

# Teaching School Hub

# SEND / Alternative provision (AP) performance form

## Guidance for completing this form

* 1. This form has been developed to gather evidence so that the applicant school can demonstrate being a ‘high performing’ special or AP school.
	2. This form will be assessed by DFE officials who lead on the policy development for special or AP schools.
	3. **If more information is required, the assessor may request a telephone call to discuss performance in more detail and validate the information provided.**
	4. Once the assessor is confident that you have demonstrated that you meet the performance criteria, we will send you a full application pack to provide evidence on experience and capacity of the proposed TS Hub, to deliver school improvement activity as other applicants are and as set out in the prospectus**.**
	5. Where a word limit is indicated, any text that exceeds this limit will not be assessed. The word limit provided is an upper limit and you will not be penalised if your answer is shorter, provided there is sufficient evidence to fulfil the assessment criteria.
	6. Please answer the questions in the format set out below. In the interest of equity, only written information provided in this document will be assessed.
	7. DfE also reserves the right to contact cited parties to confirm information given in this application and any other party we consider to be relevant to your application for ongoing information should the application be successful.
	8. Please ensure that you complete all sections of this form. Completed applications must be returned by email to systemleader.applications@education.gov.uk

# TS Hub Details

## TS Hub Details

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| Date performance information submitted |  |
| School Name |  |
| URN |  |
| School address and postcode  |  |

## Performance data

**Please provide evidence that you are a high performing special or AP school referencing where possible your last 3 years of progress data.**

You may consider including the following in your answer:

* The measures in place to ensure accuracy of teacher assessment, including external moderation arrangements
* The evidence base for your curriculum, referencing curricular models
* Evidence that pupils have high levels of engagement in their learning
* Evidence that the school has lower than average levels of fixed-term and permanent exclusions and higher than average levels of pupil attendance, in comparison to the rest of the sector.
* An explanation of how the school defines ‘expected, exceeding and exceptional progress’ in relation to pupil achievement
* Accreditation access and achievement for learners in the secondary phase
* Performance of specific learner cohorts where applicable (Gender, Type of SEND etc.)
* How the school develops the specialist skills of staff including support staff, ITT placements and early career staff.
* The interventions offered to enrich the curriculum, demonstrating value for money.
* How effectively your school works collaboratively with other relevant partners, such as commissioners, social care, educational psychologists, child and adolescent mental health services.

Evidence specific to special schools:

* The extent to which your school engages with other special and mainstream schools to support SEND focused school improvement.
* How effectively your school is preparing pupils for transition as evidenced by destination data
* Evidence of how well the school prepares pupils for adulthood – the PfA outcomes
* Pupil performance against EHCP outcomes
* Accreditation access and achievement for learners in the 6th form phase
* An indication of how target setting is driven by the DfE assessment guidance i.e. Pre Key Stage Assessments and pending Rochford Review
* Evidence of co-production with parents and young people

Evidence specific to AP schools:

* The extent to which your school engages with other APs and mainstream schools to support AP-focused school improvement.
* How effectively your school prepares pupils for reintegration to mainstream or special schools (where appropriate), as evidenced by destination data, and including through curriculum offer.
* How effectively your school prepares pupils for sustained post-16 transitions, as evidenced by destination data, and including through curriculum offer.

**Word limit: 1000**

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