

Free school application form 2013

Special (updated November 2013)

THE MENDIP SCHOOL

Declaration

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

- the requirements outlined in the 'How to apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- for non-statemented pupils, the School Admissions Code, the School Admissions Appeals Code and the admissions law as it applies to maintained schools. Any child where the school is named in the child's statement must be admitted. 16-19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed:

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

Print name:

Date:

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

SECTION A: APPLICANT DETAILS

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. Please can all applicants fill in section A, even if they have previously applied for a free school. This will ensure that records are kept up to date.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)
[Jump to further details about the group](#)
[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	6712
Name of proposed school:	The Mendip School
Is this a route one application or a route two application?	Route two
Name of lead applicant:	<Redacted>
Address of lead applicant:	<Redacted>
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	Something else (please give detail below)
If 'Something else' please describe your group:	A multi academy trust of two schools
Have you applied before for this school, whether under the current name or something else?	Yes
If 'Yes' and the name of the school was different, please say what the original name was:	The Mendip School
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Wave four Jan 2013

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Are you an approved academy sponsor	Yes
Company name:	Fosse Way Trust
Company address:	Fosse Way School, Longfellow Road, Radstock, BA33AL
Company registration number:	7728112
Date when company was incorporated:	1st September 2013
Please confirm the total number of company members (must be a minimum of 3):	3
Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>

Please list all company directors, providing their name and the position they will hold once the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	Director in process of appointment by Members
	Director in process of appointment by Members
	Director to be appointed following successful application to open Free School

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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If any members of your group are also involved in other applications to open a studio school, studio school or free school in this application round, please give the names of the other applications:	
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Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.	No
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Are you an approved academy sponsor?	Yes
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How many existing free schools or Academies are run by your group?	2
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	Fosse Way Trust
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If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert please provide your six digit ref number	
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If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection	Please select
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If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report	
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If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g.. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	No
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If Yes, please provide the following information about each organisation:

- their full name;
- their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and
- the role that it is envisaged they will play in relation to the free school.

Please specify any religious organisations or institutions connected to your application (local, national and international). There would include mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).

None

Have you received help and support from the New Schools Network (NSN)?

NSN Development Programme

In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?

No

If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:



SECTION B: OUTLINE OF THE SCHOOL

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

In which local authority is your preferred location?	Somerset
Proposed opening year:	2015
Age Range:	4-19
If 'other' please specify	
Will your school be co-educational or single sex?	Co-educational
Is your school a hybrid type?	Not a hybrid
Do you intend your proposed school to have a faith ethos?	No
If 'Yes', please say which faith:	Please select
If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
Will the school accept non statemented pupils?	No
Proposed maximum capacity of proposed special free school for statemented pupils - please use numbers only:	120
Proposed maximum capacity of proposed special free school for non-statemented pupils - please use numbers only:	
Please specify the maximum full time equivalent (FTE) for pupils over the full academic year. For instance a pupil attending two full days a week throughout the academic year is 0.4 FTE - please use numbers only:	1.0 FTE
Please specify the maximum full time equivalent (FTE) for pupils in the first academic year - please use numbers only:	1.0 FTE
Date proposed school will reach expected capacity in all year groups:	2018
Places committed by Local Authority (FTE)	120
Top up funding committed by Local Authority (funding per FTE place)	<Redacted>
Primary intake of pupils	Autistic Spectrum Disorder (ASD)
Please select other needs that the school will cater for. Please select the most important intakes first as you will be asked to give financial information about these intakes in section G3. If you have more than four different intakes please put financial information in the 'other income' section.	Asperger's Syndrome
	Speech, Language and Communication Needs (SLCN)
	Please select
	Please select
	Please select
	Please select
	Please select
	Please select
If 'Other', please give further detail:	
Will your proposed school include residential provision?	No

If 'Yes', please give further detail:	
Are you planning to contract the management of your school to another organisation?	No
Have you already identified a principal?	Yes
If 'Yes', please give further detail about the proposed appointment including the process by which you identified the person. Please include personal information in section F of the MS Word application form.	<Redacted>, currently <Redacted>. <Redacted> meets all the criteria set out in the Principal Person Specification and has unanimous support from the working group.
If yes please say when you propose the principal would start:	Jan-15
Please say how many people will sit on your governing body:	11-15

Use of freedoms

Will you operate a non-standard school day?	No
Will you operate a non-standard school year?	No
Will you adopt the national curriculum?	Yes
Will you adopt non-standard terms and conditions for teachers?	No
Please list any other freedoms you intend to use:	Support staff will be employed in accordance with Fosse Way Trust salary grades

Section C: Education vision

Mission Statement

Our vision for The Mendip School is driven by a moral imperative to support young people with autistic spectrum disorders (ASD) and those with Social, Language and Communication Needs (SLCN) in achieving the most successful outcomes of which they are capable. This underpinning ambition will permeate all aspects of the Mendip School's provision. It will encompass learning activities that challenge pupils to exceed their own expectations, certified courses that promote high attainment and transition planning that will guide our pupils towards the achievement of aspirational goals in adult life.

Realisation of this vision will make the school the 'first choice' for parents of children with ASD/SLCN in the Mendip area and beyond.

RATIONALE

- Within Mendip and Somerset LA as a whole, there are a significant number of children (NAS estimate at least 150 within Mendip) on the autistic spectrum or with communication difficulties attending mainstream schools with unmet needs. The LA policy on statementing and its interpretation of inclusion (resulting in half the national average of pupils receiving statements and only half the national average of special school places) has led to a substantial under representation of the total number of children with significant needs.
- Many children are considered by the LA to have a level of ability that is too high for existing special school provision (designated for pupils with PMLD/SLD) yet parents believe they are too severely autistic to be happy and successful in a mainstream school.
- The number, but in particular, category of pupil places offered within existing special schools is insufficient to meet demand. Recently units have been opened in a mainstream middle and a mainstream upper school in Frome, these are now full.
- The nearest specialist school (the sponsor school) for 3 – 19 year old ASD/LSCN children lies outside the Mendip area and due to its popularity is full (provision for 128 pupils, 192 pupils on roll).
- Children with autism and communication needs are performing poorly in mainstream schools. see SEN review.
- The current combination of factors above results in a lack of choice for parents.
- The Mendip School will offer parents choice through providing the first all through specialist ASD/SLCN school in Somerset.
- The school will offer higher standards than existing mainstream and special school provision through creating a similar learning environment to that of the successful sponsor school.

- Parental demand has informed and shaped the proposals for the new school backed by Somerset County Council supporting the opportunity to extend parental choice.

Local Authority evidence of unmet need

A Review led by Somerset Compact, (Regan Delf external consultant, January 2012) of Somerset Local Authority's Special educational Needs provision pointed out that the LA funding system has had a significant impact upon the way SEN is identified and resourced.

- Lower overall identification of SEN compared with national average
- Significantly lower percentage of pupils designated for School Action plus compared with national and similar LA average
- Only just over half the national average of statements
- Half the national average of special school places
- Just over a third the national average number of special unit places

The independent reviewer also commented upon the exceptionally negative view held by parents of all aspects of local delivery of SEN and extreme scepticism about the intent of the LA. She further commented that the current approach was unsustainable.

A more recent (Somerset Compact, May 2012) supplementary consultation with parents indicated:

- The belief that there is no real alternative to mainstream provision for pupils with ASD
- The view that "Somerset doesn't statement"
- Some children with ASD in mainstream are being excluded from trips etc.
- There was a desire for children to thrive and be included rather than be "managed" or "coped with".
- The view that LA inclusion policies do not work for children with ASD
- A belief that teachers expectations of their children are too low

Somerset LA also faces a higher proportion of appeals through Tribunals than other similar local authorities with approximately twice the national average number of SEN tribunals. Families are clearly seeking what they and independent assessors regard as appropriate SEN provision for their children, both in specialist and mainstream settings. The majority of cases are either settled through the LA offering improved provision or are found in favour of parents at Tribunal. (source; Somerset NAS, 2012)

Somerset LA believes (SEN Review January 2012) that children identified with SEN make average progress or below average progress in the case of those designated

as receiving “School Action Plus” support. Somerset NAS states that numbers of learners with ASD in 16+ provision, are significantly lower than those in pre-16 education, indicating a drop-out at this point and therefore that this group is performing poorly compared with their peers. Families are increasingly concerned about the very real lack of educational, social and vocational provision, for this age group. The majority of these children in adult life will be unemployed and live most of their lives in relative isolation and dependent upon welfare payments

In response to falling LA funding, recent restructuring has removed local support teams focused upon mainstream schools and families, and some children’s centre capacity, a trend which is set to continue. This has placed an additional burden upon a diminishing central resource.

Mainstream placements, despite the best efforts of individual teachers and their schools, often fail to provide the appropriate environment in which these children can thrive and achieve good outcomes. In particular many ASD/SLCN pupils find themselves socially isolated and fall back on adult relationships particularly during the unstructured periods of the school day.

Somerset NAS, using figures extrapolated from a range of LA data and its own data estimate;-

	Number
Children Falling within entry criteria of The Mendip School	250
Children known through local parent support groups	80
Estimated number currently with unmet need	150

(Believed to be an underestimate as data does not “catch” all).

Our proposed school will broaden the range of current provision for children with ASD/LSCN in the Mendip area and offer a positive alternative choice to parents.

VISION and ETHOS

A high quality, cutting edge alternative to mainstream provision.

Children attending the school will experience consistency and an individual approach to their learning. They will be taught by fully qualified specialist teachers and support staff sensitive to their needs, giving them access to a high quality educational experience in a low stimulation environment. The Mendip School will provide an all through education based upon the National Curriculum, for children aged from 4 to 19 years, thus creating little transitional stress and a strong sense of “family” across the school. The relatively small scale of the school will ensure a familiarity between staff and pupils as well as with families. The organisation of the school will minimise “change” for pupils during the school day by creating a calm, stable learning

environment, in which movement between lessons and changes of teaching staff are minimised.

Highly regarded teaching approaches such as TEACCH and Applied Behaviour Analysis (ABA) are currently used in the sponsor school and give an autistic child a structured and comprehensive framework in which to learn. These teaching approaches follow rigorous attention to the needs of the individual child, creating a personalised learning experience.

Person Centred Planning will create the framework for annual progress meetings between pupils, parents, school staff and other agencies.

The shape and design of the school will have a 'follow through' and consistent approach, with wide corridors, light spacious classrooms, calming colour scheme, clutter free wall and floor spaces with areas to 'chill out' when the challenges of school seem too much.

The school will present a "seamless" team through close collaboration with colleagues from the Health and Social Services sectors and appropriate voluntary sector agencies. The school will seek to employ its own additional therapists and family support workers where deficits are identified and irrespective of employer will enable these professionals to operate as fully integrated members of a holistic team, working with children and families of The Mendip School.

High expectations of individual pupils linked to aspirational adult outcomes for all its pupils.

For all our pupils we will have high expectations with regard to their progress and achievement and this will be monitored following a baseline assessment on entry through a comprehensive tracking system based upon quantitative data generated by B Squared and qualitative data recorded in each pupil's Care Plan. Each child will have their own personal targets and careful liaison between home and school will be in place, so that parents can contribute to and support their child's progress. No one knows the child better than the parent and the Mendip School has high regard for the expertise and understanding that a parent brings to its child's school. The school will have a strong focus upon generating aspirational expectations for the adult outcomes of its pupils. They will enjoy a high quality of life made possible through a range of learning pathways leading to outcomes such as supported living in the community or independent living whilst engaged in supported or independent employment. All pupils on leaving school will enter employment, training, further or higher education.

The Mendip School will utilise the successful experience of the sponsor school in developing initiatives such as Project SEARCH, responsible for one of the highest national success rates in developing student work skills and moving them directly from their last year of schooling into employment.

An inclusive environment

The Mendip School aims to create an environment in which pupils feel safe, valued and are able to make friends with others of the same age. The physical environment, human scale of the school, familiarity of staff and peers, teaching approaches, personalisation of curriculum delivery, development of personal interests, celebration of individual achievement and partnership with parents will all contribute to pupils feeling safe and valued. The school although smaller than most mainstream schools will have sufficient numbers of pupils in each age group to enable children to practice and develop their social skills and have a choice of friends from among their own peers.

“Whole class” teaching will be the norm across the school. There will be an expectation that teaching groups are sufficiently small to enable delivery of lessons to the whole class and thereby avoid the social exclusion seen in mainstream schools as a consequence of individual support staff being assigned to support individual children. Teaching groups will be supported by one or more trained support staff as well as periodic involvement by specialists such as Speech & Language Therapists working alongside teaching staff in a “consultancy” role.

The school would be outward looking and identify opportunities to engage with the local community through utilising “beyond the school gates” as an additional classroom. Opportunities to share the school facilities with the community would also be sought in order to attract pupils and staff of other schools and the general public with a view to undermining the stereotypical images of disability often held within our society. An on-site café will attract customers from the local community while providing invaluable work-experience opportunities for pupils.

Provision of support services

Children with ASD and their families are often confronted by a greater range and complexity of challenges compared to other families. The Mendip School will signpost to parents existing services or where possible take steps to fill identified gaps.

The school will provide support to pupils and families through a range of afterschool activities and holiday play schemes. An extensive calendar of family events such as barbecues, parties and quiz nights will provide social opportunities at which parents can feel assured that their children are both safe and that their behaviours will not be considered an “inconvenience” to others. Such events also enable the networking of parents who frequently feel isolated within their own neighbourhood due to the disability of their children.

In addition to this the school will have a strong commitment to provide support to families who may be struggling with the complexities of having an autistic child and the challenges they face on a day to day basis. Staff will be trained to act as family Support Workers to work with families in their own homes. The existing comprehensive training programme, developed by the sponsor school, and delivered

by a range of agencies including CAHMS will provide staff with the necessary skills and expertise.

The Mendip School will seek to share its staff expertise through offering training and consultancy to colleagues in other schools.

The Mendip School: a member of a Multi-Academy Trust

Parents of the three Mendip support groups located in Frome, Shepton Mallet and Wells want The Mendip School to have a similar culture, ethos and high quality educational environment as the sponsor Fosse Way School. Following detailed discussions it has been agreed by the parents of the working group, staff and governors of the sponsor school that the most effective way of achieving this is through membership of The Mendip School to the Fosse Way Trust.

The benefits are:

- The Mendip School will have access to sponsor school expertise during start up and opening phases.
- The sponsor school will second its own staff to key roles during the opening phase, thereby ensuring a high quality education environment from day one.
- Economies of scale e.g. back office functions and other bought in services. In addition staff and/or pupils can move between sites in order to share expertise or create viable teaching groups where pupils have curriculum option choices.
- In the longer term staff mobility across the sites will create opportunities for professional and in particular leadership development.

ASPIRATIONS & OUTCOMES

Pupils attending the school will make outstanding progress.

- The school will aim for its pupils to achieve similar levels of pupil progress to that of the sponsor, Fosse Way School, placing 50% of its pupils within the Upper quartile of the Progression Guidance and the school within the top 20% of special schools as recorded by the Department for Education “value added tables”.
- All pupils will achieve aspirational adult outcomes.
 - The personalised curriculum will prepare pupils to fulfil their potential, leading, according to ability and preference, to successful & rewarding adult lives. This may range from supported living in the community, through supported employment to a higher education placement leading to a professional career. 100% pupils will enter employment, training, further or higher education.
- The school will provide an inclusive environment in which pupils feel safe, confident, are happy, feel valued and that their contribution and successes are celebrated by the school community.
 - Attendance at the school will be high, (at least 93%) and pupil surveys will demonstrate high levels of “satisfaction” across “pupil wellbeing”

indicators such as those found in “Pupil Attitudes to Self & School Rating Scale” (PASS). The school will have a low level of incident reports.

- The school will be a positive choice for parents.
 - Parents with children at the school will express, through parental surveys, a very high level of satisfaction (90% outstanding) and by the fourth year of operation the school will have filled all pupil places and there will be sufficient number of prospective parents to ensure places will be filled in the forthcoming year.

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021
Reception		0	0	0	1			
Year 1		0	0	0	1			
Year 2		0	2	1	2			
Year 3		0	1	4	3			
Year 4		2	1	4	7			
Year 5		2	4	3	7			
Year 6		2	4	7	7			
Year 7		7	10	13	15			
Year 8		6	10	14	15			
Year 9		5	9	14	15			
Year 10		3	5	11	14			
Year 11		2	3	5	11			
Year 12		3	5	9	11			
Year 13		2	5	7	11			
Totals		34	59	92	120			

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
EYFS and Key Stage 1			
PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT	3	Mandatory (M)	
COMMUNICATION AND LANGUAGE	3	M	
LITERACY	2	M	
MATHEMATICS	3	M	
UNDERSTANDING OF THE WORLD	3	M	
EXPRESSIVE ARTS AND DESIGN	3	M	
PHYSICAL DEVELOPMENT	8	M	
ENRICHMENT	variable	M	A range of activities to enhance curriculum both within and outside the school timetabled day (see details at the end of D1, Finance details in G)
ADDITIONAL ACTIVITIES/CLUBS	variable	Voluntary (V)	A range of optional activities both within school day, such as lunchtime clubs and after school hours. (see details at the end of D1, Finance details in G)

Key Stage 2			
MATHS	4	M	
ENGLISH	4	M	
DESIGN/ FOOD TECHNOLOGY	2	M	
PSHE	1	M	
PE	2	M	
CREATIVE ARTS (INCLUDING ART & MUSIC)	2	M	
SCIENCE	2	M	
ICT	1	M	
MFL	1	M	
HUMANITIES (GEOGRAPHY, HISTORY, RE)	2	M	
THEME	3	M	Flexible teaching time to cover any subject
ENRICHMENT	variable	M	A range of activities to enhance curriculum both within and outside the school timetabled day (see details at the end of D1, Finance details in G)
ADDITIONAL ACTIVITIES/CLUBS	variable	V	A range of optional activities both within school day, such as lunchtime clubs and after school hours. (see details at the end of D1, Finance details in G)

Key Stage 3			
DESIGN/ FOOD TECHNOLOGY	2	M	
ENGLISH	4	M	
ICT	1	M	
MATHS	4	M	
MFL	1	M	
PE	2	M	
PSHE	1	M	
SCIENCE	2	M	
THEME	5	M	Flexible teaching time including Humanities, Art and Music
VOCATIONAL STUDIES	2	M	
ENRICHMENT	variable	M	A range of activities to enhance curriculum both within and outside the school timetabled day (see details at the end of D1, Finance details in G)
RESIDENTIAL ACTIVITY		M	Year 8 - 3 nights residential focussed on supporting the Humanities curriculum
ADDITIONAL ACTIVITIES/CLUBS	variable	V	A range of optional activities both within school day, such as lunchtime clubs and after school hours. (see details at the end of D1, Finance details in G)

Key Stage 4			
ENGLISH	3	M	
MATHS	3	M	
SCIENCE	3	M	
DESIGN / FOOD TECHNOLOGY	3	M	
PE	2	M	
PSHE	2	M	
VOCATIONAL STUDIES	2	M	Pupils opt for one of the following: Land Based, Practical Skills, Hair and Beauty, Hospitality and Creative Media
OPTIONS x 2	4 hours (2 per option)	M	Pupils opt for 2 of the following: International Studies, Art, Performing Arts, Humanities, Sport and Leisure.
ENRICHMENT	variable	M	A range of activities to enhance curriculum both within and outside the school timetabled day (see details at the end of D1, Finance details in G)
RESIDENTIAL ACTIVITY		M	Year 10 – 2 nights residential focussed on outdoor and adventurous activities.
ADDITIONAL ACTIVITIES/CLUBS	variable	V	A range of optional activities both within school day, such as lunchtime clubs and after school hours. (see details at the end of D1, Finance details in G)

POST 16			
INDEPENDENCE SKILLS	5.5	M	
ENGLISH	2	M	
MATHS	2	M	
WORK RELATED LEARNING	3	M	
PERSONAL PLANNING	2	M	
ICT	2	M	
DT/FT	3	M	
PSHE	2.5	M	
PE	3	M	
CITIZENSHIP	1	M	
EXPRESSIVE ARTS	1	M	
ENRICHMENT	variable	M	A range of activities to enhance curriculum both within and outside the school timetabled day (see details at the end of D1, Finance details in G)
RESIDENTIAL ACTIVITY		M	Year 12 – 5 nights residential focussed on social and independence skills.
ADDITIONAL ACTIVITIES/CLUBS	variable	V	A range of optional activities both within school day, such as lunchtime clubs and after school hours. Base House independent living residential (see details at the end of D1, Finance details in G)

Section D1: The Curriculum Plan

Curriculum Rationale/ Curriculum Principles

The Mendip School will be defined by its focus upon aspirational adult outcomes for each of its pupils. The curriculum will convert this aspiration into a reality by offering a learning experience that enables pupils to make outstanding progress in order to achieve the range of life skills and appropriate academic qualifications necessary to fulfil their potential. The school will utilise the curriculum as a vehicle to challenge accepted norms and lift the aspirations of pupils and their families from an early stage of school life. The creation of learning pathways, characterised by appropriate varying emphasis upon life skills, vocational skills and academic studies, will enable pupils to access a range of tangible outcomes. Project Search (see below*), Supported Living in the Community, employment at the end of KS4 and KS5, FE college, and university entrance provides vehicle by which pupils can reach their full potential.

(*Project SEARCH is a one year course for students in their final year of education, enabling them to spend a year on site with an employer. This provides them with the skills, experience, knowledge and confidence to find paid employment at the end of the year. It is a programme that has been developed in Cincinnati, USA and is now successfully replicated in many states. The sponsor school was the first school in the UK to offer the course. Last year 83% of pupils enrolled on the Project SEARCH programme went on to find paid employment. More specific details are on this link www.fossewayschool.co.uk/project+search The Mendip School would seek to replicate this highly successful project within its geographical area).

In light of feedback received from parents who have expressed an interest in the Mendip School, we believe there will be a weighting towards higher functioning pupils with Autistic Spectrum Disorders and communication needs. However, it is envisaged that the school will have the flexibility and expertise amongst its teaching staff to meet the needs of young people throughout the Autistic spectrum (see section D4). Most significantly, the feedback provides a very strong indication that many of the young people who will attend the Mendip School have very similar profiles of educational needs and abilities to those at Fosse Way, the sponsor school. It is on this basis that much of the provision detailed in this document draws substantially on outstanding practice in the education of pupils at Fosse Way School, as verified by two successive Outstanding Ofsted inspections.

We believe that the curriculum offer at the Mendip School will allow all the students to reach their full potential. This is based on strong and consistent evidence of successful outcomes within the sponsor school. We anticipate a higher percentage of boys within the school population based upon evidence not only from the sponsor school but also the national profile. We envisage that the pupil population of the Mendip School will be similar to that of the sponsor school.

Delivery of the curriculum will proceed from the specific needs of the individual learner. The curriculum will reflect the different learning styles of children taking into

account the primary special educational needs (SEN) of the school's cohort and each pupil's profile of abilities. The Mendip School will use the same curriculum model as the sponsor school's curriculum to ensure pupils reach their full potential.

The data presented in the table below provides evidence of the success of this model within the sponsor school. The percentage of pupils in year 11 who achieved or exceeded an upper quartile target in core subjects is shown, as set out in the latest National Progression tables for raising ambition. An average school would have results of 25% attainment in this target area. Percentages above this indicate that outstanding progress has been made compared to other schools nationally.

YR 11 KS4 RESULTS

SUBJECT	2010 UPPER QUARTILE PERCENTAGE	2011 UPPER QUARTILE PERCENTAGE	2012 UPPER QUARTILE PERCENTAGE	2013 UPPER QUARTILE PERCENTAGE
ENGLISH	35%	39%	61%	58%
MATHS	65%	77%	80%	46%
SCIENCE	65%	61%	74%	64%

In previous years, the sponsor school has ranked highly in comparison to other school in terms of value added.

In 2010-2011, contextual value added was discontinued, however of the 376 special schools that were publicly visible on the performance table, the sponsor school ranked 23rd. This would place the school in the top 6%.

In 2009-2010, when contextual value added was still processed, the sponsor school was in the top 25% of all schools, and in 2008-2009, they were placed in the top 5% of schools nationally for contextual value added.

The learning environment of the sponsor school is greatly influenced by TEACCH principles. This approach is based on the premise that people with autism make better progress in a structured learning environment and are predominantly visual learners. Intervention strategies are based around appropriate social and physical environments and visual structure. Individual schedules, work systems and tasks are used to support learners. TEACCH aims to address difficulties with communication, organization, sensory processing, change and relating to others. The TEACCH approach works with existing strengths and emerging skill areas rather than areas of weakness. The sponsor school has placed considerable emphasis on the use of TEACCH and this will be replicated within The Mendip School. To this end all staff within the Mendip School will receive appropriate initial and ongoing professional development in the approach. The sponsor school has been rated as 'outstanding' at the last two full Ofsted inspections and are clear that a major contributing factor in these outcomes has been the implementation of TEACCH approaches. The school will also make use of Applied Behaviour Analysis (ABA) for some specifically

identified pupils with complex and challenging behaviours. The sponsor school provides an outreach centre for a Master's Degree on ABA from Bangor University.

TEACCH principles and practices can be blended with ABA strategies where appropriate – as happens in the sponsor school. The Mendip School will utilise a range of proven strategies as research and experience has proved that a core principle of core practice in autism education is to “embed specialist evidence-informed approaches in quality-first teaching practice.” (What is Good Practise in Autism Education, CRAE 2011)

The Mendip School is looking to offer its pupils a learning experience that is recognisably similar to that found in mainstream schools but is appropriately differentiated and modified in its delivery to meet the individual needs of its pupils. The school will ensure that it does not generate a curriculum that would make pupils feel substantially different from their mainstream peers or find it difficult to be included within their own community, particularly on leaving to take up their place in adult life. In addition most pupils will join the school from a mainstream school and it is important that these new entrants can recognise similarities with their previous school in order to support a smooth transition into The Mendip School.

Curriculum Model

The Mendip School will follow the national curriculum which will provide a broad, balanced and flexible approach. The Mendip School will be mindful of pedagogical research and new cutting edge techniques used to enhance learning. The sponsor school is part of the Complex Learning Difficulties and Disabilities Research Project; (CLDD- DFE) the projects aim is to develop meaningful pathways to personalised learning.

The delivery of the curriculum and the pedagogy used to deliver the curriculum at each Key Stage is detailed below. All pupils will be a member of a tutor group. Tutor groups will vary in size from six to ten pupils depending upon age and stage of development. All teaching at EYFS KS1/2 will be delivered through tutor groups. At KS3 the majority of the curriculum will be delivered through tutor groups creating consistency for pupils, some non-core subjects including science will be delivered by specialists, particularly to the more able. With the exception of those pupils with more severe ASD there will be more emphasis upon options and subject delivery by specialist teachers at Key stage 4.

Advantage will be taken to broaden the range of options on offer at KS4 and KS5 through enabling pupils to choose options delivered at the sponsor school. This will be a reciprocal arrangement and could result in pupils or staff moving between sites. FE college programmes will also be considered as opportunities to offer additional options to meet individual or small group needs.

Due to the relatively small school pupil population it is envisaged that there will be variation of numbers and abilities year on year. Consequently the school will respond to these variations by adopting a flexible approach to the composition and size of

teaching groups, e.g. over time a subject may be organised by year group, Key Stage, and/or ability.

This approach embraces the school’s vision through accommodating a broad range of age, ability and individual need. The curriculum model will be designed to include sufficient challenge through content and mode of delivery to ensure pupils make outstanding progress and are prepared for the adult world. The most recent Ofsted of the sponsor school identifies that ‘Vocational and academic accreditation at the end of Key Stage 4 are outstanding and equip pupils exceptionally well for starting out on relevant pathways to support them in finding employment’.

Through an explicit focus on employment and further education as expectations for all pupils from a young age among staff, pupils and parents, young people will have high yet realistic aspirations. This has been an evolutionary experience at the sponsor school and The Mendip School will start with these high aspirations for its pupils. The ethos, curriculum and community links of the Mendip School will combine to ensure such outcomes.

Curriculum Content and Organisation of Learning

The Mendip School curriculum will in the main reflect the curriculum currently delivered at Fosse Way School, the sponsor school, as this has been developed successfully to enable pupils with ASD and SLCN to make outstanding progress. The curriculum is based on the National Curriculum and differentiated to meet individual needs, this being of particular significance as children attending The Mendip School will frequently encounter a number and range of barriers to learning that include, varied and relatively low levels of; independence, social, behaviour, language and communication skills. There is evidence within the most recent Ofsted report of the sponsor school that this curriculum model will overcome these learning barriers, “This is an outstanding school at the cutting edge of pioneering initiatives to remove barriers to learning and development for pupils with learning difficulties and/or disabilities”. Each subject taught at the Mendip School will have a specific scheme of work detailing how the subject will be delivered. The overall curriculum offer will be the same for all pupils at the school. However, as identified the curriculum will be individualised according to needs.

Example of a high and a low functioning pupil’s day at the Mendip School in a Key stage 2 or 3 class.

High Functioning Pupil

8.55-9.05			10.35 - 10.50			12.20-1.00			3.00 - 4.30
Register/Tutor	English	Maths	Break	Science	Social Skills	LUNCH	Design Technology	Design Technology	AFTER SCHOOL ACTIVITY
	S.A.L.T Group								

Low Functioning Pupil

8.55-9.05				10.35-10.50		12.20-1.00			3.00 - 4.30
Register/Tutor	Individual SALT	Functional English	Maths in the Community	BREAK	Food Tech	LUNCH	Hydro/Physio Occupational Therapy	ICT	AFTER SCHOOL ACTIVITY

To supplement the skills and expertise of school staff other professionals such as speech and language therapists will be engaged in order to support pupil learning. More information can be found at the end of this section. The school will incorporate enrichment activities to support learning, lunch and break time clubs as well as after school and holiday schemes. Residential experiences will be offered at KS3, KS4 and Post 16. More information can be found at the end of this section.

The Mendip School will provide a TEACCH-inspired environment with TEACCH structured teaching practices and ABA strategies that can be incorporated into individual pupil interventions if necessary. This innovative practice has been in operation at the sponsor school with significant successes. For example, a pupil may have TEACCH structured Teaching, a Visual Schedule or a work system in a TEACCH based environment. This can be combined with specific ABA strategies, targeting a reduction in frequency of a specific behaviour using a token board or promise procedures, with communication using PECS. Such a blended approach is in operation at the sponsor school and is regarded as one of 10 core principles of good practice in autism education (CRAE 2011)

Summary of whole school curriculum plan.

Stage	Age Range	Break down of year	Taught in Tutor Groups	Taught by Specialists
EYFS/ KS1	EYFS Year 1 Year 2	Different theme each term to include PSED, CL, L, M, U of W, EAD and PD	100%	
KEY STAGE 2	Year 3 Year 4 Year 5 Year 6	Different theme each term to include all National Curriculum subjects and RE	100%	
KEY STAGE 3	Year 7 Year 8	Different theme each term to include all National Curriculum subjects.	60%	40%
KEY STAGE 4	Year 9	Range of NC and vocational	40%	60%
	Year 10 Year 11	Range of National curriculum subjects making up 60% of curriculum and Vocational and Options making up 40%.		100%
Post 16	Year 12 Year 13 Year 14	A variety of accredited course offered as well as independent travel and use of the community	100%	

Early Years Foundation Stage and Key Stage 1

Early Years and Year 1 and Year 2 children will follow the Early Years Foundation Stage (EYFS) curriculum. (Those children who successfully complete EYFS during KS1 will progress onto the National Curriculum). This means that all learning will be delivered through the following strands:-

- Personal Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design
- Physical Development

Termly themes such as ‘Ourselves’ provide a focus for the child’s learning over a four year period and a vehicle for delivery of the curriculum. Within each theme there will be a focus on one particular EYFS strand as identified in the table below

The Four Year Cycle of Curriculum Themes

EYFS & KS1 4 YEAR CYCLE						CURRICULUM MODEL 1
	AUTUMN		SPRING		SUMMER	
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YEAR 1	OURSelves	SHAPE	TOYS	HOMES	COLOURS	MINI- BEASTS
	<i>PERSONAL SOCIAL and EMOTIONAL DEV.</i>	<i>MATHEMATICS</i>	<i>UNDERSTANDING OF THE WORLD</i>	<i>UNDERSTANDING OF THE WORLD</i>	<i>EXPRESSIVE ARTS AND DESIGN</i>	<i>UNDERSTANDING OF THE WORLD</i>
YEAR 2	OURSelves	JOURNEY	PETS	PEOPLE WHO KNOW US	GROWING AND CHANGING	SEASIDE
	<i>PERSONAL SOCIAL and EMOTIONAL DEV.</i>	<i>LITERACY</i>	<i>UNDERSTANDING OF THE WORLD</i>	<i>UNDERSTANDING OF THE WORLD</i>	<i>UNDERSTANDING OF THE WORLD</i>	<i>EXPRESSIVE ARTS AND DESIGN</i>
YEAR 3	OURSelves	LIGHT & DARK	SCHOOL	WEATHER	OPPOSITES	CLOTHES
	<i>PERSONAL SOCIAL and EMOTIONAL DEV.</i>	<i>UNDERSTANDING OF THE WORLD</i>	<i>PERSONAL SOCIAL and EMOTIONAL DEV.</i>	<i>UNDERSTANDING OF THE WORLD</i>	<i>MATHEMATICS</i>	<i>EXPRESSIVE ARTS AND DESIGN</i>
YEAR 4	OURSelves	BOOKS	FAIRYTALES	KEEPING HEALTHY	SOUNDS	HOLIDAYS
	<i>PERSONAL SOCIAL and EMOTIONAL DEV.</i>	<i>LITERACY</i>	<i>LITERACY</i>	<i>UNDERSTANDING OF THE WORLD, PSED, PHYSICAL DEVELOPMENT</i>	<i>UNDERSTANDING OF THE WORLD</i>	<i>EXPRESSIVE ARTS AND DESIGN</i>

The Early Years Foundation Stage curriculum creates a structure that enables children to work through the various strands at an individual pace. Barriers to learning result in the majority of children not meeting the early learning goals by the end of the Reception Year. Consequently the early learning goals will be continued

into Year 1 and 2. Those children meeting the expected early learning goals will follow the Key Stage 1 curriculum.

The curriculum will be structured into a four year rolling programme of topics, delivering the above themes through Nursery, Reception Year, Year 1 and Year 2.

The curriculum will be supported by a wide range of enrichment activities (details can be found at the end of the section) including off site visits, and visits to the school by a variety of organisations e.g. visiting drama groups, animation and film projects, and art projects with visiting artists.

EYFS and Key Stage 1 curriculum is supplemented by specific activities for example; 'Food is Fun' which is a programme designed to encourage children to broaden their food choices.

Key Stage 2

The curriculum is structured through adopting a four year cycle of themes.

The Four Year Cycle of Curriculum Themes

KS2 4 YEAR CYCLE						Curriculum Model 2
	AUTUMN		SPRING		SUMMER	
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YEAR 1						
	NATURAL DISASTERS	CHRISTMAS	FILM	PASSPORT	TRIBES	SPORTS
YEAR 2						
	CHILDRENS GAMES	FESTIVALS	STARWARS	MUSICAL	JUNGLE BOOK	WEIRD SCIENCE
YEAR 3						
	FAMOUS BOOKS	CHRISTMAS	CARTOONS	FAMOUS PEOPLE	EXPLORERS	SUPER MARIO
YEAR 4						
	TRANSPORT	CHRISTMAS	UNDER THE SEA	HORRID HISTORY	DINOSAURS	DISNEY

An example of the detail within one year of the KS2 four year cycle

KS2 Year 4 of Cycle						
	Key Stage 2					
Subject	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Topic	Transport	Christmas	Under The Sea	Horrid History	Dinosaurs	Disney
Creative Arts	Art - Graphic Word Art. Transport – Exploring Sound Sources	Art - Designing Christmas cards; exploring patterns (repeat printing, wrapping papers). Traditional songs, drama, performance skills	Art - Drawing and painting sea creatures, creating layered tissue paper collage. Under the Sea – Exploring rounds	Art - Portraits through history; designing and making creative paper 'costumes'. Horrid History – Exploring musical processes	Art - Looking at skeletons + fossils; creating cardboard relief skeletons for dinosaurs; taking rubbings and printing. Dinosaurs – Exploring rhythm and pulse	Art - Looking at storyboards to narrate a story; developing into comic strips. A Bug's Life - using instruments and our bodies to tell a story. Television – Exploring melodies and scales
Design Technology	Controllable Vehicles	Pastry Shapes	Submarines!	Make foods from periods of History/Money containers	Moving Monsters	Puppets
English	Playscripts	Letters Written for a Range of Purposes	Poems Based on Observations and the Senses	Traditional Stories: Focus Fairy Tales	Different Stories by the Same Author	Instructions Including Non-Chronological Reports
French	All Aboard	Pocket Money	Tell me a Story	Our Sporting Lives	Carnival of the Animals	What's the Weather Like International Week
Humanities	Transport (Geography)	Festivals (RE)	Under the sea (Geography)	Ancient Greece (RE & History)	Dinosaurs (History & Geography)	Television (History)
ICT	Communicating Information; Using ICT, Using data & information, text and graphics, Video and sound	Communicating Information; Using ICT, Using data & information, text and graphics, Video and sound	Communicating Information; Making a leaflet, spread sheets, Modelling, Use of internet	Communicating Information; Making a leaflet, spread sheets, Modelling, Use of internet	Handling Data; Control and monitoring	Handling Data; Control and monitoring
Maths	Number. Addition and Subtraction. Multiplication and Division.	Money. Time	Length. Mass	Size. Temperature. Capacity.	2D and 3D Shapes. Position. Number.	Money. Data Handling.
PE	Invasion Games, Swimming activities and Water safety. Hydrotherapy	Gymnastic Activities, Swimming activities and Water safety. Hydrotherapy	Dance activities, Swimming activities and Water safety. Hydrotherapy	Net Wall and Target Games, Swimming activities and Water safety . Hydrotherapy	Athletic activities, Swimming activities and Water Safety. Hydrotherapy	Striking and Fielding games, Swimming activities and Water Safety. Hydrotherapy
PSHE	Good to be me	Respect for property/local democracy	Relationships	Safety in the home (including e safety)	Changes	Keeping Healthy Y6: Puberty/Sex Education
Science	Grouping and classifying materials	Food/teeth and claws. Forces and motion	Separating materials	Sound	Health	The environment

The thematic approach to the curriculum supports children in making links and connections in their knowledge and skills through learning in practical and hands on

experiences. This approach better accommodates children facing a range of learning barriers by enabling them to utilise different learning styles and preferences.

Children will have access to the full range of subjects within the National Curriculum including Religious Education. The specific themes create a framework through which subject areas are delivered in a four year programme during Years 3, 4, 5 and 6. The curriculum will incorporate regular swimming, Food Technology, horse riding and sensory sessions.

All pupils will be considered as individuals and individual learning activities are planned that reflect a pupil's abilities and specialist needs.

The curriculum would be supported to school by a wide range of enrichment activities including off site visits, and visits by a variety of different organisations. There would also be opportunities for inclusion with mainstream peers and 'dual placements' with mainstream primary schools.

Year 6 pupils will be entered for statutory level 3-5 end of key stage tests and Level 6 where appropriate.

Year 1 pupils will have the phonics screening check and children in year 2 who previously didn't meet the standards of the check in year 1

Key Stage 3

Key stage 3 will comprise of students in Year 7 and Year 8 and will cover all National Curriculum subjects. The core subjects will be delivered as discrete subjects, the other subjects will be delivered as part of a thematic curriculum (see timetable below) focussed on developing six Personal, Learning and Thinking Skills (PLTS) over a 2 year cycle. The six PLTS are;

- Independent Enquirers
- Creative Thinkers
- Reflective Learners
- Team Work
- Self-Management
- Effective Participators

Gaining these key skills enables pupils to achieve their intended learning goals and consequently improves self-esteem and behaviour.

A range of criteria (academic ability, communication and social interaction skills, specific SEN) will be utilised to create teaching groups. This approach creates opportunities for students to learn together in a number of different student groupings creating greater opportunities to interact socially and improve social skills.

Handwriting, spelling, reading and elements of mathematics also create barriers to learning for a significant number of students. Intervention groups will be created to focus on developing these skills through structured learning programmes.

Intervention groups currently in place in the sponsor school include:

Literacy – ICT based phonics and spelling packages (e.g. 'Nessy').

Structured phonics – A programme to accelerate learning of phonological language (Alpha to Omega). Pupils identified in conjunction with a specialist teacher for specific learning difficulties.

Synthetic Phonics - A programme called ‘Sounds Write’

Handwriting – ‘Speed Up’ scheme aimed at pupils who need to speed up their writing. This will be delivered in collaboration with an occupational therapist.

Guided reading – provides age appropriate reading for pupils from P8 – L5.

Numeracy - Numicon- a multi-sensory approach to problem solving that raises achievement across all ability levels.

Students will spend at least 60% of their timetable with their class teacher and will be taught in their tutor base to create a safe and secure environment.

The Two Year Cycle of Curriculum Themes

	Autumn		Spring		Summer	
Cycle	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Topic: My Space <u>Humanities focus:</u> My life, my place and my beliefs. <u>Art Focus:</u> Self-portraits. <u>DT/FT Focus:</u> My moving face. <u>Music Focus:</u> My talent. <u>MFL Focus:</u> Ma Famille. <u>PE Focus:</u> Invasion games. <u>ICT Focus:</u> My one page profile. <u>PSHE Focus:</u> My feelings. <u>Vocational:</u> Career exploration. Core Focus: <u>Maths:</u> Number <u>English:</u> Leaflets and Brochures <u>Science:</u> Habitats</p>	<p>Topic: Let’s Celebrate! <u>Humanities focus:</u> Festivals. <u>Art Focus:</u> Sculptures. <u>DT/FT Focus:</u> Decorations. <u>Music Focus:</u> The Xmas Factor. <u>MFL Focus:</u> French celebrations. <u>PE Focus:</u> Invasion games/swimming. <u>ICT Focus:</u> Collaborative working <u>PSHE Focus:</u> Celebration feelings. <u>Vocational:</u> Enterprise Core Focus: <u>Maths:</u> Money/time <u>English:</u> Information text <u>Science:</u> Light and sound</p>	<p>Topic: Transport <u>Humanities focus:</u> Top Trumps. <u>Art Focus:</u> Vehicle movement. <u>DT/FT Focus:</u> Gliders. <u>Music Focus:</u> Interactive music map. <u>MFL Focus:</u> Transport. <u>PE Focus:</u> Net/wall games. <u>ICT Focus:</u> Data collection. <u>PSHE Focus:</u> Changes. <u>Vocational:</u> Money management. Core Focus: <u>Maths:</u> Length/mass <u>English:</u> Children’s fiction <u>Science:</u> Variation</p>	<p>Topic: Amazon Adventure <u>Humanities focus:</u> Rivers. <u>Art Focus:</u> Leaf embroidery. <u>DT/FT Focus:</u> South American food. <u>Music Focus:</u> Amazon music. <u>MFL Focus:</u> Greetings. <u>PE Focus:</u> Target games/swimming. <u>ICT Focus:</u> Internet research. <u>PSHE Focus:</u> Rainforest challenge. <u>Vocational:</u> Local employers. Core Focus: <u>Maths:</u> Capacity/number <u>English:</u> Drama <u>Science:</u> Materials</p>	<p>Topic: Discoveries and Inventions <u>Humanities focus:</u> The best invention. <u>Art Focus:</u> Voyage of Discovery. <u>DT/FT Focus:</u> Solar power/food inventions. <u>Music Focus:</u> Composition. <u>MFL Focus:</u> Letters. <u>PE Focus:</u> Athletics <u>ICT Focus:</u> Control and monitoring. <u>PSHE Focus:</u> Bullying. <u>Vocational:</u> Self-development. Core Focus: <u>Maths:</u> Shape and space <u>English:</u> Diaries <u>Science:</u> Forces and motion</p>	<p>Topic: The Olympics <u>Humanities focus:</u> Olympic fever. <u>Art Focus:</u> Modelling. <u>DT/FT Focus:</u> Healthy foods. <u>Music Focus:</u> Anthems. <u>MFL Focus:</u> Sports. <u>PE Focus:</u> Striking and fielding <u>ICT Focus:</u> Data handling. <u>PSHE Focus:</u> Ethnic identity. <u>Vocational:</u> Transition Core Focus: <u>Maths:</u> Money/data handling <u>English:</u> Classic poetry <u>Science:</u> How science works</p>
Year 2	<p>Topic: World of work <u>Humanities focus:</u> Jobs in my locality. <u>Art Focus:</u> Tools of the trade. <u>DT/FT Focus:</u> Carpentry. <u>Music Focus:</u> Musical express.</p>	<p>Topic: Enterprise <u>Humanities focus:</u> Soap enterprise. <u>Art Focus:</u> Money, money, money. <u>DT/FT Focus:</u> Packaging for soap. <u>Music Focus:</u> Musical express. <u>MFL Focus:</u> En</p>	<p>Topic: Famous people <u>Humanities focus:</u> Legacies. <u>Art Focus:</u> Famous portraits. <u>DT/FT Focus:</u> Famous chefs. <u>Music Focus:</u> Famous</p>	<p>Topic: Beliefs <u>Humanities focus:</u> Comparing beliefs across religions. <u>Art Focus:</u> Religious paintings. <u>DT/FT Focus:</u> Light source. <u>Music Focus:</u> Songs from religion.</p>	<p>Topic: Green <u>Humanities focus:</u> Pollution. <u>Art Focus:</u> Green art. <u>DT/FT Focus:</u> Recyclable materials/food packaging. <u>Music Focus:</u></p>	<p>Topic: Around the world <u>Humanities focus:</u> Flags and capitals. <u>Art Focus:</u> World styles <u>DT/FT Focus:</u> Food from around the world. <u>Music Focus:</u> World</p>

<p><u>MFL Focus:</u> C'est Parti</p> <p><u>PE Focus:</u> Swimming/invasion.</p> <p><u>ICT Focus:</u> Basic skills.</p> <p><u>PSHE Focus:</u> Children's rights.</p> <p><u>Vocational:</u> Career exploration.</p> <p>Core Focus:</p> <p><u>Maths:</u> Number</p> <p><u>English:</u> Shakespeare</p> <p><u>Science:</u> Keeping healthy</p>	<p>Famille. <u>PE Focus:</u> Health and fitness.</p> <p><u>ICT Focus:</u> Spreadsheets. <u>PSHE Focus:</u> Looking after money. <u>Vocational:</u> Enterprise</p> <p>Core Focus:</p> <p><u>Maths:</u> Money/time</p> <p><u>English:</u> Myths and legends</p> <p><u>Science:</u> Separating materials</p>	<p>composers.</p> <p><u>MFL Focus:</u> Chez moi.</p> <p><u>PE Focus:</u> Gymnastics.</p> <p><u>ICT Focus:</u> Database</p> <p><u>PSHE Focus:</u> Good to be me.</p> <p><u>Vocational:</u> Local employers.</p> <p>Core Focus:</p> <p><u>Maths:</u> Length/mass</p> <p><u>English:</u> Newspapers</p> <p><u>Science:</u> Earth and beyond</p>	<p><u>MFL Focus:</u> Comme d'habitude</p> <p><u>PE Focus:</u> Dance/target games.</p> <p><u>ICT Focus:</u> Internet research.</p> <p><u>PSHE Focus:</u> Beliefs.</p> <p><u>Vocational:</u> Self-development.</p> <p>Core Focus:</p> <p><u>Maths:</u> Capacity and number</p> <p><u>English:</u> Children's authors</p>	<p>Stomp!</p> <p><u>MFL Focus:</u> Une Journee.</p> <p><u>PE Focus:</u> Swimming/athletics</p> <p><u>ICT Focus:</u> CoDu.</p> <p><u>PSHE Focus:</u> A better planet.</p> <p><u>Vocational:</u> Money management.</p> <p>Core Focus:</p> <p><u>Maths:</u> Shape and space</p> <p><u>English:</u> Fantasy worlds</p> <p><u>Science:</u> Grouping and class</p>	<p>music.</p> <p><u>MFL Focus:</u> Comment d'habitude.</p> <p><u>PE Focus:</u> Striking and fielding.</p> <p><u>ICT Focus:</u> 2Simple flags.</p> <p><u>PSHE Focus:</u> Cyberbullying.</p> <p><u>Vocational:</u> Choices.</p> <p>Core Focus:</p> <p><u>Maths:</u> Money/data handling</p> <p><u>English:</u> Modern poetry</p> <p><u>Science:</u> Electricity</p>
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An example of the detail within one year of the KS3 two year cycle

Key Stage	APPENDIX 3					
KS3 YEAR 1 OF CYCLE	YR 7 / 8					
Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme (Incorporating Art, Music, French, DT, Music, Humanities, PSHE, ICT) Work in progress.	MY SPACE	LET'S CELEBRATE!	TRANSPORT	AMAZON ADVENTURE	DISCOVERIES AND INVENTIONS	OLYMPICS
Art	Looking at Portraits in art; self-portrait painting; Pop Art.	Different culture's festivals/carnivals, Spanish 'falles' sculptures; Expressionism; sculptural cakes and candles.	Designing crazy transport; Futurism; 'Whacky Races' model-making.	Amazon Adventure	Discoveries and inventions	Olympics
Design Technology	My animated Face/My Favourite foods	Celebration foods/Wooden Christmas Decorations	Transport	Amazon Adventure	Discoveries and inventions	Olympics
English	Media: Leaflets and Brochures	Original Writing: to Inform and Explain	Reading: Long Established Children's Fiction	Drama: Recent and Contemporary	Non-fiction: Diaries	Classic Poetry
French	All about me	Let's celebrate!	Transport	Amazon Adventure	Discoveries and inventions	Olympics International Week
Humanities	My space	Let's celebrate!	Transport	Amazon Adventure	Discoveries and inventions	Olympics
ICT	My Space	Let's Celebrate!	Transport	Amazon Adventure	Discoveries and inventions	Olympics
Maths	Number. Addition and Subtraction. Multiplication and Division.	Money. Time	Length. Mass	Size. Temperature. Capacity.	2D and 3D Shapes. Position. Number.	Money. Data Handling.
Music	My Space – Exploring our interests and personal strengths	Let's celebrate – Learning to perform together, exploring music related to traditional festivals	Transport – Exploring sound sources and sound effects	Amazon Adventure	Discoveries and inventions	Olympics

PE	Invasion Games - Rugby, Football, Hockey, Basketball. Circuits. Swimming Activities and Water safety	Gymnastic Activities. Physical Activity, Golden Mile, Wake and Shake, Take 10, Bikes, FUN's	Net/ Wall games - Badminton, polybat, Table Cricket, Volleyball. Swimming Activities and Water safety.	Target Games - Boccia, Kurling, Bowling. Physical Activity, Dance	Athletic Activities and Swimming and Water Safety	Striking and Fielding Activities eg Cricket, Rounders, T Ball, Baseball etc and Tennis
PSHE	Learning about me	Let's celebrate!	Keeping Safe - including e safety	Debating a global issue. World peace.	Keep on learning	Healthy Living - including sex education
Science	Keeping Healthy	Light and Sound	Variation	Changing materials and properties	Forces and Motion	How Science works
Vocational	Career Exploration	Enterprise	Money Management	Local Employers/ Local Travel	Self Development	Risk/ Choices

Key Stage 4

Key Stage 4 will comprise of students in years 9, 10 and 11. This model is appropriate to our expected pupil cohort since it encompasses a range of accredited courses that reflect a variety of learning styles and academic capabilities. Students will obtain accreditation appropriate to their individual needs.

Ensuring that students are taught by their tutors for at least 40% of the time during year 9 will provide them with a high level of consistency while providing the experience of being taught by subject specialists for part of their weekly timetable. The majority of students in Y10 and Y11 will be taught by subject specialists rather than their tutor.

All students at KS4 will study a core range of national curriculum subjects making up 60% of their timetable.

All students will be able to opt for subjects of particular interest in KS4 which will make up 40% of their timetable. Part of this will be aimed at the development of vocational skills and students will be able to choose one of the following vocational pathways, such as Land Based, Practical Skills, Hair and Beauty, Hospitality and Creative Media.

Where appropriate a close association with the sponsor school would allow students to have a broad range of options. This could include using staff expertise such as a specialist performing arts teacher or the specialist teaching accommodation such as food and design technology or the swimming pool.

There would be a choice of 'learning pathways' at KS4, aimed at personalising the individual learning experience for each student. Decisions regarding the final choice of pathway for each student are arrived at through consultations involving the student, parents and school staff.

A – This pathway is for students working at P levels and up to and including National Curriculum Level one. It offers a broad range of experiences to students and is

aimed at supporting them in the transference of skills learnt in one environment to their lives as a whole. There is a strong focus on independence, life and work skills.

B – This pathway is designed so that students working at National Curriculum level 2 and above can specialise and study some subjects in more depth. Students go on to gain appropriate accredited qualifications in their chosen subjects. The students work on two options a week and these are selected from Art, Performing Arts, Sport and Leisure, International studies and Humanities.

All students will have the opportunity to gain experience of work either through block placements or individual days throughout the year. Alternatively, students may gain experience of work through enterprise activities within the school and through the vocational curriculum.

Timetable Year 9 (Pathway B)

Key Stage 4	YEAR 9					
Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Original Writing. To imagine and Explore	Non-Fiction: Biographies and Letters	Reading and Writing Playscripts	Persuasive Writing - Advertising	Reading: Poetry by recent and Contemporary Poets	Texts from a Variety of Cultures and Traditions
Maths	Number and Calculation	Time and Date	Measures- capacity, length and weight.	Area and perimeter	Addition and subtraction	Maths investigations and application
Science	Exploring Senses / Body Parts	Light / The Heart	Food Drink and Exercise / The Lungs	Changing / Health	Food, Teeth and Claws / Forces & Motion	Life Cycles and Growth / Further afield
ICT	Entry Level ECDL, Digital Cre8or Communicating Information; Using ICT, Using data & information, text and graphics, Video and sound Licence to Cook assessment	Entry Level ECDL, Digital Cre8or Communicating Information; Using ICT, Using data & information, text and graphics, Video and sound Licence to Cook assessment	Entry Level ECDL, Digital Cre8or Communicating Information; Making a leaflet, spread sheets, Modelling, Use of internet Licence to Cook assessment	Entry Level, ECDL, Digital Cre8or Communicating Information; Making a leaflet, spreadsheets,Modelling, Use of internet Licence to Cook assessment	Entry Level ECDL, Digital Cre8or Handling Data; Control and monitoring Licence to Cook assessment	Entry Level ECDL, Digital Cre8or Handling Data; Control and monitoring Licence to Cook assessment
PE	Invasion Games (Rugby, Football, Hockey, Basketball) Circuits. Gymnastic Activities	Swimming Activities and Water Safety, Health and Fitness/ Circuits	Net/Wall Games (Badminton, Volleyball,Polybat, Table Cricket). Target Games (Boccia, New Age Kurling, Bowling)	Swimming Activities and Water Safety, Invasion Games (Rugby, Football, Hockey, Basketball)	Athletic Activities, Striking and Fielding Activities (Cricket, Rounders, T Ball)	Swimming Activities and Water Safety, Tennis
PSHE	Personal Identities	Feelings	Healthy Lifestyles	Risk	Relationships	Diversity
Focus Days		St. Joseph's day & 'Las fallas' (a Spanish festival)	Elizabeth Fry - social reformer (and her Quaker beliefs)		Different creation stories	Humanities, Modern Foreign Languages -International Week
Design Technology or	Photo frames, Keyrings. CAD/CAM. Health and Safety	Photo frames, Keyrings. CAD/CAM. Health and Safety	Working with metals Jewellery making. Cadcam moulds. Health and safety	Working with metals Jewellery making. Cadcam moulds. Health and safety	Working with Wood (Desk tidy) Mini enterprise Hygiene and Safety	Working with Wood (Desk tidy) Mini enterprise Hygiene and Safety
Food Technology		Licence to cook Units 1-10 Diet and Nutrition		Licence to cook Units 11-16 Diet and Nutrition		Licence to cook Units 11-16 Wise Food Shopping
Art	Exploring Portraits and Expressionism	Exploring Portraits and Expressionism	Exploring Portraits and Expressionism	Investigating Cubism	Investigating Cubism	Investigating Cubism
International Studies	International Award - International awareness, Visits and Exchange, Cultural Activity, Global Issue and /or Independent Project Work	International Award - International awareness, Visits and Exchange, Cultural Activity, Global Issue and /or Independent Project Work	International Award - International awareness, Visits and Exchange, Cultural Activity, Global Issue and /or Independent Project Work	International Award - International awareness, Visits and Exchange, Cultural Activity, Global Issue and /or Independent Project Work	International Award - International awareness, Visits and Exchange, Cultural Activity, Global Issue and /or Independent Project Work	International Award - International awareness, Visits and Exchange, Cultural Activity, Global Issue and /or Independent Project Work
Performing Arts	Performing Arts Skills Development - Initial Skills audit	Performing Arts Skills Development - Basic Skills	Performing Arts Project work (based on internally set briefs)	Performing Arts Project work (based on internally set briefs)	Performing Arts Project work (based on internally set briefs)	Performing Arts Project work (based on internally set briefs)
Sport & Leisure	Duke of Edinburgh Award - Physical, Skills, Volunteering, Expedition	Duke of Edinburgh Award - Physical, Skills, Volunteering, Expedition	Duke of Edinburgh Award - Physical, Skills, Volunteering, Expedition	Duke of Edinburgh Award - Physical, Skills, Volunteering, Expedition	Duke of Edinburgh Award - Physical, Skills, Volunteering, Expedition	Duke of Edinburgh Award - Physical, Skills, Volunteering, Expedition
Humanities	Coasts	Tourism	Tropical rainforests	The Home Front (WW2)	Energy	The Cuban Missile Crisis
Vocational	Life Skills, Work Skills		Life Skills, Work Skills		Life Skills, Work Skills	

Timetable Year 10 (Pathway B)

KS4	YEAR 10					
Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Entry Level: Leisure GCSE: Writing Magazine Articles and Presenting Speeches	Entry Level: Reading for Pleasure GCSE : Understanding Creative Texts: 'Of Mice and Men'.	Entry Level: Media GCSE: Producing Creative Texts	Entry Level: Drama GCSE: Producing Creative Texts - Prompts and Recreations	Entry Level: Story-Telling GCSE: Producing Creative Texts: Moving Images	Entry Level: Information GCSE: Producing Creative Texts - Me, Myself I
Maths	Entry Level / GCSE	Entry Level / GCSE	Entry Level / GCSE	Entry Level / GCSE	Entry Level / GCSE	Entry Level / GCSE
Science	Evolution and Environment: competition adaptation and pollution Oils; uses of crude and plant oils	Evolution and Environment: competition adaptation and pollution Oils; uses of crude and plant oils	Earth and Atmosphere: changes past, present and future Energy Transfer: how energy is transferred	Earth and Atmosphere: changes past, present and future Energy Transfer: how energy is transferred	Electrical Energy: generation of electricity and useful electrical devices Radiation and the Universe; uses and hazards of e-m waves and radioactive emissions	Electrical Energy: generation of electricity and useful electrical devices Radiation and the Universe; uses and hazards of e-m waves and radioactive emissions
ICT	Entry Level ECDL, Digital Cre8or Modelling.	Entry Level ECDL, Digital Cre8or Modelling.	Entry Level ECDL, Digital Cre8or Applications & Effects.	Entry Level ECDL, Digital Cre8or Applications & Effects.	Entry Level ECDL, Digital Cre8or Consolidation and Revision	Entry Level ECDL, Digital Cre8or Consolidation and Revision
PE	Invasion Games (Rugby, Football, Hockey, Basketball) Circuits. Swimming Activities and Water Safety	Target Games (Boccia, Kurling, Bowling)	Net/Wall Games (Badminton, Volleyball, Table Tennis, Tennis). Swimming Activities and Water Safety.	Health and Fitness Circuits, Invasion Games (Rugby, Football, Hockey, Basketball)	Athletic Activities, Swimming Activities and Water Safety	Striking and Fielding Activities, Tennis
PSHE	Personal Identities	Feelings	Healthy Relationships	Risk	Relationships	Diversity
Focus Days		St. Joseph's day & 'Las fallas' (a Spanish festival)	Elizabeth Fry - social reformer (and her Quaker beliefs)		Different creation stories	Humanities, MFL-INTERNATIONAL WEEK
Design Technology	Health and Safety. Evaluating Existing Products	Using colour in design. Packaging design	Container in Wood	Acrylic Object. 2D and 3D drawing	Designing and making a fabric container	Introduction to product design GCSE
Food Technology	Health and Safety. Evaluating Existing Products	Characteristics of Food	Designing a Healthy Snack	Food Hygiene certificate	Systems and control	Life skills cookery - Vegetables
Art	Exploring Portraits and Expressionism	Exploring Portraits and Expressionism	Exploring Portraits and Expressionism	Investigating Cubism	Investigating Cubism	Investigating Cubism
International Studies	International Award - International awareness, Visits and Exchange, Cultural Activity, Global Issue and /or Independent Project Work	International Award - International awareness, Visits and Exchange, Cultural Activity, Global Issue and /or Independent Project Work	International Award - International awareness, Visits and Exchange, Cultural Activity, Global Issue and /or Independent Project Work	International Award - International awareness, Visits and Exchange, Cultural Activity, Global Issue and /or Independent Project Work	International Award - International awareness, Visits and Exchange, Cultural Activity, Global Issue and /or Independent Project Work	International Award - International awareness, Visits and Exchange, Cultural Activity, Global Issue and /or Independent Project Work
Performing Arts	Performing Arts Skills Development - Initial Skills audit	Performing Arts Skills Development - Basic Skills	Performing Arts Project work (based on internally set briefs)	Performing Arts Project work (based on internally set briefs)	Performing Arts Project work (based on internally set briefs)	Performing Arts Project work (based on internally set briefs)
Sport & Leisure	Duke of Edinburgh Award - Physical, Skills, Volunteering, Expedition	Duke of Edinburgh Award - Physical, Skills, Volunteering, Expedition	Duke of Edinburgh Award - Physical, Skills, Volunteering, Expedition	Duke of Edinburgh Award - Physical, Skills, Volunteering, Expedition	Duke of Edinburgh Award - Physical, Skills, Volunteering, Expedition	Duke of Edinburgh Award - Physical, Skills, Volunteering, Expedition
Humanities	Coasts	Tourism	Tropical rainforests	The Home Front (WW2)	Energy	The Cuban Missile Crisis
Vocational	Land Based Skills, or, Construction, or Hair and Beauty, Hospitality		Land Based Skills, Construction, Hair and Beauty, Hospitality		Land Based Skills, or, Construction, or Hair and Beauty, or Hospitality	

Timetable Year 11 (Pathway B)

Key Stage	KS4 YEAR 11					
Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Curriculum Model 4b Term 6
English	Entry Level: Leisure GCSE: Shakespeare - Macbeth	Entry Level: Thematic Study GCSE: Poetry	Entry Level: Reading for Pleasure GCSE: Writing from Personal Experience	Entry Level: Information GCSE: Moving Images	Entry Level: Drama GCSE: Exam Preparation	Entry Level: Media GCSE: Exams / Transactional Life Skills
Maths	Entry Level / GCSE	Entry Level / GCSE	Entry Level / GCSE	Entry Level / GCSE	Entry Level / GCSE	Entry Level / GCSE
Science	Entry Level. Oils: uses of crude and plant oils GCSE - Biology and coursework	Entry Level. Oils: uses of crude and plant oils GCSE - Physics and coursework	Entry Level. Energy Transfer: how energy is transferred and efficiency GCSE Biology/Chemistry	Entry Level. Energy Transfer: how energy is transferred and efficiency GCSE Physics	Entry Level - Radiation and the Universe: uses and hazards. e-m waves and radioactive emissions GCSE - Chemistry	Entry Level - Radiation and the Universe: uses and hazards. e-m waves and radioactive emissions GCSE - Science Projects
ICT	Entry Level ECDL, Digital Cre8or Modelling.	Entry Level ECDL, Digital Cre8or Modelling.	Entry Level ECDL, Digital Cre8or Applications & Effects.	Entry Level ECDL, Digital Cre8or Applications & Effects.	Entry Level ECDL, Digital Cre8or Consolidation and Revision	Entry Level ECDL, Digital Cre8or Consolidation and Revision
PE	Entry Level PE - Boccia, Options - Fitness at the Gym, Biking, Dance, Walking, Golf, Squash	Entry Level PE - Fitness Circuits, Swimming Activities and Water Safety.	Entry Level PE - Boccia, Options - Fitness at the Gym, Biking, Dance, Walking, Golf, Squash	Entry Level PE - Fitness Circuits, Swimming Activities and Water Safety.	Entry Level Exam, Athletic Activities plus Options	Striking and Fielding Activities/ Options, Swimming Activities and Water Safety
PSHE	Personal Identities	Feelings	Healthy Lifestyles	Risk	Relationships	Diversity
Focus Days		RE Focus -St. Joseph's day & 'Las fallas' (a Spanish festival)	RE Focus -Elizabeth Fry - social reformer (and her Quaker beliefs)		RE Focus -Different creation stories	Modern Foreign Languages - INTERNATIONAL WEEK
Design Technology	GCSE Final Project - understanding commercial production, Visit to design industry	GCSE Final Project - CAD/CAM	GCSE Final Project- testing stage & finalising folder work	Revision for GCSE Exam	Enrichment activities and work experience	Enrichment activities and work experience
Art	GCSE Portfolio Development	GCSE Portfolio Development	GCSE Examination Preparation	GCSE Final Examination	GCSE Portfolio Preparation for Submission	Individual Art Studies
International Studies	International Award - International awareness, Visits and Exchange, Cultural Activity, Global Issue and /or Independent Project Work	International Award - International awareness, Visits and Exchange, Cultural Activity, Global Issue and /or Independent Project Work	International Award - International awareness, Visits and Exchange, Cultural Activity, Global Issue and /or Independent Project Work	International Award - International awareness, Visits and Exchange, Cultural Activity, Global Issue and /or Independent Project Work	International Award - International awareness, Visits and Exchange, Cultural Activity, Global Issue and /or Independent Project Work	International Award - International awareness, Visits and Exchange, Cultural Activity, Global Issue and /or Independent Project Work
Performing Arts	Performing arts basic skills revision	Showcase Performance (based on externally set brief)	Showcase Performance (based on externally set brief)	Showcase Performance (based on externally set brief)	Showcase Performance (based on externally set brief)	Showcase Performance (based on externally set brief)
Sport & Leisure	Duke of Edinburgh Award - Physical, Skills, Volunteering, Expedition	Duke of Edinburgh Award - Physical, Skills, Volunteering, Expedition	Duke of Edinburgh Award - Physical, Skills, Volunteering, Expedition	Duke of Edinburgh Award - Physical, Skills, Volunteering, Expedition	Duke of Edinburgh Award - Physical, Skills, Volunteering, Expedition	Duke of Edinburgh Award - Physical, Skills, Volunteering, Expedition
Humanities	Coasts	Tourism	Tropical rainforests	The Home Front (WW2)	Energy	The Cuban Missile Crisis
Vocational	Land Based Skills, or, Construction, or Hair and Beauty, or Hospitality		Land Based Skills, or, Construction, or Hair and Beauty, or Hospitality		Land Based Skills, or, Construction, or Hair and Beauty, or Hospitality	

Timetable KS4 (Pathway A)

Key Stage	PATHWAY A					Curriculum Model 4c
Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creative Arts Music, Art & Drama	Exploring Portraits	Exploring Portraits	Pop Art / Art and advertising	Pop Art / Art and advertising	Printing - paper and fabrics	Printing - paper and fabrics
English & Communication	ASDAN Personal Progress Units - Developing English skill - Communication, reading and writing	ASDAN Personal Progress Units - Developing English skill - Communication, reading and writing	ASDAN Personal Progress Units - Developing English skill - Communication, reading and writing	ASDAN Personal Progress Units - Developing English skill - Communication, reading and writing	ASDAN Personal Progress Units - Developing English skill - Communication, reading and writing	ASDAN Personal Progress Units - Developing English skill - Communication, reading and writing
Maths	ASDAN Personal Progress Units - Early Mathematics	ASDAN Personal Progress Units - Early Mathematics	ASDAN Personal Progress Units - Early Mathematic	ASDAN Personal Progress Units - Early Mathematics	ASDAN Personal Progress Units - Early Mathematics	ASDAN Personal Progress Units - Early Mathematics
Science	Exploring Senses	Food, Drink and Exercise	Grouping and Separating	Changing	Plants	Life Cycle and Growth
ICT	Use of ICT to support and enhance learning - Smart board, iPad & PCs. ICT applications and online resources use to motivate and reinforce learning individually or with group	Use of ICT to support and enhance learning - Smart board, iPad & PCs. ICT applications and online resources use to motivate and reinforce learning individually or with group	Use of ICT to support and enhance learning - Smart board, iPad & PCs. ICT applications and online resources use to motivate and reinforce learning individually or with group	Use of ICT to support and enhance learning - Smart board, iPad & PCs. ICT applications and online resources use to motivate and reinforce learning individually or with group	Use of ICT to support and enhance learning - Smart board, iPad & PCs. ICT applications and online resources use to motivate and reinforce learning individually or with group	Use of ICT to support and enhance learning - Smart board, iPad & PCs. ICT applications and online resources use to motivate and reinforce learning individually or with group
PE	Swimming Activities and Water safety, Physical Activity (Golden Mile, Bikes, proprioceptive movement, Fundamentals of movement)	Swimming Activities and Water safety, Physical Activity (Golden Mile, Bikes, proprioceptive movement, Fundamentals of movement)	Swimming Activities and Water safety, Physical Activity (Golden Mile, Bikes, proprioceptive movement, Fundamentals of movement)	Swimming Activities and Water safety, Physical Activity (Golden Mile, Bikes, proprioceptive movement, Fundamentals of movement)	Swimming Activities and Water safety, Physical Activity (Golden Mile, Bikes, proprioceptive movement, Fundamentals of movement)	Swimming Activities and Water safety, Physical Activity (Golden Mile, Bikes, proprioceptive movement, Fundamentals of movement)
PSHE	Personal Identities	Feelings	Healthy Lifestyles	Risk	Relationships	Diversity
Life Skills	ASDAN Personal Progress Units - Developing Independent Living Skills	ASDAN Personal Progress Units - Developing Independent Living Skills	ASDAN Personal Progress Units - Developing Independent Living Skills	ASDAN Personal Progress Units - Developing Independent Living Skills	ASDAN Personal Progress Units - Developing Independent Living Skills	ASDAN Personal Progress Units - Developing Independent Living Skills
FOCUS DAYS		RE Focus -St. Joseph's day & 'Las fallas' (a Spanish festival)	Elizabeth Fry - social reformer (and her Quaker beliefs)		Different creation stories	MFL - International Week
Design Technology	Developing DT Skills - Saw, Screwdriver, Hammer, Drill	Developing DT Skills - Saw, Screwdriver, Hammer, Drill	Developing DT Skills - Saw, Screwdriver, Hammer, Drill	Developing DT Skills - Saw, Screwdriver, Hammer, Drill	Developing DT Skills - Saw, Screwdriver, Hammer, Drill	Developing DT Skills - Saw, Screwdriver, Hammer, Drill
Food Technology	Making functional foods - working towards independent food preparation	Making functional foods - working towards independent food preparation	Making functional foods - working towards independent food preparation	Making functional foods - working towards independent food preparation	Making functional foods - working towards independent food preparation	Making functional foods - working towards independent food preparation
Vocational	Life Skills, Work Skills, Creative, Food Technology		Life Skills, Work Skills, Creative, Food Technology		Life Skills, Work Skills, Creative, Food Technology	

Specific individual interventions

Students who are identified as having specific learning difficulties such as 'dyslexia' will receive an individual series of multi-sensory language lessons based on a programme such as 'Alpha to Omega'. Pupils who continue to have ongoing reading difficulties will receive targeted individual support in developing functional reading skills.

Post-16

Post-16 students will follow a personalised curriculum created for individuals dependent on their desired outcome which will be relevant to their needs, continuing to aid them in overcoming barriers to learning and independent living. The aim will be for students to leave the school best equipped to find gainful employment. Students will continue with academic studies but the focus would be on developing social skills, independence skills and preparation for adult life and work. An emphasis will be on promoting confidence and self-esteem. The curriculum comprises a mixture of life skills, work skills, personal and social development and Functional Skills qualifications in English, Maths and ICT if appropriate.

Foundation Learning will involve Functional Skills, Vocational and subject based learning (including art and PE) and Personal and Social Development.

A key part of the curriculum will be that much of the learning will take place in appropriate settings within the local community to ensure learning is taking place in a real context.

Students will follow one of a number of personalised pathways known as Pathway 1, 2 and 3 studying for 1, 2 or 3 years.

All students will have the opportunity to take part in work experience in school or the local community and will access this with varying levels of support.

Independence Skills would form a large part of the curriculum offer. Students would take part in an;

- Independent travel programme.
- Activities which develop shopping, cooking, practical and first aid skills.
- Base House overnight visits- a facility for independent living skills provided by a local charity- SWALLOW
- Life Skills Centre visits – including lessons in personal and road safety as well as 999 calls.
- Visits to community facilities such as a leisure center to promote a healthy lifestyle.
- Vocational tasks- to promote and consolidate work skills.

Pathway 1

A range of Foundation Learning qualifications and accreditation would be available such as

- ASDAN - Award of Personal Effectiveness (AoPE).

- ECDL - European Computer Driving Licence.
- ASDAN - Personal and Social Development (PSD).

Pathway 2 & 3

A one/two year course where appropriate for Year 12 students preparing for further education or employment. Students will follow a personalised curriculum that will lead to qualifications or accreditation where appropriate.

- Functional Skills- Math's, English and ICT
- Vocational/subject based areas- Creative Arts, practical skills, cooking, PE and work experience.
- PSHE- PSHE, independence skills, independent travel programme.
- Base House overnight visits- a facility for independent living skills provided by a local charity- SWALLOW

Accreditation available in foundation learning:

- Functional Maths, English, ICT at appropriate levels
- ASDAN PSD qualification at appropriate levels.

Example curriculum model for Post 16

SUBJECT (PSD)	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Unit PW Preparation for Work	Challenge 1 – Identify workplace skills/qualities	Challenge 2 – What skills/qualities employers are looking for	Challenge 5 – List different work settings	Challenge 6 – Work Experience		
Unit HL Healthy Living	Challenge 1 – Identify activities to improve fitness	Challenge 3 – Identify at least TWO healthy foods/less healthy foods	Challenge 5 – Identify personal hygiene products	Challenge 6 – Take part in a fitness activity for 4 weeks		
Unit PS Personal Safety	Challenge 1 & 2 – Accident avoidance in kitchen and living room	Challenge 3 & 4 – Accident avoidance in the bathroom/identifying from pictures	Challenge 5 & 6 – create posters/collages of safety tips/use household utensils	Challenge – 7 & 8- Identify risks when out/create poster/collage on how to keep safe	Challenge 9 – Make a familiar journey 'independently'	
Unit MM Managing Own Money	Challenge 2 – Identify ways you are given money	Challenge 4 – Week's record of expenditure	Challenge 5 – Select correct notes/coins for a regular purchase	Challenge 7 – Demonstrate buying things in shop/supermarket		

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Starting Out (Year 12) Functional English→					
Maths	Functional Maths→ Early mathematics: sequencing and sorting					
Personal Development/ Citizenship/ PSHE	<u>Getting Ready to Go Out</u> →					
	Health & Hygiene→					
	<u>Personal Safety</u> → Developing independent living skills: keeping safe					
Leisure/ Recreation/Sport	Orienteering/Boccia / Swimming		Boccia/Bowling/ Swimming	Net/Wall Activities/ Swimming	Target Games/ Golf/ Swimming	Residential Experience /Athletics/ Swimming
	Striking/ Fielding Activities/ Swimming					
	Gym Access Water Skills/Swimming Awards					
Work Related incl ICT	<u>Using ICT</u> → Developing ICT skills (for leavers only)					
	Functional ICT					
	Vocational Training / Work Experience					
Creative	Printing			Photography		
Cultural	News					
Independent Living Skills	Money→					
	Visits to Life Skills Centre→					
	Independent Travel→					
	Practical Skills→ (alternate terms)					
	Cooking→(alternate terms) <u>Horticulture</u> →					
Enterprise schemes	Shopping service IKEA		Card Making	Sale of Garden Produce/Herbs		
	Healthy Tuck Shop→					

Project Search. The description below reflects practice at the sponsor school

This is a one year course for students in their final year of education, enabling them to spend a year on site with an employer. The sponsor school currently works in partnership with the Royal United Hospital in Bath (employer), Bath and North East Somerset Adult Services, and Remploy (job development and job coaching). This will provide them with the skills, experience, knowledge and confidence to find paid employment at the end of the year. During the year students learn about a variety of jobs and other employability skills, such as completing applications and having interviews. The students spend a small proportion of every day in a classroom and the rest of the day they are out working in various departments as trainees. During this time they learn the transferable skills needed within the job market. The aim of the course is employment. The course includes the ASDAN Certificate in Employability (entry level 1 to level 2), or other appropriate qualifications included in the qualifications and accreditation framework.

Within the classroom the students will focus on developing Employability Skills, Social skills, Healthy living and Travel Training. The students will also spend time working within one or more of the following departments: pharmacy, fracture clinic,

patient affairs and liaison services, a hospital ward, catering, housekeeping, clinical coding and site maintenance.

At the Mendip School we would look to replicate Project SEARCH with a suitable local employer in collaboration with the school and set in the local context. possibilities.

Qualifications

The qualifications offered at the Mendip School will take into account achieving successful outcomes for pupils with different needs and abilities.

Students will achieve nationally recognised accreditations and qualifications which reflect their skills, abilities and interests as part of their personalised curriculum. Qualifications will be changed in response to the interests of the pupils. For example some subjects may not be opted into for some cohorts.

Key Stage 2

Year 6 pupils will be entered for statutory level 3-5 end of key stage tests and Level 6 where appropriate.

Year 1 pupils will have the phonics screening check and children in year 2 who previously didn't meet the standards of the check in year 1.

Key Stage 4

GCSE - English, Maths, Science, Art, Product Design, Performing Arts
Entry Level - Maths, English, Science, Food Technology, French, Design
Technology, Humanities, ICT, PE and workplace hazard awareness.

The Project Qualification- Level 1 & 2 (GCSE equivalent)

BTEC Award / Certificate - Vocational Studies

BTEC Award / Certificate - Hair and Beauty

BTEC Award/Certificate – Creative Media

BTEC Award/Certificate- Land Based studies

BTEC Award/Certificate- Construction and Practical Skills

BTEC Award in Independence and Work Skills

Duke of Edinburgh Bronze and Silver Award

Cambridge National Qualification in ICT- Level 1 or 2 (GCSE equivalent)

Post 16

Functional Skills ICT, Maths, English.

ASDAN – Award of Personal Effectiveness (AoPE)

ASDAN- Towards Independence

ECDL - European Computer Driving Licence

ASDAN – Personal and Social Development (PSD)

Functional Skills- Numeracy, Literacy, ICT

Option to retake English and Math's GCSE

Enrichment activities

The school will establish a range of activities some of which will be delivered within the timetabled day, whilst others will be outside that time. All these activities will support the learning of the pupils. The sponsor schools activities include work with drama groups such as 'Children's World' and 'The Egg Theatre', as well as animation and film projects from various sources. The Mendip School would look to source enrichment activities locally to the school.

After school clubs

The school will run a series of optional after school clubs. They will have a range of purposes and aims. Some clubs may be linked to curriculum e.g. football, cooking etc. Others may provide the opportunity for pupils to socialise and play together e.g. youth club, film club and 'Playzone'.

All clubs will provide parents and carers with short breaks.

Parents and carers will contribute towards the cost of clubs, and grants and contributions will be applied for when appropriate. The school will engage with outside providers enabling the range and quality of the clubs to be extended, e.g. sports clubs and youth clubs.

All clubs will be staffed by paid school staff. There will be certain days of the week where there will be fewer after school activities due to whole school staff meetings. All outside providers will be supported by staff who know the pupils well. Outside providers will be rigorously checked through safeguarding procedures. The school will also aim to run play schemes during school holidays. These would be dependent on the school successfully applying for contracts to provide them for targeted groups.

Residential Experiences

At The Mendip School residential experiences for pupils will be valued highly. In Year 8, Year 10 and Year 12 all students will take part in a residential experience. The venues for the residential opportunities will range in location. (referred to at the beginning of D section)

Our aim will be;

- For all students to attend at least one residential or equivalent (This may be daytime experiences if overnight opportunities are not possible due to a specific need).
- To offer exciting educational experiences that enhance the curriculum and social skills.
 - KS3 (Year 8) - 3 night residential to 'Swanage', based on the humanities curriculum

- KS4 (Year 10) - 2 night residential to 'Charter House' – Focus on outdoor and adventurous activities.
- Post 16 (Year 12) - 5 nights residential to 'Freshwater' – Focus on social and independence skills.

SCHOOL TIMETABLE

The Mendip School will wish to convey a sense of normality, avoid the 'exotic' and to mirror as much as possible the school day, terms and year of local mainstream schools. This both helps to ensure that pupils of the school have a sense of commonality with mainstream peers but also is supportive of child care arrangements for families with other children in local mainstream schools. The sponsor school has found no shortcomings with this approach. We would use the home local authority term times and holiday dates. This will not only reduce problems for parents with siblings in other schools but also reduce issues of childcare for staff at the school.

Day

- The school day will begin at 8.55am and end at 3pm.
- Supervision of pupils will be from 8.40am to allow a window of time for dropping pupils off at the school before the school day begins.
- At 8.55am pupils will have a registration period with their tutor for ten minutes. This will happen again at the end of the day, 2.50-3pm.
- Pupils will have a fifteen minute break during the morning (10.35-10.50) and a forty minute lunch break (12.20-1.00).
- Pupils in early years, key stage one and key stage two (where appropriate), will begin to eat their lunch at 11.50am, they will be seated in family groups with their teaching staff and will learn appropriate skills and manners. This earlier sitting is a taught element of the day and appears on EYFS and KS1 timetables as such. Some classes may also sit as a family group in classrooms for a morning snack. Most pupils however will eat a snack on the playground at break time.
- Afternoon school will begin at 1pm for all pupils.
- The school day will end at 3pm.

All pupils will have a total of 4 hours 55 minutes timetabled for lessons each day and 20 minutes for tutor time. Making a total of 5 hours and 15 minutes per day. The timetabled day is split into 10 periods each lasting a half hour except for the last period which is 25 minutes long. Most subjects however, are timetabled as 'double' periods. Students have 55 minutes of break time per day.

Total hours timetabled per day	
Lesson	4 hours 55 minutes
Tutor	20 minutes
Break	55 minutes
total	6 hours 10 minutes

Week

- The school week will be Monday to Friday with each day as described above.
- On Friday afternoon the whole school will attend an assembly. This will usually be for a half-hour.
- There will also be a half-hour long assembly for primary aged pupils once per week.
- Pupils in key stage 3 and 4 also attend one key stage assembly per week.
- Students in post 16 attend the whole school assembly only.
- The last period on Friday afternoon (25 minutes) is set aside for tutor time.

Total hours timetabled per week EYFS, KS1, KS2, KS3 & KS4

Lesson	23 hours 10 minutes
Tutor	2 hours 05 minutes
Break	4 hours 35 minutes
Assembly	1 hour
total	30 hours 50 minutes

Total hours timetabled per week Post 16

Lesson	23 hours 40 minutes
Tutor	2 hours 05 minutes
Break	4 hours 35 minutes
Assembly	30 minutes
total	30 hours 50 minutes

There will be 380 sessions in each year (190 days) The school would select an additional 5 days for staff in-service training, the school being closed to pupils on these days. Some of these may be aligned with local authority closure dates or closure dates of other settings in order to share expertise and increase the range of training available to all colleagues. A calendar will be provided for parents at the beginning of each year detailing dates and times for events such as parent's evenings, sports days and also social events for families.

Pupil Transition

There will be a significant emphasis on transitions. This will not only be in the context of entering and leaving school but also on transitions as part of the school day. A significant number of the pupils will have major difficulties with changes. It's therefore essential that planned and structured transitions take place between activities and lessons for many of the pupils.

In terms of starting at the school this process will be led by members of the senior leadership team, specifically the Key Stage coordinators. Prior to the pupil joining the school there will be a transition process that will be tailor made for the individual child and will include visits to and observations in the previous education settings. This will

provide essential information particularly with regard to a child's preferred learning styles. There will be opportunities for the pupil to spend time within the new school. This will enable the pupil to meet other pupils and staff that they will be with. There will also be a meeting with parents/carers prior to the pupil starting at the Mendip School. This will cover areas such as a parent's perspective on needs, sharing information regarding strategies that have been both successful and unsuccessful in the past, family background, fears and anxieties, medical and personal care needs, and individual idiosyncrasies. This meeting will also identify what the parents see as the initial targets for the pupil. Based on all evidence gathered the school will create an intervention plan to ensure the academic and social needs are clearly identified with strategies to meet those needs, this will include input from professionals where appropriate and liaison with professionals such as Speech and Language therapists where there has been no previous involvement but a need has been identified. The tutor has responsibility for managing this process with support from a Key Stage Coordinator if necessary.

On entry to the school all pupils will be assessed within 6 weeks to ensure a child's individual needs are identified. This will include consideration of any prior knowledge of the pupil through such things as the Statement where applicable and prior involvement with other professionals such as educational psychologists and a range of therapists. The school will request data from previous settings re academic achievements, which will be transferred on to the school's system for tracking progress. This data will be scrutinised during the assessment period to check its accuracy and updated as necessary. This process will take place for all pupils irrespective of whether they start at the beginning of an academic year or at some point during the year. As the majority of pupils start at the beginning of an academic year there will be a new parents evening in July (prior to starting in September). This evening is an opportunity for parents and pupils to meet a wider range of staff, each other and to have additional time to familiarise themselves with the actual physical environment.

With regard to transition on leaving the Mendip School, the pathways that are available to pupils will include:

- Project Search
A one year course that runs in partnership with employers and Supported Employment services. Scheme based at Royal United Hospital started in September 2009 as an option for final school year. The aim is to support children with learning difficulties to gain and keep full time employment.
- Further Education college
This could be either a foundation level course or mainstream courses as appropriate.
- Post 16 provisions at the school will be appropriate for many of the children. The provision will encompass a number of pathways that are tailored to the needs of the pupils. Each pupil will follow a personalised

curriculum which is broad, balanced and relevant. Students will continue to pursue some academic studies but the emphasis will be on developing social skills, independence skills and preparation for adult life, including work. An additional focus will be on promoting confidence and self-esteem.

Transition is seen as a fundamental aspect of the school. The school will comply with the Code of Practice in terms of the Annual Review process. To support this there will be a focus on Person Centred Approaches (PCA) to enhance the pupil's involvement in the process, as already successfully developed and established at the sponsor school. Essentially each pupil within the school will be supported in producing a 'one page profile'. These individualised documents capture information pertinent to each pupil and may include details of family composition, 'What I'm good at', 'What is Important to Me', 'The Best Way to Support Me' and 'My Hopes And Dreams For The Future'. These will develop in depth and emphases as the pupil progresses in their education. An important principle is that pupils take increasing 'ownership' of the document. The document will form a key part of the transition process. This will be extended considerably during Year 9 and the following years, the process being supported through personalised versions of 'My Future, My Choice' (see appendix). There will be a focus on using Person Centred tools at annual reviews e.g. 'What I like and admire'. All staff will be trained in PCA and there will be specific workshops in place for parents. PCA and preparation for transition will be embedded into the PSHE curriculum.

The pupils and their families will be supported by a Connexions Personal Advisor who will visit the school on a regular basis. The Personal Advisor will work with both individuals and groups of students.

Section D2: Measuring pupil performance effectively and setting challenging targets

The Mendip School will, like its sponsor school, promote and anticipate outstanding levels of achievement and aspirational adult outcomes.

Areas of Achievement

The school will use a wide range of instruments to measure levels of pupil achievement similar to those that are currently deployed successfully at the sponsor school. The measurement of 'academic' achievement will be considered the prime indicator of success.

Academic achievement and adult outcomes

The relatively small size, variation year-on-year of the pupil population and the complexity of need, make it inappropriate to set absolute academic outcomes based upon mainstream national norms. Therefore statistical comparison of academic attainment, through systems focused upon mainstream pupils, such as RAISE on-

line is largely inappropriate. It is the comparison of Mendip School pupils with the progress of similar pupils across national data bases, as measured by 'age and stage' systems such as 'National Progression Guidance' and for those with severe learning difficulties 'CASPA' that is most meaningful.

'Academic' achievement and the achievement of aspirational adult outcomes will therefore centre upon that of the individual rather than year on year comparison of differing cohorts. There will, however, be an expectation that every pupil will leave with some form of nationally recognised accreditation appropriate to the individual, (see Section D1) irrespective of ability.

Our expectations and measurement of individual pupil academic achievement will be informed through using the 'National Progression Guidance', leading to a range of aspirational outcomes including;

- Supported Living in the Community for pupils with the most complex needs
- Entry directly into full-time work through the Project SEARCH scheme
- Entry into Level 3 FE courses as a consequence of achieving appropriate GCSEs
- Entry into university through achieving A Levels within a supported mainstream environment.

The Mendip School will have ambitious targets for all pupils. These will be based on the National Progression Guidance for pupils with SEN.

Progress as measured against 'age and stage' will be the main defining criteria of academic achievement.

The Mendip School will aim for a whole school target of more than 60% of a year group meeting or exceeding the national KS4 Upper Quartile criteria for progress across all ability groups.

It is expected therefore that pupils attending The Mendip School will make progress similar to that of the sponsor school.

The sponsor school's most recent KS4 results are shown below. This data captures the whole ability range of pupils attending the school.

SUBJECT	KS4 UPPER QUARTILE	NATIONAL %
ENGLISH	67%	25%
MATHS	64%	25%
SCIENCE	75%	25%

The school will not measure pupil achievement in terms of levels of progress per key stage as this is too crude a model and does not sufficiently reflect the range of pupil starting points found in any one cohort.

100% of The Mendip School leavers will go directly into appropriate destinations. These will include work, university, supported living and colleges of further education. There will be no incidence of leavers being 'not in education', training or employment.

Teachers will be well informed of the issues facing vulnerable groups and they will know their class profiles well. Like the sponsor school, it is expected that there will be no significant differences in achievement between groups of pupils, for example those in receipt of free school meals.

Attendance

National data shows that poor attendance at school significantly undermines achievement for pupils. The Mendip School will record pupils' attendance at each session daily, so that absence from school is followed up immediately and appropriate action taken. This will prevent under-attendance becoming a risk factor for any Mendip School pupils. Heads of key stages will monitor attendance of their pupils. The school will work with families and pupils directly if attendance is a concern and may involve other agencies where appropriate. The school's parent support worker will be able to offer support to families where needed.

Attendance at The Mendip School will be excellent. It will consistently meet or exceed a target of 93.5% for attendance.

Policies and procedures for attendance will replicate those at the sponsor school, attendance at the sponsor school is 94%.

Behaviour

The Mendip School will maintain very high expectations of pupil behaviour. Poor behaviour in schools can lead to poor outcomes for pupils not only academically through disruption of learning but it can also have a negative impact on the wellbeing of both pupils and staff. Children and young people need to feel safe in school in order to achieve their best.

For pupils with ASD some associated behaviours can become life limiting. It is therefore vital that the school works closely with pupils, families and other agencies such as Learning Disabilities Nurses in order to modify behaviour that is a barrier to learning or participation in family and the wider community.

The Mendip School will, like its sponsor school, have very low incidence of problem behaviours. It will take a positive and pro-active approach to managing behaviour using an eclectic range of proven techniques. All staff will be trained in PROACT

SCIPr UK, (strategies for crises intervention and prevention). All staff will also have TEACCH training to ensure they have deep knowledge and understanding of individuals with ASD. Staff at the school will also be trained in applied behaviour analysis (ABA) techniques. A behaviour consultant may sometimes be called upon for support if an individual's behaviours are becoming challenging. (See Section D4).

Some pupils will have behaviour support plans with targets that are reviewed regularly with pupils and their families. (See Section D4)

Pastoral Care and Well-Being

The school will gather a range of information about pupil's well-being.

In order to achieve the best possible outcomes for children and young people at the school they must be safe, feel well and be cared for.

The Mendip School will remain acutely aware that children and young people with learning difficulties and disabilities are more likely to experience mental health issues. Staff will be well trained and work closely with the school nurse, Social Care and CAMHS teams to ensure pupils are identified early and given the support they need. Children and young people with learning disabilities are also more likely to experience neglect and abuse than their peers. Staff at The Mendip School will be well informed of the issues facing the population of the school in terms of their well-being and will know how and when to take appropriate action and advice. (See section D4)

The PASS survey will be used with those pupils who are able to access it. This tool provides information on a pupil's self-regard and attitudes to self and school. Pupils' well-being will improve during their time at the school.

Very high attendance levels will demonstrate that pupils enjoy school and feel safe.

Ofsted Gradings

As the official body for inspecting schools, Ofsted judgements and grading's will be a key indicator in identifying the successes and areas of development for The Mendip School.

Judgements made by Ofsted about the school will be used to moderate self-evaluation. Judgements will be shared with all stakeholders in order that they are best able to make plans to continue improving the school.

Pupil and Parental Satisfaction

Pupils and their parents' views about the school will be crucial to successful outcomes for young people. In order that all pupils are able to achieve their best the school must engage with families and work together in the best interests of the pupils

and their communities. The governors of the school will send a bi-annual anonymous questionnaire to parents so that their views can be gathered. This will be based on the Ofsted parental questionnaire. Parents' views will also be gathered at Annual Review and progress meetings as well as through daily communications via home school link books, telephone calls and emails.

The school will adopt an 'open door' policy with families and encourage quality communication so that any issues are dealt with promptly.

Pupils will have their voice heard in regular circle times in class and School Council meetings. Issues will be resolved quickly, and pupils will contribute to meetings about their progress where appropriate. (See section D4)

Pupil Participation

When schools actively involve children and young people in decision-making, it sends a powerful message that children and young people of all ages are citizens too and should be listened to. It recognises children and young people as major stakeholders in society with important contributions to make to the design and delivery of services they receive, including education. It is also a valuable opportunity for children and young people to experience how rights go hand in hand with responsibilities.

Children and Young People will also;

- Develop new skills: debating, negotiating, group decision-making and influencing decision-makers.
- Understand how decisions are made and how to contribute to them.
- Recognise they are taken seriously, resulting in increased confidence and self-esteem as well as raised aspirations.
- Receive better services, more responsive to their needs.
- Become more motivated to become involved in their school and wider community.
- Contribute to better communities, for example reduced bullying where peer support approaches are adopted.

The Mendip School will organise and offer children and young people opportunities to develop their skills as active citizens and organise a variety of approaches involving children and young people.

This will include Person Centred Planning, School Council, residential trips in and out of school term time, use of community facilities such as sports centres and cafes, links with clubs eg. local youth clubs and sports clubs and voluntary work for students in the local community.

Overall Aims

The school will provide an outstanding education for all its pupils. The school will have high expectations of individual pupils linked to aspirational adult outcomes for all. (refer to section D1)

Pupils will make outstanding progress academically and socially when compared to national data for pupils with SEN. Each child will have their own personal targets and these will be reviewed regularly between pupil, their teachers and families. Behaviour, attendance and pupil well-being will be outstanding.

Because the school will have a strong focus on adult outcomes, it will work hard with families and pupils to ensure that their expectations are high with regard to possibilities in adulthood.

The aim of The Mendip School will be for all its pupils to leave with high levels of independence, self-esteem, the ability and opportunity to make choices, to enjoy a high quality of life and make a positive contribution to their own community and its economy.

Types of Assessment

The school will use a range of assessment tools as appropriate to the age and stage of its population of pupils.

Pupils in Early Years Foundation Stage classes will be assessed using the age bands from Development Matters 2012. EYFS profiles will be kept for each young person.

In Key stages 1, 2, 3 and 4 pupils will be assessed using the National Curriculum and P levels. The school will use a B Squared data base to track progress and record the achievement of individuals. Data will be updated using B Squared a minimum of 3 times per year.

Pupils will have their reading monitored by their teacher, and those that are able to access it will also have tests in reading accuracy and comprehension using NARA II. The school will employ staff with the capability of assessing for dyslexia and planning programmes of support for individuals.

For pupils at the school a range of strategies used in assessment for learning will continuously inform teaching and planning within lessons and series of lessons.

Pupils beginning school in the Reception year will be assessed by the class teacher during their first six weeks and a baseline of their Development Matters age band will be recorded. Early years practitioners will make a 'best fit' judgment as to whether a child is meeting, exceeding or emerging in relation to each of the Early Learning Goals (ELGs).

All other pupils entering the school at different ages will have their levels checked on entry to ensure the information from previous schools and settings is accurate. Teachers will have a six week window to complete assessments of new pupils.

Progress made by pupils aged 16 -19 will be benchmarked and tracked in skills related to work and independent living. The model will include a measurable continuum/system.

All pupils will be entered for nationally accredited qualifications at KS4 and KS5.

Qualifications at the end of courses will be continually reviewed in order to ensure suitability and revised with regard to current population of pupils and national changes.

Refer to section D1 for the range of accredited qualifications.

There will also be a range of non-accredited nationally recognised awards to celebrate achievement in a wide range of areas– e.g. Primary and secondary ‘Get Cooking’ awards, Duke of Edinburgh Bronze, Towards Independence, ASA National Swim Awards, Athletic Shine Awards, Golden Mile Award and Paddlepower certificates in canoeing.

The Mendip School will also have a merit system, results of which will be celebrated in whole school assemblies. At the end of each term a ‘special awards’ assembly will celebrate specific achievements of individual pupils across the school population.

Specific Targets

(See also Section C and D4)

Behaviour

The behaviour of pupils at the school will be outstanding. Data from parent and pupil questionnaires’ will show that incidents of bullying are very rare and where they do occur are usually a consequence of communication difficulties (i.e. misinterpretation of comments between ASD pupils). Behaviour policy and training will be adhered to by the whole school and its community of learners and staff.

Through pursuing a proactive and specialised approach to behaviour the Mendip School, like its sponsor school will have a very low incidence of fixed term exclusions (FTEX) in comparison to other local special schools (2011/12 data Fosse Way - 12 days lost through FTEX – Three ways School 59.5 days lost – the Link Centre 489.5 days lost)

Well being

PASS surveys will show that pupils have high regard for themselves and the school.

The school will have a Person Centred approach to planning transitions for young people. Information gathered from pupils will demonstrate high levels of wellbeing.

The school will gain a Healthy Schools Award and become a Rights Respecting School by its third year.

Very high levels of attendance and participation will also be indicators of pupil wellbeing.

Quality of teaching/Ofsted Grading's

The school will be judged outstanding in all Ofsted categories.

All moderated lesson observations at The Mendip School will be at least good with more than 50% rated as outstanding. Senior leaders will have their judgements moderated by Headteacher colleagues and Ofsted inspectors.

Pupil and Parental satisfaction

There will be a high level of pupil and parental satisfaction. Results of the governors' questionnaire to parents and carers will have a positive response of at least 95% in each of the questions asked. Parents will also be asked for their views at each annual review. There will be very few incidents of complaints to the school.

Pupil Participation

Pupils' views will be gathered at all progress and annual review meetings as appropriate. The school council will be active in decision making in the school.

There will also be high levels of participation in lunchtime and after school clubs and holiday clubs. The Mendip School will work in partnership with local organisations in order to encourage its young people to participate in local community groups and events. The sponsor school recently had four young people attend an 'Engage for Life' residential week during half term. The students are now involved in a community project with other young people from the local area.

Purpose of Targets

The purpose of all targets will be to improve outcomes for pupils at the school. Targets will be ambitious and will challenge staff, pupils and families to achieve more than they thought were possible. The setting of targets will allow the school to evaluate its performance against national bench marks and make plans for improvement. All targets will be rigorously monitored to ensure they are appropriate and being achieved. School targets and progress towards them will be reported to a range of stakeholders:

School staff

Teachers need to know how pupils are performing in order to check that they are making the expected progress and make interventions swiftly where they are not. The progress made by individuals and groups of pupils will be scrutinised and used to inform planning and interventions. The school will monitor closely all individuals and groups known to be at risk of underachievement.

Subject leaders will use target setting to improve outcomes and performance in their area of responsibility.

Appraisal targets will enable the school to measure the performance of staff and take corrective action if necessary.

Principal

The Principal will need to use information from reviews of targets to judge whether the strategic direction of the school is on track. The success of the school will be judged on whether or not it is meeting targets set.

Parents and carers

Parents and carers need to have information about how their child is doing at school. When targets are shared and supported at home pupils are more likely to achieve those targets. Targets can also be used to raise aspiration in families. Parents will also be kept up to date with the performance of the school through newsletters, Ofsted reports and the school website.

Commissioners

The Local Authorities who place pupils at The Mendip School will have a responsibility to monitor the performance of individuals and the school. They need to know that the school is providing good value for money. By using national benchmarks the school will be able to provide this information to all commissioners.

Governors

The governors will be able to hold the Headteacher and staff to account based on the targets set. This is an essential aspect of the role of a governing body, they will also be better able to support the Headteacher in strategic planning for the school.

Company members

The company members need to be able to monitor the work of the board of directors and local governing bodies. They are ultimately responsible for the success of the school. The targets and review of targets are key to them being able to monitor and track the school's progress.

Monitoring and Evaluation Systems

The governing body of The Mendip School will monitor pupil achievement. The school will track the destinations of leavers through working together with agencies such as Connexions.

The school will have an annual schedule for self-evaluation that includes tutors and subject leaders' contributions to the evaluation. All teaching staff and senior staff will have annual appraisals during which targets appropriate to their role and the School Improvement Plan (SIP) will be agreed.

Details of the schedule can be seen below:

Annual schedule for school self-evaluation.

DRAFT

	SENIOR MANAGERS	MIDDLE MANAGERS	GOVERNORS
TERM 1	<ul style="list-style-type: none"> Initial analysis of external examination results and teacher assessments, internal tracking for all Key Stages passed to class and subject teachers Internal analysis of new pupil levels Review of performance against school development plan priorities Appraisal reviews and target setting External exam results review meetings and tracking review meetings with class/subject teachers Lesson observation moderation by head of another school School audit 	<ul style="list-style-type: none"> Review the senior leadership team's (SLT's) initial analysis of results and progress across Key Stages, classes and subject areas Set individual pupil targets across subjects and class groups for the academic year External exam results review meetings with the SLT <p>Progress meetings and annual review throughout the year with on-going teacher assessment through B squared updates.</p> <p>Lesson observations</p>	<ul style="list-style-type: none"> Governors receive the report on outcomes for Key Stage 4 (KS4) pupils and their destinations for KS5 Monitor and evaluate examinations, Key Stage results, and teacher assessments against individual targets set <p>Head teachers full report to the governors</p>
TERM 2	<ul style="list-style-type: none"> SLT draws up priorities for the new school improvement plan Subject coordinator meetings with all coordinators to look at progress. End of Year accounts to DFE for 31st December The SLT monitors core subjects and class groups to focus on areas identified for improvement 	<ul style="list-style-type: none"> Subject leaders draw up action plans for improvement with clearly measurable outcome criteria Class teachers meet with the SLT to discuss individual pupils Carry out work scrutiny using exemplar materials 	<ul style="list-style-type: none"> Evaluate appropriateness of priorities on school improvement plan End of year accounts presented to Governors

	SENIOR MANAGERS	MIDDLE MANAGERS	GOVERNORS
	<ul style="list-style-type: none"> Senior leaders have observation judgements moderated by headteacher 2 The SLT monitors core subjects and class groups to focus on areas identified for improvement on a rolling programme <p>Subject coordinator meetings between Deputy Head and coordinators. Term 2 focus:</p> <ul style="list-style-type: none"> <i>Progress made towards SIP targets</i> <i>Monitoring and evaluating targets</i> <i>How your subject fits in with the school development plan</i> <i>Subject budget allocation</i> <i>Scheme of work</i> <i>What is our data telling you about your subject?</i> 	<ul style="list-style-type: none"> Subject leaders or coordinators join the SLT for the monitoring of subjects Appraisal for teachers and middle managers <p>Progress meetings and annual review throughout the year</p> <p>Lesson observations</p>	<ul style="list-style-type: none"> Governor(s) join/support monitoring of all subjects through visits and presentations from staff on a rolling programme
TERM 3	<ul style="list-style-type: none"> Members of the SLT meet subject leaders to review written reports of progress The SLT reviews results of pupil questionnaires and identifies priorities for improvement TA professional development B Squared deadline for import into CASPA 	<ul style="list-style-type: none"> Subject leaders provide written reports to the SLT on progress/abnormalities in the two half terms of the autumn term Analyse the end of both half terms' assessments and place results on CASPA from B squared assessment Staff members draw up action plans to address priorities from pupil questionnaires TA professional development interviews <p>Progress meetings and annual review throughout the year</p>	<ul style="list-style-type: none"> Monitor and evaluate progress towards targets in the school improvement plan Monitor and evaluate the progress of subjects and classes <p>Head teachers full report to the governors</p>

	SENIOR MANAGERS	MIDDLE MANAGERS	GOVERNORS
		Lesson observations	
TERM 4	<ul style="list-style-type: none"> The SLT draws up an action plan to address any concerns raised by pupil questionnaires <p>Subject coordinator meetings between Deputy Head and coordinators. Term 4 focus:</p> <ul style="list-style-type: none"> <i>Re write SIP and check progress made towards existing targets</i> <i>Budget Bid</i> <i>Subject SEF to inform whole school SEF</i> 	<ul style="list-style-type: none"> Analyse the end of both half terms' assessments for the spring term towards setting target goals for pupils. Enter targets into the data system PASS <p>Progress meetings and annual review throughout the year Lesson observations</p>	<ul style="list-style-type: none"> Monitor and evaluate pupils' views
TERM 5	<ul style="list-style-type: none"> Members of the SLT meet teaching staff to review written reports of progress for subjects and pupils The SLT monitors underperforming classes, subjects and individual pupils Analyse of PASS survey End of year accounts to Company house 	<ul style="list-style-type: none"> Teaching staff provide written progress reports to the SLT Subject leaders join the SLT in monitoring activities Carry out work scrutiny using exemplar materials PASS survey scrutinised and any concerns/celebrations recognised <p>Progress meetings and annual review throughout the year Lesson observations</p>	<ul style="list-style-type: none"> Governor(s) join monitoring of underperforming subjects/classes Head teachers full report to the governors Business support committee agree proposed budget
TERM 6	<ul style="list-style-type: none"> Parental questionnaire provided for parents/carers Members of the SLT meet subject leaders and class teachers to review written reports of progress and individual subject/class evaluation reports 	<ul style="list-style-type: none"> Final summative assessments of pupil progress for the year (to be completed by the middle of July) 	<ul style="list-style-type: none"> Governor(s) join monitoring of underperforming subjects/classes Monitor and evaluate progress of pupils against personal targets Monitor and evaluate progress towards targets in the school

	SENIOR MANAGERS	MIDDLE MANAGERS	GOVERNORS
	<ul style="list-style-type: none"> The SLT reviews the results of the parents' questionnaire and highlights any concerns that require addressing in the next school improvement plan <p>Subject coordinator meetings between Deputy Head and coordinators. Term 6 focus:</p> <ul style="list-style-type: none"> <i>Progress made towards SIP targets</i> <i>Monitoring and evaluating targets</i> <i>How your subject fits in with the school development plan</i> <i>Subject budget allocation</i> <i>Scheme of work</i> <i>What is our data telling you about your subject?</i> 	<ul style="list-style-type: none"> Analyse the end-of-year pupil assessments and compare benchmarking information through National Progression Guidance Subject leaders provide written summative reports for the SLT to inform the next school improvement plan <p>Progress meetings and annual review throughout the year Lesson observations</p>	<p>improvement plan</p> <ul style="list-style-type: none"> Monitor and evaluate parents' views Full Govs agree budget.

During the early years and foundation stage individual pupils' targets will be reported to parents daily through a personalised daily home/school link book.

Teachers will meet with parents to report progress at three meetings per year. There will also be an annual written report to parents and various parents' information evenings throughout the year.

Teachers will share with parents a centiles tracking graph with National Progression Guidance targets marked on. This not only allows parents to see the journey their child has taken by age and stage in comparison to pupils with similar needs from a large data base but also gives a projection of expected progress into the future.

Accountability and Appraisal

The schools appraisal system will be closely linked to school improvement planning. During term one a group of Governors will lead the Principal's appraisal supported by an external consultant.

The Principal will then meet with senior leaders for their appraisal. Previous targets will be reviewed and new targets set as appropriate to role and school improvement plan (SIP) as well as national teacher standards.

Senior leaders will meet with teachers for appraisal during term two. Again, they will agree targets with a senior leader that reflect the National standards for teachers, the school improvement plan and their role within the school.

Any additional support required to reach targets will be recorded. Failure to reach targets may lead to an informal period of structured support. If structured support is unsuccessful in raising the performance to a level acceptable to Governors and the school then a formal period of support might begin and the school's capability policy followed.

Engaging With Parents and Carers

The Mendip School will endeavour to develop strong relationships with families. This will begin at the transition of their child into the school. Families know their child best and have a wealth of important information to share with school. There will be opportunities for parents to come into school to discuss their child's progress with their tutor at least three times per year. Tutors will also use link books, email and telephone calls to keep parents and families informed of how their child is doing in school. Parents will be invited to attend termly awards assemblies and all parents will also receive a termly newsletter celebrating pupil achievement at the school.

Parents workshops on topics such as behaviour, use of iPad for communication, toileting and 'music making with your child' will be held throughout the year as well as access for adult literacy and numeracy courses and family learning such as cooking together and making crafts. The school's parent support worker will ask parents for suggestions of workshops they would like and then plan accordingly. Agencies such as continence nurses and behaviour consultants will also run workshops and training sessions for parents and carers. The parent support worker will signpost parents and carers to appropriate support as well as offer support at home when requested.

The Mendip School will have on-line Blog pages for each class. Pupils will be able to share their work with their families and receive comments from staff, other pupils and their families. Family engagement in pupils' work at school is highly motivating for both pupils and parents alike. The school will aim to reach a wider range of families through the use of social media.

The Mendip School will have a parent support worker who will informally meet with parents during a coffee morning each week and set up and run a networking group using a social networking website so that parents may share information and advice as well as support each other.

The Mendip School will, like its sponsor school, have a calendar of social events for families. Popular events at Fosse Way include family barbeques, bicycle rides, film nights, Christmas parties and picnics. These events allow parents time to relax together, network and provide each other with support.

Section D4: Assessing and meeting the needs of all pupils

Pupils within the Mendip School will have a diagnosis of an Autistic Spectrum Disorder (ASD) or Speech, Language and Communication Needs (SLCN). It is vitally important to recognise that within this diagnosis all pupils will be quite different to each other and will have a range of skills that vary considerably. Some of the pupils will have significant and severe difficulties with spoken language, whereas others will have well developed skills in this area, but will have serious deficits in social communication. The underlying cognitive ability of the pupils will again vary considerably from those that would be identified as having severe learning difficulties to others whose intellectual ability would be average or above. It is likely that where pupils have above average ability that they will be particularly successful within a limited area.

It is envisaged that for many of these pupils there will be one or more of a number of conditions (or aspects of another potentially undiagnosed condition) that exist co morbidly with the primary diagnosis. The school will strive to ensure that pupils are admitted where their primary need is identified as ASD/SLCN. One of the major difficulties faced by many young people with ASD is a learning disability, however in addition to learning disability, ASDs often occur alongside other difficulties or disabilities such as sensory impairment, gastrointestinal disorders, epilepsy, pathological demand avoidance (PDA), other conditions (e.g. tuberous sclerosis, ADHD, Down's syndrome, Fragile X and other chromosomal disorders) and mental health problems. (Complex Learning Difficulties and Disabilities Research Project (CLDD) – SSAT 2011)

Pupils will have a range of additional educational needs and these will be targeted and supported through individualised planning. (See details re Care Plans in remainder of section). These needs will include pupils who have a disability, medical needs, where English is not their first language and looked after children.

Looked after Children and children from deprived backgrounds will be supported through a multi-agency approach whereby the school will work in close collaboration with the other agencies involved with the child. In the case of Looked after Children the school will also expect to work closely with the Head of the virtual school. In

common with the sponsor school The Mendip School will expect these pupils to make similar progress to their peers.

The school will adopt the same practice as the sponsor school in the context of Gifted and Talented. This means that all pupils will be assessed as individuals and programmes of work provided that are appropriate for all at their own level. There will not be a specific coordinator for Gifted and Talented within school. Higher functioning pupils at the sponsor school have access to mainstream schooling in a specialist supported environment at a local comprehensive school. This has enabled 2 pupils in recent years to achieve 'A' level grades sufficiently high to gain entry to university. The intention is to make this available through the Mendip School. The most recent Ofsted report on the sponsor school identifies that, "The satellite class for pupils with autism on a nearby secondary school site enables pupils with autism to grow in confidence and independence and achieve outstanding academic successes".

Pupils who have English as an Additional Language will be assessed on entry in the same way as all pupils with the addition of support from Somerset's Ethnic Minority Achievement Service to ensure clear communication between family and school. Classroom staff will access appropriate training and resources to support full social integration of the child and engagement with all curriculum activities.

Pupils with physical disabilities will have access to the same offer as all pupils. The school site will be fully accessible to these needs. The school will collaborate with paediatricians, occupational and physiotherapists to ensure physical needs are met. Where appropriate an individual educational and physiotherapy plan will be drawn up, for example a child with physical disabilities may have a programme of physiotherapy activities as part of their specific individualised programme.

The majority of the pupils will have a complex range of needs. In order to meet these needs effectively the school will engage with a range of agencies and partners. Looked after Children, children from deprived backgrounds and other minority groups make similar progress to their peers at the sponsor school. It is expected that this will be mirrored at The Mendip School through adopting a similar approach whereby all pupils and their families are seen as special and requiring of individualised learning and care plans.

The School, Classroom and Staffing

The school will use a combination of approaches to ensure the needs of all pupils are met. This will include key elements from a number of recognised approaches, which have proven to be successful in working with pupils with similar needs to those at the Mendip School. One of the fundamental approaches is the implementation of a structured teaching approach based on the TEACCH programme and this will underpin the organisation of the school. The school will also make significant use of the PROACT SCIPr UK programme (Strategies for Crisis Intervention and

Prevention), this supports the principle of proactive positive behaviour management techniques and includes specific training in the use of recognised and approved physical intervention techniques where appropriate. The school will also make use of a structured programme of physical activity for pupils. Where appropriate and for specific individuals the school will make use of the principles of Applied Behavioural Analysis.

The expected pupil cohort as set out in Section D1 with a weighting towards higher functioning pupils, will influence how we meet the needs of pupils at the Mendip School.

The basic structure of class groupings has been clarified in Section D1. Within this structure there will be flexibility to enable the individual needs of all pupils to be met. This will include the opportunities for specific small group and individual work. The learning activities that take place within these areas will be related to specific educational targets. All pupils will have a minimum of 3 progress meetings per annum with parents and input from professionals which will assess progress and set realistic targets. The range of learning experiences will include targeted work in areas such as occupational, speech, music and drama therapy. There will also be specific targeted approaches to develop reading skills and use will be made of a range of structured materials such as 'Alpha to Omega' to support pupils who may be diagnosed as dyslexic or having difficulties related to that condition and 'Headsprout' –a reading comprehension programme for children with Autism.

All learning targets will be based on thorough assessments of prior learning. Assessment for Learning is seen as a fundamental principle that underpins individual planning. There will be a system in place that accurately records progress against specific educational targets, which will enable progress to be monitored and tracked. This will be through the systematic use of a programme entitled B Squared, which is widely in use in Special Schools.

Each pupil will have an individual 'Care Plan'. Within this plan there will be specific targeted programmes that are related to each individual. These plans will be created in collaboration with parents and professionals. They will be updated three times per school year. They will relate to the following key areas:

- *Medication needs and health concerns*
- *Intimate care needs*
- *Support for personal hygiene*
- *Behaviour management plan (to include planned need for Physical Intervention)*
- *Individual risk assessments*
- *Physical intervention as part of learning programme*
- *Dietary issues*
- *Eating issues*

- *Religious/cultural needs*
- *English as an additional language*
- *Looked After Child*
- *Physiotherapy*
- *Occupational Therapy*
- *Speech and Language Therapy*

All members of staff will receive in-depth training in key approaches, such as TEACCH, that have facilitated outstanding pupil progress at the sponsor school. In addition, staff will have access to an extensive professional development programme. The programme will include formal training sessions, often informed by recent findings in educational research, as well as training opportunities tailored to meet specific areas of need. Such training might be offered to teaching staff who wish to extend their skills in such areas as communication, through working collaboratively with appropriate therapists. Opportunities to enhance the quality and range of professional development through collaboration with the sponsor school will be fully explored and a significant feature of this provision.

The traditional roles and responsibilities of the SENCO within a mainstream school will be carried out by a variety of staff within the Mendip School, in line with the principles of distributed leadership. Class teachers will lead and chair Annual Review meetings as well as meeting's to review tutees' academic progress and care plan. Meetings will be informed by the tutor's consultation with other members of staff as well as external professionals (see external agencies below).

Looked After Children will be monitored by the Deputy Principal in consultation with the child's social worker and the Head of the LA Virtual School.

ICT

Over the past twenty years ICT has had an immeasurable impact on many aspects of life in the modern world. It is therefore essential that all pupils gain the confidence and ability in this field they will need to face the challenges of a rapidly changing technological world. At the Mendip School ICT will be utilised as a powerful tool to extend learning throughout the curriculum, increase self-esteem and enhance motivation for learning.

The key aims for ICT

Pupils will be empowered to utilise IT creatively, drawing upon their own resources of initiative, imagination, reasoning and investigative skills to meet learning objectives; Pupils will see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment; Pupils will receive equal opportunities to develop their ICT capability, with the use of ICT being planned for in line with its status as a core National Curriculum subject;

All children will have access to the use of ICT regardless of gender, race, cultural background or physical/sensory disability. Where use of specific ICT equipment proves difficult for a child, the school will endeavour to provide specialist equipment and software to enable access; eg touch screens, wireless mice, ipads, etc.

Pupils with learning difficulties can also be given greater access to the whole curriculum through the use of ICT. Their motivation can be heightened and they are able to improve the accuracy and presentation of their work. This in turn can raise self-esteem.

A range of programs will be used both to support learning across the curriculum and to support the development of ICT skills in their own right. Examples include use of Ipads, 'apps' such as 'Dragon Dictate' to facilitate recording of work and 'Proloque2go' for Augmentative and Alternative Communication.

The potential of ICT to accelerate development of reading skills will be utilised through such programs as 'Rapid Readers', 'Nessy' and 'Units of Sound'.

The software selected has been used at the sponsor school and improved children's reading, communication and general attitude to the subjects it has been used in. At the sponsor school the software was initially trialled with a KS3 group. The Mendip School will ensure they keep up to date with new and appropriate software to meet the needs of the children.

The school will employ a network manager to support all aspects of ICT including the running and maintenance of the system.

Other Agencies

A hallmark of the Mendip School's provision will be close collaborative working with a range of other professionals; this is especially relevant as there is an ever increasing number of children with a complex profile of difficulties. Agencies with which the school will work and will have a presence at the school will include Occupational, Music, Drama and Speech and Language therapists as well as educational psychologists. The school will also work closely with professionals such as school nurse and paediatrician, who it is anticipated, would have regular 'clinics' at the school. The way the school will collaborate with other professionals is identified in two specific examples below.

The school will work closely with Child and Adolescent Mental Health Services (CAMHS). A significant number of the pupils are anticipated to have issues related to mental health difficulties which frequently become more pronounced during adolescence. There is a range of mental health issues that the pupils suffer from, anxiety and depression being the most common. It is essential therefore that a cohesive and holistic approach is in place to ensure these needs are met. There will be regular visits from the CAMHS team of consultant psychiatrist and mental health

workers. This would provide for specific advice, support and strategies. In addition, The Mendip School would seek to collaboratively provide a training package for staff at the school to develop a TA role for support and work with individual children and their families at a level of complexity below that which meets the referral criteria to CAMHS services. Members of staff in this role would receive enhanced training in a number of relevant areas including mood disorders and psychosis. This provision would also increase the skills within the staff group to support CAMHS workers and to identify children at risk of developing mental health issues.

Language and communication issues are significant in the proposed school cohort. There is therefore a fundamental role for Speech and Language Therapists within the school team. This would enable the identification of specific targeted strategies for individuals and groups where appropriate. Therapists would work closely with both teachers and teaching assistants to ensure an appropriate programme is delivered for each pupil. The therapist will ensure that each individual is able to communicate using the form of communication most appropriate to his or her needs, such as Picture Exchange System (PECS) or Makaton. The development of a pupil's communication skills is of paramount importance in minimising barriers to learning and the significant risk of social exclusion. I CAN Talk Series - Issue 4 'Language and Social Exclusion' identifies that SLCN are risk factors for social exclusion. They can lead to mental health difficulties and problem behaviour but in addition to this, good communication skills are fundamental to being able to make a positive contribution, socially and academically'.

Partners

The school will forge partnerships with a number of others. The sponsor school is a 'Teaching School' and as such the new school will become a member of this alliance. This will directly and indirectly partner the school with a range of other mainstream and special schools in both the local area and beyond.

The sponsor school is already in a partnership with 22 mainstream schools specifically in relation to SEN and the school leads on a collaboration entitled the SEN Network. This will give the school access to a significant number of activities and includes a range of professional development opportunities, regular meetings with a large group of SENCOs and opportunities to share expertise and staffing.

The Mendip School will also seek to work with local Children's Centres and third sector agencies such as the National Autistic Society.

Furthermore, the school will seek to join national networks including the SSAT.

The Mendip School will also benefit from existing relationships between the sponsor school and Bangor University, Bath Spa University (BSU) and University of the West of England (UWE). These institutions currently work with the partner school on a

range of activities that include Initial Teacher Training, research into ASD and staff professional development.

School Environment

The physical school environment will be established with specific reference to the needs of the pupils. To this end there will be a range of room sizes commensurate with optimum group size for different teaching activities. Some rooms will be designed with a view to small groups and one-to-one teaching. The environment will be specifically created to support students to engage with learning. This has a number of implications, and examples include the need to ensure there is consideration of the levels of sensory stimulation as pupils with autism have substantial difficulties in this area and it is essential that the environment is low stimulus. To this end the environment will be planned in line with current good practice such consideration being given at the planning stage to visual aspects such as colour, lighting, pattern and glare.

All staff will receive specific training in the key approaches that underpin the school such as TEACCH. There will also be access for staff to a comprehensive and extensive professional development programme. This will include formal training sessions as well as less direct training where staff may be working to develop their skills in meeting specific needs in areas such as communication, through working collaboratively with appropriate therapists. Opportunities to enhance the quality and range of professional development through collaboration with the sponsor school will be a constant feature.

The traditional roles and responsibilities of SENCO within a mainstream school will be carried out by a variety of staff within the school. Class teachers will lead and chair Annual Review meetings along with care plan and progress meetings in consultation with other staff and external professionals (see external agencies below).

Looked after children will be a responsibility of the Deputy Principal in consultation with the child's social worker and the Head of the virtual school.

Behaviour

The school behaviour policy (mirroring that of the sponsor school) will be based upon the underlying principles and structures of positive behaviour management. The school will provide staff with a high level of support and training, TEACCH and PROACT-SCIPr-UK (SCIP) will be core elements of the training. The environment both physically and socially will be appropriately matched to the needs of the pupils. (See D4). There will be an emphasis upon high quality teaching in the delivery of an appropriate curriculum in order to reduce the likelihood of inappropriate behaviour and to support positive behaviour. This will be influenced by the successful experience of the sponsor school. The most recent Ofsted inspection report remarked that 'Teaching sparkles because enthusiastic teachers latch on successfully to pupils' interests and use them in planning, to motivate their learning and raise their achievement'. There will be a particular emphasis on knowing each

child as an individual. Where appropriate, pupils will have an individual behaviour management plan based on SCIP principles, which will include individualised details of proactive, active and reactive strategies and interventions that have been agreed with parents. This behaviour plan forms part of the care plan outlined in D4.

The aims for all pupils will be:

- To develop self-respect, value others and the environment
- To develop social and communication skills enabling full participation in society
- To take responsibility for their own actions

The school will be committed to:

- Setting high expectations for pupils' personal, social and academic progress
- Providing a happy, caring environment in which our pupils feel secure and are prepared for life outside school
- The promotion of a positive ethos where each child's achievements are valued and celebrated
- An effective partnership between school, parents and the community

The sponsor school has a behaviour policy in place and this will form the initial policy of the Mendip School. (The importance of ownership through the process of policy development is acknowledged). The policy includes levels of escalation of sanctions and rewards, a detailed behaviour code and clear staff responsibilities. The effectiveness of this policy is evidenced in the Ofsted inspection report where it states 'Pupils thoroughly enjoy school and are overwhelmingly positive in their attitude to learning. This is reflected in their outstanding behaviour, including their behaviour towards each other, and in their attendance.'

The policy includes details of:

- aims
- the 'behaviour code' which underpins the behaviour policy and is accessible to all pupils
- rewards and sanctions, including specific examples

Additional appendices cover:

- anti-bullying policy
- PROACT-SCIPr-UK (Synopsis of proactive and active SCIP strategies)
- Serious incident – criteria
- Physical intervention policy

Permanent exclusion will be seen as a last resort for an individual pupil. Permanent exclusion would only be considered where a pupil's behavioural needs were identified as placing other young people and staff at significant risk of harm.

The school would seek to avoid this possibility at all times through following the behaviour policy as well as close collaboration with parents and appropriate professionals. It is recognised that the provision provided at the school may not be

successful for all pupils and that in a very small minority of cases a pupil's behavioural needs may not be met. The school will always strive to identify any individual pupil where this is the case and through the annual review process discuss the appropriateness of the placement and whether the pupil's needs are being adequately met. The school would strive to support a move to a more appropriate placement if the pupil was at risk of permanent exclusion.

Bullying

The school will aim to create a safe and secure environment for all, where bullying cannot thrive. It is recognised that bullying can occur between individual pupils, between a group and an individual pupil and between groups of pupils. It can also happen in the same way between members of staff and also between staff and pupils. As such it will not be tolerated and the school will adopt the policy of the sponsor school (attached). This policy has specific details regarding definition of bullying and guidelines on preventing, reporting and responding to bullying.

Attendance

The Mendip School will adopt the policy of the sponsor school – see attachment. This policy clearly identifies duties and responsibilities for tracking and responding to attendance statistics, processes for monitoring attendance, lateness and guidance on completing attendance registers in compliance with statutory requirements. Within the document there is a specific reference to referral to a Parent Support Advisor (PSA) regarding family support in the home to support attendance. The PSA will be employed within the school to lead on a range of aspects, such as family support, after school clubs and holiday activities.

Safeguarding and Child Protection

The Mendip School will have robust safeguarding and child protection policies and procedures in place to ensure the welfare of young people within the school. The Mendip School will adopt the sponsor school's Child Protection Policy. The most recent Ofsted inspection report of the sponsor school commented in relation to safeguarding that 'The school makes outstanding provision to safeguard young people's welfare with their safety being woven throughout the schools ethos. This is supported by robust policies and procedures which are closely adhered to and comprehensive records which demonstrate that policies and procedures are adhered to in practice'. The School will follow the guidance from 'Working Together to Safeguard Children' (DFE) and other policies that will be used in conjunction with the child protection policy i.e;

- Safer Recruitment and Selection
- Staff Conduct
- Managing allegations
- PSCHE
- Whistle blowing
- ICT and E safety

The Deputy Principal (Principal for first two years of operation) of The Mendip School will be the Designated Teacher for Child Protection (DTCP) and be responsible for ensuring that all policies and procedures are followed and appropriate links with external agencies such as Social Services are maintained. All staff will receive 'Basic Awareness of Child Protection' on induction at the Mendip School. This will be delivered by the schools DTCP who will have completed Level 1, 2 and the 'train the trainer's' course. Staff will then have their training updated every three years and the DTCP every two years. Any staff working at The Mendip School, both paid and on a voluntary basis will receive training on induction.

Parents, carers and families will be considered as partners in safeguarding and the school will always prioritise the maintaining of open lines of communication between the school and the parents.

The Mendip School will follow all appropriate 'safer recruitment guidelines' to ensure only adults with appropriate attitudes and motivation towards children are employed (paid or voluntary). Key staff within the school who may be involved in the recruitment and selection process will complete the training from the Children's Workforce Development Council (CWDC).

If a young person makes a disclosure the policy and guidelines will be followed to ensure appropriate action is taken (refer to child protection policy-Guidance to staff). This policy will be read and signed during the induction training. The importance of empowering students to know how to and to keep themselves safe will be a high priority at The Mendip school. The school will ensure that, as far as possible students will know how to keep themselves safe, be involved in decision making and know where or who to go to if they need help and support, this will be achieved through:

- PSCHE curriculum
- Contribution to the Annual Review process/Transition planning
- Student Voice
- Student Council
- Visits to enhance safe use of the community
- Advocacy services

Online safety

As with all other risks, it is impossible to completely eliminate risks that arise from use of the internet. It is therefore essential, through good educational provision to build students' resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with them.

The Mendip School will demonstrate that it has provided the necessary safeguards to help ensure that staff have undertaken everything that could reasonably be expected of them to manage and reduce these risks. The e-safety policy that is attached explains how we intend to do this, while also addressing wider educational issues in order to help young people (and their parents / carers) to be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.

The Mendip School will strive to ensure that pupils do not access inappropriate materials online whilst at the school. The sponsor school's policy outlines the specific roles and responsibilities of how this will be achieved. Whilst in school a filtering system will be used. There will be a requirement to ensure that children and young people are able to use the internet and related communications technologies appropriately and safely. This is addressed as part of the 'Guidance for Safer Working Practice for Adults who work with Children and Young People' policy. The Mendip School will involve all the stakeholders in a child's education and will see the internet as a source to enhance learning rather than working to its detriment. Students will be made aware and have appropriate learning opportunities to know how to keep themselves safe through e-safety lessons, taking part in 'safer internet' national projects.

The school will work with parents and carers to ensure they are equipped to support their children in relation to internet usage at home. Staff at the Mendip School will receive 'e-safety' training annually to ensure they are at the forefront of knowledge. The ICT coordinator, DTCP and PSCHE coordinator will work together to ensure the students' safety.

Physical and mental health

The school will work collaboratively with CAMHS. Details of this have been specified in Section D4. Potential mental health issues will be a significant issue for a number of pupils at The Mendip School. In terms of physical difficulties the school will liaise with professionals such as occupational and physiotherapists to ensure that a programme is in place to meet individual needs.

Medication

The school will adopt the sponsor school's policy. Where there is a specific need re medication for an individual child, this will be directly referenced within the pupil's individual care plan. This will include when medication should be given and in what circumstances (e.g. where relevant then this would apply to a length of seizure), dosage etc. Where specific medications need to be administered (e.g. Buccal Midazolam) then staff will receive training before they are authorised to administer. The school will liaise directly with professionals such as paediatricians, GPs and school nurse.

Personal, Social Citizenship and Health Education (PSCHE) curriculum

PSCHE will be regarded as a key component of the curriculum at The Mendip School. Underpinning any curriculum experience is the promotion of positive self-esteem and confidence, leading to respect for self and others. The school's commitment to this philosophy will ensure that objectives associated with PSCHE permeate all areas of the curriculum.

PSCHE will be taught as an integral part of our curriculum. It will be taught in accordance with the Scheme of Work, through topic work, discreet lessons or through collapsed timetable events. Details of this have been included in section D2.

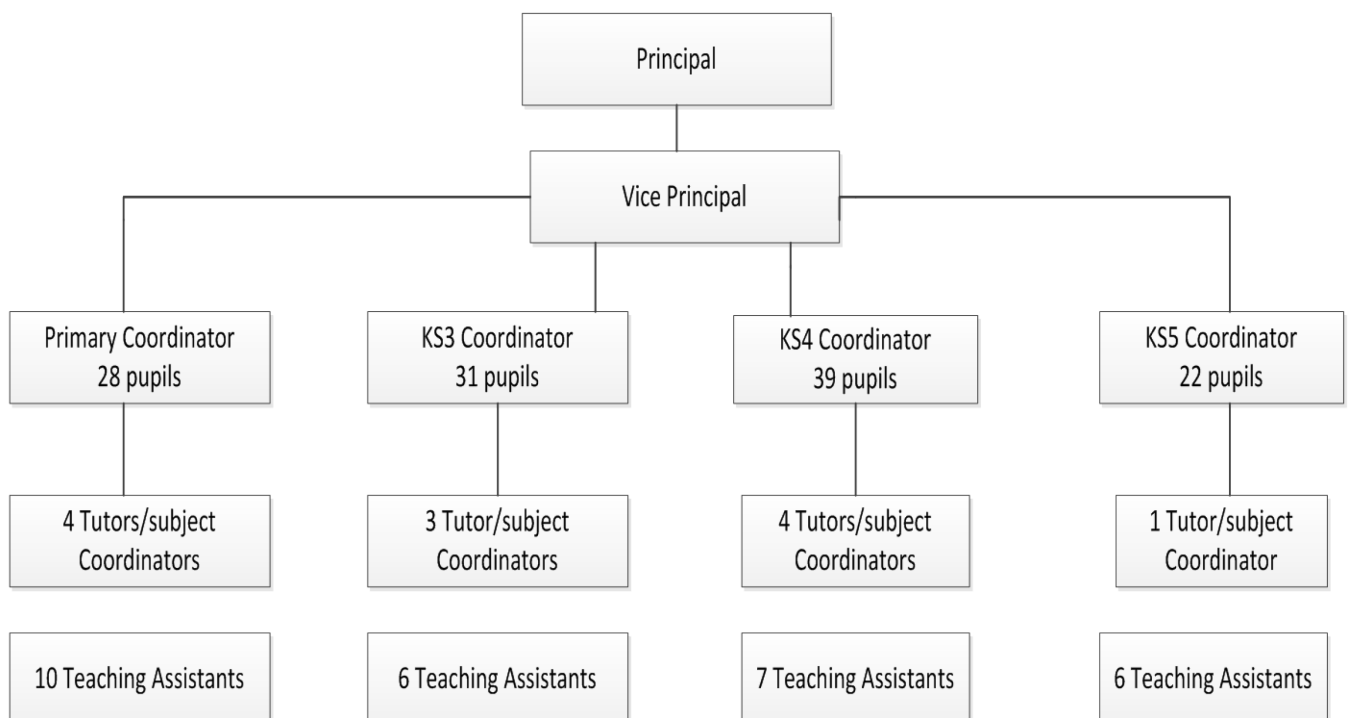
The level of maturity and emotional development of a teaching group influences the teaching style and materials used to deliver aspects of the PSHE programme. Within each lesson the level of support given, choice of language and expected outcomes are directly related to the ability of the pupils. The content will be modified where necessary to match the developmental level of the pupils.

All pupils will have access to appropriate sex and relationship education within the PSHE curriculum. This will be delivered in conjunction with the school nurse using appropriate resources to enhance learning.

Positive handling

The school will make use of the PROACT-SCIPr-UK programme with regard to physical intervention. The sponsor school has a number of accredited instructors who are able to deliver the initial and on-going training. All staff will receive the initial training as part of their induction and will receive refreshers in line with the SCIP guidelines. Specific details are in a draft behaviour policy.

D3 – Staffing Structure STAFFING STRUCTURE 2018



PHASED GROWTH

Staff/year	Sept 15	Sept 16	Sept 17	Sept 18
Students on Roll	34	59	92	120
Leadership Team				
Principal	1	1	1	1
Vice Principal			1	1
Business Manager (Trust Funded)				
Total Leadership	1	1	2	2
Teaching Staff				
Primary Coordinator	1	1	1	1
KS3/4 Coordinator	1	1	2	2
KS5 Coordinator	1	1	1	1
Mainscale Teachers	2	5	8	12
Total Teaching Staff	5	8	12	16
Teaching Assistants	9	13	20	29

STAFF ROLES, EXPERIENCE & EXPERTISE

Senior Leadership Team

The style of leadership across the school will be strongly influenced by the principles of Distributed Leadership. Documentation will be the minimal necessary to run the school effectively and safely. The culture and ethos of the school will be developed and maintained through modelling by staff not by policy document.

Executive Principal; Will provide strategic leadership and monitoring on behalf of Fosse Way Trust but in particular to ensure full advantage is taken of opportunities to collaborate in the professional development of staff including that of secondment between schools, curriculum development, curriculum delivery, and sharing of administrative and site activities where benefits of scale are identified.

Principal; Responsible for the day to running of the school and coordination of curriculum,

Vice Principal; Designated Teacher for Child Protection, Looked After Children, responsible for pupil welfare, coordination of support agencies, visitors, students etc

Key Stage Coordinators; Responsible for pupil welfare, curriculum and its appropriate delivery in relation to the barriers to learning experienced by individual pupils and the induction of classroom staff. Key stage coordinators will wherever

possible not be form tutors and receive an additional 10% non-contact time in order to be available to deal with pupil welfare issues.

Teaching Staff

Teachers; Responsible for the planning and delivery of lessons to teaching groups. All teachers will have Qualified Teacher Status (QTS), and received training appropriate to the barriers to learning experienced by the pupils they teach, ie all teachers will in their first year, through the staff induction programme receive at least three days formal training in the principals of TEACCH, as well as physical intervention training etc. Each teacher will be a form tutor, will act as SENCO for his/her teaching group and have an area of curriculum to coordinate. Teachers will have 10% non-contact time for planning & preparation of their lessons. Teachers will receive an SEN allowance as well as a Teaching & Learning Responsibility payment for a whole school curriculum coordination role.

Teaching Assistants (TA); Each class will have at least one teaching assistant in support of teaching and the learning of pupils. Teaching assistants will be deployed across the class except when supporting specific groups of pupils or an individual pupil engaged in an intervention or therapy programme. Teaching Assistants will be employed for sufficient hours to enable them to attend staff meetings and training. They will be encouraged to engage in training leading to appropriate formal qualifications such as Level 3 or above. Some Teaching Assistants will be trained to take on specific roles such as Coordination and delivery of extended services, including after-school clubs and holiday play schemes as well as working in the home with parents with a focus upon behaviour management strategies. Teaching Assistants will receive an SEN additional allowance (mirroring that of teachers) after one year successful service at the school or previous appropriate experience.

Staff from Supporting Agencies such as Health & Social Services will complement the school staff in creating through close collaboration a holistic provision for families.

PHASED BUILD UP OF STAFFING STRUCTURE

The principles adopted here are;

- Teaching Groups at KS1/2 average size of group 6 pupils with staffing of 1 teacher and 2 TAs
- Teaching Groups at KS3/4 average size of group 8 pupils with staffing of 1 teacher and 1TA with 50% of KS3/4 groups receiving an additional TA support from third year of operation in response to groups operating at full capacity and will include students with higher levels of need.
- Post 16 a ratio of approx 3;1 teaching staff

- Sufficient non-contact staff e.g Principal, Deputy Principal, Key Stage Coordinators to be available throughout the school day for meetings or cover for meetings with parents and other agencies as well as support for individual pupil support/interventions.
- Sufficient TA staffing to deliver individual and small group programmes.

Year One

Due to the small number of pupils several teaching groups are likely to be below capacity but savings in staffing will not always be possible without creating health & safety risks, e.g. Post 16 has a high level of staffing in order that the individual vocational programmes which are often off-site can be safely delivered. This erosion of efficiency is exacerbated by the nature of entry into special provision being, on-demand across the age groups and throughout the year, rather than by Year Group at the beginning of the school year as in mainstream schools.

The experience of the sponsor school is that the age of pupils referred varies year on year, The Mendip School will therefore need to respond flexibly through matching its organisation of teaching groups to the pupils rather than fitting children into a pre-ordained structure. Therefore if the school has higher numbers of pupil referrals than planned for, then the Leadership Team will look to create opportunities for increasing the number of teaching groups and staffing.

The sponsor school will second sufficient staff to ensure that The Mendip School offers a high quality educational experience with an appropriate culture and ethos from the day of opening. Staff at the sponsor school will be available to support their colleagues at The Mendip School.

Key Stage Coordinators will be appointed in the first year to embed schemes of work and school routines. Given the small numbers of pupils in this first year Key Stage Coordinators will not have additional non-contact time. The Principal will act on their behalf during lesson time.

Additional therapies (Speech & Language, Occupational Health, music, drama etc) to maximum [REDACTED] the mix in response to need.

The Principal will be The Designated Teacher for Child Protection , Looked After Children etc. until the Deputy Principal takes over responsibility on appointment in the third year of operation.

Year Two

Staffing grows in proportion to increased pupil numbers. Some benefits of scale are realised in terms of majority of teaching groups running at capacity.

Additional therapies (Speech & Language, Occupational Health, music, drama etc) to maximum [REDACTED] the mix in response to need.

Year Three

At this point in the growth of the school a vice principal with 60% non-contact time will be appointed in addition to a KS3 Coordinator resulting in removal of KS3 responsibility from the Key Stage 3/4 Coordinator. These two coordinators will have higher levels of non-contact time than the Primary and KS5 Coordinators in recognition of the higher pupil numbers in KS3 and 4. This additional time is expected to be supplemented by the presence of the newly appointed Vice principal.

Key Stage 1/2 and the Post 16 Coordinator each receive an additional 10% non-contact time to carry out their responsibilities.

Additional TA to provide supplementary individual/small group intervention programmes.

Additional therapies (Speech & Language, Occupational Health, music, drama etc) to maximum [REDACTED] the mix in response to need.

Year Four

The structure in this final year of growth has been based upon the experience of the sponsor school. Consequently the expectation is that it will be difficult to predict pupil distribution across the Key Stages or the complexity of need or levels of attainment. Special school populations are in constant evolution with an overlay of year-on-year variation consequent upon the relative small pupil numbers in the school. It is expected therefore that the staffing structure will be flexible and evolve in response to pupil needs.

Non contact time of Vice-Principal increased to 80%

Further additional TA to provide supplementary individual/small group intervention programmes.

Section E - Evidence of need – part 1

Pupils with statements of SEN

Somerset CC has acknowledged the need to 'statement' a number of children with needs who fall within Mendip School admission criteria but currently are without statements. This is mainly the Language Communication and Social Needs (LCSN) group of children commonly funded at appropriate level but are without statement and identified within the 74 non-statemented families who signed petition.

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	0	0			0	0		
Year 1	0	0			0	0		
Year 2	0	0			2	2	2	
Year 3	0	0			1	1	1	
Year 4	2	2	2		1	1	0	
Year 5	2	2	2		2	2	1	
Year 6	2	2	2		2	2	2	
Year 7	7	7	4		8	8	2	
Year 8	6	6	6		3	3	2	
Year 9	5	5	5		9	3	3	
Year 10	3	3	3		0	0	4	
Year 11	2	2	2		0	0		
Year 12	3	3	2		3	3		
Year 13	2	2	2		2	2		
Totals	34	34	30		25	25	17	

Section E: Evidence of need – part 2

Section E1

LOCAL AUTHORITY DEMAND

1. Engagement with Somerset CC:-

2012

- 6th. January – Representative of the Mendip School Planning Group (MSPG) informally introduces Free School initiative to Somerset LA SEN Group Manager.
- 30th. March - Somerset LA Group Manager meets with the MSPG
- 18th. June - Somerset LA responds to requests from the MSPG in providing data pertaining to the Free school initiative, through a number of emails
- 4th. July - Members of the MSPG meet with Somerset LA Director of Children's Services. Presentation to LA of Free School proposal and exploration of strategic implications for LA.
- 4th September - Members of the MSPG meet with Somerset LA Director of Children's Services, Commissioner of Children's Services, LA SEN Group Manager. Focus: Exploring level of support from LA for Free School, funding
- 3rd October – Director of Children's Services visits sponsor school, tour and meeting with Headteacher: Focus; culture, aspirations, quality of educational experience, commissioning role of Somerset LA
- 10th October – Meeting to explore potential areas of collaboration with Somerset ASD Support Service Manager & Head of ASD Support Units
- 14th. November Meeting with Somerset LA Director of Children's Services, Commissioner of Children's Services, LA SEN Group Manager. Focus: Marketing, site, Projected roll, funding, statements v non-statements, LA consultation with parents
- 28th. November – Follow up telephone discussion with SEN Group Manager, regarding a range of issues associated with the admission of non-statemented pupils to The Mendip School

2013

Application made to DfE

- 9th May - Somerset SEN Lead and SEN departmental lead meet with Members of the MSPG to discuss detail around potential numbers and related cohorts of pupils to attend The Mendip School.

May Application to DfE unsuccessful due to insufficiently strong support from LA.

- 4th July – Cllr Frances Nicholson Somerset Cabinet Member Children & Families and Somerset officers meet with members of the MSPG to review failed Free school bid and linked implications.
- 24 September - Cllr Frances Nicholson Somerset Cabinet Member Children & Families visits Fosse Way School to gather information and discuss potential reapplication.
- 22 November - Frances Nicholson writes to the MSPG expressing strong support for The Mendip School and submission of new application in January 2014
- 26 November – Fosse Way School and B&NES representatives meet regarding B&NES concerns at insufficient special school places available to local children. Outcome -

strong support for The Mendip School as initiative to relieve pressure of places in B&NES special schools. B&NES contact Somerset CC to share concern.

- 28th. November - Detailed discussion between representative of the MSPG and [REDACTED], [REDACTED] regarding details requiring agreement to enable January re-application including designation of school as being for pupils with statements only and recognition that current non-statemented pupils will need statements to gain access to the proposed school.

2. Letters of Demand from LA's

Somerset County Council
County Hall
Taunton
Somerset
TA1 4DY

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Dear Sir, Madam

Confirmation of support for the Mendip Special Free School

We confirm that the Local Authority of Somerset strongly supports The Mendip Special Free School's application. We understand that the School is planned to be an all through Special Free School, focusing on a school population with a primary need of Autism Spectrum Disorder (75%) and/or language and social communications difficulties (25%). The Free School will be located in Shepton Mallet and will have an eventual target of 95 places rising to 120 with an age range of 3 to 19 years. It is proposed to open in September 2015 with 34 pupils.

We believe that the Free School will increase parental choice and that based on the previous years' figures we anticipate that we would be able to make referrals for full time equivalent places from the following cohorts of students:

- Somerset has 8 pupils placed in the ASD Resource Base in the Mendip area
- The Authority has 19 pupils currently placed "out of County" at Fosse Way School
- Within the Mendip area there are 35 pupils with a primary need of ASD2 who are currently placed in mainstream schools and a further 14 with a primary need of ASD3 also placed in mainstream schools.

Overall we understand from the proposers that there are 76 pupils known to Somerset County Council with parents who might be interested in a place at The Mendip Special Free School at this time. The Local Authority recognises the importance of parental preference in the context of the SEN code of Practice and the strong support for the Free School has received from parents in the Mendip area. Clearly any request for a place at the Mendip Special Free School will have to be considered in the context of the SEN code of Practice and the Local Authority's wider responsibilities under that.

It is estimated that for the academic years 2015/16 and 2016/17 Somerset would make 10 additional referrals for full time equivalent placements and we agree to pay the top up fee of £6k per day pupil.

Yours sincerely

[REDACTED]

[REDACTED]

[REDACTED]
PO Box 25, Riverside, Temple Street, Keynsham, Bristol, BS31 1DN
Telephone : (01225) 395610 Facsimile : (01225) 395416
E Mail : [REDACTED]

Your ref:
Our ref: MB/ew
Date: 2nd December 2013

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Dear Sir/Madam

Confirmation of support for The Mendip School

We confirm that Bath & North East Somerset Council supports the development of The Mendip School. We understand that this school will be a 120 place new special school for pupils with ASD/Social Communication Language Difficulties in the Mendip area which is proposed to open in September 2015.

We confirm that we believe there is a need for the type of proposed provision in this area, which adjoins Bath & North East Somerset. There are currently 20 pupils from the Mendip area attending Fosse Way School in Midsomer Norton (Bath & North East Somerset) and this school is full. We are currently in dialogue with our local Special Schools to consider options for addressing the pressure on places for local pupils. We believe the Free School could in future help to ensure that the needs of pupils from Mendip can be met locally within their home authority and reduce the pressure on places at Fosse Way, which will in turn benefit pupils from Bath & North East Somerset who will be able to enrol at Fosse Way.

Yours sincerely

[REDACTED]

3 .Marketing Materials Provided to LA

Textual information (Images and photos removed) appearing on marketing leaflet provided to Local Authorities, prospective parents and other interested parties:-

The PROPOSAL

The Mendip School group represents over 55 families across the Mendip area of Somerset and is highly committed to the setting up of a special school for pupils with autistic Spectrum Disorders (ASD) and Language and Social Communication Needs (LSCN).

The group is seeking to provide a high quality alternative to mainstream provision in which children with autism across the 3-19 age range will thrive. The school will have high expectations of individual pupils as they progress through a personalised curriculum linked to aspirational adult outcomes.

THE DRIVING FORCE

The core group consists of six parents who have children on the autistic Spectrum and [REDACTED].

The sponsor school Fosse Way lies nine miles from the principal towns of Frome and Shepton Mallet. Fosse Way is highly regarded for its cutting edge approach to the education of pupils with ASD. The school has been judged as outstanding during its last two OFSTED inspections, is an academy and also has Teaching School and National Support School status.

WHY A NEW SCHOOL?

Fosse Way School is highly oversubscribed and reluctantly turns away many children who would benefit from the specialist environment and approach to teaching. In the Mendip area, there is a restricted choice of schools for parents of children with ASD and LSCN, and the group and its supporters feel that there is great demand for a new school to cater for children with those needs.

The Mendip School will be looking to replicate the innovative and successful approaches developed at Fosse Way School.

OUR VISION

The Mendip School's vision and ethos will be reflected through its curriculum and will provide:

- a high quality alternative to mainstream provision in which children with autism across the 3-19 age range will thrive.*
- aspirational adult outcomes for all its pupils.*
- a broad and balanced curriculum aimed at creating an educational experience that is focused upon and therefore prepares pupils for adult life. The curriculum offer will conform to national government expectations, catering for a broad range of abilities through providing a number of learning pathways that lead to a variety of post school destinations.*
- a physical environment and teaching approaches that have been created in response to sensitivity to the particular needs of children with autism.*
- a wide range of opportunities to access external agencies such as occupational therapy, physiotherapy and speech and language therapy to support individual needs.*
- an inclusive environment in which pupils feel safe, confident, are happy and make outstanding progress academically, socially and in the development of their independence skills.*
- Strong partnerships with the families of pupils and collaboration with a range of other agencies, creating a caring and friendly learning environment in which pupils make outstanding progress.*
- a school which is socially viable, enabling pupils to make friendship choices from within their own peer groups.*
- The 'all-through' aspect of the school will create for pupils, continuity and familiarity of environment, ensuring stress-free transitions as pupils progress through their school life.*
- Support services to the families of its pupils.*
- a positive choice for parents.*

120805 Mendip School A5 4pp leaflet v3 spreads.indd 2 08/09/2012

DEMAND FROM PARENTS

1 Survey Used To Collect Evidence Of Demand

We are currently seeking support for a new school in our area. We may share this information with the Department of Education as part of our application for a new school. **Our Vision:** The Mendip School group represents over 160 families across the Mendip area of Somerset and is highly committed to the setting up of a special school for pupils with Autistic Spectrum Disorders (ASD) and Language and Social Communication Needs (LSCN). The Mendip School's vision and ethos will be reflected through its curriculum and will provide:

A high quality alternative to mainstream provision in which children with autism across the 4-19 age range will thrive.

Aspirational adult outcomes for all its pupils.

A broad and balanced curriculum aimed at creating an educational experience that is focused upon and therefore prepares pupils for adult life. The curriculum offer will conform to national government expectations, catering for a broad range of abilities by providing a number of learning pathways that lead to a variety of post school destinations.

A physical environment and teaching approaches that have been created in response to sensitivity to the particular needs of children with autism.

A wide range of opportunities to access external agencies such as occupational therapy, physiotherapy and speech and language therapy to support individual needs.

An inclusive environment in which pupils feel safe, confident, are happy and make outstanding progress academically, socially and in the development of their independence skills.

Strong partnerships with the families of pupils and collaboration with a range of other agencies, creating a caring and friendly learning environment in which pupils make outstanding progress.

A school which is socially viable, enabling pupils to make friendship choices from within their own peer groups.

The 'all-through' aspect of the school will create for pupils, continuity and familiarity of environment, ensuring stress-free transitions as pupils progress through their school life.

Support services to the families of its pupils.

A positive choice for parents.

Please register your interest in sending your child to this school / for the LA to name the school on your child's Statement by completing the form below. Please complete one form for each child you wish to register. If you provide us with your contact details we will keep you updated on the progress of the campaign.

			Answer the question below only if your child currently has a Statement	Answer the question below if your child does not currently have a Statement	Answer the question below if your child does not have a Statement	
Child's Date of Birth	Postcode (not for publication)	Type of SEN (eg ASD, LSC)	I would request for this special Free School to be named on my child's statement of SEN (Parent's full name)	This special Free School will be my first choice for my child (Parent's full name)	What proof do you have that your child has the SEN for which the school is designated? E.g. note from doctor/medical professional, educational psychologist's report	Your email address

Information was available through leaflet (see above marketing materials provided to LA), The Mendip School website, social media, press releases, and meetings of local parent support groups.

1. Other Relevant Information

The parent demand data used in this application is a refresh of that which was originally collected during the 9 month period September 2012 – May December 2013 and recorded 158 children for whom parents stated The Mendip School would be their first choice, of whom 66 had statements (6 will now be too old to join the school at its postponed proposed opening in 2015). All were within a 44 minute journey time of the school. Following the unsuccessful January 2013 application The Mendip School group has been in on-going discussion with Somerset CC resulting in a strong pledge of support for a new application in January 2014 being received on 23 November 2013. Consequently the group has re-marketed the school in the period from receiving the letter until December 20th. The resulting data is used in this application. During this 1 month 4 period the group received 119 responses from parents looking for an alternative choice to present Somerset provision. Of the 119 responses 51 children have statements.

Supporting quotes from Parents

██████████

██████████

██████████

██████████

██████████

██████████
The Mendip working group was formed from representatives of three Mendip area parent support groups representing about 55 families. In addition other individual parents and groups have been contacted through social media or attending meetings organised by other groups such as the NAS.

Local County Councillors and the 3 Mendip area MPs have also been informed of the initiative and received particularly strong and active support from Somerset Cabinet Member Children and Families and the MP representing Wells. The Wells MP was also instrumental in arranging for members of the group to meet with the then Education Minister regarding the Green Paper and the lack of special school places for children with SEN in Somerset.

Two supportive and constructive meetings including site visit to Fosse Way School involving ██████████ discuss planning process regarding favoured site for The Mendip School, the nature of proposed school and impact upon Shepton Mallet community

Supporting Quotes From Other Local Organisations

“The plans are being extremely well received, and Cerebra continue to be happy to promote the news and developments with regard to this venture.”
(Regional Officer Cerebra UK.)

“The Group is very excited about The Mendip School proposal, parents will now have a real choice of schooling for their children which is so desperately needed.”
(Shepton Mallet Autism Support Group)

“This additional provision for children with autistic spectrum and communication difficulties is an exciting project and will surely fill a gap in the Mendip area.”
(CEO Bibic UK)

*“The FAST group will like to support the proposal of The Mendip School, a school which will specialise in the education of children with ASD and communication difficulties, as it feels that this school has been long called for and will give parents the choice as to the type of education their children need.
..... a large number of families are struggling with the lack of support and specialist training from school staff. A school which is local, free and has specialist trained staff will be a fantastic addition to existing local provision.”*
(Frome Autistic Support Group)

*“The Mendip branch of the NAS, after a unanimous vote of its members, would be happy to support the opening of **The Mendip School**, a free school for children on the autistic spectrum and for those with language and social communication needs.*

The branch hopes very much that the Department will see the need for a specialist autism school in the Mendip area to enable families with autism the opportunity of having outstanding education, leading to happy and fulfilled adult lives.”
(Branch Support Officer Mendip NAS)

“In our view, the project as presented represents an outstanding opportunity to provide children with autistic spectrum disorders (ASD) and language and social communication needs (LSCN) with a specialist provision which is both sorely needed and currently not available in the Mendip area.

Looking at the details of the application, we are particularly pleased to note that it is based on a full range of principles which incorporate excellent practice in integrated social, emotional, communication and academic learning.

*This application is strongly supported by an existing centre of excellence (Fosse way school), where these principles and key personnel roles are **already well-established** and with a **proven track record** of success with pupils, their families and the wider community.*

This, we feel, will significantly shorten the “learning curve” of a new establishment, allowing it to become highly effective in a relatively short time, and reduce any risk of low or delayed performance.

We are aware that a significant number of children in this geographical area are in need of such an educational establishment. Our view would be that the projected pupil numbers are more than realistic, if anything erring on the low side – we predict that the school will become oversubscribed in a relatively short time.

Currently, as the needs of a significant number of children with these conditions continue to be unmet, or they find themselves in inappropriate educational environments, their academic performance and behaviour frequently deteriorate. The knock-on effects in social and economic terms are such that the proposed school would enable local authority and health services to realise significant cost savings by the prevention of children and families going “into crisis”. (de la Cuesta 2009, Knapp et al 2007).

It goes without saying that there is also a strong moral argument for this approach.

We would congratulate the Mendip group on compiling an excellent application which, if successful, will provide a vital very much needed specialist educational resource.

We will be happy to expand upon any of the views we have put forward in this letter, and would be happy to assist this application in any way possible.”
(Branch Officer Somerset NAS)

CONTEXTUAL EVIDENCE OF NEED

The internal SEN Review of Somerset provision January 2012, (see Section C) identifies a history of under-identification by Somerset of children with ASD/LSCN.

Somerset currently identifies in the Mendip area 5 children attending one of two special schools in the area with ASD as a primary need.

Somerset a shire authority currently identifies across the whole of Somerset just 37 attending one of eight special schools children with ASD as a primary need. By comparison the adjoining small unitary authority of B&NES identifies over 100 children with ASD as a primary need attending one of two special schools.

Somerset provides approx. 50% national average of statements compared with similar authorities.

Somerset provides approx. 50% of the national average of special school places compared with similar authorities.

Information offered to the working group during consultations with Somerset LA

- 214 children with either Autism or Language & Communication needs within mainstream schools needing additional support through Statements, School Action or School Action Plus in the Mendip area.
- 5 pupils with ASD as their primary need attend one of two special schools, located on the periphery of Mendip area. Both schools, judged to be good, cater mainly for children with severe/profound and multiple learning difficulties, each school, (one catering for 5 – 16 year olds the other 11 – 18 year olds) has a roll of less than 37 pupils and consequently are unable to create an inclusive environment or provide a learning experience relevant to more able pupils.
- 8 secondary age pupils attend an off-site ASD Resource Base in Frome which is full.
- 3 pupils attend one of the three independent special schools within the area. These schools cater for “high tariff” pupils who almost exclusively originate from other areas of the country.

Outside the Mendip area Somerset LA identifies:

- 20 Mendip pupils attending Fosse Way School, (judged outstanding) in Bath & North East Somerset LA is the nearest full ability range, all through (3 – 19 years), provision for pupils with Autistic Spectrum Disorders and lies 9 miles from the principal Mendip towns of Frome and Shepton Mallet. The school is oversubscribed and has been declining referrals for the last four years.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

Name	Member of core applicant	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)

	group (Y or N)			
██████████	██████ ██████	██████████	██████████	20
██████████	██████ ██████	██████████	██████████	20
██████████	██████ ██████	██████████	██████████	10
██████████	██████ ██████	██████████	██████████	3
██████████	██████ ██████	██████████	██████████	5
██████████	██████ ██████	██████████	██████████	5
██████████	██████ ██████	██████████	██████████	1

██████████		██████████	██████████	1
██████████		██████████	██████████	1

F1 (b) Skills gap in pre-opening

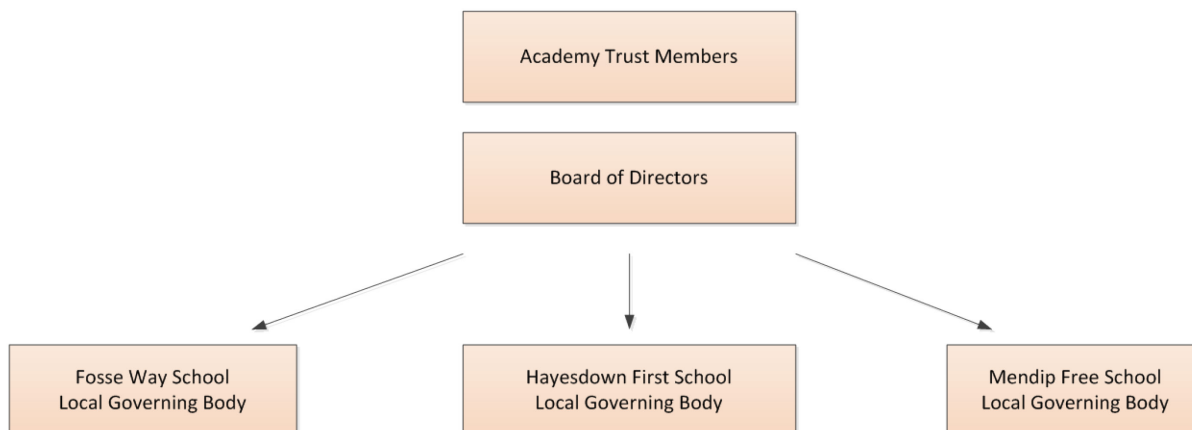
Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/experience missing	How you plan to fill the gap

Section F2

Multi-Academy Structure including proposed Mendip Free School

Fosse Way Trust



The Board of Directors and Committees will meet at least 5 times a year. The committees will report to Board meetings through the year after the first Board of Directors Meeting has taken place in September.

The Governance structure is designed to ensure both maximum impact upon pupil standards and ensure accountability at all levels. The annual appraisal as part of the Performance Management process will be led by the chair of the Board. The Executive Principal, Principal and Chair of the Local Governing Body will be challenged over the performance of the school.

The Local Governing Body will be responsible for maintaining a critical view over the School Improvement Plan and any other key priorities and the feeding back of this information to the Board.

A parent friendly report written by the Executive Principal and based upon his reports to the Board will be produced annually.

The Multi-Academy will be accountable externally through OFSTED inspections of both its schools and residential provision, the range of required auditing processes proscribed by the Department for Education and the Education Funding Agency. From time to time the Board will also commission consultants to provide an additional independent audit of school performance.

Example agendas are included below in order to help illustrate the interrelationship of the hierarchy of governance bodies. Conflicts of interest will be covered by a policy document. Directors or governors will be expected to declare any conflict of interest before an agenda item is discussed and withdraw from the meeting for that item.

Trust Members

Role: Overall strategic responsibility for the Trust and the appointment of Directors.
Subscribers to the Trust

		3
	1	
	1	
		Total = 6

Following successful Free School application the trust members will increase by addition of:

Chair of The Mendip School Local Governing Body	1
Additional representative from commercial or charity background	1
	Total = 8

Board of Directors

Role: responsible for the day to day operation (management and administration) of the Multi-Academy Schools on behalf of the Members. Reports to the Academy Members. Sets the terms of reference for the Local Governing Bodies (LGBs). Receives recommendations from LGBs with regard to budget and school improvement plans. Monitors schools through reports from LGBs and Executive Principal (see examples of core agendas below). Has the power to overrule decisions made by its sub-committees and the three Local Governing Bodies. Appoints Chairs to Local Governing Bodies

Example of core agenda for a Board meeting:-

- Progress toward Academy Improvement Plan targets of each school
- Report from The Mendip School Local Governing Body
- Report from the Fosse Way School Local Governing Body
- Report from Business Committee
- Reports from any other committees set up by the Board
- Report from the Teaching School

Chair (appointed by Board)		(staff member not eligible)
Appointed by Members	Up to 5	(staff member not eligible)
Chairs of School Local Governing Body	2	
Executive Principal	1	
Academy Principals	2	
	TOTAL = 10	

Following successful Free School application the Board of Directors will increase by addition of:

Chair of The Mendip School Local Governing Body	1
Principal of The Mendip School	1
	Total = 12

Local Governing Body

Role: Overseeing of one academy, exercising of delegated powers given by the Multi-Academy Trust, including power to create sub-committees e.g business committee. Reports to the Board of Directors through the Local Governing Body Chair.

The principle is to enable each school to have a high level of autonomy.

Example of core agenda for a Local Governing Body:-

- Progress toward School Improvement Plan targets
- Includes curriculum development presentations etc.
- Report on progress toward pupil progress targets
- Report on attendance, behaviour and safety
- Report on quality of teaching and learning
- Matters arising from Board of Director meeting
- Matters arising from Business Committee meeting
- Reports regarding specific school initiatives/issues

Chair		(Appointed by Board of Directors, staff not eligible)
Parents	4	(Elected by parents of the school)
Staff	2	(Elected by staff of the school)
Community Governor	3	(Appointed by LGB)
Principal	1	(From the 'home' school)
Executive Principal	1	
TOTAL =		11

Further details of delegation, escalation and conflicts of interest and powers delegated to the Principal are contained in two existing Trust documents; the Terms of Reference and the Financial Regulations Manual. These are reviewed annually by the Trust Board.

At each meeting of the Trust Board consideration is given to a range of monitoring reports from its schools in order to assess the 'health' of each school. Where concerns are identified appropriate interventions will be swiftly implemented utilising expertise from within the multi-academy trust or commissioning of external consultants. The Trust is currently engaged in the successful support of a previously failing school through sponsorship by Fosse Way School.

F3 (a) Fosse Way Trust Board of Directors and Proposed Mendip School Local Governing Body

Fosse Way Trust Board of Directors Name	Role on Trust Board	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████		██████████	5
██████████	██████████		██████████	5
vacancy (appointment in process)				
Vacancy (appointment in process)				
██████████	██████████	██████████	See F1	21
██████████	██████████		██████████	Full time employee
██████████	██████████		██████████	5
██████████	██████████		██████████	Full time employee
██████████	██████████			2

Proposed Local Governing Body Of The Mendip School Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	██████████	See F1	5
██████████	██████████	██████████	See F1	5
██████████		██████████	See F1	1
██████████		██████████	See F1	2
██████████		██████████		
██████████		██████████	See F1	1
To be Elected (Community Governor)				
To be Elected Teaching Staff)			Education, teaching & learning, inclusion, SEN provision, behaviour	

To be Elected Support Staff)				
██████████	██████████	██████████	See F1	Full time employee
██████████	██████████	██████████	See F1	21

F3 (b) Skills gap for governing body

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

Skills/experience missing	How you plan to fill the gap
Legal Knowledge	<ol style="list-style-type: none">1. Support to governors from the Trust.2. Indicate as a skill deficit at parent governor application/election following opening of school3. And/or recruit community governor with appropriate skill set

Section F4

THE ROLE OF THE PRINCIPAL AND SKILLS REQUIRED

The Key features of an applicant for the post of Principal will include;

Qualifications and Training

- Good Honours Degree, preferably further qualification in special educational needs.
- Qualified Teacher Status, National Professional Qualification for Headteachers
- Evidence of continuing professional development

Knowledge, Skills and Experience

- Previous successful experience of senior leadership as Headteacher, Deputy or Assistant Headteacher.
- Able to demonstrate a successful 'distributive leadership' style.
- Proven success in the teaching and managing of children with special needs and ASD in particular.
- Proven experience of raising standards of teaching and learning
- Experience of managing successful change
- Experience of financial management
- Excellent organisational and administrative skills
- Experience of working productively and harmoniously with parents and other stakeholders.

Personal attributes

- A liking and genuine respect for young people who can sometimes be challenging.
- Able to demonstrate strong leadership skills
- Ability to communicate clearly/ excellent interpersonal skills
- Be able to motivate and empower staff and pupils
- Promote a culture of high achievement
- Emotional resilience in working with challenging behaviours

Interest and Motivation

- Committed to raising standards
- Committed to equal opportunities
- Values the unique contribution made by all members of the school community.
- A commitment to reducing the inequalities experienced by individuals with disabilities.
- A commitment to the pursuance of aspirational adult outcomes for all pupils attending The Mendip School.
- Ability and enthusiasm to promote the schools vision, values and achievements to the local and wider community

The recruitment panel will consist of at least 4 governors, an external consultant (could be a Headteacher from a local school) and consideration will also be given to including a Somerset LA representative.

DESCRIPTION OF PRINCIPAL DESIGNATE

(Please see [REDACTED] extended CV)

Exemplary Educational Track Record As Senior Leader

- Demonstration of success in leadership roles evidenced by OFSTED and successful delivery of NCTL leadership programmes
- NPQH – beyond requirements of current role.
- C.V. demonstrates continuous engagement with developing own and others pedagogical knowledge base.
- Experience of working in both mainstream and special school sectors and across 4 – 19 age groups.
- Experience of teaching outside of UK
- Delivery of statutory training to primary and mainstream practitioners

Shows Clear Potential To Be An Excellent Principal

- Meets criteria set out in Person Specification (above) for The Mendip School Principal
- In depth knowledge of curriculum for children with ASD/SLCN.
- Outstanding senior leadership since 2008
- Forward thinking with drive and ambition.
- Proven ability to improve teaching & learning demonstrated through success in leading 'teaching & learning' in current role
- Excellent communicator with the ability to listen and value the opinions of others.
- Successful experience of staff appraisal, development and recruitment
- Experience of large scale building programmes
- Strong work ethic and expectations of self.
- Highly principled and integrity beyond reproach.
- Strong contributor and advocate of the culture and ethos of current school, identified by parent working group as goal for The Mendip School.

Section G: Budget planning and affordability

Section G1



G3 Financial resilience to reductions in income





1. Please fill in details for each of your preferred sites, taking care to complete every section.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in ...

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if	The town/area of Shepton Mallet, Somerset is The Mendip Schools preferred location. The town/area lies in a central position for the schools catchment area this being for The Mendip towns of Frome, Wells, Glastonbury, Street, Castle Cary and Shepton Mallet. Many pupils will be travelling to school using school buses and this central locations offers a journey time of no longer than 45 minutes from most of the villages and towns in the Mendip area.
---	---

If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i>	We identified a site.
---	-----------------------

Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>, Shepton Mallet, Somerset, <Redacted>.
---	---

In which local authority is your preferred location? - this information is brought through from section B	Somerset
---	----------

If the preferred site is near to the boundary with another local authority, please say which:	NA
---	----

If the preferred site is near to the boundary with a third local authority, please say which:	NA
---	----

If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
--	----

Please tell us how you found the site:	Local knowledge
--	-----------------

Please confirm the tenure:	Lease
----------------------------	-------

If other, please explain further:	125 year lease (virtual freehold)
-----------------------------------	-----------------------------------

Please Include information on purchase or lease price if known:	<Redacted> from The Education Funding Agency has been talking to the land agents in charge of the regeneration of the site and feels very positive about the choice of location and that school has been built on a new school
---	--

Who owns the site?	Privately owned
--------------------	-----------------

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Yes
--	-----

Name and contact details of owner:	<Redacted>
------------------------------------	------------

Name and contact details of agent or local authority representative where available:	<Redacted>
--	------------

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	No
---	----

What kind of site is it?	Cleared site requiring new build
--------------------------	----------------------------------

What is the current use?	Other - please describe
--------------------------	-------------------------

If government building or 'other' - please describe:	Land that was used for agricultural shows/parking now available for development as part of a bigger regeneration project of the show ground.
--	--

Why have you chosen this site? What makes it suitable for your free school?	Central location for catchment area, good main road access, plenty of parking space for not only staff but health professionals, parents and school buses, space for future expansion ie. Swimming pool, sports hall which the local community will be able to access as well.
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted> from the Education Funding Agency has discussed with the agents about building a school up to 2,850 sq metres. There is certainly enough land to do this, we would also like to have plenty of outside space as well for playing fields, parking and any future developments ie. sports hall and swimming pool. Ideally we would like to have a site of at least 3.5 acres.
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	There is no current building on this part of the site.
--	--

Second choice site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	
---	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please Include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Please select
--	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Third choice site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	
---	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Please select
--	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.qsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.qsi.gov.uk:	
--	--

Fourth choice site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	
---	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.qsi.gov.uk if available)	Please select
--	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
--	---------------

if yes, from what to what?	
----------------------------	--

Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
---	--

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
---	--

CURRICULUM VITAE

Personal Details

Name: [REDACTED] Date of Birth: [REDACTED]

Address: [REDACTED] Home Tel: [REDACTED]

[REDACTED]

[REDACTED] Work Tel: [REDACTED]

E-mail: [REDACTED] National Ins. No. [REDACTED]

DFES No. [REDACTED]

Relevant Qualifications

[REDACTED]

Current Role

[REDACTED]

Main Achievements

[REDACTED]

Experience

[REDACTED]

CV template		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including:	[Redacted]
	name of school/ organisation	[Redacted]
	position and responsibilities held length of time in position (This should cover the last four years. If not, please include additional roles)	[Redacted]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5.a	For education only: if you are in a leadership position in your latest school (where available):	

	<p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19,</p>	

	<p>average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

<Redacted> CV

CV template	
1.	Name ██████████

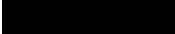
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	<ul style="list-style-type: none"> ▪ name of school/organisation 	[REDACTED]
	<ul style="list-style-type: none"> ▪ position and responsibilities held ▪ length of time in position <p>(This should cover the last four years. If not, please include additional roles)</p>	[REDACTED]
		[REDACTED]
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths 	[REDACTED]

	<p>results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If these results are not available, set out the 	N/A

	<p>track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>██████████</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8.	<p>Reference names(s) and contact details</p>	<p>██████████</p>


CV template		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position (This should cover the last four years. If not, please include additional roles)	[Redacted]
		[Redacted]
		Name: Position: Time Period:
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5.a	For education only: if you are in a leadership position in your latest school (where	

	<p>available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including</p>	

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6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

CV template		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position (This should cover the last four years. If not, please include additional roles)	[Redacted]
		Name: Position: Time period:
		Name: Position: Time Period:
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for 	

	<p>the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life ▪ school's best 8 value added scores for the years you were in post, if applicable 	
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8.	Reference names(s) and contact details	

CV

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	name of school/ organisation	██████████
	position and responsibilities held length of time in position (This should cover the last four years. If not, please include additional roles)	██████████
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	N/A
5.a	For education only: if you are in a leadership position in your latest school (where	██████████

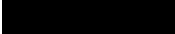
	<p>available):</p> <p>the school's results for the years you were in Of those Eligible for Level 2 Qualifications</p> <p>post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include,</p>	N/A

	<p>as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	
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8.	Reference names(s) and contact details	

CV

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held length of time in position (This should cover the last four years. If not, please include additional roles)	[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5.a	For education only: if you are in a leadership position in your latest school (where	

	<p>available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including</p>	

	<p>English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

CV

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held length of time in position (This should cover the last four years. If not, please include additional roles)	[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	N/A
5.a	For education only: if you are in a leadership position in your latest school (where	[REDACTED]

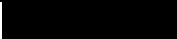
	<p>available):</p> <p>the school's results for the years you were in Of those Eligible for Level 2 Qualifications</p> <p>post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include,</p>	N/A

	<p>as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position (This should cover the last four years. If not, please include additional roles)	[REDACTED]
		[REDACTED]
		Name: Position: Time Period:
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5.a	For education only: if you are in a leadership position in your latest school (where	

	<p>available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
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	<p>English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

CV template		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including:	[Redacted]
	name of school/ organisation	[Redacted]
	position and responsibilities held length of time in position (This should cover the last four years. If not, please include additional roles)	[Redacted]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[Redacted]
5.a	For education only: if you are in a leadership position in your latest school (where available):	

	<p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19,</p>	

	<p>average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

██████████ **CV**

CV template	
1.	Name ██████████

2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>(This should cover the last four years. If not, please include additional roles)</p>	[REDACTED]
		<p>Name:</p> <p>Position:</p> <p>Time period:</p>
		<p>Name:</p> <p>Position:</p> <p>Time Period:</p>
		4.
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C</p>	

	<p>GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	

	<p>If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>██████████</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8.	<p>Reference names(s) and contact details</p>	<p>██████████</p>
		<p>██████████</p>

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/organisation	[REDACTED]
	position and responsibilities held length of time in position (This should cover the last four years. If not, please include additional roles)	[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5.a	For education only: if you are in a leadership position in your latest school (where	

	<p>available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including</p>	

	<p>English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
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8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held length of time in position (This should cover the last four years. If not, please include additional roles)	[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED]

	<p>years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
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	<p>per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> • [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<ul style="list-style-type: none"> • [REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

[REDACTED] CV

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]

3.	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>(This should cover the last four years. If not, please include additional roles)</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
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<Redacted> CV

CV template		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including: <ul style="list-style-type: none">▪ name of school/organisation▪ position and responsibilities held▪ length of time in position (This should cover the last four years. If not, please include additional roles)	[Redacted]
		[Redacted]
		Name: Position: Time Period:


4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
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CV template		
1.	Name	[Redacted]
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		Name: Position: Time period:
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