progress against national standards

The ASDAN, and OCR qualifications detailed in the KS4 and KS5 tables in Section D1, involve assessment against national criteria which therefore produce absolute results rather than progress measures.

Regular, routine teacher assessments of progress in English, Maths, Science, ICT and PSHE are carried out in all Key Stages. These are compared to learners' starting points so that progress over time can be evaluated both individually and by group, including in comparison with national expectation, this will include referring to the latest progression guidance materials.

The P scales are used for assessing the high proportion of the academy population as many will be working below level 1 of the National Curriculum. When pupils have achieved P8 national curriculum levels will be used. In English, Maths and Science. P levels and NC levels are reported to the STA (Standards Testing Agency), as required by statute. To ensure the validity of P scale and National Curriculum level assessments, standards will be moderated across the extended academy by trained assessors.. With records of learners' P scales and NC levels as they pass through the academy, these can be used as measures of progress but as they are criterion-referenced and moderated against national standards they also provide absolute measures of performance.

Each subject is assessed in a variety of ways at different stages through the school. This is reflected in the following tables for English.

English

Key Stage(s)	Assessment Method	What is it assessing	Qualifications if appropriate	Notes
1 – 5	Annual Personal Target	Whether learners are making good progress in the English against their own personal target		
1 - 5	Lesson Targets - AfL	How much progress is being made within a lesson and used to help the learner understand what they can do to improve their learning		Assessment for learning approach will be used in many sessions, particularly in Key stage 3 and above. This will ensure pupils are aware of and understand their personal target in a session and are motivated to achieve their best in every circumstance
1 - 4	Summative Assessment – P Levels / NC Levels	Progress against national bench marks Using progression guidance materials – progress against similar pupil from the same starting point		Each pupil will have an annual P level target, set in order for them to make progress on or above the upper quartile at the end of their current key stage
5	Summative Assessment – Milestones / Entry Levels	Progress against national bench marks		Targets will be set in similar ways although there is no national data at KS 5
4 & 5	Communication Skills	Pupils skills in communication reading and writing	OCR – Entry Level 1-3	school targets are included for these qualifications in the section specific targets.

Final assessments which take place at the end point of any of these courses are obviously summative, but the emphasis at all stages is on formative assessment.

Continuous assessment and modular style qualifications provide SEN learners with the optimum chance to show what they are capable of and to succeed. Lessons learned in one piece of assessed work can provide pointers as to how to do better with the next and there are often opportunities to learn from mistakes and improve results.

Teachers understand the potential impact of providing learners with clear, good quality formative feedback on their work and, again, existing good practice across the academy will be made use of at Pentland. This approach to formative assessment is outlined in the marking policy and makes use of established practice with respect to 'Assessment for Learning'. Formative comments are tailored to learners' needs and targets in different subjects and are recorded in work folders so they can be referred to and used to guide improvement.

A summative 'summary of learning' for each individual is prepared at the end of each year in KS1 – KS5 including records of work, projects and test outcomes. These provide a record of what has been done, reinforcement of learning and a chance to celebrate achievements.

D5.4 Assessment of personal development

Naturally, a high proportion of the overall aims listed above relate to learners' personal development. Communication, relationships, independence, confidence, feelings and behavior for learning are all examples of issues associated with MLD and SLD which can set young people apart and present considerable barriers to success in school and beyond. So that appropriate interventions can be put in place to enable learners to overcome these challenges, it is essential assessments are carried out.

Strong relationships with and close monitoring of learners, ensures that teachers and other professionals are able to recognise changes, both positive and negative, rapidly and respond accordingly. Where a learner has a particular difficulty, a structured programme will be established involving therapists or other specialists, often following a multi-disciplinary team meeting

While some aspects of personal development are specifically addressed with individual learners, as appropriate, academy schools promote the personal development of every learner through the ethos and the way this is expressed in policies, procedures and day to day routines. This 'hidden curriculum' makes a significant contribution to the spectrum of learners' progress.

Aspects of learners' personal development are routinely reported to parents of

all learners, alongside academic progress.

D5.5 Teacher assessment of progress against personal targets

Annual personal targets across core curriculum areas are established to provide each learner with a focus on her / his priorities. They are discussed by teachers, teaching assistants, other professionals and learners at intervals throughout the year to ensure that the focus is maintained and so that appropriate encouragement can be given and targets can be updated, if necessary.

Personal targets against P levels and NC levels are set. A high degree of challenge is assured through the use of progression data to set upper quartile targets. Tutors have access to learners' data so that discussions are properly informed with respect to both academic progress and aspects of personal development on which there is a professional focus.

D5.6 Balancing assessment types

As explained above, it is absolutely essential that the school addresses the whole child including both academic progress and the personal development required to enable learners to succeed in school and beyond. To ensure this takes place, assessments of each type have to be undertaken.

The existing assessment strategy is guided by the use of 'Assessment Quads'. The 'quads' ensure this balance is maintained in terms of the types of assessment used and hence reporting, both at individual and school level, takes account of the range of measures of performance.

The same system will be implemented at Pentland. The Pentland Assessment Quads are shown in Figure 3. The four 'quads' cover these areas:

Quad 1: P Levels / National Curriculum Levels	<i>Academic progress</i>
Quad 2: Targeted Learning Outcomes)	<i>Quads 2 & 3 cover learners' personal development</i>
Quad 3: Staff Judgements)	
Quad 4: Comparison of Different Groups of Pupils	

Pentland School Assessment Quads

For the purpose of assessment and reporting, assessment quads are utilised:

<p style="text-align: center;">Quad 1 P levels/National Curriculum Qualifications (National Data)</p> <p>All pupils from Reception to Year 11 are assessed in each strand of English, Maths & Science. From the end of Year 1 onwards we are able to quantify the amount of progress made and how many pupils have made this progress. A range of qualifications will be offered to pupils 14+. These will depend on ability level and choices made by pupil.</p>	<p style="text-align: center;">Quad 2 Targeted Learning Outcomes (TLOs) (Personal progress)</p> <p>At the start of each academic year teachers will write Targeted Learning Outcomes in the core areas. Each learning outcome will describe what 'Good' progress for each pupil in each strand will be. If the pupil achieves beyond the learning outcome progress is recorded as being 'Outstanding'</p>
<p style="text-align: center;">Quad 3 Staff Judgements</p> <p>For each of areas identified in the hidden curriculum for example - concentration, independence, relationships & emotional development the pupil has made outstanding, good, satisfactory or inadequate progress using the guidance provided. Once these judgements have been made an overall judgement about general progress can be made.</p>	<p style="text-align: center;">Quad 4 Comparison of different groups of pupils</p> <p>Using all the results the progress of different groups of pupils can be compared.</p>

Data from Quads 1-3 is also used to make an overall judgement about progress of individual pupils.

Figure 3

D5.7 Specific Targets

Eden Academy believes in high expectations and established practice is to set challenging upper quartile targets for its learners, based upon local and national data. Once a school is in operation targets can be personalised to provide appropriate levels of stretch for each individual. Whole school targets

can then be agreed through a process of aggregation of individual learner targets, cross-referenced with national and local school level data.

The same approach will be adopted at Pentland School. However, before the school is established, there is no pupil data to inform this process and local and national school level data is the only available comparator.

With its mix of MLD and SLD learners, there are currently no equivalent Special Schools in the area with a comparative range of learning difficulties to those who will be at Pentland. Researching reported outcomes for SLD schools has proved fruitless, often because cohorts in SLD are too small. Therefore the best approach seems to be to take outcomes from local MLD schools and use these as a basis for setting challenging targets for Pentland.

Pentland School Academic Targets - Logic:

1. At the end of Key Stage 4 local MLD schools are achieving:
between 86% and 100% with at least one qualification and
an average point score between 68.6 and 91
2. As Pentland will be both SLD and MLD, outcomes should be lower than those of MLD only schools.
3. With Eden Academy's commitment to upper quartile aspiration, targets should be above the lower end of these local MLD scales.
4. Proposed targets for Pentland:

90% with at least one qualification at Entry level 1-3 by age 19
Average point score of 75
Some learners to achieve at least one qualification at Level 1 +

NB: Learners on track to achieve several qualifications above level 1 would be considered for placement at another establishment who could provide appropriate levels of stretch

Pentland School Personal Development Targets

As stated above, it is essential that learners' progress in personal development terms and hence their life chances are optimised. SEN schools face a challenge of:

- providing personal development targets appropriate to the particular needs of every learner
- tracking and recording progress against each individual's personal development priorities and
- monitoring and evaluating the performance of individuals, of groups and of the school as a whole with respect to the achievement of personal development goals

The Assessment Quads in Figure 3 provide a basis for target-setting which

enables a process to be put in academy schools in place to satisfy these requirements. This operates as follows:

Each learner has a number of personal development targets set each year, typically between ten and twelve. These include those for core subjects along with life skills and aspects of the 'hidden curriculum' such as social and emotional development. Each target describes 'good' progress in the aspect of personal development to which it relates.

This enables each learner's development to be monitored with respect to their progress towards each target and an overall evaluation to be made as to the extent to which targets are met.

If all of a learner's targets are met, this represents good progress. If there is significant achievement above and beyond the 'good' achievement described in the targets, the learner's overall performance is outstanding. Drawing these learner evaluations together, the progress of groups can be gauged and an overall school evaluation can be made.

Hence Eden Academy schools are able to aggregate diverse personal targets in such a way that meaningful whole school targets can be set and used as a basis for evaluation of performance.

Proposed personal development target for Pentland School:

80% of learners to meet or exceed their personal development targets

With the academy's record, it has good reason to be confident that targets will be met. As explained in earlier sections, elements of the strategy which contribute to this confidence include:

- High expectations
- Challenging personal targets for each individual
- Personalised curriculum to match the needs of every learner
- Precise knowledge of the abilities, interests, passions and weaknesses of every learner
- Comprehensive monitoring of progress
- Intervention strategies to address identified shortcomings

D5.8 Purpose of targets

Earlier in this section is a list of overall aims which reflect the academy's aspirations for every learner in Pentland School. If these aims are to be achieved, the school cannot afford to lose sight of its core purpose and all actions must be focused on bringing them about. The targets are designed to provide this focus for action planning and ensure that everything the school does is in pursuit of these aims.

Pentland School will, in common with other well-led and managed organisations, make use of the plan, do, review cycle.



Targets are pivotal to the cycle as they will drive the planning process and ensure human and other resources are directed at target delivery. In the 'do' phase, planned actions will be implemented to take the school towards achievement of the targets. The 'review' phase involves monitoring to check whether the school is on track to achieve the targets.

In some instances, if it appears that targets may not be achieved, interventions can be put in place to readjust and bring the school back on track. If the situation cannot be remedied and targets are missed, the review process must identify the underlying reasons and changes will have to be made to the appropriate phase(s) of the cycle.

Changes may be to systems, structures, policies, procedures or personnel or, indeed, to the targets themselves. Targets which are impossible to achieve breed disillusionment and demotivation and may need to be lowered to more realistic (but still challenging) levels. On the other hand, easily achieved targets suggest lack of challenge and hence the bar should be raised.

Whether changes are relatively minor interventions or a serious overhaul of the way the plan is implemented, the use of targets focuses and drives the improvement process. Hence carefully planned targets are central to the development of a successful organisation. This is recognised by the academy and Pentland School will operate accordingly.

The Eden Academy Assessment Co-ordinator will play a pivotal role in the cycle, working across all schools, in conjunction with SLT members, to:

- ensure that appropriately challenging targets are set,
- oversee planning processes to ensure they are focused on target delivery
- monitor assessment outcomes and progress towards achievement of targets
- instigate short term interventions and longer term changes which will improve effectiveness in terms of target achievement

Having an academy-wide role will facilitate the sharing of best practice and consistency of approach. Learners' progress will be monitored termly via routine tracking procedures and a range of interventions will be put in place to address identified concerns. These interventions may fall anywhere along the spectrum from minor pupil level adjustments to action plans covering groups, whole classes or even teams.

In existing academy schools, individual learner targets provide impetus to students for self-motivation and self-improvement and enable teachers to provide helpful support and guidance. Whole school targets are currently used to focus the minds of staff and to drive up standards. Progress against targets is carefully monitored and reported to staff, governors and parents. These uses of targets help to unite stakeholders around the common purpose of the pursuit of the best possible outcomes for every learner.

Targets are pivotal to school self-evaluation which operates at every level in academy schools from whole-school through staff teams to individual class teachers and other professionals. The target-setting process is open and transparent so that colleagues know targets are linked to local and national standards and hence realistic. They empower teachers to:

- personalise learning to match the needs of every individual
- prepare differentiated lessons and learning resources
- plan programmes of study matched to learners' needs
- monitor the progress of individuals and groups and make adjustments accordingly
- monitor their own performance and consider how best to adapt to changing circumstances
- monitor the performance of staff in teams for which they are responsible and fulfill their responsibilities in getting the best from them through effective line management and performance management

D5.9 Staff Self-Evaluation: Termly monitoring data is available to teachers as is annual progress review information. Teachers compare individual and class outcomes against targets and school level data and then use this evidence to examine their practice and implement teaching and learning improvement strategies, as appropriate. Meetings with line managers and the Assessment Co-ordinator ensure this process of reflection and improvement is consistent and effective.

D5.10 Whole-school / academy self-evaluation: Existing academy schools set targets at whole school level, class level and individual learner level. By comparing actual achievements with targets, each Head of School can make an evaluation of effectiveness at each level and use this to hold colleagues to account and to inform strategic planning.

The data also enables the Executive Headteacher to evaluate the effectiveness of each school and the academy as a whole. Again this self-evaluation provides valuable management information which ensures strategic planning and resource allocation address appropriate academy-wide

priorities. One of the strengths of the academy is the potential for sharing of resources, including human resources, and disseminating best practice so that corrective measures can be quickly put in place.

As an Eden Academy school, Pentland will operate this way, sharing termly assessment reports and action plans developed as a result of monitoring with the Executive Headteacher, the Head of School, staff and the Board of Directors. A more comprehensive report will be completed annually and shared in the same way.

D5.11 Reporting to parents and carers: Academy schools encourage and foster strong links with parents and carers whose engagement is a critical factor in encouraging their children to aim high and achieve as much as they possibly can. Properly informed about their child's progress and targets, parents and carers can ensure their support is appropriately focused. Student progress and related targets shared with parents and carers stem from 'Quads' 1-3 shown in Figure 3 above. Hence targets shared formally with parents at annual reviews cover both academic progress and personal development. Targets are also a focus of discussion throughout the year.

Reporting to commissioners: In their role as commissioners of services for SEN learners, the Local Authority need to be informed about the progress young people make as a result of being placed in academy schools. Annual reviews for each statemented learner, which will apply to everyone at Pentland, are copied to LA so that they can see progress made against targets and targets for the year ahead. The economies of scale achieved through bringing schools together in an academy ensure that high quality services can be provided which represent good value for money. Comprehensive information about learners' progress against targets enables LA officers responsible for commissioning to monitor success and to assess provision in terms of value for money.

Reporting to other interested parties: There are other parties who have reason to take a particular interest in the school's success. With the high proportion of Looked After Children, there is often a need for interaction with social workers regarding learners' progress, both via the annual review process and at other times through the year. Some learners have carer families who share responsibilities with parents in which case both parties are engaged re progress against targets.

Strategic planning by the operational board: Each academy school has its own Operational Board, the equivalent of a governing body. To enable board members to fulfill their responsibilities with respect to determination of strategic direction and holding Heads of School and staff to account, they need to be informed about targets, the rationale behind them and evaluations of performance against them. This established process will also be implemented at Portland.

Reporting to the Board of Directors (Members of the Academy Trust): The Board of Directors has an over-arching role across all academy schools.

Members will ensure targets are appropriately challenging in each institution and will hold colleagues to account for the degree of success in target delivery.

D5.12 Monitoring and reporting systems

The academy's monitoring and reporting systems have been developed according to the principle that their value depends upon the quality of the data and the contribution of each component process to maintaining quality. High quality information and data must be collected, processing and analysis must be rapid and meaningful and the outputs must be available to the right people at the right time to enable informed decisions to be made. Data processing is regarded as a means to an end and, as such, it should have as little impact as possible in terms of staff time.

Information collected about each young person:

- Baseline P level / National Curriculum level on entry is important information so that each learners' progress can be tracked over their time in the school
- P level / NC level collected termly and used to evaluate progress termly, annually and by Key Stage
- Progress against personal targets collected termly and used to evaluate progress termly, annually and by Key Stage
- Staff judgements about personal progress collected termly and annually
- Progress data relating to other KS4/5 programs and qualifications
- Attendance records
- Work experience records
- Daily records of progress in lessons through marking schemes and other records e.g. notes from staff, photos etc
- Language level / SALT assessments collected annually
- Medical needs
- OT / physio assessments and programmes in place
- Sensory needs (visual and hearing)
- Summary of progress in annual report to parents

Other information collected:

- Quality of teaching: outcomes of lesson observations
- Stakeholder satisfaction: parents and teachers
- Commissioner referral rates

D5.12.1 Who will be responsible for collecting it?

- The Academy Assessment Co-ordinator is responsible for drawing up the assessment calendar, applicable to all academy schools, along with the Heads of School and the Executive Headteacher.
- The Assessment Co-ordinator also ensures that the technological infrastructure is in place, operating effectively and accessible to all staff involved in data collection and handling.
- Teachers are responsible for submitting the data they collect according to the timetable in the assessment calendar.
- Appropriate specialists will be involved in collection of data relating to specific needs e.g. Community Nursing Team & Health Care Assistant - medical needs; QTVI & QTHI – sensory needs; OT – physio needs
- The Assessment Co-ordinator is responsible for collating data relating to qualifications

D5.12.2 How will the information be stored and analysed?

Learner performance data is currently securely stored centrally in each academy school using Excel spreadsheets and there is currently no plan to change this before 2014, although a watch is kept on developments with respect to alternatives. The software used for information storage needs to play its part in supporting monitoring and reporting, but the methodology of information storage is relatively unimportant compared to the effectiveness of the use of the information.

The current system has built in formulae to carry out routine data analyses automatically. For example, P level data is aggregated automatically so that actual outcomes can be compared with targets. It also has the potential for data to be manipulated and analysed in new ways to explore particular issues and provide information to support new approaches to management challenges.

Staff have individual logins and can access the system remotely from around schools or from home.

D5.12.3 Who will see information?

Senior staff in schools and across the academy will have the most comprehensive access to data as it provides important management information to enable resources to be deployed in the best interests of learners. Teachers and other professionals can also access pupil information so that they can tailor their teaching to learners' needs or so they can explain progress to parents / carers or learners themselves.

Parents and carers receive information relating to their children at key points in the year. The statutory annual review meeting will be informed by all information relating to the learner's statement. Annual personal targets are sent to parents at the start of each year and progress against these is considered at the review meeting.

There are parents' meetings twice per year when progress data will be shared and there is an annual report issued at the end of the summer term which includes a summary of the year and progress against P levels, NC levels and

personal targets.

Home / school link books are used for day to day communication as learners travel by bus and there are regular telephone conversations. Both of these means of communication may refer to stored information.

Local Authority commissioners, social workers and others with a direct and legitimate interest in the progress of individual learners will be provided with access to information, as appropriate. This will normally take place through the annual review process.

D5.12.4 Interventions

What will be done with the information once it is collected and stored?

The data will be used for a wide range of purposes.

- Monitoring and evaluation
- Target-setting at individual, group and whole-school level
- Monitoring of progress towards targets
- Evaluation of extent to which targets have been achieved
- Evaluation of progress of learners over time: from baseline at start of school and at each key stage
- Evaluation of learners progress compared to those in similar schools locally and nationally
- Planning the next stage of learning for each individual, personalising learning
- Adapting Schemes of Work / Programmes of Study to improve rates of progress
- Helping learners to engage in planning of their own learning and helping parents / carers to focus their support
- Improving the quality of teaching through identification of best practice
- Reporting to parents / carers and other parties (commissioners, social workers etc)
- Informing short, medium and long-term strategic planning

As explained above in relation to the 'plan, do, review' cycle, the academy's policy is to set ambitious, upper-quartile targets for every learner. However there is recognition that there is a need for strategies to be in place in the event that monitoring shows that targets are likely to be either missed or exceeded.

If targets are exceeded or if monitoring suggests this is likely to be the case, it may well be that targets were set too low in the first place or that the learner has developed to such an extent that the targets have become easily attainable. Depending upon when the expected outcome becomes apparent, it might be appropriate to 'raise the bar' and establish a more challenging target for the individual concerned in an effort to encourage yet higher achievement. Clearly such a course of action requires careful judgement and handling so that motivation is maintained.

If data suggests that targets have been set too low across whole classes or

subjects, this would require a systemic response so that target-setting policies and procedures would need to be re-examined to ensure challenge is routinely built in. Alternatively, it may be that a redirection of resources will lead to improvement in another aspect of performance without jeopardising the original target area.

When monitoring shows targets are expected to be missed, timely remedial action normally needs to be taken.

Academic progress: If tracking data suggests individual learners will fall short of their expected P levels or National Curriculum levels this would normally be identified by class teachers. Scrutiny of central data by school leaders and Assessment Co-ordinator provides 'back stop' in case issue has not been identified at classroom level. There are a number of strategies for remedying this situation:

- Initial communication with the learner may establish the cause of the underperformance and coaching and encouragement may prove fruitful
- In class support from teacher and teaching assistants re-balanced to ensure extra focus on the subject concerned
- Efforts made to explore and address any barriers to learning that are holding back progress
- Re-balancing of lesson time allocated to the subject concerned

If the teacher finds these measures are not effective it may be necessary to involve someone more senior and elevate strategies to another level

- Parents informed and asked to channel home support towards the subject concerned
- If routine procedures do not appear to work, a case meeting may be called to consider views of all professionals with knowledge of the child (teachers, TAs, therapists, EP, nurses, other professionals) with a view to identifying potential causes of or solutions to the problem
- Depending on the outcome, further interventions may be needed from professionals in any of these categories
- Close monitoring will continue along with regular contact with parents / carers

Personal development: Similarly, if staff judgements suggest individual learners are likely to fall short of their targets, there is a hierarchy of strategies to be brought to bear in an effort to return progress to an appropriate trajectory.

- Initial communication with the learner may establish the cause of the underperformance and coaching and encouragement may prove fruitful
- Personalisation of lesson components – rebalance learning activities to provide more emphasis on developing those areas of experience which relate to the expected shortfall(s)

Again, there may come a point when a classroom level response may prove insufficient and someone more senior may need to become involved.

- Ensuring all professionals involved with the child are aware of the situation and act accordingly to help them achieve the target
- Engaging parents / carers in addressing the area(s) concerned

- If these routine procedures do not work, again a case meeting may be called to consider views of all professionals with knowledge of the child (teachers, TAs, therapists, EP, nurses, other professionals) with a view to identifying potential causes of or solutions to the problem
- Depending on the outcome, further interventions may be needed from professionals in any of these categories, particularly where the target relates to one of the specialisms e.g. a communication problem may require the involvement of the SALT
- Close monitoring will continue along with regular contact with parents / carers

Where shortfalls are occurring in large numbers of learners or across whole classes or key stages, there is clearly a more serious problem requiring corrective action on a grander scale. It is vital to get to the bottom of such situations and address them rapidly so that underperformance does not become embedded. Crucial to addressing it is accurate identification of the problem. Data can only highlight the problem. Its causes are a matter for leaders and managers to seek out.

The potential reasons for the shortfall are numerous. It could relate, for example, to the curriculum, programmes of study, quality of teaching, style of teaching, relationships, resources, timetable, expectations, staffing levels, absence (learner or staff). Ultimately, teachers are responsible for the performance of those they teach and, if data suggests underperformance is attributable to a particular teacher, and not a broader problem, senior staff will have to step in and ensure he or she is being held properly to account.

D5.13 Accountability and performance management

The staffing structure in section F4 shows line management responsibilities and, in common with normal practice, the accountability system operates through line management pathways. This structure is not repeated here but the following example illustrates how the accountability system will work.

Once Pentland School has a full roll and is fully staffed, as described in F4, there will be one class in each year and classes will be grouped together under three Key Stage Leaders. Hence the Head of School will line manage and performance manage 3 KS leaders each of whom will in turn be responsible for their own team of teachers.

So, for example, the leader for Key Stages 1 and 2 will have a team of six teachers (2 in KS1 and 4 in KS2) and will be expected to have regular meetings, formal and informal, with each of them to keep abreast of progress and to be made aware of any issues affecting classes, groups or individuals. The line manager will also maintain an overview of data to ensure discussions are focused and issues are identified early. Thus the line management system ensures every colleague is aware of what they are accountable for and to whom they are answerable.

Once per year a formal performance management meeting will take place

when progress against individual PM objectives will be evaluated and new objectives will be agreed for the coming year. Progress towards these annual PM targets will also be monitored in a mid year review meeting.

In ideal circumstances, challenging PM objectives will have been met and year on year the process will lead to ever rising standards and ever improving outcomes for learners. On the other hand, when circumstances are less positive, there will be a need to make appropriate arrangements to support the teacher concerned to improve their performance and the line manager will have to monitor progress more closely.

In the unhappy situation that performance does not reach an acceptable standard despite support, line managers will have to engage with senior colleagues and pursue capability procedures ultimately leading, if necessary, to dismissal.

D5.14 Engaging parents / carers

The *monitoring and reporting* sub-section above describes all the ways in which parental / carer engagement will take place to optimise the impact of their support on learners' progress. Despite the fact that children in academy schools travel on special buses there is frequent communication with families. Enrichment activities and special events, in addition to the meetings described above, mean that parents and carers are often in school.

The *partners* sub-section makes mention of the HACS. Support groups for parents are well established in the academy using the Triple P parenting programme, and this will be extended into Pentland . Parents' and carers' views are a valuable source of management information through which to improve provision for learners and questionnaires will be used to gather opinion to supplement that from face to face meetings, telephone conversations and other means of communication.

D6. Admissions is not included as all learners will have statements

D7. Pupil behaviour, attendance and well-being

As the Eden Academy is an existing provider with tried, tested and regularly updated Behaviour; Attendance; Safeguarding; and Health and Safety policies operating in its schools, these are included as appendices.

D7.1 Behaviour

The vision and ethos in section C describe a school where good behaviour is the norm because children are treated as individuals, with respect and dignity. The belief that children's behaviour will be good when they have high self-esteem is reflected in practice which is rooted in engaging teaching and learning, a caring and inclusive environment, strongly positive relationships

and high expectations. The record of existing academy schools demonstrates that this ambition for Pentland is based upon firm foundations and hence realistic.

The following quote from the 2008 Ofsted report of one of the existing academy schools captures something of the ambition for the academy as a whole:

'Pupils' behaviour is very good, as are their trusting relationships with adults. This helps them to use their skills independently to the level of their ability'

The commitment to personalising learning and ensuring the curriculum provides an experience closely matched to the needs of every individual is pivotal. As a result learners are actively engaged in appropriately challenging activities and do not experience the disillusionment and disaffection which can manifest themselves in bad behaviour. This 'virtuous circle' means that the focus on personalised learning leads to better behaviour which, in turn, improves the focus on learning.

This 'behaviour for learning' strategy will be emphasised through the school to ensure that pupils are engaged in their learning by teaching that offers an irresistible invitation to learn.

This ethos is reflected in the way that teachers, TAs and other professionals routinely interact with learners, not only in lessons but also around the school.

The ten 'Golden Rules', expressed from the point of view of the learner, clearly convey the child-centred nature of the ethos:

1. Treat me with respect and dignity.
2. Talk to me not about me.
3. Give me time to respond and interact in my own way.
4. Listen to what I have to say.
5. Let me know what's going to happen.
6. Telling me what I am good at builds my confidence.
7. Stay calm with me; even if I do not stay calm myself.
8. Try to understand me. I can't always explain my feelings.
9. Allow me to make choices and decisions for myself.
10. Help me to stay safe.

Understanding the nature of the needs and challenges associated with SLD, MLD and ASD is critical in knowing what sorts of responses might result from certain situations. Hence staff are trained and understand the importance of maintaining regular routines and using very clear communication to reduce the likelihood of inducing stress levels which might lead to poor behaviour.

Transition times cause particular anxiety, especially for ASD learners. Therefore these periods will be identified and thoroughly prepared for to reduce the risk of crises developing, using the TEACCH approach as

guidance

Inevitably with learners with these levels of learning difficulties, incidents of negative behaviour do sometimes happen. Academy staff are trained in the use of the 'Team Teach' Approach, designed to ensure that crisis situations are avoided or quickly de-escalated when they do occur.

'Team Teach' principles:

- 95% or more of all incidents should be managed without recourse to physical intervention
- It is a flexible framework of responses stressing a holistic approach
- De-escalation of situations is a priority e.g. using communication skills, humour, distraction etc.
- Physical techniques are based on providing the maximum amount of care and therapeutic support.
- If physical intervention is required it will use the least intrusive moving to more restrictive interventions only as necessary.
- Standing or seated holds are preferred to ground holds.
- Any physical intervention will be used for the shortest possible time.

The behavior policy in place in existing academy schools takes account of current legislative requirements such as DfE guidance on "Use of reasonable force". 'Team Teach' has a set of recommended approaches for dealing with aggressive and confrontational behaviours which have been used in developing the physical restraint policy. The current Ofsted framework has also been considered in developing academy behaviour policy.

Ladders of rewards and sanctions depend upon a level of understanding of escalating consequences matched to escalating behaviours, positive or negative. Difficulties in understanding this concept mean that ladder-style rewards and sanctions policies favoured in many mainstream schools are not so effective in SLD / MLD schools. Hence the approach is to encourage and reinforce positive behaviours and, as a consequence, discourage negative behavior, by adhering to the principles in the ten "Golden Rules" above.

Staff develop a deep understanding of each individual learner and of particular personalised motivators effective with each one. These will be detailed in individual positive handling plans and used, as appropriate throughout the day.

Permanent exclusion is unlikely. Before reaching this level, professional support would be sought in order to find an appropriate alternative placement for the individual concerned as, if behaviour had deteriorated to such an extent, Pentland would no longer be meeting their needs.

Bullying is, of course, to be discouraged but it is not a particular issue in existing academy schools. Learners' levels of personal anxiety are often such that concern for their own well-being mitigates against interest in negative treatment of others.

D7.2 Attendance

An obvious pre-requisite of learners achieving the highest possible educational outcomes, as per the vision for Pentland, is good attendance. Central to the school's drive to encourage good attendance is the commitment to providing a stimulating and exciting curriculum, matched to the needs of every learner, so that there is an irresistible incentive to be in school.

There will also be an emphasis on well-being and creating a secure environment in which learners can feel safe and develop as individuals.

Accurate attendance records will be maintained in line with statutory requirements. Attendance records will be the responsibility of dedicated administrative staff with allocated time daily to check with parents when children are away. If attendance causes concern action will be taken by class teacher, Team Leader or Head of School following discussions.

Teachers develop strong relationships with parents though all the interactions described in Section D5 and elsewhere. Ensuring parents prioritise attendance is pivotal in raising learners' outcomes. Interactions relating to attendance concerns may include home visits, meetings in school, messages in home school diaries and telephone calls. Support will be put into a family if attendance issues occur repeatedly. This might involve the academy EP or the creative arts therapist trained in family work. Good links between Family Services Coordinator and social services will be established and support provided accordingly.

Multidisciplinary teams of professionals will meet as a team every 4 weeks to discuss pupils identified as causing concern. They may be identified by teachers and professionals through careful daily monitoring, through discussion between professionals and parents or through the use of the termly assessment monitoring programme! Following these meetings action plans will be put in place. Detailed minutes will lead to further action planning and agreed dates when these pupils will be discussed again.

Unavoidable absences:

Because of their medical needs, some learners will inevitably have occasional unavoidable absences. In such cases, communication with parents and carers would be frequent to put measures in place to minimise disruption to the child's learning. Where possible external support for continuing education will be arranged. On their return to school, provision will be personalised to facilitate catching up with priority learning areas such as English and Maths.

As explained earlier in this section, many learners have individual sessions with appropriate therapists which require them to take time away from lessons. The impact of these withdrawals is minimised as far as possible by a rolling programme so that it is not the same lessons which are affected repeatedly. Again personalisation of learning is provided to make up for lost

time in priority areas.

D7.3 Well-being

D7.3.1 Safe-guarding and child protection: The academy schools have well established safe guarding policies which will be adopted at Pentland These has been developed by colleagues with considerable experience in SEN environments and taking into account good practice guidance with respect to recruitment and disclosure. There is a considerable emphasis on training learners in strategies for staying safe. The PSHCE schemes of work in Section D2 include several relevant units.

D7.3.2 Bullying: Class groups are limited to ten students with several adults per group and there is close supervision at all times. Opportunity for bullying is therefore limited. However, there are very rarely any indications of students' intent to bully others in school. Personal safety training is focused on ensuring young people are aware of bullying and the need to report any incidents to a trusted adult without delay.

D7.3.3 Physical and mental health:

- Physical health – a health care assistant will be employed to link with community nursing team. Physiotherapists will visit school to see pupils with physical needs, develop programmes and liaise with class staff and physical therapy assistant to ensure implementation of programmes.
- Creative arts therapist will offer therapy session to many pupils, depending on their assessment. Learners may receive art, music and drama therapy either individually or in small groups.
- Healthy eating will be promoted across the school and its principles will be followed in school meal provision.
- Physical development sessions will aim to improve fitness by offering a diverse range of sports (including swimming) to ensure all take part in physical exercise.
- Mental health – school will work closely with the creative therapist Educational physiologists and CAMHS team and ensure that appropriate provision is put in place to help learners developing mental health issues.

An essential part of the PSHE curriculum will focus enabling pupils to 'stay safe' and understand when they will need to say 'no'.

D7.3.4 Online safety: Learners are specifically taught about e safety as part of their ICT curriculum so that they are prepared for safe independent internet use. Use of ICT in school is monitored and inappropriate websites are blocked.

D7.3.5 Positive handling: The behaviour section above includes detail of the 'Team Teach' approach to positive handling in which staff are trained.

D7.3.6 Medication: Use of health care worker, guidance for community

nursing team, only staff assessed as being 'competent' by nurses will be able to administer medication – often 'competencies' only agreed child by child. All staff will receive asthma training, training on recognising and managing seizures and administering medication. Similarly training is provided for all staff on anaphylactic shock and the use of epipens. Medicines stored safely in locked medical cupboards centrally or in case of inhalers in marked cupboards in classrooms.

Section E: Evidence of demand – part 1 Pentland Special School

Table 1: For pupils with statements of SEN

If your school is new provision:

- In **column A** please provide the proposed number of places for children with statements in each year group.
- In **column B** please provide the number of children of the relevant ages local authorities would anticipate naming your school in their statements.
- In **column C** please provide the number of children of the relevant ages whose parents have indicated that they would request your school to be named in their child's statement.
- Please leave **column D** blank.

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1	4	4	0		6	4	0	
Year 2	6	7	1		7	8	0	
Year 3	6	7	2		8	9	1	
Year 4	7	5	2		9	9	2	
Year 5	7	6	3		9	8	2	
Year 6		6	3		9	8	3	
Year 7	10	13	2		10	21	3	
Year 8	10	7	2		11	16	2	
Year 9	9	7	1		11	9	2	
Year 10	8	2	2		11	7	1	
Year 11			1		9	2	2	
Year 12	3	4	2		9	5	1	
Year 13		2	2		3	4	2	

Year 14			3			2	2	
Totals	70	70	26		112	112	23	

Section E: Evidence of demand – part 2

E1: Need for Schools locally

E1.1 Context

LB Hillingdon is currently making provision to create an additional 34 forms of entry at Primary level by 2015 (see Insert 1). This will represent an increase of approximately 30% of forms of entry, and is seen as a trend, not a 'bulge'.

This increase is not only due to recent higher birth rates, and immigration from overseas, but also to the net increase in the effect of pupil mobility.

If we use comparisons for children of statutory school age in KS1 (years 1-3) in the January 2012 Census, between casual admissions (Table 1), an increase of 940, and pupil numbers (Table 2), an increase of 468, twice as many pupils are moving into Hillingdon as are moving out.

The increase in pupil numbers will eventually feed through to the secondary level.

Levels of percentage increase in SEN statements (excluding BESD) continue to increase (Appendix 1). This therefore indicates a minimum 30% increase, over the same period, in the requirement for Special School Places.

At April 2012, there were 577 places funded at LB Hillingdon Special Schools (3 of which have now become academies) and approximately 140 pupils funded at Independent and Non-maintained Schools, a total of 717.

Of the 4 LB Hillingdon Special Schools that do not deal with BESD, 3 are full and substantially exceeding their agreed numbers. The remaining school (secondary) is almost at capacity and will be full following the next round of primary/secondary transfers.

Recent trends indicate that the percentages of pupils requiring Special School places will at least be maintained.

A 30% increase in special school places is 215 more pupils. If we were to exclude BESD pupils, then we have 619 LB Hillingdon pupils in Special Schools, and the projected increase would be 186.

Unless additional pupil places are identified, the lack of capacity in the LB Hillingdon Special Schools, both maintained and academy, will require pupils to be placed in the Independent and Non-maintained sector.

Although the annual cost to the 2012-13 DSG of placing 577 pupils in LB Hillingdon maintained special schools and academies is [REDACTED], an average cost of [REDACTED] per pupil across the whole spectrum of SEN, Eden Academy Schools (including the new Free School) are making provision at the highest level of SEN of the Hillingdon Special Schools. When Eden, including the new free school is full (320 pupils), the average cost per pupil will be [REDACTED] (base funding + top-up funding).

This indicates possible cost saving to LB Hillingdon DSG when comparing placements at Independent and Non-Maintained School. At April 2012, there were 137 LB Hillingdon pupils placed in the Independent and Non-maintained sector, at a total annual cost of [REDACTED], an average cost of [REDACTED] (Appendix 2).

Placing more pupils in the Independent And Non-maintained Sector will have an adverse effect on all LB Hillingdon Schools, as these high costs are top-sliced and reduce the available, cash limited DSG funding available to all mainstream schools and academies.

In addition, because the placements in Independent and Non-Maintained Schools are neither concentrated nor local, the costs of transport, to LB Hillingdon will be disproportionably high.

E1.2 Outcomes for pupils

The provision will also enhance the choices available for families of children with special needs across the region. At present, the choices on offer to parents and carers for their children are restricted not only by the place availability within their local special schools but also by the lack of expertise and specialism available within some areas of the maintained special school sector. In particular, there is a provision gap for those young people who are at the higher ability end of the severe learning difficulties ('SLD') range and the lower end of the moderate learning difficulties ('MLD') range. This has been outlined already in more detail in Section C including the issues related to the provision for autistic children.

The new free school therefore offers a solution to the problems created by the rapidly growing numbers of young people with statemented special needs in the region and the provision gap in the SLD/MLD overlap and the lack of autism specialism across the region.

**HILLINGDON SCHOOLS FORUM
23 NOVEMBER 2010**

School Places

Projected School Place Needs

Hillingdon, in common with other boroughs, is facing an unprecedented increase in demand for school places due to a combination of rising birth rates and changes in migration patterns. The current forecast is a net deficit of 31 forms of entry in the primary sector. However, in order to meet local needs, up to 36 additional forms of entry may be required in practice. A net deficit of 17 forms of entry is forecast in the secondary sector (2019).

As recently as 2008, the available information from the ONS, GLA, and PCT pointed to a requirement for 5-6 additional forms in entry in order to meet school place pressures in a limited number of areas. However, following changes to migration of children, and after receipt of 2008 births data in spring 2009, this requirement was revised upwards to 19 additional forms of entry. Births in 2008 were 11.5% above GLA and ONS forecasts. In recent years, Hillingdon has moved from being a net exporter to a net importer of primary-aged children, reflecting increased migration into the borough and fewer families leaving.

Throughout 2009 and 2010, net migration pressure has continued (affecting demand immediately) and even higher births have been recorded (affecting demand in future). The updated forecasts produced in summer of this year, now indicate the net deficit of 31 forms of entry referred to above.

Plans for Additional Places

Seven schools are providing an additional reception class for the current school year. This has enabled demand to be managed. The position is still very tight, with most schools full in the reception year.

Proposals have already been made for a first phase of permanent primary expansions. This would provide 6 additional forms of entry at existing primary schools. In addition, proposals were previously agreed for 2 new forms of entry primary provision at the Rosedale College campus.

Since the summer of this year, work has been underway to assess the full implications of rising demand. The current proposals would leave a potential requirement for a further 30 forms of entry. Based on the estates analysis undertaken to date, it is not felt that demand can be managed on the basis of expansions alone. Therefore, the possibility of new school sites is being explored in conjunction with the Council's Corporate Landlord. Other options, such as all-age or co-located provision, will also be investigated (subject to retaining capacity to meet the projected need for a further 17fe in the secondary sector).

Appendix E.1.(1).1

January School Census 2012

Casual Admissions by Year Group			
Year group	Total pupils	Casual Adm.	mobile%
1	3636	364	10%
2	3497	318	9%
3	3297	258	8%
4	3242	316	10%
5	3053	215	7%
6	3084	167	5%
7	3153	103	3%
8	3128	175	6%
9	3132	154	5%
10	3078	170	6%
11	3013	70	2%
Total	35313	2310	6.5%

Appendix E.1.(1).2

ALL PUPILS 2012							
Year	Age	Primary	Secondary	Special	2012	2011	% Change
Below Compulsory School Age	2	230	0	1	231	281	-21.6%
	3	3275	0	12	3287	3074	6.5%
Reception	4	3705	0	17	3722	3609	3.0%
Year 1	5	3610	0	26	3636	3455	5.0%
Year 2	6	3464	0	33	3497	3277	6.3%
Year 3	7	3256	0	41	3297	3220	2.3%
Year 4	8	3212	0	30	3242	3049	6.0%
Year 5	9	3012	0	41	3053	3093	-1.3%
Year 6	10	3045	1	38	3084	3119	-1.1%
Year 7	11	7	3113	33	3153	3123	1.0%
Year 8	12	0	3079	49	3128	3160	-1.0%
Year 9	13	0	3074	58	3132	3078	1.7%
Year 10	14	0	3010	68	3078	3072	0.2%
Year 11	15	0	2937	76	3013	3023	-0.3%
Above Compulsory School Age	16	0	1846	25	1871	2009	-7.4%
	17	0	1479	28	1507	1462	3.0%
	18	0	198	15	213	280	-31.5%
	19+	0	8	0	8	8	0.0%
Total		26816	18745	591	46152	45392	1.6%

58.1%	40.6%	1.3%
-------	-------	------

E1.3 Demand from LB Hillingdon & other adjacent local authorities

Prior to, and during the preparation of our bid, we have consulted with the adjacent Local Authorities within the West London Alliance:

- LB Brent
- LB Ealing
- LB Harrow
- LB Hounslow

Before conversion, all of these authorities had a pre-existing relationship, over a number of years with the Special Schools now within the Eden Academy, Grangewood and Moorcroft, and make placements where appropriate. They also currently make placements in Sunshine House an Independent Special School, run, under a Management Contract by the Eden Academy.

We are constantly in discussion with our commissioners about demand and pressure for places.

All of these authorities are experiencing the same problems as LB Hillingdon, to a similar, and in some cases more serious degree.

- The overall pupil population is increasing quickly and at high levels
- All Special Schools are full
- The number of pupils requiring Special School places continues to rise at a rate higher than the rise in overall pupil population.
- Some pupils are being retained in mainstream schools when a Special School place would be more appropriate.
- The need to place pupils in Independent and Non-maintained Special Schools increases cost and puts more pressure on the DSG.
- LA transport costs are increasing dramatically.

Our Free School application has been discussed at a meeting of the West London Alliance by the LB Hillingdon SEN Service Manager who also expressed support.

We have met with the Commissioners of the adjacent Boroughs recently to explain our plans, to discuss places, and to identify specific types of SEN for which the expansion of provision is required. These discussions have refined our strategy, particularly in providing for SLD/MLD with ASD features.

All commissioners have expressed their support, and copies of their correspondence are included below, together with a table of projected pupil intake, based on their support letters.

Pentland Special Free School - Estimated Pupil Numbers based on , support letters					
Source	2014-5	2015-6		2016-7	
	Intake	Intake	Pupil Nos.	Intake	Pupil Nos.
LB Hillingdon	20	18	38	12	50
LB Harrow	20	20	40	10	50
LB Ealing	3	3	6	3	9
LB Brent	1	1	2	1	3
LB Hounslow	1	1	2	1	3
Grangewood Transfers	12		12		12

Moorcroft Transfers	7		7		7
Misc	6		6		6
Total	70	43	113	27	140



HILLINGDON

LONDON

Ref: JP/AL/9189
19th December 2012

Free Schools Applications Team
Department for Education
Sanctuary Buildings
London SW1P 3BT

The Pentland Special Free School: Letter of Support.

I write on behalf of the London Borough of Hillingdon to confirm our support for this Free School application.

We have worked with the sponsors of this proposal and have been able to agree the need for the specialist provision it offers in Hillingdon and serving the wider region.

The Pentland Special Free School as proposed will serve pupils of both primary and secondary age who have severe learning difficulties and autistic spectrum disorders. The development will offer places for approximately 80 primary age pupils and in a linked but discrete development provision for approximately 80 secondary age pupils. Whilst the plan is for the school to be located in Hillingdon as yet no agreement has been reached on a suitable site.

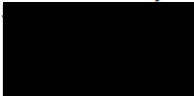
Hillingdon is currently developing its new special educational needs strategy in order to anticipate and meet the needs of growing numbers of pupils with access or learning difficulties. The proposed development will meet a clearly identified need in this locality. It will offer cost controlled, quality assured and local provision, improving parental choice.

We will plan as the statementing authority to include this development on our list of named providers.

It is not possible to be specific on the numbers of pupils who would be placed in the proposed special school. We would anticipate that over a five year period numbers may build up to between 45 and 80 pupils.

We anticipate that the proposed school will offer fees that are competitive with those currently being charged by other similar establishments in the locality and the region. We would anticipate developing a special relationship with the school in order to maximise the value for money for Hillingdon residents in our placements.

Yours sincerely



Residents Services

Residents Services
T.01895 277720 F.01895 250223

London Borough of Hillingdon,
35/03, Civic Centre, High Street, Uxbridge, UB8 1UW



INVESTOR IN PEOPLE

[REDACTED]

13 December 2012

To whom it may concern

Confirmation of support for Pentland Special Free School

We confirm that Harrow supports Pentland Special Free School's application.

We understand that Pentland Special Free School will be a school for pupils with severe learning difficulties and autism, with discrete provision for 80+ primary and 80+ secondary pupils. The proposed site in West Ruislip being in close proximity to Harrow is advantageous to Harrow and the school's proposed opening in September 2014 will assist in addressing Harrow's projected demand for special school places

Harrow is undertaking currently a consultation on the development of special provision to meet the identified high growth demand over the next five years especially for children with autism. The provision being proposed appears to fit well with the identified provision developments required for Harrow children and will offer parents extra choice.

There is clearly a need for the type of provision being proposed for Pentland Special Free School in the local area and Harrow will consider naming the school in line with our statutory duties in relation to children with statements of special educational needs.

It is difficult to say precisely how many children Harrow may place at the school but we anticipate naming Pentland Special Free School on the statement of special educational needs of approximately 15-20 pupils for the first academic year following the school's opening and a similar number in the subsequent years.

The proposed top up fees in the range of [REDACTED] dependent on the category of need is broadly in line with the amounts that will apply in the corresponding Harrow special schools.

Yours sincerely

[REDACTED]

[REDACTED]

Email: [REDACTED]

Children's and Adults' Services



Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Ealing Council
Perceval House
14-16 Uxbridge Road
London W5 2HL

t 020 8825 6983

18 December 2012

Dear Sir or Madam

Re: Confirmation of support for Pentland Special Free School

We confirm that the London Borough of Ealing supports Pentland Special Free School's application.

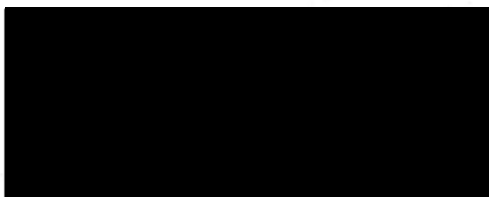
We understand that Pentland Special Free School is a school for pupils with SLD and ASD, with discreet provision for 60+ primary and 80+ secondary pupils. The school will be situated in West Ruislip and is proposed to open in September 2014.

We confirm that we agree there is a need for the type of proposed provision in this area and we will consider naming Pentland Special Free School in line with our statutory duties in appropriate pupils' statements of SEN.

We anticipate naming Pentland Special Free School on the Statement of Special Education Needs of approximately 3 pupils for the first academic year following the school's opening in September 2014 and 3 per year in the following year.

We are aware of the top up fees of £15,000 per pupil that Pentland is proposing.

Yours sincerely



t 020 8825 6983

e [Redacted]

cc: [Redacted]

J:\CorpSuppTm\CorpSuppTm\David\Letters & Memos\Pentland free school_Dec 12.doc

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Chesterfield House
9 Park Lane, Wembley
Middlesex HA9 7RW

TEL 020 8937 3158
FAX 020 8937 3222
EMAIL sen.placements@brent.gov.uk
WEB www.brent.gov.uk
30-Nov-2012

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Dear Sir, Madam

Confirmation of support for Pentland Special Free School

I can confirm that as the SEN Commissioner for London Borough of Brent in principle supports the Pentland Special Free School's application. Whilst Brent Council cannot guarantee future placements at the proposed school, we are happy to consider this school based on need, availability, resource considerations and evidence of quality from Ofsted Inspections and other quality assurance exercises.

We understand that Pentland Special Free School is a school for pupils with SLD and ASD, with discreet provision for 60+ primary and 80+ secondary pupils. The school will be situated in West Ruislip and is proposed to open in September 2014.

Yours sincerely,

[Redacted signature]

[Redacted name]



Brent – building a better borough



Special Free Schools - Evidence of demand from Local Authority commissioner.

[REDACTED]
 Head of SEN and Disability
 London Borough of Hounslow

Free Schools Applications Team
 Department for Education
 3rd Floor
 Sanctuary Buildings
 Great Smith Street
 London SW1P 3BT

Dear Sir, Madam

Confirmation of support for Pentland Special Free School

We confirm that the London Borough of Hounslow supports Pentland Special Free School's application.

We understand that Pentland Special Free School is a school for pupils with SLD and ASD, with discreet provision for 60+ primary and 80+ secondary pupils. The school will be situated in West Ruislip and is proposed to open in September 2014.

We believe that this Free School is necessary in this area because we have experienced and are projected to continue to see an increase in the number of children and young people with complex learning and ASD needs who may benefit from this type of provision.

We confirm we will consider naming Pentland Special Free School in line with our statutory duties in appropriate pupils' statements of SEN.

Should we place pupils at the school, we would pay the necessary top up fees of [REDACTED] per pupil.

Signature: [REDACTED]

Print name: [REDACTED]

Date: 19th December 2012

The following extract from a Briefing Paper to LA Members & Schools Forum in August 2012 shows the support from the Forum for the Pentland Free School application.

RECOMMENDATION

- (1) To support the expected applications for two free schools for children with ASD in Hillingdon.

Application 2: A 180 place provision for pupils with SLD/autism and complex learning needs. This application is expected to be put forward by the Eden academy which comprises Grangewood (primary) and Moorcroft (secondary) special schools. [REDACTED] The proposed school will accommodate all key stages (i.e. infant, junior and secondary) as well a nursery and 6th form.

INFORMATION

Reasons for recommendation

Increasing the current education provision in Hillingdon is needed because:

- The rate of cases of autism and related disorders has risen to about 1 in 88. The previous estimate was 1 in 110. This new number means autism is nearly twice as common as government officials said it was only five years ago,
- The current local special schools are over maximum capacity (see below)
- It will reduce the cost of out borough placements for pupils with SLD/ASD this will impact on both the Designated School Budget (DSG) as well as the Council's SEN Transport budget
- There is no strategic approach to special school provision in Hillingdon which has resulted in school becoming hugely overcrowded and awash with temporary classrooms
- The proposal is supported by the Director of Social Care, Health and Housing. A policy change in children's social care to place more disabled children locally cannot be fully achieved if there is insufficient local education provision
- The closure of the Specialist Resourced Provisions at Hewens College and Grange Park Infants has affected the local Hillingdon offer to parents of children with ASD diagnoses.

Under government legislation there is no longer the option for the Local Authority to open a new School; however existing provisions could be expanded.

Expansion Options

Option 1 - Eden Academy (Moorcroft and Grangewood) as an academy the

LA is unlikely to invest capital funding in these schools. Moorcroft has very limited space although under BS21 a 2nd floor was being considered. Grangewood does have room to expand but it is unlikely to be sufficient for 180 additional pupils of all ages.

Option 2 - Meadow school - A recent bid to the DfE for additional funding for Meadow was successful and this will enable the LA to reduce the 20 plus portable classrooms in use at the school. A further expansion of the school is a possibility but the capital and revenue costs would be met by the LA/DSG. A recent request at school forum for capital investment from DSG for Hedgewood was turned down. The last Ofsted outcome was 'good'. There is limited experience at the school for primary aged children's needs.

Option 3 - Hedgewood school - The school site is very limited and a 2nd Portakabin will be in place to take the additional numbers in September 2012. It is unlikely that the site has capacity to expand without taking away outdoor play areas. Last Ofsted inspection was satisfactory.

Supporting Information

1. Current numbers

School	DfE Agreed Numbers	Actual Numbers Sept 2012	Approx % pupils with ASD
Moorcroft	68	70	33%
Meadow	160	211	30%
Grangewood	80	88	40%
Hedgewood	82	120	35%

Placement and cost of Statemented pupils with ASD as a main category of need (April 2012)

Cost

Type of school	Primary Phase £	Secondary Phase £	Total £
Independent special			
Mainstream			
Special			
Special resourced provision (SRP)			
52 week provision			
other			
Total			

Number of placements

Type of school	Primary Phase	Secondary Phase	Total
Independent special	5	47	52
Mainstream	77	58	135
Special	66	41	107
Special resourced provision (SRP)	16	0	16
52 week provision	0	1	1
other	1	1	2
Total	165	148	313

Transport costs for pupils with ASD to Independent and Non Maintained schools (2011/12) amounted to £475,448**2. Additional Contextual Information**

The West London Alliance (WLA) has been working collaboratively under the instructions of each LAs Director of Children's Services to address the issues of increasing costs associated with independent and non maintained school fees. The chosen focus during 2011-12 has been targeting provision for pupils with ASD.

If the Eden academy proposal goes ahead, it will release space in all four of Hillingdon's Learning Difficulty special schools. This will enable the schools to meet the needs of the current pupils in a more appropriate environment as well as creating capacity for pupils who are placed in non maintained and independent schools for needs other than ASD. This will further reduce costs to SEN transport and school place funding.

3. Financial Implications

██████████. The cost of educating pupils with ASD is rising significantly; the cost of each placement commissioned is agreed by using WLA processes and adopting a zero tolerance of fee increases alongside improved contracts.

The cost of transport is kept to a minimum by ensuring routes are well planned and vehicles are used to the maximum capacity. The children who are placed in non maintained and independent schools are generally more complex and challenging than those educated in maintained special schools. This often means they require a higher level of passenger assistance on the vehicles and sometimes individual taxis where the behaviour is extreme.

It should be noted that even with 2 new free schools in Hillingdon the costs will still be significant, albeit reduced. SEN transport costs will reduce significantly if the journey times are shorter and the vehicles destination is to one larger local school rather than journeys to different schools across a wide geographical area.

Excerpt from minutes 25th May 2012 –Item 7

Statement by - Ray Puddifoot – Leader of the Council

‘Council Priorities and Special School Provision: RL spoke on behalf of Headteachers saying that they believe that the council’s main priority for education should be the provision of more Special School provision. Cllr. Puddifoot reaffirmed that the council has two equal priorities – the development of Abbotsfield School and the increase in Special School Provision. However, he said that because the LA can only develop existing schools, and not build new ones under current legislation, their focus is on Abbotsfield. In relation to additional Special School Provision he added that the council is hoping that this need can be met through the building of a Free School. Members also discussed collaboration with local neighbours and the work of the West London Alliance which looking into local provision.’

E1.4 Demand from Parents

The parent survey form (copied below) was targeted towards parents of children whose diagnosis was appropriate for the Pentland Free School pupil profile. The survey was sent direct to:

- Parents of pupils at Grangewood School
- Parents of pupils at Moorcroft School
- HACS (Hillingdon Autistic Care and Support)
- Parent Partnership – Hillingdon
- Autism & ADHD – Harrow

Eden Academy also requested LB Hillingdon to distribute the survey via its own agencies, which include:

- Portage
- Early Birds (pre-school autistic group)
- Early Support

However, LB Hillingdon declined to send out the survey for us, on the grounds that they could not legitimately send out surveys for all Free School applicants and consequently could not be seen to favour one Free School application over another.

We have, to date, received 30 responses, 27 in writing and 3 by telephone. The analysis of responses was as follows:

Pentland Free School Parent Survey

No.	Statement	Yes	No
-----	-----------	-----	----

1	If the new free school were to open, I would be interested in a place for my child/young person.	26	1
2	I confirm that my child/young person has a statement of Special Educational Needs	26	
3	My child/young person has an Autistic Spectrum diagnosis and severe to moderate learning difficulties	23	
4	My child/young person has severe to moderate learning difficulties	3	

3 responses were not included within the analysis, 2 because the pupil will be over 19 by September 2014, and 1 because the diagnosis does not fit.

The analysis by year group, positive responses only.

Year group at Sept 2014	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Responses	0	1	2	2	3	3	2	2	1	2	1	2	2	3		26

Eden Free School Academy Parent Survey

Please tick as appropriate

If the new free school were to open I would be interested in a place for my child/young person YES NO

I confirm that my child/young person has a statement of educational needs

My child/young person has an Autistic Spectrum diagnosis and severe to moderate learning difficulties

My child/young person has severe to moderate learning difficulties

Child's date of birth.....

Postcode.....

Parent's name.....

Parent signature.....

For more information on the Free School Proposal please visit theedenacademy.co.uk

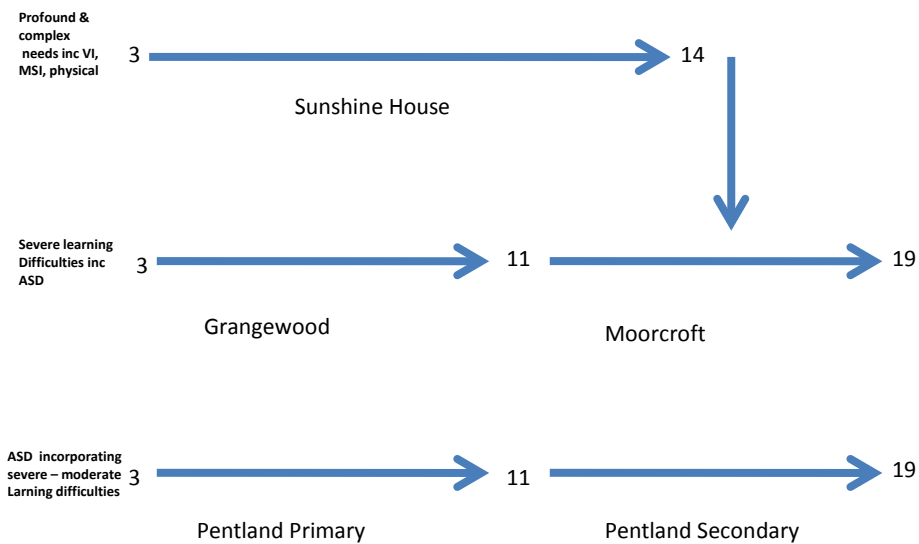


E2.1 LB Hillingdon

Discussions with LBH in preparation for our Free School bid have been regular and ongoing for the last year. The discussions have not only included Pentland (our Free School), Grangewood and Moorcroft the existing Special Schools within The Eden Academy, but also Hedgewood and Meadow Special Schools (maintained LB Hillingdon Special Schools), Independent placements, and how we could support Hillingdon in reducing DSG expenditure and prevent transport costs from spiralling upwards.

This has resulted in the creation of what will become a Hillingdon wide Special School Strategy that will also help and support adjoining authorities.

Within The Eden Academy we will have the following structure:



The creation of a small number of additional places at Sunshine House will enable Grangewood to transfer some pupils with the highest level of need to Sunshine House.

Furthermore some pupils with a comparatively lower level of need (SLD with ASD) at both Grangewood and Moorcroft can transfer to Pentland Primary and Secondary.

In the future, pupils with SLD/ASD, and some pupils with MLD/ASD that would formerly have been admitted to the MLD schools in Hillingdon and surrounding Local Authorities can also be admitted to Pentland Primary and Secondary Schools.

Places will also be created at the local and regional MLD schools that will enable the local authorities to provide higher functioning MLD and ASD places within their own schools. The use of this additional provision will also help to reduce the pressure in adjoining boroughs. We have carried out similar

discussions with these adjoining LAs (see E.1.)

E2.1.1 Top-up Fees

Top-up fees for Maintained Special Schools and Special Academies (Pentland Free School will be part of The Eden Academy) are discussed and recommended by 'The High Needs Funding Group', a sub-committee of LB Hillingdon School's Forum. Those recommendations are presented to and confirmed at School's Forum.

The Eden Academy is represented on the High Needs Funding Group, and School's Forum.

E2.2 Working with Parents and Other Stakeholders

The Eden Academy currently has active Family Services support and offers a comprehensive range of activities and services. All of these support services will be extended to include Pentland Free School. They will include:

E2.2.1 Ethnic Minorities and Travellers Coordinator working with the parents of Pentland pupils to contact and create relationships with difficult to reach groups including socially deprived families, ethnic minorities and travellers.

E2.2.2 Pentland Family Services will give parents, carers, siblings and other family members the chance to get together, support each other and have fun. Whether the child is just a few months old, or in primary school, we will have something for everyone. Our sessions will be open to all the family and others where children can be left in our care.

E2.2.3 Sibling support group. A fun and supportive environment giving young people who have brothers or sisters at Pentland School the chance to get together and share experiences.

E2.2.4 Making changes parenting courses for parents/carers of children at Pentland designed to provide a support network where people can learn from each other. The courses will be led by a child psychotherapist and will offer specialist advice from speech and language therapists, nursing staff and experts in areas of child disability.

E2.2.5 Stay and splash family swim. Family swim sessions for Pentland families using cross Academy hydrotherapy pool resources.

E2.2.6 After school clubs. Fun and friendship will carry on from the school day with a range of active and quiet activities, crafts and games.

E2.2.7 Tinker Bell's music making. Use of instruments, sounds, singing and creative play to make music and discover different ways of communicating and interacting led by our music therapist.

E2.2.8 Stay and play activity sessions. A range of play activities will enable Pentland families to get to know each other and share experiences during school holidays.

E2.2.9 Activity days. Focused activity days during the school holidays will give Pentland children the opportunity to get together over common interests.

E2.2.10 Family Services Summer Activities

During the summer holidays Pentland Family Services will offer a range of activities for all the family. This will include a two-week Holiday Club , weekly swim sessions, themed activity days and a sibling activity day trip for those who have attended the “Sibs” courses, and a Family BBQ where all family members will be welcome to join us

Parents of Pentland pupils will also be able to take advantage of:

- Drop in advice service
- Coffee Mornings

E2.2.11 Parent/Teacher Association will be set up at Pentland School in the same form as Friends of Grangewood (FOG) and Friends of Moorcroft (FROM) that actively support the schools. They will organise social events for parents, carers and staff and provide funds for individual school projects from fund raising events and contacts with local businesses and clubs.

E2.3 Working in partnership with other schools, educational establishments and the wider community

E2.3.1 Schools

The Eden Academy has pre-existing relationships with many local schools. These relationships will be extended to the new Free School and include:

E2.3.2 Work Experience. Pentland School will provide additional opportunities for work experience for students in Learning Support and administrative work. The Eden Academy currently works with the following schools:

- Bishop Ramsey Academy
- Haydon Academy
- Northwood Academy
- Queensmead Academy

E2.3.3 Integration. Pentland School will provide regular opportunities for its pupils to visit other schools, and also encourage integration visits from mainstream schools.

Eden is currently working with:

- Haydon Academy
- Breakespeare Infant and junior Schools
- Coteford Infant and Junior Schools

E2.3.4 Training

The Eden Academy currently delivers training for LB Hillingdon Schools. The

courses are also open to out of borough schools and other agencies. The range of training courses will be expanded to specialisms developed at Pentland, and will include:

- Developing the teaching and learning of children at P levels in mainstream schools.
- Communication and behaviour management for pupils with Autistic Spectrum Condition (ASC)
- An introduction to alternative and augmentative communication aids and equipment in the classroom.
- Teaching numeracy and literacy at P levels 4-8
- Demonstrating educational progress in children and young people with profound and/or complex disabilities.
- Team teach approach to positive handling
- Mobility for children and young people with visual impairment and complex needs
- A practical workshop: Physiotherapy for children and young people with complex needs and visual impairment.

Over 100 schools have benefited from training courses offered by the Eden Academy, and Pentland Free School will provide additional support for this training programme.

E2.3.5 Outreach. Pentland School will strengthen and widen the professional support and advice given to all LB Hillingdon Mainstream Schools by the Eden Academy.

E2.3.6 Interest Groups

The Eden Academy has pre-existing relationships with related Interest Groups who use our facilities. These relationships will be additionally developed to include Pentland Free School, and include:

E2.3.7 HACS run Saturday clubs at Grangewood for all primary children with an ASD diagnosis. We will work closely to ensure there is joint working regarding the advertising of the clubs and information sharing regarding the children accessing the service.

Eden currently uses HACS premises to run parent courses and sign post parents to HACS for both child and family support work. We are planning to develop further opportunities with HACS such as counselling services, after school clubs and sibling groups.

E2.3.8 Dragonflies are a pre-school sensory group run by Portage. This group is primarily for children with complex needs, many of these children will have had prolonged stays in hospital, need high levels of care on a daily basis and many have life limiting conditions. This currently runs every other Tuesday from Sunshine House.

The group is to provide a wide range of experiences and opportunities. It also gives families a place to come together and offer support and advice to each

other. The group is planned around the early year's curriculum. Members of staff from Grangewood EYC regularly join these sessions. This encourages early relationships with Grangewood and aids transition.

E2.3.9 Orchid provides holiday opportunities for children with SEN and will include Pentland pupils

E2.3.10 Work Placements. The Eden Academy provides opportunities for student nurses from the University of Hertfordshire and Buckinghamshire New University to gain experience in dealing with the medical needs of children and young people with PMLD and physical needs. Eden also offers opportunities for PGCE students at Brunel University to gain work experience in a Special School environment.

E2.3.11 Local Charitable Organisations

Eden Academy has support from many local companies and charitable organisations. These include: Rotary Club of Ruislip; Rotary Club of Pinner; Ruislip Tangent; Lions Club Of Ruislip; Masonic Province of Middlesex Charitable Trust; Holy Trinity Church; Northwood Golf Club.

E2.3.12 Apprenticeships

The Eden Academy has a commitment to training and developing its own staff. A major part of this is the provision of opportunities for students to train as learning support assistants (LSAs).

One year apprenticeships are offered to students at

- Uxbridge Training
- Uxbridge Technical College

On successful completion of their apprenticeships, the students are invited to apply for vacancies at competitive interview. The opening of Pentland Free School will enable the Eden Academy to assimilate new staff mixed with experienced staff in the new school. We will be seeking to appoint up to 18 Learning Support Assistants. In order to do this we would advertise externally and in addition, approach Uxbridge Tech to discuss appointing a number of Apprentices from 2013 in the 16-18 age groups. We will also indicate to apprentice providers that this would be a rolling programme.

E2.3.13 Teachers

The Eden Academy encourages successful LSAs with suitable academic qualifications to train as teachers, and is willing to provide financial support to cover the college fees.

LB Hillingdon 2011 / 2012 STATEMENTS

	TOTAL	%	April 1320	May 1331	June 1380	July 1366	Aug 1366	Sep 1339	Oct 1297	Nov 1332	Dec 1354	Jan 1360	Feb 1359	Mar
Number of Live Statements														
Number of new statements issued	179		6	16	12	25	3	29	13	32	14	12	9	8
Category:														
SLD	6	3%		2				3			1			
BESD	28	16%	4		3	4		2	1	4	3	1	3	3
SLCN (Speech Lang Comm)	34	19%	1	3	1	6		7	3	5	2	2	4	
ASD / Aspergers	57	32%		5	3	10	2	10	2	8	3	7	2	5
PMLD (Profound/multiple LD)	4	2%		1		2				1				
MLD	20	11%	1	3	2	1		2	5	2	3	1		
SPLD	5	3%		2						2	1			
Physical Difficulties	11	6%			2				2	5	1	1		
Sensory - HI / VI	7	4%			1	1	1	2		2				
MSI (Multi Sensory)	1	1%						1						
Other / medical	6	3%				1		2		3				
New Statement Placements:														
In-Borough:														
Mainstream	145	81%	6	12	9	19	3	22	13	27	9	11	6	8
Special	23	13%		4	1	6		5		2	4		1	
SRP	9	5%			2			2		3	1	1		
EOTAS / Other	2	1%											2	
Out Borough:														
Mainstream	0	0%												
Special	0	0%												
Independent/non maintained	0	0%												
Rescinded statements	12		0	0	0	6	0	0	0	1	2	2	0	1
No of requests agreed at SNAS	205		16	30	29	25	9	10	2	13	10	15	17	29
No of requests refused at SNAS	75		8	8	9	15	8	2	3	2	2	7	4	7
Exceptional Funding agreed	7		0	0	1	0	1	0	0	3	0	0	0	2
Move Ins to LA	61		7	1	9	6	9	5	1	6	6	6	2	3
Move Outs from LA	38		0	4	1	3	6	1	3	3	6	0	0	11

Appendix E.1(3)

LB Hillingdon Independent Special School placements as at May 2012

Education's contribution towards Looked After Children's placements led by Social Care

Category	School	Number of Pupils Per Term			Annual Cost Total	Annual Cost per pupil	
		Summer 2012	Autumn 2012	Spring 2013			
ASD	Broadlands Hall	2	2	2	£120,079	£60,040	
	Forum School	2	2	2	£256,184	£128,092	
	Heathermount	8	6	6	£391,462	£58,719	
	Hillingdon Manor	32	31	31	£1,194,967	£38,137	
	Jigsaw	1	1	1	£54,156	£54,156	
	Parkland Campus	1	1	1	£50,000	£50,000	
	Prior's Court	1	3	3	£232,802	£99,774	
	St. Josephs	2	2	2	£169,417	£79,709	
	Swalcliffe Park School	2	2	2	£175,850	£87,925	
	Sybil Elgar	4	7	7	£298,174	£49,696	
	Treehouse School	1	1	1	£67,002	£67,002	
	Unsted Park	1	1	1	£112,000	£112,000	
	Subtotal	57	59	59	£3,112,092	£53,350	
	BESD	Arts Educational School	1	1	1	£12,187	£12,187
Belmont School		1	1	1	£27,972	£27,972	
Bryn Tirion Hall		1	1	1	£66,686	£66,686	
Chilworth House		4	4	4	£246,141	£61,535	
Continuum		1	1	1	£56,392	£56,392	
Eden School		1	1	1	£21,353	£21,353	
Egerton Rothesay		1	1	1	£18,090	£18,090	
Headstart		1	1	1	£49,500	£49,500	
Hillcrest		1	1	1	£83,914	£83,914	
Hope View School		1	1	1	£23,382	£23,382	
ISP		2	2	2	£113,409	£56,705	
Knowl Hill		0	1	1	£11,452	£11,452	
Learning Opportunities Centre		1	1	1	£29,574	£29,574	
Parkland Campus (Spires)		5	5	5	£250,000	£50,000	
Pield Heath		1	1	1	£38,499	£38,499	
Ripplevale		1	1	1	£63,591	£63,591	
Tallisen Education		1	1	1	£47,713	£47,713	
TCES		2	1	1	£64,000	£48,000	
Subtotal		26	26	26	£1,203,855	£46,302	
HI		Bladdon House	1	1	1	£180,664	£180,664
		RSDC Margate/Westgate College	1	1	1	£99,810	£99,810
	Subtotal	2	2	2	£280,474	£140,237	
MLD	Hythe House	1	1	1	£52,583	£52,583	
	Parkland Campus	1	1	1	£50,000	£50,000	
	Pield Heath	6	5	5	£211,408	£39,642	
	Subtotal	8	7	7	£313,971	£42,816	
Other	Lansdowne College	1	0	0	£5,444	£16,350	
	Subtotal	1	0	0	£5,444	£16,350	
PHY	The Pace Centre	4	4	4	£92,013	£23,003	
	Subtotal	4	4	4	£92,013	£23,003	
SLCN	Bladdon House	1	1	1	£175,000	£175,000	
	Blossom House	2	2	2	£62,274	£31,137	
	Egerton Rothesay	1	2	2	£47,467	£47,467	
	Moor House	2	2	2	£79,009	£39,504	
	Penn	10	9	9	£309,166	£33,125	
	St Elizabeth's	1	1	1	£131,107	£131,107	
	St Mary's	3	2	2	£154,853	£66,367	
	Subtotal	20	19	19	£958,876	£49,598	
SLD	Higford School	1	0	0	£28,134	£84,410	
	McIntyre School	1	0	0	£19,085	£57,261	
	Penhurst School	1	1	1	£94,866	£94,866	
	Pield Heath	4	4	4	£139,120	£34,780	
	Prior's Court	1	1	1	£132,889	£132,889	
	St. Josephs	1	1	1	£55,752	£55,752	
Subtotal	9	7	7	£469,847	£61,284		
SPLD	Mark College (Priory)	1	1	1	£32,394	£32,394	
	The Moat	1	1	1	£24,050	£24,050	
	Subtotal	2	2	2	£56,444	£28,222	
VI	Penhurst	1	1	1	£294,408	£294,408	
	RNIB Sunshine House	8	10	10	£311,660	£33,393	
	Subtotal	9	11	11	£606,068	£58,654	
(blank)	Number of Pupils/Annual Cost	138	137	137	£7,099,085	£51,692	

Section F: Capacity and capability

F1.0 Governance at the Eden Academy

The Eden Academy is a multi-Academy trust that currently comprises Moorcroft and Grangewood Schools. It is intended that Alexandra School will join the Academy in August 2013. A review and revision of the governance arrangements for the Academy was carried out prior to conversion on 1st June 2012 and details of this are given below. The new schools would operate in a manner consistent with this structure.

Sunshine House school (SHS) is affiliated to the Trust and operates using the same structures and procedures as the other schools within the Academy.

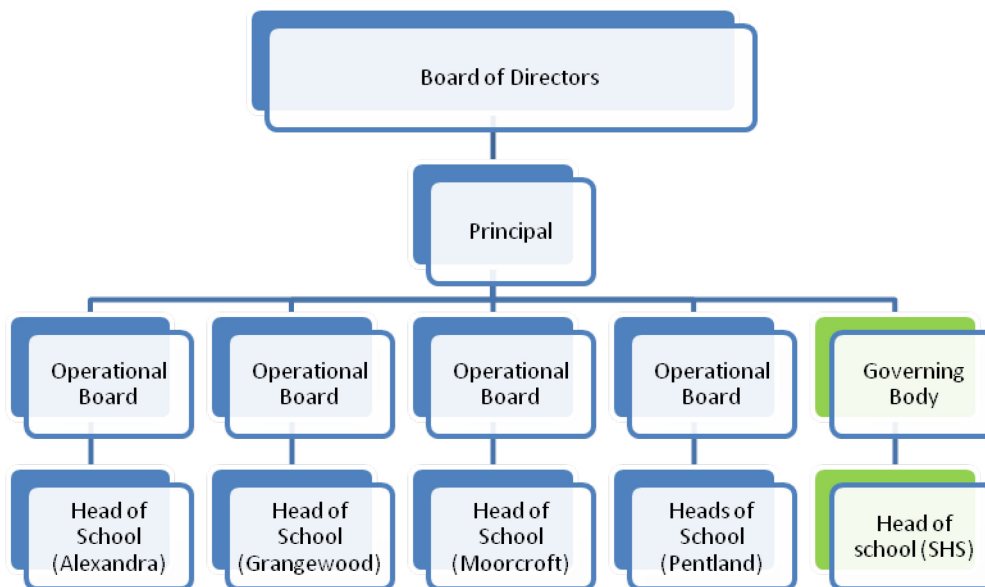


Diagram 1

F1.1 Board of Directors ('BoD')

The BoD operates at a strategic level and is the responsible body for the performance, achievement and overall direction of the Academy. Its specific responsibilities include:

- Ensuring achievement and overseeing standards – providing relevant support and challenge where appropriate
- Ensuring high quality leadership, including governance
- The direction and strategy for the schools within the Academy (including the Academy Development Plan)
- The appointment and performance management of the Principal of the Academy (along with an appropriate Pay Policy for the Academy)
- Ensuring financial accounting and all other legal aspects of the Trust are effectively managed (including statutory responsibilities)

- Creating overarching policies to reflect the needs of all Academy schools.
- Maximising opportunities for the sharing of expertise across the Academy, promoting effective talent management and succession planning.

The current Board of Directors is an interim Board set up when Moorcroft and Grangewood became Eden Academy in June 2012 with a commitment to review the membership after a year. It is representational of the two schools. In selecting the Board, the Academy ensured that it comprised people with considerable experience of school governance with a range of backgrounds including finance, human resources and education. In reviewing its membership in May 2013, it is intended that these backgrounds be extended further. All schools within the Academy have the opportunity to be represented on the Board of Directors. The BOD currently comprises the following people:

Categories	Status	Name
Co-opted Member Director	██████████	██████████
Co-opted Member Director	██████████	██████████
Co-opted Member Director		██████████
Co-opted Member Director		██████████
Parent Director		██████████
Parent Director		Vacant
Special Academy Director (former Chair Grangewood)		██████████
Special Academy Director (former Chair Moorcroft)		██████████
Staff Director		██████████
Staff Director		██████████

The role of the CEO

The role of the CEO is to assume ultimate responsibility for the BOD, inspiring

and leading the organisation in taking forward its vision, mission, values and strategy in collaboration with Principal, Directors, staff and other stakeholders.

Strategic Leadership

To work with the principal, board, staff and other key stakeholders to:

- Develop the vision, mission and values for EDEN Academy Trust
- Set, implement and review strategy for the organisation
- Seek new opportunities and partnerships to enrich the work of EDEN Academy Trust and develop its ethos, practices and reputation
- Support the trustee board in determining and identifying the success criteria and KPIs of the Headteachers

Operational and Financial Management

- To provide inspirational and clear leadership for all staff at EDEN Academy Trust
- To ensure strategies are in place to build and motivate teams and develop their capabilities and performance
- To ensure that all staff at EDEN Academy Trust understand organisational goals and share a commitment to delivering them
- To ensure that the organisation is in a healthy financial position and manages its finances and resources prudently and effectively

Governance

- To work in close partnership with the Director, Principal and Heads of School to ensure clear and robust lines of accountability
- To develop and maintain excellent working relations with the EDEN Academy Trust Board
- To develop the EDEN Academy Board so that it fulfills its governance function effectively

External Communications

- To develop and communicate a consistent, appropriate and effective brand for the organisation based on EDEN Academy Trust's core values
- To represent the organisation effectively with external agencies including the DfE, policy makers and other key stakeholders
- To build and develop networks in the local community to promote and raise the profile of the Academy and create sponsors and partners
- To develop EDEN Academy Trust's profile as an pioneering, influential and thoughtful voice at the forefront of thinking in the SEN education arena

Short biographies for Directors are available in Section F4. A complete CV for the CEO is available in Appendix F2.

Ultimately, all decisions made by the Operational Boards are subject to scrutiny and amendment from the BoD and Directors receive all agendas and minutes from the Operational Boards for each school. Directors can also be members of the Operational Boards.

F1.2 Operational Boards

The Operational Boards are responsible for the quality of educational provision in the individual schools, for ensuring that the school complies with statutory requirements and for reflecting the views of its stakeholders in its future strategy and direction. Its purpose is to ensure that the following elements of the work of the school are suitably monitored and challenged:

- The quality of educational provision and performance (including curriculum and standards and achievement)
- All aspects of the management of finances (including ensuring that the school is operating in accordance with the Funding agreement signed with the Secretary of State)
- All aspects of the management of property (including Health and Safety)
- All personnel issues

The Operational Boards include representation from staff, parents and the local community and act to ensure that these stakeholder views are represented at BOD level.

F1.21 Structure of Operational Board meetings

The organisation the meetings are as follows:

- Due Diligence Meetings (3 x per year)

These meetings cover

- ✓ Curriculum, Standards & Achievement. This includes a report from the schools assessment coordinator and the governor responsible for Standards and Achievement. Over the course of the year the governors contribute to whole school target setting, review progress against the targets and discuss and analyse the school's achievement data.
- ✓ Finance and Personnel: This includes a report from the governor responsible for finance related to its delegated budget.
- ✓ Premises. This includes a report from the governor with responsibility for premises
- ✓ Head of School Report. This covers school improvement including progress against the SIP, performance management and quality of teaching & learning

- ✓ Items to be considered from or for the Board of Directors ('BoD'). This item raises strategic decisions from the BoD for consideration and also allows the opportunity for governors to raise issues they wish to be raised at the BoD
 - Strategy and Direction meetings (3 x per year)

These meetings cover

- ✓ A report from one of the school improvement teams. Each team has its own link governor whose role is to take an active interest in the work of the team and act as a point of contact/critical friend to the senior teacher running the team. The senior teacher responsible for the team will come along to the meeting to talk about the work of the team, present a report and discuss with governors the future direction and strategy of the team. Governors are invited to comment and make suggestions both on the current and future work of the team.
- ✓ Academy Principal's Report. The Academy Principal produces a report updating governors on the work of the wider Academy and on progress against the Eden Academy Development Plan. It is an opportunity for governors to comment, raise questions, clarify issues and challenge the wider work of the Academy.

F1. 22 Operational Board and BoD Links

- All agendas and minutes from the Operational Boards are distributed to the BoD for scrutiny and approval
- All minutes from the BoD meetings are distributed by means of publication on the schools' websites
- All Directors are invited to attend any of the Operational Board meetings
- Operational Board governors are welcome to observe any BoD meeting
- There is a standing item on the agendas of both boards to consider and respond to issues raised by the other board

F1.3 Senior Leadership Roles at the Academy

F1.31 The Principal

The Principal shall, in conjunction with the BOD, deliver the vision of The Eden Academy:

"The EDEN Academy will be a national leader in special education. Through creative collaboration and a commitment to consistent, evidence-based best practice, The Eden Academy will empower all stakeholders to achieve their full potential. EDEN will educate, develop, enrich and nurture children and young people with disabilities, families, staff and the wider community and build a centre of excellence of which we can all feel proud"

This will require the Principal to be responsible for:

- The implementation of best practice and approaches that will make The Eden Academy a recognised national leader in the education and care of young people with learning difficulties
- The creation of national and international networks that facilitate the sharing and dissemination of best practice in the field
- The development of a distributed leadership model that presents a clear and empowering framework for all associated with the Academy
- The creation of an holistic approach to the education of young people with learning difficulties that both challenges and supports

A job description for the Principal can also be found in Appendix F3. Further details on the Principal can be found in section F5.

F1.32 Head of School Role

The Head of School has responsibility for the smooth day to day running of each organisation within the Academy.

The role of the Head of School is outlined further in section D3 and section F5.

F1.4 External Challenge

The Eden Academy currently works with e-Qualitas (<http://www.e-qualitas.org.uk/>), an independent education consultancy who offers external challenge to the organisation. For example, in October 2012, e-Qualitas undertook an audit of both Grangewood and Moorcroft with a particular focus on the quality of teaching and learning across the school and using the new OfSTED framework. This provides the senior leadership team, operational boards and the BOD with invaluable, external evidence of quality and impact as well as identifying areas for improvement.

F1.5 Escalation within the Academy structure

The Eden Academy has the following agreed policies in place

- Complaints policy: this policy deals complaints that are raised relating to the schools or services provided by schools. It covers formal procedures and timelines as well as mapping out the escalation and appeals procedures. In general, complaints will first be dealt with by the staff member before being escalated to the headteacher , operational board, the Board of Directors and ultimately the Young Peoples' Learning Agency (YPLA).

- Grievance policy: this policy deals with concerns, problems or complaints that employees raise about their work, working conditions, or relationships with work colleagues. The policy deals with informal and formal grievances as well as appeals procedures and what happens when disciplinary procedures overlap with appeals procedures. In general, grievances will first be dealt with by the headteacher before being escalated, if necessary, to the Operational Board and finally the Board of Directors.

Both of these policies are based on model policies provided by Hillingdon Schools HR Co-operative having been negotiated with all headteacher and teacher unions. They have then subsequently been adapted for use within the Eden Academy. Copies of these policies are available for further scrutiny on request.

F1.6 Managing potential conflicts of interest

The clerk to the Board of Directors and Operational Boards ensure that a Register of Interests is compiled annually and covers all Directors, Members and Governors. In addition, an agenda item, at the beginning of every BOD and OB meeting asks for any additional interests to be declared.

All members of staff within the Eden Academy who have responsibility for financial matters or purchasing are also required to complete an annual declaration of interest.

Case Study

Setting targets at Grangewood – the role of governance

The Assessment Coordinator at Grangewood carried out monitoring and scrutiny of pupil achievement across the school year 2011/12. This was done in conjunction with one of the Academy Directors who is also a co-opted governor for standards and achievement on the Grangewood Operational Board.

The report was presented to the Grangewood Senior Leadership Team with recommendations for the targets for the following year. It was also presented to a teachers meeting. After discussion at both meetings, a final report and recommendations were submitted to the first Grangewood Operational Board of the new academic year in September 2012 as part of its “due diligence” meeting. Governors received copies of the report and recommendations a week in advance of the meeting. At the meeting, the report was discussed, questions asked and comments made. Appropriate amendments were then made to the report and to the whole school targets for the academic year 2012/13.

The report was then submitted to the BoD meeting for consideration at its October 2012 meeting where a further discussion was held. If the BOD felt that targets were not sufficiently robust this would be fed back to the Operational Board and the SLT at Grangewood and suitable adjustments made.

The Assessment co-ordinator and Governor with responsibility for Standards and Achievement will report on two more occasions during the academic year to the Grangewood Operational Board. The next meeting will be held in January 2013 when there will be an interim update of pupil progress against the whole school targets, whether the school is on track and what remedial action, if any, is needed to be taken. The final report in July 2013 will be when the summary of the results. The system of lead governors, systematic reporting as a standing agenda item and the sharing of minutes between the Operational Board and BoD ensures that the opportunity for governor/director engagement and challenge is clear and robust.

F2.0 Educational Expertise at the Eden Academy

The new schools would form part of the Eden Academy Trust and as such would access their educational expertise from the Trust itself. The schools would operate using the same structures and systems already working successfully across the Academy. Along with other schools in the Academy, Pentland School will contribute 6% of its budget to an Eden Academy Trust fund. For this contribution, Pentland School will share or have access to:

- The Principal
- The Finance and Business Manager
- Academy Co-coordinators covering curriculum and assessment, extended family services, therapies and professional development and training.

- Back office systems such as legal, payroll, human resources etc.

In order to ensure the new school is integrated into the current Academy efficiently and effectively, new appointments would need to be made externally (or via internal promotion within the Trust) in the following areas:

- Strategic leadership
- Operational leadership
- Classroom staff including teachers and support assistants
- Specialist staff in areas such as VI, autism etc
- Creative and physical therapists

It is planned that those who are already providing these services in the other Eden Academy schools will mentor and induct those that are recruited new to the Academy. The Board of Directors, alongside the Principal, may consider temporary or permanent moves from other Academy Trust schools as recruitment commences (see F5) in negotiation with staff members.

Grangewood School is a National Support School and the Principal, a National Leader of Education. The staff in the school is therefore experienced and capable of working across schools to support school development.

The vision for Pentland School, set out in section C, is to provide another outstanding provision for children with complex needs within West London. Staff members currently in place at the Eden Academy have the experience and expertise to support the development of that vision (as detailed below). New appointments would be appointed in line with this vision.

F2.1 Strategic Leadership

Strategic leadership is provided across the Academy by the Board of Directors, the CEO (Chair) and by the Principal of the Academy. Please refer to Section F1 for further details of roles and responsibilities in this regard. During the application and pre-opening stage, the CEO and Principal of the Academy will work together with the operational leadership of the Academy and cross Academy working groups to:

- formulate the educational vision for the expansion of the Academy
- contribute towards the design of a curriculum that is both innovative and creative
- ensure current assessment policies and practices are sufficiently robust and suitable for the new schools in the Academy
- ensure monitoring, evaluation and performance management policies are rigorous and demonstrate clear accountability and responsibility.
- create a holistic, multi-disciplinary approach to education that allows all children to access their educational provision at a suitable level.

The Board of Directors are ultimately responsible for the vision and direction of the Academy and as such will take the final decision about the submission of the Free School Bid to the DFE. The Board will undertake the review of the

Free School bid application as part of their on-going work.

F2.12 CEO: [REDACTED]

Time commitment at the application and pre-opening stage: 1 day a week

Time commitment after opening (specifically for Pentland): 1 day a week

Experience:

- [REDACTED]

- [REDACTED]

- [REDACTED]

Additional information:

- [REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

[REDACTED]

F2.13 Principal: [REDACTED]

Time commitment at the application stage: 0.5 days a week

Time commitment at the pre-opening stage: 1 day a week

Experience:

- [REDACTED]
- [REDACTED]

- [REDACTED]

Additional Information:

- [REDACTED]
- [REDACTED]

[REDACTED]
Specialist areas: [REDACTED]

F.2.2 Operational Leadership

Operational leadership is provided across the Academy by the Operational Boards and by the Heads of School. Please refer to Section F1 for further details of roles and responsibilities in this regard.

F2.21 Operational Boards

The role of the Operational Board is documented in Section F1 of this application. The Operational Board at Pentland would consist of parents, staff and members of the local community. It would be chaired by the Heads of School.

F2.2 Head of School Roles

At Pentland, this role would need to be recruited in January 2014 ahead of the opening of the school in 2014. The successful candidate would be an established and successful middle or senior leader already but this early recruitment would enable them to receive adequate training and induction whilst also allowing them to play a lead role in the project management

associated with opening a new school in a new building (see section F5 for further details).

The current Heads of School would provide mentoring and support for the new Head of School at Pentland. A mentoring programme for the new Head of School would be planned after appointment and would be developed in line with their identified professional development needs. As the HOS for Pentland would be appointed before the school opened, this would allow them to job shadow those currently undertaking this role. After Pentland School became operational, one of the Heads of School would offer support on a fortnightly basis for up to two hours.

[REDACTED]

Experience:

- [REDACTED]

Additional Information

- [REDACTED]

Specialist Areas: [REDACTED]

[REDACTED]

Experience:

- [REDACTED]

Additional Information:

- [REDACTED]

Specialist areas: [REDACTED]

- **Teachers with responsibility across the Academy**

Currently there are a number of staff working across the Academy. It is proposed that as the Trust expands, with [REDACTED] joining in 2013 and subsequently the opening of Pentland opening in 2014, this be formalised into Academy co-ordinator positions as above. These will need to be formally recruited for internally across the Academy and potentially externally. The staff members that are named below are therefore given as examples of those who are currently working in this capacity.

[REDACTED]

Current Roles:

- [REDACTED]

Experience:

- [REDACTED]

Specialist Areas: [REDACTED]

[REDACTED]

Current Role:

- [REDACTED]

Experience:

- [REDACTED]

Additional Information:

- [REDACTED]

[REDACTED]

Current Roles:

- [REDACTED]

Experience:

- [REDACTED]

.Additional Information:

- [REDACTED]

[REDACTED]

Current Roles:

- [REDACTED]

Experience:

- [REDACTED]

Educational Psychologist and Therapy Provision

The Academy has an experienced and talented group of creative and physical therapists that provide services across the Academy. Detailed biographies for therapists are available on request.

- [REDACTED]

Current Role: [REDACTED]

Experience:

- [REDACTED]

Therapists:

- [REDACTED]

F2.4 Additional expertise needed across the Academy

2.41 Strategic Leadership

With the addition of Alexandra School in 2013 and the opening of Pentland in 2014 there is a need to formalise some cross academy roles to support the Principal to ensure that the systems in place across the Academy are robust, effective and consistent. The costs for these posts will be taken from the Academy Trust fund into which each school contributes 6% of its budget (see above for Academy structure). These will initially be advertised internally within the Academy and subsequently backfilled where appropriate.

2.42 Additional Expertise in Autism

Whilst the Academy has both experience and expertise in this area, it is recognised that it would be necessary to enhance this further. The Academy would initially undertake an audit of the current levels of expertise amongst current staff members as well as identifying those who had particular interest in developing this as a specialism. Subsequently the Academy would seek to build links with other schools in the area and identify training opportunities for these existing staff. In addition the Academy would also build further expertise in this area through recruitment to teaching positions for the new school.

2.43 MLD expertise

Alexandra school, currently judged by OFSTED as outstanding, will provide our centre of excellence for MLD expertise. As above, we will audit current levels of expertise across the other schools identifying practitioners who may want to develop this as a specialism and transferring to Pentland School. Subsequently, and if necessary, further expertise in this area will be bought into the Academy via recruitment for teachers at Pentland. The Academy would also seek to build stronger links with Hedgewood and Meadow schools in Hillingdon.

F3: Financial expertise: including an explanation of how your group will provide or access the financial expertise needed to set up and run your school

F3.0 Financial Expertise

The new schools would form part of the Eden Academy Trust and as such would access their financial expertise from the Trust itself. The schools would operate using the same structures and systems already working successfully across the Academy. In addition, some additional appointments would need to be made externally.

Governance and due diligence in the area of finance is provided by the

Operational Board of each school and ultimately the Board of Directors. See F1 for further information on governance. The area is covered in detail in the Academy's finance policy which is available on request.

F3.1 Finance and Business Manager (Strategic)

Along with other schools in the Academy, Pentland School will contribute 6% of its budget to an Eden Academy Trust fund. One of the services that this contribution will therefore access is the post of Finance and Business Manager. This post is accountable to the CEO, Board of Directors and Principal of the Academy for all matters relating to finance, resource management, premises, administration, Human Resources, ICT infrastructure, Health and Safety, and Academy marketing development.

Specific duties relating to finance include:

- advising the CEO, Board and Principal on a long-term financial strategy for the future development of the Academy and managing that strategy
- managing the Academy's budget, and providing to deadline as required/agreed, financial and annual reports to the CEO, Board, Auditor, LA, Ofsted, Charity Commission, Companies house, DfE and other external agencies.
- overseeing financial management and control, including audits, and keeping the Academy's financial procedures and records up to date, and ensuring compliance with Company Law and Charity Commission requirements.
- securing and maintaining all Academy funding, including liaison with LA and exploiting local/national agencies.
- ensuring the Academy has appropriate banking arrangements, and managing cash flow effectively
- line managing the associated schools' bursars/finance officers
- negotiating, securing and managing all service contracts
- supporting staff responsible for delegated budgets by providing procedures and data which allow them to manage those budgets effectively.

Position Finance and Business Manager: [REDACTED]

Time commitment at the application stage: 1 day a week

Time commitment at the pre-opening stage: 2 days a week (including 1 day a week to manage the project development grant)

Time commitment after opening: Finance and Business Manager (across 5 schools)

Experience:

- [REDACTED]

Additional information:

- [REDACTED]

Specialist areas:

- [REDACTED]

A full CV for [REDACTED] is available on request.

F3.2 Finance officers (Operational)

Each school within the Eden Academy Trust has a finance officer responsible for overseeing the operational day to day management of the finances within each school. It is expected that personnel within these posts deliver financial services to corporate standards to ensure maximum efficiency and effectiveness. The main duties of these posts are to:

- Work closely and in confidence with the Finance and Business Manager to ensure the school meets statutory requirements.
- Develop and maintain effective financial administration systems in order to provide an efficient support service to all budget holders in school. Offer advice to budget holders to ensure the school achieves best value at all times.
- Process all income using the appropriate method.
- Administer and control the school fund, paying any cheques or cash received into the bank account, paying invoices, transferring funds to the budget where necessary and processing all financial documentation in accordance with proper accounting practice. Ensure accounts are independently audited annually and audit report presented to the Operational Board.

- Process all orders and invoices on FMS Finance System ensuring that the school complies with the authorisation levels as prescribed within the school's internal financial procedures.

At Pentland, this position would need to be recruited. As with other areas of expertise, the finance officers work together across the Academy under the guidance of the Finance and Business Manager to share best practice and to ensure consistency across the Academy.

Once the schools are open, these roles would be full time.

F3.3 Additional Financial Expertise

The Board of Directors has a number of members who have considerable expertise in terms of overseeing financial management. [REDACTED], the deputy chair of the Board, is currently providing support at the bid stage for Pentland and will continue to do this at the pre-planning stage. [REDACTED]

F4: Other relevant expertise: including a profile of each of the members and directors of your company and any other relevant expertise that they have outside education and finance.

The new school would form part of the Eden Academy Trust and as such would operate within the existing governance structure.

In order to ensure the smooth integration of the new school into the Eden Academy Trust, the following areas of expertise have been identified as essential:

- Strategic leadership via the Board of Directors
- Human resources and personnel advice
- ICT
- Property and construction
- Marketing
- Project management

Along with other schools in the Academy, Pentland School will contribute 6% of its budget to an Eden Academy Trust fund. This contribution will cover a number of services including human resources and personnel advice, legal and ICT advice.

F4.1 Board of Directors

The current Board of Directors at Eden Academy comprises a range of expertise amongst its members and boasts considerable experience in terms of the leadership and governance of schools. The details for the group, including the members of the company and their particular areas of experience and expertise is given below including, where applicable, their

contribution to Pentland at the bid stage, pre-opening stage and after Pentland has opened. More detailed information about the CEO is given in Appendix F2.



The CEO, deputy Chair, Directors and Members will continue in their roles on the Board of Directors after Pentland School opens in 2014 (subject to the review referenced in F1).

F4.2 Human Resources and Personnel

The Eden Academy currently procures human resources and personnel advice (including payroll services) from Hillingdon HR co-operative. It is intended that this be continued.

The Schools HR Co-operative is an independent school specific HR service which operates out of one of the schools it supports in the London Borough of Hillingdon. On 1st May 2011 the service transferred out of the local authority and is now governed by a Board of Trustees with representatives across the school phases and sectors to include academies.

The Schools HR Co-operative currently supports 100% of the primary and special schools within Hillingdon and over half of the secondary schools. This equates to 80 schools employing over 6,000 people. We also support a number of schools outside of the borough and aim to develop this support as part of a wider independent co-operative. There are 10 members of the team providing support, advice and guidance on all aspects of HR within schools. The Schools HR Co-operative aims to support schools to effectively manage their human resources to the best effect so that they can focus on their core objective of enabling the children in their care to receive a better education and better life chances and in a safe environment.

F4.3 ICT

The Eden Academy currently procures ICT advice and services through AzteQ. It is intended that this be continued.

AzteQ offers a bespoke, cost effective service offering total network support. This includes:

- *Admin systems – maintenance of all hardware and software*
- *Curriculum systems – remote hardware and software support*
- *On site engineering support*
- *Helpdesk logging and remote fix, as well as SLA'd engineering site attendance*
- *Hardware and software asset management*
- *System refresh – complete or software only*
- *LAN infrastructure – break fix and fixed pricing*
- *LAN active – to maintain, monitor and replace/repair all LAN active equipment*
- *Desktop Virtualisation*
- *Specialist application installations*

F4.4 Property and Construction

The Eden Academy has operated in Hillingdon Local Authority for many years and has therefore established a network of local and trusted contractors to deliver a range of services (including maintenance of specialist areas such as hydrotherapy pools). These contractors are procured through a competitive

process led by the site managers from the relevant school. This process is overseen by the Business and Finance Manager. However the Trust recognises that it would need to procure further advice in the area of architectural design for the new building (see below and section F2)

F4.5 Marketing

The Academy has a range of associate consultants who can offer specialist advice or services. These consultants include [REDACTED], [REDACTED]

F4.6 Additional Expertise required

4.61 Architectural planning

The building identified by the Academy as a potential site for Pentland School was originally built as a mainstream school. The Academy believes that an innovative and creative environment supports children and young people to achieve the best possible learning outcomes. In order to ensure that the building is used to achieve this impact, the Academy will need specialist support in the architectural planning for schools with children who have complex needs. This would need to be procured through an open recruitment process.

4.62 Project management

The Academy believes that in order to ensure that the opening of the school happens efficiently and effectively, a project manager would be necessary to oversee processes including but not limited to:

- Recruitment
- Procurement
- Building and construction
- Communication

F5.0 Recruitment at the Eden Academy

The Eden Academy is a multi-Academy trust that currently comprises of Moorcroft and Grangewood Schools. It is intended that Alexandra School will join the Academy in August 2013. The new schools would form part of the Eden Academy Trust and would operate in a manner consistent with the structures and systems within the Trust. As such, all appointments would be made in line with our equal opportunities policy.

F5.1 Appointment of Principal

As part of the Eden Academy Trust, [REDACTED], [REDACTED] would undertake this role across the new schools (see F2 Educational Expertise for diagram of school organisation). A full CV is included in Appendix F1. Key points in the required sections below

Qualifications: [REDACTED]

Experience:

- [REDACTED]

Personal Characteristics:

[REDACTED]

F5.2 Recruiting Other Staff

F5.21 Head of School

The Head of School role is critical within the infrastructure of the Eden Academy and will be responsible for the smooth day to day delivery of the vision of Eden Academy and specifically within that, Pentland School.

This will require the Head of School at Pentland to be responsible and accountable for:

- the quality of teaching and learning
- the quality of behaviour
- day to day management structures, systems and processes and ensuring they align with the vision and key priorities of the Academy in

- order to ensure outstanding outcomes for young people
- providing strong and fair leadership for the whole school community
- ensuring all policies are delivered, fit for purpose and accessible to all
- ensuring the effective deployment of staff and resources within each school and across the Academy in liaison with the other Heads of School
- ensuring that health and safety, risk assessment and safeguarding procedures are followed rigorously and that safe working practices are adopted by all staff

In recruiting a Head of School, the Board of Directors would wish to appoint someone with the following qualities, skills, experiences and qualifications:

Qualities and skills	Experiences	Qualifications
<ul style="list-style-type: none"> • Excellent communication and inter-personal skills • Ability to promote excellent teaching and learning • Ability to work collaboratively with partners and parents • Ability to lead, inspire, manage and delegate • Self-confidence, personal impact, presence and integrity 	<ul style="list-style-type: none"> • At least 5 years teaching experience including a setting for pupils with additional needs • At least 3 year experience of leadership at middle or senior leadership level in a setting for pupils demonstrating additional needs • Evidence of regular and appropriate professional development in teaching practice related to special education • Evidence of regular and appropriate professional development in school leadership and management 	<ul style="list-style-type: none"> • Qualified teacher status (essential) • Additional DSEN qualifications (desirable)

At Pentland, the BOD would seek to make this appointment up to two terms in advance of the opening of the new school in September 2014. This would enable an external candidate (or an internal candidate on promotion) to take up position and receive suitable training and induction within the Academy as well as playing a key role in the opening of the new school. This post will be advertised nationally in educational publications such as the TES in September 2013 for appointment in line with the equal opportunities and safe recruitment policies. Appointment will be made through interview.

F5.22 Recruitment of Educational Staff

- **Teachers**

In appointing teachers for Pentland School, the Head of School, in collaboration with the Principal and the Operational Body would want to appoint teachers with the following qualities, skills, experiences and qualifications.

Qualities and skills	Experiences	Qualifications
<ul style="list-style-type: none"> • Good communication and inter-personal skills • Ability to promote excellent teaching and learning • Ability to work collaboratively with partners and parents • Ability to lead a classroom team • Self-confidence, enthusiasm and integrity 	<ul style="list-style-type: none"> • Some experience of working with pupils with additional needs • Evidence of regular and appropriate professional development in teaching practice related to special education (where the candidate is not an NQT). 	<ul style="list-style-type: none"> • Qualified teacher status (essential) • Additional DSEN qualifications (desirable)

In order to open in September 2014, 6 teachers would need to be recruited prior to the start date. These would either be experienced external candidates or internal candidates wishing to transfer to Pentland. In addition, Eden Academy continuously seeks to talent spot and has a successful track record of the conversion of teaching assistants to teachers via a variety of programmes.

The Eden Academy is also linked with several ITT providers including Brunel, St Mary's, Hertfordshire University and the Institute of Education in London. Teaching practice placements are offered on a regular basis and several of these placement practitioners have applied for substantive positions.

If necessary, we would place a national advert utilising our associate consultant with expertise in marketing to ensure the advert was as effective as possible. We do not anticipate difficulty in filling these positions through the variety of methods outlined above.

- **Teaching Assistants**

In appointing teaching assistants to Pentland school, the Head of School, in collaboration with the Operational Board, would want to appoint teaching assistants who

- show a commitment to, or who have experience of working with, children with additional needs
- can demonstrate an understanding of teaching and learning strategies for children with additional needs
- can work as part of a team

- have good communication skills and demonstrate resilience, enthusiasm and a sense of humour.

In order to open in 2014, we would seek to appoint up to 18 Learning Support Assistants. In order to do this we would advertise externally and in addition, approach Uxbridge Tech to discuss appointing a number of Apprentices from 2013 in the 16-18 age group. We would also indicate to apprentice providers that this would be a rolling programme.

However it should be noted that all teaching assistant positions advertised are usually considerably over-subscribed receiving on average 30-40 applicants for each position. We therefore do not anticipate finding it difficult to fill these positions.

- **Therapists**

The Academy already has a strong network of creative and physical therapists. As additional therapy is required, we anticipate deploying therapy teams across the Academy as well as bringing in additional capacity through adverts in specialist journals for the different disciplines and through our current therapists professional networks. Qualifications would be in line with those expected for those working within the identified discipline and with children with additional needs.

- **Recruitment of Administrative and Premises staff**

Again these posts are highly sought after and we do not anticipate difficulties filling these positions. The Head of School, in collaboration with the Principal and Operational Board would however wish to appoint people into these posts who demonstrate a commitment to, and understanding of, the education of children with additional needs in addition to those skills required by the specific job in question. Again current staff within the Trust would mentor and support new members within the team.

- **Financial resilience**

Pentland School is predicted to open with 70 on roll in September 2014. In order to reduce financial risk, the Academy proposes to recruit 80% of the personnel necessary to staff this on a permanent basis in the initial instance. Academy capacity or temporary staff could then be used to fill the final 20% whilst final numbers become firmer.

- **Professional development**

The Eden Academy is committed to providing high quality, targeted, differentiated professional development for all levels and types of staff. This will be co-ordinated by a dedicated member of staff working across the Academy. Grangewood School is part of a Teaching School Alliance.

F.5.3 Recruitment of Governors

Pentland School will operate within the Eden Academy Trust and utilise the existing governance structure. The Board of Directors is therefore a crucial part of the governance of Pentland School and will access the skills and expertise that are therefore readily available (see section F4). It will also be necessary to recruit an Operational Board.

The Operational Board is responsible for the quality of educational provision in the individual schools, for ensuring that the school complies with statutory requirements and for reflecting the views of its stakeholders in its future strategy and direction. Its purpose is to ensure that the following elements of the work of the school are suitably monitored and challenged:

- The quality of educational provision and performance (including curriculum and standards and achievement)
- All aspects of the management of finances (including ensuring that the school is operating in accordance with the Funding agreement signed with the Secretary of State)
- All aspects of the management of property (including Health and Safety)
- All personnel issues

Operational Board membership will comprise:

- The Head of School (who will be in place from January 2014)
- 2 parent governors (to be recruited on opening)
- 2 staff governors (including one teaching and one non-teaching member of staff – to be recruited on opening)
- 3 co-opted governors (including the Manager of the on-site nursery, one member of the local community and one experienced member from the Board of Directors to ensure consistency)

The recruitment of the Operational Board will be a core task for the Head of School on appointment from January 2014. As both the staff and parent governors will be recruited through election after opening, the Head of School will need to recruit (a) a member of the community and (b) a suitable member of the Board of Directors. It is planned that the former be completed first with a view to trying to recruit expertise in the building, architectural or construction industry. In order to do this, adverts will be placed in the Civic Centre in Hillingdon and in the local media. If this is successful, it is likely that the Board of Directors member will be identified to provide financial expertise. The Principal of the Academy also attends some meetings.

Appendix F1: CV of the Principal: ████████████████████

- [REDACTED]

Appendix F2: CV of the CEO: [REDACTED]

[REDACTED]

Appendix F3: Job Description for the post of Principal

Overall purpose: The Principal shall, in conjunction with the Trustee Board,

deliver the vision of The Eden Academy:

This will require the Principal to be responsible for:

- The implementation of best practice and approaches that will make The Eden Academy a recognised national leader in the education and care of young people with learning difficulties
- The creation of national and international networks that facilitate the sharing and dissemination of best practice in the field
- The development of a distributed leadership model that presents a clear and empowering framework for all associated with the Academy
- The creation of an holistic approach to the education of young people with learning difficulties that both challenges and supports

1. Leadership

The Principal shall provide dynamic, consistent and motivational leadership from the Academy and its management team, ensuring the successful delivery of the vision, ethos, aims and objectives as determined by the Board of Trustees. The Principal shall take overall responsibility for the strategic planning and operation of the Academy in line with the Academy's aims and objectives.

2. Strategic Management

The Principal shall Provide strategic guidance and support to all the schools in the Academy in the implementation of the Eden Academy Development Plan ('EADP') and provide line management direction, guidance and support for the three Heads of School and the Governing Boards.

3. Curriculum

The Principal shall have overall responsibility for the quality of curriculum content and delivery across the Academy

4. Teaching and Learning

The Principal shall have overall responsibility for the quality of teaching and learning across the Academy ensuring effective monitoring and evaluation systems are in place that provides accurate and up to date information on the quality of teaching and the achievement of pupils. Promote effective links with higher education institutes to form a strong teaching and learning research base at the Academy

5. Finance

The Principal shall plan and manage the school's finances and resources to ensure maximum benefit for students and provide advice to the Trustees on the formulation of the annual and projected yearly budgets in order that the Academy secures its objectives.

6. Partners

The Principal shall create strong links and collaborative ways of working with all stakeholders including parents and carers, Local Authorities and the wider community

Section G: Initial costs and financial viability

G1.1 Make sure that the information in your financial plans is consistent with the other parts of your application e.g. the staffing structure and pupil numbers in the education plan should agree with the financial plans.

██████████

Section H: Premises

The choice of site is dictated by our education vision, the perceived demand, the projected shortfall in places in Hillingdon and the adjacent LA's (*that would support our application*), and be good value for money.

H1 Geography - the site would ideally be in LB Hillingdon, but if possible be close to the borders with Harrow, Ealing, Brent, Hertfordshire and Buckinghamshire, to minimise travelling time LA transport costs.

H2 Site Specification - the chosen site should be able to accommodate 140+ pupils with ASD/SLD SEN, split into separate, easily manageable primary and secondary provision, with space for outdoor play areas, on-site parking and set down areas for coaches and minibuses.

H3 Selection Process

The selected site was quickly identified, as it fulfils all our criteria for geography and specification. It is also conveniently close (circa 2 kilometres) to Grangewood School. ██████████ A number of other sites were considered, both for conversion and for new build, but none fitted our criteria as closely as ██████████

The site is within 2 miles of Harrow, 3 miles of Ealing and Hertfordshire, and is conveniently located for Brent and Bucks. ██████████

The outdoor space is sufficient to enable us to provide individual outdoor play areas on a class basis for primary pupils. ██████████

H4 Transport/Parking

Public transport for staff is very convenient. The site is ██████████ The location of the site, close to the borders with Harrow, Ealing, Brent, Hertfordshire and Bucks should enable these authorities to make economic use of their transport, and deliver savings.

██████████

H5 The selected site

██████████ West Ruislip

H6 Freeholder

[REDACTED]

H7 Current use

[REDACTED]

H8 Description

Site – 10,300 Sq. metres (estimate)

Buildings - 3800 Sq. metres (estimate)

[REDACTED]

The site is available as a capital purchase, immediately. [REDACTED]

H9 Value for Money

The ownership of the [REDACTED]

Within the original disposal agreement, there were some specifications on the continued use of the site for education purposes. Furthermore, [REDACTED], there will be no significant planning issues.

The LA have indicated that they would be willing to sell the site at market value. The choice of site is dictated by our education vision, the perceived demand, the projected shortfall in places in Hillingdon and the adjacent LA's (*that would support our application*), and be good value for money.

Annexes

The annexes:

- are included within the page limit and restricted to documents relating to your evidence of demand (e.g. questionnaires and maps) and relevant CVs;
- should be submitted as part of your application i.e. as one Word document; and
- do not include the financial templates (which should be submitted separately in Excel and are excluded from the page limit).

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