



## Section 10

# Consultation report

Findings from the public consultation by Ambitious about Autism Schools Trust  
for a new special school in Chessington, Kingston-upon-Thames

January 2023

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# Executive summary

This Section 10 Consultation Report has been compiled in respect of the Special Free School application for the autism specific school, Spring School, in the Royal Borough of Kingston-upon-Thames made by Ambitious about Autism Schools Trust. The report is intended to aid a decision on whether the Trust and the Secretary of State for Education should enter into a funding agreement to open Spring School in September 2023.

The report covers the public consultation which took place over a seven-week period between 10 October 2022 to 2 December 2022. The report documents the planning, activities and resources that the Trust has designed, created and distributed in order to deliver a fully comprehensive and informative consultation regarding the opening of Spring School.

The activities undertaken to create this report are in accordance with the statutory requirements set by the Department for Education.

The need for this school has already been acknowledged by local parent or carers, the local authority, Achieving for Children (AfC), and the Department for Education.

There is insufficient provision to meet the future demand for placements for autistic pupils locally and as a result there are many pupils who are placed in settings far away from home. The special schools in Kingston and Richmond have some pupils who have autism as a secondary need, but currently there is no autism-specific school in the area. When the proposal to open the school was submitted to the Department for Education by AfC, autism was the most prevalent main presenting need in Kingston and Richmond, of those children and young people with EHCPs 34% had autism as their primary need in Kingston and 28% of those in Richmond, respectively.

Throughout the pre-opening process, Ambitious about Autism Schools Trust, has regularly and proactively involved stakeholders from the local area. There has been a community engagement plan in place from the successful appointment of the Trust to run the school and a dedicated role to support community relationships. The Trust seeks to develop a school that speaks to local need and has worked to ensure that the school is well embedded and received by the local community.

The positive comments received from the wide range of stakeholders consulted endorse the opening of Spring School and the intentions set out by the Trust.

Of a total 85 respondents, all were in agreement that the school is needed. Just two respondents were not in agreement that the school should enter into a funding agreement with the Secretary of State. Overall 96% of respondents demonstrated a great amount of support for Ambitious about Autism Schools Trust to open Spring School in the area.

As a result of the consultation, Ambitious about Autism Schools Trust will continue with the pre-opening phase of Spring School and seek to enter into a funding agreement with the Secretary of State.





# Ambitious about Autism Schools Trust

## The vision

Ambitious about Autism Schools Trust's (AaASTs) vision is for a future where every autistic child and young person can be themselves and realise their ambitions.

To achieve this, the Trust develops and runs innovative, high-quality specialist education provision for autistic children and young people and works in partnership with strategic allies to develop and support excellent education.

## Spring School

The Trust's vision for Spring School is to create an engaging learning community and be an exemplar school of best practice for autistic children. The environment will enable pupils to learn, thrive, achieve and belong. Currently in the UK only 29% of autistic people are in full or part-time paid employment. The aim is for 100% of Spring Schools' KS5 pupils to progress to further and higher education, employment or training. The Trust also know that autistic children experience social exclusion and poor mental health.

The school will place equal priority on social and academic outcomes, with pupils gaining both the qualifications and the skill sets to successfully access further education or employment and become full and active participants in society.

The school model is designed to offer the best of both special and mainstream education through close collaboration with local mainstream providers. In the primary phase the school will work with local mainstream primary schools to enable relevant inclusion opportunities for all pupils involved. In the secondary phase, the school will build on its partnership with Chessington School, the local mainstream secondary, for pupils to access an even broader range of academic opportunities, such as modern foreign languages amongst others, that are not part of the core KS4 offer at Spring School.

Spring School's primary and secondary curriculum includes and goes beyond the National Curriculum. Whilst echoing that which is offered by mainstream schools including subjects such as: English, maths, science, history, PSHE (Personal Social Health Education)/

citizenship, ICT, physical education and food technology, the school will also have a social curriculum where wellbeing will be weaved into classes such as mindfulness, resilience and yoga.

To meet the cohort's needs, pupils will access the school curriculum in small class groups of between 6-8 pupils. Spring School will have a full-time PBS coach, Occupational Therapist and Speech and Language Therapist as part of the team.

Spring School will have brand new, autism-friendly facilities including; fully equipped classrooms, fun outside playgrounds, a library, a horticultural space and a soft-play room.

## The approach

The Ambitious Approach is the educational approach Ambitious about Autism have developed and adopted to put quality of life at the centre of all they do. It is based upon a pupil's indisputable rights to be:

- treated with dignity and compassion
- valued
- listened to
- supported to have the best quality of life possible
- empowered to make choices and decide on how they want to live their life.

### The Ambitious Approach has three areas of focus:

**The curriculum:** The curriculum will focus on equipping learners with the knowledge and skills they need to experience a good quality of life. Learning is tailored to support autistic pupils to live the life they want to lead now and as they prepare and enter adulthood.

**Curriculum delivery:** The Trust recruit and train staff to provide high-quality teaching. This includes having a deep knowledge of the subjects they teach, specialist knowledge of how autistic children and young people learn best and creating environments that support and nurture physical and psychological needs.



**Collaboration:** To afford dignity, respect and compassion, young people are placed at the core of the school so their voices are heard and so the Trust can support them with what is important to them. Staff will work closely together, sharing their expertise, to address barriers to learning and support the best possible outcomes.



# Consultation overview

## Purpose and process of the consultation

Ambitious about Autism Schools Trust carried out significant stakeholder engagement activities prior to the Section 10 consultation. This meant that many community members were already aware and in support of the Spring School proposal. The consultation was used as a method to share information about Spring School with prospective families, local residents and community members.

The formal consultation ran from Monday 10 October 2022 to Friday 2 December 2022, and directed stakeholders to a range

of engagement opportunities. The Trust provided opportunities for stakeholders to feedback on the proposals and record their decision on whether an agreement should be entered into between the Trust and the Secretary of State for Education allowing Spring School to be opened in September 2023.

By consulting members of the local community, residents, the local authority, councilors, local special and mainstream schools, local professionals and other stakeholders, the Trust has gained insight into the level of support for the proposal.

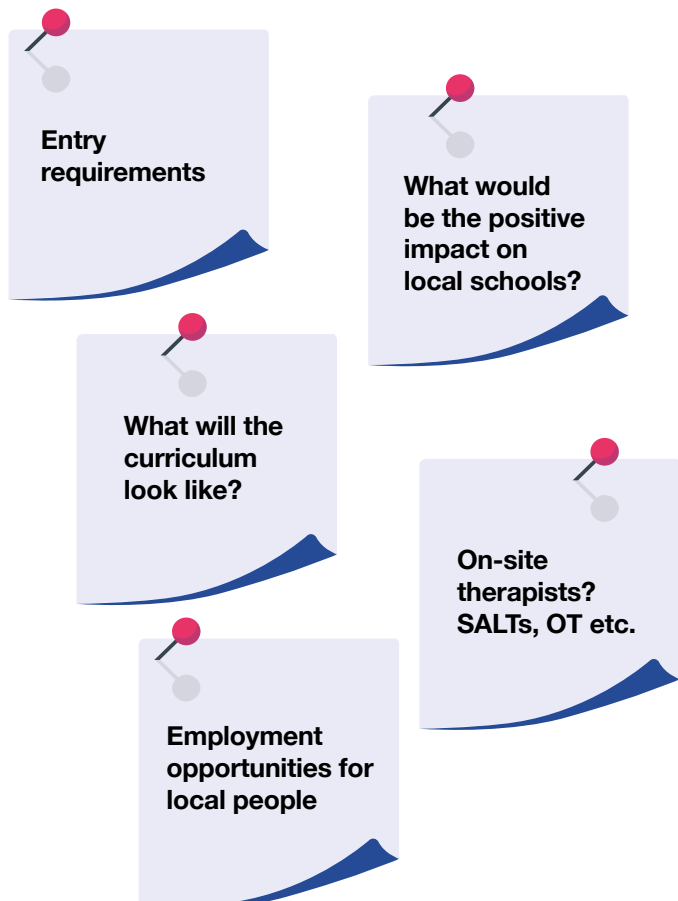
# Consultation timeline



The timeline was carefully designed to be accessible. For example, attendees were asked if they needed any adjustments before attending events, the layout of the consultation brochure followed best practice in terms of accessibility and there was opportunity to request consultation resources in different formats. By offering consultation events in the morning, afternoon and evening the Trust was considerate of attendees' personal commitments. All in-person events were held at accessible locations with good public transport routes. Recognising that many consultees have caring responsibilities, no events were held over half term.

## Design and methodology

Prior to running the consultation, the Trust engaged with Kingston and Richmond Community Champions, a group of local stakeholders including residents, families, autistic young people and professionals working in the field. The group has been established throughout the pre-opening and have been consulted directly on topics such as the building design, the school's name and logo. Through an interactive workshop, the Trust asked what the group felt should be included in the consultation. Some of their responses included:





The consultation comprised of the following:



A website  
[springschool.org.uk](https://springschool.org.uk)



A consultation webpage  
[\[Appendix A\]](#)



An online survey  
[\[Appendix B\]](#)



A 16-page consultation  
brochure [\[Appendix C\]](#)



A presentation for public  
events [\[Appendix D\]](#)



Flyers for the local  
community [\[Appendix E\]](#)



Various engagement events including:

- **Wednesday 19 October,**  
**1.00pm – 2.00pm.**  
(online with Trust's Kingston  
and Richmond Community  
Champion network)
- **Wednesday 2 November,**  
**5.30pm – 7.00pm** at Chessington School.  
(public in person event)
- **Monday 14 November,**  
**1.00pm-2.00pm.** (public online event)
- **Friday 25 November at**  
**11.00am-3.00pm,** Moor Lane Centre,  
home of the LA. (public drop-in clinic)

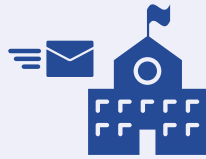
Although accessible formats of the consultation detail would be made available on request, the Trust received no specific requests.

Promotion of the consultation included:



E-mails sent to 305 stakeholders signed up to Spring School newsletter

**[Appendix F]**



E-mails to local mainstream and special schools in the area



E-mails to local councilors and those in the local authority



Sharing online with the Kingston and Richmond Community Champions



Promotion via local groups including the residents association and parent/carer forums



Posters in community notice boards across the borough



Ambitious about Autism's social media including Facebook, Twitter and LinkedIn **[Appendix G]**



An announcement bar on the new website promoting the consultation



Consultation brochures were available at the public events



Consultees were able to use the Ambitious about Autism email address service for enquiries – [enquiries@springschool.org.uk](mailto:enquiries@springschool.org.uk)



Consultees were able to use the Ambitious about Autism telephone service for enquiries – 020 8099 0644



The postal address for Ambitious about Autism, was made available to receive postal enquiries - The Pears National Centre for Autism Education, London, N10 3JA.

# Stakeholder engagement

The largest group who responded to the consultation were parents, carers or relatives of an autistic young person.

Online media presence was successful in the promotion of the consultation. The Trust shared the consultation on the its social media channels, Facebook (25,000 likes), Twitter (50,700 followers) and LinkedIn (23,349 followers). In total across all channels, the highest performing posts reached 7,780 people. To specifically reach those within the locality of the school, the Trust paid for direct advertising on Facebook. Over the consultation, the Spring School webpage was visited by 2,133 people. The consultation webpage received 448 unique page views and the consultation brochure was opened 89 times all of which indicate that a high number of the public accessed the consultation.

Alongside the wider public, the Trust communicated directly with local stakeholders including:

- Achieving for Children
- Local councillors
- Ed Davey, MP for Kingston and Surbiton
- Express CiC
- Chessington Residents Association
- Kingston Parent Carer Forum
- The 305 people signed up to the Spring School newsletter
- The 14 Kingston and Richmond Community Champions

- Professionals at Ambitious about Autism
- Partner schools including Chessington School and Castle Hill Primary School

Other education settings including:

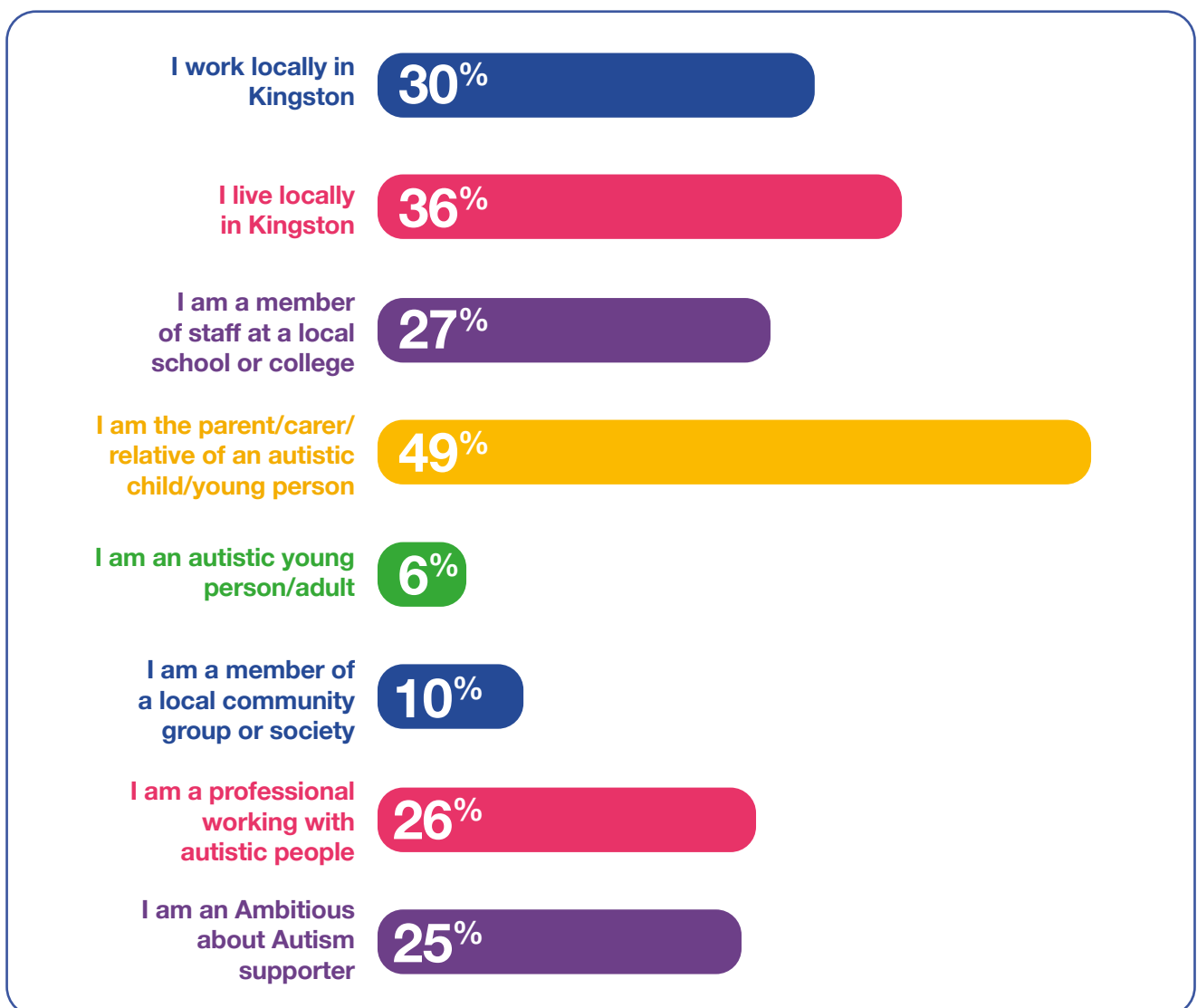
- St Mary's Primary School, Kingston
- Ellingham Primary School
- Lovelace Primary School, Kingston
- St Paul's Church of England Primary School, Kingston
- Knollmead Primary School, Kingston
- Limetree Primary School, Kingston
- Kings Oak Primary School, Kingston
- Latchmere Primary School, Kingston
- St James Roman Catholic Primary School, Richmond
- Stanley Primary School, Richmond
- Southborough High School, Kingston
- Tolworth Girls School and Sixth Form, Kingston
- Grey Court School, Richmond
- Orleans Park School, Richmond
- Waldegrave School, Richmond
- St Philip's School, Kingston
- Kingston College, Kingston

Attendance at the public engagement events was varied. Fifteen people registered their attendance at the online consultation event, eleven attended on the day. Nine people registered their attendance at the in-person consultation event at Chessington School and six attended on the day. Fourteen people registered their attendance at the in person drop-in consultation clinic, over thirty people, mostly families, attended on the day. In total, the Trust consulted with over 47 people via the public consultation

events. The audience of these events was consistent, attendees were either parents, carers, local professionals or local residents.

Similarly, to those who responded to the online consultation, the largest group were parents, carers or relatives of autistic young people. Nearly a third either lived or worked locally.

A further breakdown of the online consultees can be seen below\*:



The Trust believes that the public consultation has been robust, extensive, accessible and informative to the majority of stakeholders.

\* Consultees could select multiple options.

# Consultation analysis

In total the Trust received **85** formal responses to the consultation.

## E-mail responses

There were **four** responses received via e-mail.



**We wholeheartedly support Spring School opening in the Borough. This will provide a much-needed specialist autism school ensuring better outcomes for the proposed cohort with a valuable curriculum and holistic provision. Having been supportive and involved from the beginning we look forward to continuing to work with Ambitious about Autism. We are very excited about the new school and the opportunity this provides for many of the young people in our community.”**

Local autism parent/carer group



**I am... delighted that the South of the Borough Community of the Royal Borough of Kingston is welcoming such a great facility into its midst and it is great to see the Moor Lane site becoming a working school again after all these years (closed 2008).”**

Member of a local residents association

“

I'm responding in regard to your attached proposed admissions policy for the school. Re section 4, I'm unclear why you have all the priority categories in the case of oversubscription? The provisions of the School Admissions Code only apply to mainstream schools: para 12 of the code says, "The purpose of the Code is to ensure that all school places for maintained schools and Academies (excluding maintained special schools and special academies) are allocated and offered in an open and fair way". (My emphasis.) Re section 6 of the policy, there is also no right of appeal to an independent appeals panel under the provisions of the School Admissions Appeal Code because it, too, only pertains to admission to mainstream schools.”

Local authority

“

All best wishes to Spring School...Please be assured of my utmost support... Anything I can do to help and support Spring School, please let me know.”

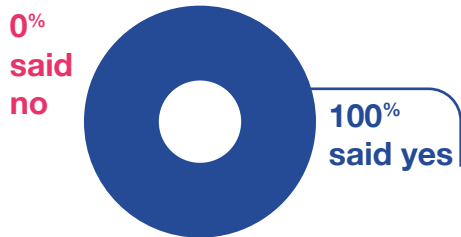
Kingston Councillor

# Online survey

There were **81** responses received via the online survey. See a summary below and details in [Appendix B](#).

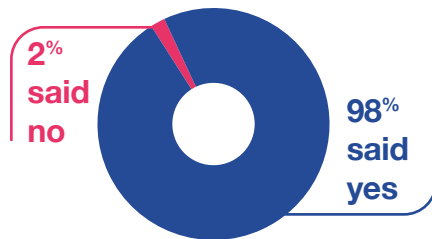
**Q1**

**Do you support the proposal to open a new special school in the Royal Borough of Kingston-upon-Thames?**



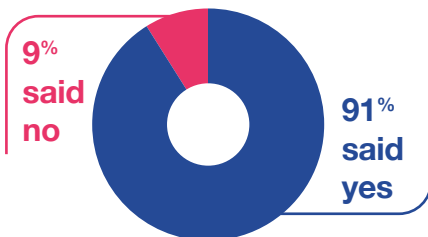
**Q4**

**Do you agree that Spring School should open in September 2023 by entering into a funding agreement with the Secretary of State for Education?**



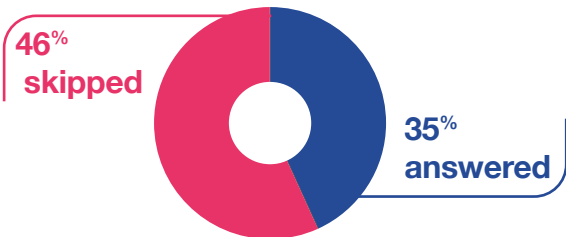
**Q2**

**Do you support the proposed Admissions Policy for Spring School?**



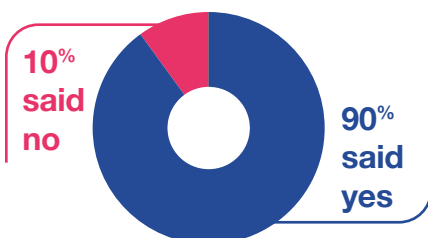
**Q5**

**Do you have any additional comments about Spring School?**



**Q3**

**Do you support the proposed curriculum for Spring School?**



## Additional comments received in the online survey

The additional comments received can be separated into five areas, comments on the need, the curriculum, approach, pupil profile and positive comments.

### The need



**Children with autism who are non-verbal or not working at roughly age-related expectations do not have access to enough places in the borough and I believe the new school should be addressing the needs of these children. Spring's proposed admission and curriculum proposal is for high functioning students. Currently, these children's needs are often met in SRPs in the borough or in the mainstream with additional support."**



**The slow pace to increase student places over seven years is concerning given the massive need for specialist education places for children on the spectrum. There is already a massive lack of placements available which means a very high demand. Class sizes are appropriate, but student and class groups should be increased at a quicker rate than over seven years."**



## Curriculum

“

How will Spring School support autistic children who are also academically gifted? The curriculum does not seem to include modern foreign languages - why not? Is the curriculum more limited than the curriculum offered in mainstream local schools - if so why?”

“

I did not find information on how the school will create an environment that is Neurodiversity affirming. Talks of curriculum mention trying to emulate a normal school. How is this any better? A school for Autists should be an opportunity to tailor its learning style and curriculum to the strengths of its pupils! Self-directed learning, democratic learning and other similar teaching philosophies have been demonstrated to work better for Autistic people. Learning should be child led and personified, following and encouraging each student's special interests, teaching them to use their capacity to hyperfocus, instead of aiming to make them fit into a neurotypical mould.”

“

If my children were younger, this school might have been an option. There are very few specialist settings which are sufficiently academic for academically able neurodiverse/spld pupils. As a parent of a former student at The Rise School, I hope that the curriculum will be sufficiently broad, ambitious and challenging. There is not enough information about the proposed curriculum in this consultation. The Rise School, albeit still developing, could have been more ambitious with its KS3/4/5 offer to better meet students' academic potential.”

“

How is the school ensuring the environment is autistic friendly? Are there sensory rooms? Quiet rooms where children can retreat to at any time? Flexible schedules so students don't have to experience anxiety from the demands of rigid starting times and long school days? All of this is much more important than the curriculum itself! (And I say that as an autistic academic and lecturer!)”

## Approach



**It is important to ensure evidence-based interventions and methods are going to be used. Strong knowledge of ABA and PBS needs to be the foundation and a big drive for recruitment.”**



**The brochure mentions a behavioral therapist being present, this is a big red flag for me.”**



**When looking at the website and brochure, the following information was missing, raising a red flag for a school that is aimed at autistic children: I did not find any information about the school hiring autistic teachers. Considering the double empathy problem, as an autistic parent to an autistic child I would feel much more comfortable knowing my child is being taught by an autistic teacher. Same goes for the entire project: is it led by autistic adults?”**

## Pupil profile



It is unclear what profile of child the school will include.”



Will Spring School meet the needs of all profiles of autism including the Pathological Demand Avoidance (PDA) profile of autism, where strategies used to support the person are often the opposite of those used to support people on other parts of the Spectrum?”



There needs to be provision for kids with spiky academic profiles and also for children with a PDA profile of autism. This is needed desperately. All the special schools on the borough are for children with more complex and global needs and MLD. The area needs schools for children with autism who have some real abilities but also huge needs. PDA Children must be accommodated.”



I did not see anything about PDA, which is surprising since this is a common autistic profile. Again, I would not feel comfortable sending my child to a school that does not have a very strong understanding of the different autistic profiles and other neurotypes.”



There is one thing confusing me. The school is for children who can follow a broadly age-related curriculum / mainstream curriculum with support, but why would you put a 4-year-old in a specialist provision if they could broadly follow the curriculum. This confuses me because I'm not sure 'how academically able' the children are expected to be. This is important when considering a mainstream or provision like spring school for my son? I don't want to place him in an environment where he won't reach potential but equally local mainstreams are very clearly saying they won't be able to deliver certain provisions in place and to look elsewhere.”

## Positive



**This program is incredibly exciting and I am very much looking forward to hearing more information.”**



**This school will make a massive difference to a lot of autistic children and supporting family’s.”**



**I’m very much looking forward to the opening and development of the school for the local community.”**



**We truly welcome the new school into the South of the Borough Community of the Royal Borough of Kingston. We have waited for a long time for such a facility that will provide facilities locally rather than our RBK Children being bussed out of the Borough.”**



**There needs to be more schools like this provided for children - thank you!”**



**This is a great initiative and badly needed.”**

## Consultation events

Whilst not included in formal responses, there were over 55 people (47 at public events plus eight from the community champion network) who attended Trust consultation events.

Attendees who registered their attendance at the consultation events were invited to submit questions in advance. The following questions were raised:

- 1 What is the cohort going to look like?
- 2 What ages will you take at first?
- 3 What number of pupils will you take at first?
- 4 How can councilors best support you?
- 5 Which schools have said they cannot meet these pupils' needs?
- 6 Is Applied Behavioral Analysis (ABA) going to be used to teach students?
- 7 Will you have a sixth form?
- 8 What age will you go up to?
- 9 Where do you think your leavers will go afterwards?
- 10 How do you see yourselves supporting those autistic students who also have ADHD?
- 11 How will recruitment work?
- 12 Will there be much interaction with Chessington mainstream secondary school?

All of the above questions were responded to in the live events and a summary of the responses can be seen in the next section: **Ambitious about Autism Schools Trust's response.**

# Ambitious about Autism Schools Trust's response

In this section, the Trust sets out its response to the comments raised by respondents through the consultation. These have been grouped by theme.

## The need

In response to queries raised around the need for Spring School, the Trust recognises that there are a shortage of specialist SEND places nationally and locally.

The rate of growth has been balanced with the need to ensure effective staff recruitment, training, the building of a cohesive and purposeful school environment and the opportunity to work strategically with Local Authorities to identify and place those most in need.

The Trust has been working with the host local authority (AfC), to determine the pupil cohort for Spring School. Spring School is filling a gap that the local authority have mapped as a growing need in the borough. For example, there are a large number of autistic young people who find the social and environmental challenges

of mainstream settings, including special resource provision (SRP), too challenging, providing a barrier to allowing them to thrive - Spring School will be a specifically designed environment for these young people.

Further to the query regarding the admissions policy, it has been discussed and resolved with the Department for Education. An over subscription criteria are in place so that if the school was full and a space became available, the Trust are able to support a local authority in being objective and offering the place to the family or young person most in need. This rationale has been approved by the Department for Education who have suggested minor changes to the admissions policy which have been actioned. None of the changes affect the proposed pupil cohort of Spring School.

## Curriculum

In response to queries raised around the proposed curriculum, the Trust recognises that consultees would have liked more detailed information. The Spring School curriculum lead will join the Trust after the consultation period. They will be responsible for developing the curriculum well in advance of the school opening, creating a more clearly defined curriculum that will sit alongside the National Curriculum. Before the first pupil cohort start, the Trust will publish indicative timetables. By following an eclectic methodology for curriculum design, a variety of approaches and philosophies will be applied to create the most effective learning experience.

Pupil voice will inform the curriculum. In time, Spring School will work with pupils to co-produce ideas for learning opportunities and experiences.

The school will have a strong focus on supporting young people on a journey of knowing and valuing themselves so that they are able to advocate for themselves, work to their strengths and ask when they may need additional support, Spring School will be neurodiversity affirming.

As the school grows to capacity, stronger ties will be formed with Chessington School allowing pupils further social and learning opportunities.

Alongside providing a core academic curriculum, the school will cater for areas of strength and interest for all pupils, including those of high attaining pupils. Aligned to the Trust's mission of supporting autistic young people to be themselves and realise their ambitions, the Spring School curriculum will be ambitious as well as broad, balanced and challenging.

## Approach

In response to queries raised around the approach at Spring School, The Trust recognises consultees' view could have been informed by the historical reputation of Ambitious about Autism. Spring School will not be an ABA school. It will use the same approach as the Trust's other settings, the Ambitious Approach. The Ambitious Approach is the Trust's model of education used across their education settings to support autistic children and young people. At its heart, the approach is centred around improving the quality of life

of autistic young people while they are in education and ensuring this quality of life continues into adulthood.

The Trust's approach to staff recruitment has a very clear structure and timeline to it. The school will employ staff from the local community and intends to use multiple recruitment methods including local press, local recruitment fairs and university platforms to ensure maximum coverage of the recruitment opportunities and to increase applicants from in and

around the community. In addition, the Trust recognises the value of, and seek to achieve, a diverse workforce. This is vital for ensuring role models for all pupils. The Trust is committed to ensuring that recruitment and selection is conducted in a manner that is professional, systematic, efficient, effective and promotes equality of opportunity. The Trust's recruitment team is a Disability Confident Leader and

guarantee any candidate with a disability who meets the minimum requirements of the role, as set out in the job description and person specification, a first interview. Reasonable adjustments to the recruitment process will be made to ensure that no applicant is disadvantaged because of their disability or protected characteristic under the Equality Act 2010.

## Pupil profile

This section responds to queries raised around the profile of the pupils that Spring School will be able to support. It was through careful consideration with the local authority (AfC) and the community that the admissions descriptors for Spring School were formulated. The Trust shared these descriptors in the prospectus, with Local Authorities, parents and carers through multiple engagement events. However, the Trust recognises some consultees still felt the profile of the pupil was unclear. Rather than just in the prospectus, the Trust will add the pupil descriptors directly to the website, especially on the expected difference for the KS1 cohort, for further clarity.

In addition, a handful of consultees felt there is need for a provision for pupils with a Pathological Demand Avoidance (PDA) profile. Spring School's designation, in collaboration with AfC and the Department for Education, is for young people with autism listed as their primary need. Each young person will be assessed on an individual basis about whether Spring School can meet their needs and support them to thrive. Every autistic young person

is individual and will be treated as such. Staff at Spring School will only deliver strategies and approaches that will best support the pupil's access to learning whilst being ambitious for them socially and academically. Pupils will be given the tools to successfully enter adulthood, gain meaningful employment or transition into further education after Spring School.

In response to the queries and questions raised about the general details of the school the Trust recognises that much of this information was included on the school website rather than in the consultation brochure. Once at capacity the school will be an all-through school from Reception to Sixth Form, the latter of which is intended to open in 2027/28. In the first year of opening, Spring School will open with 36 pupils. Finally, the school has been purpose built for the cohort and will mitigate against a number of environmental challenges that may exist for an autistic pupil for example the building will include a sensory room, soft play space, spaces for small group work and an outdoor gym.



## Conclusion and recommendations

There has been extensive ongoing consultation with a wide range of stakeholders since the earliest stages of the development for Spring School.

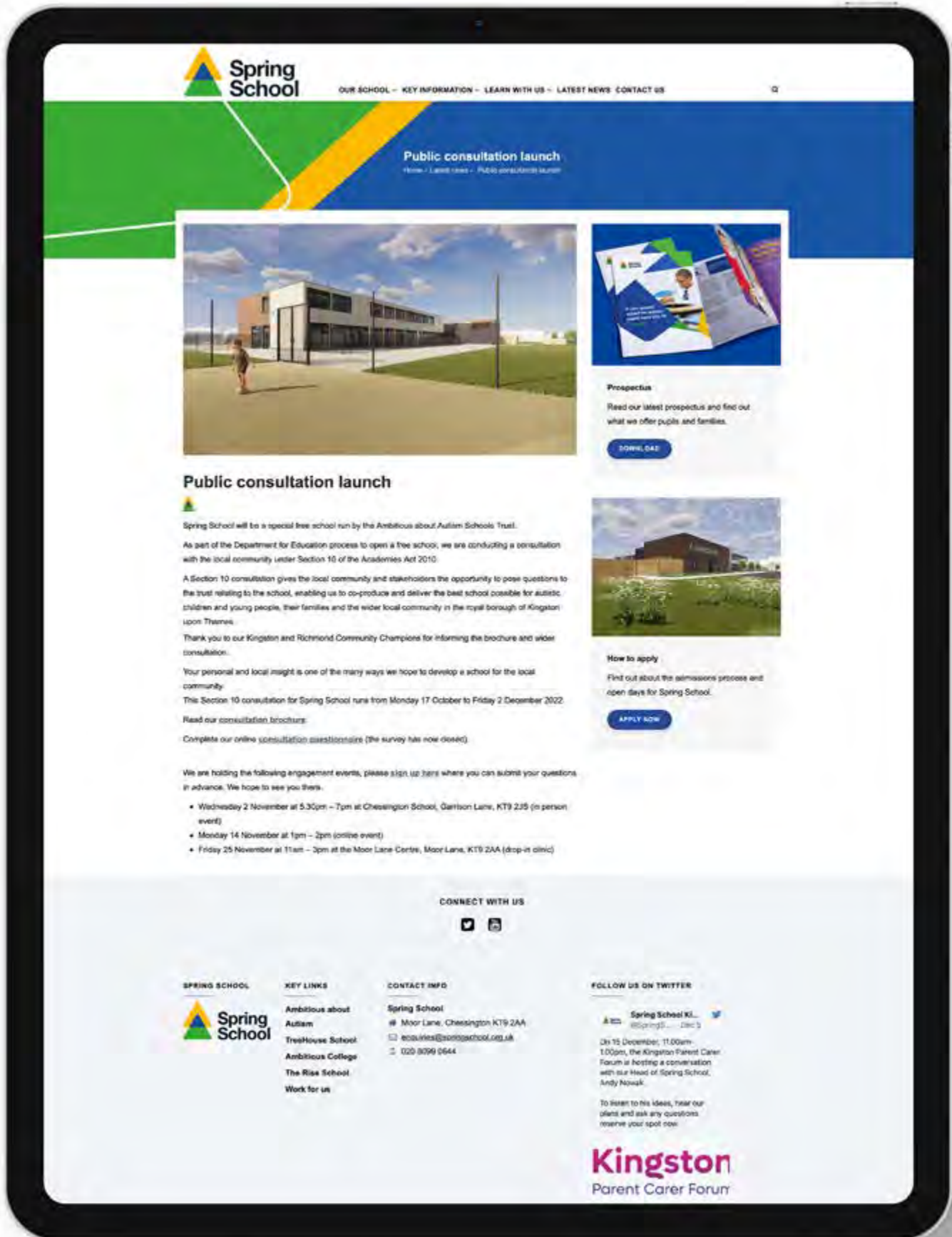
Largely, feedback has been supportive. However, in the 85 formal responses, a small number raised a positive challenge. These responses have been raised, considered and responded to here. In summary, as a result of this consultation, it is recommended that the Trust:

- Publish more detail on the curriculum before the first pupil cohort start
- Share partnership details with Chessington School as they develop
- Share more details about the Ambitious Approach
- Explore adding further pupil profile information on the Spring School website
- Continue to work with the local community during pre-opening and beyond

Ambitious about Autism Schools Trust would like to thank all stakeholders who have taken the time to read, hear and feedback on their plans for Spring School. The Trust look forward to continuing to work with their community partners during this pre-opening phase and beyond.



# Appendix A – Public consultation webpage

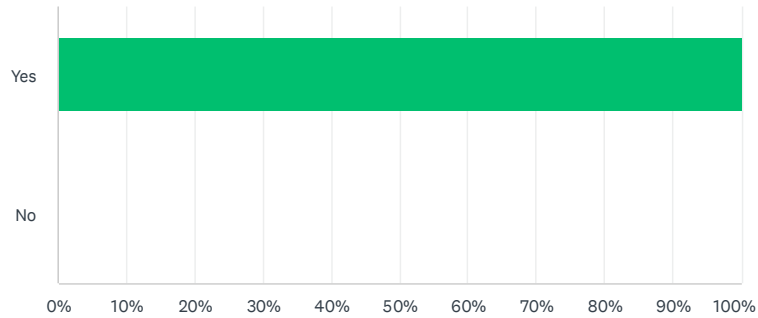


# Appendix B – Online survey

Statutory section 10 consultation for Spring School

## Q1 Do you support the proposal to open a new special school in the Royal Borough of Kingston-upon-Thames?

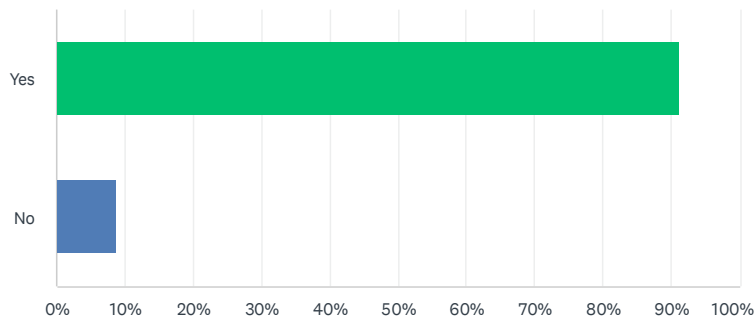
Answered: 81 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	81
No	0.00%	0
TOTAL		81

## Q2 Do you support the proposed Admissions Policy for Spring School?

Answered: 81 Skipped: 0

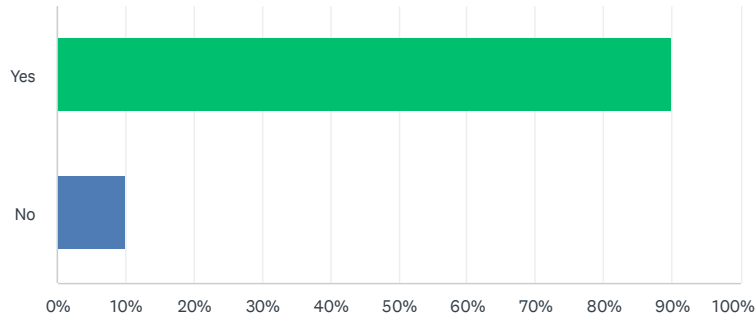


ANSWER CHOICES	RESPONSES	
Yes	91.36%	74
No	8.64%	7
TOTAL		81



### Q3 Do you support the proposed curriculum for Spring School?

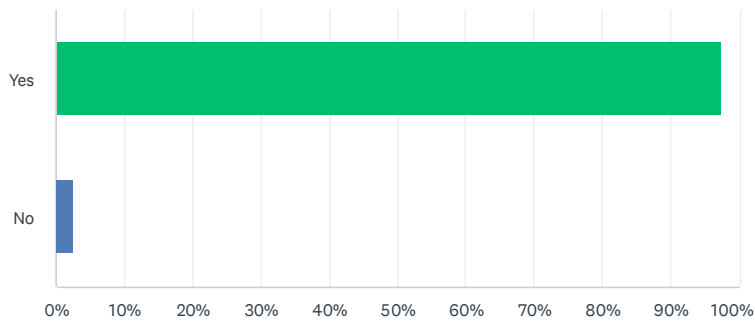
Answered: 80 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	90.00%	72
No	10.00%	8
TOTAL		80

### Q4 Do you agree that Spring School should open in September 2023 by entering into a funding agreement with the Secretary of State for Education?

Answered: 81 Skipped: 0

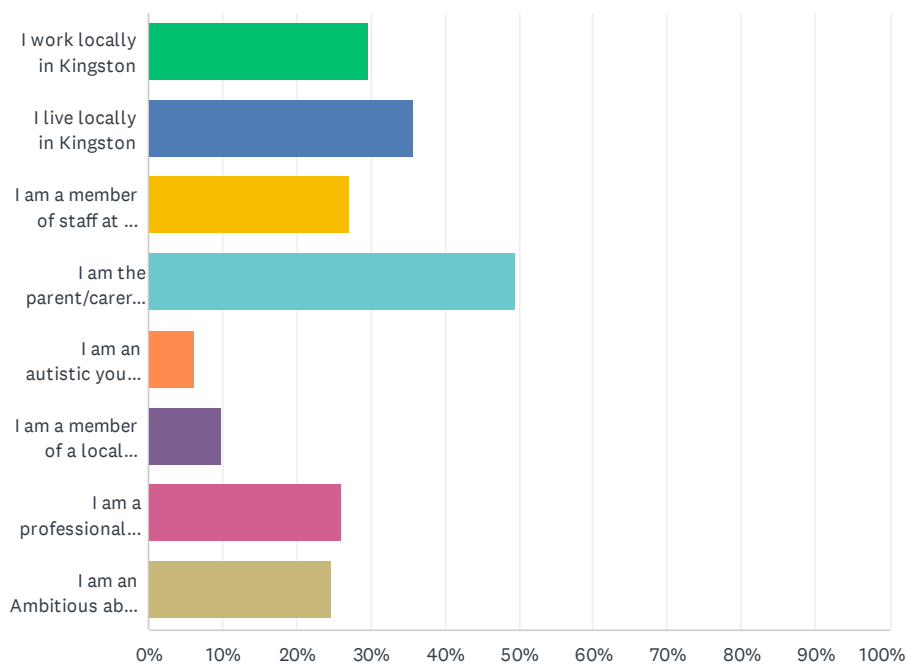


ANSWER CHOICES	RESPONSES	
Yes	97.53%	79
No	2.47%	2
TOTAL		81



## Q5 Please let us know your details (Tick all that apply)\*

Answered: 81 Skipped: 0



ANSWER CHOICES	RESPONSES	
I work locally in Kingston	29.63%	24
I live locally in Kingston	35.80%	29
I am a member of staff at a local school or college	27.16%	22
I am the parent/carer/relative of an autistic child/young person	49.38%	40
I am an autistic young person/adult	6.17%	5
I am a member of a local community group or society	9.88%	8
I am a professional working with autistic people	25.93%	21
I am an Ambitious about Autism supporter	24.69%	20
Total Respondents: 81		



## Q6 Do you have any additional comments about Spring School?

Answered: 35 Skipped: 46

A school such a Spring school has been desperately need in Kingston for a long time as there is a gap in the education system for Austistic child who find mainstream school overwhelming and an anxiety trigger. I look forward to seeing the school open and support young people giving them a positive experience in education.

A very welcome addition to the area

Children with autism who are non-verbal or not working at roughly age related expectations do not have access to enough places in the borough and I believe the new school should be addressing the needs of these children. Spring's proposed admission and curriculum proposal is for high functioning students. Currently, these children's needs are often met in SRPs in the borough or in the mainstream with additional support.

How will Spring School support autistic children who are also academically gifted? The curriculum does not seem to include modern foreign languages - why not? Is the curriculum more limited than the curriculum offered in mainstream local schools - if so why? Will Spring School meet the needs of all profiles of autism including the Pathological Demand Avoidance profile of autism, where strategies used to support the person are often the opposite of those used to support people on other parts of the Spectrum?

I am largely in favour of additional provision opening but am concerned by the very limited KS3 children that will be in the school from Sept 23 and the limitations in terms of social skills development, comparable peer group and friendships. I am also concerned by the narrative that core subjects will be offered in the first instance with growing curriculum over subsequent years. This does not seem to offer a varied curriculum and enable children to work to their strengths which are often around creative subjects. The offer even later on seems limited which I feel strongly that is not fair or suitable to autistic children. The website does not reveal any information regarding therapy input or a whole school approach, what specialists will be available which make it very hard for parents to gauge if the school could meet need.



I am very excited about Spring School and truly hope my son will be offered a place for September 2023. I would be the happiest woman in the world!

I am very glad that more educational support is being provided for children with special needs, and happy that it's local. It is a good site with easy access to buses & trains, and friendly local shops. I know there were concerns about facilities for dropping off students & possibly for staff parking. I hope those have been addressed, as easy drop off is necessary, especially at that site whose entrance has limited access/manouvreability for cars & minibuses.

I fully support the opening of additional specialist schools to support neurodivergent students. As a parent of two autistic children, and autistic myself, my concerns about this particular provision is that the admissions criteria do not seem to be particularly inclusive to children with a demand-avoidant autism profile, and that the school environment does not seem to be particularly flexible or adaptive to the needs of PDA children. Further, maintaining a standard curriculum does not enable children to develop their skills and passions through vocational courses, which may offer a more accessible learning requirement.

I think ideally there should be more spaces available. It sounds amazing but very difficult to get into. Also, my son has autism and the school agree he has aswell as the Educational psychologist but isn't formally diagnosed because he is being failed by his school and/or cahms who aren't doing enough to help him so we wouldn't get a place anyway. Seems unfair as it would really benefit my son.

I think this school is a fantastic idea and much needed in our borough.

I would only support a school for autistic kids if it made it clear that autistic adults form a core part of the teaching team, that it won't try to make autistic kids act more neurotypical, and that autistic researchers on education and autistic communities have been consulted.

If my children were younger, this school might have been an option. There are very few specialist settings which are sufficiently academic for academically able neurodiverse/spld pupils. As a parent of a former student at The Rise School, I hope that the curriculum will be sufficiently broad, ambitious and challenging. There is not enough information about the proposed curriculum in this consultation. The Rise School, albeit still developing, could have been more ambitious with its KS3/4/5 offer to better meet students' academic potential.



---

I'm very much looking forward to the opening and development of the school for the local community.

It appears the school has been well thought of, we have received lots of engagement throughout

It is important to ensure evidence-based interventions and methods are going to be used. Strong knowledge of ABA and PBS needs to be the foundation and a big drive for recruitment.

It is unclear what profile of child the school will include.

It's a much needed resource and we are proud to have it within our Community.

Look forward to working with Spring School and sharing best practice

N/A

Please get going ASAP.

The slow pace to increase student places over 7 years is concerning given the massive need for specialist education places for children on the spectrum. There is already a massive lack of placements available which means a very high demand. Class sizes are appropriate but student and class groups should be increased at a quicker rate than over 7 years.

There is a rising need for this type of provision in the area. As a primary school local to the site we would really like to establish links so that we could draw on your expertise and help advise parents.

There is not enough information to know whether the curriculum is appropriate. The curriculum should be broad. How broad will be dependant on profile of children. Also no information on cognitive ability and SLC ability of the children. Will Richmond children have equal access or with KUT residents be prioritised?

---





There is one thing confusing me. The school is for children who can follow a broadly age related curriculum / mainstream curriculum with support, but why would you put a 4 year old in a specialist provision if they could broadly follow the curriculum. This confuses me because I'm not sure 'how academically able' the children are expected to be. This is important when considering a mainstream or provision like spring school for my son? I don't want to place him in an environment here he won't reach potential but equally local mainstreams are very clearly saying they won't be able to deliver certain provisions in place and to look elsewhere.

There needs to be more schools like this provided for children - thank you!

There needs to be provision for kids with spiky academic profiles and also for children with a PDA profile of autism. This is needed desperately. All the special schools on the borough are for children with more complex and global needs and MLD. The area needs schools for children with autism who have some real abilities but also huge needs. PDA Children must be accommodated.

Think this school is a great idea. I can see how hard everyone has worked to make this happen!

This is a great initiative and badly needed.

This is a welcome project to provide much needed skilled staff and resources to benefit autistic pupils

This looks like it will be a wonderful resource and provision, and is much needed  
This program is incredibly exciting and I am very much looking forward to hearing more information.

This school will make a massive difference to a lot of autistic children and supporting family's

Upon opening is the school providing a few places per year group and adding each year until reaching PAN or will this build from 1 year group with a new cohort entering each year?



---

We truly welcome the new school into the South of the Borough Community of the Royal Borough of Kingston. We have waited for a long time for such a facility that will provide facilities locally rather than our RBK Children being bussed out of the Borough

When looking at the website and brochure, the following information was missing, raising a red flag for a school that is aimed at autistic children: 1. I did not find any information about the school hiring autistic teachers. Considering the double empathy problem, as an autistic parent to an autistic child I would feel much more comfortable knowing my child is being taught by an autistic teacher. 2. Same goes for the entire project: is it led by autistic adults? 3. I did not find information on how the school will create an environment that is Neurodiversity affirming. Talks of curriculum mention trying to emulate a normal school. How is this any better? A school for Autists should be an opportunity to tailor its learning style and curriculum to the strengths of its pupils! Self-directed learning, democratic learning and other similar teaching philosophies have been demonstrated to work better for Autistic people. Learning should be child led and personified, following and encouraging each student's special interests, teaching them to use their capacity to hyperfocus, instead of aiming to make them fit into a neurotypical mould. 4. How is the school ensuring the environment is autistic friendly? Are there sensory rooms? Quiet rooms where children can retreat to at any time? Flexible schedules so students don't have to experience anxiety from the demands of rigid starting times and long school days? All of this is much more important than the curriculum itself! (And I say that as an autistic academic and lecturer!) 5. The brochure mentions a behavioural therapist being present, this is a big red flag for me. Will ABA or any other forms of conversion therapy be involved, even if subtly hidden in the curriculum? I certainly wouldn't send my child to any place where it is not made explicitly clear that this is not going to be the case and that the school is deeply committed to fight against all forms of Autistic conversion therapy. And finally, I did not see anything about PDA, which is surprising since this is a common autistic profile. Again, I would not feel comfortable sending my child to a school that does not have a very strong understanding of the different autistic profiles and other neurotypes.



Section 10  
**Consultation**



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# Welcome



**We are delighted that our proposed special free school for autistic children and young people, Spring School, has progressed to the pre-opening phase.**

Ambitious about Autism, and our Schools Trust, already run two successful special schools and a specialist further education college for autistic children and young people; The Rise School, TreeHouse School and Ambitious College.

Opening in September 2023, Spring School will build on our innovative approach to autism education, the Ambitious Approach, which places a focus on the wellbeing and quality of life of each pupil.

Working in partnership with young people, parents and carers, local schools and colleges and the wider community, Spring School will create opportunities for autistic young people to develop the academic, vocational and social skills to enable them make a successful transition to adulthood.

Ahead of opening, we have launched this public consultation to gather your views and ensure we can serve the community in the best way possible.

We look forward to listening to your views.

A handwritten signature in white ink, appearing to read 'Jolanta Lasota'.

Jolanta Lasota, Chief Executive  
Ambitious about Autism





**It is an immense privilege to have been appointed the head of Spring School and to lead the development of this fantastic new provision for autistic pupils.**

I've dedicated my career to supporting autistic children and young people to reach their potential in education, previously leading on the delivery of a purpose-built autism school in west London.

Spring School is a unique opportunity to create an amazing new provision that serves the local community and is a centre of excellence in autism education. I would encourage anyone who is interested in learning more about our proposed school, or in being part of our journey, to use this public consultation to get in touch with us.

A handwritten signature in white ink that reads "Andy Nowak".

Andy Nowak  
Head of Spring School





# About us

**Spring School is a new special free school set to open on the site of the Moor Lane Centre in Chessington, Kingston in September 2023, subject to Department for Education approval.**

It is run by the Ambitious about Autism Schools Trust, a multi-academy trust that runs and supports the development of special schools for autistic children and young people. The Trust was approved to open Spring School by the Department for Education in 2019.

Spring School has been set up to address a growing need for more specialist education provision for autistic children and young people. There will be places for up to 36 pupils in the first academic year. Eventually the school will cater for up to 90 pupils aged 4-19.

The first pupils are due to be admitted in Reception through to Year 8 in September 2023 and the school will grow year on year thereafter until at capacity. In 2027 it is planned for Spring School to have a sixth form with 24 places in order to admit the first pupils from the school who have completed their GCSEs or equivalent. Further information about the school can be found on our website at [www.springschool.org.uk](http://www.springschool.org.uk).





 6 | [springschool.org.uk](https://springschool.org.uk) Section 10 Consultation





# Our vision

**Spring School is a special school dedicated to educating autistic pupils aged 4–19.**

Our vision is to create a school where autistic children can learn, thrive, achieve and belong. We will offer a model of best practice for autistic children with social communication needs who can learn under a broadly age-related curriculum. In practice, this means:

- Pupils will obtain the best possible outcomes in terms of personal and academic development, based on their needs, aspirations and priorities and feel proud of what they learn and achieve.
- Pupils will have a sense of competence and self-worth with good mental health, wellbeing and long-term life chances beyond school.
- Pupils will be directly involved in decisions about their learning and futures.
- Families will have the confidence that their children are in a safe environment and are being guided towards greater independence.
- Families will be provided with the tools they need to support their children beyond school and feel they are key members of the school community with their voices heard.

Spring School will give pupils the support and challenge they need to reach their full learning potential. The school will have social, academic, personal and independence targets to provide autistic pupils with ambitious aspirations. Pupils will work towards gaining academic and vocational qualifications, that will help them succeed in the world beyond school.

Partnership working is at the core of the school's vision. Our school model is designed to offer the best of both special and mainstream education through close collaboration with local mainstream providers, including Chessington School. We will work in partnership with parents and carers, recognising the importance of co-production in supporting pupils learning and development.





# The consultation process

In accordance with Department for Education requirements, Spring School has launched a public consultation that will run from Monday 17 October until Friday 2 December 2022.

This consultation with local stakeholders is required under Section 10 of the Academies Act 2010.

We want to listen to your comments and act on any feedback to ensure our school is the best it can be and meets the needs of the community we serve.



You can give feedback in a number of ways:



**Complete our online  
consultation questionnaire**



**Submit questions by email to  
[enquiries@springschool.org.uk](mailto:enquiries@springschool.org.uk)  
with the subject line: **CONSULTATION****



**Send us a letter**

**Spring School Consultation,**  
The Pears National Centre  
for Autism Education,  
Woodside Avenue,  
London N10 3JA



**Sign up to one of our engagement events**

- **Wednesday 2 November, 5.30pm – 7.00pm**  
at Chessington School, Garrison Lane,  
KT9 2JS. **(in person)**
- **Monday 14 November, 1.00pm-2.00pm.**  
**(online)**
- **Friday 25 November at 11.00am-3.00pm,**  
Moor Lane Centre, Chessington,  
KT9 2AA. **(drop-in clinic)**

If you have an accessibility requirement and would like to request this brochure or the consultation questionnaire in a different format, please email [enquiries@springschool.org.uk](mailto:enquiries@springschool.org.uk).

We will record all views that are shared with us during the formal consultation window which runs between Monday 17 October 2022 and Friday 2 December 2022.



# Our Ambitious Approach

**The Ambitious Approach is our model of education practice, which was designed to be used in our education settings to support autistic children and young people.**

The Ambitious Approach puts quality of life at the centre of all we do. It is based upon a pupil's indisputable rights to be:

- treated with dignity and compassion
- valued
- listen to
- supported to have the best quality of life possible
- empowered to make choices and decide on how they want to live their life.

We have high aspirations for our pupils. Our goal for all pupils is that when they leave our settings they will have the opportunity to access employment, further education or training and to live as part of the communities of their choice. At its heart, the approach is about improving the quality of life of autistic young people while they are in education and ensuring this quality of life continues into adulthood.

The Ambitious Approach has three areas of focus:

## 1 The curriculum

The curriculum in our settings focuses on equipping pupils with the knowledge and skills they need for quality of life. Learning is tailored to support autistic children and young people to live the life they want to lead.

## 2 Curriculum delivery

We recruit and train staff in our settings to provide high-quality teaching. This includes having a deep knowledge of the subjects they teach, specialist knowledge of how autistic children and young people learn best and creating environments that support and nurture physical and psychological needs.

## 3 Collaboration

To afford dignity, respect and compassion, young people are placed at the core of a setting so their voices are heard and so we can support them with what is important to them. Staff in the settings work closely together, sharing their expertise, to address barriers to learning and support the best possible outcomes.



# Admissions

**Spring School is due to open in September 2023. The number of pupils who attend Spring School will be built strategically over a seven-year period.**

The school is planned to reach its published admissions number (PAN) of 90 by 2028-29.

In the 2023-24 academic year, 36 pupils will be admitted, comprising of the following key stages:

Academic year 2023-2024	
Total	36
Reception	6
Key stage 1	9
Key stage 2	9
Key stage 3	12

Pupils attending Spring School will have, or be on the pathway to having, an Education, Health and Care (EHC) plan which names autism as their primary diagnosis. Their EHC plan will name Spring School as their designated place of learning.

Any additional diagnoses of either learning disabilities or medical conditions must be assessed on an individual basis, to determine whether the school will be able to meet the child's or young person's needs.

Local authorities will manage requests for placements at Spring School. Spring School staff will review the request, observe the young person in their current setting and talk to families and professionals, before determining whether a place can be offered.

Each application to Spring School is considered on an individual basis. In every case our admissions process evaluates the needs of the individual child or young person.

Places will usually be taken up at the start of the academic year. By arrangement with the Head, school places may be accessed at any time of the year where space is available and depending upon the application of the admissions criteria and needs of the child/young person.

Spring School's Admissions Policy and information about how to apply are available on our website [www.springschool.org.uk](http://www.springschool.org.uk).



# The site and transport

Due to the needs of pupils, there is no defined catchment area but together with the local authority, we value the importance of pupils not travelling too far to school.

Spring School is situated adjacent to the existing Moor Lane Centre, to the north of Moor Lane in Chessington, Kingston. The site is currently occupied by a Respite Care Centre (in the northwest corner), in addition to the Moor Lane Centre building itself, and two disused buildings to the east including an old swimming pool which was hazardous and has been dismantled to make way for the new school building.



Vehicle access to Spring School is gained from Moor Lane and Bridge Road to the south via the existing mini roundabout, and through the existing Moor Lane Centre car park. The access leads into a drop off and collection area, and a small parking space for cars, transport busses and disabled parking bays. To encourage green transport the parking space also includes cycle storage facilities.

We expect pupils to come to school in a number of ways, on public transport, walking, cycling and parent or carer drop-off. Spring School will encourage pupils, staff and visitors to consider the environmental impact of their journey to school.

The car space at the front of the school incorporates a one-way system, to ease the flow of traffic. Pedestrian access is likewise gained via the Moor Lane Centre, through the existing pedestrian gate into the site.

The entire layout has been landscaped carefully to retain the majority of existing trees across the site and add additional planting.

The new school building will be a modular construction which delivers a number of sustainability benefits and will include the following spaces:

- zoned areas for the different school stages
- classrooms with outdoor access
- an enclosed outdoor courtyard on the first floor
- music classroom
- art and Design & Technology space
- food technology classrooms
- soft play space
- library
- sports and dining hall
- small group spaces
- therapy spaces

The site lies within a predominantly residential context and Spring School will be proactive about how parking, school access and noise impacts the local residential community.





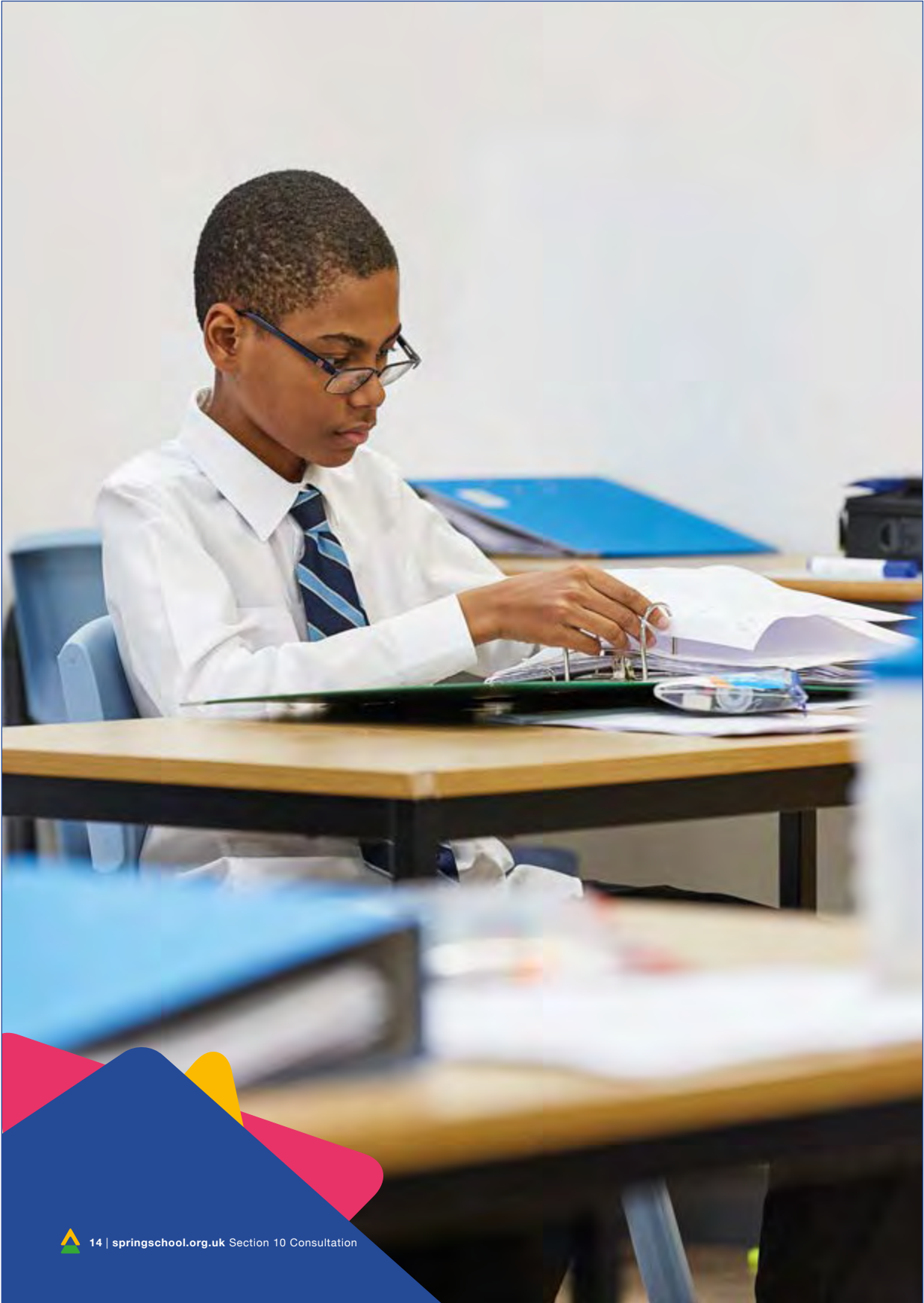
# How will the local community benefit from Spring School?

Due to the size and quality of facilities, we hope that Spring School will be a good site for exploring opportunities to host vibrant sports and community access events outside of the school day. The site will also be wheelchair friendly and offer accessible toilets and a changing places facility. There will be a community access agreement in place.

As a host borough of an Ambitious about Autism school, we are offering free CPD-Certified courses to all schools and

colleges in Kingston-upon-Thames. In partnership with the Autism Education Trust, our evidence-based professional development programme is developed by leading autism education researchers and specialists. We want to work with our local education community to improve the outcomes and lives of all autistic pupils in the borough. Spring School will be a setting of autism excellence.







# Get involved in the consultation

Thank you for reading our consultation brochure.

To respond to this consultation please take part in [our online survey](#). This will take less than 5 minutes to complete.

You can also [sign up](#) to attend one of our engagement events



## In person event

Wednesday 2 November,  
5.30pm – 7.00pm  
at Chessington School,  
Garrison Lane, KT9 2JS.



## Online event

Monday 14 November,  
1.00pm-2.00pm.



## Drop-in clinic

Friday 25 November,  
11.00am-3.00pm  
at the Moor Lane Centre,  
Moor Lane, KT9 2AA.



## Submit questions

By email to [enquiries@springschool.org.uk](mailto:enquiries@springschool.org.uk),  
subject line: CONSULTATION  
or send us a letter at **Spring School Consultation,**  
**The Pears National Centre for Autism Education,**  
**Woodside Avenue, London N10 3JA.**

We look forward to hearing from you.





**Ambitious about Autism** is the national charity standing with autistic children and young people.

We believe every autistic child and young person has the right to be themselves and realise their ambitions.

We started as one school and have become a movement for change. We champion rights, campaign for change and create opportunities.

## Contact us

### Spring School

Moor Lane, Chessington KT9 2AA

☎ 020 8099 0644

✉ [enquiries@springschool.org.uk](mailto:enquiries@springschool.org.uk)

🌐 [springschool.org.uk](http://springschool.org.uk)

## Follow us

🐦 @SpringSchool\_

📘 [ambitiousaboutautism](https://www.facebook.com/ambitiousaboutautism)

@ambitiousaboutautism



Ambitious about Autism Schools Trust is an exempt charity in England and Wales and a registered company 08335297

Published – October 2022

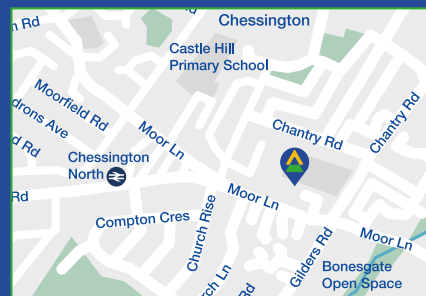
## How to find us

### Public transport

The school is still in the construction phase, so please do not expect to find us on site yet. Once the school is open in 2023, you can find us in the following ways:

### Travelling by car

Visitors may park on our premises if there is space available. Cars should be parked in designated spaces only.



# Appendix D – Public consultation presentation



## What we're doing today

- Introductions
- Working with the community
- What is a Section 10 public consultation
- All about Spring School
- Q&A





## Hello, I'm Natasha

I've worked in education for six years.

Involved in the new school since the beginning.



Responsible for our community relationships and overall engagement of the project.

## Andy Nowak

Andy has been appointed Head of Spring School.

He has experience setting up and leading other schools, including an autism specific school in Kensington.

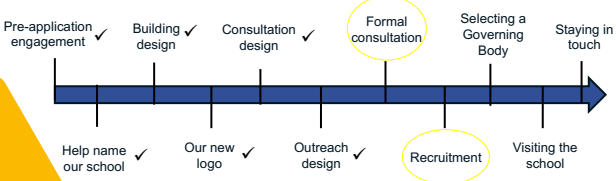

## Ambitious about Autism



“A future where every autistic child and young person can be themselves and realise their ambitions.”




## Working with the community











### In 2018 we asked you

<p>I see the need for an autism specific school for pupils aged 4-19 in the area</p> <p><b>98% agreed</b></p>	<p>Describe what you think makes an outstanding learning environment for autistic pupils?</p> <p><b>Ambitious about ability, small class sizes, highly trained staff that keep parents updated</b></p>
<p>How would you like an autism school in the local area to engage with the community?</p> <p><b>Sharing expertise with mainstream settings, links to local community groups and businesses, community use of facilities, meetings with the community</b></p>	<p>Do you think Ambitious about Autism Schools Trust should apply to open a Special Free School in the area?</p> <p><b>Over 90% agreed</b></p>




### In 2022 we're asking you

<p>Do you <b>support the proposal</b> to open a new special school in the Royal Borough of Kingston-upon-Thames?</p> 	<p>Do you support the proposed <b>Admissions Policy</b> for Spring School?</p> 
<p>Do you support the proposed <b>curriculum</b> for Spring School?</p> 	<p>Do you agree that Spring School should open in September 2023 by entering into a <b>funding agreement</b> with the Secretary of State for Education?</p> 

### Section 10 consultation

- As part of the process to open a new free school, we are required to carry out a public consultation
- Purpose is to consult with the local community and capture and respond to their feedback
- AaAST present an executive summary to the Department for Education
- This is an important milestone in getting the Secretary of State to enter into a funding agreement




Section 10 Consultation






### Educational Approach

The **Ambitious Approach** is our model of education practice.

It puts quality of life at the centre of all we do and is based upon a pupil's indisputable rights to be:

- treated with dignity and compassion
- valued
- listen to
- supported to have the best quality of life possible
- empowered to make choices and decide on how they want to live their life.





### Curriculum

Spring School will place equal focus on social and academic progress.

The model is designed to offer the best of special and mainstream education through close collaboration with local mainstream education providers including Chessington School.

Classes to cover the National Curriculum along with yoga, mindfulness and therapeutic support.



### Cohort

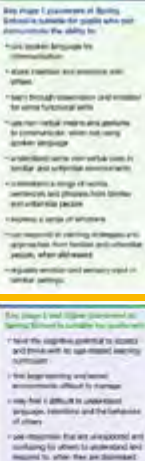
- We have worked with Achieving for Children to support local demand
- Pupils will have autism as a primary need on their EHC plan
- Pupils will have some language and be interested in others,
- Pupils will likely be able to access the national curriculum at age-appropriate levels and with specialist support

### Admissions

Pupils attending Spring School will have, or be on the pathway to having, an EHC plan which names autism as their primary diagnosis. Their EHC plan will name Spring School as their designated place of learning.

**Local authorities will manage requests for placements at Spring School.**

Spring School staff will review the request, observe the young person in their current setting and talk to families and professionals, before determining whether a place can be offered.




## Transport and traffic

The car space at the front of the school incorporates a one-way system, to **ease the flow of traffic**.

Pedestrian access is likewise gained via the Moor Lane Centre, through the existing pedestrian gate into the site.

The entire layout has been **landscaped carefully** to retain the majority of existing trees across the site and add additional planting.



Spring School will encourage pupils, staff and visitors to consider the environmental impact of their journey to school."



We are working closely with the building contractors

## Local community use

Due to the size and quality of facilities, we hope that Spring School will be a good site for exploring opportunities to **host vibrant sports and community access events** outside of the school day. Spring School will also be wheelchair friendly and offer accessible toilets and a changing places facility. There will be a community access agreement in place.

Know a community group that might like to use our facilities? Let us know.

## Free autism training for local schools

As a host borough of an Ambitious about Autism school, we are offering free CPD Certified courses to all schools and colleges in Kingston-upon-Thames. In partnership with the Autism Education Trust, our evidence-based professional development programme is developed by leading autism education researchers and specialists. We want to work with our local education community to **improve the outcomes and lives of all autistic pupils in the borough**.

Know a school that might want free autism training? Put us in touch.



## How you can help

Complete our online questionnaire



Invite family, friends and colleagues to have their say and support our proposal.

**Every response counts!**



## Thank you

Question time



## We are Ambitious about Autism

Ambitious about Autism is the national charity standing with autistic children and young people.

We believe every autistic child and young person has the right to be themselves and realise their ambitions.

We started as one school and have become a movement for change. We champion rights, campaign for change and create opportunities.

Contact us  
Spring School,  
Moor Lane, Chessington KT9 2AA

020 8099 0644  
enquiries@springschool.org.uk  
springschool.org.uk

Follow us  
@ambitiousautism  
ambitiousaboutautism  
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**Spring  
School**

## Public Consultation

**Ambitious about Autism Schools Trust  
is opening an autism-specific school in  
Kingston for autistic pupils aged 4 to 19.**

Before opening, the trust is required to inform the local community and allow people to respond. This is an expectation under Section 10 of the Academies Act 2010.

**We want to hear from you.**

Find out more about the school and respond to the consultation here:



**Ambitious  
about Autism  
Schools Trust**

Ambitious about Autism Schools Trust  
is an exempt charity in England and Wales  
and a registered company 08335297.

# Appendix F – Public consultation invite via stakeholder newsletter



Hi supporter,

We're thrilled to finally share that we have been given a provisional opening date of September 2023.

With that news confirmed, work has begun on the school building, and we have appointed a Head of School who will lead our school's development. Read on to find out more.



## The building has been approved

This is what Spring School will look like.

We have been working with building contractors EcoModular to design the new school. In May it was unanimously approved by Kingston's planning committee. Since then, building work has started on site.

Do you live locally? We'd love to see your pictures as the school develops.



## Head of Spring School appointed

We're pleased to announce the successful appointment of Andy Nowak.

Andy Nowak is a Kingston resident and was previously a headteacher at an autism specific school in London. We are proud to have him join the team at the Ambitious about Autism Schools Trust.

Andy will work with the pre-opening team on recruitment, curriculum development and partnerships with the local community. You can expect to hear more from Andy in the coming months.

"It is an immense privilege to have been appointed the head of Spring School and to lead the development of this fantastic new provision for autistic pupils. I cannot wait until our opening day, to see excited young people walk through the doors to access the outstanding support and facilities they deserve," said Andy.



## Public consultation launched

In accordance with Department for Education requirements, we are launching a public consultation that opens today.

Consultation with you - our local stakeholders - is required under Section 10 of the Academies Act 2010. We want to listen to your comments and act on any feedback to ensure our school is the best it can be and meets the needs of the community we will serve.

Read more about Spring School and have your say in our consultation.

[Read more](#)



## Visit our website

More updates coming soon. In the meantime, if you want to find out more about Spring School, you will find our brand-new prospectus, details of our open day and the admissions policy on the Spring School website.

[Visit Spring School website](#)

Warm wishes,

Natasha Hawley

School development team

Ambitious about Autism



Please add [communications@ambitiousaboutautism.org.uk](mailto:communications@ambitiousaboutautism.org.uk) to your address book to make sure you don't miss an email.

Your privacy is important to us. Read our [Privacy Notice](#) for more information.

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Ambitious about Autism is a registered charity in England and Wales: 1063184 and a registered company: 3375255.

Want to change how you receive these emails?  
You can [update your preferences](#) or [unsubscribe from this list](#).

# Appendix G – Social media engagement

**Ambitious about Autism** 1 December at 14:30 · 🌐

We have launched a public consultation about our new school, Spring School, that will run until Friday 2 December. We want to gather views and feedback from the local community. You can take part online, in person or via post.

Find out more: [www.springschool.org.uk](http://www.springschool.org.uk)

2

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**Ambitious about Autism** 29 November at 14:30 · 🌐

We have launched a public consultation about our new school, Spring School, that will run until Friday 2 December. We want to gather views and feedback from the local community. You can take part online, in person or via post.

Find out more: [www.springschool.org.uk](http://www.springschool.org.uk)

4

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**Ambitious about Autism** 22 November at 14:30 · 🌐

We have launched a public consultation about our new school, Spring School, that will run until Friday 2 December. We want to gather views and feedback from the local community. You can take part online, in person or via post.

Find out more: [www.springschool.org.uk](http://www.springschool.org.uk)

4

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**Ambitious about Autism** 24 November at 10:00 · 🌐

Have you heard about Spring School, our new school for autistic children and young people in Chessington, Kingston?

We want to gather the views of the local community about our plans.

To find out more about the school and take part in our consultation click here: [https://www.springschool.org.uk/\\_/public-consultation...](https://www.springschool.org.uk/_/public-consultation...)

2

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**Ambitious about Autism** 15 November at 14:30 · 🌐

We have launched a public consultation about our new school, Spring School, that will run until Friday 2 December. We want to gather views and feedback from the local community. You can take part online, in person or via post.

Find out more: [www.springschool.org.uk](http://www.springschool.org.uk)

8 1 share

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**Ambitious about Autism** 9 November at 10:00 · 🌐

Next Monday, we're holding an online engagement event all about Spring School. Got a question for us?

Sign up here and submit your question in advance: <https://forms.office.com/r/ni6G6FDn2d>

4

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**Ambitious about Autism** 8 November · 🌐

We have launched a public consultation about our new school, Spring School, that will run until Friday 2 December. We want to gather views and feedback from the local community. You can take part online, in person or via post.

Find out more: [www.springschool.org.uk](http://www.springschool.org.uk)

2

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**Ambitious about Autism** 4 November · 🌐

Four weeks left to have your say on our new Spring School!

Tell us what you think of our plans to open a new school in Chessington by completing this survey. It takes less than five minutes!  
<https://bit.ly/3TNrQaz>

2

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**Ambitious about Autism** 1 November · 🌐

We have launched a public consultation about our new school, Spring School, that will run until Friday 2 December. We want to gather views and feedback from the local community. You can take part online, in person or via post.

Find out more: [www.springschool.org.uk](http://www.springschool.org.uk)

10 1 share

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**Ambitious about Autism** 25 October · 🌐

Have you heard we are opening a new school for autistic children and young people in Chessington?

We want to find out what members of the local community think about our plans.

If you live in Chessington or the surrounding area, please share your views!

Find out more about the school and submit your responses to our consultation here: <https://bit.ly/3spMI7C>

2

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**Ambitious about Autism** 31 October · 🌐

We're holding online and in-person engagement events about Spring School. We'll be in Chessington on Wednesday, come and say hello!

Find out more and sign up here: <https://forms.office.com/r/ni6G6FDn2d>

6 2 shares

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**Ambitious about Autism** 27 October · 🌐

Want to find out more about our new Spring School which opens next year? Come along to one of our consultation events in November.

Submit your questions in advance and sign up here: <https://bit.ly/3snszej>

6 1 comment 1 share





**Ambitious about Autism**  
25 October · 🌐

We have launched a public consultation about our new school, Spring School, that will run until Friday 2 December. We want to gather views and feedback from the local community. You can take part online, in person or via post.

Find out more: [www.springschool.org.uk](http://www.springschool.org.uk)

👍 9      5 shares

**Ambitious about Autism**  
18 October · 🌐

We have launched a public consultation about our new school, Spring School, that will run until Friday 2 December. We want to gather views and feedback from the local community. You can take part online, in person or via post.

Find out more: [www.springschool.org.uk](http://www.springschool.org.uk)

👍 17      4 comments 11 shares

**Ambitious about Autism**  
23,344 followers  
5w · 🌐

We have launched a public consultation about our new school, Spring School, that will run until Friday 2 December. We want to gather views and feedback from the local community. You can take part online, in person or via post.

Find out more: [www.springschool.org.uk](http://www.springschool.org.uk)

👤 Stephen Vickers and 6 others

**Ambitious about Autism**  
23,345 followers  
7mo · 🌐

We have launched a public consultation about our new school, Spring School, that will run until Friday 2 December. We want to gather views and feedback from the local community. You can take part online, in person or via post.

Find out more: [www.springschool.org.uk](http://www.springschool.org.uk)

👤 Jolanta Lasota and 16 others

🔄 reposts

**AmbitiousAboutAutism** ✓  
@AmbitiousAutism

Today is the last day of our consultation for our Spring School!

Tell us what you think in our short survey:  
[surveymonkey.co.uk/r/consultation...](https://surveymonkey.co.uk/r/consultation...)

@SpringSchool\_

10:00 AM · Dec 2, 2022

👍 2 Likes

**AmbitiousAboutAutism** ✓  
@AmbitiousAutism

Have you got a few minutes spare?

Take part in our consultation about @SpringSchool\_, our newest school for autistic children and young people: [springschool.org.uk/latest-news/pu...](http://springschool.org.uk/latest-news/pu...)

10:00 AM · Nov 23, 2022

🔄 2 Retweets    👍 5 Likes

**AmbitiousAboutAutism** ✓  
@AmbitiousAutism

We're holding an online engagement event all about our new @SpringSchool\_

Got a question for us? Sign up here and submit your question in advance:  
[forms.office.com/r/ni6G6FDn2d](https://forms.office.com/r/ni6G6FDn2d)

9:00 AM · Nov 9, 2022

👍 2 Likes

**AmbitiousAboutAutism** ✓  
@AmbitiousAutism

Do you have five minutes to spare?

Tell us what you think of our plans to open @SpringSchool\_ next year, via our short survey: [bit.ly/3TNrOaz](https://bit.ly/3TNrOaz)

10:10 AM · Nov 4, 2022

👍 3 Likes

**AmbitiousAboutAutism** ✓  
@AmbitiousAutism

We're holding online and in-person #engagement events about our @SpringSchool\_

Find out more and sign up here:  
[forms.office.com/r/ni6G6FDn2d](https://forms.office.com/r/ni6G6FDn2d)

11:00 AM · Oct 31, 2022

👍 2 Likes

**AmbitiousAboutAutism** ✓  
@AmbitiousAutism

Want to find out more about our new Spring School which opens next year? Come along to a consultation event next month!

Sign up here: [bit.ly/3snszej](https://bit.ly/3snszej)

12:00 PM · Oct 27, 2022

🔄 1 Retweet    👍 9 Likes

**AmbitiousAboutAutism** ✓  
@AmbitiousAutism

We want to hear what the local community thinks of our plan to open Spring School in Chessington next year.

Find out more and have your say: [bit.ly/3spMJ7C](https://bit.ly/3spMJ7C)

11:00 AM · Oct 25, 2022

🔄 1 Retweet    👍 5 Likes



## Contact us

**Spring School**  
Moor Lane, Chessington KT9 2AA

☎ 020 8099 0644

✉ [enquiries@springschool.org.uk](mailto:enquiries@springschool.org.uk)

🌐 [springschool.org.uk](http://springschool.org.uk)

## Follow us

🐦 @SpringSchool\_

📘 ambitiousaboutautism

📷 ambitiousaboutautism



**Ambitious about Autism Schools Trust** is an exempt charity in England and Wales and a **registered company** 08335297

Published – January 2023

## How to find us

The school is still in the construction phase, so please do not expect to find us on site yet. Once the school is open in 2023, you can find us in the following ways:

### Travelling by car

Visitors may park on our premises if there is space available. Cars should be parked in designated spaces only.

