



Department  
for Education

# Free school application form 2015

**Special** (updated February 2015)

**MACINTYRE ACADEMIES FREE SCHOOL, RUGBY**

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## Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

**Section I** is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

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

**Sections A to H**, i.e. the completed Word AND Excel templates and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: [special.fsapplications@education.gsi.gov.uk](mailto:special.fsapplications@education.gsi.gov.uk). Your email must be no more than 9MB in size.

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

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

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

You also need to submit two hard copies (of **sections A-H** and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

**Section I**, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted as hard copies with a copy of Section A (from the Excel template) by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

### **Data Protection**

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

## Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	X	
2. Have you provided information on all of the following areas:		
<b>Section A:</b> Applicant details	X	
<b>Section B:</b> Outline of the school	X	
<b>Section C:</b> Education vision	X	
<b>Section D:</b> Education plan	X	
<b>Section E:</b> Evidence of need	X	
<b>Section F:</b> Capacity and capability	X	
<b>Section G:</b> Budget planning and affordability	X	
<b>Section H:</b> Premises	X	
3. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	X	
4. Have you fully completed the budget plans?	X	
5. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?		
6. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria		
7. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?		

<p><b>8.</b> Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: <a href="mailto:special.fsapplications@education.gsi.gov.uk">special.fsapplications@education.gsi.gov.uk</a>? (See guidance for dates and deadlines).</p>	X	
<p><b>9.</b> Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	X	

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

<p><b>Section I of your application</b></p>		
<p><b>10.</b> Have you sent:</p> <ul style="list-style-type: none"> <li>▪ a copy of Section A (tab 1 of the Excel template); and</li> <li>▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and</li> <li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	X	

## Declaration

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

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

- the requirements outlined in the 'How to apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- for children with an education health and care plan ('EHCP') naming the school, the requirements pertaining to children with SEN within the SEN Code of Practice, including the duty to admit a child where the school is named in an EHCP;
- for schools where the Secretary of State agrees in the funding agreement that they can also admit non-statemented pupils with special needs, the school must, in respect of these pupils, comply with the School Admissions Code, the School Admissions Appeals Code and the admissions law as it applies to maintained schools. 16-19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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



**Signed:**

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

**Print name:**

**Date:**

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

Please tick to confirm that you have included all the items in the checklist.

## **Section A: Applicant details**

Please complete the Excel application form.

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

This section will need to be completed by both route 1 and 2 applicants.

## **Section B: Outline of the school**

Please complete the Excel application form.

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

This section will need to be completed by both route 1 and 2 applicants.

## Section C: Education vision

This section will need to be completed by both route 1 and 2 applicants.

### Section C1

#### Vision for the new School

MacIntyre Academies Trust proposes to open a new special Free School in Rugby, Warwickshire in September 2016 to meet the needs of children and young people who have an Education, Health and Care Plan (or SEN statement). Specifically the school will cater for children and young people with additional needs associated with an autistic spectrum condition or social, emotional and mental health difficulties, aged between 9 and 19 (Years 5 to 13). The new School will provide 80 places across three phases; Primary, Secondary and Post 16 and will open in September 2016 with 30 children in years 5, 6, 7 and 8 in year 1. This includes children in the last two primary years (from age 9 years). The school, which will cater for boys and girls, is expected to reach full capacity in year 3. Approximately 20 places will be reserved for young people within the sixth form.

MacIntyre Academies is opening a similar school in Nuneaton in September 2015 and this proposal arises from the overwhelming demand for places at the Nuneaton school from children and families in the Rugby area and a shortfall of provision across the County. Needs analysis data produced by Warwickshire County Council (see section E) supports the need for a 'sister' school for the new MacIntyre Nuneaton Academy in order to meet existing and projected demand for in-county (Warwickshire) high quality places for children and young people with these particular needs. As demonstrated by our existing relationship in setting up the MacIntyre Nuneaton Academy, the Local Authority is confident that we will work in close partnership with them to ensure the school is set up effectively for its intended cohort of learners.

Significant number of children and young people with SEN are placed outside of the County (risen over 100% from 129 in 2010 to 259 in 2014 – WCC) due to insufficient in county resources. Through a recent wide ranging Vulnerable Learners Strategy consultation conducted by WCC, many parents and carers have said that they would prefer their child to be in a school as close to home as possible. There is a gap in specialist provision in Warwickshire at a time when diagnosis of autism is increasing and data shows that 60% of statements or EHCP are for children who have a primary need of autism or BESD/SEMH.

We believe all young people, regardless of learning difficulty, deserve the best education possible. We want our pupils to be ambitious for themselves and we need to be ambitious on their behalf. Therefore our aim is to deliver an 'outstanding' school with outstanding outcomes, a school which is truly family centred with education individualised to each child/young person. The new Free School will provide a healthy, safe and enjoyable environment, with excellent teaching and learning and a focus on high quality personalised education and support. It will evolve according to local needs, and central to our model, parents and carers will be encouraged to be fully involved and connected from the outset. Every child will have a personalised pathway underpinned by a flexible approach to delivery that ensures if and when a child's needs change, their provision is adjusted and a solution found without disruption.

We have met over 30 families (mostly in their homes) as part of the admissions process for our new school in Nuneaton. In these meetings, we use person centred thinking tools to capture what parents say is important for their child, for them and for the whole family. Parents comment that our meeting with them is often the first time they have had a 'positive' meeting about their child. We send parents a full record of the meeting which they value. All family meetings have resulted in a request for a place at the new school.

We will plan the school curriculum so that it motivates children to firstly attend school and secondly want to learn; it will help them make connections with the world around them. Learning will be practical, will feel 'real' and relevant and will build on young people's strengths. To achieve this, learning will happen in a wide variety of spaces including the local community, the school grounds and in specialist technology spaces. Through engaging projects children and young people will access a broad and balanced curriculum including a particular focus on developing the literacy and numeracy skills which will help them to succeed in their adult life.

We believe that all children and young people should be equally valued and will strive to eliminate prejudice and discrimination, and to develop environments where all children and young people can flourish, feel safe and reach their potential. Our belief is that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, ability, attainment and background. We will pay attention to the provision for and the achievement of individuals and different groups of pupils. Our aim will be to respond to children and their families circumstances in ways which take account of a variety of life experiences and needs. We recognise that for our target group of learners, outcomes at early adulthood are often poor and sometimes critical (lack of economic activity, criminal justice system involvement etc). We will work with families, community groups, the police and other stakeholders to shift aspirations so that children can achieve a better, more productive future.

Supporting young people to improve their own well-being, particularly their communication, social, emotional and mental health needs, will be central to the school curriculum. This will include learning to build positive relationships, being active, contributing positively to their school and local community, broadening experiences and learning to understand and shape their own emotions. Importantly, our vision is for all pupils to enjoy school demonstrated by high attendance rates, dramatically improved behaviour in and out of school and outstanding outcomes for children.

Our proposed new Free School will become the third school overseen by MacIntyre Academies Trust which has a successful track record of setting up new special provision. We would describe our school's fundamental philosophy as being "open, flexible and solution focused", whether referring to our curriculum development, support for young people and their families or our relationship with our partners and funders.

**MacIntyre Academies Trust** is founded on the following principles:

- All children and young people, regardless of disability or difficulty, have the same right to maximise their personal potential through the free access to great education
- Education can and should be a way of maximising equality of opportunity for all children and young people
- Our schools will encourage all pupils, regardless of level or complexity of learning difficulty or disability, to be ambitious for themselves and to be aspirational about their future hopes and dreams
- The learning experience for pupils will be outstanding: stimulating, engaging and highly tailored to the individual child
- The Schools will work with children and young people and families as partners to achieve good, pupil-centred outcomes to create the best foundation on which to build adult life
- The Schools will ensure that transitions in and out are pupil centred, expertly planned and facilitated by skilled practitioners
- The Academies will recruit, continuously develop and retain a highly skilled workforce that delivers the best educational experience and outcomes
- Each School will be inextricably connected to their local areas acting as a community hub and building supportive links
- The trust will encourage innovation and work in partnership with a wide range of experts to develop and implement best practice based on evidence based research, sharing our learning widely
- Each School will be entrepreneurial maximising the resources directly spent on education and delivering value for money
- We will continuously develop the expertise of our employees

## **Our Priorities**

The following priorities have been identified by the trustees as important in guiding the development, ethos, growth and delivery models of each school within the Trust:

- **We will provide outcome focused education and support**

All our education and support programmes will be genuinely bespoke; once a personalised learning pathway and plan has been developed with the young person, their family and others, priority will be given to the most important aspects of learning for each child or young person. Our curriculum will be purposeful and flexible and allow for age and culturally appropriate contextualised learning. It will have a particular focus on communication, independence, social skills and life skills. Reflective practice will ensure staff check back and evaluate progress and to make adjustments that continuously improve delivery.

- **We will seek partnerships to innovate new solutions that offer local outcomes**

Partnership is at the core of our philosophy. We will work in partnership with the Warwickshire County Council and the Department for Education to ensure that all aspects of the new school design and operations address current requirements and evolve commensurate with local need. We will actively forge relationships with other educational providers to further both the delivery offer and progression routes. We will adopt a multidisciplinary approach and work closely with health, social care, CAHMS, the police and other statutory services.

- **We will deliver personalised solutions that are effective and offer value for money**

By developing service solutions in a co-produced way with other stakeholders, we will demonstrate good outcomes while ensuring value for money. Our school model will reduce the need for expensive out of borough placements.

- **We will empower parents as partners in all service delivery**

Parent involvement will be a key building block of our delivery model and we will invest to ensure it is effective. We will set aspirational KPI on parent involvement and resource accordingly. We will encourage parents and other family members to contribute to all aspects of our education provision, including their child's educational plan, curriculum planning (and consolidation at home), evaluating outcomes and staff recruitment.

- **We will build our practice on evidence based research**

We will ensure we are a learning organisation and use a range of internal and external sources to inform and develop practice and positively impact on the education and support we provide. We will be a leader and major contributor to continued professional

development in the autism and SEMH field locally. As well as internal self-evaluation mechanisms, we will use external resources, partnerships and networks to help us identify and respond to sector developments.

▪ **We will continuously develop the expertise of our employees**

The attitudes, competencies and skills of our staff will be fundamental to our success in delivering outstanding outcomes. To ensure the quality of our workforce, we will adopt a planned approach to recruitment, induction, training and supervision. MacIntyre, our sponsor has an award winning reputation for staff development including the use of innovative staff profiling in recruitment. We will encourage staff to develop skills and specialist expertise up to Masters level, particularly in supporting children and young people with SEMH and autism. We will work with partner schools to learn from their expertise and share our own.

### **Aims & objectives**

The main aims of the new MacIntyre Academies Free School in Rugby will be to:

- Inspire children to attend school and value their education in the same way that often comes naturally to children in other circumstances
- improve behavioural and educational outcomes and life chances for children and young people
- raise aspirations of children and families, matched by high staff aspirations for their pupils;
- ensure better transitions, destinations and opportunities after school;
- accelerate progress in literacy, numeracy as well as a broad and balanced curriculum;
- operate a school which is environmentally sustainable and financially secure;
- strengthen community cohesion by being a keystone within the local community

This will be achieved by:

- recognising that high-quality leadership, teachers and support staff are the school's principle asset - they will be supported, rewarded and motivated;
- offering a personalised learning programme which offers academic and vocational learning pathways, underpinned by a foundation of social and emotional awareness and skills development;
- embracing the role of parents and carers as integral to the school's life-blood and culture
- working alongside Warwickshire County Council, staff and stakeholders to ensure that the Free School is successful in delivering their strategic aims

The school will provide a curriculum designed to follow a personalised learning approach, providing flexibility to meet the needs of all pupils. The School will aim to know every child and young person as an individual, where their interests lie and what motivates them. This is key to their success and happiness, and to the success of the school. The personalised learning programmes will be tailored to the abilities of each child or young person including the deployment of additional support for some or all of their learning.

We have a holistic approach to supporting behaviour that empowers the child or young person to engage in education. We believe that a pupil that is motivated, encouraged and made to feel worthwhile, will choose to learn, and as a consequence behave well. The school will support pupils to become socially responsible, polite and caring young adults, who value the lives of others and the environment in which they live. All staff, not just teachers, will be trained to support children to develop positive behaviours and develop strategies to manage their own behaviour positively. Good behaviour and attendance are a direct outcome of positive attitudes to learning. Staff recruited will be non judgemental and will understand the 'function' of difficult behaviour usually has an underlying cause. All staff will be coached to a high level in positive behaviour support.

As a community-focused school we will endeavour not to exclude pupils. Every pupil should have a strong sense of belonging. Our staff will provide very clear guidance for our pupils and their families. Interventions for behaviour causing concerns will be actioned promptly and consistently. Positive contributions to the school community, will be widely featured in assemblies, on notice boards, in newsletters and on the school website.

Children with autism and SEMH have particular difficulties with communication, social interaction and the ability to think flexibly as well as specific issues that arise from the environment that affect their sensory perception. Therefore, the school will provide a highly structured adapted environment designed to prevent children and young people becoming too stressed to learn if overloaded with information or faced with too many choices and changes.

A multidisciplinary approach will be adopted to all aspects of planning and delivery ensuring that expertise from key professions such as occupational therapy, speech and language therapy and educational psychology is utilised for greatest impact both strategically and operationally, enabling continuous learning across the whole team, and increasing sustainability in delivery. External input from specialist CAMHS teams and other professionals will be sought and used appropriately.



The school's environment will be clean and attractive with well organised classrooms in colour schemes designed to be 'low arousal' to prevent over stimulation. The grounds in which the school sits will be attractive and welcoming with plenty of outdoor space for play, recreation and sensory engagement. The school will be located in or near to Rugby ensuring ease of accessibility for pupils and their families and minimising the anxiety and stress usually associated with long journeys to and from school or complicated routes. This location will allow pupils to safely learn and develop in a wide range of community based stimulating and accessible environments as part of the curriculum.

## 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. Please add additional rows/columns if appropriate. We would expect a special free school to reach full capacity by the fourth year of its operation.

If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each. If you are proposing to open later than 2016, please leave the relevant earlier columns blank.

This section will need to be completed by both route 1 and 2 applicants.

	<b>Current number of pupils (if applicable)</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Reception</b>								
<b>Year 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>		5	6	8				
<b>Year 6</b>		6	7	10				
<b>Year 7</b>		12	12	12				
<b>Year 8</b>		6	12	12				
<b>Year 9</b>			8	10				
<b>Year 10</b>				8				
<b>Year 11</b>								
<b>Year 12</b>			10	10				
<b>Year 13</b>				10				
<b>Totals</b>		30	55	80				

## Section D: Education plan – part 2

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section.

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

This section must be completed by route 2 applicants.

### Curriculum Time and Subjects for KS2 and 3 students:

	SUBJECT	TIME	M/V
Literacy	English and Drama	4.5	M
Numeracy	Maths and Financial Capability	4.5	M
Skills	Science	2	M
	Computing	1	M
	History	1	M
	Geography	1	M
	MFL	0.5	M
	PE	3	M
	Art and Design Technology	2	M
	Music	0.5	M
	RE	1	M
Wellbeing	PSHE, Citizenship and Life Skills	3	M
	Assemblies and form time	1	M
	<b>TOTAL</b>	<b>25</b>	

Although we would ensure that all pupils have access to all subjects above, the way that any one child takes part in subject areas may differ according to their needs and learning pathway.

## Section D1

### Approach to Teaching and Learning

The MacIntyre Rugby Free School will be part MacIntyre Academies, an existing multi-academy Trust. The aim of the new MacIntyre Academies Rugby School is to deliver an 'outstanding' education using personalised programmes and by releasing student potential. Our vision is to ensure young people with autism and SEMH difficulties receive the same first-class education enjoyed by other students. Our ambition is to continually challenge ourselves to provide the best educational provision for students with learning disabilities and autism in our care. The new school will provide a healthy, safe and enjoyable environment, with excellent classroom practice.

From the moment children and young people step inside our doors, they will experience a first rate atmosphere and environment of dignity and respect and will gain an immediate sense of the strong bond between adults and pupils and between the pupils themselves. They will instantly recognise the signs of pupils enjoying school life, of their self-worth and positive attitude towards learning through carefully planned displays of pupil work celebrating their achievements, wonderful learning classroom climates, and regular school events. We want them to know immediately that they will be happy here.

The school will recruit a highly skilled and flexible workforce with an in-depth understanding and experience of interpreting the national curriculum at all attainment levels and in designing bespoke education solutions for children who require specialist support strategies to achieve outstanding outcomes. As our greatest asset within the region of 80% of resources being spent on salaries, we will invest heavily in the recruitment, retention, training and ongoing development of the school to ensure staff in turn invest in the long term quality of life of our pupils. Our team will explicitly teach life skills and socially acceptable behaviour in a way that will foster confidence, self-esteem and self-determination and enable young people to have a realistic understanding of themselves as they prepare for an independent and purposeful role in society as adults.

We will teach skills in the context of practical, real-life situations where possible in order for pupils to develop skills to transfer from one situation to another and an understanding that they can sustain over time. For most pupils, learning is made coherent and connected through a themed, project based approach up to the end of Key Stage Three, after which subjects are taught more discretely. However, staff will differentiate appropriately where a pupil's needs are better met through focusing on a limited range of subjects. Paired and group working will be encouraged to promote collaborative work and to encourage functional communication skills. Pupils will be

encouraged to practise speaking and listening skills in more challenging situations through the planned use of the local community and its facilities.

Unlike many ASC specific schools that adopt a particular 'autism' methodology, we start by asking what successful learning looks like, expertly listen to the issues, barriers, and aspirations and create an individual pathway that will make use of a range of autism and behaviour specific strategies to find a solution that will work. This approach, in addition to reflecting our fundamental commitment to child centred thinking, is our driver for innovation. Through undertaking expert functional skill assessments alongside academic and sensory assessments, we develop individual strategies for each child. We will use specific autism interventions where helpful in specific situations. For example classroom management will allow for those who benefit from a structured TEACCH approach which is particularly useful in teaching skill development in KS2 or supporting children to develop strategies for managing change.

All children will have enhanced opportunities to follow programmes that focus on the development of functional communication and social skills. These will be delivered both discretely and also embedded throughout the general curriculum. Each child will have targets relating to their individual challenges relating to communication and social understanding. Older children will take a full part in negotiating and agreeing these targets particularly as they are often successful strategies for developing self-esteem and self-worth.

### **Sensory Considerations**

Children with autism and many with SEMH difficulties often respond atypically to sensory stimuli. Many are hypersensitive to particular visual stimuli, such as fluorescent lights or particular auditory stimuli, such as echoes, high pitched noises, another child's distress and playground noise. This sensitivity can have many and varied responses including significant levels of challenging behaviour towards self or others due to the agitation caused by the hypersensitivity and the anxiety and stress that often results. High levels of sensory difficulties can often significantly impair a child's readiness for learning.

Conversely, some children with autism and SEMH difficulties appear to 'under-react' to certain stimuli such as physical pain and some will regularly engage in self-stimulatory, often stereotyped types of behaviours, such as repetitive moving, light filtering or playing with a particular object or part of an object. These behaviours are most noticeable when a child is tired, anxious or under stress or when they experience sensory overload which could be a combination of many of the above factors. Children with Aspergers Syndrome often have more overt reactions to sensory issues than other children with autism.

We will address sensory issues from assessment through all aspects of curriculum planning and delivery as they can have impact at any time. All children will have a sensory assessment (with regular review) and strategies will be carefully detailed as part of their learning plan. Through our occupational therapist, we will provide access to a range of resources that can commonly help such as earphones, and an environment that minimises distressing situations, such as single person work stations, quiet spaces, and sensory room, etc.

## **Motor Considerations**

Children with SEMH difficulties, autism and Asperger's syndrome often have poor motor skills, poor coordination and difficulties with balance resulting in awkwardness and clumsiness with considerable implications for participation in PE, games and play, and in turn impact on social participation. In delivering a physical education curriculum and approach that provide opportunities for children to participate successfully, we think creatively and include access to opportunities that enable children to learn in group situations that develop motor skills at an individual level, for example, Taekwondo.

For some young people fine motor skill difficulties can also complicate and interfere with a variety of school activities, such as handwriting, art, and some practically based technologies. Our approach is very individualised and we assess the best way of reducing the impact of these difficulties through the use of laptops or other ICT, classroom/white board management, ensuring for older children, access to extra time or scribes for external examinations.

## **A broad and Balanced Curriculum**

The remit of MacIntyre Rugby Free School is to provide a challenging, relevant and enjoyable curriculum that meets the needs of each child both academically and socially, within the framework of the new National Curriculum. Teachers will use the strengths of students and their conditions to inspire them to make the most of their talents and equip them for the future. This will be a combination of academic progress, personal skills and the readiness for future living. The curriculum will be broadly divided into four areas; **literacy, numeracy, skills and well being**. The curriculum will be based upon the new National Curriculum and tailored by our staff, to meet the needs of our learners.

## **Literacy**

The ability to speak, listen, read and write are vital to survive in Society. Students will receive intensive literacy teaching and support to improve their ability to communicate in a range of settings and with increasing quality and confidence. Lessons will be in

small groups and one to one intervention will be used as needed for any speech, language or communication concern. Students will, for example, be able to read books, access materials through the latest technologies, deliver speeches about their favourite pastimes and learn to write for specific purposes.

## **Numeracy**

The approach to Mathematics teaching will be one of relevance and applying number skills in context. Topics will link to the skills curriculum and ensure that students are confident and competent with, as a minimum, time, money and measures. Although many children will not be achieving at the appropriate level in numeracy on entry, the school is also likely to have some very able mathematicians and GCSE and A level courses will be taught to students of any age who have the ability. Spreadsheets, data analysis and the use of calculators will be central to children engaging and understanding the topics in the national curriculum. All our skills training will be based on students achieving independence to complete daily life tasks. Intensive support and input will be provided at the outset and then as student confidence develops, adults will take on a more facilitative role. Students will be taught, for example, about shopping, finance, travel, research and catering.

## **Well Being**

This will ensure that students are safe and healthy and that their medical conditions are not a barrier to life long learning and personal development. Appropriate therapies will be integrated into the school day. There will be calming rooms near classrooms, safe outside spaces to learn and exercise, named carers and support staff for each child and an holistic approach to learning.

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## **Curriculum Structure**

The curriculum will be developed around the individual need. It is recognised students will require differing levels of academic, social and therapy input to achieve a well-balanced individual. Delivery will be ability appropriate and individual interests and gifts will be used as motivators for learning. For example: A student in KS3 who is capable of achieving his or her Maths GCSE would be given the opportunity to do so.

## Nurture Curriculum

Where students are working in the P levels in KS2 and are unlikely to be able to access Entry Level or GCSE qualifications, a nurture curriculum consisting of Willowdene School Maths curriculum (as recommended by TEACCH), and the Equals curriculum will be delivered. The curriculum will have a sensory approach, and will work towards greater student independence.

## Education outside the Classroom

To develop the particular social requirements that students with AS and other mental health conditions bring, class teams will look for every opportunity to deliver course content outside of the classroom. For example: Art, Technology, Maths and English can be linked to running a stall in the local market; Biology and Life Skills can be delivered through Horticulture. Activities outside of school should be 'Forward Facing' i.e. where possible give students every opportunity to interact with members of the public and people they do not know to build social skills.

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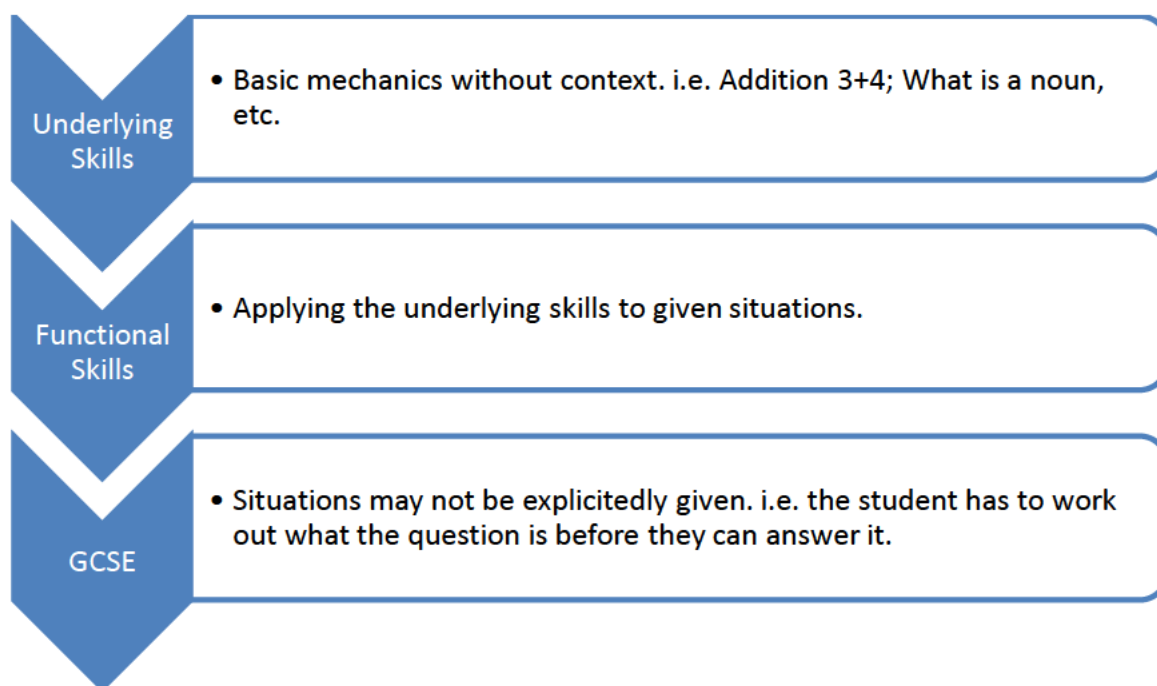
## Curriculum Time and Subjects for KS2 and 3 students:

	SUBJECT	TIME
Literacy	English and Drama	4.5
Numeracy	Maths and Financial Capability	4.5
Skills	Science	2
	Computing	1
	History	1
	Geography	1
	MFL	0.5
	PE	3
	Art and Design Technology	2
	Music	0.5
	RE	1
Wellbeing	PSHE, Citizenship and Life Skills	3
	Assemblies and form time	1
	<b>TOTAL</b>	<b>25</b>



## Key Stage 4

MacIntyre Academies Rugby Free School acknowledges there are three stages of learning which enable students to succeed at GCSE:



The school approach will reflect these stages; Giving students the underlying skills to tackle real life scenarios where 'problem solving' is the key skill taught. At this Key Stage 100% of our students follow programmes leading to external qualifications accredited to the National Qualification Framework. Delivered according to need, students will also be able to continue with their studies through to Years 12 and 13 or to begin higher level qualifications early.

MacIntyre Academies Rugby Free School will employ staff with the widest skill range possible, to allow students to take GCSEs or equivalent courses in the subjects they choose as laid out by the National Curriculum for England Framework for Key Stage 4 (Dec 2014) delivery. The school aims to be completely flexible in this respect. Some students may be capable of undertaking 8 GCSE subjects but for many students, for whom this goal may be inappropriate, they will be able to concentrate on fewer subjects. Those whose engagement and motivation is more dependent on special interests, will apply for early accreditation in key subjects at the end of Year 10, progressing to a foundation programme or accredited courses in preparation for KS5.

At KS4, Maths, English, Science and Computing will be compulsory and P.E. Citizenship, Sex Education and Religious Education will also be offered to all students. Students will have options within Arts, D.T. Humanities and Modern Foreign Languages. For those for whom academic GCSE courses are not appropriate, there will be a range of alternatives at entry, level 1 and level 2 – for example English, Maths

and Science will include access to GCSE as well as Certificates (Edexcel/ BTEC) at level 1 and 2. Regardless of what level of qualification a student is working towards, all children have individualised communication, literacy and numeracy programmes designed to ensure their highest levels of attainment.

A range of GCSEs will be offered both in-house and in collaboration with other local secondary schools. If the social and academic needs of the student are best met at a partner establishment, such as a local school, this will be sought if in the best interests of the child. These arrangements, in addition to contributing to local relationship building and community cohesion, provide our students the opportunity to learn in an alternative environment; an experience particularly helpful for young people with autism who find it difficult to attend school on a full-time basis.

Functional Skills Certificates (Edexcel) from Entry Level to level 2 in English, Maths and ICT (level 1 and 2) will be offered as useful aids in supporting children with autism who have difficulties in developing the transferable skills needed for everyday life and in the workplace. Functional skills delivery will remain embedded into GCSE coursework for students accessing both.

Within KS4 learning will focus more on skills for adult life and preparing for a world beyond school through the ASDAN citizenship award, providing students with the opportunity to understand how they can contribute to and take their place in society as active citizens.

## **Key Stage 5**

Students can continue with Entry 1 to Level 2 courses, or where appropriate start Level 3 academic or vocational courses. Sixth form students will also have the opportunity to complete a leadership award. If social development is best met in a college setting, students will be supported via either dual role or purchasing services.

Nurture students whose need is more life skill based will follow the ASDAN 'Towards Independence' accreditation path, including:

- Developing independent living skills: keeping safe
- Developing community participation skills: Getting out and about

## **Subject Specific Information and Overview:**

### **Maths**

Dependent on student need, Maths will consist of:

**Initial Assessment (IA)**, to identify the level of the learner. For example, if a learner shows on their IA that they are working at E3, then they should progress and be put on a L1 programme.

**Underlying Skills** delivered through Maths OCR Progression modules which allow accreditation from Entry 1 to Level 2, therefore all abilities are catered for.

For example, the six modules within level 1 are:

- Calculating shape and space
- Fractions, decimals and percentages
- Read and calculate units of measurement and time
- Calculations with whole numbers, simple ratio and direct proportion
- Interpret data and the outcomes of events
- Calculate with money without a calculator

Comparable modules are available for Entry 1 to Level 2.

Students can be accredited for their knowledge of underlying skills through OCR Progression from the age of 14. The modules are mapped against GCSE and Functional Skills requirements, and can be mapped against the new National Curriculum to ensure full coverage.

**Functional Skills** take the underlying skills currently taught and apply real life questions to those skills. For example, underlying skills 'Interpret Data' could be linked to recording and analysing science experiments using ICT (spreadsheets) as a tool. Because functional skills are taught after the appropriate underlying skills, the focus of these lessons is problem solving techniques. From the age of 14, students will be accredited through formal Functional Skills qualifications, from Entry 1 to Level 2.

**Financial Skills** are built into the underlying skills and functional skills syllabuses, including modules on Money. From the age of 14, if appropriate, Students may have

the opportunity to follow the IFS Financial Capability Qualifications at level 1 to 3 in KS4 and 5.

**GCSE and A Level Maths** will be offered once the student demonstrates they have appropriate underlying skills and problem solving techniques. The Academy recognises the importance of GCSE qualifications have on the life chances of our students, and will deliver high quality GCSE provision to enable students to achieve at this level.

## **English**

Dependent on student need, English will consist of:

**Initial Assessment**, to identify the level of the learner.

**Underlying Skills** delivered through English OCR Progression modules which allow accreditation from Entry 1 to Level 2.

For example, the seven modules within level 1 are:

- Interpret meaning in sentences in straightforward texts
- Read for purpose and meaning in texts on a variety of topics
- Construct compound sentences
- Plan and sequence texts
- Speak to communicate information, ideas and opinions
- Develop discussions
- Listen to actively respond in dialogue

**Functional Skills** is delivered alongside Underlying Skills and allows students to apply the skills learned. Functional Skills can be accredited from Entry 1 to Level 2 from the age of 14.

**GCSE and A Level English** will be offered once the student demonstrates they have appropriate underlying skills and problem solving techniques.

**Reading for Pleasure** via e-Reader and Paperback. This will include:

- Set Texts – Classes will study 1 fictional text such as ‘Holes’, 1 Shakespeare play or similar such as Macbeth and a set of poems per year. Shakespeare plays will be made accessible through graphic novels.
- Guided Reading - such as Dockside. Where students are below their reading age as identified through a BURT test, reading schemes suitable for young adults will be introduced, with an emphasis on phonics as a learning method. These will be set as an intervention, with a HLTA responsible for tracking and delivery.
- Free Reading – Students will have access to The Academy library and the local library to choose age appropriate books that are of interest to themselves. A reading slot will be timetabled each day.

## **Drama**

There are three roles for Drama:

- As part of English, Drama will be based around the set texts delivered during the year. Where students have an interest, Drama can be continued to GCSE level.
- As a therapy, Drama will be used to develop social understanding in students where needed.
- As a whole school initiative, Drama will be instrumental in delivering assemblies and other social activities such as plays, etc. to the wider community.

## **Science**

The new National Curriculum gives a specific breakdown of skills to be delivered in years 5 and 6, and overview of topics in KS3. The Academy science curriculum will fully comply with the new National Curriculum.

Delivery in years 5-9 will be aligned to OCR Entry Level Science. The course is broken down into Biology, Chemistry and Physics, and has 13 modules in each discipline. Modules cover similar topics to GCSE Science, but in appropriate detail for Entry 1 to 3, therefore, this course is an ideal grounding for students going onto GCSE Science. Module titles include such topics as ‘Drugs in Society’ and ‘Restless Earth’. The different modules can be mapped to the New National Curriculum.

Modules of work will be differentiated up or down to the individual student’s need. Teachers will be expected to add additional material to give greater depth and extend students who are working at a level above Entry 3.

Each module has opportunities for Science experiments – ‘Can Do’ tasks - with additional major investigations built in. Each Module has a summative 10 minute end test which gives guidance on student understanding.

### **Science as a Life Skill**

Particular modules such as ‘Babies’ will be linked to other subject areas, such as PSHE Sex Education. Each module also has research, data analysis and presenting tasks, which can be linked to Maths and ICT.

### **P.E.**

There is much research linking ADHD, AS, Dyslexia and other spectrum disorders within SEMH to the underdevelopment of the Cerebellum, and how activities that develop the Cerebellum can negate the effects of these spectrum disorders. The Cerebellum is the part of the brain associated with fine and gross motor control, and organisations such as Learning Breakthrough and Dore have developed fine and gross motor programs that can lead to a reduction in the symptoms of spectrum disorders.

Exercises that develop fine and gross motor control will therefore form part of the student offer. These exercises can be built into learning, both formally at the start of the day and during lessons, and will last from a couple of minutes ad hoc in lesson to a fifteen minute start up routine in the mornings.

**Daily Start-up:** As students arrive in taxi’s they will be directed to a physical daily exercise. This may include:

**Daily Start-up:** As students arrive in taxis they will be directed to a physical daily exercise. This may include:

- Wii Lets Dance
- English Table Tennis (Word association games whilst playing)
- Maths Frisbee (Maths questions whilst playing)
- Catching games etc

**In lessons:** Deliverers should look for opportunities to play balance and catching games whilst carrying out questioning to develop the cerebellum and links to other parts of the brain.

A typical exercise could include balancing on a gym ball whilst playing word association games, or playing catch whilst answering topic questions.

The school O.T. will direct the programme.

In addition, students will have **timetabled P.E.** as part of their offer, which will meet the requirements of the new National Curriculum.

### **Other National Curriculum Subjects**

These subjects are allocated appropriate curriculum time, delivered thematically and meet the requirements of the National Curriculum. Where it is more appropriate to deliver content on theme days, for example for MFL, this will be done so.

**Design Technology:** Real world skills will be taught in Design Technology, and will be linked to Business and Enterprise. The Academy will run a market stall to sell products designed and made by students.

**Food Technology:** Develop life skills to purchase and cook healthy meals. It is envisioned that students will cook and serve some of their dinners themselves.

**Art and Music:** An important part of the curriculum and where appropriate a therapy.

**Computing:** Discrete Computing will provide the technical skills to enable students to become developers of solutions rather than just end users. ICT skills will be used for research and presentation in all subject areas. All students will have access to a computer as required during the school day.

**Geography and History:** Will be discrete subjects and will foster an understanding of who we are and the world we live in.

### **British Values, Citizenship, Equality, Tolerance and Respect.**

MacIntyre Academies Rugby Free School will ensure British values are met by periodically carrying out a British Values audit to ensure equality, tolerance and respect are embedded within our culture. In addition, The Academy will aim to achieve the UNICEF Right Respecting Schools Award, which embeds the values we hold dear in this country.

Delivery of British Values, Citizenship Equality, Tolerance and Respect will be through Whole school assemblies, Class assemblies, ASDAN Certificate of Personal Effectiveness (CoPE), ASDAN R.E and ASDAN Citizenship.

Assemblies will give a wide grounding in Christian and other faiths beliefs and cultures, and where appropriate be delivered by students. Best practice resources will be used to cover all major world events. To develop a 'family' culture within school, Birthdays, Achiever of the week and other special events will be celebrated in assembly.

Class assemblies will reflect on the weekly topic. For higher ability students, topical debates based on Radio 4's 'Thought for Today' will be introduced, and will be linked to the English syllabus.

## **PSHCE, Life Skills and Therapies**

PSHCE is a vital element of the curriculum for our children as it provides the structure to teach a wide range of skills and understanding that are often difficult for children with autism to develop. It teaches children to value themselves and to be aware of the value of others and how to respond to their needs. It deals with the complex issue of interacting with peers, adults and strangers and explores the development and maintenance of healthy relationships, including age appropriate sex education.

Ultimately, PSHCE develops confidence and independence and support young people to strive to be the best citizens they can be. Within our school, PSHCE will infiltrate every aspect of delivery through designated learning sessions, other curriculum subjects, enrichment activities and through extended services. The programmes within these areas will develop the individual to be able to function as an effective, valued member of society, and be individual to the child's needs.

Programs may include:

- ASDAN PSHE
- Horticulture delivered through RHS School Gardening Award
- ASDAN Animal Husbandry
- Art and Music Therapy
- Work Experience and Work in the Community
- Specific O.T. and Ed. Psych developed therapies
- Etc.

To develop social skills, students will run their own clubs, which could, for example, include Computer Programming, Sports, etc. The school will look at the possibility of running its own Scouts program. From year 10 onward, The school will deliver the Duke of Edinburgh scheme.



## **Social Skills Curriculum**

Difficulties in social communication and social development are key defining features of autism and SEMH which usually result in difficulties with interpersonal relationships, with a pervasive effect on all aspects of life and learning. To meet the needs of the children in our school, all teaching and support staff have a developed understanding of how the social development dimension needs to be embedded across the curriculum. In addition, where appropriate, social understanding will be explicitly taught through our positive behaviour approaches and autism specific teaching tools such as the use of general and (child) specific social stories. These support social understanding and techniques that are designed to help children understand social situations and what is often referred to as the 'hidden curriculum' – the rules of social interactions and relationships that children with autism find difficult to understand intuitively.

## **Life Skills**

This curriculum area will support students to achieve maximum independence, appropriate to their skills and assessed needs. The intended learning outcomes for each student will be clearly identified and linked to the outcomes of assessment and learning identified in their learning plan. The aim is for young people to acquire the skills which they use independently outside the school day and beyond their time at the school. Because of the specific needs of young people with autism this dovetailed with elements of the PSHE curriculum that focuses on choices and decision making, and the social skills curriculum focusing on coping in larger environments and working in a group or team.

Detailed assessments will be carried out to establish students' skills, and associated risks, in relation to areas such as road safety, the ability to cope with crowds and the understanding and application of socially appropriate behaviour such as queuing. Independence as a curriculum area will include domestic skills, using community facilities and developing personal independence.

## **Health and well being**

Research has shown that people with an ASC or SEMH are less likely to access medical services than other members of the community. In addition, young people with an ASC can be particularly vulnerable to mental health issues such as depression, particularly those with Asperger's syndrome. Obsessions with food can lead to a limited diet and some individuals with ASC find it hard to identify and communicate when they are ill or in pain. We work with our students to support them to eat and drink healthily and to improve personal hygiene, particularly where it represents a potential threat to health and well-being. Physical activity is hugely beneficial in reducing stress and

anxiety, as well as in terms of wider health and fitness, improving hand-eye coordination and will be a core element of the curriculum.

Young people will be supported by all staff including specialist therapists (OT in house) to manage medication with increasing understanding and independence. As a locally based service, we are committed to supporting learners to access their local health service appropriately and to building strong relationships with relevant community based health services and staff to enable us to provide effective educational support to facilitate this, particularly for those young people who are developing skills to understand and manage specific medical conditions. Our students may be vulnerable and significant attention will be given not only to assessing skills and prioritising learning, but to identifying risk and working with the learner, and others as appropriate, to develop strategies to address and minimise these.

### **Work Related Learning (WRL)**

Vocational qualifications at all levels to GCSE will be offered both in-house and in partnership with local schools and colleges. Through the delivery of ASDAN and BTEC qualifications and work related learning programmes in a range of vocational areas to provide, students with the opportunity to build up key employability skills. We will use the ASDAN Employability qualifications up to level 2 to accredit a range of preparation for employment training, career education, enterprise education, work-related learning and work experience. Work Related Learning (WRL) will form an integral part of the KS4 and KS5.

The key objectives of our work-related learning programmes will be to:

- Raise levels of attainment through the delivery of high quality work related learning
- Promote greater awareness amongst students of the world of work and the development of key skills and employability
- Develop a range of appropriate and relevant activities which assist in raising the aspirations and achievement of all student, and which are of the highest possible quality and are regularly monitored
- Promote awareness and understanding of work, industry, the economy and community
- Relate skills attitudes, concepts and knowledge learned in school to applications in the wider world
- Develop students' personal and social skills in relationships in a range of contexts
- Provide students with informed and impartial guidance on the choices available for education, training and employment as well as other interests
- Improve employability through work-related learning

## Length of school day

MacIntyre Academies Rugby Free School will offer 25 hours per week taught time, plus an additional 2 ½ hours a week taught interaction time where students carry out play activities to develop their social skills under the guidance of staff. Therefore there is 27 ½ hours per week of timetabled taught time. In addition, students have a 25 minute break per day, and a ½ hour dinner time.

A typical day could include:

8:50am	Taught Time – 1 hr
9:50am	Taught Time – 1 hr
10:50am	Social Interaction Time – Break 25min
11:15am	Taught Time – 1 hr
12:15pm	Social Interaction Time - Dinner
12:45pm	Taught Social Interaction Time – Break 30min
1:15pm	Taught Time – 1 hr
2:15pm	Taught Time – 1 hr
3:15pm	End of school day.

## Understanding of expected pupil intake and their needs

MacIntyre Academies Rugby Free School is a Special School for children and young people, aged 9 – 19 years who have social, emotional and mental health needs and/or an autistic spectrum condition. When at full occupancy, the Academy will provide 80 places across all age groups. For a child/young person to be admitted to the school, his/her placement must be agreed by a local authority (LA) and named in the child/young person's education health and care plan ('EHCP') or statement of special educational needs if an EHCP is not yet completed. As a free school, students without EHCPs but having the same needs could be admitted and we will assess all children who apply/are referred, however we anticipate that the vast majority if not all children with have an EHCP.

A placement at the Free School should always arise from a process that identifies the school as an appropriate and positive choice and best meets the need of the child/young person. Many of our students will have previously found going to school a challenge and may have had difficulties in coping within a mainstream environment and therefore accessing an appropriate curriculum.

MacIntyre Academies Rugby Free School aims to support young people to improve their own well-being, focusing on their communication, social, emotional and mental health as central to the delivery of the school curriculum. We include learning to build positive relationships and learning that will help children and young people understand and shape their own emotions. We have a holistic and non judgemental approach to supporting behaviour that empowers the child or young person to engage in education – we support children and young people to recognise their challenges and barriers to learning and teach them alternative ways of responding to difficult situations. The school aims to support students to become socially responsible, polite and caring young adults, who value the lives of others and the environment in which they live.

Our students benefit from a curriculum that focuses on developing academic potential, social, vocational and life skills and learning that is practical and often outside the classroom.

### **Admissions Criteria**

The MacIntyre Academies Rugby Free School admissions criteria are:

The child/young person will usually have (or is currently undergoing a statutory assessment for) a Statement of Special Educational Need or Education, Health and Care Plan that refers to a social, emotional or mental health need (or BESD under previous code) or an autistic spectrum condition such as Asperger's syndrome as the main barrier to learning. Children without an EHCP will be assessed in the same way as those with an EHCP to verify if they have needs that the school is designed to support.

At the point of referral, many children/young people have additional, associated and sometimes a complexity of needs which may include:

- ADHD (Attention Deficit and Hyperactivity Disorder);
- ADD (Attention Deficit Disorder);
- Obsessive Compulsive Disorder (OCD);
- Tourette's syndrome;
- Mental Health Difficulties;
- Speech and Language Difficulties;
- Dyslexia;
- Moderate Learning Difficulties (MLD).

The child/young person will have a history of persistent, complex and long-term learning needs and will often be working at a national curriculum level below their chronological age.

Evidence is also likely to exist of:

- Learning difficulties in a range of curriculum areas, with greater difficulty in acquiring basic literacy and numeracy skills, and understanding concepts;
- Inadequate progress despite appropriate and sustained interventions within the child's/young person's existing placement;
- Life-skills well below age-appropriate levels;
- Vulnerability as a result of their diagnosis or learning needs; Sensory difficulties;
- Difficulties with social development, communication and interaction;
- Emotional difficulties including anxiety, distress or other factor arising from an inability to cope with social interactions particularly within existing school placement;
- Poor communication & self-advocacy skills.

Other factors that can impact on a child's/young person's ability to succeed in their current placement may include:

- A child in the Looked After system
- Significant input from Health and Social Care
- Significant illness or mental health issues in the family
- A history of bereavement, separation, loss, neglect or abuse
- Family breakdown or poor family support network

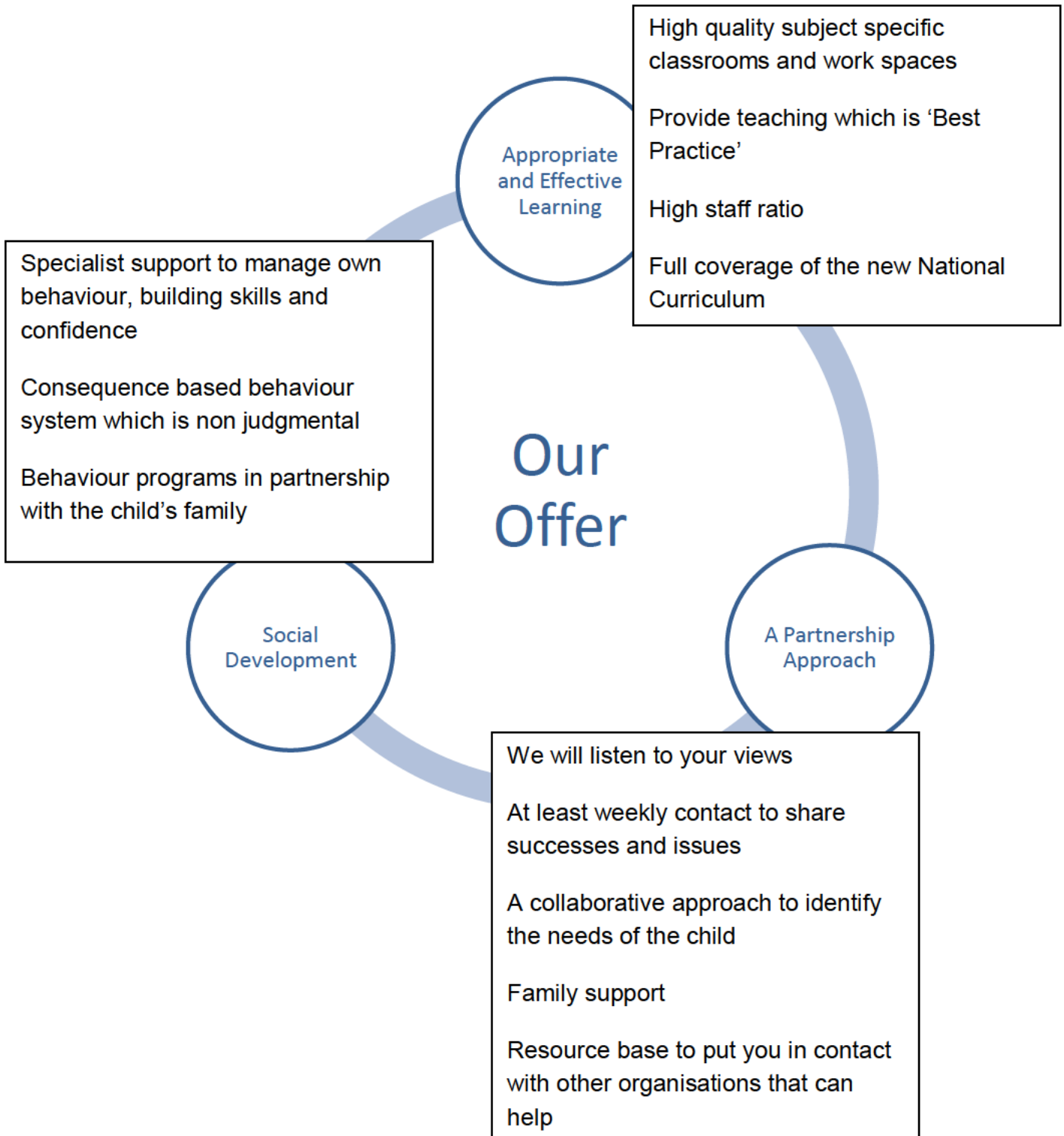
The admission of any one child/young person must not be detrimental to the learning of the other students already placed at the Academy.

### **Closing the Gap**

The school will closely monitor Ethnic group, Gender, EAL, FSM, LAC children, etc. to identify any areas of academic – especially in English and Maths - or social underperformance against national progression guidance and / or school data. If areas are identified, appropriate support in the identified interventions will take place.

### **The Local Offer**

The Local offer for the MacIntyre Academies Rugby Free School will detail how the school will develop appropriate and effective learning and social development through a partnership approach. The following text would form a basis for devising the new school's Local Offer:



What parents and students can expect of MacIntyre Academies Rugby Free School  
to make sure they are safe and happy at school and their academic  
and social needs are met:

## **Appropriate and Effective Learning**

MacIntyre Academies Rugby Free School will fully comply with the requirements of the new National Curriculum, and offer the greatest scope of academic subjects possible.

The school will recruit highly effective teachers and deliver teaching using strategies regarded to be best practice. Classes will have a very high staffing ratio to provide individual support where necessary. Staff will have a range of specialisms to provide high quality teaching.

Classroom staff will be able to accurately assess the level children are working at and differentiate the curriculum appropriately. Specific interventions in Maths and English will take place where needed. Assessment will praise effort and achievement whilst giving direction and opportunity to 'close the gap' on any lack of knowledge.

Student progress, both academically and socially will be reviewed regularly with parent / carers and will inform future learning.

A range of resources will support learning for children operating at different levels. These include subject specific rooms such as Science, Design Technology, Art, Music and Drama, Food Technology, and a Gym.

## **Social Development**

MacIntyre Academies Rugby Free School will provide support for children in managing their own behaviour and to build up skills and confidence in dealing with social situations. This support will be best current practice in Autism provision, and include Social Stories and other proven techniques.

A consequence based behaviour system will encourage students in a non-judgmental way to understand their behaviours and assist them in choosing the right course of action. Behaviour programs will be developed for each child with specific negotiated targets and rewards. All behaviour strategies will be in partnership with the child's family to ensure progress at home as well as school.

To meet the sensory and social needs of autistic learners, students will have access to calming rooms and sensory facilities with specialist programs under the direction of an Occupational Health Practitioner and Educational Psychologist as required.

All staff will receive training so they have the knowledge and confidence to support children's needs. This will be wide ranging, and include autism specific training.

## **A Partnership Approach**

Working effectively with parents and carers is one of the key priorities of our Trust's approach. We work with MacIntyre Family Footings to ensure that relationships with families are productive and supportive of their children's educational experience. Through Family Footings we will employ trained family workers who use person centred thinking tools to encourage parents and other family members to engage in a dialogue about their child's educational progress and wellbeing. At the new school, we know that without the support and engagement of families, children will not be ready to learn. For this reason we will employ Family workers at all stages of the school's development.

We will provide comprehensive communication with parents / carers will have every opportunity to share their views. The School will be in contact at least weekly via home - school diaries and telephone conversations. Parents / carers will be invited into school regularly to discuss their child's progress. We acknowledge that some parents/carers may find attending school difficult or may need support to do so. We will ensure that where this is the case both family support staff and academic staff will visit the family at home to ensure that engagement is not lost. Where appropriate, the MacIntyre Academies Rugby Free School will make sure children's families are able to take part fully in school trips, performances and events.

MacIntyre Academies Rugby Free School will work in partnership with parents / carers and other experts to identify the needs of your child and put into place the correct support including family support if needed. For example:

- Annual Education, Health and Care Plan (EHC) review meetings will give parents / carers the opportunity to discuss the progress their child has made, and the provision, targets and support their child requires to make further progress;
- Careers advice to help pick realistic and achievable career paths;
- Advocating for the child where necessary at CAMHS meetings;
- Referral to or seeking advice from other organisations.

MacIntyre Academies Rugby Free School will involve the family in decisions about learning and social development. For example, choosing external exam courses and appropriate work placements.

MacIntyre Academies Rugby Free School will ensure that all the information we need to share with parents and carers is clear and easy to understand and if you require it, the school will provide parents / carers with information about other organisations that can help.

## **National Curriculum Assessment and Recording:**



MacIntyre Rugby Free School will fully implement the requirements of the new National Curriculum. The school is looking to partner with one of the schools charged by the DfE to develop assessment materials. Full materials from these schools are published in September 2015. Our current preferred partner is [REDACTED], who are developing the assessment system 'Mastery Pathway'.

[REDACTED] has taken the National Curriculum and divided it into 5 stages: Launch, Breakthrough, Elementary, Intermediate and Advanced - grouping skills of similar level on a continuum. Within each stage there are a set of strands such as 'Articulate' and 'Technical Accuracy' which students move through, each skill getting progressively more challenging.

P Levels are being kept, and will be used to guide nurture content delivery and assessment for students within these levels.

The School will integrate its Management Information System with the existing MacIntyre Academy chain systems to hold and analyse assessment data. In addition, assessment detailing current progress and next steps will be recorded in student work books to help guide students in their education.

### **Assessment and Reporting Cycle**

The school will run a full assessment and reporting cycle that will:

- Quality check grades given;
- Reflect upon the effectiveness of marking commentary and subsequent actions students have taken to 'close the gap';
- Moderate grades and commentary;
- Check delivery matches planning;
- Assess students social and emotional progress, and update behaviour plans and risk assessments;
- Reflect upon the appropriateness of the curriculum for each individual child;
- Report and consult student social and academic progress with parents / carers.

### **Moderating Assessment Outcomes**

The school will hold regular internal moderation sessions where all staff involved in marking work will critique each others commentary and appraise the validity of the grades given. For quality assurance, The school will look to partner with similar schools for external moderation purposes.

### **Reporting**

There will be formal termly and end of year reports to parents / carers. In addition, diaries and other forms of weekly contact will be made to parents. We envisage parents to be fully involved in the key decisions for their child's education.

### **Able, Gifted and Talented**

Opportunities to extend students identified as AG&T will be built into the curriculum through interventions to extend learning, and theme activities.

### **Interventions**

Data analysis of English and Maths assessments will identify where students are underperforming against their average level. For example, If in English a student were unable to use tense accurately in their writing, but all other aspects of technical accuracy for this level were met, then 'Correct use of tense' would be set as an intervention with additional support supplied.

It is envisaged that a HLTA under the direction of leadership will have as a responsibility the development of handwriting as a specific intervention which can be delivered to small groups and individuals as needed. Responsibility for other intervention work will be allocated according to need.

All lessons will have individual learning objectives (LO), and a reflection period at the end where students and deliverers can assess if these have been met, or if specific interventions such as handwriting have been met. If the LO has not been met or partially met, deliverers will provide short 'Closing the Gap' activities to be completed in a designated timetabled slot. This gives students a greater chance of being able to fully meet the learning objectives of the lesson.

Other interventions such as speech and language, therapies, Occupational Therapist sessions, Educational Psychologist sessions, etc. will be built into the curriculum as needed for each individual.

### **Looked After Children**

MacIntyre Rugby Free School will have a designated member of the Senior Leadership Team with specific responsibility for helping school staff understand the things which affect how looked after children learn and achieve. The designated member of staff will:

- promote a culture of high expectations and aspirations for how looked after children learn
- make sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- have lead responsibility for the development and implementation of the child's personal education plan (PEP) linked to the Education Health Care Plan within the school.

### **Pupil Premium Children**

MacIntyre Academies Rugby Free School will effectively use the pupil premium to support disadvantaged pupils. Use of pupil premium will be individual to the child. The school will take advice and guidance from best practice, and from the Education Endowment Foundation, using their tool kit to identify the most effective support strategies available. For example, the cost benefit analysis for Oral Language interventions shows that they are highly effective for the cost of implementation.

### **The role of the SENCO**

Because MacIntyre Academies Rugby Free School is designated special school, the role of SENCO as defined in mainstream provision is the responsibility of all staff. However, there will be specific responsibility for named lead persons in defined areas which in mainstream would fall under the jurisdiction of the SENCO, including:

- EHC Plans and reviews
- Academic Interventions
- Pupil Premium allocation
- Transition
- Liaison with CAMHS and medical services
- Liaison with Educational Psychologists, Occupational Therapists, Speech and Language Therapists, and other professionals
- Liaison with Educational Psychologists, Occupational Therapists, Speech and Language Therapists, and other professionals
- Family Support through Warwickshire services and MacIntyre services such as Family Footings.  
Family Support through Warwickshire services and MacIntyre Family Footings.

## Enrichment

The Enrichment Curriculum is a fundamental part of the learning experience for all students. It enables students to personalise their curriculum journey and pursue their passions, interests and talents in a wider context. It is expected that all staff will be involved in some enrichment activities and other staff drawn from the local community, parents/carers, as well as local and national organisations. Aspects of creative arts will figure within Enrichment Curriculum.

Student experiences in the classroom are further extended to provide valuable opportunities for learning through enjoyment with the introduction of a range of clubs, educational visits, and expeditions organised throughout the school year. Clubs will include a carousel of sports, ICT, Duke of Edinburgh Award, Speech and Drama and Music in addition to a breakfast and after school club.

Various educational visits will also be arranged for pupils to enrich the curriculum further and to build on work undertaken in the classroom. These may include trips to field centres, museums, galleries, historical sites, theatres and concerts and are tailored to meet each student's individual needs. Pupils benefit enormously from these valuable opportunities as they learn through enjoyment while gaining independence.

Our school will feature a dedicated and well stocked library for use by our students. The library will be equipped with multi-media facilities and a wide selection of children's books and, DVD's and interactive software appropriate to all key stages.

## Transition

Transition in and out of school is often difficult for children with ASD and SEMH.

*“Change is difficult for many people with SEMH. This is because of an impairment in flexibility of thought, and anxiety linked to the unknown. People with SEMH have difficulties in predicting what might happen in a new setting so prefer to stick with what is familiar. Difficulties in social understanding mean that a person with SEMH is likely to take longer to understand the expectations and social rules of a new environment or social situation, and due to difficulty in ‘reading’ and interpreting social cues, a person with SEMH may not know how to respond or how to behave in many common social environments.*

*The need for routine and familiarity leads to anxiety when interruptions occur. Many people with SEMH have rigid thought processes, and high levels of anxiety which are linked to unpredictability. They respond best to a consistent approach, and this is likely to be interrupted during a transition period which can include working with new staff teams. People with SEMH often have an intense focus once engaged with a task, and*

*it can be difficult for them to disengage from one task and re-engage in a new activity, particularly if the previous task was not finished; thus on-going projects in secondary school or college can cause anxiety.*

*The sensory processing differences that many people on the SEMH spectrum experience can also contribute to the difficulties associated with transition periods as the person may quickly become overwhelmed with sensory stimulus in a new environment. They may have adjusted to the sensory environment in one setting, and the unfamiliarity of new stimulus could well be distressing in the initial stages of a transition.”* Autism Education Trust

The school therefore adopts in full the recommendations made for transition found in Autism Education Trust Transition Toolkit. This includes creating a transition ‘team’ to ensure information about the individual is gathered and shared, and plans such as individual profiles, behaviour support plans, etc. are written and implemented to ensure as smooth a transition as possible. The team will also create an individualised transition pack to help the individual overcome their anxieties.

This pack will include:

- a map of the new school building; colour code subjects and classrooms; highlighting important areas e.g dining hall, locker, hall, form room
- Photos of key people
- Countdowns and calendars for the run up to starting the new school
- What the uniform is
- Guidance on a practice run to the new school
- timetable easy to use for the individual, including a PEC timetable if necessary
- daily checklists so the correct items are taken to/ from school according to daily activities
- user- friendly diary for organising home work, and home school diary for staff - Parent / carer liaison
- “buddy-system” with a designated peer/ group to help the individual move between classes
- Safe people and safe places for times of crisis
- “chill out” and quiet space for an individual to withdraw to when necessary
- procedures for break and lunchtimes which can often be the most stressful time of the day
- “circle of friends” and lunch clubs to structure social times
- Prompt cards, such as “If I arrive Late” or “If I forget my Homework”

In conjunction with our Family Footings team, students will complete a transition workbook which details information about themselves – their likes and dislikes, their successes, their fears and hopes, barriers to learning and what really helps them, and aspirations. The workbook also explores relationships within the family, and who is

important to them. This information forms the starting point of the school's relationship with home, identifying the help and support needed.

Both Family Footing and education staff conduct pre-placement interviews and visits to current school and home which are designed to gather up to date information from children/young people, their parents/carers and professionals in support of the admissions process. The information sought will typically include feedback on:

- What motivates the child/young person and an understanding of what support works well; Previous school placement(s) and experience(s);
- Behaviour in different environments and behaviour strategies that have worked well;
- Whether the child is looked after and if so the name of the contact person and key personnel in the placing authority;
- Family organisation and an understanding of significant people in the child/young person's life
- The child/young person's and their parent/carers' expectations of what the school can do
- The child/young person's and their parent/carers' aspirations for the future;
- An understanding of religious and cultural needs;
- Current EHC planning or previous Statement of Educational Needs;
- Current multi agency involvement, feedback and outcomes of any assessments including a CAF if in place;
- Information regarding any particularly vulnerabilities; Information regarding attendance, any fixed term exclusions.

Once pre-placement interviews have taken place, a decision on an offer is made. If the place is accepted, students carry out a series of transition activities. Students are accompanied by parents and / or current staff. Activities include:

- Visits to school
- Fun day with new staff and students to build bonds
- Transition meetings with parents / carers

These activities are highly tailored to the student's need.

### **Transferring out of school at KS4 and KS5**

The new school will utilise a particular transition approach known as MacIntyre My Way which was originally developed by its sponsor and now operates across MacIntyre academies schools. This specialist transition approach was developed out of a need for

more effective systems, procedures and outcomes for children with autism and SEMH who often find change of any kind difficult. My Way supports personalisation and challenges the creativity of all partners to find solutions that overcome the well documented barriers many young people face at transition.

Since its inception in 2005, over 500 children and young people have been supported using the My Way model. The evidence of the impact of My Way is published in the Tizard Learning Disability Review in July 2012 following a collaboration with Oxford Brookes University to design an evaluative framework that tracked the outcomes of young people and learning of a particular project commissioned by Derbyshire County Council.

From KS4, a skilled team of My Way facilitators (who will receive full training from MacIntyre My Way) will provide consistent support to young people who are starting to think about the next phase in their lives. This role does not replace the need for teacher or expert led careers teaching but focuses on the transition procedures necessary to ensure they are facilitated effectively for young people who struggle with change. This includes exploring choices and options, trying out alternatives and making decisions and working closely with each young person, their parents or carers, local authority stakeholders and other providers to support their transition, taking account of their holistic needs.

As well as transition from school at 16+ and 18+, My Way can be used successfully to support young people moving into, as well as moving on from provision. This is because the facilitative model is effective for transition of any kind due to its clear focus on outcomes and the use of strategies that reduce anxieties around change for children with autism or SEMH needs. As part of the school's offering, My Way will support transition for children where an alternative learning pathway is identified following a multidisciplinary assessment.

## Section D2

We want all our learners to make progress. This will be in line with the school vision and ethos and hence will be led by rates of academic progress as well as encompassing behaviour, social and life skills. On starting at the school, all pupils will be assessed in their literacy and numeracy skills. In addition, the personalised learning methodology employed at the School will enable individual subject-based assessments to identify particular strengths and areas of difficulty. This will inform target setting, monitoring and assessment of progress. Parents, carers and other parties involved in supporting the pupil's educational progress will be invited to provide evidence or comment. Every effort will be made to include parents and carers in meetings.

We will set Key performance Indicators (KPI) in the following areas:

- Academic Achievement including external qualifications gained
- Attendance
- Behaviour
- Stakeholder satisfaction (staff, student and parent voices)
- Student well being (outside agency involvement)
- Teaching (quality of)

Data will be collected for each of these areas and after analysis progress targets set. Targets will be measurable and individual, incremental and achievable and set in a context of positivity and rewards. There will be an emphasis on cognitively able students making, at least, expected rates of progress across all Key Stages so that they realise their true potential and gain a suite of GCSEs as well as other externally accredited courses. Key Stage 5 will offer A level to those who are able to take on the challenge that provides.

Data tracking will be regular and rigorous. Assessment will include formal written tests where appropriate alongside student self reflection, class, project and homework and a summative teacher assessment. Documentary evidence will be kept and the whole staff team (Teacher, HLTA, 2 x TAs for each class of 7 or 8) will contribute to assessment and tracking.

Our aim is for all learners to be in school all day every day; that is how they will make the most progress and develop their personal qualities and attributes. Targets for attendance will be individual, focussed on improving what has gone before and building to at least 95%. Family workers will intervene when attendance is a concern and safeguarding explored when absence is unexplained, unjustified or unacceptable. Term time holidays will not be authorised in accordance with the latest guidelines.

Many of the students will display challenging behaviours – the ethos of the school will be to reduce their anxiety and concerns so that these “times of crisis” are reduced and



so behaviours improve. At all times behaviour will be managed by support and de-escalation. Staff will be 'team teach' trained and the building constructed to afford appropriate learning and calming spaces, as well as therapy and sensory rooms. Students will have behaviour plans and behaviour choices – actions and consequence will be discussed. Each day will be a new day and a fresh start. Behaviour will form a KPI and will be closely monitored and tracked. Racial incidents and hate crime will be logged separately. Bullying will be dealt with in accordance with our behaviour and anti-bullying policies.

Once a student is in school and in the right frame of mind to learn then they can experience success in the classroom. This may even be new to some of our students and we believe that their early successes will build self-confidence, foster enthusiasm and allow them to succeed and "fly" like never before. They will be able to match and exceed age related expectations in our small, nurturing environment and achieve academic improvement and rates of progress and success previously unimagined. Progress targets will be an essential part of this as they chalk off the milestones along the way.

The free school will have the highest aspirations for learners and their external exam success. GCSE and A level results will be benchmarked against national expectations and prior attainment to ensure we are doing the best for our learners. A cycle of monitoring and self-review will involve trustees, senior and middle leaders to ensure that actions are identified and completed. We will work with local schools (special and mainstream) to standardise and moderate assessments. As well as the cohort as a whole we will track groups of students - particularly those who receive the pupil premium. In addition likely groups for us to track will be high prior attainers and those for whom English is not their mother tongue. We will seek for any gaps in performance between our groups and all our pupils to be smaller than the most successful similar schools. Data will be compared to national performance tables and analysis used to ensure we are "adding value" to our learners through our provision and their outcomes.

The Local Advisory Board will work with the Senior Leadership Team of the new School to set whole school targets relating to pupil achievement. These will make clear the expectation of pupil progress and how it is measured. These shall include percentage targets relating to achievement of GCSEs or alternative accreditation. For those children who are achieving differently within different areas of the curriculum, individual targets for expected levels of achievement will be clearly defined to enable accurate measurement of real attainment.

Our academic KPIs for Key Stage 2 will be:

% of students achieving Age Related Expectation in BOTH English and Maths  
% of students making expected progress (or better) in English (Y2 to Y6)  
% of students making expected progress (or better) in Mathematics (Y2 to Y6)

We will track and monitor our students throughout Years 7 to 11 but will not have KPIs for attainment or achievement at the end of Year 9 (Key Stage 3)

Our academic KPIs for Key Stage 4 will be:

% of students achieving 5 or more A\*-C GCSEs (or equivalent) including English and mathematics (or new numbered measures when introduced)  
% of students achieving the English Baccalaureate (Computer Science will be a key component of KS4 provision)  
% of students making expected progress (or better) in English (Y6 to Y11)  
% of students making expected progress (or better) in Mathematics (Y6 to Y11)

Our academic KPIs for Key Stage 5 will be:

% of students achieving 3 or more A levels at A\*-E  
% of students achieving 2 or more A levels at A\*-E  
% of students achieving 1 or more A levels at A\*-E  
Average point score per A level student  
Average point score per A level entry

Key non-academic outcomes for students will be measured including learning to communicate effectively with familiar and unfamiliar people, interacting with peers, communicating in a range of community settings, learning strategies to cope with unexpected events and changes, travelling on public transport, using a wide range of community facilities, using technology to support independence such as mobile phones and communication devices such as iPads with apps and being able to join social groups such as youth clubs and sports clubs. We will set whole school targets for achievement of these important measures.

Targets relating to progression after school will again relate to successful individual pathways but will include access to further and higher education or work based placements. Students with atypical autism such as Pathological Demand Avoidance and others with Attention Deficit Hyperactivity Disorder, Obsessive Compulsive Disorder, high anxiety, depression and other mental health difficulties will have in place highly specialised multi-disciplinary pathways that enable them to access education and ensure that good outcomes are achieved. Outcomes related to self-management of behaviour are of importance to all learners but particularly those with atypical autism. Targets include learning strategies to manage own behaviour, coping with changes to routines, reducing obsessive compulsive behaviours, adopting socially acceptable behaviour, managing anger and reducing anxiety. The emphasis on progress in these

areas is very high as it is likely that lack of progress in these areas will limit students' life chances.

Improvements in well-being will be measured and targets set in relation to a reduction in behavioural challenges. The Trust's reporting system enables progress towards these targets to be measured on a monthly basis and over an annual cycle. Targets take account of peaks and troughs relating to new intakes of students when anxieties are often more in evidence or where results can be skewed by small numbers of students.

Teachers will measure progress using a "can do" approach. The knowledge, skills and understanding shown by students will be recorded and used to give a benchmark of current attainment and recent achievement. Given the upheaval in the current assessment system this is hard to quantify exactly but will be based on the new National Curriculum at Key Stages 2 and 3 and external exam requirements at Key Stages 3, 4 and 5. Students will be encouraged to take responsibility for their learning steps and to chart their progress in both their core and option subjects.

Learning will be at the heart of the school, and hence the quality of teaching will be a priority. Our expectation is that it will be at least good at all times and ever improving. The quality of new staff recruited to our Nuneaton school will be able to deliver this quality of classroom practice and hence we expect the same in Rugby. Interviews and references will ensure that classroom teachers have a proven track record for behaviour management and student attainment and achievement. Rapid intervention will be used if teaching ever appears to be dropping below good.

Improvements will be embedded by a culture of openness and development, regular CPD and team planning and reflection time. The model of a teacher working with an HLTA and 2 TAs will be used and senior leaders and line managers will employ learning walks, lesson drop-ins and formal observations within the school's appraisal system to support and develop all classroom staff.

Formal observations will be undertaken termly, linked to the Teacher Standards and personal targets. All teachers will have targets for student progress and pedagogy. Observation feedback will give specific advice on what to improve and time / resources / training will be made available for this to be done. This may be, for example, by peer mentoring, a coaching approach or CPD (internal or external).

The MacIntyre way has always been one of working with the family; the 'Family Footings' team are well established as providers of best practice in this field and the current admissions process of students for our Nuneaton academy has used this model. The Rugby free school will use the same methodology and will have a track record of strong links with the families of those Nuneaton students who will have their needs better met in Rugby from September 2016.

Contact with parents will be frequent. We expect there to be almost daily contact via the home-school liaison diary and weekly by phone calls; much of this will be sharing necessary, but relatively low level, information. It will include reminders and requirements for the day ahead or future trips and opportunities. More formal contact will take place face to face at least half termly as targets are reviewed and progress celebrated; some students may have 3 week time scales for targets and hence 2 parent / carer meetings in any given half term.

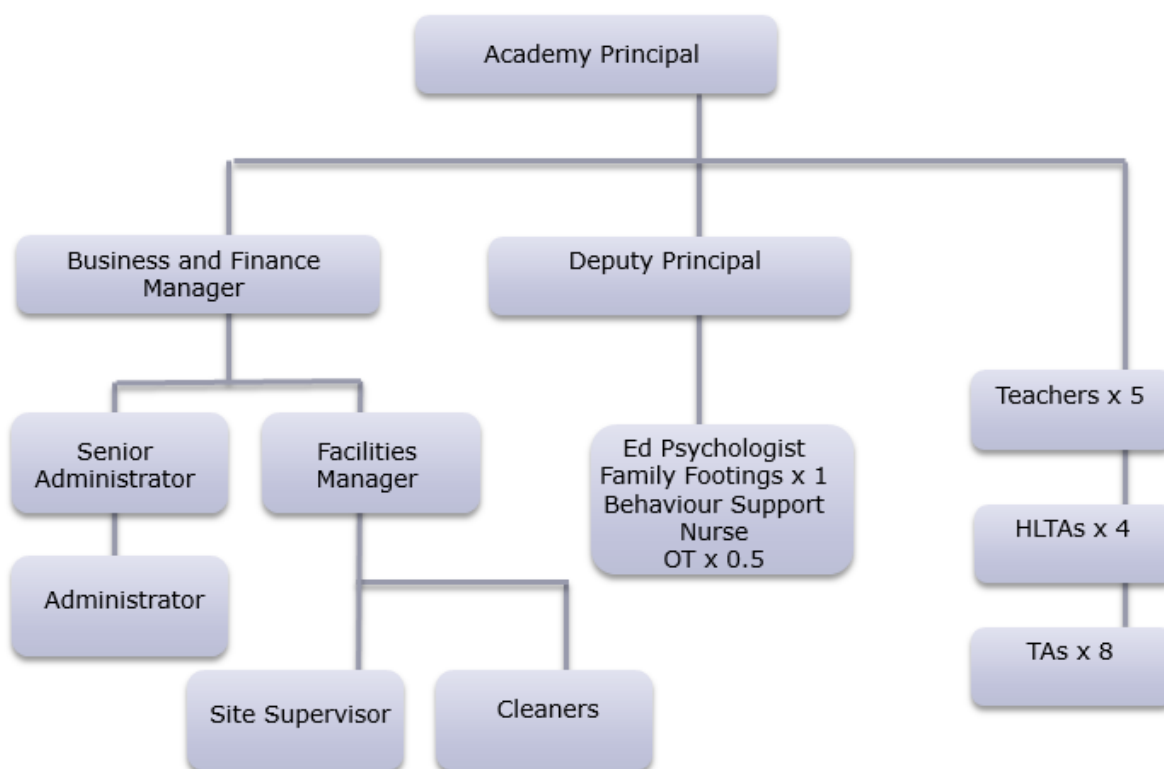
Formal reports will be constructed termly so that progress and data is shared and a full written report will be compiled for each student each academic year. This will celebrate strengths and record progress as well as set targets for the future. Statements / EHC plans will be co-produced and annual reviews held with all stakeholders and agencies. The school will operate an "open door policy" so that parents are always able to make appointments to discuss concerns and issues.

## Section D3

The school will grow to capacity in 3 years from September 2016 to September 2018. The employment of senior leaders, teachers, administrative and classroom support staff will be phased over the 3 years and models of line management adjusted to ensure that we have capacity and flexibility.

The following diagram above gives an indication of the structures we intend to employ in our opening year. We will be in a position to share staff between the Nuneaton and Rugby schools, for example a music specialist could work across both sites in 2016-17 before Key Stage 4 numbers allow us to appoint such a post to each site. Staff will take on subject specialisms as KS 4 unfolds, our priority will be recruiting those with qualifications, experience and proven expertise and track records in the EBacc subjects. Our TLR posts will be whole school rather than subject specific.

### MACINTYRE ACADEMIES, RUGBY – YEAR 1



Our uniqueness comes from the person centred highly individualised approach of the MacIntyre Charity. We will have a high number of HLTAs (12 by 3<sup>rd</sup> year) so that we

can deliver learning in the way that the ASC and SEMH students make best progress and their individual needs are met. We will have a class team approach (T, HLTA, 2xTA) and be able to deliver the whole team around the child philosophy, with academic gains to individuals and small groups. These teams will provide continuity to learners and their families and hence be effective in changing behaviours, raising attendance, boosting self confidence and deliver the academic progress and outcomes that will open up doors as our students prepare to take their place in 21<sup>st</sup> century Britain.

The table below shows how staffing will increase over the time that we move to capacity. If growth is more rapid than expected the recruitment of a classroom team (T, HLTA, 2xTA) can be brought forward. If recruitment of students is slower than the demographic figures and identification of need suggest then recruitment can be reduced. At all times we can match staffing need to student numbers and ensure the staffing model is appropriate and affordable.

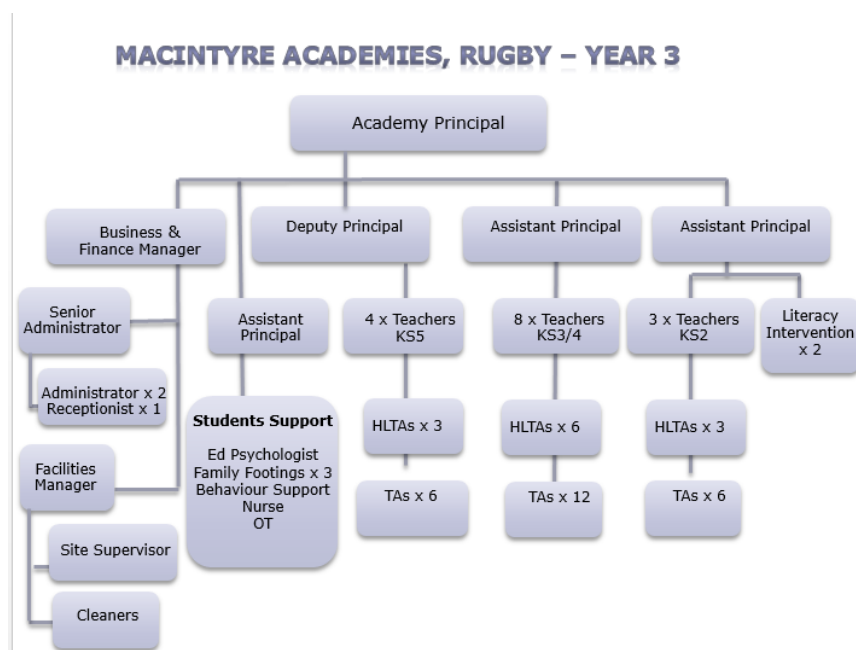
Staff / Year	September 2015	Sept 2016	Sept 2017
Projected students on role	30	55	80
Leadership			
Principal	1	1	1
Deputy Principal	1	1	1
Business Manager	1	1	1
Assistant Principal	0	2	3
<b>TOTAL</b>	<b>3</b>	<b>5</b>	<b>6</b>
Teaching / Classroom			
TLR Assessment	1	1	1
TLR EHC	1	1	1
TLR Literacy	0	1	1
TLR KS5	0	0	1
PE Specialist	0	1	1
Main or Upper scale	3	6	10
Specialist literacy/numeracy	0	2	3

interventions			
Teachers	(5)	(12)	(18)
HLTA	4	8	12
TA	8	16	24
TOTAL	<b>17</b>	<b>34</b>	<b>51</b>

The staffing structure provides a balance of curriculum leadership and delivery with the whole school focussed on learning. The curriculum will be constructed, and staff appointments made, to allow students as wide a range of subject choices at Key Stages 4 and 5. All teachers will have QTS and take lead responsibility for curriculum planning in their area(s) of expertise; however HLTAs with relevant degrees and other qualifications will be able to enrich and enhance our provision.

The Leadership team will teach; Principal 10%, Deputy 20% and Assistants 40%. This will bring experience and wider expertise to the classroom. We will be able to share staff across the two schools and move personnel across the three schools in order to best meet the needs of our learners. This flexibility of movement will also enhance the professional development of our classroom practitioners; we will use a coaching model to support any underperformance alongside our passion for all teaching to be highly effective at all times.

The completed curriculum staffing model will look something like:



Students will generally be taught by stage rather than age. Our small groups and nurturing approach will enable them to mix with their peers and form age appropriate

relationships and friendships whilst developing the necessary social skills to have confidence to engage more independently with the outside world. These small groups and high staffing ratios will simultaneously allow us to stretch and challenge learners each lesson so that they make the best possible progress with work that is tailored to their interest and level. Using this approach and skilful timetabling we expect to provide a number of courses e.g. GCSE and A level Maths to a mixed age group of those ready to study it.

	2016		2017		2018	
	Students	Teachers	Students	Teachers	Students	Teachers
<b>Year 5</b>	5	1	6	1	8	3
<b>Year 6</b>	6	1	7	1	10	
<b>Year 7</b>	12	2	12	2	12	2
<b>Year 8</b>	6	1	12	2	12	2
<b>Year 9</b>			8	1	10	2
<b>Year 10</b>					8	1
<b>Year 11</b>						
<b>Year 12</b>			10	2	10	2
<b>Year 13</b>					10	2
<b>PE</b>			All	1	All	1
<b>Totals</b>	30	5	55	9	80	15

The Leadership Team will work collaboratively and yet independently and with autonomy to ensure that all areas of the school are effectively managed. The table below shows their significant areas of responsibility, once the school is at full capacity and how they link to the Key Performance Indicators in D2. The Principal and Deputy Principal will lead across all areas in Year 1; this is feasible as structures will be being started and student numbers are low so, for example, no KS5 lead will be required.

## Section D4

Not Applicable



## Section E - Evidence of need – part 1

### Table 1: For pupils with statements of SEN or with Education, Health and Care (EHC) plans

Please complete the table on the next page, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places for children with statements or EHC plans 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 or EHC plans
- 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 or EHC plan
- Please leave **column D** blank

All expression of interest and referrals are for children with statements or EHCPs.

	Year 1				Year 2			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5	5	5	1		6	6	1	
Year 6	6	6	3		7	7	1	
Year 7	12	12	9		12	12	3	
Year 8	6	6			12	12	9	
Year 9					8	8		
Year 10								
Year 11								
Year 12					10	10		
Year 13								
Totals	30	30	14		55	55	15	

## Table 2: For pupils without statements of SEN or EHC plans

Please complete the table on the next page, using the information below to assist you.

This section will need to be completed by both route 1 and 2 applicants.

If your school is new provision:

- In **column A** please provide the proposed number of places for children without statements or EHC plans in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available for pupils without statements or EHC plans (column A). *i.e.*  $D = (B/A) \times 100$ .

All expression of interest and referrals are for children with statements or EHCPs.

This section will need to be completed by both route 1 and 2 applicants.

## Section E: Evidence of need – part 2

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

### Section E1

It has become evident that there is a need for this new Free school provision as MacIntyre Academies has been setting up the new school in Nuneaton, due to open in September 2015. We are working very closely with Warwickshire County Council as our Local Authority partner and have set up a joint admissions panel to consider the outcomes of the in-depth assessments we conduct of all applications and referrals from schools and LA officers.

Currently Warwickshire meets its statutory duty to provide sufficient places for pupils with what is known as BESD (behaviour, emotional and social difficulties) through the provision of 40 places for boys at River House School in Henley-in-Arden; there is currently no maintained provision for girls with BESD. There has been a continuing rise in the number of pupils with a statement for BESD and now an Education Health and Care plan for Social Emotional and Mental Health difficulties (SEMH) between 2009 and 2014 and the numbers are projected to increase in line with the overall population growth.

Due to the shortage of appropriate provision in Warwickshire the number of pupils being placed in out of authority independent providers has risen sharply in recent years from 129 in 2010 to 259 in 2014: an increase of 100%. These placements carry a significant cost to the local authority and have not been shown to lead to improved outcomes for learners based on research carried out by the LA. The cost of purchasing placements at out of county independent specialist provision has risen from approximately £8,5m in 2009 to approximately £15,5m in 2015. This increased expenditure is creating unsustainable pressures on the County's Dedicated Schools Grant budgets.

In July 2013 the County secured Targeted Basic Needs Funding from the DfE for new school places. This included funding to establish a new special school in Nuneaton, North Warwickshire and MacIntyre Academies Trust was successful in applying to operate this school. The new school will open in September 2015 providing education for pupils aged 9-19 with autistic spectrum disorders and social emotional and mental health needs. The Local Authority considers that this school will go some considerable way to address the gaps in Warwickshire's local offer of provision, but will not provide sufficient places to meet the needs of all suitable learners. This has been borne out through our admissions process.

The County is introducing measures that will impact on this position including developing a range of resourced provision as well as setting clearer expectations as to provision all schools should make for pupils with SEN, and clarification regarding access to high needs top-up funding. It is anticipated that the impact of these measures will be to develop more effective earlier intervention and prevent unnecessary escalation of need. Notwithstanding these measures, the Local Authority expect there will remain an ongoing requirement for educational provision for learners with complex SEMH and ASD related needs.

An SEN(&D) Needs Analysis carried out in late 2014 / early 2015 has confirmed that there remain a significant proportion of learners in East Warwickshire (in and around Rugby) with either statements or EHC Plans with Social Emotional and Mental Health difficulties or Autism Spectrum Disorder as their primary need who are unable to access local provision to meet their needs. Even following the opening of the new Special Academy in Nuneaton there will be a significant volume of learners who would be suitable for placement in the proposed Free School.

MacIntyre Academies has engaged with parents from within the local community as part of the set up of the new school in Nuneaton. This is because we have received applications and referrals via parents, schools and direct from the Local Authority from across Warwickshire for the Nuneaton school. Currently we have had a very high demand for school places from across North and East Warwickshire particularly centred on the larger populations of Nuneaton, Bedworth and Rugby. These communities are also more disadvantaged than other parts of particularly southern Warwickshire.

It became apparent very quickly that the level of application would outstrip places available, particularly at the primary to secondary transition stage. Our Nuneaton School is designed to cater for 80 children across 10 year groups when at full capacity. Although we are not operating a rigid age related admissions policy, ideally we would want to recruit on average 8 children and no more than 10-12 children in any one year group. The council asked us to prioritise the children in the last 2 years of primary school coming up to the transition to secondary school as this is the stage at which many of this group of learners become disengaged or unable to continue in mainstream education which generates large numbers of applications for expensive out of county secondary school placements.

We have been inundated with applications for the new school which is requiring us to carefully consider how we can accommodate all the children whose needs we can meet and who have no alternative place on offer without creating an unsustainable 'bulge' which is likely to be replicated year on year and would jeopardise availability for future cohorts of children. For example for year 7 places in 2015-16, we have received

25 applications/referrals from across North, Mid and East Warwickshire and can meet the needs of all but one child. In this year group alone, we are oversubscribed by over 100% on our target admission but 40% of these applications have come from the Rugby area.

We have agreed with the council that we will admit significantly more children within years 6 and 7 to the Nuneaton School in the first year whilst we develop strategies with the Local Authority to secure alternative provision that is within the the state sector. The council's experience is that once children go into the independent SEN sector, they rarely return to the state sector and their recent research shows that these placements do not improve outcomes for these children. This free school application is the result of these discussions with the Local Authority as a school in Rugby could operate as a 'sister school' to the new school in Nuneaton and between them they could meet the needs of most of our applicants. We would also work with other special schools - we are already well networked within the WCC special school network - to support any extension of their provision to meet the needs of this group of learners.

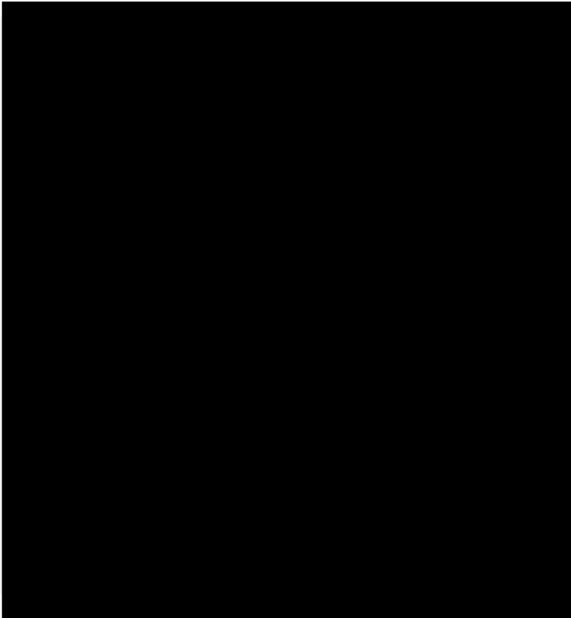
We have met 9 families from the Rugby area and 4 families from the Central Warwickshire area as part of our assessment process for the new Nuneaton School. All have expressed a preference for our school to be named on their child's EHCP. Many families have concerns about the daily journey to Nuneaton although they have not been dissuaded from pursuing a place. All these families have told us that they would like to see the same provision closer to home.

Of the families we have met, most would be described as disadvantaged. Many have additional social and economic difficulties which we know from wide ranging research impact heavily on the outcomes for their children. They have experienced significant difficulties in keeping their child within the education system. Most have experienced high levels of exclusion, many are attending school part-time, several have been permanently excluded and 4 are out of school entirely at the current time. The level of support from parents and carers for the new Nuneaton provision has been typified by a sense of relief amongst families that a provision that meets their child's needs is now available.

As part of our assessment process for applicants, we have visited 3 primary schools in the Rugby area. School leaders have told us that they are 'containing' children within their primary classes sometimes supported by additional resources from the LA but despite this, they do not feel they are meeting the needs of many of these children effectively. Our school in Nuneaton is admitting pupils from year 5 onwards as this is commonly regarded as the point at which many children with ASD or SEMH start to really struggle within primary schools and challenge the system. We propose that the new Rugby Free School mirrors this.

We accept that our formal community engagement directly linked to this free school application is limited although our in depth interviews with families seeking places for the Nuneaton school has provided us with a good insight into families' needs. Our decision to put forward an application has arisen as a direct result of the level of interest shown through our admissions process for our school in Nuneaton backed up by the basic needs data provided by Warwickshire County Council. We have made the decision to accept more children into years 6 and 7 in this first year as there are no alternatives for these families. If we were to open a free school in Rugby in 2016, almost half the children from these year groups would be able to transfer to the school closer to home.

Below is a map of the location of all the families who are currently moving forward with applications for the new Academy in Nuneaton. Of the 34 families, 25 of these are children at transition from primary to secondary school.



Warwickshire County Council is supporting this free school application as "a new free school in the Rugby area would enable the County to meet local demand, reduce travelling times for vulnerable pupils to a minimum and to reduce the number of cases where pupils are given unsuitable and expensive placements far away from their homes". (LA, May 2015)

The LA placement data for children with BESD/SEMH and children with communication and interaction difficulties demonstrates that there would be a demand for places at the new Free School.

Placement of Pupils with BESD as the  
Primary Need in Statement of SEN -  
August 2014

Education Area	Other	Primary	Secondary	Special	ISP	Grand Total
East Warwickshire (Rugby)	9	22	39	14	42	126
Central (Leamington Spa and Warwick)	8	20	17	24	20	89

Placement of Pupils with Social  
Interaction and Communication as the  
Primary Need in Statement of SEN -  
August 2014

Education Area	Other	Primary	Secondary	Special	ISP	Grand Total
East Warwickshire (Rugby)	2	30	11	54	6	103
Central (Leamington Spa and Warwick)	5	38	51	74	17	185

We have the following commitment from the county Council: "Warwickshire would expect to purchase a minimum of 30 places in the first year, 55 in the second year and 80 in the third and subsequent years at the new Rugby SEN Free School at a unit cost of £40,876 (based on Warwickshire's current special school funding matrix). The exact cost will differ depending on the specific needs of the child and this will be discussed with free school trust on a case by case basis."

Below is a copy of the leaflet we used before visiting parents which describes the new school. whilst we recognise that this is different to a consultation before opening a Free School, it demonstrates our approach to engaging with families and other stakeholders.



**Contact Information**  
 Brenda Mullen, C  
 MacIntyre Acad  
 01908 230100  
 brenda.mullen@

**PRINCIPAL'S WELCOME**

I am delighted to have been appointed as the Principal of the new MacIntyre Academy in Nuneaton, which will open its doors in September 2015.

Leading the creation of a new school for children who require additional support to access a full and inspiring curriculum is particularly exciting.

I will be committed to working with you as parents/carers to ensure that you are supported and confident that your child



is receiving the absolute best that education can offer and they are safe, happy and achieving in the school.

**Matthew Pike**

**OUR VISION AND ETHOS**

Our aim is to deliver an 'outstanding' school, personalised education and release student potential. The new Academy will provide a healthy, safe and enjoyable environment, with excellent teaching.

From ages 9-12 years old, students will be given the best of both worlds— secondary education facilities in a primary style environment.

For young people aged 13-15 many subjects will lead to GCSEs. Classes will focus on a student's developmental stage rather than their age.

**OUR CURRICULUM**

Lessons will be designed to address the individual needs of each young person. All will study English, Maths and Science alongside the most appropriate selection of foundation subjects. The ability to communicate in both spoken and written word will be out top priority.



From 16 onwards there will be a range of Level 1, 2 and 3 courses for personal development as well as academic challenge.

All ages will also participate in a variety of outdoor education activities.



**LEARNING IS AT OUR HEART**

- Literacy & Numeracy
- Skills & Socialising
- About Ourselves & Others

**COMMUNITY, PARENTS AND CARERS**

The school will evolve according to local needs. We will encourage parents and carers to be fully involved from the outset.

**WORKING WITH OTHER PROVIDERS**

We will work closely with external agencies to meet the needs of our students. These specialist professionals will include transition workers, therapists, social care, CAMHS and other schools.

Understanding that young people need to be prepared for adult life, we aim to forge strong links with local colleges where our students can access a variety of qualifications.

**BEHAVIOUR**

Our holistic approach in promoting positive behaviour empowers young people to engage in education. The school will encourage students to become socially responsible, polite and caring, and also to value the lives of others and their environment. All staff will be trained to support children to develop positive behaviours and develop strategies to manage their own behaviour.

We will endeavour not to exclude students. Interventions for behaviour causing concerns will be followed up.

**SITE AND FACILITIES**

The new school will be located on the former Manor Park School site in a fully re-designed and refurbished building. There will be well equipped modern classrooms and specialist rooms for practical and creative subjects.

Student wellbeing will be enhanced by our fitness and recreation facilities including a fitness gym, sports hall, and outdoor games area.

## Section E2

The Local Authority has conducted a wide ranging consultation through their Vulnerable Learners Strategy. As part of this they also consulted with the following focus groups:

- Special Heads,
- Primary Heads;
- Secondary Heads;
- Unions;
- SEND Parent Reference Group

The response to the consultation showed high levels of support (75% strongly agreed) for increasing investment in local, specialist provision either through resourcing existing schools to extend their provision or through new specialist provision such as the Nuneaton school for children with ASD and SEMH difficulties. 85% of respondents were in favour of a much more active role for parents and children, 65% strongly supported this.

As a new MAT within Warwickshire, we have invested time in engaging with other school groups such as the special schools heads forum. It is essential that our proposals are supported by the existing special schools and their leaders and that any new academy or free school can become part of an existing peer network.

We have a stakeholder engagement plan for north Warwickshire and over the last 6 months we have actively networked with a wide range of community and statutory agencies. Again, these are linked to the school in Nuneaton but we would expect to replicate in Rugby. Groups include:

- Local Muslim and Christian places of worship
- Local children play scheme, Dare2Dream, that wants to run an after school youth club in the school
- Met with the community representatives from the Borough council who are providing us office space for interviews and meetings
- Manor park Rugby club with whom we are setting up a partnership to use our playing field in return for coaching and upkeep of the field
- Local community police officers
- Local Boxing club to provide coaching and fitness training
- A local band and drumming tutor

Below is a letter of support from the head of education and Learning for Warwickshire County Council.

Your Ref:  
My Ref: E&L/NM/sik



**Communities Group  
Warwickshire County Council**

Nigel Minns  
Education and Learning  
Saltisford Office Park  
Ansell Way  
Warwick  
CV34 4UL

Tel: 01926 742588  
Fax: 01926 742083

nigelminns@warwickshire.gov.uk  
www.warwickshire.gov.uk

26<sup>th</sup> May 2015

To Whom It May Concern:

**Re: Confirmation of Local Authority support for MacIntyre Academies Free Special School in Warwickshire.**

Warwickshire County Council has in recent months been reviewing its provision for vulnerable learners. The findings of this work have been set out in a range of recent documentation including the following:

- Draft SEND Needs Assessment 2015-20
- Draft Vulnerable Learners Strategy 2015-18

One of the consistent issues identified in the course of this work has been a lack of suitable provision for many vulnerable learners, particularly those who are disengaged from learning, those who are struggling to make progress in mainstream education and those who require a range of additional support to enable them to access the curriculum. The needs analysis particularly pin pointed learners with complex social emotional and mental health needs and social interaction and communication difficulties. Often due to lack of appropriate provision these pupils are placed with independent specialist providers at some distance from Warwickshire.

Given this lack of diversity of provision and an acute shortage of full time places, the proposal from MacIntyre Academies to develop an Special Free School is welcomed and supported by the Local Authority. This proposal would help to address a shortage of full time provision to meet the needs of learners in the East and Central parts of the county. We are already working in partnership with MacIntyre Academies who are opening a new Academy Special School in September in the North of the county. MacIntyre have joined our Special School consortium and have demonstrated a willingness to work collaboratively with LA services, other schools and community providers.

*Working for  
Warwickshire*

A consequence of the shortage of suitable provision is an escalation of need, and there is significant evidence of this in the numbers of learners who are placed with independent specialist providers (ISPs).

**Placement of Pupils with BESD as the Primary Need in Statement of SEN – August 2014**

Education Area	Other	Primary	Secondary	Special	ISP	Grand Total
East Warwickshire (Rugby)	9	22	39	14	42	126
Central (Leamington Spa and Warwick)	8	20	17	24	20	89

**Placement of Pupils with Social Interaction and Communication as the Primary Need in Statement of SEN – August 2014**

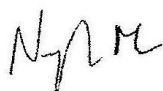
Education Area	Other	Primary	Secondary	Special	ISP	Grand Total
East Warwickshire (Rugby)	2	30	11	54	6	103
Central (Leamington Spa and Warwick)	5	38	51	74	17	185

Both of these areas could be served by a new Special Free School and it is anticipated this service would (alongside a range of other measures currently underway) enable a local placement with opportunities for strong links with local services for the family, including Priority Families, Social Care, Education support services and CAMHS.

Based on our needs analysis we would anticipate placing the following numbers of pupils:

Year 1 30  
Year 2 55  
Year 3 80

Given these facts and figures there is a clear need for the potential new Special Free School and the Council is in support of this submission.



**Nigel Minns  
Head of Service  
Education and Learning**

## Section F: Capacity and capability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

**All applicants** must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
Route 2 applicants applying for one free school in this round	F1-F4*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*

\* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors.

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's [Sponsor Approval team](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in the assessment criteria booklet. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

## F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, trustee and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	■	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]
[REDACTED]	■	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]

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

## F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

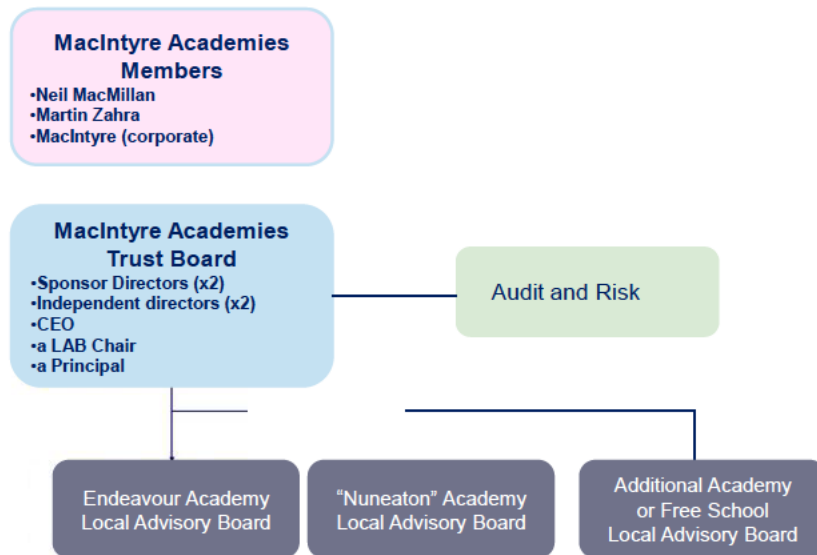
<b>Skills/experience missing</b>	<b>How you plan to fill the gap</b>
Technical build related skills such as design (architect), QS, technical build project management	<p>We have worked very closely with Warwickshire County Council on the refurbishment of the new MacIntyre Academies school in Nuneaton.</p> <p>Depending on the choice of site and whether it is a Local Authority owned site (preferred), In the first instance we would aim to negotiate with the LA to second or provide (for a fee) the relevant expertise.</p> <p>Alternatively, we would procure the required skills using the proper public procurement route</p>

## Section F2

We have an existing governance structure that will accommodate the inclusion of the new Free school.

Governance structure charts - includes a brief explanation of Trust Board, Audit and Risk Committee and Local Advisory Boards (school committees)

### Governance: Top Level



MacIntyre Academies

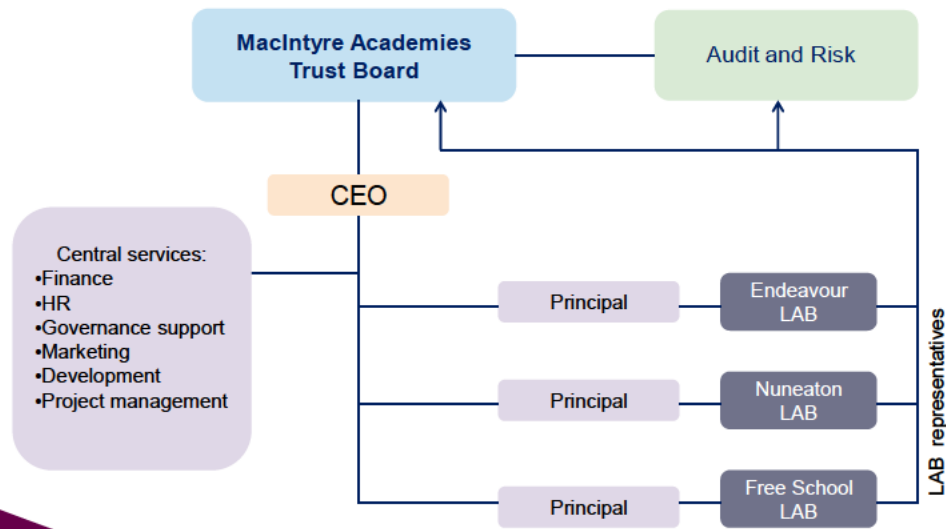
### Key terms of reference of each board

	Frequency of meeting	Role of body	Personnel
<b>MAT Trust Board</b>	5 to 6 times per year	Legal accountability	Sponsor directors Independent Directors CEO A LAB chair A Principal representative
<b>Local Advisory Boards</b>	4 times per year	Local scrutiny and challenge	Principal (ex-officio) 2 parents 2 staff Community representatives Trust Directors can attend any meeting
<b>Audit &amp; Risk</b>	3 times per year (can be incorporated into board meetings)	Assurance and monitoring	Trust Directors CEO LABs report via MAT risk review schedule on a termly basis Trust Chief Finance Officer



MacIntyre Academies

## Governance: Relationship between LABs and Trust and line management



MacIntyre Academies

## The Trust Board and LAB: Key Roles

### The Trust Board

- Ensuring clarity of vision, ethos and strategic direction at both Trust level and local Academy Level, development of Trust policy
- Holding the leadership at all levels to account for the educational performance of the school and its pupils, and the performance management of staff
- Overseeing the financial performance of the Academies and the Trust and making sure the money is well spent
- Employer of all staff
- Admissions authority

### Local Advisory Board

- Local scrutiny and challenge of self evaluation, standards and school improvement, pupil progress and outcomes
- Monitoring the implementation of the Trust ethos and strategic direction
- Make financial (budgetary) recommendations to the board and demonstrate money is well spent including 'value for money'
- Reporting to and holding the Trust Board/Executive to account for supporting the needs of the academy effectively
- Implementation of Trust HR and financial management policy



MacIntyre Academies

MacIntyre Academies has 3 members, two of whom are also directors. The third member is the sponsor MacIntyre as a corporate member. The members oversee the appointment of directors.

MacIntyre Academies has 4 non executive directors/trustees who bring a range of skills in finance, education, project management and marketing. In addition the CEO is a trustee and there is a place on the board for a Principal and Local Advisory Board chair. These places are currently occupied by our open school Endeavour Academy.

The CEO is line managed by the chair of the Trust and is accountable to the Trust for the operations of the business. She line manages the Principals and a small central support function covering project management, HR and finance. The CEO holds leadership meetings twice a term. Within the Trust other peer support meeting happen on a regular basis such as curriculum, IT etc.

The principals each report to a Local Advisory Board which acts as a committee to oversee delegated aspects of the day to day running of the school and the implementation of the school improvement plan. The LABs provide local scrutiny and challenge but can also hold the CEO to account to ensure the Trust is supporting the school effectively. The principal’s report for the LAB is moderated and summarised following the meeting by the chair of the LAB reported to the Trust as a standing item on the Trust Board agenda. There are plans for the chair of the Trust to hold twice annual meetings with the chairs of the LAB once operational.

There is a scheme of delegation which lays out the delegated powers to the LAB and principal. These are monitored by the CEO of the Trust.

Below is an “At a glance - Roles and responsibilities of the Trust Board and Local Advisory Boards” chart which sets out the different responsibilities of the board.

**At a Glance - Governance responsibilities within MacIntyre Academies**

<b>MacIntyre Academies responsibilities</b>	<b>Local Advisory Board (LAB) responsibilities</b>
<p><b>Governance</b></p> <ul style="list-style-type: none"> <li>— Development of core MacIntyre Academies vision and principles</li> <li>— Monitoring of the Memorandum of Understanding between MacIntyre Academies &amp; LABs</li> <li>— Determining level of delegation to each LAB</li> </ul>	<p><b>Governance adherence:</b></p> <ul style="list-style-type: none"> <li>— Adhere to the core MacIntyre Academies vision and principles</li> <li>— Representing the school vision and aims in accordance with the MacIntyre Academies vision and principles whilst ensuring schools aims and objectives are relevant to local needs</li> <li>— Agree to work within the expectations of the MoU between MacIntyre Academies &amp; LABs</li> <li>— Comply with the agreed level of delegation and report accordingly</li> </ul>
<p><b>Strategic Management</b></p> <ul style="list-style-type: none"> <li>— Recruitment of principal (with involvement of LAB chair)</li> <li>— Involvement in recruitment of other SLT roles including business manager</li> <li>— Performance management of principal (with involvement of LAB chair and /or School Improvement partner)</li> <li>— School Improvement Plan sign off and target-setting</li> <li>— Approval of individual academies’ plans for meeting Pupil Premium expectations</li> <li>— Approval of MacIntyre Academies Safeguarding Policy and regular audit of local interpretation and effectiveness of local procedures</li> <li>— Approval of MacIntyre Academies HR, employment contracts and policies and audit of safer recruiting practices including single central record checks</li> <li>— Assurance of staff well-being, personal development opportunities, equality and diversity</li> </ul>	<p><b>Local scrutiny and challenge of:</b></p> <ul style="list-style-type: none"> <li>— Implementation of the core MacIntyre Academies’ vision and principles</li> <li>— Implementation of MacIntyre Academies’ Safeguarding Policy incorporating local LA procedures</li> <li>— Implementation of the School Improvement Plan and school curriculum</li> <li>— Annual review of staffing structure for efficiency and affordability</li> <li>— Annual preparation of budgetary recommendations to Trust Board</li> <li>— Monthly budget expenditure</li> <li>— Recruitment, induction, on-going training and well-being of staff team in accordance with MacIntyre Academies policies</li> <li>— Local staff matters adhering to MacIntyre Academies HR policies</li> <li>— Local academy marketing and PR (jointly with MacIntyre Academies as required)</li> </ul> <p><b>Report to Academy Trust on:</b></p>

<ul style="list-style-type: none"> <li>— Investment in/ development of MAT wide talent management &amp; leadership training</li> <li>— Monitoring of and contribution to induction of all new staff</li> <li>— Evaluate local performance management systems and approve any performance related pay recommendations</li> <li>— Approval of Individual Academy budget (2 years and 1 year in advance)</li> <li>— Approval of MacIntyre Academies finance, procurement, planning, budgeting, reporting and administrative policies</li> <li>— Statutory compliance and risk management reporting</li> <li>— Development and evolution of the MacIntyre Academies IT network strategy</li> <li>— Development of MacIntyre Academies Marketing and Customer Engagement Plan</li> </ul>	<ul style="list-style-type: none"> <li>— Statutory compliance and risk management (health and safety, equality etc) at local level</li> <li>— Pupil admissions, transitions in and transitions out</li> <li>— Safeguarding alerts (immediately) and outcomes of procedures</li> <li>— Pupil discipline and exclusion in accordance with any relevant MacIntyre Academies policy</li> <li>— Relationships with parent body</li> <li>— Priorities for pupil premium targeted spending</li> <li>— Pupil Premium provision and attainment</li> </ul> <p><b>Establishment and review of school level policies:</b></p> <ul style="list-style-type: none"> <li>— Establish and review academy level policies and procedures for approval by CEO, reflecting MacIntyre Academies expectations</li> <li>— Provide feedback to MacIntyre Academies on the effectiveness of MacIntyre Academies policies</li> </ul>
<p><b>Education (and Care) Plan Oversight</b></p> <ul style="list-style-type: none"> <li>— Development and approval of MacIntyre Academies vision and educational model</li> <li>— Development and approval of MacIntyre Academies vision (and care) model</li> <li>— Support for implementation of school improvement plan directly and through provision of school improvement partners and other specialists</li> <li>— Approval of high level curriculum and assessment procedures through SIP</li> <li>— Monitoring of academy through QA policy and implementation</li> <li>— Co-ordination of peer support and cross working between academies</li> </ul>	<p><b>Monitoring of:</b></p> <ul style="list-style-type: none"> <li>— Educational offering (in line with MacIntyre Academies model)</li> <li>— Care offering (where appropriate)</li> <li>— School improvement plan implementation</li> <li>— Attainment and progress reports, including pupil premium</li> <li>— Local community activities and relationships and relationships with all local stakeholders</li> <li>— Other locally co-ordinated activities and forums</li> </ul>

### Trust Board risk management and powers of intervention

The Trust Board has conducted a self assessment (using the NGA 21 questions). All LAB members are asked to complete a skills audit so that any gaps can be identified. The Trust has a robust risk management policy and has a risk register which is monitored at each Trust Board meeting. Local Advisory Board report termly (and by exception) according to the Trust risk management schedule; risks relating to the following areas are reported:

- Safeguarding
- Employment
- Standards and attainment

- Premises, health and safety
- Financial integrity
- Governance

The CEO works with each principal to set up the LAB and attends all meetings until it is well established. Risk mitigation includes the ability for the CEO to take executive control if required.

### **Managing conflicts of interest**

The Trust has a robust conflict of interest policy and takes its public body status seriously. All trustees and LAB members have to declare any conflicts at the start of each meeting. There are no conflicts of interest reported with current operations. If conflicts arose, we would expect them to be raised in accordance with the policy and the correct procedures followed to ensure that decision making is not compromised.

**F3 (a) Proposed trustees**

You must complete a separate line for each person that will be on the board of trustees, including your proposed chair of the board if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████ ██████████	████	██████████ ██████████	██ ██ ██ ██ ██ ██  ██ ██ ██ ██ ██ ██ ██	██████ ██████████ ██████



				[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1

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

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

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

				████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████	
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### F3 (b) Skills gap for board of trustees

NB: If you do not have a proposed chair of the board please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
Local Advisory Board	At present the Trust Board is overseeing the Free School application. If successful, we will recruit to a Local Advisory Board that will be given the remit of working with a future Principal (designate) to advise on the development of local policy and curriculum, local community links and support in the recruitment of a staff team. We would anticipate that in common with our Local Advisory Boards at our academies, the LAB would include at least 2 parents representatives, 2 staff representatives (when recruited) and at least 2 local education and community leaders. We anticipate that some children will be transferring from our Academy in Nuneaton and we will encourage their parents/carers to be involved in the new development. We would also include a children's advisory group as a way of involving the children transferring into their new school. Their views will be sought and formally fed into the LAB.

## Section F4

The leadership and management of the school will be the decisive factor in ensuring every student is successful. Leadership will be distributed throughout the school enabling students and staff to contribute and benefit from the high expectations expressed in our vision and ethos. From the outset, the leadership team will ensure teachers have absolute clarity about our expectations, pursuing them relentlessly through systems and processes that will be put in place.

The Principal will need to ensure that the school immediately establishes a strong strategic direction. He/she will have a 10% teaching load and be responsible for the most important systems and processes. They will establish the school's ethos and culture of high expectations, and drive student progress forward through:

- A positive and distinctive school culture
- Leadership of the Deputy Principal & Senior Leadership Team
- Strategic planning
- The quality of teaching and learning
- Embedded school improvement & financial plans
- School self-review and evaluation mechanisms
- Continuing professional development – leading on teaching and learning
- National and local strategies and initiatives
- A fully informed Local Advisory Body and Trust

We have a full job description and detailed recruitment pack which has been well honed and adapted from our previous recruitment campaigns. We would set the salary at a commensurate level with our current schools. This has been benchmarked with the best paid special school principals in Oxfordshire and Warwickshire.

MacIntyre Academies has not identified a Principal designate for this role at the current time. As part of our risk register, we are aware that there is a shortage of high quality head teachers although we have found that recruiting to a new school has increased our level of applications in Oxford and Nuneaton. Although we are a small Trust and young, we are keen to invest in our succession planning and talent. We have two well qualified experienced and ambitious deputies who will work together on the curriculum plan for this new school if successful. We will operate an open recruitment campaign for the new Principal but would ensure either of our deputies was supported to apply if they so wished.

Our recruitment process is detailed and rigorous and led by the Trust board. We draw on the expertise of external stakeholders and have negotiated to use other local special schools as venues to ensure we can see a 'leader in action' through tasks and learning walks/observations.

We would ideally like to recruit the principal (designate) and a deputy for a full term before the school opens. We have found that the combined efforts of two leaders developing the school together is more beneficial than one leader for two terms. We have a robust twice implemented school set up project plan and we will be able to direct the project team to cover essential tasks that need to be undertaken until we have our leaders in place. An essential task of the new leadership team is to build the workforce ready to open. Having experience of this level of recruitment we are confident that we have the support functions in place to ensure that all roles would be recruited to in a timely fashion in Rugby.

We would want to advertise the principal role at the earliest possibility moment, ideally early September for interviews before the end of October. This will provide us with the safety net of having to do a second recruitment campaign if unsuccessful first time around. We will advertise widely through national educational press, LA notice boards, umbrella and peer support networks using both paper and digital methods.

We are experienced in setting up new schools and the CEO will work with the Principal (designate) and Deputy to implement a detailed SMART set up plan which is monitored fortnightly and reported to the Trust Board. Typically our plan would cover outcomes and outputs in the following key areas:

- Education and Curriculum Plan
- School Development Plan
- Admissions
- Policies
- Stakeholder Engagement, Marketing, Website and Consultation
- Regulations and pre-opening Ofsted
- HR, Staff recruitment and contracts
- Finance set up
- Legal and agreements
- Buildings



Our draft job description and person specification for the principal (designate) role is below:

## **Principal (Designate)**

### **MacIntyre Academies**

#### **Rugby Free Special School**

**DRAFT**

#### **Job Description**

##### **Purpose:**

- To provide professional leadership and management of the MacIntyre Free School in Rugby and its educational provision.
- To secure high standards in all areas of the Free School's work.
- To foster a culture that promotes excellence, equality and high expectations of all students and staff.

##### **Reporting to:**

- The CEO of the MacIntyre Academies Trust.
- Additionally the role will be accountable to the Chair and Local Advisory Board which act as an advisory committee to the Academy Trust Board.

##### **Responsible for:**

- Providing vision, leadership and direction of the Free School, which inspires and motivates students, staff and other stakeholders and creates and maintains a positive school culture.
- Ensuring the Free School is managed and organised to meet its aims and targets.
- Evaluating the Free School's performance and identifying the priorities for continuous improvement and raising standards.
- Ensuring equality of opportunity for all.
- Developing policies and practice.
- Ensuring that resources are effectively and efficiently used to achieve the Free School's overall aims and objectives.
- The day-to-day management, organisation and administration of the Free School.
- Continue to develop effective partnership with the wider community, LAs, parents and carers, feeder schools, local employers, MacIntyre Charity and any other services and professionals.
- Managing the Free School budget.

##### **Strategic Direction and Development of the Free School:**

- To work with the CEO, Local Advisory Board and the Leadership Team to ensure the successful delivery of the vision, ethos, aims and objectives of the Free School.
- To formulate overall aims and objectives for the Free School and policies for their implementation.
- To create an ethos and provide educational vision and direction which secures effective teaching, care and support, successful learning and achievement by students and sustained improvement in their spiritual, moral, cultural, mental and physical well-being and prepares them for the opportunities, responsibilities and experiences of adult life.
- To secure the commitment of parents/carers, stakeholders and the wider community to the vision and direction of the Free School.
- To drive for high standards in the quality of teaching and learning whilst focusing on attainment, progress of teaching and learning, and person centred outcomes for all children and young people.

- To ensure that all those involved in the Free School are committed to its aims, motivated and ambitious about achieving them and involved in meeting the long, medium and short term objectives and targets which secure the success of the Free School.
- To ensure that the management, finance, organisation and administration of the Free School support its vision and aims and that the Free School works within its statutory and regulatory framework.
- To monitor, evaluate and review the effects of policies, priorities and targets of the Free School in practice and take action if necessary.

#### Leading Learning and Teaching:

- To work with the CEO and local Advisory Board to ensure that an engaging and person centred curriculum is developed, and the delivery of the curriculum is translated into effective teaching and learning and assessment practice.
- To secure and sustain effective teaching and learning throughout the Free School and to monitor and evaluate the quality of teaching and standards of students' achievement, using benchmarks and setting targets for improvement.
- To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
- To monitor, evaluate and review practice in the educational setting and promote improvement strategies to ensure that under-performance is challenged at all levels and ensure effective corrective action and follow-up is undertaken.

#### Leading and Developing People:

- To recruit and retain the best employees and ensure effective induction for new starters.
- To secure a culture of continuous professional development for all, where learning and development activity is closely linked to individual, team and organisational priorities.
- To ensure that performance management systems and processes are robust, fit for purpose and explicitly linked to improvement priorities and pay progression.
- To ensure that performance reviews are undertaken in a timely manner and that target setting is of high quality, is relevant and plays a key role in securing continuous improvement.

#### Accountability:

- To report to the CEO of the Free School Trust, providing accurate and timely reports for the Trust Board
- To work collaboratively with the Local Advisory Board, providing accurate and useful information, objective advice and support, to enable it to meet its responsibilities.
- To develop an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- To ensure individual staff accountabilities (including teaching and non teaching staff) are clearly defined, understood and agreed and are subject to rigorous review and evaluation.

#### Strengthening Community:

- To work in partnership with parents, carers and other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families.
- To ensure that the Free School reflects a culturally inclusive ethos which actively values and promotes diversity, unity and community cohesion; enabling students to become successful citizens.
- To co-operate and work with relevant agencies to protect the children and young people.
- To be able to contribute to the development of the education system by, for example, sharing effective practice, working in partnership with others schools and agencies and promoting innovative initiatives.

# Principal (Designate)

## Person Specification

### Qualifications

The Candidate must have:

- A DfE recognised teaching qualification.
- The National Professional Qualification for Headship (NPQH) (for new Heads only) or other relevant post-graduate qualification, if an existing Head.

### Experience

The Candidate must have:

- Successful experience of school leadership, at Headteacher or Deputy Headteacher level, ideally in a secondary special school.
- Substantial experience of working with children with SEN.
- Evidence of relevant continuous professional development.

### Professional Qualities: Strategic Direction and Development of the Free School

The Candidate must be able to:

- Think strategically and build and communicate a coherent vision in a range of compelling ways.
- Inspire, challenge, motivate and empower others to carry the vision forward.
- Model the values and vision of the Free School.

### Professional Qualities: Leading Learning and Teaching

The Candidate must be able to:

- Demonstrate personal enthusiasm for and commitment to the learning process.
- Demonstrate the principles and practice of effective learning and teaching.
- Access, analyse and interpret information.
- Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance management.

### Professional Qualities: Working with Others

The Candidate must be able to:

- Demonstrate a commitment to their own and others' professional development.
- Foster an open, fair, equitable culture and manage conflicts.
- Develop, empower and sustain individuals and teams.
- Collaborate and network with others within and beyond the Free School.
- Challenge, influence and motivate others to achieve high goals.
- Give and receive effective feedback and act to improve personal performance.
- Accept support from others including colleagues, Governors and the LA, the DfE, etc.

### Professional Qualities: Being Accountable

The Candidate must be able to:

- Engage the Free School in the systematic and rigorous self-evaluation of the work of the School.
- Collect and use a rich set of data to understand the strengths and weaknesses of the Free School.
- Combine the outcomes of regular Free School self-review with external evaluations in order to develop the provision.

### Professional Qualities: Community

The Candidate must be able to:

- Recognise and take account of the richness and diversity of the Free School's communities.
- Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities.
- Listen to, reflect and act on community feedback.
- Build and maintain effective relationships with parents, carers, partners and the community that enhance the outcomes for all students.

#### Special knowledge and Skills:

- Confident in the use of word-processing, spreadsheets and/or databases such as SIMS database
- Extensive knowledge of KS2 - KS4 and post-16 curricula opportunities for children with autism/social and emotional needs
- Experience of Financial management at a senior level.
- Knowledge of statutory requirements and relevant legislation relating to school leadership and management including health and safety, child protection and safeguarding.
- Understanding of the principles and practice of Academies.

**Section F5** (existing providers and any new applicants seeking to open more than one free school)

Already an approved sponsor with two new special academies (Endeavour academy, Oxford, 2014; Academy, Nuneaton, due September 2015)

#### **Section F6-F8**

*Not applicable*

## **Section G: Budget planning and affordability**

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included.

This section will need to be completed by both route 1 and 2 applicants.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.

## **Sections G1**

The finance plan was developed using the Nuneaton Academy Finance Plan as an exemplar. We were also able to benchmark costs with the operational Endeavour Academy in Oxford.

In Warwickshire, the Nuneaton plan was built up in conjunction with the Local Authority and other local special schools. We benchmarked against key data sets that were available to the LA from national data for similar schools. We also visited a number of other Warwickshire Special Schools to benchmark salaries and job roles and share best practice. WCC have conducted a job evaluation scheme that covers all Local Authority roles. We were able to cross reference our assumptions against these.

### **Senior Leadership Team**

We are planning to develop the leadership team over the 3 year set up period. We will start with a Principal and Deputy who will lead all functions across the school. Towards the end of the 1<sup>st</sup> year, we will recruit an Assistant Principal to support the further development of the school according to the plan mapped out in section D. Ultimately we would want 3 middle leaders to ensure we can cover all the needs of a vibrant special school. The business manager will lead all non teaching functions.

### **Teaching**

In the first year we will operate more of a primary model and teachers will be recruited who have skills to deliver a broad curriculum up to year 8. As the school leaders will also have a small teaching commitment, we believe we have sufficient resource in year one to cover the preparation and planning needs of the teachers as well as the specialist intervention needs of children which in later years will be undertaken by specialist literacy and numeracy teachers.

The teaching team is designed to grow as the numbers of children grow and later teachers will be recruited for their specialist subject areas to ensure full delivery of a KS4 curriculum. We anticipate that much of the pupil premium resource will be directed at individual strategies for pupils including specialist intervention for literacy and numeracy.

## **Supporting Teaching and Learning and Behaviour – an holistic approach**

The finance plan shows a greater than normal proportion of expenditure on support staff. This is because in delivering our vision, we believe that children with ASD and SEMH learn best when working with consistent support teams who provide nurture and support as well as the required learning support. We have implemented the team approach of one teacher, one HLTA and a number of TAs (depending on number of children) in Endeavour Academy in Oxford. The teacher acts as supervisor and manager and can lead his/her team to ensure they have a shared vision of what they are trying to achieve for each child. Our support staff will work term time only but their normal working day will include a ½ -1 hour planning session at the end of each day. This means they will be fully involved in all discussions about resources to be used and the rationale. We believe this is an effective approach that motivates staff, provides appropriate supervision and support and leads to high retention of employees. Our expected ratio for the Rugby School would be 1 teacher, 1 HLTA and 2 TAs for 6-8 children.

The majority of teaching sessions will be made up of a combination of teacher led and then individual and group work. Most classes will have between 6-8 pupils. Most of the children accessing the school will need to learn to be independent learners; many have had significant support to enable them to stay in mainstream (1:1) and several may have been out of school for some or all of the week before attending our school. We expect our HLTAs and TAs to develop skills to facilitate learning, under the direction of the teacher but with enough autonomy so that time is not wasted. If a teacher is called out to support a child in distress for example or is attending an important meeting, we would expect the HLTA in the class to be prepared to lead the team seamlessly.

Many of the children will require additional support for their behaviour. We do not support the 'roving team' model where a central behaviour support team is called upon to deal with difficult situations. We will train all our staff to work with students on positive behaviour strategies, all will be Team teach trained and our ethos is that a supportive team around the child will be more successful than a specialist team. Therefore we have included a behaviour support coach and trainer who will work as part of the therapy team to support teaching teams to understand functional behaviour and develop behaviour support plans effectively for the children they are responsible for. A behaviour support coach will be a trainer in physical intervention as well as positive approaches.

## Section G2

The financial spreadsheet demonstrates that the school will make a small surplus in the second year of operation and a sustainable surplus in year 3.

There is a small in-year loss in year one, largely due to the small number of children but the requirement to cover the full school overhead.

There is no cumulative deficit in any year.

## G3 Financial resilience to reductions in income

To reduce income by a third, we have modified the staffing budget by about a third almost across the board. Our model has high pupil:staff ratios and with fewer children, both teaching and support staff could easily be reduced to fit the learner numbers. In order to ensure that teaching time was covered adequately, the management posts would need to increase their teaching load, particularly to cover for teachers planning and preparation time.

In year 2, we could adjust our model to offer more of a primary approach as we would have fewer subject specialist teachers. As we would not have KS4 pupils until year 4, we were comfortable that our model would allow for this. Although we would be reducing our therapy and family support, we would ensure that the school had oversight of these at a strategic level from one of our other schools. We would also need to ensure that the family support was joined effectively with teaching support.

In terms of non staff costs, we were able to reduce those overheads that are directly related to pupil numbers such as learning resources, transport and premises costs. (e.g. damage related). Other fixed costs such as energy would not decrease with fewer children.

The school would be expected to pay 4.5% of its GAG to the academy Trust for central service costs and management oversight. The Trust would be able to reduce this to half until the school reached steady state although they are mindful that effective oversight and governance cannot be compromised.



### G3 Financial resilience to reductions in income

You should include an overview explanation of how you approached making 30% savings and your rationale for suggesting the changes that you have. You must show how you made 30% savings for each year up to and including the year your school reaches steady state. As part of this, you should explain how your amended plans would continue to support delivery of your education vision and plan.

Please add additional lines as required. The boxes will expand as you enter text.

In the table below you should explain in detail the actions you would take to reduce costs, the reasons for these and the approximate savings that would result.

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
SLT	Do not recruit all assistant principal roles in first 2 years – as there will be fewer children, there will be more management time per child. Share a business manager with Nuneaton (2016)	[e.g. 2016 to 2018)	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>
Teachers	Reduce by 2.5 teachers (2016); by 5 (2017). Rationalise intervention roles. Operate more of a primary model delivery in first 3 years. Deputy to take on a 0.6 teaching role (2016) to cover all PPA, principal to increase to 20% (2016) teaching. Fewer children should reduce	2016-18	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	management time		
Support staff - HLTA	Reduce by one half (2016); one third (2017-18)	2016-18	██████████ ██████████ ██████████
Support -TAs	Reduce by one third	2016-18	██████████ ██████████ ██████████
Admin	Reduce by one receptionist and cover with other admin staff	2016-17	██████████ ██████████
Family Support	Reduce to 0.5 FTE and work in tandem with teaching staff	2016 -18	█████ ██████ ██████████ ██████████
Behaviour Support	'Purchase' coaching support from Endeavour academy or Nuneaton academy on a part-time	2016 -18	██████████ ██████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	basis (2016)		██████████
Site supervisor	Recruit in year 2	2016	██████████
OT	'Purchase' support from Endeavour or Nuneaton academy – there is a senior practitioner there	2016 -18	██████████ ██████████ ██████████
MAT management cost	Reduce by a half	2016 -18	██████████ ██████████ ██████████
Staff costs - expenses and training	Reduce due to fewer staff	2016 -18	██████████ ██████████ ██████████
Premises costs	Reduce building repair due to fewer children	2016 -18	██████████ ██████████ ██████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Educational resources, IT and supplies	Reduce by 20% due to fewer children	2016 -18	██████████ ██████████ ██████████
Transport	Reduce transport	2016-18	██████████ ██████████ ██████████
Contingency	Reduce	2016 -18	██████████ ██████████ ██████████
<b>TOTAL</b>			██████████ ██████████ ██████████

## **Section H: Premises**

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

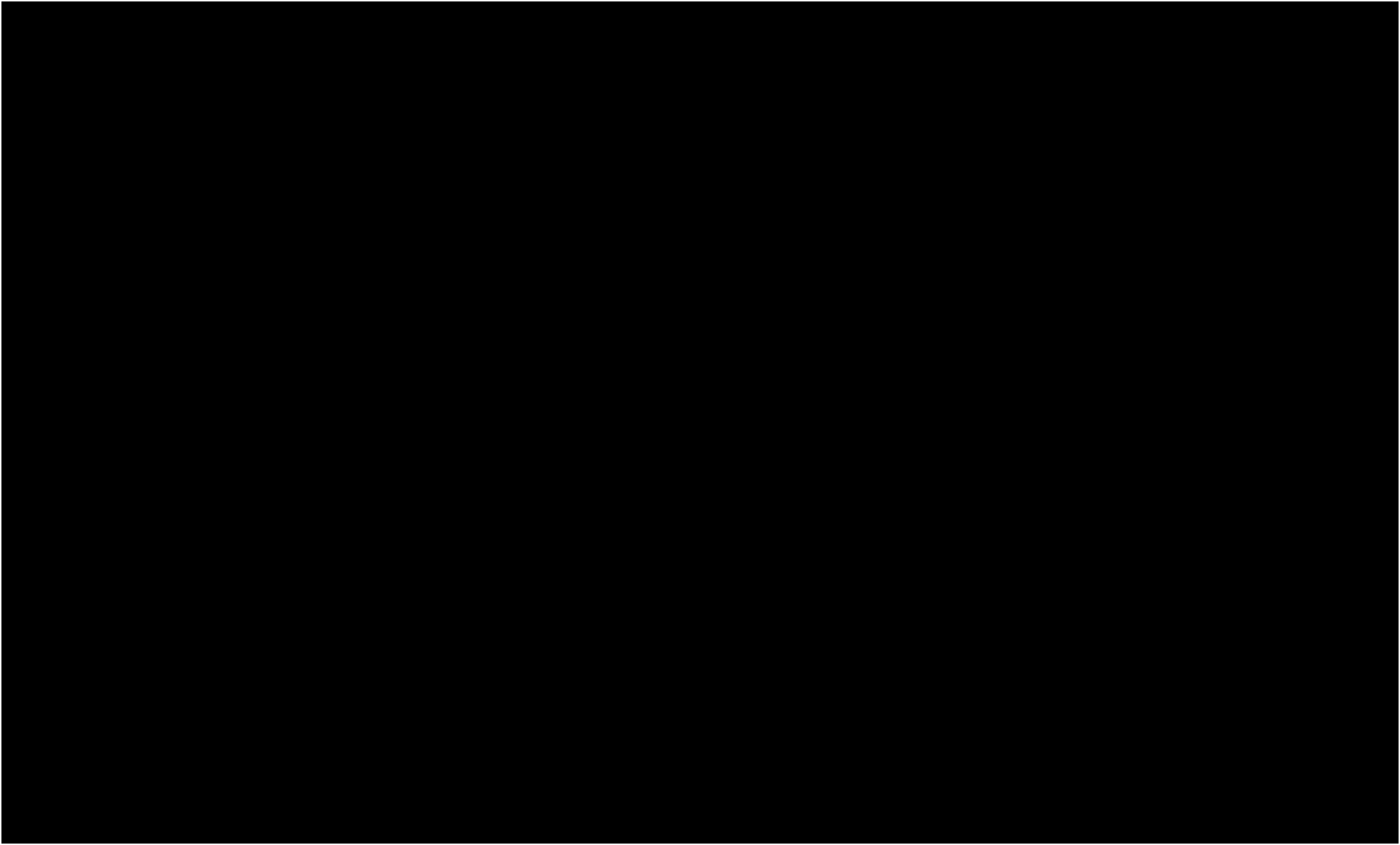
This section will need to be completed by both route 1 and 2 applicants.

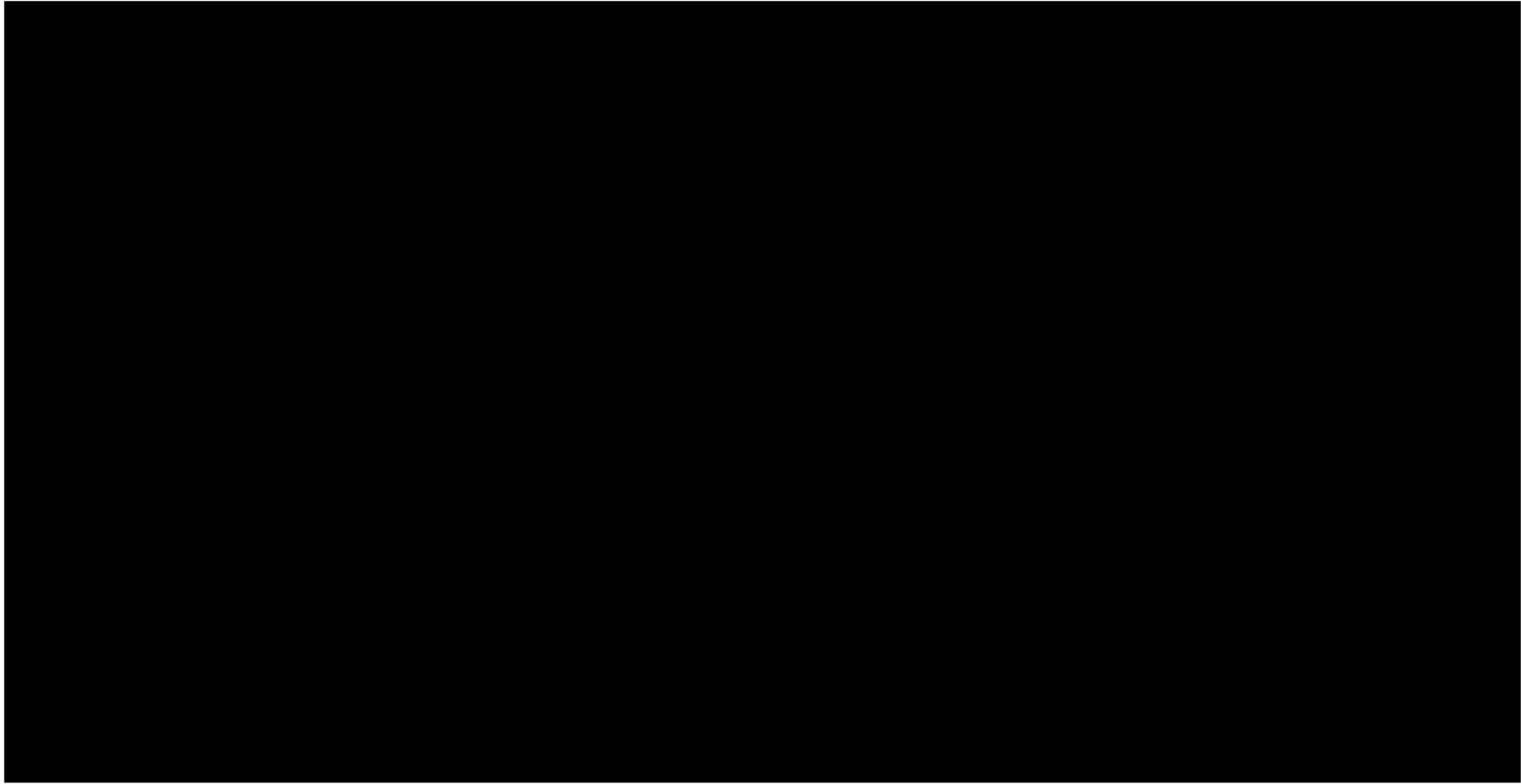
Please complete the Excel application form.

## Annexes

In this section you should only provide CVs of key individuals. The annex is excluded from the page limit but should be submitted as part of your application, i.e. as one Word document.

This section will need to be completed by both route 1 and 2 applicants.

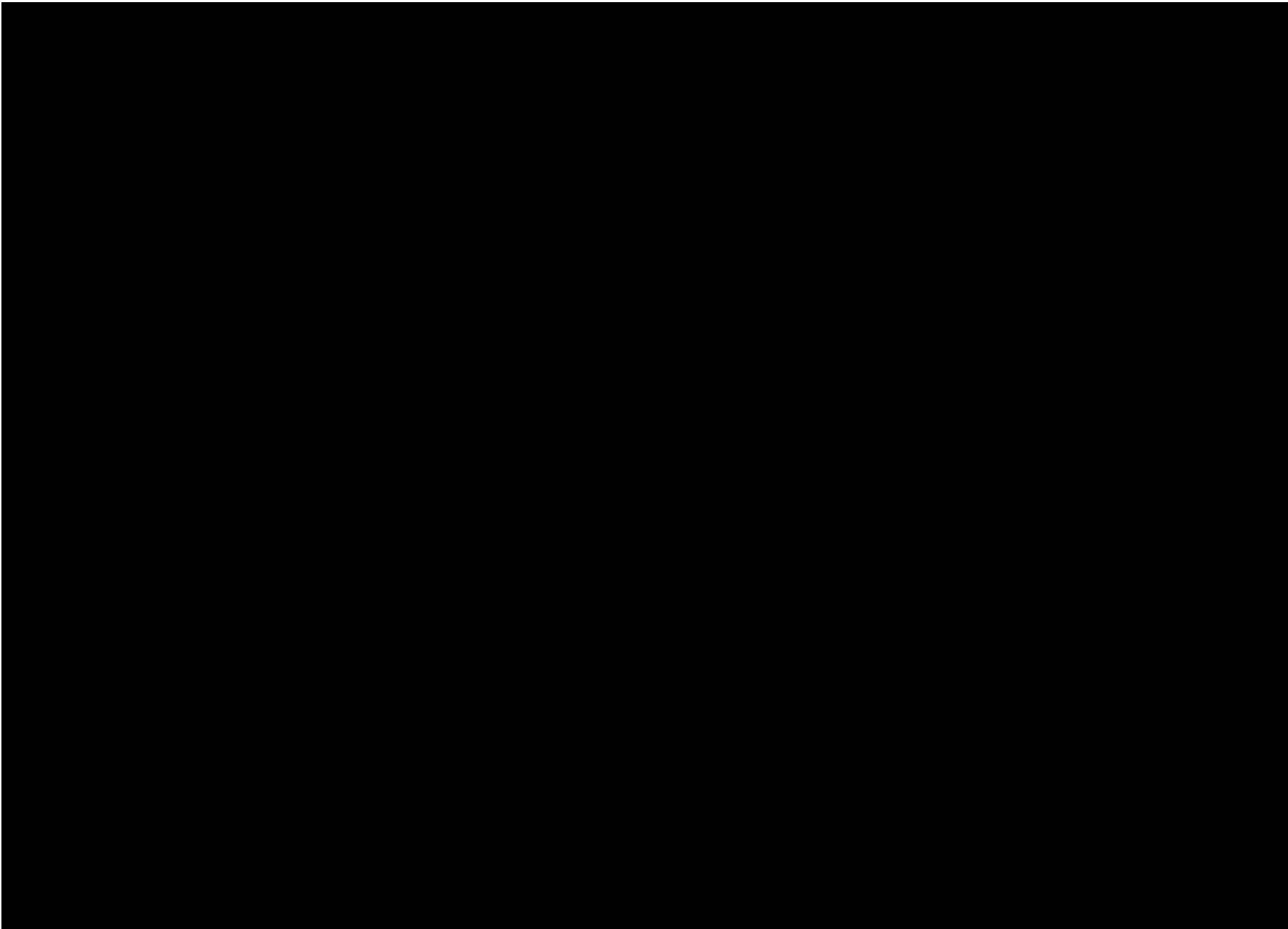


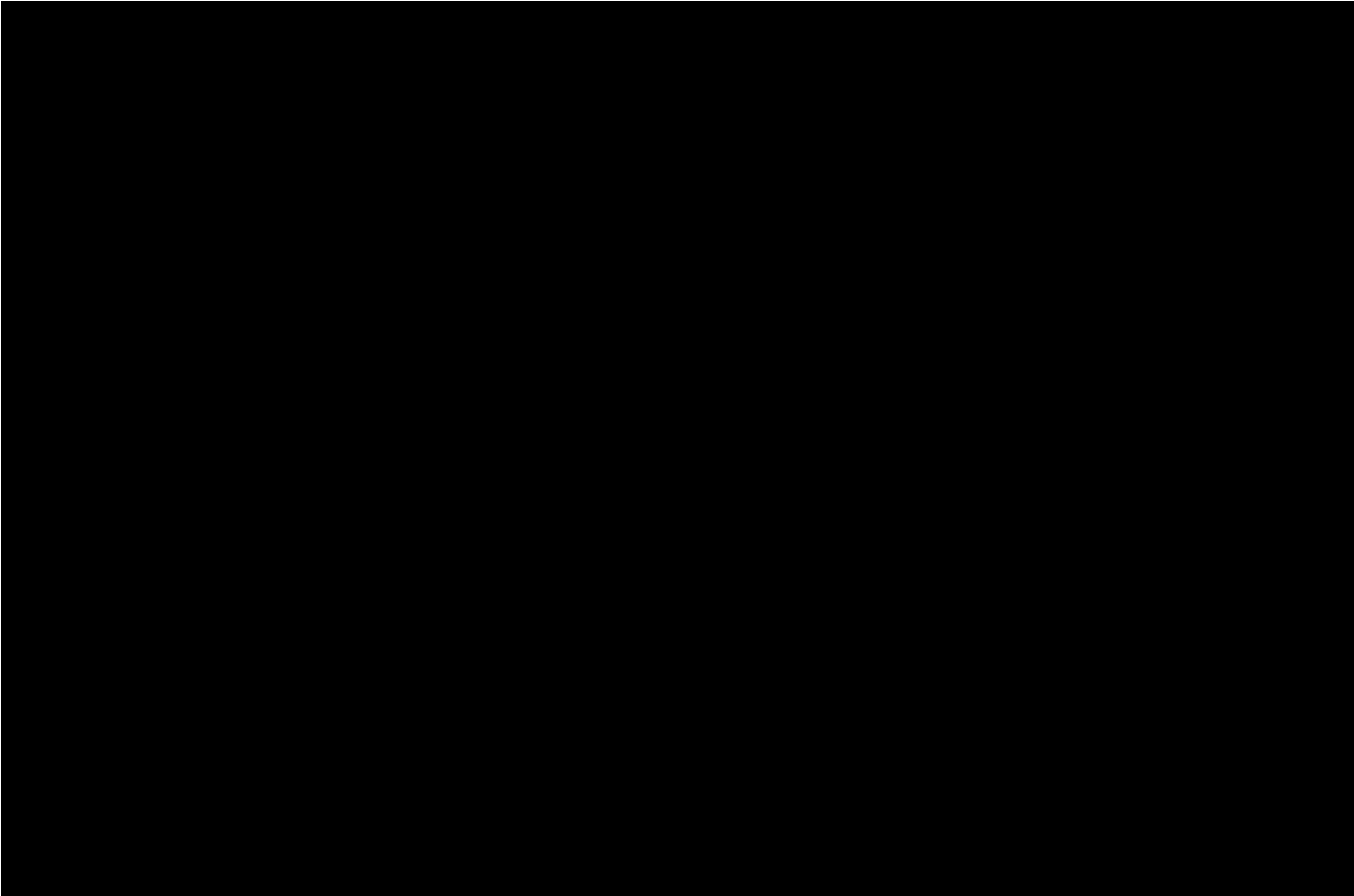


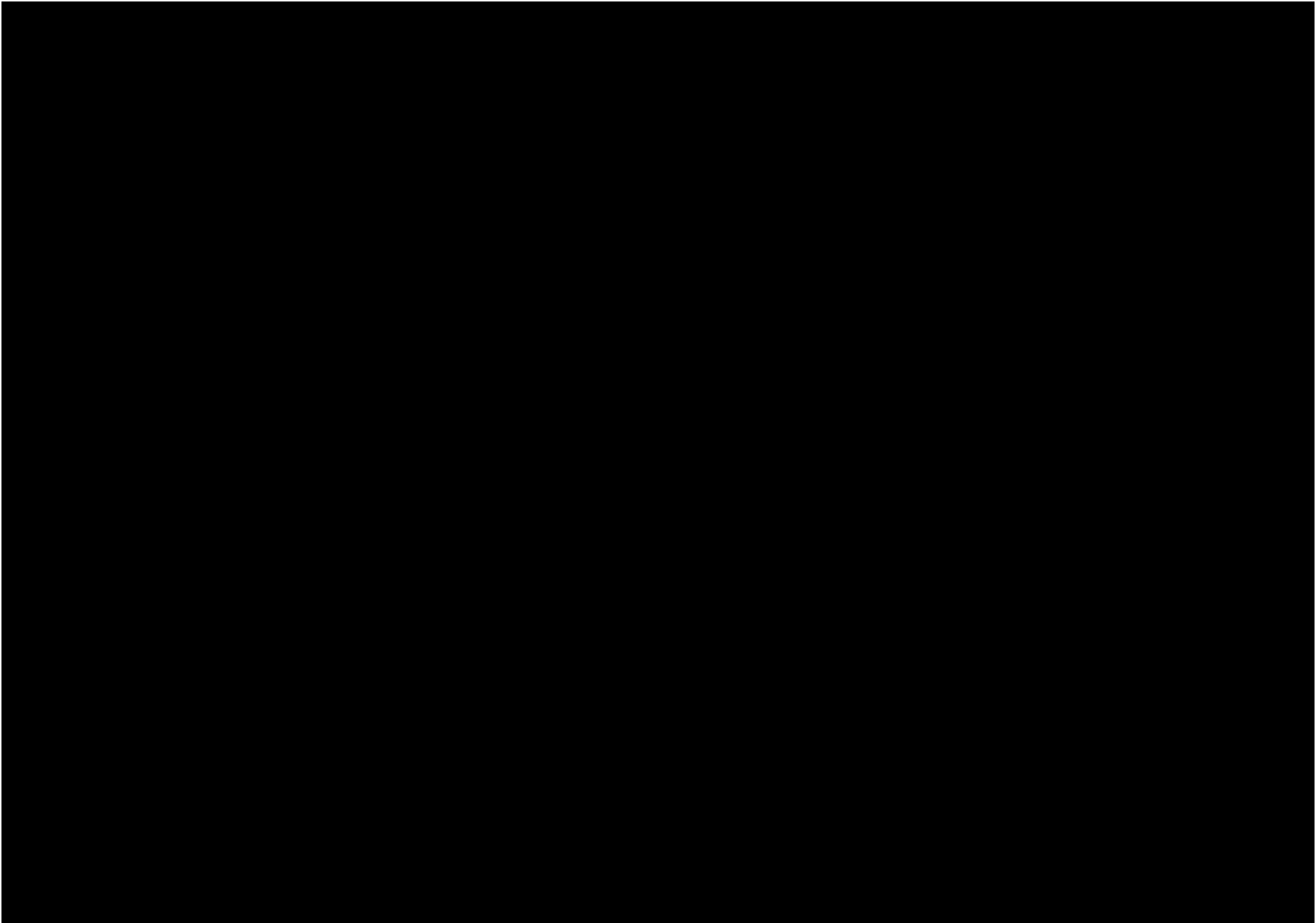
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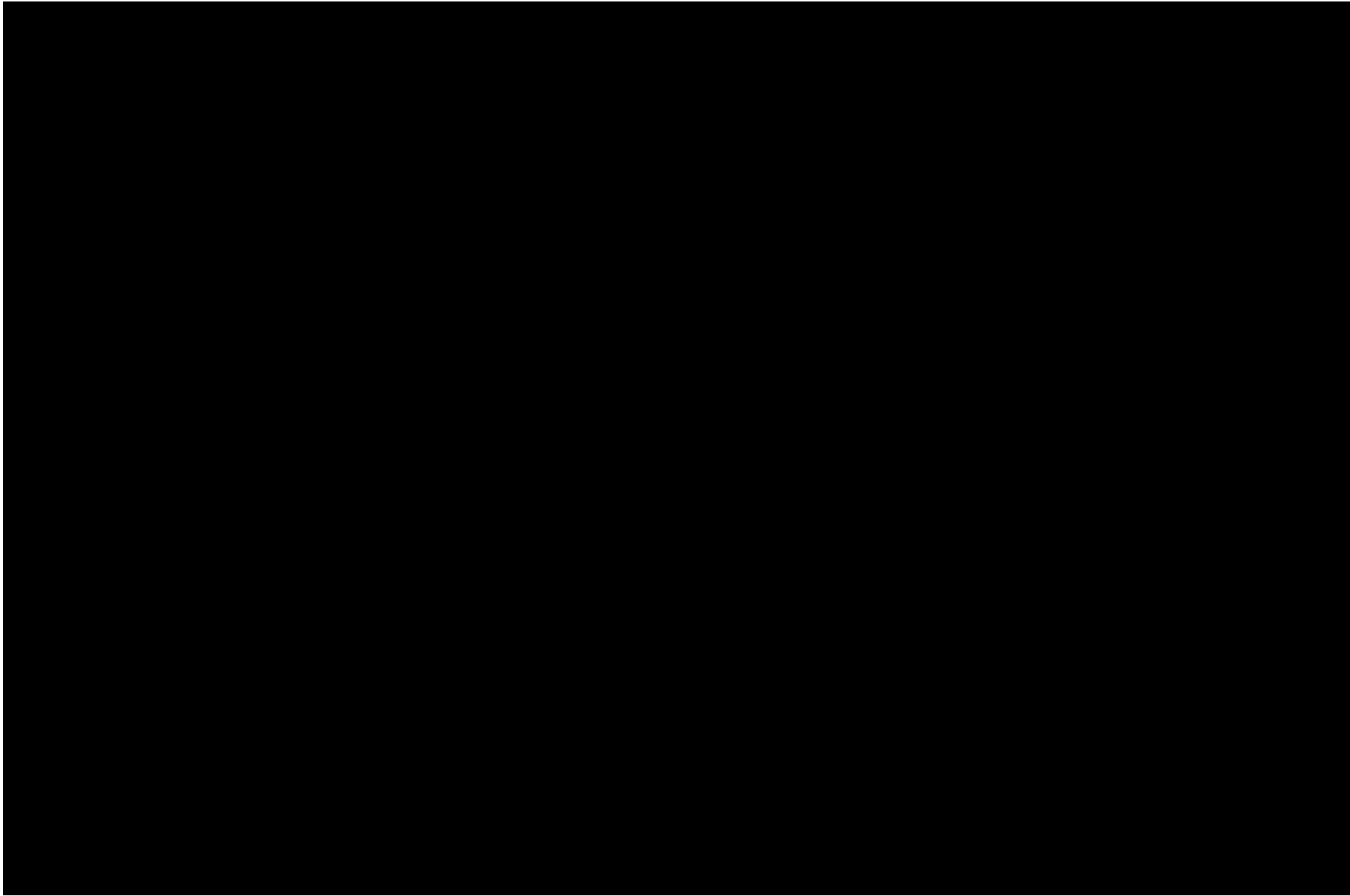
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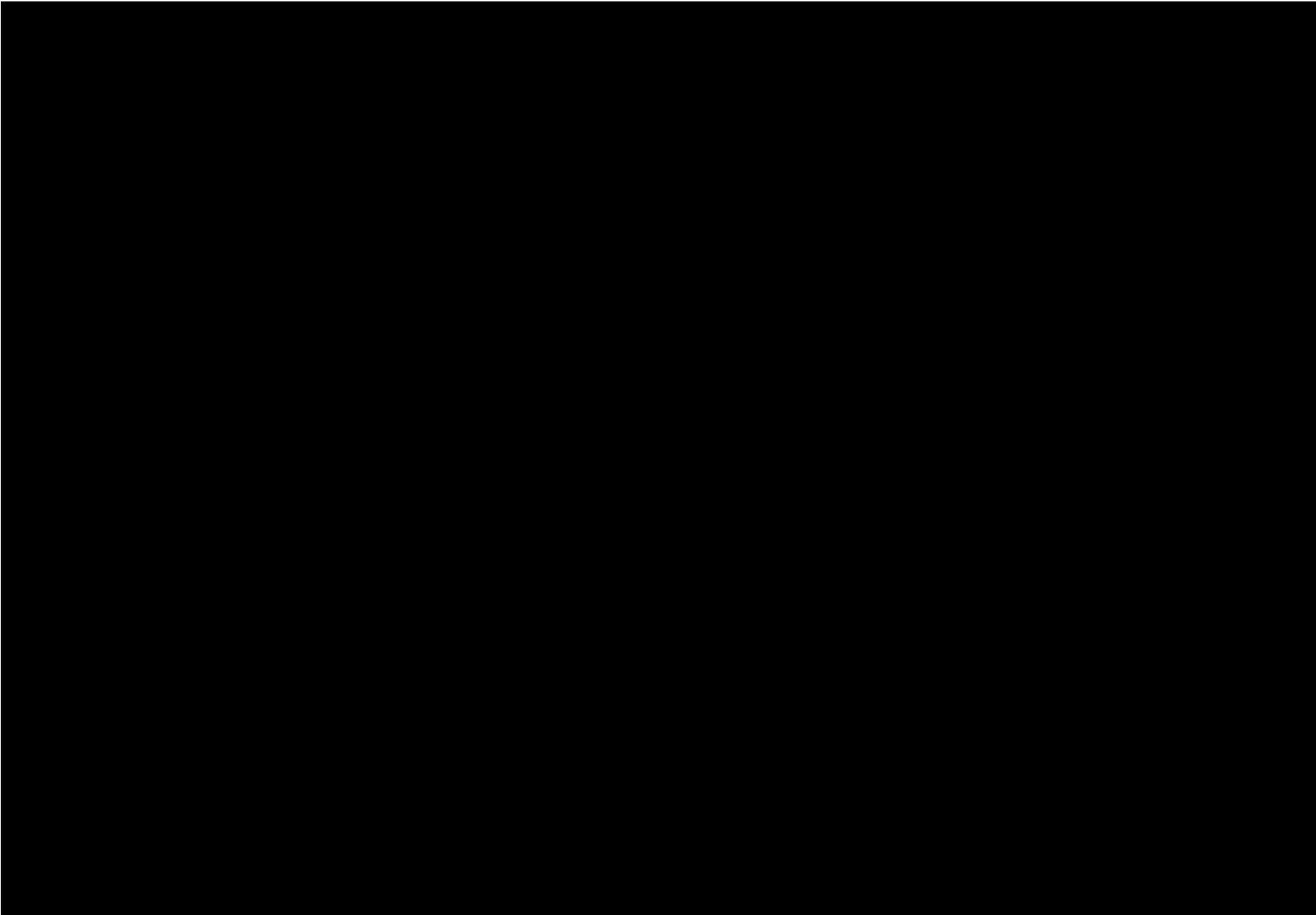


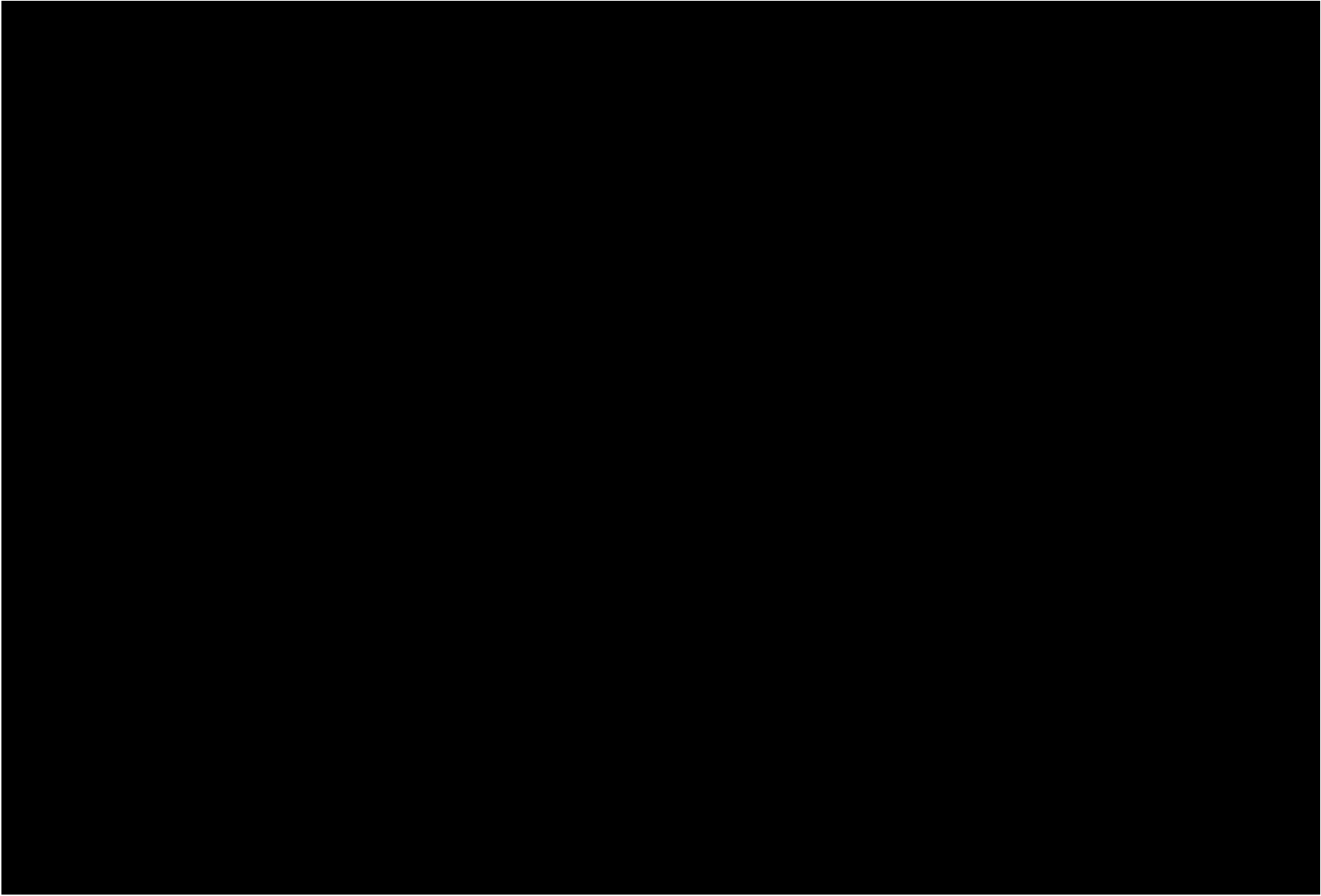


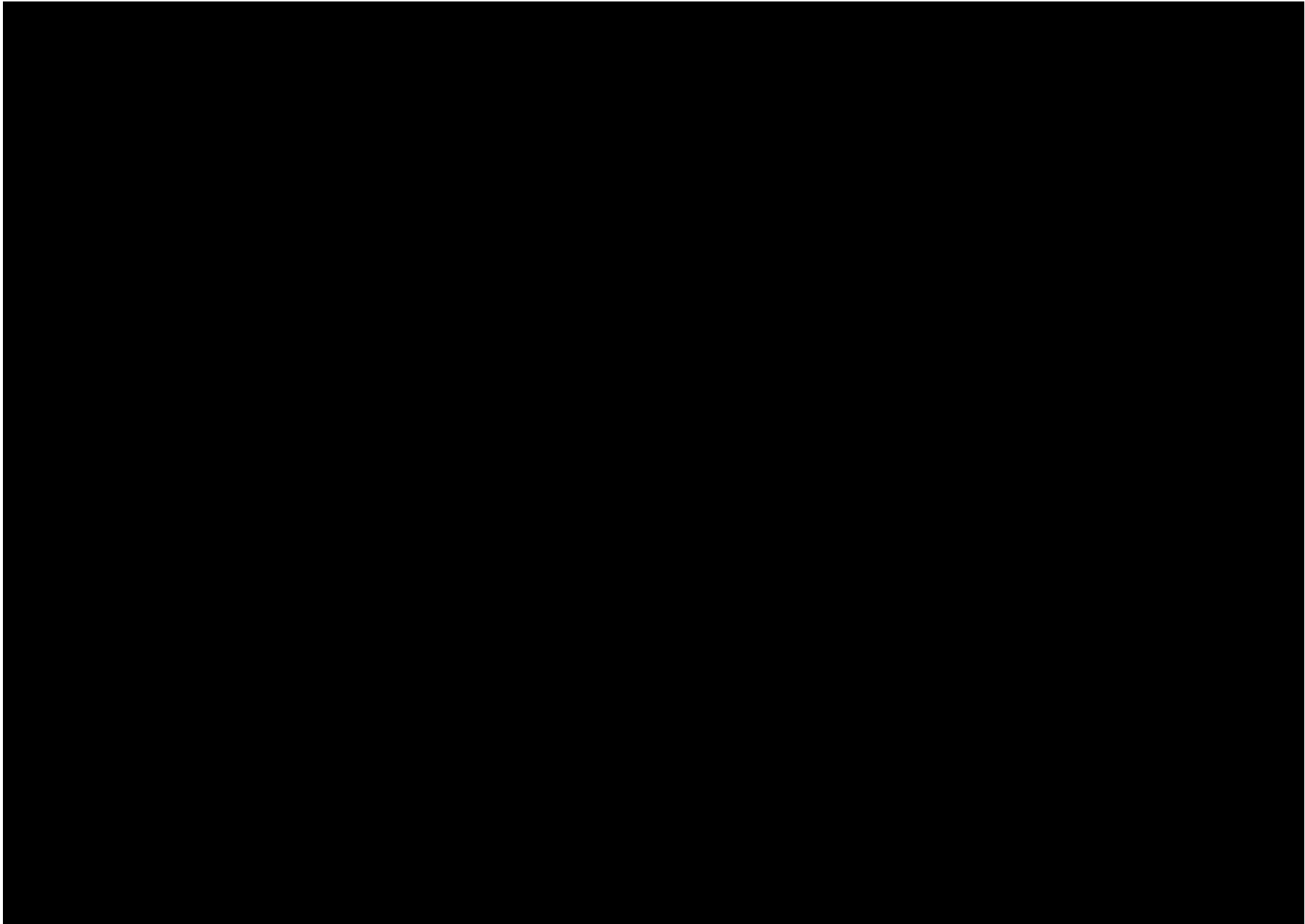


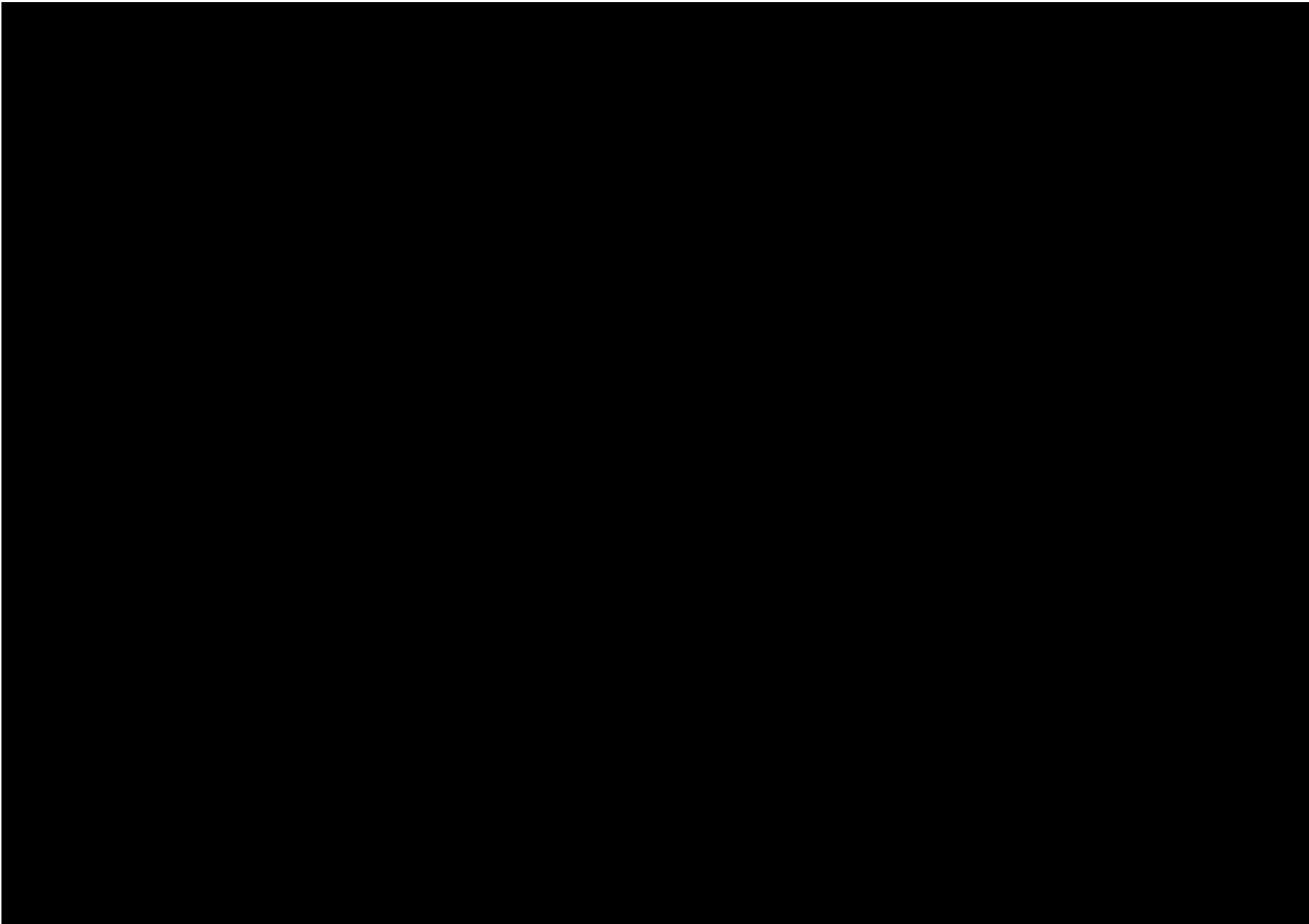




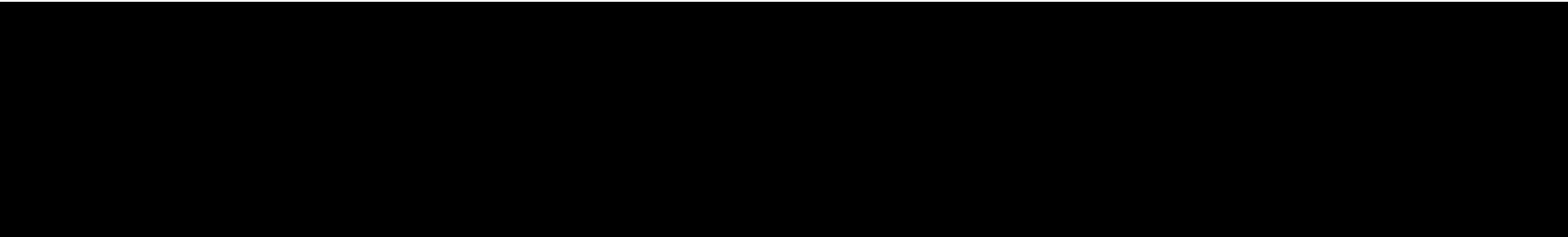
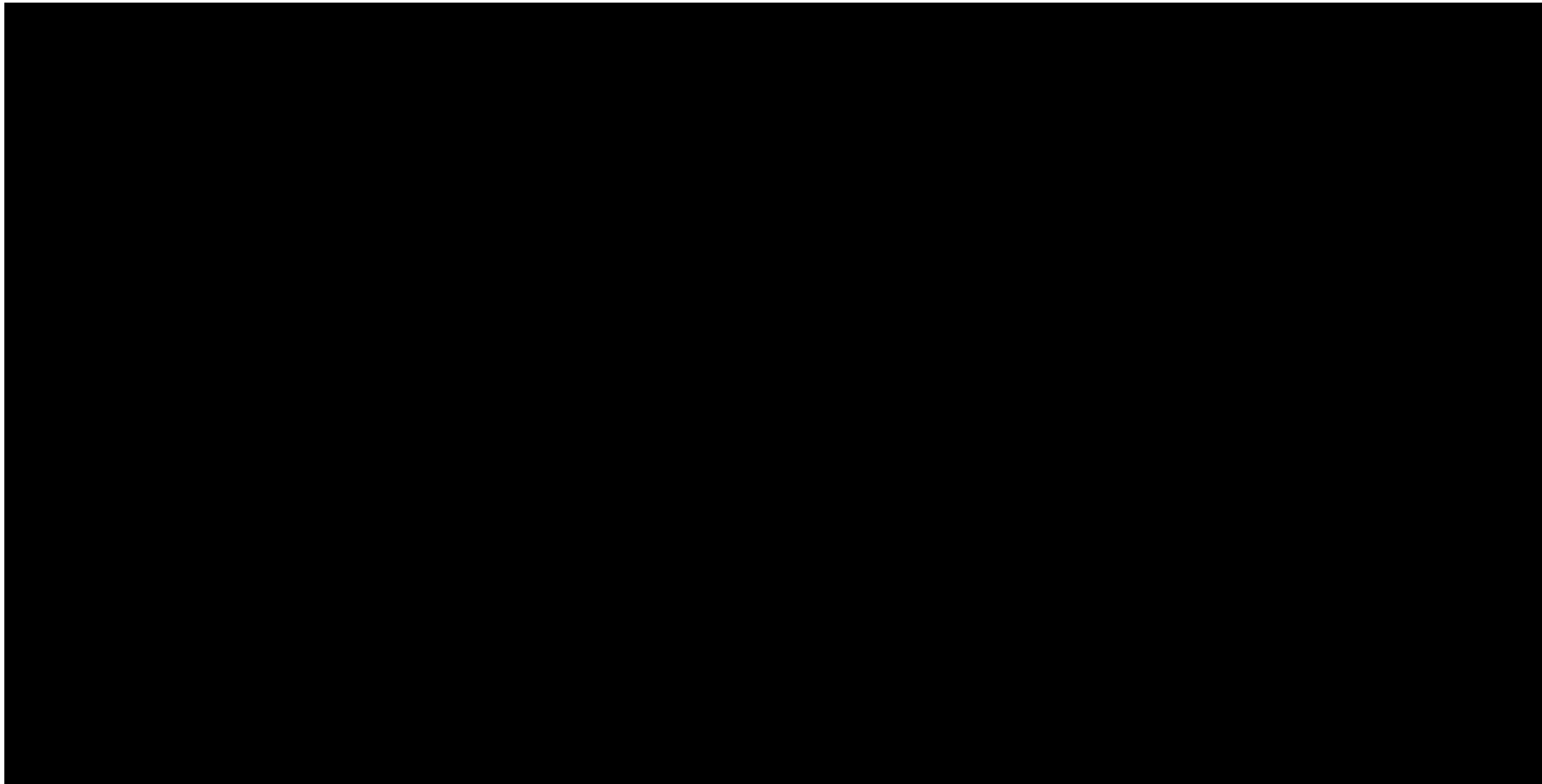


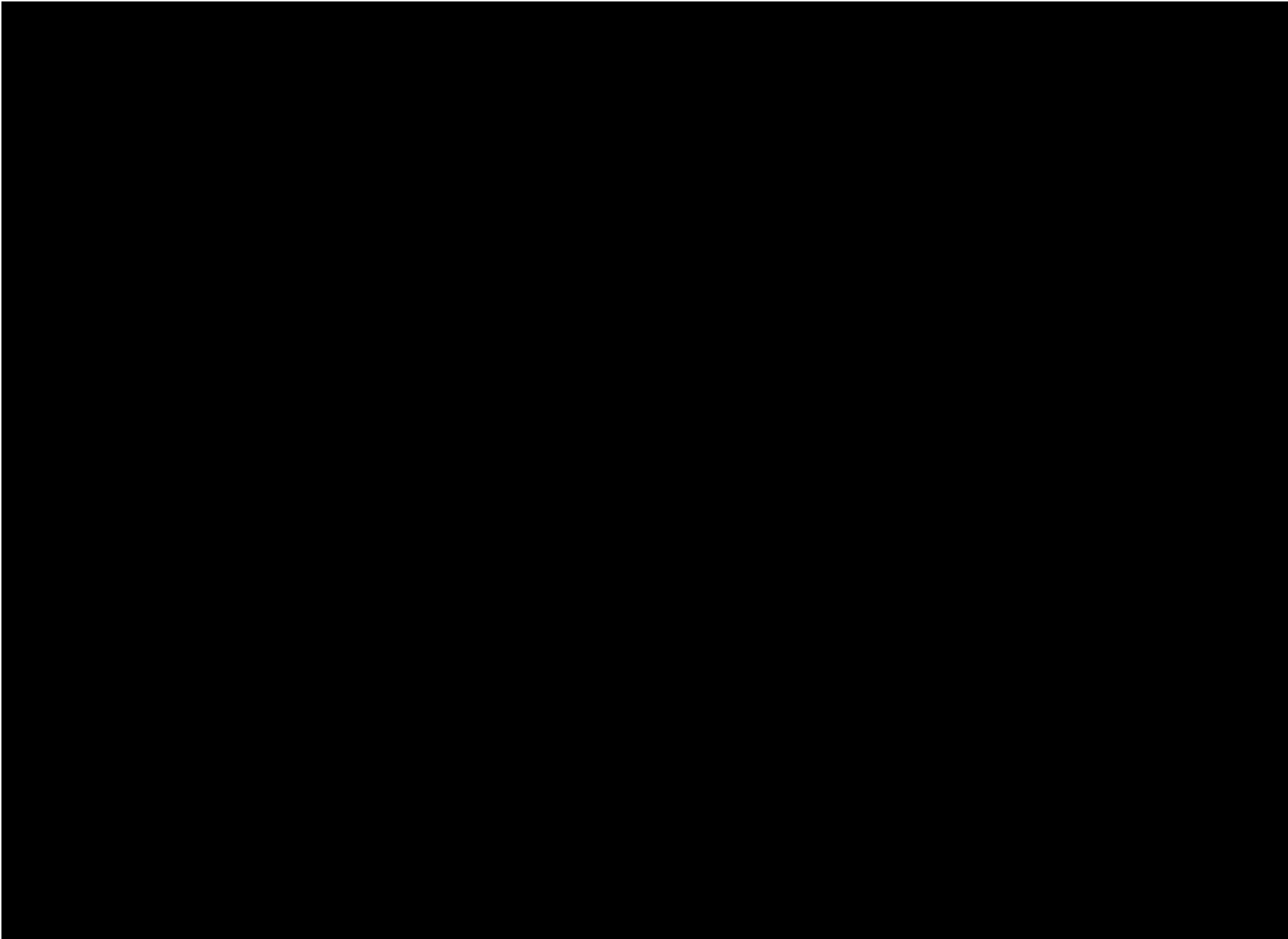












### CV template (Trustee and sponsor support)

CV template	
1. Name	Naomi Thomson
2. Area of expertise (i.e. education or finance)	Education of young people with Special Educational Needs  12 years teaching in schools for young people with Moderate Learning Difficulties, Severe and Complex Learning Difficulties, Autism and Challenging Behaviours.  BA Honours Degree in Ancient History (2002)

		<p>PGCE in Primary Teaching (2003)</p> <p>Certificate - Improving Teaching and Learning in PSHE Education through Roehampton University.</p>
<p>3. Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>( This should cover the last four years. If not, please include additional roles)</p>	<p>Name: Endeavour Academy, MacIntyre Academies</p> <p>Position: Head of Key Stages/Deputy Principal</p> <ul style="list-style-type: none"> <li>• Responsible for the development and planning of a new Curriculum and Assessment package for new Academy for young people aged between 10 and 19 with a diagnosis of Autism which opened in September 2014.</li> <li>• Member of the school's Senior Leadership Team.</li> <li>• Responsible for the day to day running of the education department in the new school.</li> <li>• Deputising for the Principal in her absence.</li> </ul> <p>Dates: May 2014 - current</p>	
		<p>Name: MacIntyre School, Wingrave</p> <p>Position: Assistant Head of Care and Learning</p> <ul style="list-style-type: none"> <li>• Assistant to the residential school's Head of Care – responsibility for deputising in her absence, and leading the development of the residential department to fully meet Ofsted requirements for a Children's Home.</li> <li>• Member of the school's Senior Leadership Team.</li> <li>• Planned and implemented a Waking Hours curriculum for young people within the school's residential department, for those with a range of severe learning difficulties (autism, epilepsy, global development delay and severe learning difficulties).</li> </ul>

		<p>Dates: January 2013 to May 2014</p> <p>Name: MacIntyre School, Wingrave</p> <p>Position: Residential Learning Leader</p> <ul style="list-style-type: none"> <li>Planned and implemented a Waking Hours curriculum for young people within the school's residential department, for those with a range of severe learning difficulties (autism, epilepsy, global development delay and severe learning difficulties).</li> <li>Member of the schools Senior Leadership Team.</li> </ul> <p>Dates: August 2011 – January 2013</p> <p>Name: Stocklake Park School, Aylesbury, Bucks</p> <p>Position: Special Needs Class Teacher and PSHE Coordinator</p> <ul style="list-style-type: none"> <li>Teaching adapted Key Stage 3 curriculum to Yr 8/9 students with a range of severe learning difficulties (autism, epilepsy, global development delay and physical and profound learning difficulties).</li> <li>Planning and preparation of students work.</li> <li>Assessment/marketing/report writing.</li> <li>Planning and part delivery of curriculum to two students not attending full time education in school at present (delivered at home by class learning support assistants).</li> </ul> <p>Dates: September 2008 – July 2011</p>
4.	N/A	.
5.	N/A	
6.	Brief comments on why your previous experience is relevant to the new	Currently involved in the set up and running of the new Academy (Endeavour) for MacIntyre Academies in Oxford. Started before the opening to develop a new curriculum and assessment system for Key Stages 2, 3, 4 and Post 16 for young people with Autism and

	school	<p>Learning difficulties.</p> <p>Development of a staff training package for the new site, set up of building and transition for all young people who joined Endeavour in September 2014. Work with families, Social Care, Local Authority and previous placements to ensure the transition for all young people was successful.</p> <p>Ongoing management of a the school on a daily basis, working collaboratively with the Principal, Business Manager and Head of Care in Endeavour House, residential section of school.</p>
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<p>Developed best practice in terms of leading curriculum development, three year plan for all Key Stages and planning and assessment templates to be used to assess teaching and learning and progress for young people with severe learning difficulties.</p> <p>Developed Training programme for all new staff, and those joining the academies to include mandatory training and opportunities for all levels of CPD. Supported and mentored teaching staff to achieve professional development.</p> <p>Practical set up of classroom environments, teaching and learning resources and management of teaching staff, Higher Level Teaching Assistants and Teaching Assistants.</p> <p>Developed key policies for Teaching, Learning and Assessment and progress mapping tools for all young people with Autism and Learning difficulties.</p>
8.	Reference names(s) and contact details	<p>Maria Tole, Head of Operations, No Limits, MacIntyre</p> <p>T – 01908 230100; E <a href="mailto:maria.tole@macintyrecharity.org">maria.tole@macintyrecharity.org</a></p>

### CV template (Trustee and sponsor support)

CV template	
1. Name	Bernadette Casson
2. Area of expertise (i.e. education or finance)	Human Resource Management

		<p>Chartered Institute of Personnel &amp; Development (CIPD)</p> <p>Membership No. 11038262 – Chartered Fellow of CIPD - 2007</p> <p>CIPD Diploma in Personnel &amp; Development - 2000</p> <p>CIPD Professional Management Foundation Programme - 1997</p> <p>Qualifications maintained via continuing professional development</p>
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>( This should cover the last four years. If not, please include additional roles)</p>	<p>Name: MacIntyre</p> <p>Position: Human Resources Manager for learning disabilities charity, responsible for establishment of HR advisory service and ensuring devolved people management practices followed best practice and met legal requirements, Reported to Workforce Director.</p> <p>Dates: January 2001 to March 2013</p> <hr/> <p>Name: Weekenders UK Ltd</p> <p>Position: Human Resources Officer for direct sales company, responsible for establishment of HR function, and embedding effective people management practices within a logistics environment. Reported to Operations Director.</p> <p>Dates: November 1997 to January 2001</p> <hr/> <p>Name: Northampton Borough Council</p> <p>Position: Human Resources Administrator for local authority contracted services division, responsible for delivering a full range of HR administration services. Reported to Personnel Manager.</p> <p>Dates: March 1990 to November 1997</p>

4.	N/A	
5.	N/A	
6.	Brief comments on why your previous experience is relevant to the new school	Currently working on a consultancy basis with MacIntyre Academies Trust, supporting capacity building process via delivery of specific projects (eg TUPE, union recognition, policy development etc). Previous experience includes the establishment of HR management service tailored to meet the business needs within the private and not for profit sectors.
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	Developed best practice internal HR consultancy service from inception. Managed Investors in People process & achieved Gold status within 3 years. Developed Job Evaluation Scheme and new Pay Structure to meet business needs. Launched Employee Assistance Programme for all staff and Independent safeguarding 'Public Concern at Work' service. Developed Employee Handbook, key HR Policies and 'best practice' guidance. Coached Directors and Management in HR policies and 'best practice' procedures. Supported and mentored HR staff to achieve professional development.
8.	Reference names(s) and contact details	Claire Toombs – Finance Director, MacIntyre T – 01908 230100; E Claire.toombs@macintyrecharity.org

## CV template

CV template	
1. Name	Anne-Marie Dawe
2. Area of expertise (i.e. education or finance)	Project Management
3. Details of your last three roles including:	Name: MacIntyre Academies Trust
	Position: Project Manager
▪ name of school/organisation	Dates: October 2013 to present
▪ position and re-	Name: MacIntyre Charity



<p>sponsibilities held</p> <ul style="list-style-type: none"> <li>length of time in position</li> </ul> <p>(This should cover the last four years. If not, please include additional roles)</p>	<p>Position: Head of Operations</p> <p>Dates: October 2008 – September 2013</p> <p>Name: MacIntyre Charity</p> <p>Position: School Director</p> <p>Dates: September 2002 – September 2008</p>
<p>6. Brief comments on why your previous experience is relevant to the new school</p>	<p>Since 2013, I have been employed by MacIntyre Academies Trust (MAT) as Project Manager. Working to the CEO of MAT, we have successfully set up the first of MacIntyre Academies Schools in Oxford, which opened in September 2014. Currently working on opening our second Academy in Nuneaton in September 2015, the role of Project Manager includes stakeholder engagement, building programme management, design management, policy development, etc.</p>
<p>7. Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
<p>8. Reference names(s) and contact details</p>	<p>Claire Toombs– Finance Director –MacIntyre Charity – 602 South Seventh Street, Central Milton Keynes, MK9 2JA</p> <p>01908230100</p>

## CV template (Trustee and sponsor support)

CV template

1.	Name	Helen Coombs
2.	Area of expertise (i.e. education or finance)	Finance
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> ( This should cover the last four years. If not, please include additional roles)	Name: MacIntyre Academies
		Position: Business and Finance Manager
		Dates: Sep 15– Present
		Name: Phocas Software
		Position: Commerical Director
		Dates: July 2012 – AUG 2015
		Name: Phocas Software
		Position: Office Manager
		Dates: Sep 2005 – Jun 2012
4.	For finance only: details of professional qualifications,including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional</li> </ul>	

	<p>body membership number</p> <ul style="list-style-type: none"> <li>▪ how your qualifications are maintained</li> </ul>	
5.	N/A	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>I have experience working for two start up companies who's fast growth meant that implementing new systems and procedures was paramount to the efficient running of the organisation. Administrative, Finance, Software, Appraisal, warehousing being amongst those systems.</p> <p>This experience has enabled me to design and configure the FMS (Financial Management System) to best meet the multiple level reporting requirements of a Multi Academy Trust. Typically each Academy would require their own individual system therefore making the consolidation of accounts a manual and very onerous task.</p> <p>The result is the Multi Academy Trust has a centralised Finance System and new Academies can be added with relative ease.</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>I was a key player in the successful implementation of a Global Finance package, Microsoft GP, that enable the company to look at the organisation from a National, Country, Department perspective with ease.</p>

8. Reference names(s) and contact details	Paul Magee, MD Phocas Software 01865 364103 Harold Roffey, (retired) Phocas Software 07785 327264
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### CV template (Trustee and sponsor support)

CV template	
1. Name	Martin V. Zahra
2. Area of expertise (i.e. education or finance)	General Management, Marketing and Sales, Branding, Communications.
3. Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>( This should cover the last four years. If not, please include additional roles)</p>	Name: MacIntyre Care Position: Trustee Dates:2004 to date
	Name: SMS Group of Companies Position: Director of Business Development (International) Dates:2013 to 2015
	Name: Air Malta Plc Position: Chief Executive Officer - Tour Operations. Dates: 2001 to 2013.
	N/A
4. For finance only: details of professional qualifications, including:	N/A

	<ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>how your qualifications are maintained</li> </ul>	
5.	N/A	
6.	Brief comments on why your previous experience is relevant to the new school	I have been a Trustee of MacIntyre Academy Trust since 2013.
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	N/A
8.	Reference names(s) and contact details	Baroness Margaret McDonagh, House of Lords. Tel: 02076369002 Email address: <a href="mailto:mcdonaghm@parliament.uk">mcdonaghm@parliament.uk</a>

### CV template (Trustee and sponsor support)

CV template		
1.	Name	Catherine Carrol
2.	Area of expertise (i.e. education or finance)	Education
3.	Details of your last three roles	Name: Senior Research Officer

	<p>including:</p> <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>( This should cover the last four years. If not, please include additional roles)</p>	<p>Position: SENJIT at UCL Institute of Education</p> <p>Dates: To Date</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	N/A
5.	Education	I am an experienced researcher in literacy, specific language impairment, dyslexia and autism and in a previous role with Dyslexia Action took a leading role in writing a

		national framework in literacy for teachers. My experience includes continuing professional development for teaching practitioners, gained in part, as a Senior Lecturer in Special and Inclusive Education at the University of Roehampton where I taught on a range of courses for teachers. I have extensive practitioner experience having taught and held leadership roles in mainstream and specialist schools for sixteen years. My work is published in peer reviewed journals and I am a member of the editorial board for the Journal of Child Language Teaching and Therapy.
6.	Brief comments on why your previous experience is relevant to the new school	As above and I am also a Trustee of MacIntyre Academy Trust.
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	N/A
8.	Reference names(s) and contact details	Brenda Mullen, CEO MacIntyre Academies Trust <a href="mailto:Brenda.Mullen@Macintyreacademies.org">Brenda.Mullen@Macintyreacademies.org</a>

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