

Free Schools in 2012

Frome Steiner Academy

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Section 1: Applicant details

Details of Company Limited by Guarantee
Name: Frome Steiner Academy Limited
Company address: ██████████ North Brewham Somerset ██████████
Company registration number: 07609667
Main contact
Name: ██████████
Address: ██████████ North Brewham Somerset ██████████
Email address: ██████████
Telephone number: ██████████
Members and Directors
Please confirm the total number of (a) Company Directors 5 and (b) any other members of the Governing Body 2 appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: ██████████ - Director Position: Chair.
Name: ██████████ Position: HR and Marketing
Name: ██████████ - Director Position: Community Liaison
Name: ██████████ - Director Position: Community Lead
Name: ██████████ - Director Position: Education Lead
Name: ██████████ Position: Finance Lead
Name: ██████████ Position: Project Management Lead
Name: Position:
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? N
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School: N/A
If your organisation is an existing independent school, please provide your six digit unique reference number: N/A

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards* and the Funding Agreement with the Secretary of State.

Signed: [REDACTED]

Print Name: [REDACTED]

Date: 31st May 2011

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).

These forms are being sent directly to the Department by each individual concerned.

Section 2: Outline of the school

Proposed school name:	Frome Steiner Academy (FSA)							
Age range:	5-16							
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018
	Reception	26	26	26	52	52	52	52
	Year 1	26	26	26	26	52	52	52
	Year 2	26	26	26	26	26	52	52
	Year 3	26	26	26	26	26	26	52
	Year 4	26	26	26	26	26	26	26
	Year 5		26	26	26	26	26	26
	Year 6			26	26	26	26	26
	Year 7				26	26	26	26
	Year 8					26	26	26
	Year 9						26	26
	Year 10							26
	Year 11							
	Year 12							
Year 13								
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	N/A							
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	N							
Is this an application for a single-sex school? If so, please tick the relevant box.	N							
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	<p>School is located in Mendip District Council, the Local Education Authority is Somerset</p> <p>School borders: -</p> <ul style="list-style-type: none"> - South Somerset DC - Wiltshire Council - Bath and North East Somerset Council 							

Section 3: Educational vision

Our educational vision is of a school at which pupils can flourish as whole people, achieving success and excellence from strong foundations in a wide range of skills delivered in an emotionally nurturing environment.

We believe:

- That attending to the well-being of the whole person is a prerequisite of academic success.
- That strong social, linguistic and imaginative and emotional foundations are the basis for that success.
- That successful education is education which is in tune with the child's developmental needs.

We want to bring real educational choice and diversity to the town, and collaborate with other local schools to enhance opportunities for learning and training and sharing best practice.

Our aim is to create an all-through Steiner school in Frome which is available to all, regardless of their ability to pay.

Although Steiner education is state funded in many countries, there is currently only one state funded Steiner school in Britain, which is in Hereford. Our all-through school will offer a distinct Steiner vision and ethos making it a unique choice in the local community.

The Frome area has a long history of small independent Steiner initiatives which are only available to children whose families can pay for their education, and only provide education in the early years or primary age range with no provision for secondary Steiner education in the area. There are currently less than 50 children of school age benefiting from Steiner education in the county of Somerset but we have established that there is very high demand for Steiner education in Frome amongst people who cannot afford to pay for independent education.

There are disproportionately high levels of migration out of the county from families seeking secondary level Steiner education.

The inspiration for this project grew from a visit by Michael Gove to an independent Somerset Steiner school in July 2009 after which he announced, ***“This is just the kind of environment and parental interaction that we should be encouraging.”***

From this point, a group of parents, teachers, business people and other community members sought to establish a school that offered real parental choice in the area and added to the diversity of local education provision.

The town of Frome has growing deficit of school places. We have been told by a local authority spokesman that there will be “enough demand in the area for the places we are proposing over the coming years.” (01.06.11) New provision is required and we have shown that there is high local demand for the kind of provision that we are offering.

FSA will draw on the traditions of the Steiner-Waldorf movement and in particular the Charter Waldorf Method Schools of the USA. The approach emphasises the long term value of developing strong imaginative, social and inter-personal and language skills in YR and Y1 before the introduction of formal learning. Research in California shows that pupils in Charter Waldorf schools underperform relative to their peers at age 6 but outperform at age 11 (Ida Obermann 2007).

FSA will provide a broad and balanced education which will nurture individual creativity in a culture of collaborative learning. All pupils will study all subjects up to the age of 16. The content of the curriculum and the teaching methods will be designed to meet the developmental needs of the children in order to inspire interest, confidence, a love of learning and a motivation to discover and fulfil their individual potential.

We will deliver the international Steiner curriculum which is a proven approach (Woods et al 2005) that balances academic and practical learning, whilst taking into account the pupils’ emotional, social, physical and spiritual development. This well tried approach has a long track record of successful outcomes and has been shown to work for all children, irrespective of class, ethnicity or academic ability.

We will:

- offer a broad and balanced curriculum that includes English, maths and science and which prepares secondary pupils for the English Baccalaureate
- bring diversity of educational provision to the area and provide a personalised education for pupils as individuals and as members of the community
- welcome pupils from all backgrounds and faiths and of all abilities
- provide an education which addresses the well-being of each pupil.
- develop outreach initiatives to all sectors of the local community
- hold public events, open days and exhibitions
- run adult education classes
- make facilities available for the local community outside school hours
- contribute to resolving the local deficit in school places
- provide religious education in world religions and a non-denominational daily act of collective worship

It is a particular strength of our team that we have 2 members with social work backgrounds, currently working with disadvantaged young people in the area.

It is a priority of this project to engage with all sectors of the community, and bring the benefits of this nurturing education to pupils from more socially deprived backgrounds.

Please note the ethos of FSA will draw on Steiner's work on child development. It will neither promote or teach his wider philosophy which is known as "anthroposophy".

Section 4: Educational plan

Admissions

Frome Steiner Academy will operate an open admissions policy, with a single point of admissions at Reception with a planned admissions number of 26 rising to 52 in 2015. Our policy will meet the requirements of the National Admissions Code, Appeals Code and related legislation in full.

Those not offered a place at Frome Steiner Academy will be offered a right of appeal under the School Standards & Framework Act 1998. A copy of this procedure is attached in **Appendix A**.

Consideration of Applications

The Trust will consider all applications for places at the Academy. Where fewer than the published admission number(s) for the relevant year groups are received, the Trust will offer places to all those who have applied.

Procedures where the Academy is oversubscribed

Where the number of applications for admission is greater than the published admission number, applications will be considered against the criteria set out below.

After the admission of pupils with statements of Special Educational Needs where Frome Steiner Academy is named on the statement, the criteria will be applied in the order in which they are set out below:

- a) Children in Public Care (“Looked After Children” as defined in Section 22 of the Children Act 1989);
- b) Children who have an older sibling attending the Academy at the time of transfer. ‘Sibling’ includes adopted siblings, step- or half-siblings, and other children who are living as permanent members of the household. Where necessary, preference will be given to multiple-birth children, to avoid them being split into separate schools.
- c) Admission of pupils on the proximity to the Academy using straight line measurement from the main entrance of Frome Steiner Academy to the main entrance to the child’s home.

Should any category be oversubscribed, then the proximity to the academy criteria above will apply.

If there is a tie in the distance criterion, a tie breaker will be used: the drawing of lots.

Curriculum and organisation of learning

The school day will be 6.5 hours long, the school year will be 38 weeks and will be divided into 3 terms, each with a half term break.

To deliver on the curriculum outlined below, in addition to outdoor space, we will require the following core accommodation on opening. We have not included ancillary rooms as this will be detailed in a Schedule of Accommodation in conjunction with Partnership for Schools.

Requirement	Number of rooms
YR/Y1 classrooms	3
Y2 – Y4 classrooms	3
Games/eurythmy/assembly hall	1
Craft workshop	1
Library/learning resources/SEN room	1
School offices	3
Staff room	1
Kitchen	1

The accommodation requirements at capacity will be established in consultation with the Principal, management and Trustees of the Academy as they will determine the detailed execution of the curriculum outlined below.

The curriculum in detail

For ease of reference, the curriculum has been divided into the following sections:

YR–Y1: Organisation of Learning
Curriculum content

Y2–Y9: Organisation of Learning
Curriculum content

Y10–Y11: Organisation of Learning
Curriculum content, including qualifications.

We will provide an age appropriate, broad and balanced curriculum for all pupils from YR to Y11. The curriculum will be distinctive as it will be based on the understanding that excellent outcomes are achieved by introducing learning at the moment of maximum pupil readiness rather than introducing learning at the earliest opportunity. Thus, in common with many countries in the world, the introduction of formal literacy and numeracy takes places at the age of 6/7 when pupils have had the opportunity to develop strong skills to enable successful learning outcomes. Similarly the introduction of computer technology takes place after the pupils have developed an understanding of a range of mechanical technologies.

Teachers will have the freedom to adapt the curriculum to suit the needs of the pupils they teach, and to use personalised differentiation. This will be used to meet the learning needs of any pupils who move to FSA having acquired skills in advance

of the point at which they are taught at FSA, or whose skills are advanced or delayed for any other reason, for example pupils who have fluent literacy skills before age 7. It will also be used in the case of pupils who have English as an additional language.

YR–Y1: Organisation of Learning

During this period children will be taught in a mixed age kindergarten, where personalised approaches will be made possible by the teachers' use of differentiation.

Each day will have a regular sequence with periods of child-led free play alternating with more focused periods of teacher led activity: singing and movement, shared snack, story time. Each week will have a pattern of activities: e.g. Mondays painting, Tuesdays bread making.

Pupils will have a wide ranging balanced curriculum which is age appropriate, suited to the energies and interests of the age group, containing a wide variety of activities to engage all children, within the context of a familiar and safe pattern.

Key principles that underpin the teaching method at this age will be based on the understanding that learning is promoted by:

- A broad and balanced range of activities to establish the foundations of an enthusiasm for learning in all spheres
- Activities which develop pre-literacy and pre-numeracy skills
- Activities which develop gross motor skills
- Opportunities to experience the wonder of the natural world
- Opportunities for imaginative play
- Opportunities for child led activities, particularly free play and the use of simple objects as props which create opportunities for the expression of creativity, ingenuity and the power of the imagination
- Opportunities for teacher led activities to develop self-discipline and the ability to cooperate
- Opportunities for collaboration in play, in the sharing of food and other activities to promote social development
- Opportunities to share responsibility for such things as the care of their environment, for cleaning and tidying and for the preparation of food in order to foster a sense of responsibility, independence, self-reliance
- Participation in the celebration of festivals to inspire a sense of awe and reverence and community cohesion
- A secure environment with regular patterns and clear boundaries

YR–Y1: Curriculum content

One of the key features at this stage will be the opportunity for imaginative play. This is seen to be the foundation for the development of ingenuity and problem solving skills. It provides children with complex opportunities for social interactions. It promotes good psychological health by allowing children multifaceted expression using a wide range of materials. In order to support imaginative play, the learning environment will have natural materials and simple toys made from natural materials which maximize their potential uses in play. For example a block of wood can be a ship, a telephone, a loaf of bread, etc.

The day will have a consistent pattern. For example it will begin with a period of free play alongside an activity that is identified with that day of the week, e.g. baking, painting or handicraft. This will be followed by 'circle time' when songs and rhythmical verses are spoken and acted out. Following this the children will get ready for 'snack time' around one table where the mood will be relaxed and social. The children will then play outside before coming indoors again to conclude the morning with 'story time'.

The curriculum at this stage will include the following foundations for later learning:

- Pre-literacy: songs, rhymes, stories, social engagement through play and at snack
- Motor skills: gross motor skills in dance and movement, outdoor play
- Fine motor skills: in sewing, finger knitting, baking, preparing snack, painting, drawing
- Pre-numeracy: counting songs, counting opportunities in play and snack preparation
- Science: foundations of experiential science through regular nature walks, nature table, seasonal songs and verses, food preparation and seasonal cooking
- Technology: the use of simple hand tools in craft and cookery
- Art: painting, drawing, model making
- Music: daily singing

The needs of pupils who are fluent readers will be met through the use of personalised differentiation by the teacher.

Y2–Y9: Organisation of Learning

The day will start with a two hour multi-disciplinary Main Lesson until morning break, followed by two subject lessons before lunch and then two further subject lessons after lunch. All timetables will broadly follow this pattern. The purpose of the Main Lesson will be to allow sustained concentration on a topic for a significant block of time, usually one month. Core subjects of the curriculum will be taught in these thematic blocks by the class teacher. The same class teacher will stay with their class from Year 2 until the end of Year 9. The lessons after morning break will be taught by subject teachers.

Key principles that underpin the teaching method will be based on the understanding that learning is promoted by:-

- Curriculum delivery that corresponds with what comes most naturally to children of a particular age and therefore provides age-appropriate method and content
- Considerate engagement with others and undertaking tasks and activities co-operatively as a group rather than competitively as individuals
- Providing personalised support within a culture of collaboration
- Academic learning being balanced with opportunities for learning through experience, through the natural world and through artistic activities
- Meeting the needs of the whole child through equal attention being given to the cognitive, emotional, spiritual, moral, social, cultural and physical development and well-being of pupils
- Creating opportunities for children to express their natural curiosity, creativity and powers of imagination
- Allowing scope for the teacher to interpret and present material in a creative way that can take account of the particular nature of the group of pupils and their cultural setting

All the strands of the curriculum will be interrelated. For example at age 10, in mathematics, children will divide the whole and learn about fractions; in music they will divide the beat and learn music notation and in English they will divide the sentence and study grammar. There will be year on year continuity with the study of each subject building directly on the work of the previous year.

Y2–Y9: Curriculum Content

Science

All science subjects begin with the close observation and direct experience of physical phenomena. From observation and experience the pupils are encouraged to derive conclusions and concepts always with an open mind as to causes and first principles, in keeping with the way in which scientific methodology has developed historically.

Y2–Y9: Year by Year Science Curriculum

Y2&3 – Local environment and climate

Y4 – Farming and building

Y5 – Human and animal biology

Y6 – Botany and zoology

Y7 – Physics of sound, light and heat; geology

Y8 – Human biology, nutrition, astronomy

Y9 – Human anatomy, chemistry, mechanics, meteorology.

Literacy:

Formal literacy learning will be introduced in Y2, in common with many educational systems throughout the world. By Y2 pupils will have strongly developed foundations in speaking and listening skills and in fine motor skills. This will maximize the chances of each pupil having a positive and successful experience of learning to read and write, and engender confidence and enthusiasm. The approach to teaching writing and reading will be multifaceted and include a solid grounding in phonics. A love of literature will be nurtured throughout the curriculum by the central role given to stories and poetry which will be an integral part of the daily curriculum.

Y2–Y9: Year by Year Literacy and English Curriculum Content

Y2 – Introduction of formal learning of writing and reading. Multi-dimensional approach including phonics. Whole class teaching combined with personalised support. Folk stories from around the world.

Y3 – Continuation of phonics, the introduction of cursive writing, continued story telling including traditional legends and fables.

Y4 – More extended writing – including creative and descriptive writing, based on stories and activities. Introduction of grammar: nouns, verbs, adjectives and punctuation; more challenging extended literature.

Y5 – Verb tenses and parts of speech. Norse myths.

Y6 – Direct speech, converting from active to passive voice, and punctuation. Drama, poetry and fiction.

Y7 – The conditional tense; dictation and comprehension exercises. Science and history report writing. Drama, poetry and fiction.

Y8 – The students write business letters and compositions on many different subjects, and revise the grammatical forms of direct and indirect speech. They also study a work of fiction together.

Y9 – Individualised study of literature. A major drama production.

Numeracy:

Curriculum content will include all aspects of mathematics required pre GCSE by the end of Y9. The approach will be to teach core mathematical skills, and to create a strong capacity for mental arithmetic. Review and practice of previous learning will be built into the structure of the curriculum. The teaching methods will be multi-disciplinary – music, movement, story, cookery, artwork will all be used in the teaching of mathematical concepts. For example the baking and sharing of pies might be used in the introduction of fractions.

Y2–Y9: Year by Year Numeracy Curriculum Content

Y2 – Introduction to addition, subtraction, multiplication and division

Y3 – Mental practice and longer exercises, moving on to larger numbers, number bonds, odd and even numbers, columns and carrying over and simple geometry

Y4 – Practice of all 12 tables will continue; long multiplication and long division will be introduced, together with money handling and change, and various forms of measurement involving linear dimensions, liquids, solids and temporal intervals

Y5 – Introduction of fractions; measurements and area work will continue

Y6 – Compass geometry will be introduced, also the decimal system

Y7 – Percentages, profit and loss, simple interest and proportion and ratio will be covered; geometry lessons will introduce the use of the protractor

Y8 – Graphs and algebra, geometry

Y9 – Arithmetic, including simple and compound interest, power and roots, algebra, linear and curved graphs, equations, integers. Geometry: the five Platonic solids, Euler's Law, Laws of enlargement

Humanities:

Pupils will study history and geography. The study of geography as a separate subject will begin in Y5 and will start with a study of the immediate environment, broadening out in the following years to regional, national and global studies.

The study of history will move from legends in Y3, through Ancient History and the study of the civilizations of Greece, Egypt and Rome to the study on modern History, so that pupils who embark on GCSE History will do so with a strong sense of the chronological context.

Y2–Y9: Year by Year Humanities Curriculum Content

Y5 – Project work based on the study of the geography of the local area and the history of Frome. For example, this work might include creating a drama based on the history of Frome, or building a clay model of the town.

Y6 – Geography of the British Isles.

History: The culture and religion of early civilisations of India, Persia, Babylonia and Egypt, moving on to classical ancient Greek history.

Y7 – European physical and human geography.

History Roman Empire, Roman Britain; field trip to Roman site, the rise of Christianity, Saxon and Danish invasions of Britain, William the Conqueror.

Y8 – World geography, including focus on one continent and looking at the cultural, material and economic conditions of specific societies.

History: the Middle Ages and the transition from feudalism to the Renaissance, and the Age of Discovery with the great voyages of the 15th to the 17th centuries linked to the science curriculum studied in that year.

Y9 – Geography, Meteorology with an overview of global weather systems and the study of cloud formations, rain and wind.

History: Western culture from the 17th Century to the present, examining in particular revolutionary periods, including the English Reformation and Civil War and the revolutions in America, France and Russia. Biographies of inventors, industrialists and social reformers.

Modern Foreign Languages:

From Y2 up to GCSE all pupils will learn two modern foreign languages, Mandarin and Spanish. The teaching begins with oral language taught through song and games as well as conversation. Writing and reading are introduced from Y3 but the speaking and listening aspects remain central. By the end of Y9 students have very strong language skills for the start of their GCSE courses.

Technology and ICT:

Pupils are introduced to a wide range of technologies through their practical creative work starting with cooking and sewing. As they get older this develops to include gardening, building, woodwork, pottery and metalwork. In these activities they use an increasing range of hand tools, and learn how mechanical tools function.

Class Teachers will be trained in E-safety and will have responsibility for delivering E-safety awareness from Y2.

In Y9 pupils are introduced to the working principles of contemporary technological devices through first understanding of their historic roots and their social, economic and cultural contexts. Computer studies are introduced after pupils have been given the opportunity to grasp binary systems and electro-magnetic forces.

ICT specific skills are also taught from Y9 and all pupils will leave school with an ICT qualification at GCSE or equivalent, with strong skills to prepare them for ICT use in further education and the workplace.

ICT facilities will be available to teachers for cross curricula use with an emphasis on the value of human relationships and interaction in teaching and learning.

Our ICT provision will include a Management Information System (MIS) that meets the needs of all users, together with safe, filtered, fast and reliable broadband internet access accessible in-school and including website (LP/VLE) areas accessible to pupils out of school together with parents and others within the community. We will ensure that the manner in which we install and operate ICT is able to accommodate increases in pupil usage over time and offers value for money. In addition to being financially and environmentally sustainable it will have the scalability to cope with the inevitable growth in demand from streamed media and rapid developments in ICT generally. [REDACTED], [REDACTED] will work closely with Partnerships for Schools (PfS) on procurement to ensure compliance with procurement regulations.

Religious Education:

RE at FSA will meet the local Agreed Syllabus, in line with all Academies. The moral and spiritual well-being of the children will be nurtured by developing a strong sense of belonging for all children whatever their faith background. This will be achieved through a calendar of seasonal festivals which the whole school celebrates together. Throughout the school a sense of reverence and an attitude of tolerance and respect towards each other will be encouraged and modelled by the teachers and reinforced by verses said before snack and at the beginning and end of the day.

From Y3 pupils will study historic and contemporary religious beliefs from all the main religious traditions. Pupils will leave FSA with a well-informed understanding of world religions, and a strong sense of the value of community and of the wonder of the natural world.

Physical Education:

There will be both integrated and discrete physical education. Integrated physical education will include the movement exercises which come at the beginning of Main Lesson to help the pupils to settle their focus for learning. The use of rhythm and movement may come into many lessons, such as maths where pupils, for example may throw and catch beanbags as they recite times tables, or foreign languages, where pupils might follow a sequence of movements when learning parts of the body.

Physical Education as a separate subject will be taught in Games lessons and in Eurythmy. Eurythmy is a subject distinctive to Steiner schools in which pupils develop their gross motor skills, concentration and sense of spatial awareness through exercises usually accompanied by music. In Games lessons pupils will learn a wide range of team games and develop individual sports skills, including, for example, circus skills.

Music:

Music will be taught in an integrated way and as a separate subject. Singing and Recorder playing will be used in Main Lesson in a wide variety of contexts and all children will sing daily. Pupils will have the opportunity to learn other musical instruments. All pupils will learn musical notation.

Art:

Art will be taught in an integrated way and as a separate subject. Pupils will have opportunities to learn a wide range of art and craft techniques. Painting and drawing will be used in Main Lesson in a wide variety of contexts.

Crafts:

A wide range of craft lessons will be taught throughout as a separate subject for an hour a week. From Y2 a range of handwork skills will be taught, including knitting, sewing, clay modelling. From Y7 all pupils will have lessons in woodwork, including wood carving; stone carving; metal work, and the use of a forge; ceramics and the use of the wheel and kiln; textiles; weaving; paper making; book binding.

Y10–Y11: Organisation of Learning

All teaching will be done by specialist teachers. The Main Lesson system will continue to cover a wide range of topics for all pupils delivered in an integrated multidisciplinary approach, but will be taught by specialist teachers. The Class Teacher will be replaced by a Class Tutor, who will have a pastoral role, but may or may not teach the class.

Mixed ability teaching with personalised differentiation balanced with group activities continues.

The aim will be that all pupils will leave FSA with good GCSEs in the English Baccalaureate (EBac) subjects, and that right through to 16 all pupils will have a broad and balanced curriculum, without specialisation.

Y10–Y11: Curriculum Content

Pupils will study a wide range of exam and non-exam subjects. All students will study all areas of the curriculum to maintain breadth and balance of their education. The level and approach will be personalised and differentiated, in order to meet the needs and engage the interest of all pupils.

Courses in the following GCSEs will be offered, to enable pupils to fulfil EBac requirements:-

- English
- Maths
- Science
- History or Geography
- A Modern Foreign Language

ICT will be offered as a GCSE or an equivalent such as the European Computer Driving Licence.

In order to ensure a broad and balanced curriculum, all pupils will also take the following non-exam courses in accordance with the European Waldorf Diploma:-

- Games
- Drama and Drama History from Greek tragedy to the present
- Art and Art History
- Music
- Craft, Design and Technology – including ceramics, metalwork and welding, woodwork.
- R.E. – study of world religions

YR&Y1: Curriculum Model

Will be taught in an integrated mixed age class. There will be a 4 hour morning which will be designed to deliver a broad and balanced curriculum.

Free play / craft activity	Gross motor, fine motor, technology, art, pre-literacy and pre-numeracy	09.00-10.00
Clearing up	Social cohesion	10.00-10.15
Song and movement	Pre-literacy, pre-numeracy, music, gross motor	10.15-10.30
Preparing and eating snack	Social cohesion	10.30-11.30
Outdoor walk / play	Gross motor, science	11.30-12.30
Story / puppet show	Pre-literacy	12.30-1.00
lunch	Social cohesion	13.00-.14.00
Free play and outdoor play	Gross motor, fine motor, technology, art, pre-literacy and pre-numeracy	14.00-15.30

As noted above, this integrated curriculum will be designed to develop the foundations for later learning in an age appropriate way and the following table shows approximate percentages by time allocated to each area:

Approximate percentage	Activity
15%	Pre-literacy: songs, rhymes, stories, social engagement through play and at snack
15%	Pre-numeracy: counting songs, counting opportunities in play and snack preparation
15%	Science: foundations of experiential science through regular nature walks, nature table, seasonal songs and verses, food preparation and seasonal cooking.
15%	Fine motor skills: in sewing, finger knitting, baking, preparing snack, painting, drawing.
10%	Gross motor skills: dance and movement, outdoor play.
10%	Technology: the use of simple hand tools in craft and cookery.
10%	Art: painting, drawing, model making.
10%	Music: daily singing.

In YR and Y1 the afternoons will be designed to be less energetic than the mornings so that the pupils at this age do not become too tired by the long school day. The

importance of working with the energy of the pupils, and the importance of avoiding the depletion of energy of this age group is a key Steiner principle.

Y2–Y9: Curriculum Model

An indicative timetable for Y8 is included below:-

Primary	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1 9 – 9.40	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
Lesson 2 9.40 – 10.20	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
Lesson 3 10.20 - 11	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
Break 11 – 11.20					
Lesson 4 11.20 - 12	Eurythmy	Eurythmy	Games	Handwork	Garden
Lesson 5 12 – 12.40	Mandarin/Spanish	Mandarin/Spanish	Games	Handwork	Garden
Lunch 12.40 – 13.30					
Lesson 6 13.30 – 14.10	Music	Woodwork	Music	Choir	Art
Lesson 7 14.10 – 14.50	Music	Woodwork	Craft/Tech	Circus	Art
Lesson 8 14.50 – 15.30	Games	Choir	Craft/Tech	Circus	Games

Each day will start with a two hour Main Lesson in which topics are taught in a multi-disciplinary way in three / four week blocks.

The Main Lesson approach has several benefits: it develops the habit of a sustained concentration on one topic, both over the two hour period and over the three weeks /month, allowing in-depth exploration. The multi-disciplinary approach taken during the two hour lesson has two key benefits: it contains a wide range of variety so that pupils do not get bored and a wide range of ways of engaging with a subject are established. For example: a maths Main Lesson could include dance movement, throwing and catching, singing and chanting, art work, storytelling, mental and written maths. This gives every kind of learner a point of access to the subject. It maximises the chances of each pupil finding something they love and something they excel at in relation to all curriculum content. The variety of approaches within the lesson obviates boredom. The teacher will design the lesson to meet the pupils

natural energy patterns so that they do not become restless or unfocused. Learning will be a whole body, whole mind experience.

The pattern of revisiting subjects in time blocks will promote long term retention of the knowledge by engaging the long term memory.

Learning will also be enhanced as a result of the continuity provided by the method. The Class teacher who delivers the Main Lesson teaches the same class from Y2-Y9, which will facilitate the successful management of the social and interpersonal issues that relate to the increasing maturity of the pupils.

Because the Main Lesson will have an integrated multi-disciplinary approach, the percentage of time allocated to each subject is approximate.

For Y2–Y11 the guidelines will be:

English	15%
Maths	15%
Science and technology / ICT	15%
Modern Foreign Languages	10%
Art and craft	10%
Games, eurythmy and outdoor activities	10%
Music	10%
Humanities	10%
RE	5%

Y10–Y11: Curriculum Model

Indicative timetables for Y11 are shown below.

Secondary	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1 9 – 9.40	English	Choir	Choir	Science	Assembly
Lesson 2 9.40 – 10.20	English	Spanish/Mandarin	Maths	Science	Art/IT
Lesson 3 10.20 - 11	Mandarin/Spanish	Maths	Mandarin/Spanish	RE	Art/IT
Break 11 – 11.20					
Lesson 4 11.20 - 12	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
Lesson 5 12 – 12.40	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
Lunch 12.40 – 13.30					
Lesson 6 13.30 – 14.10	Science	Games	Maths	Maths	Eurythmy

Lesson 7 14.10 – 14.50	Art/IT	Games	Music	Craft	Craft
Lesson 8 14.50 – 15.30	Tutor time	Games	Music	Craft	Craft

This broad range of examination and non-examination subjects will be studied by all pupils. The Main Lesson will continue but will be taught by specialist teachers.

Assessment.

Pupils will be assessed in the following ways. We will comply with KS 2 tests. We will offer a minimum of 5 GCSEs in the EBAC subjects.

Primary	Secondary
Y1 diagnostic assessment, inc age 6 test	NC Levels (progress) from teacher assessment
Y4 pupil profile in terms of nationally accredited Steiner class standards	E Bac
Y6 pupil profile, in terms of nationally accredited Steiner class standards, plus KS2 test	5+A*-C at GCSE or equivalent
	5+ A*-C including English and mathematics
P levels (progress, SEN pupils)	1+ A*-C
	KS2-KS4 value added
KS1 – KS2 value added	Number of European Waldorf Diploma awards

Homework

Homework will be provided from Y5 onwards. Pupils will have a homework diary in which they will record homework set and date due, and teachers will record whether homework has been done and parents/carers will note any issues arising.

As a backup to this system, homework set will be posted on the school website. Parents will be asked to support homework by providing a quiet space and time at home. A homework club will be provided for pupils requiring it.

Year Group	Homework per night
Y5	0.5 - 1 hour
Y6	1 hour
KS3	1 – 1.5 hours
KS4	2 hours

Special Educational Needs

SEN pupils will be integrated into the appropriate class according to the pupil's date of birth. Their learning will be supplemented by additional learning support sessions

with SEN teachers in separate very small groups. FSA will comply with the Special Educational Needs Code of Practice (2001) and emerging best practice to ensure special educational provision is available for any pupil with a learning difficulty. Provision at the Academy will be DDA compliant.

Admission of pupils with SEN will comply with the Admissions Code and when considering an admissions application, we will consider whether admitting the child would be compatible with the provision of efficient education for other children in that class and whether the premises will meet the needs of the child. FSA will have in place a SENCO, SEN staff and dedicated SEN teaching rooms.

We will aim to ensure that all pupils, including those with special education needs, have access to our curriculum and reach their full potential. To achieve this we will work with the Somerset Health and Wellbeing in Learning Programme and with other agencies according to need as the Academy develops.

All pupils will participate in the Main Lessons and the majority of subject lessons, and will take part in the regular routines and activities of their class, though these may be modified to meet individual needs.

We will aim to identify as early as possible any pupil with SEN. We will follow the SEN Code of Practice guidelines to ensure a graduated response to identification and assessment of children with SEN, and work in partnership with parents to provide an Individual Education Plan, or Individual Behaviour Plan which will be reviewed at least twice a year. An SEN Register will be kept.

All pupils may have special needs at different times, including being gifted or talented, or having English as an additional language. It will be the intention of FSA that all pupils are valued and respected, irrespective of academic ability or any particular physical or emotional attributes, gender or cultural, religious, ethnic or socio-economic background. We will aim to meet the needs of all pupils.

Children will be routinely observed by the Class Teacher and other teachers through continuous daily observations.

Class screening

- Early identification of learning difficulties is carried out in Y1
- “Class 2 Screening for Waldorf Schools” is used at the end of Y3
- Class screening for spelling is done annually from Y4
- Class screening for reading is done at the end of Y4 and Y7 using Daniels and Diack
- Class screening for numeracy is done annually from Y4 using WRAT 4

New Children

Children entering after age 5 will be assessed for dominance, auditory and visual discrimination, spelling, reading and maths.

Response

Stage One – Differentiation

- Concerns have been identified relating to learning progress and/or behaviour of a pupil by teachers, parents or as a result of class screening.
- The class teacher talks to colleagues, parents/carers and establishes any necessary differentiation and observation
- A child study may be held

Stage Two – School Action

Once FSA has identified that a child has SEN, we will intervene through School Action aimed at enabling the child to reach their maximum potential. With parental permission, the setting SENCO would become involved, and the child's name put on the Special Education Needs list.

- In addition to the above an IEP (Individual Education Plan) or IBP (Individual Behaviour Plan) will be drawn up. This could include a referral to the School Counsellor.
- Learning support lessons may begin.

Stage Three – School Action Plus

If the pupil is not making progress despite several review periods at School Action we will recommend to parents the involvement of specialists from outside the school, e.g. G.P, educational psychologist, child psychologist, child psychiatrist, speech and language therapists or social services.

We will work with the following agencies:

Pupils requiring support from speech and language / physio / occupational therapists	Mendip Area Integrated Services for Children and Young People, and the Somerset Health and Wellbeing in Learning team
Pupils requiring mental health service support	Child and Adolescent Mental Health Services Somerset, and the Somerset Health and Wellbeing in Learning team

A draft SEN policy is attached in **Appendix B**

Organisation of pupils

All teaching will be mixed ability teaching with a balance of group activities and personalised differentiated work. Small groups of learners may have periodic specialised support according to their learning needs but there will be no setting, so no pupil will be held back psychologically, or in any other way, by being placed in a low set.

YR–Y1

Pupils will be in 3 mixed age classes of about 17 children, formed from 2 year groups of 26, led by a teacher working with a teaching assistant. This will double to 6 mixed

aged classes when the Academy is at capacity of 52 per year group.

As one of the important areas of learning at this age is social learning, the mixing of the two year groups has the advantage that younger children interact and play with children older than themselves and can learn from those with more advanced development, whilst the older children are supported to take more responsibility. As well as having the opportunity to benefit in each of these ways over the two years, children also have the advantage of the stability and continuity of remaining with the same teacher in the same environment for two years, and the teacher will have the opportunity to develop a very good understanding of each child.

As in the rest of the school the teachers will use this understanding to develop personalised differentiation in the art and craft work, balancing this with pupil lead and whole group activities.

Y2–Y9

Pupils will be taught in single year groups, in classes of 26 pupils. This cohort of 26 will remain with the same Main Lesson / Class Teacher throughout those years, with the support of a range of specialist teachers. This will enable to pupils to benefit from a long term relationship with a teacher who understands and knows the pupils at a deep level, whilst benefiting from the specialist knowledge of subject teachers. There are pastoral as well as academic benefits to this continuity. The class also functions as the key pastoral grouping with the Main Lesson / Class Teacher holding responsibility for pastoral care of the pupils in the class.

The Main Lesson teacher will deliver a daily two hour multi-disciplinary Main Lesson in which particular topics are studied over a period of 3 to 4 weeks and through separate subject lessons.

See the Organisation of Learning section for the benefits of the Main Lesson.

Y10–Y11

Pupils remain in the same class groups that they have been in since Y2. The Class Teacher is replaced by a Class Tutor, who holds pastoral responsibility for the Class, and with whom they have a weekly 40 minute lesson addressing social and emotional issues that may have arisen.

The 2 hour Main Lesson continues but the pupils are now taught entirely by specialist teachers. They continue to be taught in mixed ability groups.

Pastoral Arrangements

The primary pastoral setting will be the class, but break and lunch times and whole

school events will be designed to maximize interaction between different classes and year groups.

The primary provider of pastoral care will be the kindergarten teacher for YR and Y1, the class teacher for Y2–Y9, and the class tutor for Y10–Y11. These primary providers will be supported by the Head of Pastoral Care who will be on the Senior Management Team.

YR&Y1

The pupils remain with the same teacher, ensuring that the pupils have the opportunity to develop a strong relationship with that teacher. The kindergarten teacher will make a home visit to each pupil joining the class, and will aim to develop a strong relationship with the family of each pupil. The teacher will be accessible to the family by telephone and email and will be available for meetings in addition to the regular parents' evening.

Y2–Y9

The pupils will remain with the same class teacher developing a strong long term relationship. This continuity of pastoral care supports the successful management of the social and interpersonal issues that arise as the pupils mature.

Y10–Y11

Pastoral care is provided by Class Tutors who may or may not also be teachers of the class. Dedicated tutor time where social and emotional issues can be addressed will be allocated on the timetable. Pupils will remain with the same tutor for these two years.

Pupil development and achievement

The whole school

Definition of success

We will consider FSA successful when all pupils are fulfilling the success criteria outlined below. In addition we will use the following success markers:

- zero exclusions and 100% attendance
- school at capacity
- strong links with stakeholders
- good staff retention
- good staff, parental and pupil feedback

Measuring success

- Ofsted inspections
- Triangle Consulting Outcomes Star Tools
- Education Key Performance Indicators (EKPIs)
- Regular staff, pupil and parental feedback.
- We will provide opportunities for stakeholder feedback
- Attendance records
- Exclusion records

EKPI table

PRIMARY	SECONDARY
Y1 diagnostic assessment, inc age 6 test	NC Levels (progress) from teacher assessment
Y4 pupil profile in terms of nationally accredited Steiner class standards	% pupils achieving E Bac
Y6 pupil profile, in terms of nationally accredited Steiner class standards, plus KS2 test	% 5+A*-C at GCSE or equivalent
	% 5+ A*-C including English and mathematics
P levels (progress, SEN pupils)	% 1+ A*-C
	KS2-KS4 value added
KS1 – KS2 value added	Number of European Waldorf Diploma awards

Accountability for success

The governing body will hold responsibility the success of FSA. They will delegate this responsibility to the Principal and the school leadership team. The strategies they will use will include annual reviews of:-

- Teaching
- Learning
- Pastoral Care

They will implement:-

- a regular cycle of teacher appraisals to identify where further mentoring and / or PD is needed
- regular peer / collegiate review of colleagues
- a regular and documented self-evaluation process

Holding teachers accountable for success

Middle leaders with year group (primary) and subject (secondary) responsibility will be accountable for academic standards and the quality of wider pupil outcomes, and

will report to SLT on pupils' progress as individuals, sub-groups of pupils (e.g. boys, girls, EAL) and at a whole-class level.

Individual pupils

Definition of success

We will aim to:

- Maintain an ethos where all abilities and talents, not just academic ones, are recognised and celebrated
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and achievement
- Encourage all pupils to be independent learners
- Recognise achievement
- Provide work at an appropriate level
- Offer a range of extra-curricular activities and clubs
- Provide opportunities for all pupils to work with like-minded peers

We will measure the success of the pupils of FSA not only by their examination results but also by the breadth of their attainment in a curriculum which will be broad and balanced and unspecialised up to the age of 16. Successful outcomes will include the capacity for lifelong learning and the ability to meet the challenges that they will face as adults.

During their time at FSA pupil's progress will be continually monitored.

There will be a diagnostic assessment in Y1, and Pupil Profiling in Y4, Y6, Y9, in accordance with Class Standard Files in addition to national tests.

We will consider pupils successful if they:-

- Leave FSA as well rounded, competent young people with a strong sense of belief in themselves and a positive attitude towards others and the world
- Meet the expectations set out in the Class Standard Files at Y4, Y6, Y9 , according to the appropriate ability category.
- Leave FSA with strong pupil profiles and portfolios, which demonstrate that they have reached their personal potential at their age in all areas of the curriculum and with developed capacities to be responsible, motivated and capable young people.

In line with other Steiner Early Years (EY) settings, we will apply for the existing exemptions from those E Years Foundation Stage (EYFS) goals that are not compatible with the Steiner EY curriculum . We will comply with changes implemented following the Tickell review.

We will comply with the national assessment requirements at age 6, on the understanding that these will take the form of a teacher based diagnostic test, and that the assessment will be compatible with the introduction of formal literacy

teaching at age 6.

We will comply with national assessments requirements at 11 and 16. All pupils will be offered the English Baccalaureate and given the opportunity to take 5 GCSEs in English, Maths, Science, a Modern Foreign Language and a Humanity as well as GCSE or equivalent in ICT.

Throughout FSA pupil assessment will be supported by the kindergarten (YR, Y1) and class teaching (Y2-Y11) method which gives each pupil the same teacher for successive years meaning that the teacher can reach a very full understanding of every individual child.

In Y1 there will be a screening of all children prior to the start of formal learning to identify any learning support needs. This screening is repeated at age 8 and subsequently at the discretion of the teacher.

Throughout FSA formative teacher assessments will be carried out on a continuous basis. Teacher designed summative assessments will be used on a regular basis. There will be a whole school system of recording and sharing the results of both summative and formative assessments. This will include Class Standard Files for Y4, 6 and 9 which will set out expectations for pupils in that year in terms of the Steiner curriculum. These will contain 3 ability categories. We will work with the Steiner Waldorf Schools Fellowship to ensure national compatibility of these standards.

For students in Y4, Y6, Y9 we will develop Individual Pupil Profiles which will record their attainment in their non-exam subjects. For students in Y10 and Y11 we plan to offer the European Waldorf Diploma, once the details of this accreditation are finalised and available. This will provide accreditation for non-GCSE subjects and ensure curriculum breadth.

The class teacher will hold termly parents' evenings. They will speak to parents/carers where there they have a concern and will be available to parents by telephone and email if there is a parental concern.

All teachers will contribute to a detailed annual written report to parents which will be personally and individually written by all.

There will be a weekly teachers' meeting at which any concerns about individual pupils will be reviewed.

Our curriculum will be broad and balanced and will include all the subjects that are taught in the national curriculum, including English, maths and science. All pupils will leave FSA at 16 with a minimum of 5 GCSEs (or equivalent) including English, maths, science, a foreign language and a humanity, plus ICT at GCSE or equivalent

level.

A draft Gifted and Talented Policy is attached in **Appendix C**

Behaviour and Attendance

Behaviour

Our curriculum and teaching method will provide a distinctive and proven approach to behaviour through the trusting, strong and respectful relationships that are built between pupils and their teachers. Good behaviour in the younger children will be supported by providing good examples and by maintaining a consistent environment with consistent expectations.

As the pupils get older the long term relationship of respect with their class teacher provides the backbone of support as they take increasing responsibility for, their own behaviour and its impact upon others, as they develop an awareness of a wider social responsibility. This is one of the most valued outcomes of Steiner education.

Effective engagement of all pupils in their learning will be achieved through:-

- an age-appropriate curriculum. This allows the gradual development of autonomy and responsible self-direction through the class teacher years by introducing material, processes and ideas at an age and in a manner that allows all pupils to participate and engage fully in the learning process.
- A teaching method which gives teachers the freedom to creatively shape the curriculum's specific content to meet the interests and needs of the particular pupils.
- The pattern of teaching and teacher interaction with pupils, and the pace of the lesson, that will have a distinct rhythm to allow time for quiet reflection as well as for pupil-led discovery of the world. The pace of learning will be designed to suit children with a wide range of abilities and from different backgrounds.

Throughout FSA the pupils will be involved in caring for their environment. From YR upwards, pupils are involved in restoring the room at the end of the day or at the end of a particular activity, so that it becomes natural for them to do so.

The Steiner approach which FSA will embody has a strong commitment to care for the moral and spiritual well-being of children from diverse and sometimes complex social settings. It will give children a strong sense of belonging, foster a sense of reverence and a tolerance of difference, and moral values will be instilled through a non-dogmatic culture of spirituality. Each day each class will say a 'morning verse' and in the weekly religious education lesson the older pupils will learn about different

world religions. There will be a weekly whole school assembly and the whole school will celebrate seasonal festivals together - these are vibrant and meaningful occasions and will remain important points in the school calendar.

FSA will have in place a behaviour policy to underpin the education's capacity to foster respectfulness and awareness of the needs of others, and to set clear boundaries of acceptable behaviour and the sanctions.

A draft Behaviour Policy, Anti-Bullying Policy and Exclusion Policy is attached in **Appendix D**.

Attendance

FSA will promote a culture that supports regular attendance and emphasises the benefits of full participation in all lessons. The parent handbook will contain our attendance policy.

The aim of the attendance policy will be to ensure that:-

- the intention to achieve 100% attendance is communicated to pupils, parents / carers and staff
- pupils, parents/carers, and staff know what is expected and what their responsibilities are in relation to attendance
- attendance of all pupils is accurately monitored
- teachers know where all pupils are at all times during schools hours
- parents know where the children are when they should be in school
- a pupil's education is not interrupted by unnecessarily missing school
- pupils who are persistently absent or are reluctant to go to school are supported

A draft Attendance Policy is attached in **Appendix E**

Community Engagement

The Frome Steiner Academy will actively contribute to modern British society and promote good community relations.

Steiner schools in the UK have not always been successful at integrating in their local communities. Many have been isolated by rural settings and by their independent status. As a funded urban school FSA will aim to follow the example of Steiner schools in countries such as Israel and South Africa which have been very effective at reaching out to all sectors of society and becoming places in which pupils from very different backgrounds are educated together. Clearly Frome does not have the divisions of these countries but FSA will similarly strive to become a school in which all pupils from all sectors of the local population come together.

The following table outlines particular sections of the community we will focus on building relations with, and the nature of those relations.

English as an Additional Language speakers	Offer out of school hours adult English as an additional language classes
Polish community	Work with the Somerset Polish Community Association, Frome branch to communicate about what the school can offer and to support Polish pupils
Travellers	Work with Somerset Traveller Education Service to communicate with travelling families about what the school can offer and to support travelling pupils
Hard to reach families	Work with Learning to Lead and Somerset Health and Wellbeing in Learning Programme to develop programmes of communication, and adult education to work with these families.
Inhabitants of areas of deprivation within Frome	Door to door visits to communicate about what the school can offer, Work with Learning to Lead and Somerset Health and Wellbeing in Learning Programme to develop programmes of communication, and adult education to work with these families.
Home educators	Access to facilities out of school hours
Children and Young People who are at risk of exclusion from education	We will work with Education and Individual Services (Somerset Local Authority Children and Young People Department) to research and evaluate local services to meet the needs of excluded groups with a view to providing specialist services inspired by Steiner philosophy and methodology.

Looked after Children	We will work with the Somerset Children in Care team to promote the holistic and balanced education of children in care who attend Frome Steiner Academy
Pupils requiring support from speech and language / physio / occupational therapists	We will work with Mendip Area Integrated Services for Children and Young People and Somerset Health and Wellbeing in Learning.
Pupils requiring mental health service support	We will work with CAMHS Somerset and Somerset Health and Wellbeing in Learning.

The Proposers and Academy managers will continually review the changing local in Frome to ensure as broad a spectrum of engagement as possible.

The requirements of the Equality Act 2010 will be met by the Academy. This will include actively promoting equality of opportunity, eliminating discrimination harassment and victimisation, together with the fostering of good relations and removal of prejudice through promotion of mutual understanding and tolerance.

Section 5: Evidence of demand and marketing

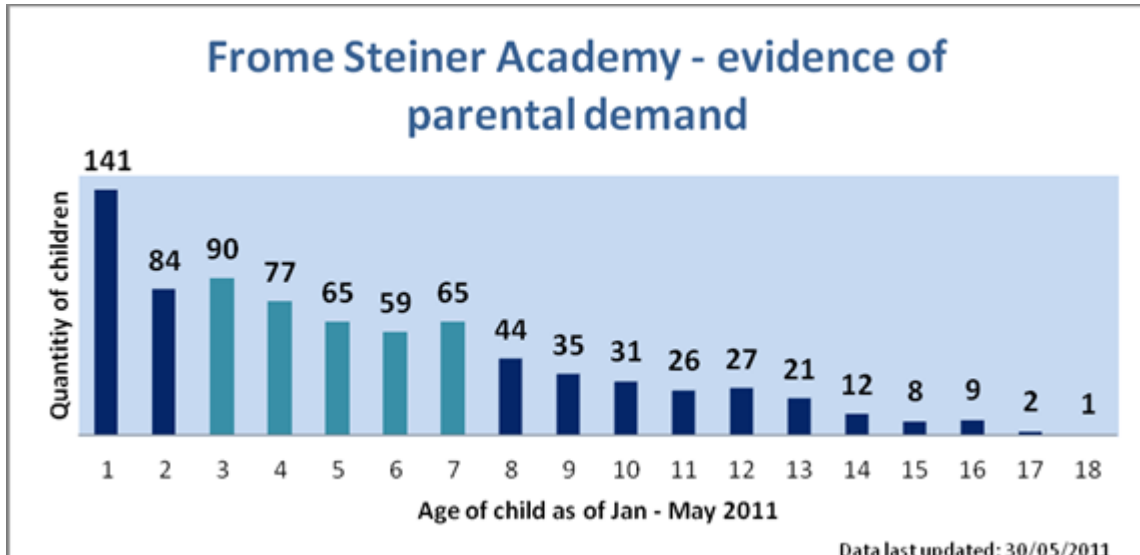
Information required

Evidence of parental demand

In line with Free Schools Network guidance, the following questions were posed to prospective parents: -

1. Do you currently have a child at the Meadow School or Laurel Farm [Steiner Schools in the locality]?
2. Would you be interested in sending your child to a new local school?
 - a. Yes, Definitely!
 - b. Maybe, I would need more information.
 - c. No, I'm satisfied with our local education provision.
3. How many children do you have and what are their ages?
4. What is your postcode? (Postcodes are helpful to map out potential school areas based on need and community interest)
5. Would you like to be updated on our progress?
 - a. Name
 - b. Email address
 - c. Postal address
 - d. Telephone number
6. Additional Comments? (Essentially, tell us why your family/community needs a school)
7. Would you be interested in joining the campaign or assisting the school in any capacity? (Please describe any potential any ideas)

The table below outlines the demand figures as of 16th May 2011. These figures are verifiable from paper and on-line forms completed by prospective parents and the numbers show demand of up to 7 times the minimum requirement of 50% of enrolment in first 2 years.



Light blue bars show the classes of 26 we intend to open with in Sep 2012. ie. 3 year olds now will be 4/5 years old in September 2012.

Chart showing spread of Question 2.

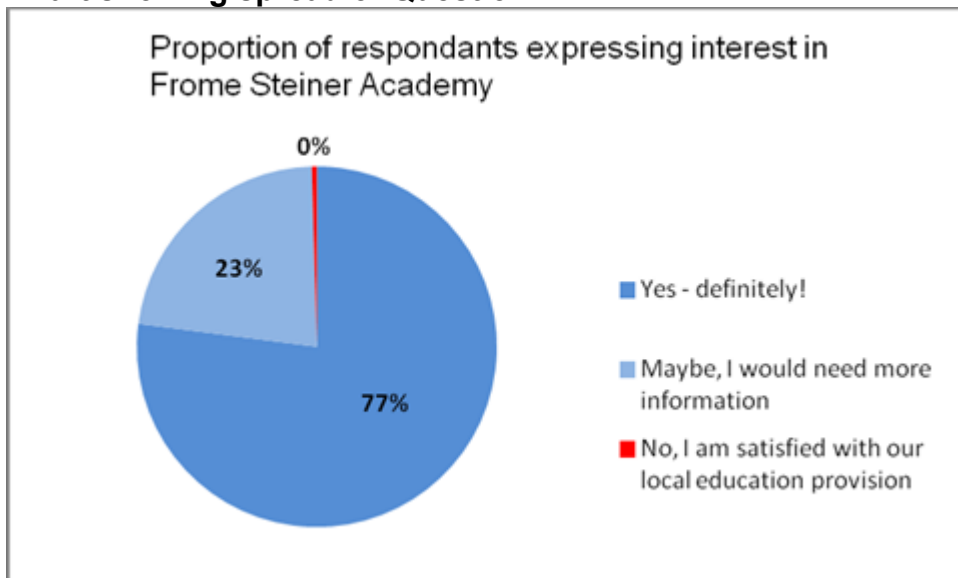
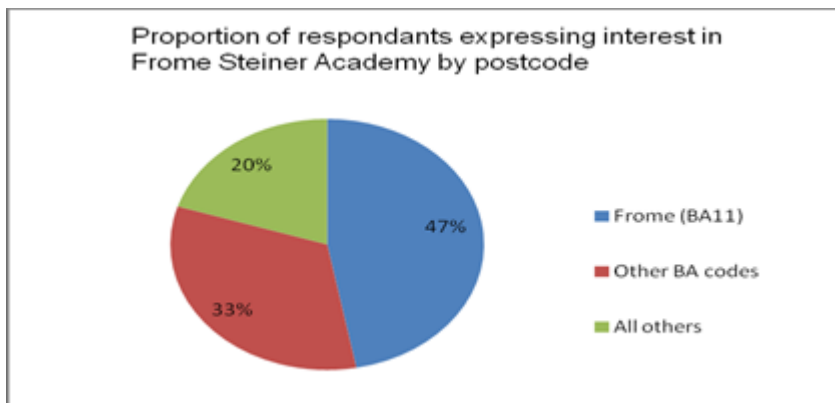


Chart showing spread by postcode location



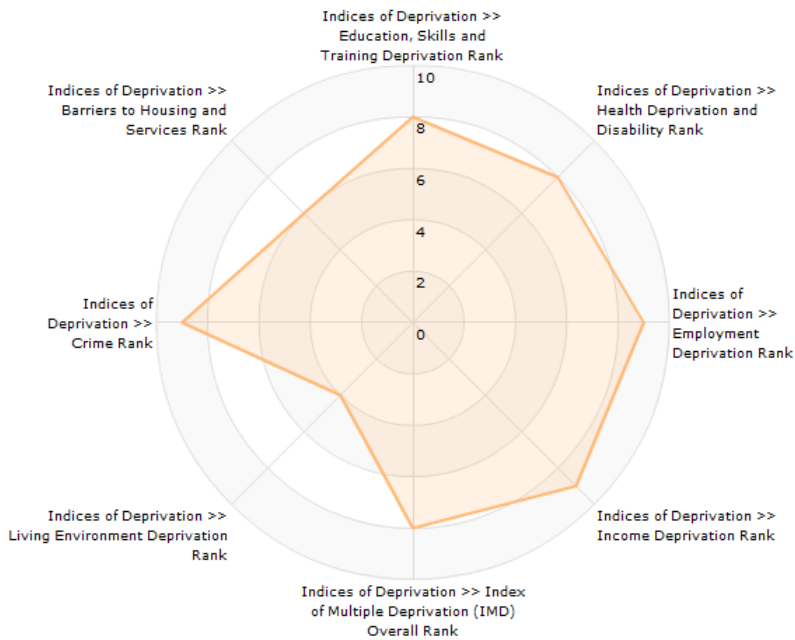
FSA aims to attract pupils from all over Frome and the surrounding area. The preferred site for the school is the [redacted] site near the town centre. The steering group has engaged on a town and county wide basis and has conducted specific activity in Welshmill Ward which is ranked 20th out of 144 in the Somerset 2010 Index of Multiple Deprivation within which the School site is located.

The three worst scoring areas, (Super Output Areas (SOAs)) in Frome scored 6,750, 8,948 and 10,196 using the Government’s Indices of Multiple Deprivation. These scores are within the top 30% of 32,482 SOAs in the country.

Total deprivation within the area, places the housing with closest proximity to the School within the worst 20% of deprived areas in the United Kingdom at 6,750 out of 32,482. It also scores 8 out of a maximum of 10 in the deprivation index for ‘education provision’.

The steering group has organised a number of events in order to discuss and promote the proposed Free School. The requirement to make the school known and attractive to pupils from deprived or disadvantaged families has begun and will be fulfilled through community outreach programs and via [redacted] who works directly with these groups as part of her job.

Radar chart showing deprivation index for Welshmill in Frome where 10 is the most deprived.



Consultation and equality of opportunity

The Academy will fulfil all statutory obligations in terms of consultation as outlined in Section 10 of the Academies Act and will draw particular attention to its obligations in equality of opportunity to meet requirements of the Equality Act 2010.

Since the formation of the group, it has undertaken considerable consultation which is outlined below. The findings from this consultation have helped guide and inform the creation of our draft Consultation Guidelines in **Appendix G**. This document will form the basis of our ongoing consultation process, part of which will be our Statutory consultation.

When open, the Academy will seek to promote good community relations with all sections of society and will maintain effective communication with partners and stakeholders. This has been outlined in more detail above in “Community Engagement”.

Please see our draft Consultation Plan in **Appendix G**.

Marketing strategy

We have been undertaking marketing of FSA in the local community for some months now and an outline of our events is shown below, many of which continue on a regular basis: -

Action/Event	Overview	Status
Information stall on Market days in town	Twice a week throughout January we had an information stall in the local market to inform all elements of the community about our project. This included information leaflets and demand forms.	Complete
Leafleting/Canvassing door-to-door	Throughout Jan/Feb we have walked the streets of Frome informing the community about our project and garnering support/feedback. The areas targeted so far are those near the proposed site and a full cross-section of the community.	Jan/Feb
Radio/Press	We are in regular contact with local press and radio stations that are informing the community of our project and updating people on the progress of our application.	Ongoing
Public Consultation	We hosted a public meeting which was attended by over 200 parents and children and informed them of our plans, shared information about	22 nd Jan 2011

	the educational philosophy and curriculum and opened the floor to a Q&A. We have a number of vox pops which are available on our website – www.fromesteineracademy.co.uk .	
Website	We have a web presence at www.fromesteineracademy.co.uk and are running a regular newsletter and blog keeping interested parties up to date on the progress of our application	Weekly updates
Summer Fair	As part of the Frome arts festival we are holding a summer fair in Victoria public park next to our proposed site to engage with the community, showcase the things that Steiner education has to offer, hearing what the community has to say about our project and there will be an information stall for people to ask questions.	9 th July
Newsletter/Facebook	We have a regular newsletter going out to about 500 families informing them about progress of the application and also have a Facebook group with almost 100 members which receive regular posts.	Monthly newsletter and regular Facebook posts

Further to marketing directly to parents we also have a program of marketing/communication with a number of other interest groups in the community. The Frome Steiner Academy will be completely open to the community that uses the FSA and will share its resources with others. We will actively engage with stakeholders to communicate our vision and ethos and how it can contribute to life in Frome. We will seek the views of stakeholders on our proposals, and will facilitate the input of their views into the development of the proposals.

:

Action/Event	Overview	Status
██████████ & ██████████	Both MPs are well informed about our application and are kept up to date regularly with progress.	Latest update 23 rd May 2011
PfS site visit	Under the instructions of the New Schools Network, ██████████ from PfS will be making a formal site visit to review our proposed premises and provide feedback.	31 st May 2011

Disadvantage/hard to reach groups	We are undertaking a specific program of reaching out to these groups and have a team in place to make such groups aware of FSA, headed by [REDACTED], who are actively involved in working with these groups in the local community. We are in touch with and will liaise with Somerset Health and Wellbeing in Learning. We will employ a school counsellor to work with individual and / or small groups of pupils who are experiencing particular difficulties	Ongoing
Somerset County Council – our LEA Mendip District Council	We have met with SCC and informed them of our plans. They are neutral towards application and have indicated that there will be a shortfall of places in Frome by 2012. We will continue dialogue with them as our application progresses. We have spoken to MDC and they support our plans.	13 th Nov 2010 meet with SCC. 17 th May latest email communication
Other schools	We are currently meeting with and writing to the local schools in the area to inform them of our application and our desire to work with them and share learnings about education and management of schools. We have appointed [REDACTED] to lead on this role. We have a meeting with Frome Community Learning Partnership which will involve headteachers from all schools in the Frome community.	July 13 th 2011
Local business	We will be forging relationships with local businesses and will appoint a specific team member to liaise directly with business groups in the local area – Chamber of Commerce etc.	Ongoing
Home education groups	We have reached out to these groups in our area and continue to send email updates and letters for distribution by the group co-	Ongoing

	ordinators	
Local farming community	Our curriculum is very focused on the natural environment and we will be forging strong links with the farming community that surrounds our town. We have a stand at the Frome Agricultural Show to inform the local community of FSA.	10th September 2011
Cultural outreach	We plan to have strong involvement with the cultural fabric of Frome. We are already involved in the Frome Festival of Literature and Arts and plan to connect with local theatre and art groups and the town library.	9 th July 2011 – Frome Fair

Future Marketing

The Academy will have a dedicated Business Manager who will be responsible for the financial health of the Academy including admissions. There will be a regular program of marketing and communication with the community to ensure demand for places meets or exceeds the places available. This activity will include: -

Action/Event	Overview	Status
Website	Regular updates, newsletters and blogs on the website to keep the local community involved in the progress of the Academy	Weekly
Open days	There will be a minimum of 1 open day per term where the community can see the Academy in action and engage with the teachers, pupils and support staff.	TBA
Events	A series of fundraising and PTA events will be held throughout the year to raise funds and awareness of the Academy and its work.	TBA
Adult learning	The School Business Manager will be responsible for monetising the assets (buildings) of the FSA which will involve adult learning courses to promote the FSA, raise awareness of its educational philosophy, engage parents in learning and to bring the community closer to the FSA.	TBA

Section 6: Organisational capacity and capability

Capacity and capability to set up a school

The list below outlines the members of the team who will be responsible for setting up FSA.

[Redacted], [Redacted]

Time commitment: 2 days per week

[Redacted], [Redacted]

Time commitment: 1 day per week

[Redacted], HR and Marketing
[Redacted] **Time commitment: 1 day per week**

[Redacted], [Redacted]

Time commitment: 1 day per week

[Redacted], [Redacted]

Time commitment: 1 day per week

[Redacted], [Redacted]

Time commitment: 1 day per week

[Redacted], [Redacted]

Time commitment: 1 day per week

More detailed CVs of the team members are in **Appendix H**.

As shown above, our team includes an [REDACTED], [REDACTED], [REDACTED]. There will be curriculum and CPD support from the Steiner Waldorf Schools Fellowship and the establishment of Frome Steiner Academy will be overseen by their SWSF advisory service. In addition, we are in close contact with the Steiner Academy Hereford who are happy to assist us with advice and knowledge transfer with the launch of FSA.

We are in active dialogue with a number of lawyers specialising in education. We have been offered pro-bono advice and support from a number of firms, including Devonshires LLP, and will utilise this experience as necessary before the official appointment of a law firm for the Academy.

Recruitment of Principal Designate (PD)

As [REDACTED] will oversee the appointment of the Principal together with the team member with responsibility for Human Resources, [REDACTED] and the [REDACTED].

We will seek to recruit a Principal Designate with outstanding leadership qualities allied to a breadth of education experience. While possession of NPQH will be desirable, absence of this qualification will not be a bar to the appointment of a very strong applicant from the independent sector. To join as early as possible the Principal Designate, who will demonstrate a strong empathy and level of understanding of the Academy's ethos, will probably be required to meet a resignation deadline of 30 September 2011 and if this can be met then they will start work at the beginning of the Spring Term on 01 January 2012, otherwise they will join at the start of the Summer Term. Advertising will take place nationally, in print and online. The appointment will take place via recognised selection processes, including standard paperwork and activities such as a structured interview together with psychometric and analogous tests, using selection criteria drawn from the Principal's person specification in the context of the job description. See **Appendix I**.

As with all appointments processes, we will follow best practice in safeguarding in terms of safer recruitment see policy in **Appendix J**. Rigorous processes will also be followed for other senior leaders (starting at Easter 2012), also for middle leaders and teachers (joining for their induction period prior to the start of Autumn Term 2012). QTS will be an advantage but will not bar the appointment of talented teachers with an impressive track record from within the independent sector. Similarly, possession of a Steiner teaching qualification will be an advantage but not a compulsory requirement. Support staff will be appointed on the same timescale as middle leaders and teachers, with the exception of the Academy Business Manager who will be appointed at the same time as senior leaders. All appointments to the Academy will be subject to receipt of satisfactory references and CRB(E) clearance checks.

Our interview panels will include a senior figure in Steiner education such as [REDACTED], [REDACTED], as well as Directors of the company and a representative from DfE if at all possible. We will meet the requirements of the Steiner Waldorf Schools Fellowship Code of Best Practice in recruitment. At all times we will ensure

that our processes are fair, open and transparent and abide by employment law.

Role of the Principal Designate prior to opening

As the PD will join FSA two terms prior to opening, she/he will be heavily involved in translating the Proposers' vision into practical reality. They will work closely with the educationalists on the Proposer team to refine the curriculum offer and ensure that the delivery of the curriculum sets FSA on a course to excellence.

The PD will be involved in the selection of the required staff to open FSA although the Proposers will have already commenced the planning for critical hires.

Another crucial role for the PD will be to continue the work of the Proposer team in engaging with the community. They will be tasked with ensuring the schools is fully subscribed and will become the figurehead for the school in the communities it will serve.

The Governing Body – Pre Opening

The Proposer and wider project team behind this project will form the core of the Shadow Governing Body (SGB). Everyone on the team has committed to a minimum of three years – ie. two years from 2012, if appointed to the governing body.

The team was formed to provide a wide range of business, finance and educational experience, with a particular expertise in working with more disadvantaged young people. We see this as a real strength of the team in terms of our ability to fulfil the free school vision.

The SGB will ensure that the project progresses in line with the Proposers' vision and will take a lead in decision making in areas such as consultation, staff appointments and agreeing school policies. The SGB will be divided into workstreams to allow easy communication and decision making and reflecting the requirement of the project during this phase.

As mentioned previously, we are seeking to recruit a lawyer with suitable experience of educational law to join the SGB.

All appointments will be made in line with the latest guidance from DfE and other sources (The Governors' Association) and we will look to provide training for new Governors on their role.

The Governing Body – Post-Opening

During Pre-opening we will seek to establish the make-up of the full Governing Body. In the post-opening phase we will need to ensure that we have parent and teacher members, and will ensure that the full Governing Body is able to provide challenge and support to the Principal and carry out its statutory duties.

All appointments to the governing body will be overseen by [REDACTED], as the team member with responsibility for Human Resources and [REDACTED] as Chair of the proposing team. Recruitment will follow accepted best practice dependent on the

role that is being recruited for.

Capacity and capability to run a school

The member of the Governing Body with financial responsibility is [REDACTED], who is a qualified accountant with experience of running a school finance team. An important part of her role will be to work with [REDACTED] who holds Human Resources responsibility to recruit a business manager for the school, and to establish the systems and processes required to run the school efficiently.

Senior Leadership Team

Once FSA is in 'steady state' the Senior Leadership Team will comprise a Principal, two Vice Principals and a School Business Manager. Steiner schools have a tradition of collaboration and distributed leadership. We intend to follow this approach within a system of clear roles and responsibilities.

Principal

FSA will be led by the Principal, who will be accountable to the Governing Body for

- the implementation of the vision of the school
- ensuring that school meets its statutory requirements
- ensuring the school and its individual pupils are successful according to the agreed measurements
- knowing the school's strengths and weakness and implementing plans to address those weaknesses.

Vice Principal

From September 2012, the Principal will be supported by a Vice Principal. The Vice Principal will have particular responsibility for Educational Development and Pastoral Care until 2020 when a second Vice Principal will be appointed with responsibility for Pastoral Care.

Educational Development will include developing programmes of Continuous Professional Development and Teacher Training, as well as Teaching and Learning.

Middle Leadership Team

From 2015 we will employ a Head of YR&Y1 and a Head of Lower School Y2-Y9

From 2018 we will employ a Head of Upper School (Y10-Y11).

These three posts will be part-time managerial posts, which may be held in conjunction with part-time teaching posts.

The role of these 3 Middle Leaders will be to support the teachers working in the relevant part of the school.

Teaching Staff

On opening FSA will employ 3 teachers and 3 assistants to teach YR and Y1 in three combined classes of 17 pupils. For Y2, Y3, Y4 FSA will employ a total of 3 Class Teachers to teach 10 hours a week each.

For Y2, Y3, Y4 FSA will employ part time specialist teachers to deliver the curriculum from morning break until the end of the school day. These part time roles will be filled by a combination of Class Teachers making up full-time roles and a smaller number of specialist teachers. These specialist teachers will teach the following subject hours per week:

Subject	Hrs/week
Art	1.33
Choir	1.33
Circus	1.33
Craft/Tech	1.33
Eurythmy	1.33
Spanish/Mandarin	1.33
Games	2.67
Garden	1.33
Handwork	1.33
Music	2.00
Woodwork	1.33

Each year as a new class is created new teaching posts will be created to deliver on our educational plan. Please refer to the FSA Financial Plan document for detailed growth plans.

As the school grows towards its full capacity we will seek to employ sufficient teaching and support staff to deliver the curriculum and support needs. Full details of this growth are included in the Payroll section of the FSA Financial Plan.

These will be part time posts taken in addition to teaching roles.

In addition to this annual growth in the specialisms listed above, once FSA opens a Y10 in 2018 we will employ part time specialist teachers to teach GCSE or equivalent, and at this point we will employ a Head of Upper School (Y10,Y11). Again this would be a part time post taken in addition to teaching roles and these teachers will teach the following subject hours per week:

Subject	Hrs/week
Art/IT	2.00
Assembly	0.67
Choir	1.33
Craft	2.67
English	1.33
Eurythmy	0.67
Spanish/Mandarin	2.00

Games	2.00
Main Lesson	6.67
Maths	2.67
Music	1.33
RE	0.67
Science	2.00
Tutor time	0.67

Class Tutors will be drawn from the existing teaching body and will assist pupils with GCSE decision making and careers advice.

NB In the financial spreadsheets, the team Education Support refers to a subject teacher wherever a subject area is specified.

Teaching Support Staff

There will be 5 Teaching Assistants supporting the work of the teaching team attached to a particular Key Stage. These Teaching Assistants will have a particular focus on helping to meet the needs of individual learners.

Other Support Staff

- School Business Manager
- Lab technician
- General technician (Site/Art/DT)
- Lunchtime Supervisor 1
- Lunchtime Supervisor 2
- Lunchtime Supervisor 3
- LLRC Education Support
- Counsellor @5 hrs pw
- Counsellor @10 hrs pw
- Principal's PA
- Office Manager
- Caretaker
- Curriculum Clerk
- Finance Clerk
- Attendance

The School Business Manager will line manage the support staff team.

Special Needs teachers

We will employ a part time Special Needs Coordinator from opening. Further appointments will follow in accordance with specific needs.

Recruitment.

FSA will advertise locally and nationally to recruit teachers with training in Steiner education. QTS will not be a requirement for recruitment of Steiner teachers but will be encouraged and welcomed where possible. We will also offer posts to mainstream trained teachers with a willingness to undertake in-school teacher training in Steiner education.

We will follow the Steiner Waldorf Schools Fellowship Code of Best Practice in recruitment.

The FSA will use the standard state sector School Teachers Pay and Conditions Document.

Section 7: Premises

Possible site options

We have been in contact with PfS representatives for some months. They have kindly been providing general premises advice and also reviewing the various property registers for Public buildings which have been declared surplus to requirements as per the Estate Code as and when requested.

We are also in regular contact with Mendip District Council who inform us as and when sites become available. Additionally, we have taken the advice of PfS and regularly used the Estates Gazette search engine and local agents in our area for properties available commercially.

We believe there are 2 sites available which could suit our needs as follows: -

1. [REDACTED] – a large, derelict factory site adjoining the river in the centre of town.
2. [REDACTED] – a hospital site, with some space vacated and more soon to be vacated, near the centre of town

Details of your preferred site

Our preferred site is the Hospital site and details of this are outlined below: -

1. Reasons for choosing this site
 - a. Well located in the centre of town and within walking distance of a large percentage of Frome residents.
 - b. Located next door to a large public park with a number of public facilities the school could use already in place.
 - c. Part of the site is available now and the whole site will be available in 2012.
 - d. The site will accommodate our desired pupil volume of 624 children.
 - e. The refurbished and modified buildings will allow flexible and suitable accommodation.
 - f. We believe that enough work can be completed in the first phase to allow FSA to open in September 2012 so that interim accommodation will not be required.
 - g. We believe that gaining Planning Permission and change of use permission will be relatively easy, particularly with the current use of the site and initial enquiries with Mendip Council have indicated that this would be the case.
 - h. Also, the buildings are not listed or protected.
 - i. We have met with Somerset County Council and discussed our plans and this site specifically. They have indicated that there will be a shortage of primary places by September 2012 and that FSA could help alleviate this issue. They expect the Frome community to increase.

We have not chosen the [REDACTED] site for a number of reasons including:

- - a. There are multiple owners with some conflicting opinions on what the site should be used for.
 - b. There is interest from Tesco supermarket
 - c. The site has been zoned for residential and commercial development and may be complex and time consuming to get the required change of use for education.
2. The address of the preferred site is
- a. [REDACTED], [REDACTED], Frome
3. Current use of the site is in 3 parts as follows: -
- a. [REDACTED] – in active use until 2 years ago this building is vacant and soon to be sold
 - b. [REDACTED] – large, single story GP surgery block built in 80's which will become vacant in 2012 when it moves to a new site in Frome
 - c. [REDACTED] – a modern mental health unit with plans to move when the GP surgery move
4. The freeholder of the site is [REDACTED]
5. Part of the site is available now and the remainder of the site will be available in 2012. The part that is available now should accommodate about 250 pupils which will accommodate the first 4 years of our growth plans.

Capital investment

The Trust have given an outline indication of £600,000 for the [REDACTED] and we are awaiting confirmation from them of an outline indication for the whole. We have visited the site and buildings on many occasions and our initial estimate is that the [REDACTED] would be able to accommodate 10 to 12 classes which will almost suffice for a single form intake for the school business plan.

The buildings are in excellent structural condition but will need refurbishing and remodelling to make them suitable for our school. We do not feel we have the expertise to complete a detailed assessment of the likely value of works at this stage. We would be happy to be guided in the most suitable procurement route for the refurbishment works.

Please see the plans of the buildings attached in **Appendix K** of this document.

APPENDIX A - FSA Admissions Appeals (DRAFT)

If you are refused a place at FSA, you will receive a communication (email or letter) to inform you of the decision and your right of appeal. You must be given at least 14 days from the date of the decision letter to send in your appeal. If you are not given this information, you should contact the school directly.

You should return this completed appeal form to the school's admissions officer as soon as possible with any supporting documentation that you have not already supplied with your original application for a place.

In order to help you decide whether to appeal, you should think about the school's admission arrangements, your reasons for wanting your child to attend the school, your child's view of what school he/she should attend and how strong a case you have.

Parents are advised that very few appeals are successful, and those that do succeed are normally where there are very significant circumstances.

Appeals are heard by panels that are independent of the school or local authority. Each panel usually consists of three people, although there could be five. The panel must include at least one lay person (someone who has no experience in the management or provision of education in a school, other than as a governor). It will also include at least one person who has experience in education in the area or is the parent of a registered pupil (parents could be governors at a school).

The school admissions officer will acknowledge your appeal form. At a later date you will be advised of the date, time and place for the appeal hearing. You should be given at least 14 days' notice. About seven days before the hearing, you will be sent copies of all the appeal papers which will be presented to the appeal panel, including statements by the school as to why it was not possible to offer your child a place.

You are strongly advised to attend the appeal hearing, so that you can put forward your case, ask questions, and also answer any questions if, for example, the panel need clarification on what you have stated. You can take a friend or relative with you if you wish, but it is not usually appropriate to take a legal representative as appeal hearings are informal. If you are unable to attend the appeal hearing, the panel may decide to consider your case on the written evidence alone.

If you want the panel to consider any additional information, you should make sure the relevant papers are sent in good time (at least 7 days prior to the hearing) so that the panel has the opportunity to consider them properly. If you have any concerns about this, you should contact the clerk to the appeal panel. Their details will be on the letter notifying you of the date of the appeal hearing. In addition to the panel, yourself and a friend, there will also be a representative from the school who will be able to explain the admission procedure, and who can also ask you questions.

Decision for Reception, Year 1 and Year 2 (Infant class size appeals)

Appeals for infant classes, including reception classes, will only be successful in very limited cases. This is because the law says that there should not be more than 30 infant aged pupils in a class with one qualified teacher. Therefore the independent appeal panel can only uphold a parent's appeal where the parent can show that:

- **The decision to refuse admission was not one which a reasonable admission authority would make in the circumstances of the case* (known as 'Ground A').**
 - *This means the parent must show that the decision to refuse a place at the school was so unreasonable that no reasonable authority would ever have made the decision.

Alternatively, the parent must show that:

- **The child would have been offered a place if the admission arrangements had been properly implemented** (known as 'Ground B').**
 - **This means the parent must show that a mistake has been made in allocating the places and that if the mistake had not been made, their child would have been offered a place.

In coming to a decision, the appeal panel can only consider whether Ground A or Ground B applies to your case (please see explanation above). If either of these grounds is proven, they will uphold your appeal, and your child will be offered a place.

You are advised that because of these limitations, very few infant class size appeals are successful.

Appeals should be posted to:

Frome Steiner Academy Admissions Officer

██████████

North Brewham

Somerset ██████████

APPENDIX B – Special Educational Needs Policy (DRAFT)

Philosophy

The [REDACTED] Frome Steiner Academy aims to ensure that all pupils, including those with special educational needs, have access to our curriculum and reach their full potential. All children have individual needs, and the school tries to meet these in a way appropriate to the child's age, stage of development and personal circumstances.

Objectives

To support pupils' learning and access to education. All pupils will participate in Main Lessons and the majority of subject lessons, regular routines and activities of their class, though these may be modified to meet individual needs.

Our policy accords with the 2002 SEN Code of Practice.

We aim to identify as early as possible any pupil with SEN. We follow the SEN Code of Practice guidelines to ensure a graduated response to identification and assessment of children with SEN, and work in partnership with parents to provide an Individual Education Plan, or Individual Behaviour Plan which is reviewed at least twice a year. An SEN Register is kept.

Definitions

A child has a learning difficulty if he or she:

Has a significantly greater difficulty in learning than the majority of pupils the same age.

Has a disability which prevents or hinders the child from making full use of the educational facilities of a kind generally provided for children of the same age.

Special Education provision means:

Provision, which is additional to, or otherwise different from, the educational provision made generally, for pupils of the same age.

Inclusion and Access

The school will have regard to the statutory framework for inclusion and anti-discrimination

Identification and Assessment

The Frome Steiner Academy understands the importance of early identification and assessment of children with SEN. In practice, the precise cause of special needs may be varied, multiple and, in some cases, hard to identify. Assessment can be difficult regarding SpLD, emotional and behavioural difficulties; physical disabilities; sensory impairments and medical disorders.

All pupils may have special needs at different times, including being gifted or talented. It is the intention of Frome Steiner Academy that all pupils be valued and respected, irrespective of academic ability or any particular physical or emotional attributes, gender or cultural, religious, ethnic or socio-economic background. We aim to meet the needs of all pupils including those with disabilities, those with special educational needs where ever possible, as well as pupils with English as an

additional language.

Children are routinely observed by their Class Teacher and by other teachers through continuous daily observations.

Class screening

- Early identification of learning difficulties is carried out in Y1, at the end of Y3 using the “Class 2 Screening for Waldorf Schools”.
- Class screening for spelling is done annually from Y4.
- Class screening for reading is done at the end of Y4 and Y7 using Daniels and Diack.
- Class screening for numeracy is done annually from Y4 using WRAT 4.

New Children

Children entering the school after age 5 are routinely assessed for; dominance, auditory and visual discrimination, spelling, reading and maths.

Response

Stage One - Differentiation

Concerns have been identified relating to learning progress and/or behaviour of a pupil by teachers, parents or as a result of class screening.

- The class teacher talks to colleagues, parents/carers and establishes any necessary differentiation and observation.
- A child study may be held.

Stage Two – School Action

Once Frome Steiner Academy has identified that a child has SEN, we will intervene through School Action aimed at enabling the child to reach their maximum potential. With parental permission, the setting SENCO would become involved, and the child’s name put on the Special Education Needs list.

- In addition to the above an IEP (Individual Education Plan) or IBP (Individual Behaviour Plan) is drawn up.
- Learning support lessons may begin.

Stage Three – School Action Plus.

If despite several review periods at School Action, the child is not making progress, we would recommend to parents the involvement of specialists from outside the school, e.g. G.P, educational psychologist, child psychologist, child psychiatrist, speech and language therapists or social services.

Pupils requiring support from speech and language / physio / occupational therapists	We will work with Mendip Area Integrated Services for Children and Young People
Pupils requiring mental health service support	We will work with CAMHS Somerset.

Statutory Assessment

For a small minority of children with SEN, a request to the L.A. for a Statutory Assessment may be necessary. The Frome Steiner Academy considers all children as having individual needs and aims to meet these needs as well as possible, taking into consideration the child's age, developmental stage and other circumstances.

Admissions

Children with SEN will be accepted when:

The Frome Steiner Academy is suitable for a child's age, ability and special educational needs.

- The child's attendance would be compatible with the efficient education of the children already placed in FSA.
- We have the resources to meet their needs.

Parental Involvement

Parents are seen as vital partners in their children's education. Informal meetings are encouraged to discuss with parents any concerns of either parent or teacher. Class teachers and learning support teachers hold regular surgeries.

- A Home Visit is done after the child has started at the school, the class teacher visiting the child's home.
- We respond to parents' concerns by giving information, advice and support.
- Teachers endeavour to undertake Child Studies, focussing on an individual child. Parents' permission is sought in order to do this.

SENCO, Special Educational Needs Co-ordinator

The SENCO is responsible for:

- Being a focal point for initial concerns about a child
- Maintaining a SEN register
- Liaising with class teachers & parents
- Liaising with other professionals
- Advising and supporting other professionals in the setting
- Ensuring appropriate Individual Education Plans are in place
- Ensuring background information is collected, recorded and updated regularly
- Taking the lead in further assessment of the child's strengths and weaknesses to guide future planning
- Taking the lead in monitoring and reviewing action taken to support the child
- Ensuring that appropriate records are kept for children on School Action, School Action Plus and for those with Statements.

Complaints Procedure

If a parent or carer has a complaint related to Special Education Needs, the Frome Steiner Academy Complaints Procedure should be followed, with involvement from the SENCO.

Transfer Arrangements

With parental permission, relevant information will be sent from FSA to the new setting which the child will be attending. With parental permission, the new setting's staff are welcome to visit and observe a session and discuss the child.

APPENDIX C – FSA Nurturing Pupils’ Gifts & Talents Policy (DRAFT)

Background

The 2005 White Paper, *Higher Standards: Better Schools for All*, established the aim that every pupil should have appropriate support to enhance and fulfil their capabilities. Whatever the level and area of ability, the objective is to provide opportunities for all pupils to further their particular talents inside and outside school at a local and national level.

Steiner schools work to give their pupils the possibility to form an inner connection with their learning: to learn out of an inner motivation. To reach this goal two basic principles direct the teaching and learning. The first principle focuses on selecting the right subject-material to teach according to the pupils’ phase of development. The second principle incorporates an understanding that there are different ways of learning and some pupils learn in different tempos and via different modes and therefore may need different ways of teaching.

Our aspiration is that all pupils are presented with work that challenges, nourishes and interests them and that all pupils are supported to realise their full potential in keeping with their own abilities, including those pupils who are gifted and/or talented in particular activities and/or subject-areas.

We aim to:

- Maintain an ethos where all abilities and talents, not just academic ones, are recognised and celebrated.
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and achievement.
- Encourage all pupils to be independent learners.
- Recognise achievement.
- Seek to provide work at an appropriate level
- Offer a range of extra-curricular activities and clubs.
- Provide opportunities for all pupils to work with like-minded peers.

Definitions

We identify a **gifted** pupil as one who has one or more abilities developed to a level significantly ahead of their class group (or who has the potential to develop these abilities), and who is capable of excelling in one or more subjects. Such pupils will be identified on the basis of prior attainment and ongoing assessment of performance and potential. Similarly, a **talented** pupil is one of those with a domain-specific ability in one or more areas, such as:

- Physical talent
- Visual / performing abilities
- Musical abilities
- Mechanical ingenuity
- Leadership talent and social awareness
- Creative talent

Identification of the gifted and talented

Identification of gifted and talented pupils is a continuous, whole-school process that needs to be managed with care. We seek to ensure that the identification process is fair, transparent, and flexible so that it does not discriminate against others. In identifying pupils with particular gifts and talents we make use of both quantitative and qualitative assessment, including prior attainment and rate of progress. Specific procedures within subjects will vary but may include attention to elements of the following:

- Performance in summative assessments
- Teacher recommendation
- Assessment results including formal progress reports
- Parental nomination
- Specialist teacher identification
- Self-nomination

It is important to remember that pupils with gifts and talents might demonstrate one or several of the following:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Very able but with a short attention span
- Very able with poor social skills
- Keen to disguise their abilities

In identifying the gifts and talents of pupils we are therefore aware that some learners may be intellectually able but also appear on the Special Educational Needs (SEN) register for behavioural, literacy or physical difficulties.

Everyone in FSA has a responsibility to recognise and value every pupil's strengths, gifts and abilities. We are aware that:

- *Unnecessary* repetition of work is de-motivating and de-motivated pupils will not always demonstrate potential
- *Too little challenge can lead to behaviour problems*
- There is sometimes *peer pressure* to under-achieve

Provision for the gifted and talented.

Through the high expectations of teachers, opportunities for extension and enrichment are built into all schemes of work. Each curriculum area has a reference to procedures used to identify particular gifts and/or talents and the provision that is in place to meet the needs of pupils with particular gifts and/or talents.

Types of provision

1. Classroom based:

- Tasks designed to take account of levels of existing knowledge, skills and understanding.
- Extension of opportunities or open-ended tasks.

- Scope for free rendering and note-taking
- Use of Main Lesson work-tasks as open-ended assignments.
- Where appropriate, access to higher tier assessment papers.

2. School based

This varies according to subject area and is covered using a variety of methods, including:

- School clubs
- Pupil participation forums/councils
- Options / opportunities within the learning programme
- Enrichment opportunities – both subject-focused and cross-curricular
- Visiting artists / writers etc
- Specialist teaching
- Partnerships with other schools

3. Out-of-school provision.

- Educational and Social-Cultural visits – these will invariably be open to all pupils in the class.
- National schemes/competitions/festivals

Monitoring Pupil Progress

Class Teachers have the responsibility to monitor the provision and progress of pupils with particular gifts and talents in their class, receiving reports from subject teachers in line with school assessment monitoring procedures. Class Teachers pass on summary reports to the Vice Principal, in keeping with school policy and share questions and pedagogy in department meetings.

Subject Teachers are aware of the gifts and talents demonstrated by pupils in their classes, and, where appropriate, differentiate their teaching to support these pupils' potentials. They give a summary progress report to Class Teachers in keeping with school policy.

The Vice Principal ensures that progress of pupils' gifts and talents is monitored and assessed, and includes specific analysis of this progress in reports to staff and governors. Summary information and recommendations are provided to governors.

Process for review and development.

- All teachers are responsible for the progress of all pupils they teach.
- The Vice Principal is responsible for ensuring that learners are given appropriate learning opportunities and for monitoring that they are making progress in keeping with their abilities.
- He/She maintains a whole school register of the gifts and talents of pupils and ensures that staff are aware of these.
- Curriculum leaders will annually review their curriculum provision and identify areas for development for the next year.
- The Vice Principal supports the development of FSA's approach to recognising and providing for the range of gifts and talents demonstrated by pupils and assists curriculum leaders in embedding the provision in Schemes of Work.

APPENDIX D – FSA Bullying and Behaviour Policies (DRAFT)

Frome Steiner Academy

Promoting Positive Behaviour

RESPECT

Our Academy is founded upon a belief in the uniqueness of the individual. We seek to develop each individual's strengths, whilst bringing weaknesses into balance. This can only happen if there is respect for each other and for the whole community.

Out of such respect a caring, friendly and fair community can evolve in which everyone is able to work and learn alongside each other without prejudice.

The behaviour expected in our Academy should reflect this statement.

This Behaviour Policy is based on the principle of **mutual respect** between all staff, pupils, parents/carers and visitors and all those who work and learn together in our community. Expected alongside this is respect for the physical environment, the equipment/buildings in the Academy and the living world around us.

Our overall aim is to emulate and encourage positive behaviour to create calm, working environments for teaching and learning.

In the Education of the Child by R Steiner, he describes the following periods of need for the child as it grows towards adulthood

PERIOD	AGES	NEEDS
1	0 -- 7	Model to Imitate
2	7 -- 14	Authority to Emulate
3	14 -- 21	Rules, Principles to Follow

Inside the Classroom

Kindergarten and Classes 1-3

All pupils learn and grow in their understanding of socially appropriate and desirable behaviour. In the Kindergarten the teachers continually work with social behaviour by endeavouring to be role models worthy of imitation. This is continued in the lower classes 1, 2 and 3, where the variety and sequencing of daily activities build a rhythm into the day/week/year. This provides, by example, a continuously nurturing environment in which to support and acknowledge positive behaviour.

As pupils work and play, the teachers encourage:

- Respect and care of self, others, and the environment
- The learning of self-control

Challenging Behaviour

Most pupils experience social difficulties at some time in their development. There are many ways that the teachers help pupils to better integrate into the Kindergarten and Classes 1-3:

1. Redirect the pupil to a new focus or activity. Gain the pupil's attention with a look, gesture or word to make him aware of our observations.
2. Remove the pupil from the situation and engage him/her with an adult-led task.
3. If the disruption continues, the assistant may take the pupil out of the room for a short period.

If the behaviour of the pupil requires more attention than can be achieved by the daily efforts described above, other means may be implemented to ensure the most positive experience for the pupil and the class.

Approaches for consideration when the behaviour of a pupil is consistently disruptive and/or there is cause for general concern:

1. Stay in close communication with the Parents/Carers
2. Regular teacher reviews
3. Begin a "Child Study" in weekly teachers' meetings
4. Consider implementing an Individual Behaviour Plan
5. Referral to Behaviour Support

For the older children Classes 4-10

As the child grows further, the need for authority through consistency and fairness becomes more significant. Teachers will continue to encourage care for self, others and the environment, though in a more outward and spoken way. Helping pupils to understand and work within the Academy's Code of Respect will underpin and consolidate whole school expectations.

All teachers understand that it is appropriate for pupils' growth that they test the 'boundaries' of behaviour. It is the teachers' responsibility to set and maintain those boundaries according to the Academy's Code of Respect, paying particular care to:

1. age appropriate approaches,
2. the needs of the individual and the whole class
3. understanding and working with the temperaments
4. consistency and fairness

Positive behaviour should be acknowledged. In dealing with challenging behaviour, any necessary sanctions should be clear, appropriate and meaningful.

If disruptive behaviour arises, we should consider first what we, as teachers/assistants might improve in terms of our presentation, level of content, classroom management, attitude, manner etc.

Sometimes a teacher needs to seek some additional help or support to manage a

pupil's behaviour which is no longer acceptable within the classroom setting.

'Steps beyond the Classroom' for Classes 4-10

When managing behaviour, we need to be able to:

- acknowledge positive behaviour
- create purposeful learning experiences for the pupil which are supportive not punitive
- ensure pupils understand how they are doing
- feedback to parents/carers effectively
- track a pupil's journey clearly towards developing a behaviour plan where necessary
- if necessary, show what has been put in place to seek help externally

The Academy has a behaviour monitoring/supporting system in place to help those pupils who are struggling to work within the Academy's Code of Respect and need support beyond the Classroom.

Each of these support responses below, acknowledged by using a coloured slip system, should not work in isolation from each other, but be part of a process if a pupil's behaviour needs are to be met.

ACKNOWLEDGEMENTS

- They are particularly for those pupils who are achieving consistently over time or who shine beyond their normal behaviour pattern

CALL OUTS - for minor but disruptive/disrespectful behaviour

- No further action if the issue was minor, but receipt of 3 will result in a detention

CALL OUTS - for more serious breaches of the Code of Respect (physical confrontation/ verbally abusive behaviour directly to a pupil/teacher)

- An instant SECLUSION may be arranged and a serious incident log will be completed
- When an incident is extremely serious then the school's EXCLUSION policy will be followed. The Principal will be immediately informed. No pupil is to be excluded without consultation and agreement from the Principal /Vice Principal. It is unlawful to send a pupil home to "cool off". If a pupil is sent home after a serious incident, it will count as a fixed term exclusion.
- If a pupil is receiving these warning slips repeatedly, 3+ in a week then further steps may need to be taken: DETENTION / SECLUSION / REPORT, or a further sanction if behaviour is persistently poor or challenging

- When a pupil finds the Code of Respect a persistent challenge then an Individual Behaviour Support Plan will be considered with the Parents/Carers and Teacher. Older pupils should be involved in forming such a plan

DETENTION

- Either during school for a short part of the break
- Or after school. Parents/Carers are contacted beforehand

SECLUSION

- For a short period, no longer than a whole morning. Work from class will be provided and the pupil will receive some behaviour support advice.
- Member of staff arranging the process will let parents/carers know.

ON REPORT

- These may be issued and arranged by Class Teachers or members of the pastoral team
- The pupil will carry a report book and is responsible for asking the teacher to fill their report at the end of each lesson. This is taken home for Parents/Carers to read and sign and returned to school the next day. This is reviewed after one week and continued if necessary

TIME OUT CARDS

- These are 'Time Limited' and issued by the class teacher. They are an opportunity to take some time in a quiet space and can be directed by the pupil or the teacher.

Pupils who have been part of Steps beyond the Classroom will begin afresh each half term.

STEINER ACADEMY

CODE OF RESPECT

HELPING US TO LEARN AND WORK TOGETHER

1

WE TREAT OURSELVES AND EACH OTHER WITH RESPECT BY:

Being polite and considerate to each other

Using appropriate and respectful language

Welcoming visitors and new members to our community

Wearing appropriate clothing for Games and other practical subjects

Following the Dress Code in school and on school trips

Ensuring harmful substances are not brought into school

Respecting the Academy is a smoke free zone

2

WE ALLOW TEACHERS TO TEACH AND LEARNERS TO LEARN BY:

Arriving in school and to lessons on time

Maintaining good attendance
Bringing the right equipment to every lesson
Listening carefully to teachers
Learning to express our views appropriately
Being aware that calling out, talking over, rudeness and silliness interferes with teaching
Asking permission if we need to leave the class
Respecting each other's work as we do our own
Completing homework, Main Lesson books and other assignments on time
Ensuring mobiles and musical equipment are left at home or kept in our personal bags

3

WE ARE PEACEFUL AND AVOID PHYSICAL CONFRONTATION BY:

Understanding that bullying is unacceptable and will not be tolerated
Walking and not running around the school
Playing appropriate games in the appropriate spaces

4

WE RESPECT THE ACADEMY AND THE PROPERTY OF OTHERS BY:

Making sure that litter is placed in the bins provided
Eating snacks at snack time and lunches at lunch time in the classrooms
Keeping classrooms and work areas clean and tidy
Respecting that the Academy is a graffiti free zone
Treating personal/others and Academy property with respect
Handing lost property in

5

WE FOLLOW THIS CODE OF RESPECT WHEN TAKING PART IN ACTIVITIES OUT OF SCHOOL BY:

Following the Dress Code and the Respect Code when attending any activity which takes place away from the school

FROM STEINER ACADEMY

DRESS CODE

The Academy is a place of learning and working together.

We ask pupils and their Parents/Carers to be mindful and respectful of the **Dress Code** set out below.

CLOTHING

Needs to be clean, decent, not torn and suitable for the learning environment

Please leave your skimpy tops and Logos at home

Ensure you bring appropriate changes for Games/Outdoor work

SHOES

Need to be safe and appropriate to the task in hand

Ensure you bring appropriate changes for Games/Outdoor work

HAIR

Needs to be of a style suitable for the learning environment

Please tie back long hair for Games/Science experiments/Cookery/Craft/ Eurythmy

HATS/HOODS

NEVER indoors. Outside in cold weather

JEWELLERY

Not in Lower School please, though very small ear studs would be acceptable

UPPER SCHOOL ONLY

MAKE UP Needs to be discrete, if worn at all!

HAIR If you must dye it, natural colours only please

ADDITIONAL INFORMATION

Smoking

No smoking is allowed on any part of the Academy's premises. Please refer to the Academy's **No Smoking** policy for further information.

Alcohol and Drugs and Substance misuse

No inappropriate and/or illegal substances should be brought into the Academy at any time.

Such an offence will result in an immediate fixed term exclusion whilst the matter is investigated. Please refer to Academy's **Alcohol and Drugs** policy for further information.

Other

- No dangerous items (e.g. matches/fireworks) or potentially offensive items (e.g. knives/ toy or real guns) should be brought into the Academy at any time
- Pupils are reminded that chewing gum, chocolate, sweets or fizzy drinks are **NOT** part of the Academy's Healthy Eating policy

Exclusion Policy

Fixed Term Exclusion

Should a pupil's conduct warrant it, a fixed term exclusion will arise with the parent collecting the pupil if they are still at school. Regulations allow Principals to exclude a pupil for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. He/she will then remain at home whilst the

incident is thoroughly investigated. The pupil will be provided with work by the school..

When the Governing Body is notified of an exclusion, they will (whether or not the parent requests it) review any exclusion which is a permanent exclusion from FSA (see below) or fixed period exclusions that would result in a pupil being excluded for more than 15 school days in any one term, or missing a public examination.

The parent(s) and the Principal or their deputy will be required to discuss the allegations and witnesses, which may include teaching staff and pupils. The pupil will be given the opportunity to explain their actions with their parent(s) present.

Work will be set for any pupil subject to a fixed term exclusion.

Permanent Exclusion

This will be the ultimate sanction, and although we aim for zero exclusions it may occur. Permanent exclusion will only be applied by the Principal or the deputising senior leader in their absence if, having taken into consideration all the facts and the history of the pupil's conduct, and having consulted the parents about the full circumstances surrounding the incident, they are satisfied that such a course of action is in the best interest of FSA and of the pupil. The Principal is free to use his or her discretion in selecting the appropriate course of action under this heading and the parents' views will always be sought prior to a final decision by the Principal.

During the first five school days of a permanent exclusion the school will send work home for the pupil to complete. At the start of these initial five school days of exclusion parents will be informed that they must ensure their child is not present in a public place during school hours without reasonable justification. The LA is statutorily responsible for ensuring that suitable full-time education is provided to pupils of compulsory school age.

Parents can appeal against a permanent exclusion to the Governing Body.

Arrangements will be made for an Independent Appeal Panel to hear appeals against any permanent exclusion where the Governing Body upholds the exclusion decision.

FSA - ANTI – BULLYING POLICY AND PROCEDURE (DRAFT)

Anti-Bullying Policy:

It is a basic entitlement of all children at The Meadow School that they receive an education free from humiliation, oppression and abuse. Parents should be entitled to feel confident that when they send their children to school, they will be protected from bullying. Class Teachers/Tutors encourage parents to communicate concerning an upset pupil – swift response is essential in order to act pedagogically.

What constitutes bullying?

Bullying can be described as the wilful, conscious desire to hurt, threaten or frighten somebody either physically, verbally and mentally. The staff recognise that the

following can constitute bullying:

- Physical assault – kicking, punching or hitting.
- Name calling.
- Threatening anyone.
- Picking on people.
- Teasing.
- Forcing people to do something against their will.
- Being unkind to people.

It is also important to note that children's relationships to others in the school can vary tremendously. Children can be the best of friends one day and at loggerheads the next. Parents and staff, therefore, need to be aware that temporary breakdowns in relationships do not necessarily constitute bullying and are especially likely to occur in small classes.

Aim:

We aim to prevent any incidents of bullying occurring at any time. Bullying will not be tolerated.

We intend to:

- Provide a school environment in which children feel safe and able to express themselves without fear or intimidation.
- Maintain a co-operative ethos in which the school, the children and the parents work together to prevent bullying.
- Help children to gain the personal qualities and self esteem needed to minimise the risk of bullying.
- Identify children at risk and respond positively to their needs.
- Respond firmly to incidents of bullying.

Procedures for all Staff

- Staff should be watchful and observe relationships. Where appropriate, mention should be made in the weekly meetings.
- There should be appropriate supervision of pupils during unstructured time.
- Children should be made aware and periodically reminded that they should report incidents and that they may do so to any teacher.
- The teacher must alert the Class Teacher and the Pastoral Care Group.
- In serious and persistent cases, the Child Protection Officer will be informed

School procedure for dealing with incidents of bullying;

What action should be taken if a pupil has been bullied?

· Stop the incident!

Swift response is essential in order to act pedagogically.

- a) Confirm that the child is not physically injured. If the child is physically injured, deal with immediately.
- b) Show concern and support for the child who has been bullied (in presence of the other children involved if appropriate).
- c) Try to reassure the child who has been bullied.
- d) Wait for the situation to calm before trying to find out what happened and then take time to listen carefully and establish the facts and factors involved. Bystanders may provide important background information.
- e) Tell both parties that the matter will be dealt with and that other teachers and the parents of those involved will be informed.
- f) Talk over the incident, the problems behind it, and possible solutions with all concerned as soon as possible.
- g) Ensure written reports are in pupil files etc.
- h) The Class Teacher/Tutor should be informed.

What action should be taken if a pupil bullies?

- a) Make it absolutely clear that the behaviour is totally unacceptable.
- b) Remind the pupils that they too must share the responsibility for caring for others; allowing something to happen is actually participation, although passive. (a and b will be dealt with age appropriately)
- c) Involve all parties as appropriate.
- d) If appropriate, state the sanctions which will be imposed if the bullying continues.
- e) Ensure that everyone has an understanding of the situation and will take action immediately should there be a recurrence of the behaviour. Inform chairs of meetings and post appropriately.
- f) Inform the appropriate Teachers Meetings which will act on the incident of bullying as seen fit.

Guidelines for informing parents

All parents should be consulted if there are any concerns about their children. They may be able to help solve problems or provide information which could prevent serious incidents occurring.

The parents of the victim and the bully should be informed if:

- a) a physical injury has occurred
- b) the incident involved a number of children bullying the same child
- c) an older child is bullying a much younger one or vice versa
- d) the victim is very distressed and frightened.
- e) the bullying is repeated.

Measures which may be imposed as per sanctions and consequences as outlined in the Behaviour policy.

ANTI BULLYING CHARTER

- We will not tolerate bullying
- Bullying will be dealt with seriously

- When we report bullying, staff will give us a fair hearing
- We have the right to travel to and from school without being bullied
- We will not put others down
- We will not judge others by appearance alone
- We will accept others regardless of race, religion, culture or disability
- We are a telling school - bullying is too important not to report

APPENDIX E - FSA Attendance Policy (DRAFT)

The aim of the attendance policy is to ensure that:

- the intention to achieve 100% attendance is communicated to pupils, parents/carers and staff
- pupils, parents/carers, and staff know what is expected and what their responsibilities are in relation to attendance
- attendance of all pupils is accurately monitored
- teachers know where all pupils are at all times during schools hours
- parents know where the children are when they should be in Academy
- a pupil's education is not interrupted by unnecessarily missing school
- pupils who are persistently absent or are reluctant to go to school are supported

The responsibility of all STAFF

The **safety** of the pupils at school depends on good supervision and communication and at all times staff must know where pupils are. A suspected case of a missing child (non-appearance at a lesson or non-return from an out of classroom activity /trip) should be reported to reception immediately so that suitable action can be taken for the child's safety and welfare.

The responsibility of PUPILS

Pupils are expected to

- arrive in the classroom on time and suitably equipped for each day and each lesson
- sign in at Reception if late
- sign out at Reception on leaving if authorised to leave before the end of the school day

The responsibility of PARENTS/CARERS

Parents/carers have a legal obligation to ensure that their children attend school. A clear message about the importance of attendance and the disruptive effect on a child's education of missing school is explained in the parents' handbook and at parent evenings.

Parents/carers are expected to

- ensure that their child arrives on time at school
- inform the school by phone (using the dedicated extension number) of any absence and reason for absence and to update the school on further absence for the same reason. This should be supported by a letter/signed note on the child's return to school.
- make sure the FSA always has their up to date emergency contact details
- ask for permission for an absence in advance by writing to the Principal

- sign the pupil out in Reception if their child must leave before the end of the school day
- discuss with the class teacher as soon as possible if a child becomes unwilling to attend school

Requests for absence must be made to the Principal in writing. The authorising of a request takes into account the pupil's attendance record. Permission may be granted for the following:

1. Medical and family bereavement
2. Educational activity elsewhere
3. Experiences that may be considered as contributing to the education of the pupil (this can include exchanges or visits to foreign schools)
4. Exceptional circumstances

Where an absence of more than 10 days has been authorised, it is the parent's responsibility to make arrangements for their child's education during absence. Parents will be expected to get guidance from the Class Teacher, with an understanding that it is impossible to replace the learning and experience of the education in the class, and that it is not possible to give parents a learning pack.

Parents should NOT arrange holidays in term time. This disrupts the benefits for the child of continuity of integrated learning that is a key feature of the Steiner curriculum. **The school is not in a position to authorise holidays in term time and so holidays in term time will normally be considered as unauthorised absence.**

The responsibility of the ATTENDANCE OFFICER (or otherwise delegated person in Reception)

The responsibility of the Attendance Officer is to:

- check all paper copies of the registers as soon as they come in and record all marks on SIMS
- note any information received from parents about absences (as well as put a note of such messages in the appropriate teacher's pigeonhole)
- ring such parents of absent pupils who have not already provided information by 09.30 (this includes using 'emergency only' phone numbers if necessary). This applies also to the afternoon register if there is an unexplained absence.
- implement a 'lost child' procedure (see Lost Child Policy) if necessary.

The responsibility of TEACHERS

The responsibility of teachers is to **record attendance**. It is a legal requirement for the school to maintain an accurate daily register of attendance. Class teachers (or the teacher with full pastoral care responsibility; kindergarten teacher, or guardian) are responsible for the register of attendance at the beginning of each school day and at the start of afternoon lessons, except for those pupils below the statutory school age.

The register

Pupils not present at the register are marked as authorised absence or unauthorised absence.

Authorised absences include:

- School closed to all pupils
- Late (after start of lesson, but before 9.30)
- Illness (call or letter received from parents/carers)
- Absence for medical appointments, etc.
- Educational visit or trip
- Work experience
- Interview
- Approved sporting activity
- Study leave
- Religious observance
- Excluded (Advance notice given by school)
- Exceptional circumstances

Unauthorised absences include:

- Late - after Registration closes (9.30am)
- Family holiday –not agreed
- Reason for absence unknown at time of registration OR no adequate reason given by parent

In case of sickness arising during the day, the school will contact parents to arrange the most suitable care possible for the child. This will include the parent collecting the child whenever possible. In this case the afternoon register will be marked as an authorised absent.

The teacher taking the register is responsible for:

- ensuring that the completed register is taken to Reception **as soon as possible** so that the attendance data can be uploaded onto SIMS and so that suitable action can be taken in case of a child's whereabouts being unclear. The pupil's parent will be contacted by the reception staff concerning any unauthorised / unexplained absence as soon as possible after 9.30 am on the day.
- following through any unclear situation regarding a pupil's attendance (after the initial call by Reception or the Administrator),
- collecting the notes/letters from parents concerning illness and other absence,
- making sure the register is up-to-date and properly filled in
- keeping with the register all 'notes' from parents re: absence
- reporting a persistent absence to the Principal.

Procedure for follow-up of an absence

- Attendance is a standing item on department agendas.
- Class Teachers receive a SIMS update each week and must alert the Principal where there is a concern including pupils approaching 85% attendance
- A persistent absence due to illnesses, such as measles, chicken pox, flu etc, and long absences due to genuine sickness will be noted in the end of year report, as the education of the child will still be affected. If there are persistent health problems the teacher will still call a meeting with the parents to see how to meet/support the child's educational needs in spite of their poor health/disability

- Class teachers must make every effort to engage in positive and regular communication with the parent/guardian of any pupil where there are concerns about attendance
- The pupil's parent(s) will be notified of falling (or insufficient) attendance and asked to attend a meeting with the Class Teacher and either a senior teacher or the Principal.
- The parents will be reminded of their legal obligation to ensure that their child attends schools and informed that poor attendance means that the school may be unable to meet the pupil's needs adequately or to provide effective education.
- If there is no improvement in attendance after this process, the parents will be informed that further absences will only be authorised if accompanied by a doctor's note. Unauthorised absences will then be monitored and, if necessary, the Education Welfare Service (EWS) will be consulted (e.g. if general unauthorised absence brings attendance below 80%).
- If the child is persistently absent as a result of medical problems, FSA will offer support to look at how best to help the pupil and minimise the disruptive effect on his/her education. If appropriate, the pupil may be referred to professionals and professional services for the family may be called upon.
- If the parents find that their child is reluctant to attend school, reasons will be investigated and the Class Teacher (with a colleague) should attempt to meet with the family to discuss possible reasons and solutions and what support can be given to the child to access a suitably effective education. The Class Teacher will continue to monitor attendance, and if there is no improvement a further meeting will be set with the parents with the Class Teacher plus a senior teacher /or the Principal.
- Where attendance is below 80% the Academy will write to the parent making it clear that it cannot provide the pupil with effective education under these conditions and that the case may need to be referred the Education Welfare Officer.

Unauthorised Absences

If the child has been absent with the parent's knowledge, a letter to authorise the absence will be requested. The Academy will judge according to the circumstances when they receive the letter whether this should be registered as authorised or not.

If a child is absent for any part of the school day without any information from their parent/guardian, this will be registered as an *unauthorised absence* and the parents/guardian of the child will be contacted as soon as the Academy becomes aware of this. The Academy will attempt to work alongside the family to facilitate the pupil's attendance.

Truancy

If the pupil has been absent without the parent's knowledge, the parents/carers will be contacted as soon as this information is known to check that the pupil is safe. Then a meeting will be called between the parent (and pupil as appropriate) and the Class Teacher / Class Tutor and one other member of staff to discuss the circumstances of this. The meeting will be convened as soon as possible (within one week of the absence). The Class Teacher / Class Tutor will meet with the pupil as soon as possible to discuss their absence.

- The pupil's attendance will be closely monitored in all lessons throughout the day.
- Any further absence will be noted and investigated, and if such absence is found to be an instance of truanting, a further meeting will be convened (as above) and, where appropriate, disciplinary action taken (as in Behaviour & Discipline Policy).
- The Education Welfare Officer will be consulted.

The Education Welfare Service (EWS) exists to support all schools and children with attendance problems. If a family is to be prosecuted for failing to get a pupil to attend regularly enough, the Academy could expect the following situation/requirements: -

- The Principal would oversee the case and do the necessary paperwork
- The EWS would support the Principal in the above.
- The Principal would have to write a 'witness statement'.
- A prosecution can only be set in place on the basis of absences that are unauthorised.
- A court officer would support the Principal through the court process, if required.

APPENDIX F – Steiner Waldorf Schools Fellowship endorsement



APPENDIX G – FSA Consultation Declaration/Methodology (DRAFT)

May 2011 (Draft v0.1)

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1. Introduction

As part of the schedule of deliverables required by the Department for Education (DfE) for the consideration of Frome Steiner Academy (FSA) free school proposal the following interim report on the consultation has been produced to evidence the initial survey and ongoing consultation that is happening with regards to the FSA application.

2. The Initial Survey Results

Advice has been sought from a number of parties including the New Schools Network (NSN) and Partnership for Schools (PfS) prior to conducting a survey to establish demand for the proposal.

This survey effort which has produced 457 respondents to date clearly shows that 77% of the respondents were in favour of the proposal, 23% required more information and 0% were not in favour of the proposal. Of those in favour or requiring more information there was a total of 802 prospective students across all ages that could be enrolled into such a school.

Importantly for this report these initial respondents have provided a significant base from which to commence the formal consultation. It is also important to note that this activity which was supported by a leaflet and web based survey also garnered the attention of the media and several other key contacts (for details see Section A)

3. Scope of the Formal Stakeholder Consultation and Engagement

The FSA will be completely open to the community and will share its resources with others within the broader community which envelop it.

The success of the proposal and the school's long term sustainability will be determined by the Proposer's abilities to promote the underpinning concepts behind the school and to attract the niche educational market that it has been designed to serve within this community. Therefore there are several points that a formal consultation has to address:

1. Is there sufficient support amongst the Frome and wider community to support such a school, above and beyond demonstrable demand?
2. Is there any opposition to, or risk posed to the project by the community

As a site and the ramifications that will extend from that choice were not known at the commencement of the consultation stakeholders were specifically asked for their feedback as to whether they

1. supported the proposed Vision and Ethos for FSA
2. supported the proposed Admissions Policy for FSA
3. supported the principles outlined for the proposed Curriculum
4. supported FSA entering into the proposed Funding Arrangement with Secretary of State and DfE

Respondents were also asked to make any other comments they felt necessary.

4. Key Stakeholder Groups

The targeted and appropriate stakeholder groups at the local level were defined to be:

- Local primary schools
- Local secondary schools
- Local businesses
- The wider community
- Local councillors and MPs

At a strategic level the following partnerships, organisations and individuals have been consulted with:

- Somerset County Council
- South Somerset District Council
- Mendip District Council
- Wiltshire County Council
- Steiner Waldorf Schools Fellowship
- Community Learning Partnership
- Somerset Health and Wellbeing in Learning
- Learning to Lead

5. Methodology

As noted a wide range of stakeholders had been communicated with by the Proposers through a leaflet and web based survey campaign (see Section A). The contacts gathered through this exercise, augmented by stakeholders listed in Section C of this report, were emailed and supplied copies of the online consultation document and directed to the website (www.fromesteineracademy.co.uk) for additional reading. To date over 600 emails have been sent directly to known stakeholders. This has been supported by over 50 phone calls to stakeholders and other points of distribution (e.g. the Library and PR team at Mendip District Council).

Prior to the launch of a dedicated website and consultation all stakeholders have been loaded into a digital contact management system to ensure all communication transactions are logged and stored for reference. With specific reference to the website, this will be populated with the following documents and functions to support the consultation

- Live/online email queries
- Live/online consultation form
- A downloadable Consultation document (with response form included)
- A downloadable detailed Vision and Ethos statement

- A downloadable Curriculum statement (with indicative timetables)
- A downloadable Admissions Policy
- A downloadable document which summarised the initial Parental demand demonstrated from the first survey
- A downloadable collection of feedback from parents gathered to date, and
- A downloadable Proposers Bio

The site also contains links to a range of authoritative DfE/Free School website and past (local and national) media coverage of Free Schools

6. Proposed Formal Consultation

Phase 1 of the consultation has been underway since January 2011 and in June this process will continue with the commencement of the formal consultation process utilising the questions outlined below..

QUESTION	Yes	Unsure	No
Do you support the proposed Vision and Ethos for FSA?	0	0	0
Do you support the proposed Admissions Policy for FSA?	0	0	0
Do you support the principles outlined for the proposed Curriculum?	0	0	0
Do you support FSA entering into the proposed Funding Arrangement with Secretary of State and DfE?	0	0	0

It should be noted that the consultation process has generated a number of media requests from BBC Radio Somerset, the BBC 1 Politics Show, Frome Radio, the Somerset Times and the Frome Times.

7. Consultation Conclusions

In response to the 6 points of interest to be covered by this consultation the results available at this time currently indicate strong support for the proposed Vision, Admissions and Curriculum at FSA. There is also strong support for the Proposers and governors of the FSA to enter into a Funding Agreement with the Secretary of State and DfE should the proposal advance past the submission of the Stage 3 Business Case. Importantly the greater majority of communications monitored by the FSA indicate that there is:

1. significant support for the proposed FSA, and
2. that no discernable opposition or risk exists presently

8. Recommendations and Next Steps

With reference to the above outcomes and the feedback contained within the attached appendices the primary actions to be carried out after the submission of the Stage 1 Application are to:

- continue responding directly and personally to all queries
- continue development of the contact databases, enriching them wherever possible with additional and updated contact information
- create and integrate the activities of the Governors/trustees, Project Steering, Stakeholder Reference and Education committees into the communication channels,
- produce and refine FSA's newsletter in association with the aforementioned groups and distribute it as broadly as possible throughout the Frome community

The final task in this respect will be the generation of an updated consultation report on the back of these actions at the end of July 2011.

SECTION A – Summary of initial Consultation Conducted November 2010 to June 2011

The following is a summary of the consultation and communication activities conducted by the Proposers from January 2011 to June 2011:

December

- Meetings took place with a small selection of stakeholders to assess the potential demand for the FSA.
- Promotional materials were published and local media contacted to promote a public consultation meeting in January
- A site visit of the [REDACTED] site was undertaken.

January

- A stall was set up in the Frome town centre for the month of January to hand out leaflets and inform stakeholders of the proposal.
- Local MPs [REDACTED] David Heath and [REDACTED] Jacob Rees Mogg were contacted and informed of our proposals.
- On 21st January we met with Somerset LEA representatives and were informed that they took a neutral position towards our application, but that they anticipated that there would be sufficient demand for the school.
- Volunteers undertook door-to-door canvassing and leaflet dropping to spread the word.
- A public consultation meeting was held in the [REDACTED] Masonic Halls in Frome on 22nd January which was well attended by over 200 people.
- Articles about the meeting were published in the Frome Times, The Blackmore Vale and the Fosseway Magazine.
- BBC Radio Somerset had the proposal as a discussion point on its Saturday morning program

February

- Door-to-door canvassing continued
- A Facebook page was created to ensure all aspects of the media are utilised to communicate with the local stakeholders and this has nearly 100 followers to date.
- A newsletter was sent out to all stakeholders on the database and Facebook.

March

- The Proposers met with PFS at the proposed [REDACTED] site
- A newsletter was sent out to all stakeholders on the database and Facebook.

April

- Interviews conducted by Proposers to ensure a broad base of key skills for the Proposers team.
- A newsletter was sent out to all stakeholders on the database and Facebook.

- Contact made with [REDACTED] from Frome Community Learning Partnership who represent all schools in Frome. Meeting arranged for 13th July.

May

- A newsletter was sent out to all stakeholders on the database and Facebook.
- Completion of Phase 1 submission
- Formal site visit of [REDACTED] on 31st May 2011 from PfS
- Interview for the BBC Politics show.

SECTION B – Copy of Consultation Documents

Please note the live consultation website and its live statistics page can be accessed at:

www.fromesteineracademy.co.uk

SECTION C –Consultation Databases

The following people and offices have been contacted with regard to the on-going consultation process and this list continues to grow.

KEY CONTACTS FOR THE PROPOSAL

Mendip DC
Somerset CC
Frome Town Council
Frome & District Chamber of Commerce
Frome Community Learning Partnership
Learning to Lead
PfS

HEADTEACHERS AND EDUCATIONAL BODIES

All school head teachers have been contacted via the Frome Community Learning Partnership and all head teachers have been added to the stakeholder database.

COUNCILLORS AND MINISTERS OF PARLIAMENT

Frome town council members
[REDACTED], David Heath, MP
[REDACTED], Jacob Rees Mogg, MP

NEIGHBOURING AUTHORITIES

Wilshire County Council

OTHER LOCAL CONTACT POINTS

Frome Citizens Advice Bureau
Somerset NHS
Somerset Health and Wellbeing Learning
Local Churches and Church Groups (CTN)
Somerset County Council Libraries
Somerset Schools Library Service

MEDIA CONTACTS

BBC Radio Somerset

Frome Times

Somerset News (This is Somerset)

The Fosseway Magazine

Blackmore Vale Magazine

APPENDIX H - Curricula Vitae of proposers

CURRICULUM VITAE

[REDACTED]
Somerset [REDACTED]
England

Date of Birth: [REDACTED]
Age: [REDACTED]
Driving Licence: [REDACTED]
Telephone: [REDACTED]
E-mail: [REDACTED]

PROFILE

CAREER HISTORY

[REDACTED]

EDUCATION

[REDACTED]

FURTHER EDUCATION

[REDACTED]

HOBBIES

[REDACTED]

REFERENCES

[REDACTED]

[REDACTED]
[REDACTED], SOMERSET [REDACTED]

[REDACTED]

TEL [REDACTED] MOBILE [REDACTED]

Profile

Skills

[REDACTED]

Work Highlights

[REDACTED]

Education

[REDACTED]

Skills

[REDACTED]

Referrals

[REDACTED]	[REDACTED]
------------	------------

CURRICULUM VITAE - [REDACTED]

Personal Details:

[REDACTED]

[REDACTED]

Education:

[REDACTED]

Work Experience:

[REDACTED]

Previous experience

[REDACTED]

Core Competency:

[REDACTED]

Curriculum Vitae

Name: [REDACTED]

Address: [REDACTED]

Email & Web: [REDACTED] [REDACTED]

Telephone: [REDACTED]

Education

[REDACTED]

Current Employment

[REDACTED]

Previous Employment

[REDACTED]

Voluntary Work

[REDACTED]

Professional membership

[REDACTED]

[REDACTED]

Experience / Specialisms

[REDACTED]

Achievements

[REDACTED]

Career History

[REDACTED]

Personal Details

██████████, ██████████, Frome, Somerset ██████████

email: ██████████

Education and qualifications

██████████

██████████ March 2011

References Available on Request

Curriculum Vitae

Personal Details

██████████

Wincanton

Somerset

██████████

██████████

Profile

██████████

Key Achievements

██████████

Work History

██████████

Qualifications and Training

██████████

Interests

██████████

References

██████████

Bruton ██████████



CURRICULUM VITAE

[REDACTED]

Castle Cary
Somerset [REDACTED]
England

Date of Birth: [REDACTED]

Age: [REDACTED]

Driving Licence: [REDACTED]

Telephone: [REDACTED]

E-mail: [REDACTED]

PROFILE

[REDACTED]

CAREER HISTORY

[REDACTED]

EDUCATION

[REDACTED]

FURTHER EDUCATION

[REDACTED]

HOBBIES REFERENCES

[REDACTED]

[REDACTED]

APPENDIX I - JOB DESCRIPTION FOR PRINCIPAL (DRAFT)

1 Overall purpose of post of Principal

The Principal shall

Understand the status of the Academy as an independent state school

Understand the Steiner ethos of the Academy

Lead and manage the Academy to enable all students and staff to recognise and achieve their potential

Provide the vision and leadership needed to realise the sponsor's ambition to transform standards

Be accountable for continuous improvement in the quality of education for children and young people of all abilities

Create the environment and manage resources to promote and secure the equal opportunities and achievement of students and staff

2 Leadership

The Principal shall

Implement the Academy strategy in partnership with the Senior Leadership Team and the Governing Body

Develop and sustain high quality teaching and learning throughout the Academy

Harness and nurture the talents and support of members of the school community and external partners to create an exciting and vibrant learning environment

Advise and work with the Governing Body on the formulation of policies and their implementation

3 Pastoral care

The Principal shall

Develop a very strong pastoral care system based on the House system

Ensure that staff leading the Houses understand the importance of their roles in challenging and supporting pupils

Understand that pastoral care underpins the performance and behaviour of pupils in all areas of school life

Ensure that Houses encourage pupil participation in activities that they might not otherwise have the opportunity for in the school

Ensure that House activities encourage parental involvement in their child's school life

4 Curriculum

The Principal shall

Ensure that the curriculum is appropriate for all students and is supported by high quality teaching

Ensure that the specialisms of English and Engineering & Design are evident across the curriculum

Develop a curriculum which values the talents and aspirations of all students

Ensure that suitable strategies are implemented to raise standards continually

Set challenging targets to develop all students academically and socially

Maintain effective assessment and recording systems which track students' progress and identify for them and their families what progress is being made each term

Monitor the curriculum and learning and teaching groups to safeguard best value with resource management

5 Personnel

The Principal shall

Create and maintain good working relationships among all members of the school community

Lead in the recruitment and selection of teaching and support staff

Actively promote appropriate personal and professional development of all staff

Promote and implement strategies which secure good order, pastoral care, discipline and high morale throughout the school community

Lead the performance management of all staff

Ensure strong distributed leadership so that teams and individuals can be effective in their work with young people

6 Finance

The Principal, assisted by the Business Manager, shall

Seek to secure good resources for the school, its students and staff

Plan and manage the school's finances and resources to ensure maximum benefit for students

Provide advice to the Governing Body on the formulation of the annual and projected yearly budgets in order that the Academy secures its objectives

Set appropriate priorities for expenditure and allocation of funds

Ensure effective administration and audit control

7 Campus

The Principal shall

Be responsible for the Academy campus, its buildings, equipment and grounds

Make a significant contribution to the specification of the new buildings so that they will best support the objectives set out in the educational vision for the Academy

Manage and organise accommodation efficiently to ensure it meets the needs of the students and staff

Ensure that, at all times, the accommodation provides a positive and safe environment which promotes well-being and high achievement for all in the Academy

Advise the Governing Body on premises requirements as the Academy develops over the coming years

Be accountable for health and safety requirements

DRAFT PERSON SPECIFICATION FOR PRINCIPAL

ESSENTIAL CRITERIA		
	Criteria No.	Attribute
Qualifications & Education	E1	Degree status or equivalent.
	E2	Evidence of further qualifications.
Experience & Knowledge	E3	The Principal needs to have experience of teaching in Steiner Schools, a detailed understanding of the whole curriculum from kindergarten to upper school and a commitment to the ethos of Waldorf Education.
	E4	Be willing to contribute some teaching to the life of the Academy.
	E5	Experience of working with a College of teachers.
	E6	Be familiar with/experienced in the workings of mainstream education and understand what constitutes quality in education.
	E7	Experience in overseeing the management of a significant budget and ensuring value for money.
	E8	A sufficient grasp of overseeing finances and ability to represent the Academy both to Government and other outside bodies.
	E9	Experience of staff management and development.
	E10	Knowledge and understanding of recruitment of a staff team.
	E11	Demonstrable success in promoting a high standard of work in a dynamic educational setting.
	E12	Experience of leading and managing significant organisational development & change.
	E13	Experience of presenting high quality, strategic information to Governors and supporting their role as a “critical friend”.
Skills	E14	Excellent oral and written communication skills with an ability to negotiate at all levels.
	E15	Strategic acumen that will support the Steiner Waldorf Academy in achieving its aims.
	E16	Ability to use comparative data to establish benchmarks and set appropriate targets for the improvement of school performance and how to establish, monitor and evaluate an action plan in relation to those targets.
	E17	Ability to interpret and implement new legislation, policies and directives within the spirit of Steiner Education.

ESSENTIAL CRITERIA		
	Criteria No.	Attribute
	E18	Ability to analyse information from a wide variety of sources and solve complex problems.
	E19	Ability to make difficult decisions based on good judgement and be accountable for implementation. When necessary, an ability to challenge constructively and deal competently with all conflicts.
	E20	Ability to demonstrate sound organisational skills, work under pressure and determine priorities to meet tight deadlines.
	E21	Ability to forge productive external relationships with Governors, the local community, parents, other schools and further education institutions.
	E22	Appreciation of and commitment to the value of extra-curricular activities and their provision.
Personal Attributes	E23	Be a 'people's person': flexible; able to lead and take initiative and also to facilitate the work of colleagues.
	E24	High personal standards of integrity, reliability and probity.
	E25	Enthusiasm, vision, drive, adaptability and resilience.
	E26	Be confident, positive and approachable.
	E27	Be able to secure the loyalty and confidence of pupil, staff, parents, Governors and others.
	E28	The capacity to develop a regional and national profile.
	E29	Commitment to personal development.
	E30	High level of political awareness/sensitivity.
	E31	Good networking skills.
E32	Commitment to personal development.	
Qualifications & Education	D1	Recognised management qualification
	D2	Steiner teacher training.
Experience & Knowledge	D3	Understanding of the broad sweep of the National Curriculum.
	D4	Experience in overseeing the management of a budget in excess of £1 million per annum.
	D5	Experience of bringing together complex staffing structures in a cohesive and innovative way.

ESSENTIAL CRITERIA		
	Criteria No.	Attribute
	D6	Experience of managing special educational needs provision in a highly inclusive setting.

APPENDIX J – FSA Safe Recruitment Policy (DRAFT)

Policy principles

FSA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers working in the school or with its pupils outside school to share this commitment.

The welfare of children will be safeguarded at every stage of the recruitment process at FSA. The recruitment process itself will be carefully planned, and each element of the process will be consistent and thorough. Information from applicants will be collated, analysed and evaluated in the context of child protection and welfare. The mix of qualities, qualifications and experience a successful candidate will need to demonstrate and any other particular matters will be clear in the advertisement.

The advertisement will make clear FSA's commitment to safeguarding as described at the opening of this policy, and will refer to the need for the successful applicant to undertake an enhanced criminal record check via the Criminal Records Bureau (CRB). The recruitment exercise and who should be involved will be planned, giving sufficient time to organise the exercise so that safeguarding procedures are not overlooked. There will be a recruitment pack which will set out the extent of the responsibility for children the person will have. All people who work in FSA have responsibility for children to some extent.

- Scrutiny of applicant information from all sources including application forms in preference to CVs will focus on the following:
- Full identifying details of the applicant, e.g. current and former names, date of birth, current address and National Insurance number
- Applicants for teaching posts: QTS reference number if applicable
- Details of any academic/vocational qualifications the applicant has obtained and details of the awarding body and date of award
- Full history in chronological order since leaving secondary school of any post- secondary education/training, part-time and voluntary work, as well as full-time employment, with start and end dates and explanations for periods not in employment/education/training and reasons for leaving employment
- Presence of any family or close relationship to any of FSA's trustees, governors or current employees
- Two references are expected. These should include most recent employer and the most recent employer when the applicant worked with children if different. Referees who are only friends will not be accepted

- The personal qualities and experiences that the applicant believes are relevant to the post advertised at FSA, and how s/he matches the person specification
- Satisfactory adherence to a statement that the post is exempt from the Rehabilitation of Offenders Act 1 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared.
- A statement for the applicant to sign that s/he is not on list 99, disqualified from work with children or subject to sanctions imposed by a regulatory body, and either has no convictions, cautions, or bind-overs or has attached details of their record in a sealed envelope marked confidential.

References

References will be requested for shortlisted candidates. References will ask former employees for:

- Confirmation of particular experience or qualifications
- Any disciplinary offences relating to children, including any that are 'time expired'
- Whether the applicant has been subject of any child protection concerns, and if so the outcome of any enquiry or disciplinary procedure

Job Description

This will state:

- The main duties and responsibilities of the post
- The individual's responsibility for promoting well-being in a safe environment of children and young people s/he is responsible for or comes into contact with

Person Specification

This will state:

- The qualifications, experience and other requirements needed to perform the role in relation to working with children and young people
- The competences and qualities the applicant should be able to demonstrate
- How these requirements will be tested and assessed during the selection process

That the interview will explore issues relating to safeguarding and promoting the welfare of children:

- Motivation to work with children and young people

- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with young people with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Information Pack

This will include:

- Application form and explanatory notes for completing it
- Job description and person specification
- Relevant information about FSA
- A statement of the terms and conditions relating to the post

Scrutinising and Shortlisting

All applications will be scrutinised to ensure that:

- The information provided is consistent and contains no discrepancies
- Any gaps on employment are identified for later exploration
- Any history of repeated changes without career progression, or career moves from permanent post to supply or temporary work can be explored
- All candidates will be assessed equally against selection criteria based on the person specification in the context of the job description.

References

All references used in the recruitment process will be sought and obtained directly from the referees. Open references or testimonials will not be accepted. References will be sought for all shortlisted candidates. In exceptional circumstances a candidate may strongly object to a current employer being contacted prior to interview. The person conducting the process may agree to approach the referee only if the candidate is the preferred candidate. This is not preferred practice, and the post cannot be confirmed until the reference has been received and scrutinised. Reference requests will ask for objective information that can be verified. The referee will be provided with a job description and a person specification.

Information requested will include:

- The relationship between the referee and the applicant
- How long the referee has known the applicant
- Whether the referee is satisfied that the applicant is suitable for the job in question and how s/he has demonstrated that s/he meets the person specification

- If the referee is completely satisfied that the applicant is suitable to work with children
- If the referee is the candidate's current employer the following will be requested:
 - Confirmation of the details of the applicant's current post, salary, and sick record
 - Verifiable comments about the candidate's performance history and conduct
 - Details of any disciplinary procedures the candidate has been subject to in which the sanction is current
 - Details of any disciplinary procedures the candidate has been subject to involving issues relating to the health and safety of children or young people, including any in which the sanction has expired
 - Details of any allegations or concerns that have been raised about the applicant in relation to the safety and welfare of children and young people or behaviour
 - towards children or young people, and the outcomes of those concerns

On receipt the reference will be checked to see if all specific queries have been answered satisfactorily. If they have not the referee will be telephoned and asked to provide written details or amplification by telephone, which will be written down.

Any information about past disciplinary action or allegations will be considered in the circumstances of the individual case. Cases where an issue was satisfactorily resolved some time ago or where an allegation was determined to be unfounded or did not require formal disciplinary action, and where no further issues have been raised will cause less concern than more serious or recent issues. A history of repeated concerns or allegations will give cause for concern.

Involving Students

FSA will involve students in the recruitment process. This may be as a separate panel with an adult supporting, or showing candidates around, or through being members of teaching groups. Candidates' interaction with students will be observed.

Interviews

The interview will assess the merits of the candidates against the job requirements. No candidate will be appointed without a face-to-face interview.

Invitation to Interview

This will remind candidates that the interview will include an exploration of their suitability to work with children. A copy of the person specification will be sent with the invitation to remind candidates of the areas that will be explored. The invitation will also stress that the successful candidate will need to be checked thoroughly to ensure their identity is correct and that an enhanced CRB form will need to be completed. S/he will need to bring:

- Current driving licence/passport or a full birth certificate and a document such as a utility bill or financial statement to confirm address
- Any name change will need the appropriate documentation
- Original documents confirming any educational or professional qualifications claimed

Interview Panel

Interviews will be conducted by a minimum of 2 interviewers, but usually 3 or more. Panel members will:

- Have the authority to make decisions about appointments
- Be appropriately trained
- Have met before the interview to agree on the required standard for the job they are appointing
- Have agreed the assessment criteria in accordance with the person specification

Have agreed a set of questions they will ask all candidates relating to the requirements of the post, and the issues they will explore with each candidate relating to their application and references. Candidate's response to a question will determine if they are followed up.

Scope of the Interview

In addition to assessing and evaluating the applicants' suitability for the post the interview panel will also:

- Explore the candidates' attitude towards children and young people

- Assess their ability to support FSA's agenda for safeguarding and promoting the welfare of children
- Explore gaps in the candidate's employment history
- Follow up concerns or discrepancies arising from the information provided by the candidate and/or referee
- Ask the candidate if there is anything they wish to declare in the light of the need for an enhanced CRB check

Conditional offer of Appointment

Pre Appointment checks prior to an offer of appointment to the successful candidate will be conditional on:

- The receipt of 2 satisfactory references
- Verification of the candidate's identity
- An enhanced CRB check
- Verification of medical fitness
- Verification of qualifications
- Verification of professional status if applicable

Governors

All Governors will be required to have an enhanced CRB check

Supply Staff

Where supply staff are employed directly by FSA we will complete all relevant checks as described in the recruitment section of this policy. Where staff are provided by an agency FSA's will obtain written confirmation from the agency that the checks required by FSA's safeguarding policy for non supply staff have been followed.

Staff from Overseas

FSA will confirm the right of those they employ to work in the United Kingdom. Staff who have lived outside of the UK must undergo the same checks as all other staff, including full enhanced CRB checks. In addition, FSA will make further checks as we consider appropriate: e.g. obtaining certificates of good conduct from embassies, or police forces. If the applicant is from a country where further information is not available e.g. a refugee, then further references will be sought followed up by telephone calls. If it is ever necessary to engage a member of staff before the CRB disclosure has been obtained FSA will ensure that the person is appropriately supervised.

Records

Records of all checks will be kept with dates of the check and the name of the individual who made the check will be held on the Single Central Register

Post Appointment Induction

FSA will run an induction programme for all new staff and volunteers. This will include:

- policies and procedures in relation to safeguarding and promoting welfare, child protection, anti-bullying, anti-racism, physical intervention and restraint, internet
- safety and any local child protection/safeguarding procedures.
- safe practice and the standards of conduct and behaviour expected of staff and students at FSA.
- How and with whom any concerns should be raised
- Other relevant personnel procedures e.g. disciplinary, capability and whistleblowing
- Training in child protection procedures will be given

Maintaining a Safer Culture

FSA will:

- Maintain a clear written statement of the standards of behaviour and boundaries of appropriate behaviour expected of staff and students and ensure it is understood and endorsed by all
- Ensure appropriate induction and Safer Recruitment training
- Offer regular briefings and discussion of relevant issues

Monitoring Staff Turnover

FSA will monitor both the recruitment process and induction arrangements by monitoring the following:

- Staff turnover and reasons for leaving
- Exit interviews
- Attendance of new recruits at child protection training

Monitoring, Evaluation and Review

The Governing Body will review this policy at least every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout FSA.

APPENDIX K – [REDACTED]

Frome site plan



 floor plan

