

# EXECUTIVE SUMMARY

## SPRING COMMON ACADEMY TRUST

Spring Common Academy Trust based in Huntingdon, Cambridgeshire has been shortlisted to run the new 3 – 19 age mixed special school for Alconbury Weald to open in September 2020. Subject to approval the Trust will name this school, Prestley Wood Academy due to a listed monument which is part of the heritage of the Alconbury local area.

Prestley Wood Academy will have many advantages working in partnership with Spring Common Academy as an outstanding area special school that has autism accreditation 2017 - 2020 with both a local and regional reputation for quality special needs provision.

We intend to develop the new school in consultation and by listening to parents/ carers and other professionals to ensure that provision is planned to meet Education, health and care plans of all pupils effectively. Overall we intend to replicate and build upon the area special school model at Spring Common Academy.

Our co – location with Alconbury Church Academy has been established with a working agreement to build the ambition of an inclusive educational village for Alconbury Weald.

We have the support of local schools and Multi – academy trusts in the area who recognize our capability and capacity to bring community cohesion to the new Alconbury Weald special school for the local area.

### **Leadership: NCTL National Support School, Teaching School**

**Governance** Expertise to focus on local delivery of SEND pupil outcomes and to ensure sustainability.

**Executive leader:** Dr Kim Taylor, National leader in education with substantive special school headship and experience supporting change management and the growth of staff teams. Passionate about alleviating disadvantage as a system leader in the local community; with proven experience in delivery of inclusive and safe educational communities to meet a wide range of special educational needs.

### **Leadership and management team: specialist skills in SEND:**

*Dynamic team; expertise to deliver strategic and operational delivery of education pathways:*

Pre – formal learners (Multisensory and developmental curriculum – PMLD)

Semi – formal learners (Creative curriculum, conceptual understanding and life skills - SLD)

Formal learners (Access to National curriculum expectations that lead to accreditations)

**Depth of expertise within staff team:** *deliver quality SEND Provision for area special school:*

SEND cohort: PMLD, SLD, Autism and co- occurring needs, Communication and Interaction, medical conditions, Physical and sensory, supporting pupil behaviour and mental health.

Specialist skills: Supporting pupils with physical disabilities, Rebound therapy, moving and handling and supporting physiotherapy, supporting medical conditions, Hydrotherapy, Communication, Autism.

**Curriculum design and innovation:**

- Access to Continued professional development programme to innovate.
- Leaders, specialist teachers and teaching assistants support staff induction.
- Enrichment curriculum that includes residential experiences, educational visits, Science Arts mark, Eco School, Forest school, sport and fitness and specialist teachers for Art/ creativity, PE, Music and performance.
- EYFS – developmental curriculum that includes access to therapy and specialist staff.
- Preparation for adulthood team - deliver quality vocational education/ employability, advocacy, access to community for independence, life skills and transitions.
- Outreach support – SEND support to other schools with intent to use the co – location to introduce provision for pupils with Dual and multiple exceptionality and sensory needs (HI/VI)

**Social, moral, spiritual and cultural and enrichment curriculum**

- International / Equalities programme and opportunities for pupils and staff
- Theme days to support community values and ethos - Sports mark, artsmark, Eco school and forest school, breakfast club, after school club and summer school.
- Functional skills to develop wider independence and participation in the community.

**Access to quality assurance**

- Listening and responding to parental, pupil and staff feedback
- Moderation and review of pupil outcomes and progress overtime
- Teaching and learning reviews for all pupils for EHCP
- Appraisal and Teaching and learning overtime for teachers for staff development
- Monitoring and evaluation for school self – evaluation and external review.
- Website to provide information and access to Local Offer.



**For further information contact: Dr Kim Taylor**

**Spring Common Academy Trust**

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