

Lighthouse School

Section 1: Applicant details

As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

Details of Company Limited by Guarantee
Name: Lighthouse School
Company address: [REDACTED] Leeds [REDACTED]
Company registration number: 7591868
Main contact
Name: [REDACTED]
Address: [REDACTED] Leeds [REDACTED]
Email address: [REDACTED]
Telephone number: [REDACTED]
Members and Directors
Please confirm the total number of (a) Company Directors <input type="checkbox"/> 6 and (b) any other members of the Governing Body <input type="checkbox"/> appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Name: Position:
Name: Position:
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? No
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the special Free School:
If your organisation is an existing independent or non-maintained special school, please provide your six digit unique reference number:

Section 2: Outline of the school

Proposed school name:								
Age range:	11-19							
Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.		2012	2013	2014	2015	2016	2017	2018
	Pre-School							
	Year 1							
	Year 2							
	Year 3							
	Year 4							
	Year 5							
	Year 6							
	Year 7	10	10	10	10	10	10	10
	Year 8		10	10	10	10	10	10
	Year 9			10	10	10	10	10
	Year 10				10	10	10	10
	Year 11					10	10	10
	Year 12							
Year 13								
Specific type of provision the school will cater for (please tick all that are appropriate).	<p>NB See Appendix A for more information on SEN designations</p> <input type="checkbox"/> Specific Learning Difficulty (SpLD) <input type="checkbox"/> Moderate Learning Difficulty (MLD) <input type="checkbox"/> Severe Learning Difficulty (SLD) <input type="checkbox"/> Profound and Multiple Learning Difficulty (PMLD) <input type="checkbox"/> Behaviour, Emotional and Social Difficulty (BESD) <input type="checkbox"/> Speech, Language and Communication Needs (SLCN) <input checked="" type="checkbox"/> Autistic Spectrum Disorder (ASD) <input type="checkbox"/> Visual Impairment (VI) <input type="checkbox"/> Hearing Impairment (HI) <input type="checkbox"/> Multi-Sensory Impairment (MSI) <input type="checkbox"/> Physical Disability (PD) <input type="checkbox"/> Other (please specify).....							
If an existing independent school or NMSS, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.								

<p>Will your school have a religious ethos If Y, please specify which faith.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Is this an application for a single-sex school? If so, please tick the relevant box.</p>	<p>No N. If Y, please tick one of the following boxes <input type="checkbox"/> Boys <input type="checkbox"/> Girls</p>
<p>Will your school provide residential provision (i.e. where a statement specifies residential provision is required to meet the child's SEN)? Please give details.</p>	<p><input type="checkbox"/> No Details:</p>
<p>Local authority area in which the school would be situated. Please include names of neighbouring LAs and those which may wish to place pupils at the school.</p>	<p>Leeds Neighbouring LA's: Bradford, Wakefield, North Yorkshire, Kirklees and Calderdale</p>

3. Educational Vision

Making a difference through Lighthouse

About Lighthouse School

We have identified a need in our region for quality, education-focussed, specialist secondary provision for children with autistic spectrum disorders. After five years of research and almost 2 years of detailed planning the Lighthouse team has a very clear vision for a setting that will truly meet the educational, social and personal needs of autistic spectrum children and those with related communication disorders in Leeds and the surrounding areas.

Lighthouse school will offer exceptional individualised education and learning for children with ASD to 50 pupils at secondary level, ie 11-19 year olds. The school brings together a unique curriculum combining the best teaching methodology with a diverse curriculum focussing on 3 main areas:-

- Vocational/academic skills
- Lifeskills
- Social Skills

This document sets out to explain the importance of our unique and innovative approach that is highly replicable.

The school itself will be situated in Pudsey in the North West of Leeds almost in the grounds of a visionary secondary school enabling some pupils to access parts of the national curriculum as appropriate and meaningful opportunities for social skill and life skill enhancement. This location means that pupils will be able to move safely from Lighthouse setting to mainstream on occasions when it is required without the dangers of main roads to cross. The location also is a viable commute for out of area pupils travelling from Kirklees, Calderdale, Wakefield, North Yorkshire and Bradford education authorities.

Lighthouse will have its own in-house curriculum and each year group will have a teacher, senior tutor (experienced in our underpinning methodology) and 4 tutors. The pupils will be divided into 2 learning groups within the class, one headed by a teacher, the other by a senior tutor.

There will be 5 year groups within the school as ability takes priority over chronological age with children with ASD although there would be no more than a 2 year gap within each group and like ability children will share the same learning groups.

Each pupil will have targets and objectives set for each lesson throughout the day and data will be recorded on every child for every lesson. Data is then

collated on each child and as the methodology is outcome based progress for each child will be easily monitored on a regular basis.

Technology will be used to the full with ipads and PC's to assist with curriculum but also to assist with communication skills and enhanced leisure skills

We are seeking excellence with our staff and are confident in attracting the best with high levels of skill and aptitude and have already been approached by many highly motivated and skilled professionals.

Our school offers value for money and our per pupil rate in many cases is less than half that of independent dedicated autism schools. We believe in best value with all that we deliver and procure and this will be a criteria in all that we undertake.

The monitoring systems that are being put in place within Lighthouse will be exceptional and allow us to be a self evaluating school able to consistently follow our prioritised goals for on-going school improvement.

The school will have a strong leadership team and mentors are already in place to assist in recruitment and on the job mentoring to ensure high standards and capability from the outset.

Each member of staff will have a meaningful personal development plan which will include national autism accreditations.

Outcomes for life are the Lighthouse objectives. Heavy emphasis will be placed on supporting each child through a planned transition to further education, training or jobs – we will work hard as a team on extended partnerships to make this happen.

Our dream is to change the landscape of autism education delivered within our region and not become purely a pocket of excellence and difference. Our relationship with Leeds City Council is set to further develop and we are requested touch points several times a year to knowledge share, discuss admissions, and talk about outreach services.

We know that the school is needed through earlier discussions with the Education Authority, we know it is wanted by parents and the community with over 150 people on the database and we know it is highly sustainable with families on the database with children from the age of 4 to 13.

We have a passion for changing families lives as well as those of the pupils – coping strategy workshops, stress management workshops and a variety of programmes will be available to support Lighthouse and non-lighthouse families. We will work with other community groups and charities to ensure our organised events can be used for the good of their members and families as well as our own. A proportion of our fund-raising will go to the community.

We have to date received so much support and encouragement on so many levels from the parents and autism professionals, OT, SALTS, Physios as well as our local council and local MP Stuart Andrew, MP. We have also received highly encouraging words from Lord Hill following our meeting with him and his team in March this year.

We envisage a beacon school, with close mainstream links, whose skills and expertise would also benefit other schools, settings and families through community outreach, support and training programmes.

Diversity within the autistic spectrum, and within individuals, coupled with atypical development means it can be problematic for mainstream schools to meet the need for explicit teaching/therapy in areas falling outside the general curricular needs of other children and the National Curriculum.

Bringing proven methodologies into lighthouse to underpin teaching

The Lighthouse School will offer a broad, balanced and innovative curriculum, modified to meet the needs of the individual child using clinically-proven Applied Behaviour Analysis (ABA) teaching techniques. Lighthouse students will gain qualifications, where relevant, alongside appropriate functional skills to create maximum opportunities for them to work and contribute positively to society.

ABA focuses on the application of the principles of human learning to address difficulties faced by society and individuals. When used to teach individuals with autism it is an intensive, enjoyable, interactive approach designed to teach basic learning skills and then to encourage motivation and build on existing pre-requisite skills to teach more advanced skills. Aspects of learning are broken down into small, achievable steps, and are then taught in a systematic and consistent way. All of the child's achievements are carefully supported and close monitoring of each child's progress is underpinned by precise data collection and observation.

Children and young people on the autism spectrum need an education that will enable them to acquire the additional skills, knowledge and understanding that other children acquire naturally and intuitively without explicit instruction. Developed in the 1960s, ABA is used in over 33 independent Autism specific schools across the UK and & Eire and is increasingly being used in mainstream and LEA specialist settings.

Lighthouse will utilise ABA teaching techniques in both 1:1 and group teaching environments to deliver peer to peer learning providing economies of scale and a value for money approach.

Applied Behavioural Analysis has been selected as the underpinning teaching technique for Lighthouse because it is a well-developed discipline with a mature body of scientific knowledge, established standards for evidence-based practice, distinct methods of service, recognised experience and

educational requirements for practice and identified sources of requisite education in universities (www.bacb.com – see section 6).

Shared Vision for our Community

The Lighthouse vision is now six years old and much research and planning has gone in to making the project a success. The team came together through shared experiences, values and goals - five families within the team have children with a diagnosis of ASD (Autistic Spectrum Disorder).

All parents want an education for their ASD children that enhances life chances, minimises the need for ongoing care and creates the capability for children to find meaningful leisure activities or work, build enduring friendships and find a place in society as individuals with self esteem and confidence. We are not intending for Lighthouse pupils to become NEETS. There is not sufficient focus on these goals in current SEN provision hence the huge cost to the public purse of supporting children with ASD through a lifetime of care. It costs £27b per annum to care for adults with ASD – this figure could be significantly reduced if the right emphasis is placed on their educational goals and Lighthouse aims to start to change that landscape locally, regionally and nationally.

The team are passionate about making this happen. They also exhibit the skills, capability and capacity, as displayed earlier this year to the DfE, to successfully achieve the goal of the creating a different learning experience for children with ASD through the creation of:-

- The first dedicated ASD specialist school in West Yorkshire
- A school which offers an outcome-based pedagogy
- A school which tailors education around the specific areas of need: life skills, social skills and vocational/academic skills with a clear curriculum
- A school with daily measured targets for each child
- A school with a career structure in place for staff that is autism accredited

Detailed planning has been ongoing since September 2009 with a team of 12 meeting weekly, all utilising their relevant skills and experience and contacts to make the plan a reality and Lighthouse School was registered with Companies House in April - **Company Number 7591868**.

An estimated 6000 man hours have already gone into this project and the team are ready to ramp up their capacity with an underpinning plan and various committees awaiting the green light to action those plans. Our current target is for Lighthouse to commence with its first small intake in January/February 2012 with a full year intake in September 2012. There is full awareness of potential challenges around making this happen and the team is committed to meeting these challenges.

Free School Initiative

Throughout our journey we have investigated other options for set-up including involvement with an ASD charity, being an Independent school, an Academy, part of the council but the Free School Initiative (that was not available at the outset of our journey) is a perfect fit. It gives the best chance for families to access the provision WITHOUT the need for a long adversarial process and tribunals. This is critical as our aim is to reach those 'hard to reach families' and it is those people that do not have the resources to fight for what their child needs. Being a Free School levels the playing field.

In June 2010 when the Free School Initiative was launched there was an instant 'fit'. It was almost as though the Initiative had been made for Lighthouse. This proposal will highlight plans for a setting that not only benefits pupils and families but also makes a difference on a wider scale by bringing much-needed, cost-effective innovation into Special Education.

Changing the Landscape

The blueprint we are creating for Lighthouse is highly replicable and our vision extends past a single setting but for the purposes of this document we focus on our initial secondary setting for 11 to 19 year olds and creating that blueprint.

It is worth mentioning our our 3 to 5 year vision, once Lighthouse is well established we expand further in 3 possible ways namely;-

- Replicate across the region
- Build Lighthouse to create post 19 semi-independent living and job opportunities
- Create Lighthouse at primary level to capture children at an early age with our autism methodology

A feasibility study will determine out of the 3 options the greatest need and benefit to the community.

Diagram on the following page highlights the choices.

This proposal will highlight the capabilities, skills, and experience of a highly dedicated team, the strong demand from the community for this school and the support from both Local Authority and central Government.

More importantly it sets out the detailed educational plans, the delivery of those plans, the measurement of attainment for each child and staff development and monitoring.

Why Secondary School

Lighthouse has to start somewhere and the greatest need is in secondary education, ie 11 to 19 year olds. Many children with ASD do better at primary level due to the nature, structure and more nurturing environment of primary education. There are fewer curriculum subjects, single teacher, no complex timetables and moving around the school. For these reasons the need is greater at secondary coupled with the fact that the skills gap has grown to such a level that it is very difficult to meet. The following diagram shows how the gap broadens with every year so by the time a child enters secondary education that gap is significant for many.

Issues around Inclusion

At present in the UK, children with an ASD might attend an ordinary mainstream school or a special unit or school for children with learning difficulties or an autism-specialist school. A minority of children may attend residential schools offering a consistent programme both during and after normal school hours. Some children with ASD are educated at home for a variety of reasons. The majority of children with an ASD will be recognised within a mainstream school as having additional or different needs from their peer group and will have an Individual Education Plan or individual targets or interventions planned as part of the class or school curriculum.

Some may require more support than is usually provided from within a mainstream school's resources and may need a formal assessment which, where necessary, leads to a Statement of Special Educational Needs, specifying their needs and the provision to meet them.

In recent years there has been an increase in the number of pupils with autism attending mainstream schools. However, there are concerns that schools are not always able to meet the needs of these pupils and that they are not being successfully included. Studies looking at teachers' views suggest that they often feel they do not have the necessary training and support to adequately cater for such children. Mainstream provision for pupils with autism is considered to be one of the most complex and poorly understood areas of education. According to the latest research from [REDACTED] and [REDACTED] ["School factors that facilitate or hinder the ability of teaching assistants to effectively support pupils with ASD in mainstream secondary schools."] there is much to be done.

Their three-year study involving twelve mainstream secondary schools in the north-west of England, looked at a whole range of issues and compared the three groups of children – 40 with autism, 40 with other special educational needs (SEN – in this case dyslexia) and 40 with no identified difficulties.

Sadly the nature of autism means that inclusion does not work successfully for many children with ASDs and can lead to the very opposite - exclusion. The current reasons for failure with mainstream integration are:-

- An inability to communicate socially with peers and make friendships or join in social aspects of school life. This can result in bullying and feelings of isolation.
- Difficulties in assimilating any learning through mainstream classroom teaching due to the effects of autism on learning processes
- Lack of targeted / functional learning

This may result in little or no benefit being derived from attending the curriculum classes and can increase the child's disruptive behaviours.

It is well documented that in ASD there is a high incidence of mental health problems and even suicide amongst autistic adolescents. According to the National Autistic Society people with autism or Asperger syndrome are particularly vulnerable to mental health problems such as anxiety and depression, especially in late adolescence and early adult life (Tantam & Prestwood, 1999). Ghaziuddin et al (1998) found that 65 per cent of their sample of patients with Asperger syndrome presented with symptoms of psychiatric disorder.

The ASD student in a mainstream school can often find it difficult to react to changing environments ie timetables and room changes and difficult to assimilate information in classroom situations that others can simply hear and understand. Learning is not intrinsic in an autistic child - a child with ASD can learn but the extent of the success is governed by the way in which they are taught. Teachers with a room of 30+ children cannot be expected to deliver differentiated lessons to meet one child's needs. More often than not the ASD child is gaining very little from being in the classroom and their self esteem is being damaged further by the sense of failure that this intervention, environment and peer group creates.

A survey by the National Autistic Society into Autism and Inclusion also raises the question of inclusion in mainstream schools. 'Autism and Asperger syndrome are described as a "hidden" disability' - they are not easily recognised and as such do not attract the same attention from society as more obvious physical disabilities.

As awareness of autism amongst most of the population is very low and the nature of the disability often extremely complex "inclusion" is harder to achieve as it requires adjustments from others if people with autism and Asperger syndrome are to be able to participate fully in society.

'He has been put in the 'lowest' class because he has Asperger's without looking at ability. There seems to be a tendency for him to be seen as just another one in the slow group rather than an individual with specific and different needs.'

Parent of a high functioning child in an 11-16 mainstream school with some support

'They don't understand autism and how to reach or teach autistic children. They miss the point about social skills and communication and don't help at all with social skills, therefore my son hates school. They overestimate his skills and push him too hard. His memory is poor and they don't listen to anything we have to say about this which is putting him at risk. He now suffers psychologically.'

Parent of a very high functioning child in mainstream school with some support

The policy of inclusion must ensure that appropriate learning or other positive experiences take place. It is not simply about where an individual is educated or receives services or support; it is about the quality of such a service or support. Inclusive education is a process **involving the restructuring of the curriculum and classroom organisation**. This distinguishes it from integration which focuses on the placement of an individual or group and that individual or group having to adapt to what the school is able to offer. Inclusion should never replace sensitive, individual planning. This is particularly so in the case of a complex but relatively small number of individuals. Autism is a spectrum condition requiring a range of individual and often highly sophisticated responses.' There are many children whose interests will be best served by discrete specialised services to provide the most appropriate and meaningful education and lifelong support.

What is available nationally

There are numerous (charity run and independent) autism specific schools in the UK – our research has focussed on those applying ABA as their primary teaching methodology. We have identified 33 ABA schools in the UK and Ireland and none are within the Yorkshire region (see map over). To make best use of current practice, discussions and visits have taken place at ABA schools across the UK and particularly at TreeHouse in London. Additionally there is an agreement with an LEA-run ABA school in Wales to share processes and techniques with our teaching professionals will help minimise costs and accelerate our set-up phase.

TreeHouse School

This high profile school and national charity (Ambitious about Autism), was founded in north London by a group of parents and has been leading the way in autism education with the ABA approach since 1997. They currently have 83 pupils on roll (4-18 years old), are able to take children from 3-19, and are registered to educate up to 100 children. All pupils who attend TreeHouse School have a diagnosis of autism and have TreeHouse School named in their statement.

TreeHouse School is registered with the Department for Education as a non-maintained special school and has 40 members of staff including qualified teachers, ABA (Applied Behaviour Analysis) professionals, speech and language therapists and occupational therapists.

Approximately half of families get a place by going to the specialist tribunal that deals with appeals about special education (SEND)

The table on the following page looks at five schools, their location and the average cost per pupil as well as some average costs based on a Treehouse survey. The number of pupils at these schools varies greatly, not least because parents can only access places via the adversarial tribunal system.

What is available regionally

The nearest autism specialist school, the Robert Ogden School, an independent school (non ABA) is based in Rotherham, South Yorkshire.

What is available locally for all SEN in Leeds

Leeds offers a continuum of inclusive provision through a variety of mainstream, special, resourced and partnership settings.

In January 2005 Education Leeds (as was) established six Specialist Inclusive Learning Centres. All SILCS provide full time schooling on a special school site as well as full and part time educational opportunities in mainstream secondary schools, primary schools and children's centre partnerships. SILCS cater for pupils with complex physical care needs within the age range of 2-19. One is located in each area of the city, with an additional SILC for Severe and Complex Behavioural and Emotional Needs.

Resourced Provision is based in mainstream high schools. Each resourced based provision has its own area of specialism – Speech, Language and Communication; Hearing Impairment; Visual Impairment; Physical Difficulties; Moderate Learning Difficulties and Severe Learning Difficulties. Children are fully included in the life of the mainstream school, whilst receiving the specialist interventions they need to address their needs.

Partnerships between SILCS and mainstream provision also exist within Leeds. Children in partnership provision attend a mainstream high school, whilst being on a roll at a SILC. Specialist SILC staff work with children within the mainstream setting to ensure that the individual needs of children are met and they are fully included.

Allerton High School is designated to meet the needs of pupils with autism and communication difficulties.

Specialist sites (former special school sites)

██████████, ██████████, Meanwood, Leeds ██████████ – caters for the full age range of pupils predominantly with the most profound and complex needs.

██████████, ██████████, Guiseley, Leeds ██████████ – caters for KS3, KS4 and post-6 pupils with a range of learning difficulties.

Choice

Establishing Lighthouse as an ASD specialist school will offer much-needed choice for parents in the region, offering a structure and teaching methodology that allows for group teaching which brings economies of scale resulting in highly realistic costs per pupil; specialist ASD teaching techniques (proven within the field); truly Individualised Learning Plans (ILPs) for each child; target setting on a daily basis, excellent well trained and monitored staff, a varied and meaningful curriculum covering vocational and academic qualifications, lifeskills and social skills, all designed to deliver measured outcomes.

Why Lighthouse is so needed

For some families inclusion in mainstream with support is appropriate and meets the educational/social needs of their child. Sometimes it works because the 1:1 teaching assistant (TA) has high level skills, or it is due to the child's own ability/functioning levels and areas of deficit, sometimes it is down to the school's positive approach and understanding of autism. However, statistics show that 27% of teachers have received between 1 and 4 hours training on autism – i.e. 73% have no experience of autism or have received specific training on how to manage and teach children with ASD.

As outlined above the nature of autism means that inclusion does not work successfully for many children with ASDs and leads to the very opposite - exclusion. The current reasons for failure with mainstream integration are:-

- An inability to communicate socially with peers and make friendships or join in social aspects of school life. This can result in bullying and feelings of isolation.
- Difficulties in assimilating any learning through mainstream classroom teaching due to the effects of autism on learning processes
- Lack of targeted / functional learning

This often results in little or no benefit being derived from attending the curriculum classes and can increase the child's disruptive behaviours.

Research has demonstrated that 71% of children with autism develop mental health problems like depression, anxiety disorders, attention-deficit hyperactivity disorder (ADHD) and OCD. This compares to a prevalence rate of around 10% in other children.

These findings are reflected in NAS research, not only by parents of children with autism, but also by the overwhelming majority of clinical directors, who reported seeing ADHD, clinical depression, anxiety disorders and OCD occurring in children with autism at their CAMHS. Conduct disorder, Oppositional Defiant Disorder and psychosis were also cited by most clinical directors.

The parents surveyed reported that their children's mental health problems were developing at very young ages. Four out of five parents (83%) said that their children first experienced these issues before the age of ten, and half (47%) before the age of five.

When parents were asked what things affected their children's mental health in a negative way, the most common answers related to **not getting the right support for their autism** and professionals not having enough understanding of the condition.

The ASD student in a mainstream school can often find it difficult to react to changing environments i.e. timetables and room changes and difficult to assimilate information in classroom situations that others can simply hear and understand. Learning is not intrinsic in an autistic child - a child with ASD can learn but the extent of the success is governed by the way in which they are taught. Teachers with a room of 30+ children cannot be expected to deliver differentiated lessons to meet one child's needs. More often than not the ASD child is gaining very little from being in the classroom and their self esteem is being damaged further by the sense of failure that this intervention, environment and peer group creates.

We believe that the right environment and specialist, individualised teaching (around the key areas of meaningful social skills and life skills) will not only increase the students chances of educational attainment but their sense of self-esteem and mental wellbeing.

Families and Outreach

A vital part of Lighthouse's work will be outreach and support for families and siblings. From wraparound care and holiday playschemes to advice and practical strategies for dealing with behaviour and key issues such as sleep, toileting, eating and social interaction – a comprehensive service is planned. In addition Lighthouse may act as a 'hub' for information and social activities. A particular emphasis will be placed on support for siblings.

This work is so important because, in contrast to other types of disabilities, parents of children with autism appear to be at greater risk from depression, anxiety, social isolation, fatigue and frustration in obtaining accurate diagnoses and services.

Individuals with autism frequently engage in behaviours that are potentially disruptive to family life such as aggression, self-injury, impulsivity, hyperactivity, temper tantrums and obsessional ritualistic behaviour. Studies by Kaminsky and Dewey (2002); Sharpley, Bitsika and Efremidis (1997) and Gray (1993) emphasise the most important factors in parenting a child with autism:

- the long and frustrating process of obtaining a diagnosis
- the permanency of autism
- the lack of public knowledge of autism (although this is improving)

- the lack of acceptance of autistic behaviour by society and sometimes family members
- very low levels of social support
- Extremely disruptive antisocial behaviour.

One study (Sharpley, Bitsika and Efremidis, 1997) found that 81.9% of parents reported that they were sometimes stretched beyond their limits, and nearly half of these felt that way monthly or even weekly. The lack of suitable respite care adds to this stress. Barson (1998) found that a third of families did not have any respite support at all, and of those who did, 28% were not satisfied with it. **Obtaining respite care during school holidays is particularly difficult, with autism specific respite services being uncommon (Loynes, 2000).**

The Free Schools programme aims to increase the range and quality of education for children and Lighthouse will do just that by bringing together skills, passion, specialism, time commitment and the ability to make a real difference to autism education provision in this area that could or would not be easily or rapidly achieved by the Local Authority.

Our outcome based directional learning underpinned by our broad and diverse curriculum (see Educational plan) delivered through a US founded tried and tested teaching methodology brings real innovation into autism education in this country.

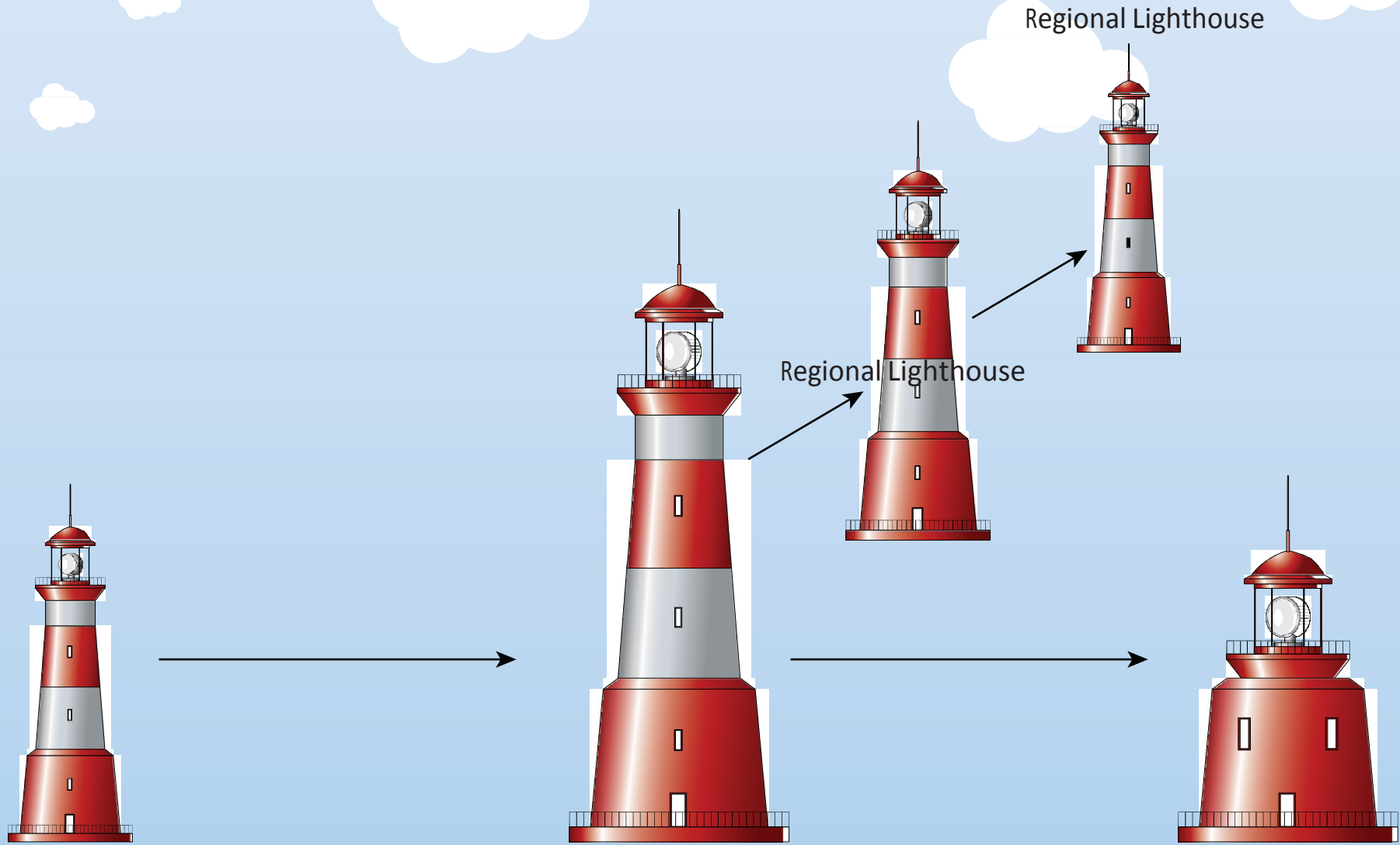
Lighthouse and The Green Paper

The Department for Education identifies a number of areas for change within their Green Paper; Support and Aspiration: A new approach to special educational needs and disability. What Lighthouse School will offer its students, their families and the wider community will make a definite difference within many of the areas identified. From reading through all of the information attached within this proposal we hope that this will become obvious to the reader. Below is a summary of points pulled from the Green Paper and how Lighthouse School will make a significant contribution to change in these areas

Green Paper	Lighthouse School
<p>Giving Parents Control Parent to be at the heart of decisions made about their child and feel confident that support will be put in place</p>	<ul style="list-style-type: none"> • Offering more choice within the region for the education of pupils with ASD • Definite lack of autism specific provision within the region • Disproportionate representations across the country of ABA schools for pupils with Autism • Close involvement of parents within their child's education. • Transfer of knowledge of students IEP and behaviour management strategies to parents • Support parents in the implementation of these strategies • Workshops provided so they can understand and feel confident in the education of their child
<p>Learning and achieving All children must receive a high quality education whether in mainstream or special schools</p>	<ul style="list-style-type: none"> • Lighthouse is providing excellence with fully individualised curriculum, combining special school with mainstream access in a way that works.
<p>Red to be taken out when addressed in bullet points Sharpen accountability on progress for the lowest attainers, introducing a new measure into school performance tables</p>	<ul style="list-style-type: none"> • Our school accountability, monitoring and target setting is a key feature within ABA giving daily data on each child's performance.
<p>Better equip teachers and support staff to address SEN and poor behaviour through training and CPD</p>	<ul style="list-style-type: none"> • ABA is not only for Autism but for behaviour generally – its about reducing disruptive behaviour and teaching appropriate replacement skills
<p>Give schools more autonomy to innovate and transform SEN provision</p>	<ul style="list-style-type: none"> • There is no doubt that Lighthouse will do this with our

	<p>innovative approach underpinned by tried and tested methods</p>
<p>Support the best schools to share their practises</p>	<ul style="list-style-type: none"> • Lighthouse will provide a blueprint for others and has an open knowledge share approach
<p>Preparing for adulthood All young people should make a successful transition to adulthood and enjoy making a full contribution to society</p>	<ul style="list-style-type: none"> • Life skills, social skills, vocational skills driven curriculum • Meaning, functional curriculum selection • Effective behavioural strategies to reduce behaviours that inhibit access to less restrictive environments • Focus on teaching replacement skills to disruptive behaviours, including stress management skills and coping strategies • Resources to effectively teach life skills • Community based teaching to ensure generalisation of skills • Close liaison with parents to ensure generalisation of these skills • Links with Leeds City College and Pudsey Grangefield • Access to vocational Curriculum in Leeds City College and Pudsey Grangefield • Leeds City College offers education beyond 16 • Work within local community including work experience opportunities
<p>Working together for families The Green Paper vision requires a strong role for local government alongside schools, health agencies and social care</p>	<ul style="list-style-type: none"> • Curriculum areas span across school, health agencies and social care • Collaboration with health agencies and social care to ensure joined up knowledge and thinking

Lighthouse 5 Year Vision



Lighthouse Primary

Lighthouse Secondary

Lighthouse Home



Red Door School, Blackrock, Dublin

e-mail: [REDACTED] web-site: [REDACTED]

1. ABACAS School Kilbarrack, Dublin
[REDACTED]
2. Achieve ABA School, Malahide, Dublin
[REDACTED]
3. Bluebell ABA School for autistic children, Raheen, Limerick.
4. The Saplings School, Tullow , Carlow.
e-mail: [REDACTED]; web-site [REDACTED]
5. The Saplings School, Rathfarnam, Dublin
e-mail: [REDACTED]; web-site: [REDACTED]
6. The Saplings School, Kildare
e-mail: [REDACTED] web-site: [REDACTED]
7. The Saplings School, Westmeath
e-mail: [REDACTED]; web-site: [REDACTED]
8. The Saplings School, Kilkenny
e-mail: [REDACTED]; web-site: [REDACTED]
9. Abalta School, Knocknacarra, Galway.
10. ABA school, Strokestown, Roscommon.
11. Cork CABAS School, Ballinlough, Cork
e-mail: [REDACTED]; web-site [REDACTED]
12. Cottage School, Coolcotts, Wexford.
e-mail: [REDACTED]
13. Drogheda ABACAS School , Drogheda, Louth
e-mail: [REDACTED], web-site [REDACTED]
14. Dundalk ABACAS School, Dundalk
15. Monchichi's, Screen, Wexford
[REDACTED]
16. St Catherine's Pre-School, Barnacoyle, Wicklow
e-mail: [REDACTED] web-site [REDACTED]
17. ABA Centre, Westwood Primary School, Flintshire, Wales.e-mail: [REDACTED]
18. Bethany School, London. e-mail: [REDACTED]
[REDACTED]
19. Bryn Glas Project, Wrexham, Wales
20. Chrysalis School for Autism, Welwyn, Hertfordshire
[REDACTED]
21. Highfield Centre, Wilmslow, Cheshire
[REDACTED]
22. Jigsaw School, Mytchett, Surrey
[REDACTED], contact: [REDACTED]; [REDACTED]
23. Pembrokeshire ABA Project, Pembroakeshire, Wales.Contact: [REDACTED]

24. Quest School For Autistic Children, Offham, Kent
[REDACTED]
25. Rainbow School for autistic children, London
e-mail: [REDACTED]; web-site: [REDACTED]
26. Step by Step School, Neylands, , E Sussex
e-mail: [REDACTED]; web-site: [REDACTED]
27. SPEAC Centre at Tor Bank School. Belfast, Northern Ireland. [REDACTED]. Contact: [REDACTED]
28. TreeHouse, Woodside Avenue, London
e-mail: [REDACTED]
web-site: [REDACTED]
29. The Tricycle Centre for Children, Upper Heyford, Oxfordshire
[REDACTED]
30. Trinity House School, Newport, Wales. Contact: [REDACTED]
31. Wishing Well House, Park House, Preston
e-mail: [REDACTED]; web-site: [REDACTED]

ABA Independent Schools Research 2010

School / Location Age Range / Staff	Founding Pupils	Current Pupils	Start up Premises	Current Premises	Cost per pupil pa £
Quest ██████████ Kent Age range 5-14 Staff 14+	3	14	Village Hall	Converted old stables following enquiry to local landowners	Primary £37,000 Key Stage 3 £39,000 Key Stage 4 £40,000
Step by Step ██████████ East Sussex Age range 4-16 Staff 27	3	16	Converted barn with grant from DEFRA	Extra portacabin	Primary £49,000 Secondary £54,000
Chrysalis ██████████ Hertfordshire Age range 5-16 Staff 8	3	3	Church building – shared space	Moved to own building in Hitchin following fundraising, capacity now for 15	£45,000
Jigsaw ██████████ Surrey Age range 5-19 Staff 57	6	39	Rent free bungalow	Two portacabins on an airfield, size of a football pitch, including a Life Skills Centre	Primary £48,461 Secondary £50,000
Rainbow ██████████ London Age range 4-14 Staff 20+	4	23+	Temp building in a mainstream school playground	Own school – complies with Ofsted regulations for space	Primary £50,000 Secondary £63,000
Treehouse Survey Info ██████████ 14 ABA schools					Two term assessment £47,789 Two child One staff £35,474 Two staff One child £62,823

January 2012 Start Date

Why January 2012

We attach a positive and encouraging letter from Lord Hill following our visit to Westminster in March this year. The team and many families were hoping for a September 2011 start, obviously many plans have had to change as a consequence of the 12 month delay due to the required changes in legislation. We would request that the Department gives serious consideration to a January 2012 start where the staff would be in place and children would by February/March start a gradual and part-time transition. The importance of this is stressed in later parts of this document. This is very important from a staff training perspective as well as a transitional time for children to ease into the new environment. We would be happy to share the detailed plans to prove this is both viable and necessary. Unlike most applications ours is very much tied into the need for safe quick transport of children between sites, and as the Green paper suggests, we are getting the best for our pupils through movement between mainstream setting and a specialist school. Should we lose our primary property our plan would be seriously impacted.

With a January 2012 start the team are fully prepared to undertake all that is necessary to make this happen. There is much staff training, curriculum conversion into ABA style teaching, process and monitoring systems and infrastructure to be put in place and whilst we as Trustees, Associate Members and Governors have capability and experience of developing the above, we would like our leadership team to be highly instrumental in much of this to create a sense of ownership from the outset.

A high level view of our plan for a January 2012 start would see:-

- The Head Teacher in place from January
- 2 of the Leadership Team in place from February thus allowing for the Head's involvement in the recruitment process
- Assessment of children from February for full-time placement in September 2012
- Part-time programme from March building up to 10 children transitioning into Lighthouse between March and May
 - This would take the form of a number of half day sessions per week increasing over the summer term where the focus of learning is on social skills and lifeskills in a group teach environment.
 - Benefits of this transition would be twofold – firstly to allow children to settle, enjoy their new setting and get to know each other and the staff and secondly to be able to undertake intensive training of staff and implement all of the school monitoring systems, processes and policies etc. The additional class supports would be in place for the beginning of the summer term.
- Movement of children on a part-time basis and implication on statements – we appreciate that this may create technical problems however with a positive relationship with Leeds City Council and meetings with respective Heads to explain the reasons for this part-time transition we feel that this can be achieved as long as we can demonstrate that children can be safely transported to our setting and that all child protection and health and safety issues have been met. We are meeting with the Director of Integrated Children's Services on June 17th to discuss this and also to further discuss a request to set up a quarterly meeting with the council where we would cover the following:- admissions, knowledge share, fund-raising and outreach services.

Following the delays we think this plan of action would provide families with the confidence that their children can make a terrific start at Lighthouse and give our team the opportunity to demonstrate excellence in our foundation phase.

We would like to discuss the detail of this plan further as reflected in our current project plan.

Many thanks for the consideration given to this request!



Lord Hill of Oareford
Parliamentary Under Secretary of State for Schools

Westminster London
tel:

Lighthouse
School c/o
Leeds

◀ - April 2011

I was so glad to have the chance to meet you and to hear about your ambition to create the Lighthouse Free School when we met on 3 March. I was very struck by your passion and commitment, and impressed by all that you are doing. I am also pleased that you found our meeting helpful and that you have had the opportunity to discuss your Free School proposal in more depth with officials since our meeting.

During our meeting, you asked if I would consider pre-approving your application to allow you to act as a trailblazer and to open either in September 2011 or March 2012. I have given this a lot of thought but I am afraid that I cannot see a way through to making this happen. We have learnt from our own experience in the first year of the programme and international best practice that the key to the success of Free Schools is a rigorous assessment process. As such it would be unfair to other proposer groups if your proposal was given agreement to proceed without participating in that process.

Given the commitment, determination and knowledge that you have already shown, I am convinced that you will be able to put forward a strong application and so I would like you to reapply as part of the competitive process for 2012 openers. The new application process is more detailed and will allow you to build on what is already a well thought through proposal. The application form for special Free Schools will shortly be published on our website at: www.education.gov.uk/schools/leadership/typesofschools/freeschools

Currently, our assumption has been that Special Free Schools will open in September 2012. However, if you make an exceptionally strong case in favour of opening at an earlier point in the year, we would certainly consider this as part of the application process. I hope this might help a little in building the sense of momentum which I know is so important to you.



Section 4: Educational Plan

The Lighthouse Educational Plan is geared towards achieving '**Outcomes for Life**' for all and the detailed planning behind that teaching input is creating a rich and meaningful curriculum which will give our pupils the skills and ability to achieve:

- **A meaningful place in society**
- **Rewarding paid work/careers where appropriate**
- **Enduring friendships**
- **Maximum independence, self-esteem and confidence**

For this to be achieved a highly tailored curriculum is being created requiring three highly researched and planned areas of key area for Lighthouse:-

1. A **specialist autism intervention** to underpin learning and teaching to enable optimum learning to take place - Applied Behaviour Analysis
2. A **highly tailored curriculum** that focuses on Social and Lifeskills as well as a broad and varied vocational curriculum running alongside core differentiated national curriculum subjects.
3. **Consistently excellent teaching input.**

This section of the proposal sets out to highlight how Lighthouse will deliver against this vision of excellence. To understand this a basic understanding of autism is required, how it affects learning and the life issues that are faced by those individuals and families living with autism. The following is a précis which hopefully provides a basic level of understanding to gain the rationale behind the Lighthouse teaching methodology.

What is Autism?

Autism Explained – a brief overview of areas of impact

Autism is a severe disruption of the normal developmental processes that occurs in the first three years of life. It leads to impaired language, play, cognitive, social and adaptive functioning causing children to fall further and further behind their peers as they grow older (see diagram on next page).

The cause is unknown although evidence points to physiological causes such as neurological abnormalities in certain areas of the brain.

Autistic children do not learn in the same way that children typically learn. They seem to not understand simple verbal and non verbal communication, respond differently to sensory input and withdraw in varying degrees from people and the world around them. They show little interest in other children and tend not to learn by observing and imitating others. They become

preoccupied with certain activities and objects that interfere with their development .

Although children with autism spectrum disorder exhibit common behavioural deficits and excesses of stereotypic sensory behaviours e.g. toe walking, hand flapping, rocking, running backwards and forwards etc there are tremendous differences amongst children. For example although many children have limited understanding and use of language there are children with ASD who may be able to understand complex language, express their needs or converse. Their language deficit may involve difficulties of grammar or speaking in a robotic manner. Children with ASD also demonstrate a variety of social deficits. Whereas some children may reject all social contact there are children who are quite social, however they may only be social around adults and have no interest in children. Or they may be interested in children but do not initiate or sustain interactions. Similarly there are tremendous differences amongst self stimulatory behaviours. Some children may exhibit body movements whilst others line up objects, tap surfaces repetitively or rewind a DVD to endlessly watch a particular scene. Some children may not demonstrate any noticeable motor stereotypies but have complex and obsessive rules and rituals.

The constellation of behaviours seen with ASD can be quite baffling to parents and professionals alike.

As this is a complex disability we have taken the initiative of running an information session on autism and on our chosen teaching methodology or pedagogy – Applied Behavioural Analysis (ABA). This was attended by [REDACTED] and 10 of the Lighthouse team and was hosted by Pudsey Grangefield on 24th March in Leeds. Following this session we took [REDACTED] to see ABA in practice and meet some children with ASD in a primary mainstream setting. If the reader has questions about our methodology or autism any of the Lighthouse team or [REDACTED], DfE are well placed to respond and answer questions and slides can be made available on request from that session to provide a detailed walk through

Some Facts (National Autistic Society website) :

The term 'autism' is used here to describe all diagnoses on the autism spectrum including classic autism, Asperger syndrome and high-functioning autism.

- Autism is a serious, lifelong and disabling condition. Without the right support, it can have a profound - sometimes devastating - effect on individuals and families
- Autism is much more common than many people think. There are over half a million people in the UK with autism - that's around 1 in 100. If you include their families, autism touches the lives of over two million people every day
- Autism doesn't just affect children. Children with autism grow up to be adults with autism

- Autism is a hidden disability - you can't always tell if someone has it.
- While autism is incurable, the right support at the right time can make an enormous difference to people's lives
- Over 40% of children with autism have been bullied at school.
- Over 50% of children with autism are not in the kind of school their parents believe would best support them
- One in five children with autism has been excluded from school, many more than once
- Nearly two-thirds of adults with autism in England do not have enough support to meet their needs
- At least one in three adults with autism is experiencing severe mental health difficulties due to a lack of support
- Only 15% of adults with autism in the UK are in full-time paid employment
- 51% of adults with autism in the UK have spent time with neither a job, nor access to benefits, 10% of those having been in this position for a decade or more
- 61% of those out of work say they want to work
- 79% of those on Incapacity Benefit say they want to work
- Four times as many boys as girls have autism

Autism and education

- In schools with pupils with autism, only 22% of teachers have been trained specifically in autism – the majority of training given is typically one to four hours.
- The number of autistic pupils with a statement in England has increased greatly from 23,960 in 2004 to 34,550 in 2008. Figures for the numbers of pupils on the autism spectrum on School Action Plus show a greater increase, from 7,300 in 2004 to 12,750 in 2008.
- Many families with autism live in poverty as it costs on average three times more to raise a child with a severe impairment than a non-disabled child.
- Families with autism often do not get the right support putting them under immense strain, it has been estimated that up to 80% of parents of children with autism split up. In a UK study of families with autism one in three were lone parents.
- Only 11% of carers who have children with autism work full time, and 70% say the lack of appropriate care facilities stops them working.
- Over 40% of children with autism have been bullied at school.
- Parents of children with autism are more likely to go to Tribunal about their child's education.

Costs

- A 2007 report estimated that 'the aggregate national cost of supporting children with ASD in the UK is £2.7 billion each year. Most of this cost is accounted for by services used. For adults, the aggregate costs amounts to £25 billion each year. Of this total, 59% is accounted for by services,

36% by lost employment for the individual with ASD, and the remainder by family expenses. The lifetime cost for someone with high-functioning autism was found to be £3.1 million and £4.6 million for someone with low-functioning autism'

Much of the information above explains why for many children having a support worker in mainstream classes simply doesn't enable learning and achievement and by the time the children reach secondary age their learning skills and motivation may be negligible and they shut down. In order to cope with the stresses of the mainstream environment they may have increased significantly their disruptive behaviours as a coping mechanism.

Lighthouse teaching methodology is specifically designed to address these challenges. It motivates pupils to want to learn and offers variety and interest in its rich, broad and innovative curriculum to make learning part of life as well as life changing.

Specialist Autism Intervention – Underpinning Lighthouse Learning and Teaching

Applied Behaviour Analysis

When considering a comprehensive ABA-based curriculum for children with autism, it is important to review the key characteristics of ABA intervention in this field. One significant observation is that these features are about methods – how to teach, and not what to teach. Thus, each child would be assessed in terms of their individual learning needs, their strengths and weaknesses (cf. “learning style”) and success is measured at the level of the individual child – demonstrating that the teaching programmes in place are leading to success.

1. The use of rewards

Many children with autism can appear demotivated during learning tasks (Koegel & Egel, 1979). The things that motivate most typically developing children (i.e. receiving praise from their parents, imitating peers and successfully completing a task) do not always appear to impact on the behaviour of a child with autism. Thus, a key principle of ABA intervention for children with autism is the identification and use of specific rewards (positive reinforcers) to motivate performance. Reinforcers are defined functionally and empirically (i.e. any consequence that increases the subsequent probability of the response on which it is contingent) and vary widely both between individual children with autism, and within the same children under different setting conditions (e.g., different times of day).

2. Task analysis

A child with autism can take several months or longer to learn even the simplest skills that a typically developing child might acquire almost immediately. Subsequently, a key component of ABA intervention involves

breaking down complex skills into very simple more achievable steps and teaching only one of these steps at a time. By rewarding the child for achieving each of these small steps, the child experiences success throughout the whole learning experience. This helps them to remain motivated during most learning tasks. This process of proceeding by small steps, and building only gradually on existing skills is referred to as task analysis.

3. Discrete-trial teaching

Perhaps the most well-known teaching method used in ABA intervention is known as discrete-trial teaching (DTT). Using a one-to-one therapist-child ratio, teaching begins with the therapist presenting a specific cue or instruction to the child, if necessary prompting a response, and finally rewarding correct responding. For example, in a simple receptive labeling teaching programme, the child might be shown three objects on the table, asked to “Show me ‘ball’”, prompted to point to the ball and reinforced with hugs, praise, a small treat, or the chance to play with a favourite toy. This single cycle of the behaviourally-based instruction routine (i.e., antecedent-behaviour-consequence) is known as a discrete-trial. A particular trial may be repeated several times in succession, several times a day, over several days (or even longer) until the child can perform the response readily without any help from the teacher.

The one-to-one DTT involves only short instructional sessions (which may last for only a few minutes at a time) – each followed by a break. In addition, much teaching involves the generalisation of skills learned in discrete trial sessions to more natural settings. For example, to continue the earlier example, a child who has learned to recognise a ball during DTT, may be asked to do so during play time, once again providing the opportunity to reward correct performance. Thus, once a child has mastered any skill during DTT sessions, the programme aims to ensure he or she can use it functionally in novel contexts.

4. Functional behavioural assessment

Where a child is behaving inappropriately, a Functional Behavioural Assessment (FBA) is usually conducted to find out why the behaviour is occurring. This information about the problem behaviour’s function or purpose helps to determine an appropriate intervention. Examples of interventions include: (1) Teaching more acceptable replacement behaviours that serve the same function as the inappropriate behaviour, for example asking for a break from an academic task, (2) Teaching the child to tolerate setting events (i.e., the things that make the inappropriate behaviour more likely to occur), such as the physical arrangement of the classroom, (3) Manipulating the antecedents to the inappropriate behaviour (i.e., what happens before the behaviour occurs), for example, teacher instructions or directions, and (4) Manipulating the consequences of the inappropriate behaviour (i.e., what happens after the behaviour occurs), such as precise praise or feedback.

5. Data-driven teaching and learning

Another key component of ABA for children with autism is that the intervention is underpinned by precise data collection from direct observation and close monitoring of a child's progress. Data are taken during every work session and each element of the teaching process is continuously charted and assessed to permit ongoing evaluation of the effects of intervention. The data collected help to ensure that the children are acquiring the skills being taught in the teaching sessions. If not, individualised programmes are revised or redesigned to assure each child's continued progress.

6. High quality training and supervision

The key features described above require considerable expertise to deliver. Thus, a further feature of ABA intervention for children with autism is a commitment to quality and training. Those staff delivering teaching on a day-to-day basis are closely supervised and trained in the competencies relating to the teaching methods. Supervisors and consultants plan the child's learning and monitor progress, amending teaching targets and methods on a regular basis – weekly, and potentially daily. Supervisors and consultants are graduates (often masters or doctoral graduates) with additional training and experience in behaviour analysis. Increasingly, such staff are attaining and seeking the only recognised international competency standard as either Board Certified Behaviour Analysts or Board Certified Assistant Behaviour Analysts (with the Behaviour Analyst Certification Board).

[Thanks to ██████████, ██████████ and ██████████, ██████████

The school day at Lighthouse

Parents of children with ASD often have differing requirements in terms of the daily timings and term times for their children. The summer holidays are often very difficult for families and one parent may have to stay off work for the full duration because of a lack of suitable care. Also ASD children do not relate easily to change so to minimise different care and settings and because the ethos of the school is to help the whole family, we would like to offer an extended educational year of 42 weeks with additional, optional 2/3 weeks optional summer camp.

Our proposed times will go to parent consultation from September through the parent forums. We aim to employ staff away from spine enabling us to have extended working periods without being tied contractually to the mainstream working hours contract. This advice and feedback has been given by two existing autism schools that struggle to staff extra weeks and gain cover for holiday clubs and wrap around care. Our initial thoughts, but subject to change are as follows:-

School Day

Further consultations with parents needs to inform this decision as some will be travelling a distance to access this provision. Our initial thoughts are as follows:-

Breakfast club 8.30-9.15am
Lessons commence 9.15-3.30pm
After school club 3.30-5.00pm

Curriculum

The curriculum will be unique, innovative, broad and largely designed around life enhancement and independence. The content will be based on a number of differentiated national curriculum core subjects, a set of vocational subjects and a set of lifeskills and social skills curriculum. Each student will have an Individual Education Plan (IEP), detailing their goals within reducing disruptive behaviour and increasing their skills within communication, social, recreational, vocational and life skills, as well as their acquisition of differentiated functional national curriculum.

The link with the mainstream secondary school of Pudsey Grangefield will provide an opportunity for any children that have the capability to gain qualifications within national curriculum subjects to attend sessions in the mainstream setting, either independently or escorted depending upon their ability. This close link, along with that with Leeds City College, will also provide the opportunity for students, where appropriate to access vocational subjects delivered by them. These will either be delivered in those settings or the skills brought into Lighthouse. Student need and ability, best value for money and quality will be the main considerations as well as the practicalities of the subject – for example Horticulture may be taught within Lighthouse if there is space for an allotment but Animal Care studies will have to take place at a specialist centre.

Some students may access the two settings mentioned, not for national curriculum or vocational curriculum content but to develop their skills in the other areas of curriculum such as social, communication, life and recreational skills. For other students it may be to help them develop behavioural control, such as developing the ability to tolerate noisy, busy environment which would be an important skill for them to learn to enable them to access as many different environments outside of school life as possible.

The following information is key when developing a curriculum for an individual with autism. The main three areas in which these individuals experience deficits are: communication, social interaction and a markedly restricted repertoire of activities and interests. Individuals with autism also present with many challenges to the learning process including; self-injurious behaviour, aggression towards others and materials, tantrums, inattention to their environment and self stimulatory behaviour.

Manifestations of the disorder of autism vary greatly across individuals affected, both in the areas of deficit and challenging behaviours, An

individual with autism would not necessarily present with the same level of difficulty across each of the aforementioned areas.

Therefore every student needs to receive a highly individualised curriculum within the areas of;

- Communication Skills
- Social skills
- Recreation/Leisure skills
- Reducing disruptive behaviours; both in terms of the individuals and others safety and ability to learn and access a variety of environments.

With the targeted age range of Lighthouse school, the school has a responsibility to teach its students the skills they need to lead as independent and meaningful lives as possible in the least restrictive environments. The areas already detailed will certainly be crucial in this but the students will also need teaching in the areas of:

- Life skills
- Vocational skills

The national curriculum will also be a key part of the student's curriculum. How much of the national curriculum is incorporated into a student's education will depend upon their cognitive ability and the functionality and meaningfulness of the skill for that individual. Some students may access the curriculum with peers at the mainstream linked school, for other children who access the national curriculum to a lesser extent, meaningful functional skills will be pulled from the areas of English, mathematics, ICT, scientific literacy and personal and social development. Overlap will occur between the national curriculum and the curriculum domains above e.g. ICT would be a core recreational skill and maybe vocational skill for lots of students, the communication, social and daily living domains will cover areas from personal and social development.

When determining functionality and meaningfulness of a skill for a child consideration will be given to:

- How frequently would the child use that skill in their everyday life?
- How long will it take the child to acquire that skill to a level of independence so it is meaningful for them in their everyday life?
- Is there enough time within the child's programme to effectively teach that skill?
- Do they have the prerequisite skills to be able to use the skill you are teaching in their everyday life?
- Are there more relevant, functional skills that should be prioritised for that child?

There are many adults with ASD who have learnt many components within the national curriculum and have gone on to pass GCSEs and other qualifications, but they have restrictive lives because they did not learn behaviour control or functional skills. More tragically, their quality of life has

been seriously compromised because of their deficiencies in areas such as social skills and therefore not having friendships or functional academics so they cannot buy groceries or go to community settings.

The main curriculum domains will be;

- Communication Skills
- Social skills
- Recreation/Leisure skills
- Reducing disruptive behaviours; both in terms of the individuals and others safety and ability to learn and access a variety of environments.
- Life skills
- Vocational skills
- Differentiated national curriculum

The make-up of each individual student's curriculum would be dependent upon their individual needs, both in terms of content and percentage of time spent within each curriculum domain. A student who has a high level of self injurious behavior (SIB), the function of that behaviour being frustration at not being to communicate, would have a curriculum that prioritised developing communication skills as an appropriate replacement skill.

The lists below are aimed to give the reader an insight into the broad skill sets that will be taught within each curriculum area.

Communication

- Picture exchange communication system
- How to request items
- How to ask questions
- Commenting on environment
- Retelling events
- Understanding gestures
- Initiating a conversation
- How to respond to statements
- Staying on topic

Recreational/Leisure skills

- Surfing the internet
- Wordsearches
- How to follow exercise DVDs
- Accessing community places; swimming, gym, library.
- Gardening
- Photography

Social skills

- Tolerance of other people in proximity

- Private versus public information
- Sharing
- Joining in a game
- Understanding others points of view
- Relationship identification
- Identifying others interests
- Appropriate behaviours with appropriate people
- Sexuality
- Building friendships

Life skills

- Dressing
- Making beds
- Personal hygiene
- Laundry
- Toileting
- Eating
- Getting Places - travel
- Contacting people – telephones, post, internet, mobile, face to face

Vocational Skills

- Horticulture
- Baking, culinary skills
- Animal welfare
- Construction
- Motor care
- Arts and Media
- Clerical skills
- Music

Differentiated national curriculum as appropriate to the student, functional curriculum examples

- English- reading safety words within the community
- Maths- telling the time
- Maths- money
- Science- hot versus cold
- Science- electrical safety
- Geography- Identifying pedestrian crossings
- Geography – learning home addressee

The curriculum that we are discussing utilises, to the extent possible given the student's capabilities, a layering of curriculum format. Layers would include the following:

- Subject area (Art, English, Vocations, Life skills)
- Instructional activity (Art project, Reading assignment, horticulture, using telephone)
- Differentiated targets within the subject
- Behavioural targets (attention, remaining calm)
- Social targets
- Communication targets
- Recreational targets

These layers taken together constitute the daily lesson plan for each student. All layers are tied to student's IEP goals and objectives.

The table overleaf provides an example of the layering of curriculum areas for three students within an English lesson.

The curriculum will be delivered in various formats;

- 1:1
- Small group (1 group lead, 2 supports and 5 children)
- Large group (1 teacher, 5 supports and ten children)
- Within mainstream class with support
- Within mainstream class without support
- In the community

There would also be flexibility within the group sizes stated any combination from 1:1 to 1:10 dependent on the individual students needs. A student's curriculum would be delivered in various formats throughout their day. An example for one student may be accessing mainstream without support for an ICT lesson, 1:1 in social skills teaching of understanding other people's perspective, large group for a cookery lesson, small group for science 'safe versus dangerous' with electrical items.

The next table looks at three different students and what their day would look like in different teaching formats and settings. Please note for the sake of simplicity, the layering of curriculum has not been included within this table, goals have been listed for one curriculum area for each period only.

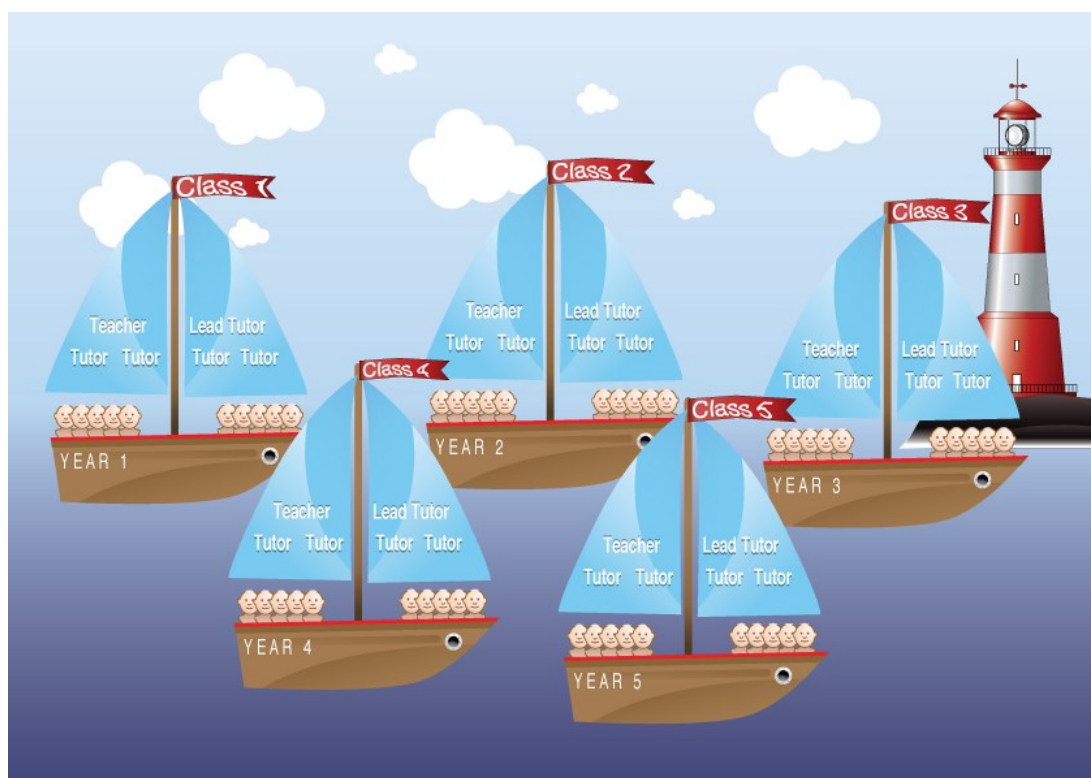
	Student 1	Student 2	Student 3
Registration Behavioural objectives	Responding to individual instructions from the teacher Large group	Raising hand to participate Large group	Utilising stress management techniques when a peer makes a mistake. Large group
Mathematics Mathematics objectives	Matching digital to analogue O'clock 1:1	Matching events to time periods of 1 minute, 10 minutes and 30 minutes. Small group	Mainstream year 7 class, independent Mainstream without support
Break Social objectives	Tolerating a peer playing with the same items Small group	Retelling an event to a peer Large group	Identifying the best group to join in with, and how. Mainstream with support
English Communication objectives	Requesting preferred items from a peer, using PECS book. 1:1	Spontaneously commenting on a novel event. Small group	Understanding non-literal use of language 1:1
Lunch	Widening repertoire of foods- 1 slice of apple. Mainstream with support	Using cutlery appropriately. 1:1	Selecting food to a budget. Mainstream with support
Science Science objectives	Receptively	Identify which body	Mainstream Year 8

	identify body parts. Small Group	parts you can touch of your own, and in which locations/activities. Small Group	class Mainstream with support
ICT ICT objectives	Using a touch screen to select preferred programmes (only 1 preferred and 1 non preferred on desktop) 1:1	Start the computer and select programme. Large group	Using the internet to research topics- what time favourite TV show is on. Small group

As the Lighthouse curriculum will be so differentiated and individualised it will match each student's needs.

Organisation of Pupils

Pupils will be organised in one of five classes. Each class will have two teaching groups of five pupils, i.e. ten pupils and will be lead by a qualified teacher. The teacher will lead one teaching group and the other will be headed up by a lead tutor. Each teaching group will have two support tutors and work under that lead. The structure of the school will look as follows:



Age Range

The age range of the pupils will vary as the primary focus in creating cohesive learning groups is to create learning teams of similar ability. We know all autistic children are very different but children of similar learning ability can be taught together. The children will have different and individual learning goals and targets that will be measured, recorded and monitored in each lesson. Data will be captured throughout the day on each child in each lesson – one of the features that makes ABA so successful as a teaching technique is its data capture. Targets are set, monitored and recorded then once the skill has been gained that skill is then generalised to other situations. This has been demonstrated in the 'Day in the Life of a Lighthouse Pupil' which highlights the different targets of three different children whilst all attending the same lesson.

It is envisaged that classes may be dynamic i.e. if some children progress faster than others and are more appropriate to another learning group then the school will be organised in a way to optimise learning for all. It is envisaged that a class may have children with a variance of three

chronological years i.e. children of 11 and 14 may be in the same group due to their learning to learn skills.

Pupil Development and Achievement

Whole school success.

How will Lighthouse define success and monitor and measure against that success at a whole school level and at a staff and pupil level?

Success of any organisation be it a business, school, or other establishment is the

- setting
- monitoring
- measuring
- training
- accountability
- reviewing
- benchmarking

of well defined and appropriate standards and processes. Lighthouse's experienced team will ensure that during the first two terms from January 2012 all processes and standards that are put in place are done so with clear procedures for all to follow and will check their appropriateness for achieving success and continually driving up standards.

Lighthouse will be a self-evaluating school which means that rigour and process will be applied and clearly defined and disseminated to ensure that we consistently measure against our agreed goals. We will build a culture of excellence through evidence.

The following diagram highlights how all the core processes link to create and inform a schoolwide quality system that will enable us to achieve our goals at both school level and pupil level.

Self Evaluation Form – SEF

The Headteacher with the leadership team will be responsible for setting the detail of the SEF and owning and driving out those processes and systems for success through the leadership team. Overall ownership and responsibility will lie with the Headteacher who will allocate responsibilities to the leadership team and key staff to inform the process.

Headteacher's responsibility will include the Lighthouse Self Evaluation Form (SEF) which sets out all the areas and methods and frequency by which the school will be evaluated. This will be a dynamic document that is continually updated and will be one of the main reports into the Trustees. As well as an

internal document we will ensure that we benchmark ourselves against the wider education community and this will be done through networking with other SEN schools to gain a broader view of our own progress, goals and monitoring.

School Improvement Plan-SIP

The school improvement plan will be a key part of each year's strategic planning and will inform the SEF, the whole staff, and individual personal development plans for each staff member. This key document will highlight five areas that Lighthouse will concentrate its efforts on and those areas will be defined by the Head in conjunction with Leadership team agreed by the Trustees. The governing body will play a key role in ensuring that the correct measures and monitoring systems are in place and being applied consistently. The first priority will be clearly defined around child protection, child safety and all related issues including staff training. The next four priorities/objectives will be defined as appropriate.

The School Improvement Plan should include:-

- The school
- The parents
- The Governing body
- The wider community
-

We will ask ourselves:-

- Are the resources available to us to make those improvements
- What milestones are in place to monitor
- What are the KPI's?
- How do we compare externally?
- What more can we aim for?
- What must we do to make it happen – action plan?
- How do we review and take action?

Any good processes need clarity, confirmation of understanding and buy in from all involved. This will be on the school training plan for all stakeholders.

Personal Development Plans and Staff Monitoring

Every member of staff will have a set of objectives based around the SIP as well as a set of personal development goals and actions. A clear monitoring plan will be in place that ensures all staff are consistently performing and where challenges are identified a clear process will be followed to address problem areas through training, coaching and mentoring and general personal development actions. The monitoring process will incorporate classroom observation, work scrutiny, and feedback from colleagues (360 degree) as well as linked to the individual performance of each child against expected targets.

Pupil success and attainment

Further staff performance indicators

Each child will have a highly individualised educational programme. PIVATS will be used as appropriate and all children's targets will be set on a dynamic IEP. As mentioned in other sections of this plan, ABA brings extremely detailed levels of data collection on each child's progress and attainment. Targets are set for each child within every single lesson and data is recorded during every lesson and compiled against a master recording sheet. At the end of each week all data is compiled for each child and measured against expected outcomes using a series of recording forms. Indicators of children's performance are almost immediate and also monitored through not only the teachers/tutors but also the supervisors who oversee the individualised programmes for each child.

When a child's data is analysed to assess the progress of that child against target any unexpected outcomes will be benchmarked and compared against other children with similar ability. Any inconsistency in staff performance will be picked up very quickly through the child monitoring process.

Due to the nature of ABA, Lighthouse will have higher levels of monitoring and progress tracking than the norm and established processes and data collection methods that are currently used in ABA programmes will be incorporated. Lighthouse will be an outcome-based school and target setting monitoring and achievement against target are at the core of the school philosophy and operational standards of the school.

Preparation for Transition

Transition for our children is extremely important – one of the main characteristics around ASD is the inability and inflexibility to manage change which causes often extreme levels of stress and anxiety for our children and adolescents.

Transition needs to be well thought through for both entering the school as a new pupil as well as leaving and moving on to the next stage in life.

New Pupils at Lighthouse

Many pupils entering Lighthouse will have a long transition period which will involve a programme of half day sessions in the 2 terms running up to joining the school. A transition programme will be drawn up for each child as part of their assessment process to ensure that the right levels of transition are in place for each child. We want them to join feeling safe and reduce the anxiety for them around this potentially challenging time.

We will be co-ordinating closely with the child's previous setting to ensure as much information comes with them and also to work with them through this

period of transition for the child. The transition programme will involve their old setting as well as Lighthouse and other professionals that currently work with the child including SALTs, OTs, Physios etc. Key to this will be the parents and carers so they feel their child is being carefully transitioned. Without an individualised transition plan families may experience higher levels of behaviour than the norm and we hope to minimise this.

Adulthood Transition Programme -ATP

From the age of 11 a large proportion of our curriculum at Lighthouse is geared towards transition to adulthood and ensuring every pupil is given the key skills and equipped with the tools for the best future with a framework of support around their transition to ensure success. Lighthouse's vision, ethos and aims are built around enabling our pupils to enter the adult world with a clear pathway and next steps. They will be equipped with valuable lifeskills and social skills and have an understanding of what choices they have. We do not intend for our young adults to become NEETS and be highly dependent on families and the state. Our goal is for each and every student to reach their maximum potential.

All will have varying levels of independence and capability but all should have maximised their own potential at this stage. Lighthouse will implement a four year programme of work to develop excellence around Transition which will incorporate building partnerships with employers, partnerships with colleges (and hopefully our relationship with Leeds City College will help with employability programmes and helping students find employment), charities, volunteer organisations and semi-independent living schemes. Our success as a school will be measured in the future around outcomes for our children and we truly aim to create regional excellence in this area. Our strong contacts within the business community will be maximised and local/national companies will be actively encouraged to get involved in the school as early as possible. [REDACTED], one of the [REDACTED] will dedicate her efforts to the development of the ATP.

Some research has already been done in this area of Lighthouse through the Disabilities Trust with a visit to Heathermount School in Ascot. They have been highly successful in working with large organisations through campaigning and relationship building to create paid roles in IT for their leavers. Our relationship with Leeds City College will be strategic in making this happen. They recently took over the VINE programme from Leeds City Council and do much excellent work with continued learning for 19 to 25 year olds with a disability. This will be a strategic relationship that we will nurture carefully. As mentioned earlier we aim to gain much of our vocational curriculum from Leeds City College and as children reach 16 we will ensure that they are further exposed to the college environment in a safe and managed way such that further education would then be a seamless transition at 19.

Strategic Relationships:

Lighthouse will build strong positive partnerships with many organisations in the community in order to bring best practice and excellence to what we do as well as ensuring that the wider community is able to benefit from our efforts.

Pudsey Grangefield School

There is much to be gained for our pupils to be able to access mainstream school from a social, lifeskills and most of all academic and vocational perspective. Whilst some pupils may gain little from attending mainstream lessons, even those pupils will benefit from participation of some capacity – learning how to use money when buying lunches, learning how to queue, how to join in with other groups of children from time to time. Others may benefit greatly – some may be able to attend subject lessons with support or even in a few cases without support. For some the curriculum can be studied in mainstream and then worked on further and reinforced at Lighthouse ensuring that the pupil is fully up to speed before attending the next session in mainstream, thus making the whole curriculum valid and ensuring the pupil can keep up with other students.

On visiting and presenting to Head teachers and Governors of several local schools, we received a positive and warm message and it was proving difficult to determine the most appropriate site – we were however, largely being governed by availability and proximity of potential property for safe transportation of pupils between settings.

In January this year we visited Pudsey Grangefield and met [REDACTED]. Following an exchange of information both parties saw a match of ethos, values and vision and felt it was worth exploring a joint relationship further. [REDACTED] has been open-minded and encouraging about the Lighthouse initiative, a neighbouring Free School, and has written some words around our capability and the benefits to both organisations through working together (see letter on following page). As can be seen in the property section a building was also found almost within the grounds itself.

The PGS Governing body is supportive of working with us and we will be presenting our plans to them in the near future.

After the first year of working together both parties will have an understanding of what that relationship looks like and how a partnership should be framed as the school grows. At that point a more formal arrangement will be put in place. Lighthouse will request a joint document as we commence the relationship that outlines responsibilities and ways of working to ensure there is clarity from the outset. Although pupils will be accessing some curriculum there, the aim is that the behaviour and learning of pupils will be the responsibility of Lighthouse staff and not be an additional burden to PGS or hinder any of their own pupils' learning opportunities.

About Pudsey Grangefield School

Pudsey Grangefield School, [REDACTED], [REDACTED], provides the ideal neighbour for Lighthouse with its innovative approach to 21st century learning and strong, visionary leadership. The close proximity of the school to the preferred site for Lighthouse (the old school science block) facilitates ease of transitions for pupils attending mainstream lessons/activities but more importantly there is an open and inclusive culture at PGS and they see advantages in being able to access the specialist expertise we would bring to the area.

PGS has specialist college status in mathematics and computing and is a school catering for boys and girls aged 11 to 18. It has 1,168 students, 144 of whom are in the sixth form. Ninety-two per cent of students are white British and all speak English. The school serves an urban area to the west of Leeds city centre. Two thirds of the students live in areas where the percentages of high social class households and of adults with higher education are significantly below the national levels. Students enter the school with average prior attainment. The number of students with learning difficulties is average.

According to Ofsted report 2006: 'This is a popular, satisfactory and improving school with a strong capacity to continue to develop. It is well led by an innovative and clear sighted head teacher, supported by a dedicated senior management team and an effective governing body. The school deploys its managers effectively. Planning is coherent, plans are well executed and their results are carefully monitored. This underlies the school's very obvious success in managing improvement. Most middle managers are effective. Most teaching is at least satisfactory and it was good in more than half of those lessons seen. Staff morale is high, and both parents and students are well satisfied with the quality of teaching, the curriculum and the wide range of extra-curricular activities.'

Their new building, funded through the national Building Schools for the Future (BSF) programme, recently won the prestigious 'Best new Building' category in the Leeds Architecture Awards 2010 open to all private and public sector builds. The building has also received recognition for innovation and has been designed to create an attractive and flexible learning environment which facilitates new ways of teaching and more independent learners. A great deal has been achieved at the school in recent years and in order to build on their strengths they acquired Foundation status and established a charitable trust to support the school's development. The member partners of the 21st Century Learning Partnership Trust are HSBC Bank, Leeds Training Trust, Place Group, RM plc and the University of Warwick.

Curriculum

The first two years, 11-13 (Years 7 and 8)

Over these years all students follow exciting programmes which secure the knowledge and skills required within the National Curriculum. There is rigorous emphasis on the core subjects of Maths, English, ICT and Science, is complemented by very 'hands-on' and research-driven projects within the

areas of humanities (including geography, history, RE & citizenship), the expressive arts (such as art, music, drama and dance) and the design technologies. Healthy lifestyles and personal well being are promoted through PE, healthy diet and food preparation. All students will study one or two foreign languages throughout these two years. A student's individual route through the five years from 13-18, is known at Pudsey Grangefield as a Personal Pathway.

Students gradually develop an understanding of those curriculum areas which most engage their personal skills and interests. During their second year (Y8) they will begin, with support from their coaches and coaching teams, to make some early judgements about their future direction. This will be reflected in the courses they choose to study in their third year (Y9). The curriculum is planned so that further choices can be made throughout their following four years (Y10-13). In this way, each student's programme gradually becomes more refined and relevant to their own maturing skills, interests and aspirations.

As a specialist Maths and Computing College, they are able to provide a particularly extensive curriculum in these two areas. For example as academies for Microsoft, Oracle and CISCO PGS are able to offer a combination of ICT and computing courses which is unique to secondary schools. Furthermore these computer giants provide the highest quality of training for their ICT and computing teachers.

The facilities and programmes at Pudsey Grangefield School are designed to allow equality of opportunity and access to their full curriculum for students with a wide range of disabilities.

Leeds City College

We are currently in discussions with Leeds City College as a potential provider of vocational courses where appropriate for individual students and have recently met with the Head of 14-19 Partnerships and Deputy Principal Teaching and Learning. Both were inspired by the Lighthouse vision and our plans for directional learning involving much vocational curriculum.

We are excited about the prospect of building a relationship with Leeds City College who share Lighthouse's ethos of individualised learning for all abilities. The broad and vocational based curriculum on offer coupled with the Carousel approach, which gives students tasters of subjects at an early age and enables them to make informed choices on subjects that motivate and captivate, is perfect for our students.

They offer a flexible approach to delivering teaching in a way that suits the cohort of students i.e. 'open classes' or on/off site fully tailored and will be able to work with our own therapists and teachers who will, between lessons, break the learning down and reinforce and check understanding before the next session.

The fact that the children are able to gain qualifications regardless of ability will be a great builder of self esteem and motivation for our young people and it is our aim that our students have the opportunity to gain apprenticeships, and that their study is vocational to enable further learning with the main objective of gaining jobs. Leeds City College deliver employability programmes and will be able to support the students in finding employment.

Leeds City College is the UK's third largest FE establishment, offering a diverse curriculum to over 55,000 students. It provides a vibrant, multicultural learning environment, delivering excellent and innovative education which is supportive, inspiring and life changing. Their courses cover almost all subject areas and include full and part-time academic and vocational qualifications through from basic skills to apprenticeships and A Levels to Foundation Degrees.

The College operates out of five main campuses – Horsforth, Keighley, Park Lane, Technology and Thomas Danby – as well as having provisions in dozens of smaller community centres across the region. It is renowned for a number of key specialisms, with National Skills Academy status for Community Sport Enterprise, Creative & Cultural Skills, Food & Drink Manufacture, Hospitality, Retail, Financial Services and Sports & Fitness, as well as accolades for Printing and Computer Technology.

Timescales

The courses to be delivered by Leeds City College would be in the main 14 to 19 based but there will be emphasis placed on 11-14 learning too to prepare for work with Leeds City College. We are requesting a workshop in October 2011 to walk through the full curriculum and identifying/selecting the course for our taster carousel.

Disabilities Trust – Autism Spectrum Partners

In 2009 we met with the Chief Exec of DT. He had heard of the Lighthouse project and contacted the team to see if his organisation could help. Since then Lighthouse have been working with [REDACTED], [REDACTED] at the charity and her experience, knowledge and vision have been invaluable. They not only run a dedicated school for children with ASD in Ascot, Heathermount, but also conduct much needed valuable work with adolescent services helping children transition to adulthood. They also undertake much work around independent living and gaining employment. We are sure that this relationship will inform much of our thinking around our Adulthood Transition Programme in the future. Also much best practice has already been gained from visits to the school and we will continue to work with them on many levels.

Leeds City Council

Our discussions commenced with Education Leeds in 2010 when we met with the Chief Executive and Director of Integrated Children's Services. At that meeting the Lighthouse vision was applauded as were our plans and approach. Discussion took place around the pockets of excellence for ASD children in Leeds but also the gaps in provision, particularly at secondary level.

To date, the relationship with the Local Authority has been highly positive and we as a team have felt it to be supportive and at times collaborative (see Section Five: Evidence of demand and marketing for a list of all meetings and outcomes). Our last public meeting (9.06.11) was attended by the Director of Integrated Children's Services, as was the previous meeting in November. Her feedback from that event was: 'I found the evening very informative and was really impressed with the whole evening and the extent of the support you had from parents. It was really inspiring and the enthusiasm in the room was great.' (5.11.2010).

[REDACTED] has verbally requested a regular meeting with the Council on an ongoing basis to collaborate and discuss challenges. They are next meeting on Friday 17 June.

We have strived to be very open and communicative with Local Authority representatives at all stages, meeting recently with [REDACTED] and [REDACTED]. We hope that we can continue to work with them in the spirit of cooperation.

NB. We requested some written words from a Senior Representative at the LA that they would consider naming Lighthouse School on Statements and the verbal response was that if the school meets the child's needs and it represents value for money to the authority then it shouldn't be a problem. We have not yet received a written response due to the time involved with their due process. However, [REDACTED] has been made aware of this and has advised us to reference in this document a conversation that she has had about Lighthouse with [REDACTED] of Leeds City Council.

Friends of Lighthouse

We have a growing list of supporters, parents and others, who have offered their time and skills to support the school. This relationship will be vital in linking community and families with Lighthouse.

National and Local Support Groups

National Autistic Society, AWARE, ABC, ZIGZAG

To date we have been highly fortunate to have had the support and assistance from the many local groups and charities in terms of getting our message out to people. Whilst they cannot advocate one setting over another they have all been highly instrumental in mailing their members to ensure that our newsletters, publicity and regular open sessions have been well publicised. They all undertake a great deal of valuable work in the community and we would like to become involved to help them and their members as part of our whole community commitment. Many of our fund-raising events will be open to their members to raise funds for their charities. We are also planning to run termly Community Partner Workshops to which they will be invited and the focus will be around shared knowledge, skills, resources and events to benefit all and also understanding about the needs of the community and families.

Health and Outreach professionals

We will appoint a governor or trustee to take responsibility for securing the most appropriate provision of additional therapies at the school such as Speech and Language, Occupational Therapy and Physiotherapy, bearing in mind the changes that are taking place in how these services are being funded and delivered.

Parents

Parents will be encouraged to have a very close relationship with the school and play a key part in school life. Living with autism changes and constrains family life in many ways from not being able to go to a supermarket with a child to seeing friends drop off the radar because they don't understand the situation. Many families end up not socialising, even fearing trips to the shops or parks, and holidays are often problematic. Whilst Leeds City Council do offer services to support families, as do the charities, there is always more that can be done.

September 2011 sees the first Lighthouse Parents Focus Group and members for this are being signed up from now. Groups will be no more than 8 to 10 participants to gain maximum two-way discussion. It is envisaged that we will be running 3 or 4 different groups over the course of September and October.

Stuart Andrew MP for Pudsey, Horsforth and Aireborough



Stuart Andrew has shown a great interest in and support for the Lighthouse initiative over the past year. He has applauded our vision for a specialist school for autism in Leeds and encouraged us throughout the process. Stuart attended the first open meeting that we held for parents and professionals last November and agreed to help us in whatever capacity he was able to.

Following on from that event, members of the team met with him at his constituency office in Calverley where he offered some suggestions to hone our research around sites and buildings. We have maintained regular email/telephone contact since then.

After we attended the Free Schools Conference in London and learned of the changes in the SEN programme he raised a question about SEN Free Schools in the House on our behalf and facilitated a meeting at Westminster with Lord Hill, Under Secretary of State for Education to discuss our application.

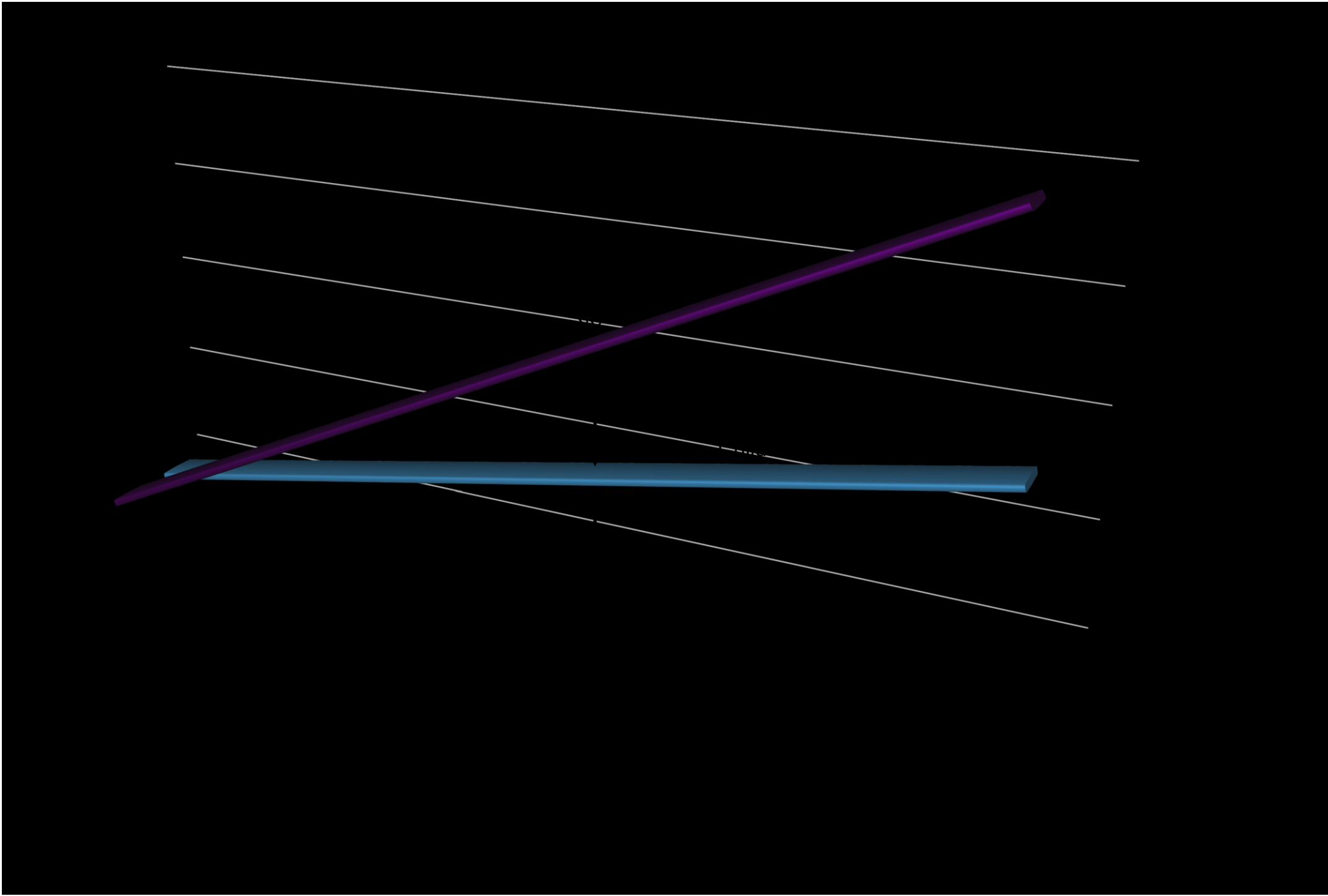
He was unable to attend our recent update sessions due to commitments in the House but offered the statement below for us to read out.

We are very grateful for his comments and advice and hope he will continue to be involved with the school should Lighthouse proceed to opening stage.

'I have been aware of the Lighthouse School Project for almost a year and applaud the hard work and effort that the team has put in to their proposal for a free school. I fully support the Project and have been involved in Parliamentary meetings with the Department for Education to discuss the school. It would be a fantastic asset for our community and the children who would benefit from attending.'

LightHome – A vision for the future supporting semi-independent living

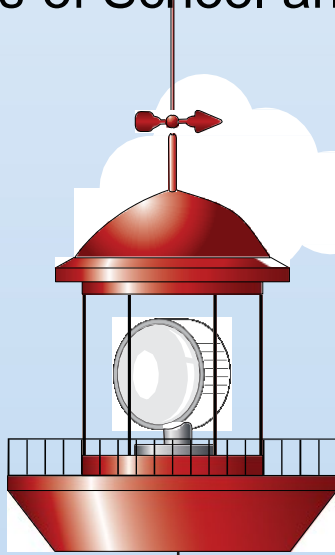
Here, it is pertinent to make reference to the school's longer term vision of developing a project that facilitates semi-independent living for students in conjunction with external agencies, thus circumventing the need for 24-hour residential placement. We will adopt a collaborative approach with partner organisations in the charitable and social housing sector to make this happen.



	Student 1	Student 2	Student 3
Registration Behavioural objectives	Responding to individual instructions from the teacher Large group	Raising hand to participate Large group	Utilising stress management techniques when a peer makes a mistake. Large group
Mathematics Mathematics objectives	Matching digital to analogue O'clock 1:1	Matching events to time periods of 1 minute, 10 minutes and 30 minutes. Small group	Mainstream year 7 class, independent Mainstream without support
Break Social objectives	Tolerating a peer playing with the same items Small group	Retelling an event to a peer Large group	Identifying the best group to join in with, and how. Mainstream with support
English Communication objectives	Requesting preferred items from a peer, using PECS book. 1:1	Spontaneously commenting on a novel event. Small group	Understanding non-literal use of language 1:1
Lunch	Widening repertoire of foods- 1 slice of apple. Mainstream with support	Using cutlery appropriately. 1:1	Selecting food to a budget. Mainstream with support
Science Science objectives	Receptively identify body parts. Small Group	Identify which body parts you can touch of your own, and in which locations/activities. Small Group	Mainstream Year 8 class Mainstream with support
ICT ICT objectives	Using a touch screen to select preferred programmes (only 1 preferred and 1	Start the computer and select programme.	Using the internet to research topics- what time favourite TV show is on.

	non preferred on desktop)	Large group	Small group
	1:1		

Success of School and Pupils



Trustees
Sign off/Approval

Governors
Governance

Head
Ownership & Responsibility

Leadership Team
Delegated Responsibility

SCHOOL PERFORMANCE

SIF
School Evaluation Form

SIP
School Improvement Plan

PDP
Personal Development Plan

STUDENT PERFORMANCE

Lesson Target Data

Daily Target Data

Weekly Target Data

Dynamic IEP

Teacher Lead Tutor
Tutor Tutor Tutor Tutor

Teacher Lead Tutor
Tutor Tutor Tutor Tutor

Teacher Lead Tutor
Tutor Tutor Tutor Tutor

Teacher Lead Tutor
Tutor Tutor Tutor Tutor

Teacher Lead Tutor
Tutor Tutor Tutor Tutor



YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5

Our ref: Cf/Hb

Date: 8th June 2011

Dear [REDACTED]

It was good to meet with you and your colleagues recently and to hear your outline proposals for establishing a free school in Leeds with the clear objective of providing highly specialised provision for advancing the learning and development of young people with diagnosed autism. I was much impressed by the commitment, drive and attention to detail, demonstrated by yourself and your colleagues. I am also very appreciative of the most complimentary views you expressed following your tour of our school which, in our drive to construct a 21st century learning experience for our own young people, can at first sight appear to challenge many preconceptions and established 'norms'.

I am aware that you have discussed your own well-defined proposals with relevant officers of our LEA and Leeds City Council Leader Member for Learning [REDACTED], and that you are particularly interested in establishing your proposed Lighthouse School in a building neighbouring our own school grounds. This building I know is now in private ownership, although it once was part of our own original school, and will require refurbishment in order to provide the quality of provision you require and of course, that your students and staff deserve.

We are fortunate at Pudsey Grangefield to have the highest quality of facilities for our own young people, staff and community. Whilst I'm confident your team will provide an appropriate and high quality experience from within your new facilities, it is clear that securing the full range of curriculum experience (in its widest sense), will need access to a broader school community and perhaps some of the resources and specialisms that we currently provide at Pudsey Grangefield. Equally I'm convinced that there are potentially reciprocal benefits for a secondary school from access to the highly specialist teaching staff you will be employing. I am therefore very interested in pursuing further ways in which our organisations could work together, through informal arrangements, to the mutual benefit of our respective clients and communities. Once your school is established as an approved provider, I would look forward to working up specific proposals for collaboration for consultation by, and discussion with, our respective Governing Bodies.

I wish you and your colleagues every success in securing the highest quality of learning experience for your young people.

Kind regards

[REDACTED]
[REDACTED]

Pudsey Grangefield School (Maths and Computing College)
A Trust School supported by the 21st Century Learning Partnership

cc [REDACTED]

Evidence of Demand

Open Meeting – November 2010

RESPONSES	Total
Parent with child(ren) with ASD	60
In Leeds area	53
From surrounding authorities	7
Local MPs	3
Local Authority staff	3
Autism Professionals	5
Speech and Language Therapists	3
Educational Psychologist	1
Other	1
Teaching/Education Professionals	20
Mainstream Teachers/TAs	5
Autism specific skills – ABA therapists including 3 special needs TAs	15 (3)
Other Professionals including:	25
Buildings	
Counselling	
Fundraising	
Finance	
Total responses	116

Following the meeting questionnaires went to those who registered interest and/or attended. Some comments below:

At last someone acknowledges the fact that autistic children can't cope at secondary level – their anxieties are so heightened by changing routines, moving classrooms, timetables and so many subjects that their behaviours increase and ability to learn diminishes. A unit can't cater for providing a quality education but a specially designed secondary school will. I think this will mean the difference for many between life-long care, getting a job and being happy which is after all what we all aspire to!

I am interested because a high school specifically for children on the autistic spectrum where XXXX would feel relaxed and benefit academically would be ideal. A lot of stress and anxiety that my child currently experiences would be alleviated and we would like access to ABA. Also to have staff who are experienced and trained in teaching children on the autistic spectrum would be of great benefit to my child.

I am interested in Lighthouse as it gives the opportunity to differentiate the curriculum as he is ahead in areas and massively behind on others.

There is no suitable school available for my son in this area.

There is nothing like this in Leeds or surrounding areas and as parents we feel that our choices are limited. Also what is on offer is not satisfactory.

This school would prove to be a real focus and resource for the autism community. There is an identified gap in provision in Leeds and many, many parents are desperate for something better for their children. There is a great need for an autism specific school.

This is a real positive approach to providing appropriate secondary education for autistic children.

Like-minded parents coming together to create something that is new and needed. There are no children diagnosed with ASD in my son's school – I would like him to meet and work with ASD peers as well as mainstream children.

Update Meetings – June 2011

We held two meetings (day and evening to maximise attendees) to bring parents up to speed with plans and progress and had an almost 100 per cent turnout with an equal number of interested professionals which shows how interest in the community has grown. We aimed to attract parents who had previously shown a specific interest in order that we could start to identify the first cohort of age appropriate children but still managed to reach lot of new families who hadn't attended previously. Overall there were 35 new interested parties with age appropriate children for starting 2012 ,2013, 2014 which is very encouraging in terms of demand and sustaining the intake.

Parents have given some really positive feedback after these meetings and some are now wanting to sign up as Friends of Lighthouse and/or join the Parents Forum which is being set up to facilitate further dialogue, answer more detailed questions and bring on board a wider view of parents' requirements.

Some comments:

The Lighthouse venture is a very exciting one. It promises to provide an unrivalled opportunity for secondary age children in and around Leeds with ASD to attend a school that will offer a unique mix of highly tailored support and education, coupled with flexible access to aspects of the mainstream secondary curriculum where appropriate. It is clear that there is a cohesive team driving the project forward who, between them, possess all the key knowledge and experience needed to ensure that Lighthouse is a great success.

It was very exciting to hear about the plans for Lighthouse and how far things have developed. I'm not sure that I agree with Free Schools but I am keeping an open mind and can see that this is a great opportunity to increase choice for families. I live outside of Leeds and am hoping that this may be replicable in my area.

The mix of teaching functional lifeskills and tailored curriculum sounds perfect for my son. I wish that there was something like this available at Primary level too.

Section 5: Evidence of Demand and Marketing

One of Lighthouse's aims is to provide a wider choice for families and that includes those hard to reach families with limited resources to access specialist input for their ASD child.

Current marketing of Lighthouse to prospective families and professionals has been structured, timely and informative and this has been reflected in the feedback from our open meetings. The feedback from the DfE at initial proposal stage was that our application showed the highest level of parental demand from all the applications received. Whilst this was extremely encouraging we are not being complacent and there has been a fine balancing act to ensure that parents remain on-side whilst the delay could potentially have knocked confidence. Our strategy has been to keep fairly low key whilst we are in planning phase but over the last few weeks we have again commenced marketing the school, targeting specific groups. We now have a regular newsletter and on June 8th and June 9th we ran two further parent and professional workshops. Our aims are to increasingly gain involvement from individuals and families through the newly formed Friends of Lighthouse and Autumn Parents' forums. We have also started to encourage people via email (and the new website about to go live) to contact our [REDACTED]. This enables parents to have a point of contact to ask confidential questions directly. It also enables us to track the FAQs and then address them to the whole community

We have communicated through many specialist groups including the National Autistic Society; AWARE (a well know local Autism charity); the Child Development Units; Community and Mental Health Services (CAMHS); local Autism Support Groups – ZIGZAG, ABC Group; and now have a database of around 130 supporters.

We are confident that there is a growing awareness in the community of our plans for Lighthouse School and we have received many offers of support from those wishing to contribute and from those who wish their children to attend.

Marketing activities to date...

We publicised a public meeting [held 4th November 2010] to inform parents and professionals of plans for Lighthouse School and gauge levels of interest. Invitations were sent via health professionals at the CDCs, National Autistic Society, several local support groups, schools, a national autism forum, and Autism Partnership's contacts.

We received expressions of interest from 116 people: 60 parents of children with ASD; 20 teaching/education professionals; 3 MPs; 3 senior local authority personnel; 5 autism professionals and 25 others.

Approximate figures showed that potential pupils range from age 5 to 8 (20), age 9 to 13 (35) and 13 plus (5).

The meeting, which included a presentation and Q&A was attended by 50 people, including a director of Education Leeds and an MP. The written and verbal feedback about the school was overwhelmingly positive.

We received many offers of help on the night too and scheduled an update meeting.

The message is certainly 'out there' in the community but we are working hard to reach ALL families as outlined earlier.

Questionnaires given out at that event and to those who could not attend included the following questions in addition to a request for basic information and contact details :

Does your child have a diagnosis?

Does your child have a Statement of Special Educational Need?

What is your child's current provision?

What secondary school provision is currently available to you?

What other therapies does your child access?

If your child were to attend Lighthouse what would be important to you?

Do you wish to receive regular updates/join friends of Lighthouse?

Evidence of Demand

Open Meeting – November 2010

RESPONSES	Total
Parent with child(ren) with ASD	60
In Leeds area	53
From surrounding authorities	7
Local MPs	3
Local Authority staff	3
Autism Professionals	5
Speech and Language Therapists	3
Educational Psychologist	1
Other	1
Teaching/Education Professionals	20
Mainstream Teachers/TAs	5
Autism specific skills – ABA therapists including 3 special needs TAs	15 (3)
Other Professionals including:	25
Buildings	
Counselling	
Fundraising	
Finance	
Total responses	116

Following the meeting questionnaires went to those who registered interest and/or attended. Some comments below:

At last someone acknowledges the fact that autistic children can't cope at secondary level – their anxieties are so heightened by changing routines, moving classrooms, timetables and so many subjects that their behaviours increase and ability to learn diminishes. A unit can't cater for providing a quality education but a specially designed secondary school will. I think this will mean the difference for many between life-long care, getting a job and being happy which is after all what we all aspire to!

I am interested because a high school specifically for children on the autistic spectrum where XXXX would feel relaxed and benefit academically would be ideal. A lot of stress and anxiety that my child currently experiences would be alleviated and we would like access to ABA. Also to have staff who are experienced and trained in teaching children on the autistic spectrum would be of great benefit to my child.

I am interested in Lighthouse as it gives the opportunity to differentiate the curriculum as he is ahead in areas and massively behind on others.

There is no suitable school available for my son in this area.

There is nothing like this in Leeds or surrounding areas and as parents we feel that our choices are limited. Also what is on offer is not satisfactory.

This school would prove to be a real focus and resource for the autism community. There is an identified gap in provision in Leeds and many, many parents are desperate for something better for their children. There is a great need for an autism specific school.

This is a real positive approach to providing appropriate secondary education for autistic children.

Like-minded parents coming together to create something that is new and needed. There are no children diagnosed with ASD in my son's school – I would like him to meet and work with ASD peers as well as mainstream children.

Update Meetings – June 2011

We held two meetings (day and evening to maximise attendees) to bring parents up to speed with plans and progress and had an almost 100 per cent turnout with an equal number of interested professionals which shows how interest in the community has grown. We aimed to attract parents who had previously shown a specific interest in order that we could start to identify the first cohort of age appropriate children but still managed to reach many new families who hadn't attended previously. Overall there were 35 new interested parties with age appropriate children for starting in 2012, 2013 and 2014 which is very encouraging in terms of demand and sustaining the intake.

Parents have given some really positive feedback after these meetings and some are now wanting to sign up as Friends of Lighthouse and/or join the Parents Forum which is being set up to facilitate further dialogue, answer more detailed questions and bring on board a wider view of parents' requirements.

Some comments:

The Lighthouse venture is a very exciting one. It promises to provide an unrivalled opportunity for secondary age children in and around Leeds with ASD to attend a school that will offer a unique mix of highly tailored support and education, coupled

with flexible access to aspects of the mainstream secondary curriculum where appropriate. It is clear that there is a cohesive team driving the project forward who, between them, possess all the key knowledge and experience needed to ensure that Lighthouse is a great success.

It was very exciting to hear about the plans for Lighthouse and how far things have developed. I am keeping an open mind and can see that this is a great opportunity to increase choice for families. I live outside of Leeds and am hoping that this may be replicable in my area.

The mix of teaching functional lifeskills and tailored curriculum sounds perfect for my son. I wish that there was something like this available at Primary level too.

In addition to the public meetings we have written two newsletters to keep families and professionals up to date on progress.

During w/c 6th June we ran two workshop sessions for parents and professionals to update them of progress and to walk through 'a day in the life at Lighthouse'. One was held during the day and the other in the evening to maximise attendees. These sessions were held in the conference facilities (allowing for 25 per sessions) at Pudsey Grangefield, the potential mainstream partner school next to our preferred site, and gave a real flavour of the quality of education that could be expected at Lighthouse. Interested parties were invited to join some of our subcommittees so that they can make a personal contribution to the project and feel personally connected.

We were delighted that two senior representatives, one from Leeds and another Local Authority were able to attend the sessions in addition to other professionals such as SENCOs, SALTs and teachers. We received some excellent questions and feedback which will inform planning in the months ahead.

Once approval has been given by the Secretary of State for Lighthouse we will then initiate a campaign to ensure our marketing reaches those hard to reach families that may not be on mailing lists or have regular email access. This will largely be done through health centres and presentations to health workers as well as leaflets and info packs going to schools in selected areas of the city.

During foundation year (Jan to Sept 2012) we aim to have 6 to 8 children and run a partial curriculum and Sept 2012 we will have a full year's intake of 10 children. We envisage no issues in attracting pupils to the school and as the age range of children from interested families is 4-13 the annual intake numbers will be sustainable.

To set context of need and demand in the area we estimate that 1,118 children within the city have an ASD. Of that number we estimate that 80% are diagnosed and 10% have a statement of educational need. Our full intake will represent only 5% of those affected by ASD across the city and with the profile that we have and our vision and aims around outcomes and enhanced lives the problem may be oversubscription. We will at any time work with the local authority if they wish to build this model into their own provision by training them and providing the blueprint processes and methodology.

Local Authority

We have had several meetings with Education Leeds and Leeds City Council over the past 10 months as detailed below:-

July 2010 – Meeting with [REDACTED], [REDACTED] and [REDACTED], [REDACTED]

Objectives: To inform them in person of plans for Lighthouse and a build relationship
Discussion and outcome: Very positive meeting congratulating our vision and determination. CE requested that we upped our potential intake from 25 to 50 which we did. He acknowledged that there were gaps in ASD provision particularly at Secondary level.

September 2010 – Meeting with [REDACTED] to give more detail to plans

November 2010 – Public Meeting attended by [REDACTED] and highly complimentary feedback following session

January 2011 – Meeting with [REDACTED] and [REDACTED] to discuss geographic location to ensure Lighthouse location is in an area of need. The North/North West area was identified as an area of greater need. We discussed three potential pieces of land/properties on existing sites, one of these in particular met our criteria but we would have only been allowed to view it at business planning stage. This site, with twice the space required and not near a secondary school, is being vacated due to its state of dilapidation. There has been a significant boom in birth rates in Leeds generally and the authority has undertaken in 2010 a significant build programme to increase primary places – this increase will obviously feed through to an increased pupil count in secondary schools in the medium term and therefore any land or unused space is to be retained to meet this need.

February 2011 – Meeting with [REDACTED], [REDACTED]

Discussion and outcome – to inform about Lighthouse plans, ASD and our teaching methodology and also status as potential Free School. A very positive meeting giving Lighthouse the opportunities to present plans and discuss key challenges.

March 2011 – Meeting with [REDACTED] and [REDACTED], [REDACTED]

Again, highly positive meeting, open to continued discussions, very positive feedback on our teaching methodology and keen to see us make a success and have an open relationship.

June 2011 – Meeting booked with [REDACTED], [REDACTED]

– Update and planning ahead

Ongoing Marketing

To ensure awareness continues across Leeds and ensure that our marketing informs all families who may benefit from the school, we are working hard to deliver our key messages in a planned, structured and timely fashion.

The communication team are undertaking the following within the next 2 months:-

- Creation of Register of Interest Info Pack including prospectus
- Creation of Lighthouse Roadshow –a set of presentations and a core team of individuals that can deliver the presentations and a programme of events that will be delivered to:-
 - Autism support groups
 - CDC's
 - Health Centres
 - Schools etc. – key importance to inform 'hard to reach' families
 - Web site – In progress – will include News Updates, About Autism, About ABA, Lighthouse Curriculum, FAQ's for parents, twitter and blog, diary of events, contacts, partner links, resources
 - Continued production of quarterly newsletter
 - Continued parent and professional workshops – June 8th and 9th and October TBD
 - Continuing to build database of
 - Prospective families
 - Autism Specialists
 - Health Professionals
 - Educational establishments
 -

As the authority does not offer any similar provision and there are no independent alternatives within a 2 hour drive we must drive our marketing in line with demand but also bear in mind capacity ensuring that we do not create over demand and dissatisfaction for families. If we are catering for 50 pupils and there are around 1,118 with ASD in the authority we have no issues with meeting demand which is backed up by our research and feedback from previous parental sessions.

Outreach Services to families unable to access Lighthouse

A number of our family and sibling services will be offered to the community as a whole and fund-raising through Lighthouse School Charity will fund a large proportion of these services.

They will include a series of parent workshops including the following:

Living with autism

Parent coping strategies

Stress Management and relaxation workshops

Helping to overcome sleep issues

Eating disorders or restricted eating

Phobias

Toileting issues

Behaviour management

Managing play dates

Sibling Services

Sibling day out – twice yearly
Sibling youth club – once per month
Sibling counselling service

Professional Outreach service

There are many one to one support workers in schools across the authority with little or no training in autism who are 'finding their way' with scant direction and guidance. Lighthouse will run a number of training workshops for professionals throughout the year and these will be open to Lighthouse staff as well as LEA TAs and other professionals. It is our aim to raise the quality of autism education for the region and in sharing our expertise we will be enhancing skills for many.

Autism professional workshops will be available monthly and a schedule of titles will be published early in 2012. Specific workshops can be arranged and made available to the local authority on a needs basis and an appropriate charge will be made. Public workshops will be voluntary contribution only for the first 12 months and this service will be reviewed quarterly to ensure it is meeting demand in terms of numbers and topics covered.

Friends of Lighthouse

Friends of Lighthouse will be highly proactive in fund raising for both Lighthouse and the greater community.

Charity status is applied for and pending – Lighthouse should receive confirmation by 29th June 2011. As the SEN Free School Initiative was paused for 12 months it has proved difficult to run planned events without the green light.

With charitable status due any day now we are pressing on with fund raising. This area is headed up by [REDACTED] and all Lighthouse members are involved.

We have ambitious plans that are supported by a large network of local companies and well connected individuals.

Planned Events:-

Friends of Lighthouse sign-up party

On 24 September 2011 120 people are attending a 'Friends of Lighthouse' party where they will be asked to commit to the Friends. Any donations will of course be welcomed but the idea is that they gain an understanding about the school, its plans and timeline, what it means to the community and agree to receive newsletters and join in from time to time with fund-raising and other activities.

10k and Family Run – Sunday 9 October 2011 – Eccup Reservoir, Leeds.

This is being supported by a local running club, a group of personal fitness trainers (to capture their client base) and it will be emailed out and publicised on our web

site, on Radio Leeds and Radio Aire as well as emailed to all the local and regional support groups.

Target number of runners:- 250

Entry Fee: £10 for 10k and £5 per family for family run

Sponsorship funds raised: £10k

Match funding sought from corporate supporters

Sponsorship of event:- Marshalls, medals, trophies, goodie bags

Total Income: £10,000

Made in Leeds Dinner

A ball is planned for the Launch of Lighthouse and the fund-raising at this event is centred around Famous People or Achievers who are originally from Leeds. VIPs will be invited to attend and will be asked to provide signed memorabilia or artefacts to be auctioned. Planning has already started although no publicity will go out until Lighthouse has been green lighted. Individuals on the contact list include:-

- The Singer, Corrine Bailey Rae – she has already agreed to sing a song at a fund-raiser and supply items for auction.
- Chris Moyles, the radio and TV presenter
- Nell McAndrew, the model and TV presenter
- Tracy Morris, Olympic Marathon Runner
- Leeds Rhinos
- Leeds United Football Club
- Mel B Spice Girls
- Gaynor Faye and Kay Mellor – mother and daughter actress and writer
- Kaiser Chiefs band
- Gaby Logan
- Marco Pierre White
- Jeremy Paxman

The Lighthouse Family band have just reformed and will be invited along to headline the music with Corrine (subject to diary availability)

We anticipate this function raising c £30k

Yorkshire CIO Group

In 2009 [REDACTED] founded a Yorkshire CIO group to support people in IT during the economic downturn and some of the initiatives have included internships, mentoring and a resource pool of skills. Members are IT Directors of Yorkshire's largest organisations including Skipton Building Society, Lloyds Banking Group, Yorkshire Building Society, A4E, Pace, Minster Insurance, Provident Financial Group, Arcadia. The group meets four times a year to network, exchange challenges and ideas and support each other. The group has committed to helping with fundraising and awareness and a cycle ride was postponed earlier in the year due to delays. As soon as charitable status has been confirmed involvement will be discussed at the next meeting in July.

Patrons

We currently have the support of a prominent and successful businessman in Leeds. A well connected individual with years of business experience, [REDACTED] has nine bars and restaurants in Leeds and Harrogate and a significant property portfolio and has agreed to be a founding Patron giving up his time, experience and possibly resources to help make Lighthouse a success.

Other potential Patrons will be approached once the school is green lighted.

Friends of Lighthouse Funds – benefits to the community

Lighthouse is committed to helping the whole ASD community in Leeds and therefore a percentage of fund-raising will be donated to a central pot to be utilised by other ASD groups across the region doing great work supporting families.

A Community Partnerships governor is being appointed and will have responsibility for creating a forum with local ASD/SEN charities which will determine how we can maximise our fund-raising opportunities together and also to agree disbursements and use of community funds. Most Lighthouse fund-raiser events will be open to other local charities for them to use our events for their own fund-raising thus maximising their fund-raising potential and reducing organisational overheads on events.

Lighthouse funds from charitable donations have been set at £25k per annum and incorporated in the budget. In line with the Government's Big Society initiative parents and the local community will be encouraged to actively get involved in the creation of the school and projects from time to time. Our first project will be to create and maintain a horticulture area or allotment within the school grounds.

Media Opportunities

Lighthouse is now on the radar of national broadcasters through True North, a local and nationally respected TV production company making high quality and well known TV documentaries for BBC, ITV and Channel 4 amongst others.

One of their researchers recently attended our parents' morning to get some background on the project. We have stated that if they want to go ahead we will only participate if we are green lighted and have agreement from the DfE and Free Schools team.

Grant Funding

We have recently applied for grant funding for Lighthouse for £5,000 from the funding network. Grants are available to a handful of organisations that are bringing about social change.

Section 6 - Organisational Capacity and Capability

The Lighthouse Team

Our team was originally formed by a group of passionate families with relevant and high levels of skills, experience and expertise to make Lighthouse a reality. Almost straight away that team examined their own skills and capability and determined what additional expertise was needed, this was then co-opted in from the outset through personal contact and research. We are proud to have had the support of individuals who are at the top of their profession.

The current team consists of 12 professionals with a high level of skill and relevant experience including education, autism services, business start-ups and management, finance, HR, legal, buildings, nursing and media with a shared vision and values for Lighthouse. The team has been working for 20 months as a strong, cohesive and fully contributing group to make this school a success. The dynamics of the group are supportive, collaborative, innovative and above all positive. As with most projects the journey to date has been a rollercoaster ride at times but one outstanding feature throughout has been the positive attitude from any external party. With the goal almost in sight we continue to work at a pace and do not underestimate what is required in the latter stages of planning. All are able to give the necessary commitment and availability through these final stages of planning, the successful opening of the school and beyond.

All those involved continue to give their time and experience on a voluntary basis due to the nature of this important SEN setting and its level of need in the community and are prepared to continue their involvement on an on-going basis either as a member or an associate member or governor

Trustees

In terms of the structure of the company, and memorandum and articles of association, professional advice was taken and a decision was made to have between 5 and 9 Trustees. With that in mind one trustee from each family was appointed creating 4 trustee places for other professionals, one of which is [REDACTED]. Other places will be taken up by our ABA autism expert in due course and an educational expert.

Current Trustees

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

When examining our own skills it was evident at the first meeting that we had a skills gap which included skills to run a school, skills to run a special school and skills around our specialist autism teaching. All those gaps were filled and we have been extremely fortunate to have the following individuals involved for the past 20 months:

[REDACTED]

[REDACTED]

[REDACTED]

In addition we also needed someone with an understanding of school setting, space requirements and additional requirements due to SEN, [REDACTED] was latterly brought on board with the team and shares his extensive knowledge:

[REDACTED]

Associate members include:-

[REDACTED]

[REDACTED]

[REDACTED]

Full CV's from all of the above are included in this section.

When examining the skills required to ensure full capability within the team and to be able to drive out a fully resourced project plan we looked at the following key areas:-

- Ability to create a successful start-up School
- Understanding of Education and running of schools
- Financial budgeting, controls and best value
- Special Education Need experience
- Specialist knowledge of Autism and ABA
- Infrastructure process and policy with a school setting
- Buildings and property skills
- Research
- Building partnerships
- Parent Liaison
- Communication

Ability to create a successful start-up – [REDACTED]

Understanding of Education and Running of Schools – Five individuals within the parent group have Chair of Governors and Governor and Trustee experience including [REDACTED] – 38 years between us! We have Chaired the main board and also chaired Finance, Buildings, Pupil Support, Curriculum and Learning, Staffing and Resourcing sub committees as well as the tasks that go with Chair of Goves including creating the selection process for appointing the new Head and heading up the recruitment panel, many legal/parent/pupil issues and heading up panels to investigate staff allegations. [REDACTED] brings his 24 years experience 17 of which were as Head Teacher and he also has worked with a number of children on ABA programmes within his primary school and has a solid underpinning knowledge of its key components in teaching.

Financial skills – within our members we have 2 key individuals, [REDACTED] [REDACTED] Our financial planning has been detailed, dynamic and has informed many of the choices we have made in setting up Lighthouse. Value for money to the tax payer is considered in all decisions. We also have access to and

been advised by an external consultant at [REDACTED] to ensure realistic budgets and have sought estimates for outsourcing areas such as HR and payroll to compare best value. [REDACTED] also has many years of setting, monitoring and managing school budgets and his experience will be invaluable.

SEN experience – All members have day to day experience of SEN. Within the team we have 110 years experience and fully understand the impact it has on families. Furthermore we are all highly trained and skilled in ABA and work within our own children's education programmes so our expertise gives us a thorough understanding of the processes and methods that need to be employed within the school to ensure success. In addition to our 110 years of SEN experience within the parent group, all members and associate members have SEN experience, from property and buildings for SEN settings to Chair of SEN independent school,

Autism Education with ABA – Applied Behavioural Analysis

Autism Partnership are the predominant provider in this area for ABA services and they have extensive skills and resources regarding the running of ABA in school settings. They understand crucially the ability to take one to one teaching into a classroom, group based learning environment and create a rich education, lifeskills and social skill based curriculum. They bring with them target setting, monitoring and measure of success methods that surpass any mainstream school data we have seen. We also have a growing team of TAs and ABA therapists requesting involvement with the school – we have notified them of the recruitment process which all will be required to follow but all are prepared to offer advice and input in planning stages.

Process, policy, infrastructure skills – These skills are in abundance within the team from a retired Head-Teacher, a current Head-Teacher, substantial governor experience of creating, updating and monitoring school policies etc.

Building and Property Skills

Again a very strong area with skills from within the parent group with [REDACTED] a fully qualified civil engineer and [REDACTED] engineer as well as a dedicated co-opted team member, [REDACTED] whose business transforms buildings for educational use and 'facilities manages' educational establishments. We have had the benefit of [REDACTED] experience on a number of properties that have been under consideration co-incidentally. [REDACTED] has been able to ensure that our property plans incorporate future use as well as present and he has worked with our ABA expert to ensure room sizes, chill-out zones, small study group areas and communal areas all meet the current and future requirements for Lighthouse. He has viewed properties to ensure that the buildings are sound and fit for purpose and advised on position, parking, play space, sq m per pupil for SEN etc.

Researcher – We are a highly resourceful group and one member has focussed their input almost entirely on research, [REDACTED] – leaving no stone unturned! We have visited and studied five other Autism schools including Treehouse, Westwood, Highfield, Heathermount in Ascot and the Island Project in Birmingham and researched many more. Whilst we have a clear vision and solid detailed plan it is vital to use best practice and benchmark all aspects against existing provision. The detailed research has informed many of our decisions.

Parent Liaison – a key role in ensuring that parents receive timely information, and are afforded a key individual to direct their questions re Lighthouse. [REDACTED] a nurse and midwife by training has the ability to listen to families concerns about their child, the pressures they are under and generally listen and support as well as providing all the relevant information parents require to make an informed decision about Lighthouse

Communication – Again another key role in ensuring that the community is behind the project, that we are on the radar of the health and educational professionals, that our parents are continually updated and that we present ourselves in a credible, approachable and professional manner with clear vision and values. We are lucky to have a professional journalist within the team who is able to ensure we achieve these objectives with newsletters, website in the offing and press releases in due course.

Principal of Lighthouse

The school requires strong leadership and experienced staff with a depth of understanding of autism. The Headteacher's role is crucial and our Interim Mentor/Headteacher, [REDACTED] will ensure that this role is clearly defined, advertised and that the selection process enables us to recruit the best individual. [REDACTED] has considerable experience in recruitment of all personnel and has defined and conducted a selection process to recruit a Headteacher in her capacity as School Governor. Throughout her years of setting up and running successful businesses she has recruited over 350 staff from finance, legal, trainers, sales and directors.

As we will be a 50 pupil school with SEN it is unlikely that we would attract or need an established Head Teacher. Our advertising will be written to attract someone with the relevant experience, background, personal aptitude with an interest in SEN.

We are currently working on a draft job description, people spec and advert. The key skills and experience are listed below.

The ideal candidate will have the following:-

- Minimum of 10 years in teaching
- Have been part of a Leadership Team for minimum of 2 years or assistant/deputy head
- Ability to provide strong leadership and create a team of excellence
- Have been heavily involved as SENCO for a school
- Have an interest in SEN

The following would be preferable:

- A background of working with autistic children
- Held responsibility for a key stage
- Been involved in performance management, target setting and monitoring
- Have been on a governing body

The Process

Agree Interview panel – this will be made up of:

- [REDACTED]
- [REDACTED]
- 3 Trustees

Agree on interview process – 2 day assessment which may incorporate some of the following:-

- Written exercise to determine quality of written ability
- Role play to see how they interact in team situation
- Managing a school emergency/disaster
- Holding a staff meeting
- Working with children (permission to go into a SILC for an hour)
- Presentation on their 'vision and 5 year plan to create excellence'

Depending on the key skills and experience required the above activities within the 2 day assessment may vary to ensure that each exercise enables the panel to clearly see how that person demonstrates their areas of strength and challenge.

- Adverts placed in October 2011
- Interviews in November 2011 – offer made November 2011
- Head starts at Lighthouse in Jan 2012

Lighthouse School Governing Body

A number of operational sub committees have been formed each with its own workstream and set of tasks that feed into the master project plan. These are effectively sub committees of the board. They are not decision-making except for specific delegated powers but will report back to the board meetings with recommendations for ratification.

All board members will be engaged in at least one sub-committee to remain involved in the detail of the school. Sub-committees will not necessarily be chaired by Trustees especially if specialist expertise is necessary.

Each committee has a specific description of its remit. The areas covered include:-

- Buildings – [REDACTED]
- Parent Liaison – [REDACTED]
- Finance – [REDACTED]
- Partnerships – [REDACTED]
- Communications – [REDACTED]
- Fund-raising – [REDACTED]
- School Infrastructure – [REDACTED]

Admissions, Curriculum, Outcomes – [REDACTED]

Committees are meeting as often as necessary, currently at least once a week but once the school is established and through start-up phase sub-committees will meet once per half term. All actions, outcomes and issues are reported to the whole team on email and brought to the weekly meeting.

We have advised the public that we are starting to look for Governors and that information will be on the new website in due course. A trustee meeting is scheduled for July to agree the number of Governors, Governor roles and timings for each appointment as well as defining the recruitment of Governor process, term and terms of reference. There will also be a detailed Governor induction programme.

The overall project plan has each workstream mapped to it. We are using a tool called Basecamp which acts as a virtual team project management tool and document repository. As specific pieces of work within the project plan arise in set-up phase these will be allocated to the appropriate team accordingly. Once we are fully operational the number of sub-committees will be reduced and streamlined and the Trustees will agree the on-going format taken from best practice in other SEN schools.

Committees are meeting as often as necessary, currently at least once a week but once the school is established and through start-up phase subs will meet once per half term. All actions, outcomes and issues are reported to the whole team on email and brought to the weekly full team meeting.

In many schools Governors are often passive – Lighthouse Governors will be recruited for their specific skill and a proactive and collaborative approach. They will be highly instrumental in the make-up of the school hence the importance of attracting the right individuals with key skills.

Our Sub-committees will change once the school is up and running but during set-up phase we will work in small groups as required.

Finance

A key operation of Lighthouse to ensure our budget expectations are met at all times. [REDACTED] who will spend 6 days per year setting budgets and monitoring. Operational finance will be overseen by [REDACTED]. We have spoken to external companies that specialise in outsourced financial management and are aware of the costs but feel that we have the capability and capacity to manage this area internally. During the recruitment of governors we will ensure that this key skill is brought in from a governance perspective with a minimum of one Governor with this key skill. The day to day finances will be undertaken by the school bursar and 12 hours per week have been budgeted for this task. We are currently looking into school budgeting models that could be purchased so that the whole framework is ready to be populated – further work is being done in this area.

Trustees will receive copies of the budgets and financial reports monthly and the finance sub committee will meet half termly.

During our first year sign-off levels for the head and bursar will be capped at a low level (TBD).

Supporters and Contributors

Throughout this 20 month journey our team has received tremendous help and support from many people some of which are listed below:-

██████████

██████████

██████████

██████████

██████████

Staff recruitment

In terms of recruiting high quality teachers and ABA staff, Lighthouse will have a wide selection of candidates. We have already been approached by 15 qualified and experienced professionals and are still receiving enquiries. All jobs will be advertised and a fair and safe recruitment process will take place to ensure we appoint the best candidates for the posts. We do not envisage any shortage of skilled applicants.

Staff career development

In terms of keeping employees motivated and striving for excellence we will have individual career plans in place with associated training and mentoring plans as appropriate. Historically ABA tutors tend to have a 2 to 3 year life in that career and move on to other disciplines within health, education and social care. The main reason for this is the majority of professionals are graduates, working freelance with no career prospects or team around them. Lighthouse aims to keep these skills in the education system by offering career potential to the tutors which is why we have had a high level of interest to date without any advertising.

ABA Autism Education Competence Framework

Lighthouse will comply and in time, hopefully contribute to this new framework for practitioners working with children and young people with autism. The project has been funded by Ambitious about Autism, the national charity for children and young people with autism. A project management group, led by Ambitious about Autism and including Bangor University and a parent member, worked with the support of, and in collaboration with, [key stakeholders from the ABA and autism communities across the UK](#).

It is a detailed framework of the knowledge and demonstrable behaviours (i.e., things that can be demonstrated to another person) that are important for anyone in UK education settings working with children and young people with autism using ABA.

- The Framework will provide a clear, professional development pathway for those wishing to pursue a career in ABA working with children with autism, compatible with the internationally recognised Behaviour Analyst Certification Board (BACB®) credentialing but will also, as a later development, map onto the UK Qualifications and Credit Framework.
- As a result of the Framework it is envisaged that:
 - More children and young people with autism will benefit from high-quality, evidence-based education delivered by competent professionals.
 - Practitioners will benefit from professional development and occupational standards.
 - Parents and organisations supporting the education of children and young people with autism will be able to employ practitioners with a greater degree of certainty about competence and quality.
 - Education providers and the academic community will have a greater understanding of the nature and use of ABA in educational practice for children with autism.
- The UK ABA Autism Education Framework is relevant to anyone who works with, provides services for, or is a recipient of services for children or young people

with autism using ABA. It is also useful for training providers who may wish to identify, and develop assessments of, competencies. The Framework may also be useful to inform the development of qualifications for those who work with children and young people with autism.

- Ambitious about Autism hosts and manages the UK ABA Autism Education Competencies Project, supported by Professor Richard Hastings, Professor of Psychology at Bangor University. ABA service providers across the UK are partners in the project, and an Advisory Group draws on the experience and expertise of parents of children with autism and other [stakeholders](#)
- For more information about the UK ABA Autism Education Competencies Project, contact [REDACTED] at [REDACTED] or on [REDACTED].

Bangor University - BCBA

The MSc in Applied Behaviour Analysis (ABA) is the first course of its kind in the UK. It has been developed to provide training that aims to establish therapeutic competence in the use of the principles of behaviour analysis. This is a 1 year full-time or part-time programme aimed at those wishing to specialise in applied behaviour analysis. The course is focused on developing advanced theoretical and practical knowledge of the principles of behaviour analysis and the application of the principles within both clinical and research settings.

Behaviour Analysis in the UK and Internationally

Applied Behaviour Analysis has been recognised as the treatment of choice for a broad range of clinical problems (e.g., early intervention for autism, responding to challenging behaviour, classroom management, effective instructional practices). This recognition has created a need for developing training courses that establish therapeutic competence in the basic principles of the science. There is now an international movement to create a register of behaviour analysts who have been able to develop key competencies. The Behaviour Analyst Certification Board (www.bacb.org), supported by the Association for Behaviour Analysis International (www.abainternational.org), have defined two levels of accreditation for postgraduate and masters candidates: Board Certified Associate Behaviour Analysts (BCABA) and the full Board Certified Behaviour Analysts (BCBA). For the full BCBA exam, the Behaviour Analysts Certification Board requires that students possess at least a Masters degree plus comprehensive coursework and supervision requirements (The Task List topics covered in the full BCBA exam can be viewed and downloaded from www.bacb.com). These are currently the only internationally recognised qualifications in behaviour analysis. Both in the UK and internationally employers are increasingly looking to recruit trained staff who have gained BCBA certification.

- The MSc in ABA at Bangor has been developed by Board Certified Behavior Analysts (BCBA) in collaboration with the Behavior Analysts Certification Board (BACB). It covers their entire Task List specifications and is recognised by the BACB as providing the content eligibility criteria necessary to sit the full BCBA exam.

ABA at Bangor

- Understanding human behaviour presents some of the greatest challenges and prospects for science in the years ahead. During the past few years the School of Psychology at Bangor has grown remarkably recruiting internationally recognised scientists from across the UK and around the globe. Currently they have 90 members of teaching and research staff, 45 support staff, and over 80 (full-time equivalent) research students. In the most recent UK-wide Research Assessment Exercise (RAE), they were among only six other psychology departments in the UK awarded both a top rating of 5*A (on a scale of 1-5*) and the highest "Excellent" rating in the Government's Teaching Quality Assessment.
- The School of Psychology at Bangor is ideally placed to deliver the MSC in ABA training programme. Since its inception, the Psychology department at Bangor has been recognised as a UK centre for the study of behaviour analysis; the School currently has the largest team of behaviour analysts in any University or centre in the UK, with four Board Certified Behaviour Analysts contributing to the MSc course. The research interests of the staff span both basic and applied issues including: staff training, investigating and understanding the application of behaviour analysis to education, developmental disabilities, challenging behaviour, ADHD, food preferences, health related behaviours, exercise, early imitation, and language development.
- In addition to a strong academic staff base, many of the behavioural staff hold joint positions in local Health Service. These clinical connections afford excellent opportunities for applied research, as well as adding considerable clinical and applied experience to our teaching and supervisory team. The newly established Bangor Centre for Developmental Disabilities, affiliated to the School and run on an ABA system, also adds to our potential to provide clinical experience and clinical projects for students.

General course information

- The programme operates on a full-time or part-time basis and runs on one day per week during term time (2004-05 academic year: Wednesday for Year 1 students, Monday for Year 2 students).
- The candidate's employer often provides partial or full funding; however, self-funding is also an option.
- The programme leads to one of three levels of qualification: a Postgraduate Certificate (Year 1), a Postgraduate Diploma (Year 2: non-research option), or a Master's degree (Year 2 or 3: research option). However, parts of the programme can be taken over a shorter period for CPD purposes.

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on [REDACTED]
Email: [REDACTED]