



KSENT: Kent Special Educational Needs Trust

(A mutual schools co-operative education trust)

Statutory Proposal Consultation

The Reason for the Consultation

The Governing Body of the schools shown below are proposing to change their legal school category from community to foundation and, at the same time, acquire charitable status by joining a shared co-operative Trust with other Kent special schools which have already taken this step.

The Trust which the schools would join is known as KSENT: Kent Special Educational Needs Trust.

In the case of Broomhill Bank, which is already a Foundation School, this proposal would not result in a change of category, but would lead the school to become part of the collective Trust (KSENT) which would serve as the Foundation for the school.

This publication provides information about our Proposal including how we are planning to work collaboratively to develop and improve our schools - and why we think that joining KSENT will help us to achieve this.

Copies of this information are available at our school as well as electronically from our website.

School contact details	Lead contacts
Five Acre Wood School, Boughton Lane, Maidstone, Kent ME15 9QF 01622 743925.	HEAD TEACHER: Mrs Peggy Murphy Chair of Governors: Mr Peter Ananicz
The Foreland School, Lanthorne Road, Broadstairs, Kent CT10 3NX 01843 863891	HEAD TEACHER Mr Adrian Mount Chair of Governors: Mr Grant Mahoney
Harbour School, Elms Vale Road, Dover, Kent CT17 9PS 01304 201964	HEAD TEACHER: Mrs Juli Timoney Chair of Governors: Miss Mandy Insole
Laleham Gap School, Ozengell Place, Ramsgate, Kent CT12 6FH 01843 570958	HEAD TEACHER: Mrs Katie Reeves Chair of Governors: Nicholas Holbrook-Sutcliffe
The Orchard School, Cambridge Road, Canterbury, Kent CT1 3QQ 01227 769220	HEAD TEACHER: Mrs Annabel Lilley Chair of Governors: Mr Hugh Robinson
Ridge View School, Cage Green Road, Tonbridge, Kent TN10 4PT 01732 771384	HEAD TEACHER: Mrs Jacqui Tovey Chair of Governors: Anna Pritchard
St Anthony's School, St Anthony's Way, Margate, Kent CT9 3RA 01843 292015	HEAD TEACHER: Mr Robert Page Chair of Governors: Patricia Warnecke
Broomhill Bank School (West Site), Broomhill Road, Rusthall, Kent TN3 0TB 01892510440 Broomhill Bank School (North Site), Rowhill Road, Hextable, Kent BR8 7RP 01322 662937	HEAD TEACHER: Ms Emma Leitch Chair of Governors: Mark Holder

What we would like you to do

We would like to know what you think of our proposals so we invite you to take part in our public consultation. You can do this by:

- a) Reading this information and asking for further information if you need any.
- b) Attending one of the consultation meetings details are shown below.

You can respond to the consultation

By completing the Proposal Consultation response forms, which are available from the school

By sending comments or requests for further information by email: consult@csnetwork.coop

By sending comments or requests for further information in writing to:

Consultation c/o The Governing Body at the address for the school, as shown in the table above.

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Section 1 Summary

- 1 The Governing Body and the leadership team of our Schools have in each case been considering how best to plan for the long term future of the school in the light of changes happening in the public education service and to seek to further improve the education we offer.
- 2 We want to ensure that we continue improving the service we offer to our children and young people and we want to join KSENT as formal partners and to become part of a regional and national network of schools and partners that can help us to deliver that ambition.
- 3 To take this work forward, we are proposing to change the school category from community to foundation and at the same time to acquire (in this case, meaning to join) the KSENT co-operative education trust
- 4 Broomhill Bank is already a Foundation category school, so in this case the school would be joining the KSENT Trust but not changing category.
- 5 The proposed date of implementation (i.e. the date on which any legal change of category would take place and the school would join the KSENT Trust) is **1st August 2016**.
- 6 The process of change will not result in noticeable day to day differences for our school, but we believe that joining this partnership will allow us to join a group of like minded education providers and learn from the shared expertise and experience they offer.
- 7 Further information is provided below – we would be pleased to hear what your thoughts are and invite you to become a member of the Trust so that you can contribute to its work if we do go ahead.
- 8 You are invited to comment on the proposals at any time between **7th June to 11th July 2016**, after which a report on responses will be prepared for governors to consider.

Section 2 The Vision and Values of KSENT

- 9 Our vision is to use the strength of the Trust to build on and strengthen what our schools have already achieved, and to create a learning community which seeks to further improve teaching and learning; to raise levels of enjoyment, achievement and aspiration for all; and to ensure children and their families are supported.
- 10 The values of the Trust are underpinned by the principles of equality and inclusion and a commitment to support the well-being of every child and family connected with our schools. We have considered a variety of school structures, including academies, but feel that this model best meets our context, needs and values.
- 11 The consulting schools already work closely together alongside the other Kent Special schools which have established the Trust as founding partners. Our Headteachers meet together regularly to share ideas, identify common areas for school improvement, and to plan and share provision for training and the professional development of staff. They also help each other to identify and moderate areas for development in our schools and increasingly teachers across our schools are starting to work more closely together.
- 12 Becoming legally part of this shared Trust will help us to clarify our vision and aims, continue to raise expectations and standards across the partnership, and make our existing collaboration and associated school improvement strategies more sustainable. We believe that to meet the needs of our communities we need to work together as a community of schools. We know that we can achieve more by working together than we can by working alone. A shared Trust will help to make that vision a reality.

Our Values

- 13 Every child with SEN deserves to thrive and succeed and, in our view, students have the best chance of success when they:
- have their personalised needs fully and consistently met
 - learn things which interest them and are useful to them
 - have high quality learning experiences personalised to their individual needs
 - have a sense of belonging to their community and an ability to become active citizens who can successfully contribute to society in the way each chooses
 - have high expectations of themselves and their community and aspire to challenging goals
 - feel safe and secure and enjoy their school experience
 - feel cared for and understood and valued and respected as individuals
 - attend regularly
 - are inspired by their environment
 - are enabled to achieve meaningful independence, with appropriate choices and opportunities within their home and school communities
 - are encouraged to achieve to the maximum extent of their abilities.
- 14 The Kent SEN Trust will work together to ensure a high quality learning experience for children and young people with special needs throughout the Kent-wide community. The Trust will provide a strong and well-tested legal entity through which to collaborate with our partners for the benefit of our students.
- 15 Key aims for our Trust will be to:

- Further improve outcomes for all our learners in all our schools, with a strengthened focus on school-to-school self improvement.
 - Support each school to become - and then stay - 'Outstanding'.
 - Strengthen our ability to work collaboratively and co-operatively to enable our schools to grow, develop and improve together.
 - Formalise and further develop arrangements already in place for joint working, including support for innovation and research in teaching and learning by our colleagues.
 - Develop further the skills and expertise of staff across the schools to secure high quality teaching and learning for all
 - Further share resources and skills across the schools and investing in our staff and our organisational systems to increase our skills, experience and efficiencies
 - Further increase levels of aspiration across our school communities thereby impacting positively upon standards.
- 16 We believe the proposed changes will improve the life chances of our vulnerable children and young people in Kent, by:
- ensuring that all have full and fair access to specialist resources according to their identified individual needs
 - ensuring that all have equality of opportunities in each and every aspect of their education and beyond into adulthood
 - strengthening each special school's unique identity and recognising areas of expertise
 - ensuring that all students have a voice that is at least as high profile as their mainstream peers
 - building a coherent and inspiring learning journey for all
 - increasing engagement and ownership of the schools within their respective communities (local, regional and specialist communities)
 - working in partnership with other organisations, schools and colleges to maximise opportunities and promote the best possible outcomes
 - increasing our commissioning and buying power to improve best value for all students
 - supporting each and every school within the Trust to raise standards
 - supporting parents and carers, particularly in response to emerging changes in funding/SEN legislation.
- 17 As a Co-operative Education Trust, we will adopt and support the values and principles of the co-operative movement in our work: all Co-operatives are based on the values of **self-help, self-responsibility, democracy, equality, equity and solidarity**. Co-operative members also believe in **honesty, openness, social responsibility and caring for others**.

Section 3 The main aims and ambitions we have for our schools

Governors and school leaders have agreed the following goals for the next five years:

We want to:

18 Develop outstanding teaching for all our learners.

We will use the proposed education partnership trust to support work designed to:

- Deliver high quality and outstanding teaching.
- Harness local resources efficiently in the interests of learning.
- Create the right conditions for enjoyable effective learning.
- Develop the expertise of our staff to ensure all learners can achieve.
- Ensure that all learners make significant progress during their time at the school

19 Increase the level of aspiration and opportunities for our community.

We will use the proposed education partnership trust to support work designed to:

- Encourage our whole learning community to have high expectations of our learners
- Encourage our children and young people to have high expectations of themselves
- Encourage our children and young people to become life-long learners.
- Foster creativity and innovation through an exciting and challenging curriculum.
- Create a sense of local pride and excitement in the possibilities of the wider world.
- Support members of the local community in their efforts to learn and succeed.

20 Realize the potential of all the young people in our learning community.

We will use the proposed education partnership trust to support work designed to:

- Create opportunities for our learners to experience different educational experiences.
- Develop the resilience and confidence of our learners.
- Create more opportunities for learners to develop their emotional well-being.
- Enhance our provision of social and moral support for the young people in our schools.

21 Ensure that our education partnership includes working with our parents and the wider community.

We will use the proposed education partnership trust to support work designed to:

- Develop and share resources to improve outcomes for our learners.
- Enable parents and carers to make a positive contribution to learning.
- Engage local community organisations and extend what schools can offer.
- Engage other partners who can support our work to the benefit of our learners.
- Foster greater levels of work based skills and competencies.

Section 4 List of Consultees

We want to consult widely about this Proposal to ensure all interested parties have their say.

We are actively seeking the views of the following groups of people:

- Learners at the school; Parents and carers;
- Teachers and support staff;
- Neighbouring schools which might be affected by or interested in the proposals;
- Staff and users of local Children’s Centres;
- Teacher associations and trades unions representing school staff;
- The Local Authority; The District and Borough Council;
- Local MPs and elected local councillors;
- Local community and voluntary groups; Local faith and religious groups
- Local and neighbouring Further Education and Higher Education providers;
- Health care providers and commissioning groups.

If you know of any other stakeholders who should be contacted, please inform the school.

Dates for a series of consultation meetings have been arranged as follows:

Venue	Meeting dates, times and audience		
Broomhill Bank School (West Site), Broomhill Road, Rusthall, Tunbridge Wells, Kent TN3 0TB 01892 510440	Weds 22 nd June	6:30 pm	Parents & Public (West site, Tunbridge Wells)
Broomhill Bank School (North Site), Rowhill Road, Hextable, Swanley, Kent BR8 7RP 01322 662937	Thurs 23 rd June	3:00 pm	Parents (North site, Swanley)
Five Acre Wood School, Boughton Lane, Maidstone, Kent ME15 9QF 01622 743925.	Tues 21 st June	8:30 am	Staff
	Weds 22 nd June	10:30 am	Parents
Harbour School, Elms Vale Road, Dover, Kent CT17 9PS 01304 201964	Tuesday 21 st June	2:15 pm	Parents
		3:30 pm	Staff
Laleham Gap School, Ozengell Place, Ramsgate, Kent CT12 6FH 01843 570958	Monday 20 th June	5:30 pm	Parents
		6:00 pm	Public
Ridge View School, Cage Green Road, Tonbridge, Kent TN10 4PT 01732 771384	Tuesday 21 st June	3:45 pm	Staff
	Monday 20 th June	9:30 am	Parents
St Anthony's School, St Anthony's Way, Margate, Kent CT9 3RA 01843 292015	Weds 22 nd June	2:00 pm	Parents
		3:00 pm	Staff
The Foreland School, Lanthorne Road, Broadstairs, Kent CT10 3NX 01843 863891	Weds 22 nd June	9:30 am	Parents
	Thursday 23 rd June	3:30 pm	Staff
The Orchard School, Cambridge Road, Canterbury, Kent CT1 3QQ 01227 769220	Monday 20 th June	2:15 pm	Parents
		3:15 pm	Staff
		5:30 pm	Public

In addition, a meeting for professional union representatives is being arranged

Section 5 Further information

What is the purpose of a Co-operative Education Trust and what is involved in developing a Trust?

- 22 The purpose of a Co-operative Education Trust is to support the best possible school performance and learning outcomes, by developing a strong, values-driven partnership of one or more schools.
- 23 Under the **2006 Education and Inspections Act**, schools have the power to change their legal status to become Trust (or 'Foundation') schools, subject to consultation. Elements of the 2006 Act are expected to be updated by the **Education and Adoption Act 2016**.
- 24 The Trust (or Foundation) provides a supporting, strategic partnership alongside the continuing governance and professional leadership of the school or schools – as happens with faith schools, e.g. VA and VC schools with a Church of England Foundation.
- 25 Trust Schools continue to teach the National Curriculum and are inspected by Ofsted at appropriate times.
- 26 A Special Foundation school will continue to work with the local authority to manage admissions but will employ its own staff and the land and buildings will be managed by the Foundation Trust for the school. *(Please note that Broomhill Bank school is already a Foundation School)*

Decision making responsibilities for any change of status

- 27 The process for a change of school status is set out in the **SOPAM Regulations (2016)**(Statutory Order for Prescribed Alteration to Maintained schools)
- 28 **The Decision Maker is the Governing Body** – there is no requirement for the Local Authority or the DfE to endorse or approve a proposal to create a Co-operative Trust.
- 29 When considering this process, the Governing body is required to notify the Local Authority that they will be meeting to discuss a possible change of category, e.g. from community maintained school to foundation category (maintained sector). The School Organisation team is also being notified of the proposals to change category.

The Decision Making and Consultation process

- 30 Decision making begins with a formal vote by governors to consult (or consider in public discussion) a proposal for a change of status. The publication of a proposal in draft form is a required part of the consultation process.
- 31 The consultation process – at least four weeks, but usually around half a term - allows all interested parties to express a view.
- 32 Governors have the responsibility to consider all views, including external advice where this is commissioned and to make a final decision to go ahead (implement); or to defer; or to not proceed.

People Management and Employment: what happens to staff?

- 33 The Governing Body of a Foundation School becomes the employer for staff with effect from the date of the legal change to the school's status. In the case of Broomhill Bank School, this arrangement is already in place.
- 34 This is not such a major development as it may seem: all schools have undertaken the key tasks of the employer since 1989. Maintaining existing HR and Payroll support services will provide Head teachers and Governors with support and guidance, as at present.
- 35 All employees employed by the school immediately before the transfer irrespective of their length of service have entitlement to continuous employment.

- 36 This is **not a transfer to a 'new employer'** within the regulations determined in the Transfer of Undertaking (Protection of Employment) (TUPE) Regulations 2006. No formal TUPE process is required **as the employer is not changing** under the legislation, this is a re-organisation within the maintained sector schools public service: a 'TUPE-like' consultation is organised to ensure full consultation.
- 37 All employees will transfer with entitlement to retain existing terms and conditions of employment and there is no break to the employees continuity of service.
- 38 Teaching staff will automatically continue to have access to the National Pension Scheme. For support staff a formal confirmation by local authority resolution is required; Governors will ensure that this is secured during the process.

Management of Land and assets

- 39 As soon as the Trust is established land and buildings transfer to it automatically. There is no right of veto from the Local Authority or any other body. The land and buildings are held on trust (for nil payment) for the duration of the trust for the educational purposes/benefit of the school in accordance with the Trust's legal constitution as set out in the Articles registered at Companies House.
- 40 The legal conveyancing work can take some time, however. For example, more complex arrangements will apply where there is dual usage; on site accommodation; a PFI (Private Finance Initiative) or other agreement already in force. In all cases, the final agreement involves a process of negotiation and agreement between the legal team acting for the Trust and the Local Authority.
- 41 Trust school governing bodies have very similar responsibilities for buildings maintenance and generally manage major aspects of this through a service level agreement, often with the Local Authority.
- 42 The management of Health and Safety for premises will require access to and sensible usage of a professional service, as is normally the current arrangement.

Maintenance funding and major incident responsibility

- 43 Trust schools remain local authority maintained and are funded in the same way as all other maintained schools. Therefore funding for buildings remains the same.
- 44 The Local Authority has a responsibility to maintain schools to provide education within the community; as with all maintained schools, the local authority has an obligation to fund major costs towards keeping this provision, e.g. roof damage, health and safety issues due to asbestos or unsafe heating systems.
- 45 If the school is currently buying into a service level agreement with the local authority or pays the local authority to maintain buildings, this arrangement should be able to continue so that the responsibility on the governors for the land and buildings remain the same.
- 46 Should the Local Authority or the DfE wish to use a part of the site or building for other things then agreements can only be made in discussion with the Trust. The Trust cannot make decisions against the will of an individual Governing Body to part with or use their school's land, but the Trust can act to support the school and prevent any unwanted usage e.g. a free school being built or occupying part of the school site

The Trust and Trust Partners

- 47 A Co-operative trust is a variation of trust that is co-operative in its nature and supports the core cooperative values of *self help, equality, equity, democracy, solidarity and self responsibility*.
- 48 The Co-operative Trust model usually includes at least one partner who holds the same values and a membership arrangement through which parents, pupils, staff and other stakeholders can be involved and have a say in how the trust is run.
- 49 Partners in the Trust can include the Local Authority, Further or Higher Education; local businesses or other community organizations; the common factor is a commitment to contribute to a successful learning community.
- 50 The Proposed Education Trust will be built around the schools as the key partners. Other schools can consider becoming a full or a partner member of the Trust at a later stage if they wish to. If they do join the Trust, they will be full contributors to and beneficiaries of the work of the Trust
- 51 Other partners are being invited to join Trust to add to the strength of the Trust and the range of experience and opportunities we can bring to our work.
- 52 The KSENT list of partners as it would be if Governing Bodies agree to proceed is shown here:

The Co-operative Schools Network

- The Co-operative Schools Network is the delivery arm for the national family of co-operative schools and provides a range of support services and considerable educational expertise to a schools in our region and across the country. The involvement of CSNET will support us in developing a co-operative, values-driven ethos across the whole curriculum and bring national and international links with other co-operative educational institutions and organisations.

Canterbury Christchurch University**Schools listing: current KSENT schools**

Bower Grove School, Foxwood School, Goldwyn School, Grange Park School, Highview School (which is federated with Foxwood School), Ifield School, Meadowfield School, Rowhill School and Valance School

Schools consulting and which may be joining KSENT

Five Acre Wood School, The Foreland School, Harbour School, Laleham Gap School, The Orchard School, Ridge View School, St Anthony's School, Broomhill Bank School

- 53 Over time, the Trust will explore links with other partners from the public, voluntary and commercial sectors that can help to further its aims. Charitable status and existing partnerships will help significantly in identifying suitable partners.

How the Proposed Education Trust can help in practical terms

- 54 At a time when Local Authority services are diminishing and schools increasingly find themselves working alone, the Trust provides a means of joining together with other schools to serve a common purpose and achieve more together.
- 55 There are opportunities to make better use of our resources, using the significant collective bargaining power of the Co-operative Schools Network in negotiations with suppliers of goods and services. This will enable us to secure best value and prioritise funding for teaching and learning. The Trust will allow our schools to pool expertise and resources with others to enable them to maximise the benefits for staff and learners.

How will the Trust operate and who will regulate the way it works?

- 56 The Education Trust will offer membership to parents, learners, employees and local community groups and individuals and provide benefits for each of these groups, but also enlist their support in achieving the aims of the Trust.
- 57 The Education Trust will become a charitable, not for profit, organisation meeting the legal and other requirements of the Department for Education (DfE).
- 58 It will carry out its duties in relation to schools as set out by the DfE, specifically by appointing a minority (probably two) governors to the Governing Body of any supported school and by holding the land and assets in trust for the school community.
- 59 The Trust will be legally established and regulated (as with all charities) by the Charities Commission and registered as a company limited by guarantee with Companies House
- 60 Trustees will not be able to earn an income from the Trust, but the Trust may become an employer as it develops its work. Any income generated by the Trust must only be used to support its charitable aims.
- 61 Trustees will meet a minimum of 3 times a year (co-ordinated with existing school governance arrangements as required).

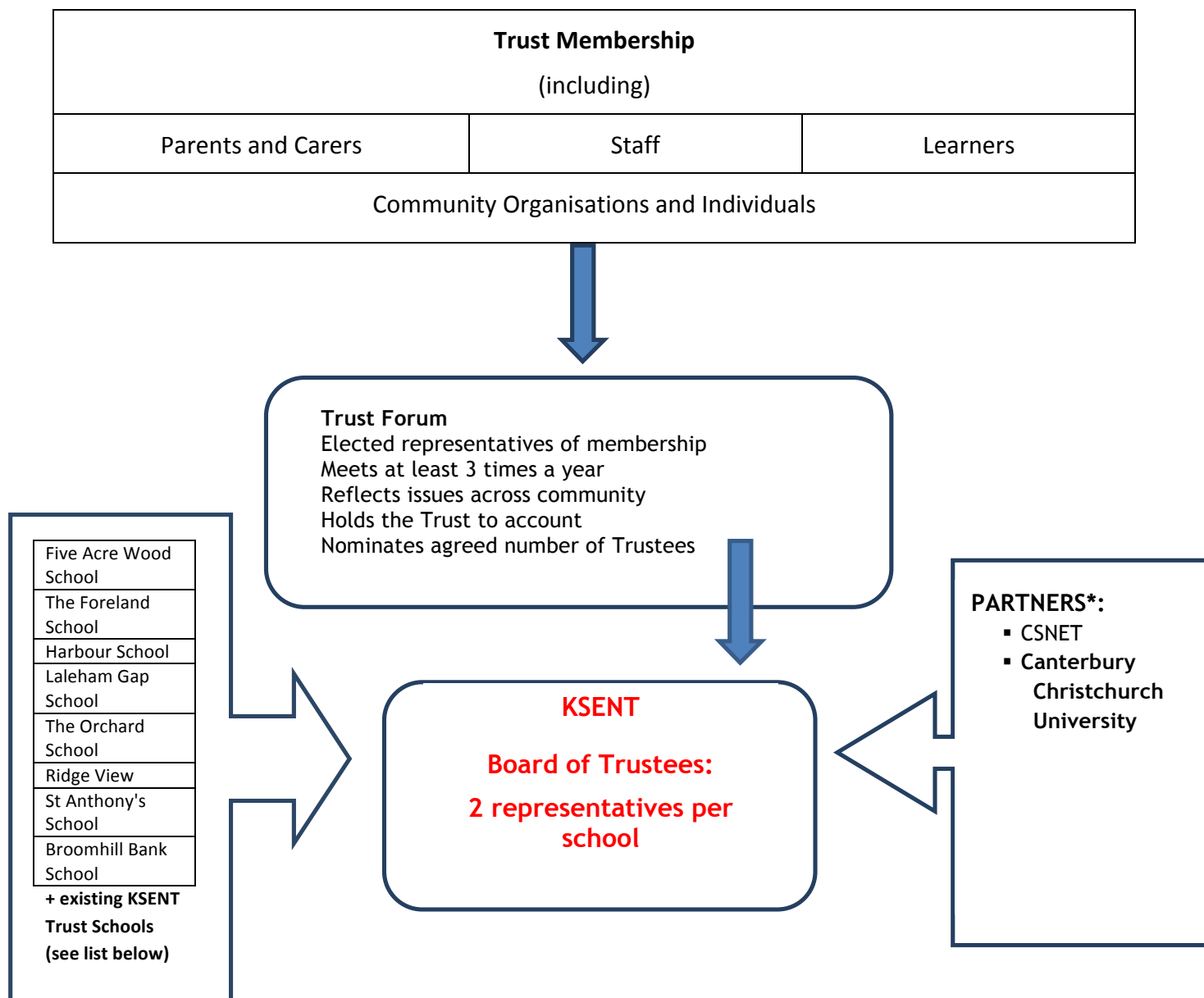
Governing Body changes

- 62 From September 1st 2012 the Government changed the arrangements for appointing Parent, Community, Local Authority and Staff Governors. Further advice was issued in August 2015.
- 63 These proposals are designed so that any changes should be as minimal as possible when compared with the current composition of the governing body, which will have a minority of governors (the legal minimum of two), appointed by the Trust. This helps to ensure that there is a strong link between the Trust and the school Governing Body.
- 64 The governing body of a foundation school with a 'minority' Trust as its foundation, which is what we are proposing, has to be composed as follows:
- The Head teacher;
 - One staff governor;
 - At least two parent governors;
 - One Local Authority governor;
 - As many co-opted governors as the governing body considers necessary. The total number of co-opted governors who are also eligible to be elected as staff governors must not exceed one-third of the total membership of the governing body, you must also count the Head teacher's position in this figure.
 - At least two, but no more than 45% of the total, foundation governors appointed by the named Trust; in our case we are proposing the legal minimum of two;
 - (There will, however, be arrangements in the legal constitution that may allow the Trust to increase the number of foundation governors to a majority if the school needs additional support at any time, because it has developed weaknesses for any particular reason).

The structure of the Trust and the involvement of Trust members in the work of the Trust

- 65 We plan to develop a Trust structure which will be properly representative of all members and stakeholders, will represent external partners appropriately and will enable all of our schools to be represented equitably.
- 66 We would establish a Trust Forum, within 18 months, representing parents, staff, learners and the local community elected from the various membership types. The Trust Forum will help to hold the Trust to account, to shape policies and appoint additional trustees.

- 67 In putting this together we intend to build on existing governance arrangements whilst creating a structure which is realistic. We have no wish to create an unwieldy and bureaucratic structure that is not fit for purpose.
- 68 The diagram below represents the relationships in the proposed Trust between the membership, the Trust schools and their Governing Bodies and the Trust’s additional partners.



***Each partner will appoint one trustee to the Board**

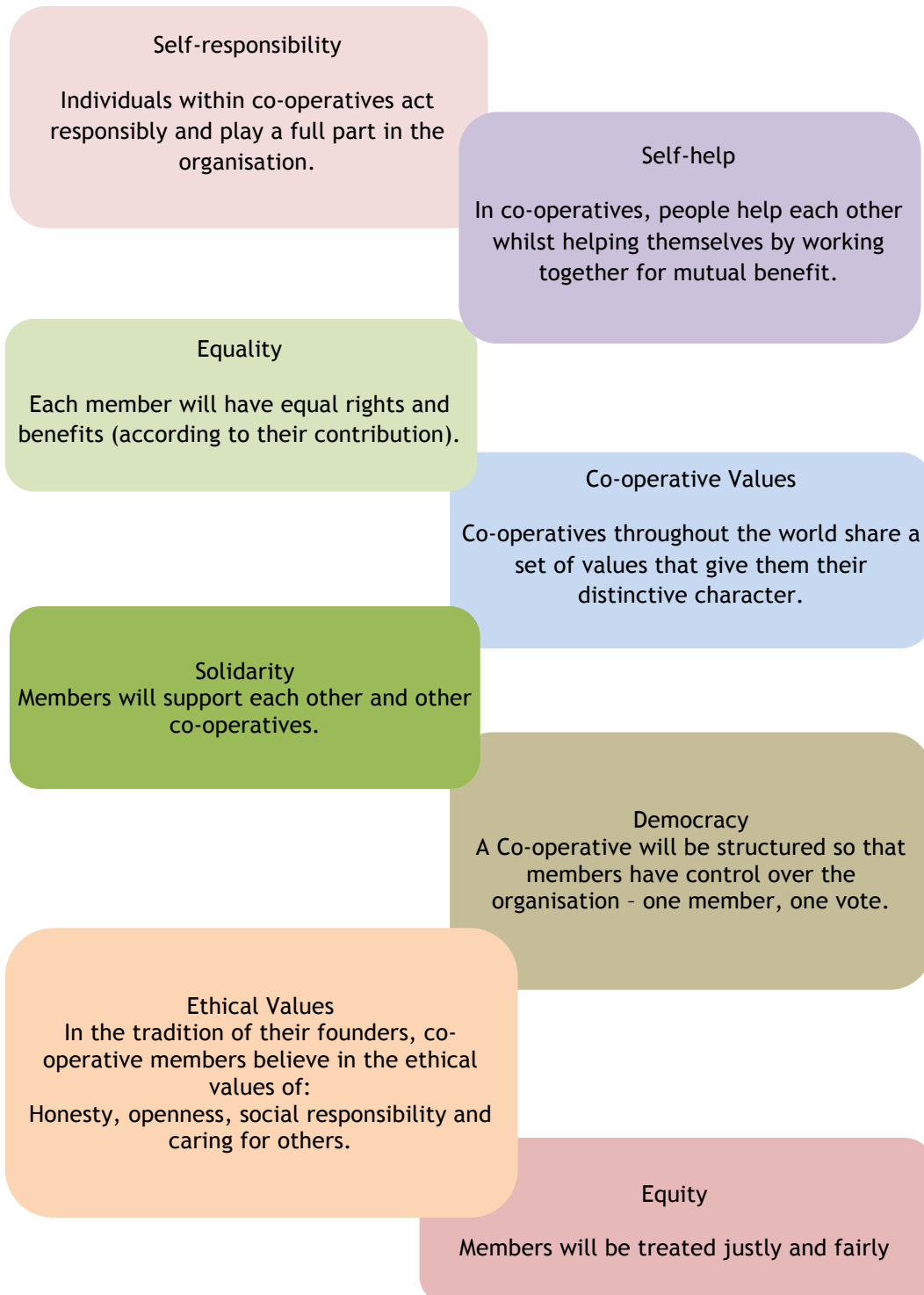
****The school will appoint two trustees to the Board (being the Head teacher and Chair of Governors).**

The current group of KSENT Schools includes:

Bower Grove School, Foxwood School, Goldwyn School, Grange Park School, Highview School (which is federated with Foxwood School), Ifield School, Meadowfield School, Rowhill School and Valance School

Section 6 Further information about Co-operative Values and Principles

The Values and Principles embraced by today’s worldwide Co-operative Movement have evolved from the ideas of the early co-operators of the 18th and 19 centuries. They are embodied in the statement of Co-operative Identity published by the [International Co-operative Alliance](http://www.ica.coop/al-ica) (<http://www.ica.coop/al-ica>)



The co-operative principles are guidelines by which co-operatives put their values into practice.

<p>1st Principle: Voluntary and Open Membership</p>	<p>Co-operatives are voluntary organisations; open to all persons able to use their services and willing to accept responsibilities of membership, without gender, social, racial, political, or religious discrimination.</p>
<p>2nd Principle: Democratic Member Control</p>	<p>Co-operatives are democratic organisations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one member, one vote), and co-operatives at other levels are also organised in a democratic manner.</p>
<p>3rd Principle: Member Economic Participation</p>	<p>Members contribute equitably to, and democratically control, the capital of their co-operative. At least part of that capital is usually the common property of the co-operative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any of the following purposes:</p> <p>Developing their co-operative, possibly by setting up reserves, part of which at least would be indivisible; benefiting members in proportion to their transactions with the co-operative; and supporting other activities approved by the membership.</p>
<p>4th Principle: Autonomy and Independence</p>	<p>Co-operatives are autonomous, self-help organisations controlled by their members. If they enter into agreements with other organisations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their co-operative autonomy.</p>
<p>5th Principle: Education, Training and Information</p>	<p>Co-operatives provide education and training for their members, elected representatives, managers and employees so they can contribute effectively and strengthen the Co-operative Movement by working together through local, national, regional and international structures.</p>
<p>6th Principle: Co-operation among Co-operatives</p>	<p>Co-operatives serve their members most effectively and strengthen the Co-operative Movement by working together through local, national and international structures.</p>
<p>7th Principle: Concern for Community</p>	<p>Co-operatives work for the sustainable development of their communities through policies approved by their members.</p>

Statutory Notice

Notice is given in accordance with section 19(3) of the Education and Inspections Act 2006 that: the governing body of each of the following schools intends in each case to make a prescribed alteration to the school.

- Five Acre Wood School which is a community special school at Five Acre Wood School Boughton Lane, Maidstone, Kent ME15 9QF
- The Foreland School which is a community special school at The Foreland School, Lanthorne Road, Broadstairs, Kent CT10 3NX
- Harbour School which is a community special school at Harbour School Elms Vale Road, Dover, Kent CT17 9PS
- Laleham Gap School which is a community special school at Laleham Gap School, Ozengell Place, Ramsgate, Kent CT12 6FH]
- The Orchard School which is a community special school at The Orchard School, Cambridge Road, Canterbury, Kent CT1 3QQ
- Ridge View School which is a community special school at Ridge View School, Cage Green Road, Tonbridge, Kent TN10 4PT
- St Anthony's School which is a community special school at St Anthony's School, St Anthony's Way, Margate, Kent CT9 3RA
- Broomhill Bank School which is a foundation special school at Broomhill Bank School, Broomhill Road, Rusthall Tunbridge Wells Kent TN3 0TB and at Broomhill Bank School, Rowhill Road, Hextable, Kent BR8 7RP

The proposed alteration for all schools with the exception of Broomhill Bank School, which is already a Foundation School and would not change category but would acquire the named trust, is to:

- Change school category from Community to Foundation and;
- Together with one or more of the proposed partners to acquire a trust established otherwise than under the School Standards and Framework Act 1998.
- The name of the foundation will be *KSENT (Kent Special Educational Needs Trust)* and the proposed implementation date is 1st August 2016.

The "KSENT" already acts as a foundation for other schools, namely:

Bower Grove School, Foxwood School, Goldwyn School, Grange Park School, Highview School (which is federated with Foxwood School), Ifield School, Meadowfield School, Rowhill School and Valance School.

The partners in the trust are (in addition to those schools named above):

- Canterbury Christchurch University
- The Co-operative Movement

In addition, learners at each of the schools, parents, staff, members of the local community and local community organisations will be able to become members of the Trust. The Trust will have a Stakeholder Forum composed of members, which will be able to appoint 2 of the Trust's trustees. As the Trust develops the Trust will welcome other schools and partners joining the Trust.

The rationale for acquiring the Trust, the contribution it will make, and the direction it will provide to the schools can be summarised as follows:

Our vision is to use the strength of the Trust to build on and strengthen what our schools have already achieved, and to create a learning community which seeks to further improve teaching and learning; to raise levels of enjoyment, achievement and aspiration for all; and to ensure children and their families are supported.

This notice is an extract from the complete proposal. Copies of the full proposals can be obtained from the schools by writing to or e-mailing the Governing Bodies at the addresses above.

Within four weeks from the date of publication of this proposal any person may object to or make comments on the proposals by sending them by email or in writing to the Governing Body of the appropriate school (address above).

Mr Peter Ananicz	Chair of Governors	Five Acre Wood School
Mr Grant Mahoney	Chair of Governors	The Foreland School
Miss Mandy Insole	Chair of Governors	The Harbour School
Nicholas Holbrook-Sutcliffe	Chair of Governors	Laleham Gap School
Mr Hugh Robinson	Chair of Governors	The Orchard School
Anna Williamson	Chair of Governors	Ridge View School
Patricia Warnecke	Chair of Governors	St Anthony's School
Mark Holder	Chair of Governors	Broomhill Bank School

Date: June 9th 2016