

Free Schools in 2013

Application form

Special Free Schools

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Written and Compiled by:



Radlett Lodge School

Completing your application

Application Checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools/non-maintained special schools: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools/non-maintained special schools: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to special.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		

9. A copy of **Section A** of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: [REDACTED] London [REDACTED], between 13 and 24 February 2012



Section A: Applicant details

Main contact for this application								
1	Name: [REDACTED]							
2	Address: [REDACTED] London [REDACTED]							
3	Email address: [REDACTED]							
4	Telephone number: [REDACTED]							
About your group								
5	<table border="0"> <tr> <td rowspan="6">Please state how you would describe your group:</td> <td><input type="checkbox"/> Parent/community group</td> </tr> <tr> <td><input type="checkbox"/> Teacher-led group</td> </tr> <tr> <td><input type="checkbox"/> Non-maintained special school</td> </tr> <tr> <td><input type="checkbox"/> Independent school</td> </tr> <tr> <td><input type="checkbox"/> Academy sponsor</td> </tr> <tr> <td><input checked="" type="checkbox"/> Other</td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group	<input type="checkbox"/> Teacher-led group	<input type="checkbox"/> Non-maintained special school	<input type="checkbox"/> Independent school	<input type="checkbox"/> Academy sponsor	<input checked="" type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group							
	<input type="checkbox"/> Teacher-led group							
	<input type="checkbox"/> Non-maintained special school							
	<input type="checkbox"/> Independent school							
	<input type="checkbox"/> Academy sponsor							
	<input checked="" type="checkbox"/> Other							
6	If Other, please provide more details:							
7	<table border="0"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td><input type="checkbox"/> Yes</td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/> No</td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes		<input checked="" type="checkbox"/> No			
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes							
	<input checked="" type="checkbox"/> No							
8	If yes, please provide more details:							
9	<table border="0"> <tr> <td>In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?</td> <td><input type="checkbox"/> Yes</td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/> No</td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	<input type="checkbox"/> Yes		<input checked="" type="checkbox"/> No			
In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	<input type="checkbox"/> Yes							
	<input checked="" type="checkbox"/> No							
10	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:							
Details of company limited by guarantee								
11	Company name: The NAS Thames Valley Free School							

12	Company address: <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> London <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>
13	Company registration number: 7954396
14	Does the company run any existing schools, including any Free Schools? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15	If Yes, please provide details:
Company members The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.	
16	Please confirm the total number of company members: 3
17	Please provide the name of each member below (add more rows if necessary):
	1. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	2. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	3. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	4. Name:
	5. Name:
	6. Name:

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the special Free School. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18	Where directors have already been appointed please provide the name of each and positions they will hold (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
19	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]

Related organisations

20	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the special Free School. <p>The National Autistic Society Charity No. CR269425 Companies House No. 1205298</p> <p>The National Autistic Society is sponsoring the establishment of the Free School and is expected to provide education services to the school.</p>	

22	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>None</p>
Existing Providers	
23	<p>Is your organisation an existing independent school wishing to become a special Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
24	<p>Is your organisation an existing non maintained special school wishing to become a special Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
25	<p>Is your organisation an existing independent school or a non-maintained special school wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
27	<p>If Yes to any of the above 4 questions, please provide your six digit unique reference number here:</p>
28	<p>If you are an existing independent school, non-maintained special school, state maintained school or an Academy, please provide the following information:</p> <ul style="list-style-type: none"> • the age range; • the current number of pupils on roll; • the current school capacity; and • the SEN currently catered for.
29	<p>If you are an existing independent school, non-maintained special school, state maintained school or an Academy please provide the date of your most recent inspection report and a link to the report on the Ofsted or other Inspectorate website:</p>
30	<p>If you are an existing independent school, non-maintained special school, state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p>

31	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>The National Autistic Society (NAS) is sponsoring this Free School. The NAS' company registration number is 1205298.</p> <p>The NAS was established 50 years ago by a group of parents who were unwilling to accept that their autistic children were deemed “ineducable” by the State. They went on to set up the world’s first autism specific school and today the NAS owns and runs six schools across the UK: five in England and one in Scotland. These provide a mix of day and residential education to children and young people with an autistic spectrum disorder.</p> <p>Ofsted has assessed four of the schools in England as ‘Outstanding’ with the fifth rated ‘Good’.</p> <p>The philosophy we follow in all our schools is to enable students to overcome their barriers to learning, develop social skills and coping strategies and learn to manage their own behaviour. Most importantly through carefully planned educational pathways we aim to prepare pupils to achieve and make a positive inclusive contribution to their community.</p> <p>As well as delivering the educational curriculum, the schools provide respite services and short breaks for local families, together with educational outreach to other schools.</p> <p>Moving on from school, the NAS operates a transitions support service and provides student support for those going on to further or higher education.</p> <p>In addition to education, the NAS provides a wide range of services to adults and families, including adult residential care and supported living, help and information, advocacy, befriending, training and family support. A campaigning organisation working to improve the lives of everyone affected by autism, the NAS has some 19,000 members and more than 100 branches.</p>
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Please tick to confirm that you have included all the items in the check list.



Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a special Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

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

Print name:

Date:

NB This declaration only needs to be signed in the two hardcopy versions of your application. Please use black ink.

Section B: Outline of the school

1	Proposed school name:	The NAS Thames Valley Free School
2	Proposed academic year of opening:	2013
3	Proposed age range of the school:	<input type="checkbox"/> Pre-School <input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input checked="" type="checkbox"/> Other If other, please specify: 5 - 16
4	The types/designations of SEN the school will predominantly cater for (please tick all that are appropriate):	NB: An outline of SEN designations can be found at Annex B of the special 'How to Apply' guidance. <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 below)
5	Proposed maximum capacity as a special Free School:	50
6	Date proposed school will reach expected capacity in all year groups:	2016
7	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed

8	<p>Do you intend your proposed school to have a faith ethos?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Please refer to the glossary of terms in the ‘How to Apply’ guidance for more information about religious character/designation/ethos.</p>	
9	<p>If Yes, please provide details here (please be as specific as possible):</p>	
10	<p>Will your school provide residential provision (ie where a statement specifies residential provision is required to meet the child’s SEN)?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	
11	<p>If Yes, please provide details here:</p>	
12	<p>Post code of the preferred site of the proposed school:</p>	<p>██████████</p>
13	<p>Local authority area in which the proposed school would be situated:</p>	<p>Reading Borough Council</p>
14	<p>If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:</p>	<p>West Berkshire Wokingham Royal Borough of Windsor and Maidenhead Bracknell</p>
15	<p>This application form is designed to be used for special applications (as defined at Annex A of the ‘How to Apply’ guidance). If the school you are proposing does not really fit the definition of special but does not fit the definitions of mainstream, 16-19 or alternative provision either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application, please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Educational vision

Rationale

We are intending to set up a special free school for pupils with Autism between the ages of 5 and 16. The school will specifically cater for pupils whose needs are not currently being met by the spectrum of provision on offer. It will comprise of 2 provisions:

- **Standard provision:** for 44 pupils who have average or high cognitive ability
- **Enhanced Provision:** for 6 pupils, designed specifically to support the local authority in meeting the needs of a small number of pupils who have the highest levels of complex needs.

The standard provision will specifically address the needs of those pupils who find it difficult to maintain a mainstream placement and for whom placement in a special school for those with learning difficulties may not be appropriate. These are young people who should be able to access mainstream qualifications but who are at risk of under achievement.

The enhanced provision will include pupils of any cognitive level, who have extremely challenging behaviour and complex needs. For this group of pupils it is a challenge to access an appropriate education without having to opt for a school providing 52 week student accommodation, frequently at a location far away from the family home and always expensive. In the establishment of this enhanced provision we seek to build on the experience of the NAS to create a unit, which can cater for the education and wellbeing needs of these most complex of pupils. This enhanced provision will have a main work area and individual spaces which will facilitate individuals being able to follow a curriculum and timetable that meets their individual needs and allows them to access education.

In order to maintain successful placements for the pupils within the enhanced provision, the school will work closely with parents and will link in with local respite provisions and other social care providers to provide a fully holistic approach. This will be an exciting new model, providing inclusive educational day placements for the highest need pupils. It will seek to provide an alternative solution to the residential placement which, whilst appropriate for some students is costly and does not always meet parental or pupil choice. In this way the school will provide greater value for money. The provision planned for these pupils will be bespoke in every way to address their individual needs.

Both groups of pupils may also have other associated difficulties including mental health issues and co-existing conditions, such as epilepsy or tourettes.

This proposal is a direct result of the liaison between the National Autistic Society (NAS) and Reading Borough Council (RBC), who expressed a concern about the numbers of pupils who fall into these categories and whose needs are currently not being met. We have the full support of RBC and will work in consultation with the local authorities and schools across the region in order to truly respond to local need.

The NAS was established 50 years ago by a group of parents who were unwilling to

accept that their autistic children were deemed “ineducable” by the State. The NAS now has 6 schools of which Ofsted has rated four of the five schools in England as ‘Outstanding’ with the fifth rated ‘Good’. Fifty years after the NAS was formed, through our schools, helplines and branches we still hear from parents and local authorities that many pupils with Autism are either out of school or in inappropriate placements. Recent discussions with RBC and surrounding authorities has underlined this is definitely the case. For example, there were 40 exclusions between September 2009 and July 2011 for Reading pupils with autism. The data shows that the number of pupils with ASD who are being excluded is increasing over time. The number of pupils excluded from mainstream secondary schools is 50% of the total of ASD exclusions from all schools over the period 2007 to 2012.

Exclusions for pupils with ASD 2007-2012

ASD	SP SCH	MSEC	MPRIM	TOTAL
2007-08		6	1	7
2008-09		13	1	14
2009-10	1	9	1	11
2010-11	7	2	21	30
2011-12		2		2
Total	8	32	24	64

(Source: Reading BC (School Census))

Questionnaires and focus groups as discussed in section E have further proved that there is indeed an urgent need for a new ASD provision, and that the majority of pupils whose needs are not currently being met are of average or high cognitive ability.

The financial rationale for offering a Free School for pupils with Asperger’s and high functioning autism is underlined by the differential between the cost of a placement within the NAS Reading free school, and that of current placements in NMISS. While there will always be a need to external residential places for children with autism and the most complex needs, some pupils will undoubtedly benefit from an autism specific provision for high functioning pupils with autism in the Free school in Reading.

This will allow Reading Borough Council to save funds which could be distributed elsewhere. For example, the fees for a pupil who currently attends a similar provision in another county are £131k per annum. By redistributing these funds to a local Free School, costing circa £30k per annum, the LA will save £100k per annum, which when multiplied by an average of five years placement, would mean a saving of £500k. In addition, this would enable children and young people with high functioning autism to attend school in their local area, with their family and friends, and within their own community.

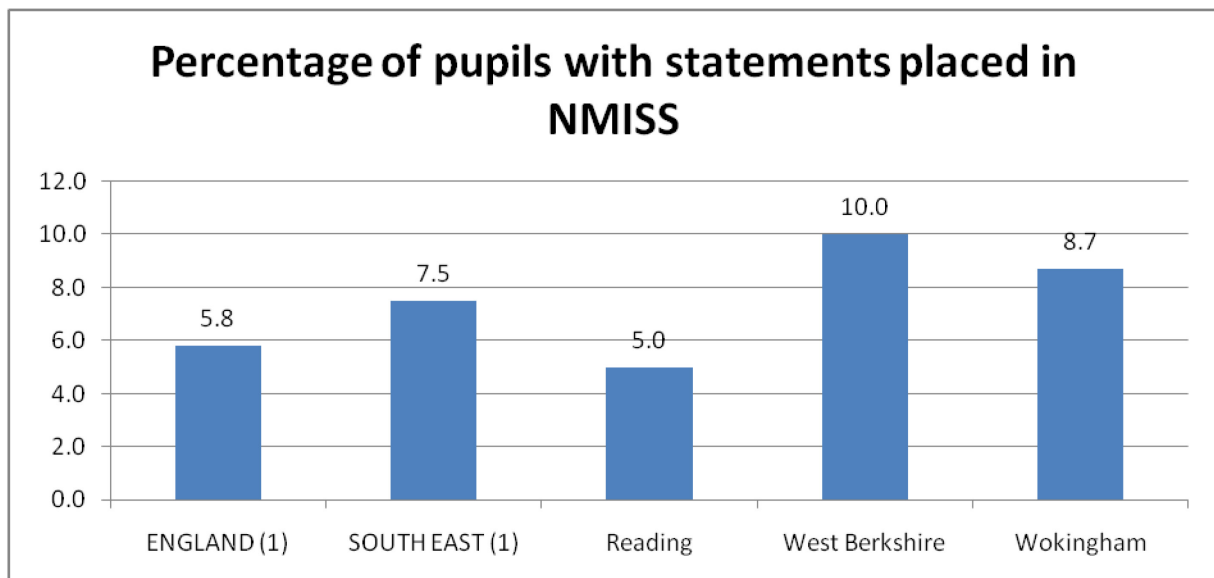
The transfer of pupils from mainstream school, to enhanced provision within resource bases, and from there to the non-maintained and independent sector is difficult to map according to national and local data. However, adding a NAS Free School to the continuum of provision within Reading and for the use of Wokingham and West Berkshire

LAs, extends the opportunities for children and young people with ASD to access local, ASD specialist education, which is finely tuned to their particular needs. Currently local mainstream schools as well as NMISS exclude pupils with ASD. The local Free School would support the inclusion of children and young pupils in supporting those at risk of exclusion, as well as providing support for those schools and settings which might otherwise require a different placement for the child or young person with ASD.

The opportunities for this provision to provide part of a hub of expertise to local schools and provisions will build capacity within mainstream schools to manage a wider range of ASD needs than is currently the case.

In addition, the ‘turnaround’ focus of the work completed by the Free School, will enable the other local schools to work closely in partnership across all phases to ensure pupils have the breadth of experience of education across settings according to their particular needs at any given time.

ASD in mainstream classrooms.
National Context of Pupils placed in NMISS



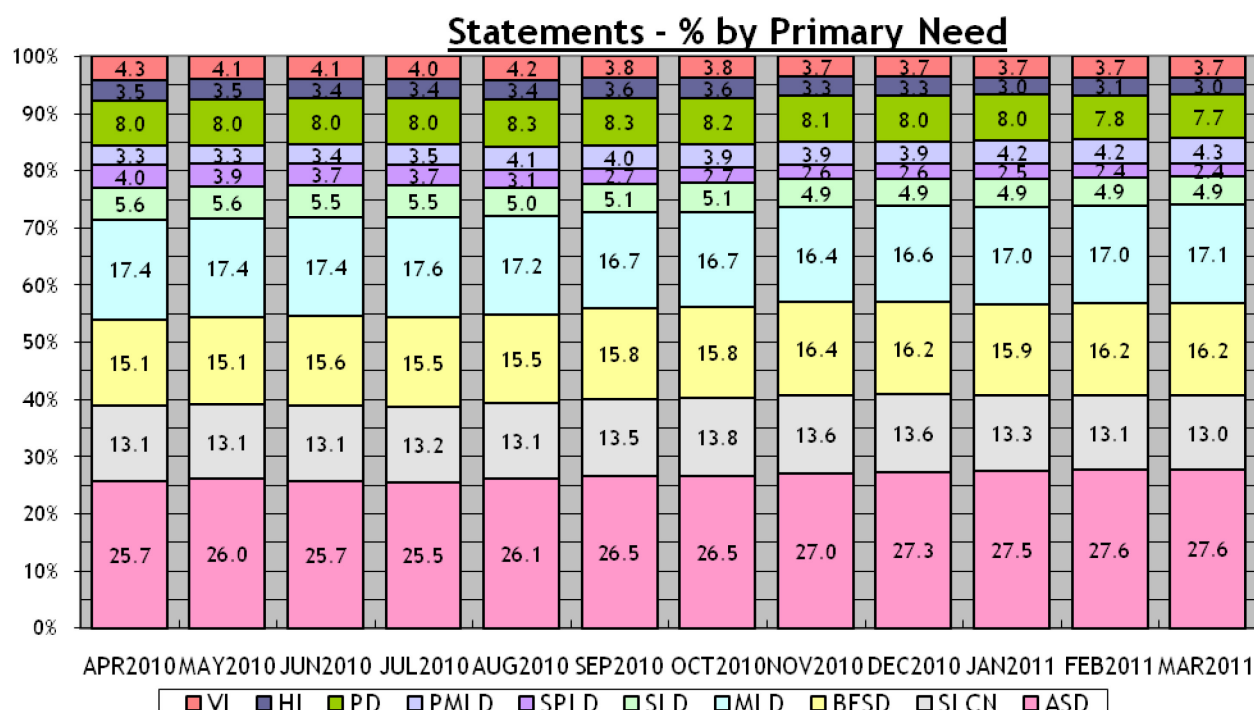
Source: SFR14-2011LA

The comparatively higher levels of pupils placed in NMISS for West Berkshire, and for Wokingham, when compared with national figures, and those for the South East, suggests that meeting pupils’ SEN needs more locally through the provision of a NAS Free School in Reading would support children and young people to have the additional advantages of remaining in their communities, while having access to an outstanding ASD specific provision.

Placement of Reading and Wokingham pupils with ASD in Non-Maintained or Independent Special Schools

	Total statements in NMISS	Total ASD in NMISS	% ASD in NMISS	Budget for NMISS	Budget for ASD in NMISS	% NMISS budget for ASD	Average cost per ASD placement
Reading Dec 2011	48	17	35%	£2.9m	£1.3m	46%	£78k
Wokingham Dec 2011	74	31	42%	£4.3m	£2.1m	49%	£67k

The distribution of Reading statements by primary needs for 2010-2011 is as follows:



There has been a clear upward trend in the percentage of pupils with a statement for ASD as a proportion of all needs in Reading over the 12 months to March 2011. The increase by 1.9% is the largest in all areas of SEN. This clearly illustrates the growing demand on places for pupils with ASD as a primary need in Reading, and the pressure there will be in existing provision to meet those additional places via resource bases, specialist special school provision, and support for those with ASD in mainstream classrooms.

The NAS has proven ability of working with those ASD students most disaffected by school and enabling them to access a meaningful education.

Our Robert Ogden School in Yorkshire has established an inclusion unit which between 2005 and 2011 successfully returned 28 pupils to education. (10 of which had been permanently excluded and 5 of which had been out of school for between 1 and 2 years).

Research findings and the design of the inclusion unit at Robert Ogden School will inform the development of our enhanced provision.

We intend for our Free School to be situated within Reading Local Authority but to be easily accessible and also to serve the neighbouring boroughs of West Berkshire, Windsor and Maidenhead and Wokingham. The proposed school will complement the existing specialist schools by enhancing the continuum of provision and provide places for these two specific groups. We intend to work closely with parents, neighbouring special and mainstream schools, FE colleges and Local authorities in the region.

The school will have a 'revolving door' policy. This means that the school will work with the local authority to identify the right type and duration of placement so that pupils may enter and leave the school at any point in their career. The school will have a flexible menu of packages, for example:

- Full time placement for years 5 and 6 with inclusion programme in local school during year 6 to prepare for returning to mainstream at secondary age.
- Part time placement of Key stage 4 student, attending mainstream with staff from our school for GCSE lessons, but based at our school for pastoral support.
- Two terms placement of key stage 1 pupil, followed by supported transition to local primary school.

These flexible placements will be outcome focused and designed to enable pupils to:

- 'Catch up' on learning, especially in core subjects in preparation to learn alongside mainstream peers.
- Develop positive behaviour patterns, including developing techniques for self-management.
- Acquire relevant social skills to cope in a group setting.
- Develop self-esteem.
- Assimilate appropriate learning behaviours.
- Access mainstream environments in a structured and secure way
- Access an inclusive education.

Bespoke educational packages will be designed around pupils, addressing their identified areas of challenge. Structured, carefully planned support back to their original placements will be part of the planned outcomes for those children.

The focus will be on collaborative working so that the non-specialist schools in the region benefit from the NAS Free School expertise, while the NAS Free School benefits from the expertise of non-specialist and mainstream schools. Continuous liaison and joined up working will facilitate better identification of those most at risk, enabling earlier intervention to help prevent placement breakdown. The NAS specialist free school will enable the provision of a more flexible range of support models, increasing opportunities to move people on to other local provision with the continuing support of free school staff, as required. As well as being a school for children and young people with autism, the school will be a centre of excellence and a resource for our partnership schools, working with them to support young people with autism to maintain placements in their schools.

At the time of admission a local maintained school will be identified as a partner provision. The choice of this partner school will be lead by the pupil being admitted but the young persons family, as well as the Local Authority and the head teacher of the identified provision will be consulted .We will set up an agreement of understanding with the partner school with regard to the amount of and the nature of the contact that will take place . This will enable all pupils, even those who will stay in our schools for the duration of their education will still have a link to a local school (special or mainstream).

Teaching and Learning approaches will be in line with those of the National Autistic Society. Rather than adopting one Autism specific teaching method the school will have an eclectic approach that combines the best elements of the best methods and practices. All approaches will be ethical and proven to be effective through research and experience. They will be all delivered under the National Autistic Societies SPELL framework of principles for good practice in Autism. SPELL is an acronym that stands for:

- Structure
- Positive
- Empathy
- Low arousal
- Links

Training and information on SPELL describe how within each of these elements best practice can support the education, care and wellbeing needs of people with Autism through each stage of their life. Examples of Autism specific teaching methods that will be used are described in section D3. (More information can be found on SPELL and other Autism Specific teaching methods on the National Autistic Society website)

The NAS Free School will become a member of the NAS education group of 6 residential special schools across the UK and as such, through collaborative working it will benefit from the organisation's experience and infrastructure.

Educational vision

The NAS has an organisational vision where people with Autism get to live the life they choose. The key influence on this is having access to the right education.

The school will be the realisation of this vision: enabling pupils who are currently not accessing effective or suitable education to access the highest quality specialist provision. It is our vision to increase choice, opportunity and achievement.

We will help students develop a core foundation of knowledge and skills relevant to the future that will lead to increased inclusion in society and prepare them for further study, university and employment. We seek to excite our students about school and learning through the delivery of a flexible and challenging curriculum, which is supported by a wide range of extra curricular opportunities. We will give them the prerequisite "learning to learn" skills and help them to understand their own difficulties and develop "tool kits" to help them through stages in life, particularly at transition points. We will deliver truly personalised learning that capitalises on individual strengths and removes barriers to learning, enabling our students to achieve their potential and beyond! We will build on the experience of six NAS schools to devise and deliver the highest quality Autism specific

curriculum possible.

We will:

- Have a distinctive ethos and philosophy: from the moment a person enters the building they will know this is a school where pupils are respected, achieve beyond what is expected, are empowered to make positive choices about their own lives and have rich and varied experiences.
- Build on pupils strengths and capitalise on interests, giving them a reason to learn and instilling a belief in the importance of what they can achieve, not what they can't!
- Support pupils to achieve GCSE's and other recognised qualifications.
- Build on the extensive knowledge and experience of the National Autistic Society to be creative, pioneering and innovative in its approach to meeting the needs of these specific groups of pupils.
- Be regarded as a regional resource; a school where it is common practice to share practice with local schools, the community and beyond.
- Be based on an overriding understanding between staff and pupils that expectations are high.
- Recruit staff on the basis that they have an uncompromising commitment to demonstrating outstanding teaching and learning which embraces best practice in Autism and education.
- Establish a curriculum that enables pupils to overcome their barriers to learning, develop social skills and coping strategies and learn to manage their own behaviour.
- Place an emphasis on social skills and citizenship work, supporting pupils to achieve and make a positive inclusive contribution to their community.
- Provide bespoke education through carefully planned educational pathways, which are focussed on long-term outcomes and seek to improve the current and future lives of the students, their families and members of the local community.
- Be innovative in its 'revolving door policy', truly addressing the issue of personalisation and offering a menu of flexible packages that provide the education needed for the time that it is needed.
- Be pioneering in its Autism specific ICT provision.

Aspirations for pupil and whole school achievement

The school has set the following core targets:

- 75% of pupils who achieve level 4 at key stage 2 in core subjects to achieve level C at GCSE's
- 75% of pupils who achieve level 4 in ICT at key stage 2 to achieve level C at GCSE's
- 75% of pupils to achieve at least one foundation subject GCSE in an area most aligned with their strengths or special interests.
- 100% of pupils who are not entered for GCSE's to obtain an ASDAN qualification
- Pupils working at below level 2 at key stage one or below level 4 at key stage 2 to progress 2 levels per key stage.
- For 80% of pupils to achieve their Individual Education Plan target (rising to 85% after 2 years when the school has had opportunity to ensure realistic yet challenging targets are being set and there is an effective system in place for identification and moderation of targets)
- For 90% of students to attend a mainstream college or take on meaningful employment after completing year 11.
- For 90% of pupils that return to mainstream schooling to maintain successful placements
- Pupil attendance to be above 90% and for those where school refusal and non-attendance has been an issue their attendance to improve year on year.
- Reduction in incidents of challenging behaviour.
- For the majority of pupils to learn strategies for managing their own behaviour so as to engage with learning, make a meaningful contribution to their community and live with dignity and independence.
- For no pupils to be excluded.
- For pupils to acquire the technological skills that prepare them for 21st Century life enabling them to be safe, confident users of ICT.

Further targets are detailed in section D4. Those targets listed above are identified as the core aspirations for pupils.

These targets are appropriate for pupils as they are based on an evaluation of expected intake and general knowledge of the needs of pupils with Autism who are of average or high cognitive ability. They are based on knowledge of what parents and pupils within NAS schools and from the focus groups say they want to achieve and are informed by achievement of this group of pupils within NAS schools over recent years. These targets

are ambitious and are pitched to challenge pupils and staff. They go beyond previous NAS data to aim even higher with the belief that such specialist provision will ensure pupils achieve beyond what would be possible in other settings.

Pupil targets specific to enhanced provision

- Be included in learning experiences accessing a full weekly timetable designed to meet their needs.
- Progress at least one P level per key stage
- Show progression on from baseline on standardised assessments for social, emotional and communication skills.
- Acquire a range of interests and engage in leisure activities
- Access the local community at least once a week.
- Develop relationships with staff
- Show a reduction in incidents of extreme challenging behaviour (defined as requiring 2 or more staff to manage) and elimination or reduction in the need for restrictive physical intervention.

Section D: Educational plan – part 1

In the table below, please provide the proposed numbers in each year group at point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school or non-maintained special school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Pre-School	0	0	0	0	0	0	2	2
Year 1	0	0	0	1	2	2	2	2
Year 2	0	1	1	1	3	3	2	2
Year 3	0	1	2	2	3	3	3	3
Year 4	0	1	2	3	3	3	3	3
Year 5	0	1	2	4	4	4	4	4
Year 6	0	2	3	5	5	5	5	5
Year 7	0	2	5	5	6	6	6	6
Year 8	0	3	4	5	6	6	5	5
Year 9	0	2	4	6	6	6	5	5
Year 10	0	0	2	4	6	6	6	6
Year 11	0	0	0	2	6	6	6	6
Year 12	0	0	0	0	0	0	0	0
Year 13	0	0	0	0	0	0	0	0
Total	0	13 (25% of capacity)	25 (50% of capacity)	38 (75% of capacity)	50 (100% of capacity)	50 (100% of capacity)	50 (100% of capacity)	50 (100% of capacity)

Number of pupils by type of provision

	YR1	YR2	YR3	YR4 (capacity)	YR5 (capacity)
Enhanced Provision	2	3	5	6	6
Standard Provision	11	22	33	44	44
Total	13	25	38	50	50

Assumptions made about pupil intake:

- Admissions data for the six National Autistic Society (NAS) schools (available on request) has shown increased demand for specialist places between year 5 and year 9. The data clearly identifies that Year 7 pupils are consistently the highest pupil admission group for the six schools. This data has informed estimations of projected pupil intake for the Thames Valley Free School. However, it is noted also that NAS experience of managing admissions has shown that pupils cannot be taken only from these year groups, otherwise the school would not be balanced across the key stages or develop proportionately.
- It is planned that whilst the school is growing to capacity it will be less likely to admit year 10 and 11 pupils as it is expected their placement will already have been determined.
- Whilst year 10 and 11 pupils won't be excluded from the admissions policy, these individuals will be less likely to benefit from the "revolving door" philosophy of the school as they will not have had the opportunity for foundation work to prepare for this.
- Admissions data for the six existing NAS schools demonstrates low demand for specialist places for Reception and Year 1 children and this trend is expected to continue. However, as the reputation of the [REDACTED] grows and schools and local authorities see key performance criteria being met, it is expected that they will increasingly be willing to send children to the school at a younger age. The approach of early intervention, along with the "revolving door" policy, will be seen as extremely desirable practice in terms of the placement of children with Autism. Therefore, we haven't made assumptions that we will have the younger age groups initially but will be working with local authorities to promote this as the school develops.
- The schools' "revolving door policy" means that pupil numbers for each year group may fluctuate. For the purposes of planning out the numbers and curriculum it is assumed that if one pupil was to leave for a less specialist placement they would be replaced by a pupil in that key stage. This assumption is reflected in the grid above.
- The enhanced provision will be for a small number of pupils (limited to 6 when at full capacity) and will cater for the pupils with the highest levels of need, for whom inclusion in appropriate educational placements is otherwise impossible.
- 5 pupils with ASD from the [REDACTED] have had periods of exclusion since 2008 and 1 pupil was permanently excluded in 2011. In discussion with the school, it was agreed that this pupil could have been transferred to the proposed Free school Enhanced provision if it had been in existence.
- The incidence of pupils with a statement for ASD or at SA+ in state funded primary schools across Reading, West Berkshire, Windsor & Maidenhead and Wokingham, exceeds the England average in all these local authorities. Only Reading has a lower incidence of pupils with ASD who are statemented or at SA+ in secondary schools than the national average; this may be because 13 pupils with ASD at secondary age are in Non Maintained or Independent Special Schools (NMISS). If one pupil per authority

were able to attend the NAS Free School instead of a NMISS placement costing £131k, this would save each authority in the region of £500k over 5 years, which could then be redistributed elsewhere.

- Based on some analysis of current early years data, we have projected future numbers for attending the Free School to include approximately eight potential pupils with ASD and complex needs who are currently aged 3 or under from Wokingham, and pupils currently under 6 (29) with a diagnosis of ASD in Reading.

Identification of pupils with ASD in Early Years as a predictor of future placements required

A Reading

- Currently there are 29 Reading children under the age of six with a diagnosis of ASD. These are distributed as follows:

AGE	2	3	4	5	6
No. of pupils	5	6	13	4	1

Age at time of diagnosis:

AGE	1	2	3	4	5	6
No. of pupils	2	10	10	7		

Comments

- There is no clear pathway which would enable Reading LA to project numbers of pupils with ASD who would require mainstream or enhanced provision. However, there are clear diagnostic procedures in place which allow for early diagnosis. Ten children at each of ages 2 and 3 have a diagnosis. Further information would allow for establishing which children would be suited for entry to mainstream or to enhanced provision.

B Wokingham

- The Early Years specialist teachers in Wokingham have 8 children with ASD on their caseload. These are mainly children under the age of 3. This is the group most likely to go on to receive specialist provision in later years as they have been identified as Wokingham's most complex cases.
- Three other children may go on to have a diagnosis of ASD.

Conclusions

- Wokingham have already identified eight pupils with a diagnosis of ASD and complex needs, which might mean transfer to specialist provision at a later date.
- Reading have 29 children between the ages of 2 and 6 with a diagnosis of ASD.

- It seems likely that a percentage of those pupils will require more specialist support and/or provision in future years, given that 5.3% of statemented pupils in Reading (March 2011) are educated in NMISS.
- The current 29 pupils aged 2-6 with ASD constitute 13% of the totals of ASD pupils in Reading. Therefore of the 29 pupils aged 2-6, it is likely that 2 will be placed in specialist provision.
- 35% of Reading's NMISS are pupils with ASD; in Wokingham, this figure is 42%.
- The total number of pupils with statements of ASD in March 2011 was 224 (total number of statements = 813; this is then divided by the percentage of pupils with statements of ASD : $27.6\% = 224$).
- The total number of pupils currently aged 2-6 in Reading with a statement for ASD may yield 2 places in highly specialist provision in the future.
- Wokingham has already identified 8 with ASD and complex needs.

Section D: Education plan – part 2

Please refer to page 15-17 of the 'How to Apply' guidance for what else should be included in this section.

D1: Set out a viable curriculum plan with appropriate focus on core areas of learning.

The Curriculum

Statement of Principles

In accordance with our vision, the objective of the curriculum and education plan will be to prepare pupils to have the life they choose. We will help students develop a core foundation of knowledge and skills relevant to the future that will lead to increased inclusion in society and prepare them for further study, university and employment. We seek to excite our students about school and learning through the delivery of a flexible and challenging curriculum, which is supported by a wide range of extra curricular opportunities. We will give them the pre requisite "learning to learn" skills and help them to understand their own difficulties and develop "tool kits" to help them through stages in life, particularly at transition points. We will deliver truly personalised learning that capitalises on individual strengths and removes barriers to learning, enabling our students to achieve their potential and beyond! We will build on the experience of 6 NAS schools to devise and deliver the highest quality Autism specific curriculum possible.

Curriculum aims:

- To provide a "curriculum for life" that prepares individuals for each stage ahead
- To encapsulate best practice in curriculum delivery and Autism methodology
- To include Autism specific curricula for specific areas that are particularly difficult for our pupils (e.g. Preparing for transition, Social communication curriculum, Understanding their own diagnosis)
- To deliver Autism specific education in all other areas of the curriculum
- To focus on depth in the core subjects and ICT.
- To prepare pupils for life in a technologically advanced 21st century, enabling them to be safe, confident users of ICT.
- To work in partnership with local schools and colleges to support pupils in accessing vocational, academic and personalised pathways.
- To provide sufficient flexibility within the curriculum to be compatible with individual student pathways, which may include part time learning in other

schools or preparation for transition.

- To provide pupils with knowledge of themselves and how they learn and behave and develop strategies for self-management.
- To provide breadth through a mandatory enrichment curriculum and extended school day.
- To provide sufficient flexibility within the curriculum to enable individual pupils' strengths, talents and interests to be incorporated into learning and ensure sufficient individualisation so as not to push children to learn within a model that is not compatible with their abilities, needs and choices.
- To support pupils' wellbeing and build confident aspirational citizens who are able to make a positive contribution within their local community.
- To ensure opportunities to generalise knowledge into a variety of settings, including the local community.
- To include content that it is exciting, motivating and creative.
- To provide social, moral, cultural and spiritual education that is evident in the ethos of the school and delivered throughout the curriculum.

Rationale and description of curriculum

Autism

Autism is a lifelong condition that affects language and communication, social awareness and imagination. Other associated factors may include attention, focus, imitation, perception, motivation, sequencing and repetitive stereotyped behaviour. In addition, some pupils may present with other conditions such as epilepsy, Attention Deficit Hyperactivity Syndrome and Tourettes. These difficulties will all affect their learning to various degrees, A specialist education, structured individualised support and an appropriate curriculum can make a difference to the life of a pupil with Autism and can help to maximize skills and to achieve their full potential.

The School Curriculum will therefore be geared specifically to the needs of pupils with autism, with particular emphasis, therefore, on communication and social skills. Individual Educational Programmes (IEPs) will target the specific areas related to their Autism that present them with particular difficulty and act as barriers to learning and achievement across all other areas. These may include targets related to communication, social skills, behaviour, flexibility of thought, problems solving, citizenship and independence, as appropriate to the individual child. All children will have individualised Numeracy and Literacy programmes that enable advancement from their own starting points towards nationally expected levels of achievement.

National Curriculum

The planned cohort for the standard provision is pupils with ASD who are at average or higher than average levels of cognitive functioning who have previously not been able to access the appropriate education and make progress. It is for this reason that the school will opt to follow the National Curriculum. These pupils have the potential to achieve all that their mainstream peers do. Whilst they may need a different approach to teaching and learning, and highly specialised differentiation and support, they are able to access the content of the National Curriculum.

Experience, research and literature on teaching similar cohorts of pupils has demonstrated that formal learning and a structured curriculum, combined with specialised teaching and learning approaches, is advantageous. The National Curriculum will be accessed via carefully drawn up Autism specific schemes of work in each area which will ensure depth within core subjects but sufficient breadth and balance of learning opportunities through breadth subjects. They will enable progression and differentiation to meet the needs of a spectrum of abilities. They will also take into account the different ways people with Autism learn and the likelihood of uneven profiles.

The curriculum will be designed to enable a fast track to catching up on any learning that has been missed out in earlier years. Within all schemes of work, opportunities for the generalisation of skills will be paramount, particularly in relation to enabling pupils to demonstrate their learning in community settings.

Wherever possible pupils in the enhanced provision will follow the scheme of work units for their particular age group. These will be taught in their own specialised provision and will be highly individualised through the use of medium term planning sheets for this group and an individualised timetable. In some cases pupils will follow an individualised curriculum, which will be drawn up as required according to each pupil's needs and abilities. This individualised curriculum will incorporate sensory approaches which in turn will be informed by the completion of a sensory assessment and sensory profile for each pupil.

Flexibility

Whilst all National Curriculum subjects will be delivered, timetabling will enable a greater emphasis to be placed on the areas of need that are more prominent in pupils with Autism. There will be increased opportunities for development of communication/social skills, life skills and Personal, Social and Health education, with a strong emphasis on Citizenship. These areas will be interlinked so, for example, a life skills role play session where students learn the rules associated with eating out will be followed up with opportunities in community based education to generalise skills learnt in the classroom. Schemes of work for all subjects will detail the potential learning in these areas that will co-exist with subject specific learning.

ICT

ICT will be defined as a core subject. It is recognised that not only is it important to

prepare our pupils for learning, living and working in the 21st century but also that individuals with Autism can excel in this area. The aim for most students will be to work towards accredited qualifications and potentially use this as a basis for college and career planning. Additionally it is recognised that individuals with Autism frequently benefit from using this as a preferred method of learning as it does not require the social element that other learning styles are based on. Whilst this does not mean other forms of learning will be under used it does mean this should be embraced as an effective tool for promoting self led learning and achievement. There will be high expectations for standards of ICT teaching and learning and to achieve this it will underpin every area of the curriculum. We will embrace new and creative technologies, especially those that promote social interaction and will teach our pupils to be safe and confident users of ICT.

Our ICT activities will extend to include the availability of a learning resource area where parents and members of the community will be able to access ICT resources, develop their own expertise and confidence and become more informed about the school by viewing up to date, on line information about what is happening within the school.

Physical Education

Physical Education will be a key feature within the timetable and in recognition of the benefits of exercise on anxiety and behaviour for individuals with Autism. There is a wealth of literature highlighting the benefits of exercise for pupils with ASD (see NAS website). Pupils will have daily opportunities, either through timetabled PE sessions, use of the local swimming pool or through our enrichment timetable. There will be a balance of exercise that enable pupils to be extremely active and improve their fitness and achieve goals as well as more therapeutic exercise such as Yoga.

Learning Behaviours

It is recognised that many of the pupils will have had previous negative learning experiences and may not arrive within the school as engaged motivated learners. They may initially need to assimilate the necessary learner's behaviours before they can utilise the more formal types of education experiences. In order to learn the pupils need to know what is expected of them and how to behave in different social situations. The school will have a curriculum document entitled "being ready for learning" which will detail how pupils will be supported in acquiring these essential prerequisite skills and behaviours. In the initial period that pupils are in school it will be essential to transform them into individuals that recognise and value the benefits of learning. Central to this will be building self-esteem through capitalising on individual's strengths and providing individualised curriculum opportunities that enable them to take part in the activities that excite them the most. Part of this will be to promote aspiration and encourage enterprise learning in order to assist pupils in understanding the link between working hard and positive outcomes for themselves.

Behaviour Management

It is assumed that almost all of the pupils within the school will either in their recent past or at the time of entry to the school display frequent challenging behaviour. Therefore, it is a priority that this is addressed through the design of our curriculum.

All pupils will be taught explicitly about the importance of developing appropriate behaviour patterns. Creative positive behaviour management and individual and group social skills and PSHCE work will put them at the centre of this. We will promote understanding that they are responsible for the choices they make and that there is a link between their actions and the short and long term consequences for themselves. Work in this area will encourage pupils to be empowered to make positive choices about their behaviour and future. It is envisaged some pupils will need additional programmes of work to support them in this area. Therefore individual schemes of work related to Anger Management, self esteem and understanding their own diagnosis will all be delivered to those pupils demonstrating they require it.

Literacy & Numeracy

Literacy, Numeracy and ICT will be embedded in all areas of the curriculum and will have emphasis within timetable allocation. A separate social communication curriculum at key stages 1-3 will run to support pupils in the acquisition or catch up of skills

Extended Learning

The school will work with the young people and community to identify opportunities for extended learning, whether this is in the form of after school clubs (enrichment curriculum) or enabling our students to attend groups in local schools or the community. Staff mentors will be selected to support pupils in their activities beyond the school. A key priority will be to plan whole school and individual inclusion and access, whether that is a group from the school taking part in a local community volunteer project or an individual accessing a mainstream provision on a weekly or daily basis. There will be a strong focus on the community, underpinned by the understanding that they have a part to play as active citizens. This will be supported by a continuous drive towards promoting respect for themselves, their parents, the school and wider community.

Key Stage 4 & Life Skills

The key stage 4 curriculum will be divided into 2 central elements. The first will be to achieve accredited courses within the subjects of which they are capable. This will be provided through in house tuition and wherever possible, attending mainstream schools to participate in their GCSE groups. The second main element of the key stage 4 curriculum will be about planning for transition. A curriculum document entitled "Learning to Live and Work" will detail arrangements for supporting pupils with acquiring the necessary life skills to prepare them for college and work. Students will learn about options open to them and have a career mentor or job coach who supports them in making plans and participating in work

experience. These mentors / coaches will usually be experienced learning support assistants who have been given training in this role.

Curriculum Overview

Curriculum Principles

For students to develop a core foundation of knowledge and skills relevant to the future that will lead to increased inclusion in society and prepare them for further study, university and employment

To excite our students about school and learning through the delivery of a flexible and challenging curriculum, which is supported by a wide range of extra curricular opportunities

For students to acquire the necessary "learning to learn" pre requisite skills and help them to understand their own difficulties and develop "tool kits" to help them through life.

To deliver truly personalized learning that capitalises on individual strengths and remove barriers to learning and enables our students to achieve their potential and beyond!

Provision

Core subjects

English
Maths
Science
ICT

Breadth

PSHCE
Humanities
Expressive and Creative Arts
Life skills
Social Communication
PE

Enrichment (Extended school day)

Examples:
Yoga
Tai Chi
Fitness club
Environmental club
Design club
ICT club

Enablement

Autism specific schemes of work for each subject

Individualised learning pathways including:
Individual Education Plan targeting the specific areas that act as barriers to learning for each individual.
Individual numeracy and literacy programmes
Profile of learning style
Arrangements for inclusions / part time placements on local schools
Transition arrangements
Accreditation plans
Personalised interventions

Individual schemes of work that address specific areas of Autism difficulty:
Learning to learn
Transition
Understanding own diagnosis
Self esteem
Anger management
Anxiety management

Curriculum and pupil outcomes

Our pupil outcomes will be both qualitative and quantitative. They will address the areas of difficulty related to their Autism and will cover educational, behavioural, communication and community related measures.

All outcomes will be catered to the individual and they will be identified and agreed after the initial assessment period at the school. However, the school will be innovative with a core purpose to, wherever possible, offering a revolving door to students.

Targets for pupil outcomes will be based on analysis of data obtained from National Autistic Society schools and an understanding of the identified cohort. They will be ambitious and pitched to challenge pupils and staff. They go beyond previous NAS data to aim even higher with the belief that such specialist provision will ensure pupils achieve beyond what would be possible in other settings.

Student outcomes will be individualised and based on the core aims of the school. The school has set the following targets:

- 75% of pupils who achieve level 4 at key stage 2 in core subjects to achieve level C at GCSE's
- 75% of pupils who achieve level 4 in ICT at key stage 2 to achieve level C at GCSE's
- 75% of pupils to achieve at least one foundation subject GCSE in an area most aligned with their strengths or special interests.
- 100% of pupils who are not entered for GCSE's to obtain an ASDAN qualification
- Pupils working at below level 2 and key stage one or below level 4 at key stage 2 to progress 2 levels per key stage.
- For 80% of pupils to achieve their Individual Education Plan target (rising to 85% after 2 years when the school has had opportunity to ensure realistic yet challenging targets are being set and there is an effective system in place for identification and moderation of targets)
- For 90 % of students to attend a mainstream college or take on meaningful employment after completing year 11.
- For 90% of pupils that return to mainstream schooling to maintain successful placements
- Pupil attendance to be above 90% and for those where school refusal and non-attendance has been an issue their attendance to improve year on year.
- Reduction in incidents of challenging behaviour.

- For the majority of pupils to learn strategies for managing their own behaviour so as to live with dignity and as independently as possible
- For pupils whose behaviour is managed with restrictive physical intervention to implement restraint reduction programmes that eliminate or significantly reduce the need for this.
- For no pupils to be excluded.
- For pupils to acquire the technological skills that prepare them for 21st Century life enabling them to be safe, confident users of ICT.
- Learn strategies that will enable them to take charge of their own learning so as to be able to access the curriculum offered to them.
100% of pupils will show an increased engagement with learning from their starting points
- Be a part of their community and their wider society: 100% of pupils will participate in an activity within the community on a regular basis
75% of pupils will join a community group, be involved in a volunteer project of participate in a work placement.
- To learn the necessary social skills to enable them to form appropriate relationships and prepare them for adult college or working life.
- To capitalise on strengths and areas of interest, enabling pupils to excel in these areas and use these as a basis for informing transition and career planning.
- For all pupils to take part in a new enrichment activity and enjoy a hobby / leisure activity that they report they would want to continue when they leave school.
- Enjoy learning and recognise the contribution they make to the school and community.

Pupil targets specific to enhanced provision

- Be included in learning experiences accessing a full weekly timetable designed to meet their needs.
- Progress at least one P level per key stage
- Show progression on from baseline on standardised assessments for social, emotional and communication skills.
- Acquire a range of interests and engage in leisure activities
- Access the local community at least once a week.
- Develop relationships with staff

- Show a reduction in incidents of extreme challenging behaviour (defined as requiring 2 or more staff to manage)

Curriculum plan

Schemes of work

The teaching of each subject will be supported by a scheme of work which details learning objectives, suggested activities (including core and optional extension activities), ICT, SMSC, community cohesion and other information. See Annexe 3 for template of scheme of work units. (Check this is still correct number when doc finished)

The structure and the content of the schemes of work will be closely informed by the curriculum aims, ensuring there is sufficient focus on the core subjects and opportunities for cross curricular learning. The objectives, activities and structure will be designed specifically to support the achievement of pupil outcomes.

The schemes of work will also be devised in order to ensure there is sufficient flexibility in order to:

- Enable teachers to differentiate teaching
- Enable pupils to follow interests and focus on strengths
- Ensure that pupils who enter or leave the school at different times or are following part time programmes in other schools can still make progress and cover a broad and balance curriculum.
- Ensure the curriculum is not static but can be adapted according to individual needs

Writing the scheme of work to meet the above aims:

One of the devices that will be used to ensure these aims are met is to leave some flexibility within the theme of some schemes of work. For example, whilst a suggested text may be indicated in the Primary English scheme of work it can be left to the teacher to decide if another text is more appropriate for their group. A second device is that each scheme of work will include optional higher level extension activities, enabling teachers to easily plan to challenge the most able within the group.

If a pupil is in a part time placement in another school an individual approach will be taken, for example we will meet with the partner school to identify comprehensively the learning that will take place in their school. From this their education within our school will be planned, including a review of which schemes of work units they will or will not be covering and ensuring there is sufficient opportunities to progress. This will be detailed in their individualised learning pathway.

Teachers provide feedback on schemes of work via a scheme of work evaluation sheet and this will be used by the Senior Leadership team and subject co-ordinators to inform School Improvement planning. This could include minor amendments to scheme of work units or whole scheme of work reviews. See Annexe 4 for template of evaluation of scheme of work units. (Check this is still correct number when doc finished)

Schemes of work: Overview of Progression.

The schemes of work progression will be informed by the National Curriculum in order to ensure our pupils are able to learn in line with their mainstream peers and transition back to mainstream placements at different points in their school career. It is acknowledged that there is a curriculum review currently in progress and when the outcome of this is known the planned schemes of work will be reviewed accordingly.

Key-stage one and two are organized within a cyclical structure to support pupils entering and leaving at different points, the small number of classes in Primary and the transference of pupils between groups in accordance with their individual behavioural or cognitive needs. The schemes of work are organised as follows:

- EYFS -1 year scheme of work units
- KS1 and 2 - three 2-year rolling programmes
- KS3 – one 3-year programme
- KS4 – one 2-year programme

Units of work are either one term or one half term. Scheme of Work Overviews showing Units covered and progression have been written for key stages one to three and are included in Annexes 5 & 6. The next section includes two examples of these overviews.

Early Years

It is not envisaged that the school will have many early years pupils and its first phase of development has decided it will concentrate on developing provision in other phases. It has been specifically planned that by 2017 the school would be ready to plan for pupils in this age range and therefore work will not be undertaken to develop these schemes of work at this point. However, the school would currently anticipate writing schemes of work for the following areas, but acknowledges this would be subject to any national curriculum developments in this area.

- Personal Social and emotional development
- Language and Literacy
- Problem, solving, Reasoning and Numeracy
- Knowledge and understanding of the world (including information communication technology)
- Physical development
- Creative development

It is planned that a greater percentage of time will be allocated to the first three areas. However, it is acknowledged that during the early years phase pupils will need breadth of opportunity in areas such as play. This is particularly important for pupils with Autism as they do not necessarily 'pick up' these skills automatically but may need to be taught explicitly to use equipment functionally rather than develop repetitive behaviours such as lining up objects.

Arrangements for programmes of work and qualifications at KS1 / KS2

Schemes of work will be completed for the following subjects.

- English
- Maths
- Science
- ICT
- PSHCE (including Community based education)
- Thematic topics (Including Music / Drama)
- Life skills
- Social Communication
- PE

All pupils within the standard provision will undertake the year 1 Phonic screen and Standard Assessment tests at the end of key stage 2.

For pupils within the enhanced provision it is anticipated many of this cohort will be working below level 1 and will be disapplied from these tests and assessed through teacher assessment. If they were at the appropriate level to participate meaningfully in tests then they would of course be included.

Appropriate access arrangements for tests would be planned at pupils year 6 annual review in the Autumn term.

Key stage 1& 2 Scheme of Work: Overview of Units and Progression

Example 1: English

Subject	Class	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English <i>National Literacy strategy objectives delivered through texts / units</i>	1	1	Narrative Favourite books	Non fiction Reading for information	Traditional and fairy tales (including plays)	Non fiction Recounting facts	Poetry Patterns and rhyme	Instructions, lists, labels and captions
		2	Narrative Different stories by the same author	Non fiction How non fiction books work	Multicultural stories	Non fiction Explanations	Poetry Poems on a theme	Writing letters
	2	1	Narrative	Non fiction Writing own non fiction text	Fantasy worlds Myths and	Non fiction: One subject:	Poetry: Writing and performing	Plays old and new

					legends	different sources of information and different points of view.		
		2	Narrative: Adventures and mystery	Biography and Autobiography	Stories from other cultures	Journalism	Poetic style	Plays : writing and performing
	3	1	Different genres of fiction	Stories with historical settings	Non fiction: argument, bias, debate and persuasion	Stories which raise dilemmas	Revision and catch up	Creative writing (narrative) / play / poetry)
		2	Well known Novels	Poetic imagery	Poetry: creative images and exploring form	The media (newspapers, TV and film reporting)	Revision and catch up	Pupil led non-fiction project
Maths <i>National Numeracy strategy objectives delivered through units</i>	1	1	Counting and calculating	Rapid recall and mental calculation strategies	Measuring and understanding 2D and 3D shapes	Place value, addition and subtraction	Organising and using data	Length, weight and capacity Vocabulary, direct comparisons and non standardized units
		2	Counting and calculating (with money)	Solving problems	Measuring time	Number facts: multiplication and division	Handling data in a variety of tables, charts and graphs	Estimate, compare and measure lengths, weights and capacities using standardized units
	2	1	Number operations	Multiples and fractions	Reflective symmetry, positions, angles and turns	Analogue and digital time	Venn diagrams and Carroll diagrams	Using different scales to measure
		2	Calculations to 1000	Enquiry and Solving complex problems	Decimal numbers and equivalent fractions	Mental calculations of two digit numbers	Drawing, classifying and describing movement of complex shapes	Collecting and presenting data in different forms
	3	1	Percentages	Factors and multiples	Advanced Measurement	Calculation of Fractions and decimals	Revision and catch up	Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions
		2	Summary unit Number and calculation	Summary unit: Measure	Summary unit: Shape	Using mode, range, median and mean to interpret data	Revision and catch up	Maths in every day life
	Science	1	1	Ourselves	Sorting and Using materials	Plants	Light and Dark	Introduction to Forces
		2	Our body	Grouping and changing materials	Variation	Electricity	Forces and movement	Light and shadows
2		1	Teeth	Characteristics of materials	Keeping warm	Circuits	Magnets	Rocks and soils
		2	Moving and	Solids, liquids	Life cycles	Conductors	Friction	Habitats and

	3	1	growth Keeping healthy	and gases Dissolving	Inter-dependence and adaptation	Forces in action	SATS prep / revision	food chains Pupil led research project	
		2	Micro – organisms	Reversible and Irreversible changes	Changing sound and light	Earth, sun and moon	SATS prep / revision	Pupil led research project	
ICT	1	1	Presenting myself (text, graphics, video, sound)	Communicating with others (email, voice, text, video)	Getting started with robotics	Assistive technology and me: alarms, schedules and communication	Finding information	Thematic project	
		2	Developing presentation skills	Evaluating information	Creating and manipulating graphics	Developing robotics	Producing and developing comics	Thematic project	
	2	1	Music editing	Making web pages	Sound editing	Computer control: voice and body movement	Podcasting	Thematic project	
		2	Gaming (design and evaluation)	Storing information: databases	Communicating with others (email, messaging, social networking)	Video editing	Avatars and avokis	Thematic project	
	3	1	Managing online resources for learning and communication	Computer control: sound and lighting	Animation	Simulation and modelling	Blogging	Thematic project	
		2	3D modelling	Using and developing Wikis	Computer control in the environment	Exploring virtual reality	Getting started with app development	Thematic project	
	PSHCE SEAL (Social and Emotional aspects of Learning)	1	1	New beginnings (SEAL)	Who am I? what can I do? What do I want to do	Animals and us	People who help us	How I feel And how to relax (SEAL)	Choices
			2	Healthy eating	My relationships (SEAL)	Spiritual places	Stranger danger	Celebrations	Safety in the sun and water
		2	1	Healthy living	Caring for our school	E safety 1	Personal safety	Respect for property	Caring for our environment
			2	My school and me	My community and me	E safety 2	Self worth and self advocacy	Changes in family life (SEAL)	Living in a diverse world
3		1	Children's rights	How do rules and laws affect me	E safety 3	Self evaluation	In the media	Going for goals (SEAL)	
		2	Local democracy for young citizens	Bullying (SEAL)	Drugs education	Hygiene and appearance – what matters?	Introduction to SRE	Changes (SEAL)	
Termly theme (including Music / Drama)	1	1	Me and my family		Underwater worlds		Castles		
		2	The food we eat		Journeys		Carnival of the animals		
	2	1	Famous people		Adventures into space		Habitats		
		2	Invaders and settlers		Rise of the robots		Brilliant Britain!		
	3	1	Africa, Australia and America		Thrills and spills (fairgrounds)		Keen to be green!		
2		The Egyptians		Cool stuff		Lights, camera, action!			
Life skills	1	1	Introducing me		Organising myself and my school day		How I learn and study		

		2	In and around school	Out in the community	Preparing simple snacks
	2	1	Using cafes Shopping	Road safety	Looking after myself – personal care and hygiene
		2	Helping in the home	Using equipment safely	Planning and preparing meals
	3	1	Using a telephone	Introduction to financial management	Home safety emergencies
		2	Accessing leisure activities	Clothing care	Food safety
Social Communication	1	1	Group cohesion activities	Personality : Me and you	How do we communicate
		2	Meeting people for the first time	Greeting people	Joining in
	2	1	Turn taking	Play skills	Listening
		2	Body language	Conversations (people I know)	Conversations (people I don't know)
	3	1	Being a good team player and winning and losing	Friendship skills	Understanding others emotions
		2	Getting on and falling out (SEAL)	Dealing with conflict	Assertiveness
PE	1	1	Gymnastics	Swimming	Games skills
		2	Dance	Swimming	Invasion Games
	2	1	Gymnastics	Net / wall games	Swimming
		2	Dance	Striking / fielding games	Swimming
	3	1	Swimming	Gymnastics	Athletics
		2	Swimming	Team games	Athletics

Arrangements for programmes of work and qualifications at KS3

For key stage 3 schemes of work will be written for the following units

- English
- Maths
- Science
- ICT (including the option to take GCSE early)
- PSHCE (including Community based education and Enterprise)
- Humanities
- Expressive and Creative Arts
- Life skills
- Social Communication
- PE

Key stage 3 Scheme of work: Overview of units and progression

Subject	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	7	Narrative writing	Childhood in literature	Non fiction project	What's in the news	Study of a modern play	Classic poetry
	8	Descriptive writing	Great lives – Biographical and Autobiographical writing	Note taking and thinking skills	Classic novels	Introduction to Shakespeare	Modern poetry
	9	20 th century novels	Speaking and Listening: Interviews and reports	Writing in the workplace	Travelling and telling stories	Shakespeare	Writing poetry

Maths	7	<p>Number 1 Fractions, decimals and percentages</p> <p>Statistics 1 Probability Scale, Vocabulary, outcomes, experimental , events.</p>	<p>Measures 1 Types of angles Measuring Calculating angles Constructing</p> <p>Number and Algebra 1 Ratio Types of numbers Sequences</p> <p>Problem solving 1</p>	<p>Measures 2 Reading scales Converting between units Area, perimeter and Volume.</p> <p>Algebra 2 Arithmetic laws Simplify expressions Expand and Factorise Substitution</p>	<p>Statistics 2: MMMR, types of data, continuous data</p> <p>Link with English and Science: Travel – money conversions Travel graphs Populations etc.</p> <p>Number 3: Place Value Bidmas Decimal Calculations Calculator methods</p>	<p>Number 3: Place Value Bidmas Decimal Calculations Calculator methods</p> <p>Algebra 3: Sequences, functions and graphs</p> <p>Problem solving 2</p>	Project work and Assessment
	8	<p>Measures 3: Transformations Ratio & Proportion</p> <p>Algebra 4: Equations and formulae 5 hrs</p>	<p>Statistics 3: Surveys, collecting data, interpreting graphs</p> <p>Number 4: Calculations, Measures Ratio and Proportion</p>	<p>Algebra 5: Sequences, functions and graphs, Equations and formulae</p> <p>Problem Solving 3</p>	<p>Number 5: Percentages. Proportional Reasoning. Powers of 10. Rounding</p> <p>Algebra 6: Sequences, functions and graphs Distance-time graphs, Real-life graphs</p>	<p>Measures 5: Geometrical Reasoning Lines angles and shapes Construction and loci Enlargements</p> <p>Algebra 7: Equations, formulae and identities</p>	Project work and Assessment
	9	<p>Statistics 4: Stem & Leaf, Scatter graphs, Frequency Polygons</p> <p>Number 6: Place value Fractions, decimals , % Calculations Calculator methods</p>	<p>Statistics 5: Experimental Probability Mutually exclusive events</p> <p>Algebra 8: Integers, powers, roots Graphs Multiplying out brackets Construct and solve linear equations Change the subject</p>	<p>Measures 6: Measures Areas inc. circles Volume, Co ordinates</p> <p>Statistics 7: Probability, Stem & leaf, Scatter graphs, Cumulative frequency</p>	<p>Measures 7: Geometrical reasoning inc proofs, plans and elevations Ratio and proportion, scale, similarity and congruence</p> <p>Statistics 6: Data Handling Survey</p>	<p>Measures 8: Geometrical reasoning Lines angles and shapes Transformations Pythagoras and Trigonometry</p> <p>Algebra 9: Graphs Simultaneous Equations Quadratic Expressions</p>	Project work and Assessment Statistics 4: Stem & Leaf, Scatter graphs, Frequency Polygons
Science	7	Cells, reproduction, inheritance and selection	Environment, feeding relationships Variation and Classification	Simple chemical reactions and solutions	Energy sources and electricity	Forces and their effects	The solar system and beyond and gravity
	8	Respiration and digestion	Microbes and disease (half unit) Ecological relationships (half unit)	Atoms and elements (half unit) Compounds and mixtures (half unit)	Rocks, weathering and the rock cycle	Magnets and electro magnets	Light and sound
	9	Fit and Healthy	Plants for food and photosynthesis	Reactions of metals and compounds and reactivity	Using chemistry and chemistry in the environment	Speeding up, pressure and moments	Investigating scientific questions

ICT Note: some pupils may access ICT GCSE early	7	Information and presentation		Models: Rules and Investigations		Creating a multimedia presentation		
	8	Data: capturing and presenting data		Publishing on the web		Information: Reliability, validity and bias	Public Information systems	
	9	Movie making		Systems		Global communication		
PSHCE	7	Privacy, personal possessions and space	My school: relationships and responsibilities	E -safety	Personal hygiene and puberty	Different communities	Personal safety	
	8	Personal information and data protection	Seeking help and advice	My community and me	Health and fitness	Self advocacy	SRE unit 1	
	9	My relationships and responsibilities	Identifying and Understanding the effects of harmful drugs	Being an active citizen	Understanding and managing emotions	SRE unit 2	Preparing for next phase of my life	
Humanities	7	Exploring England		Creating a living timeline		Special times, special people: The journey of life		
	8	The restless earth: floods, earthquakes and volcanoes		Medieval monarchs		Faith stories		
	9	People everywhere! Contrasting localities and lives		The world at war		Religion in the community		
Expressive and Creative art	7	Artists, Designers and crafts people Key projects: still life Charles Rennie Mackintosh Rousseau Jungles African crafts		Using control technology		The elements of music	Acting techniques: Characterisation and Hot seating	
	8	Media and Experimentation Key projects: Mixed media panel Cubism Sculpture		Exploring materials		Different musical genres	Acting techniques: Mime and Improvisation	
	9	Skilled drawing Key projects: Graffiti art The work of Stephen Wiltshire		Designing, making and evaluating a product		Films and music	Script writing and production	
Life skills	7	Time management (school)	Travelling around (using local public transport)	Managing my own money	Home management	Laundry skills	Career awareness	
	8	Making decisions about my life	Shopping for new clothes	Bills and letters	Using banks	Shopping on line	Career planning	
	9	Instructions, guarantees and insurance	Planning journeys	Financial capability	Shopping: returning and exchanging items	Planning my leisure time	Career planning	
Social Communication	7	Asking questions and talking about subjects of relevance and interest.		Starting and Ending a conversation		Qualities of a good friend. Video Feedback unit		
	8	Intonation, rate and volume		Expressing and Understanding feelings		Making suggestions and giving explanations		
	9	Relationships: trust, valuing others and responsibility		Dealing with difficulties in relationships		My social confidence		
PE	7	Gymnastics		Swimming		Athletics		
	8	Dance and Movement		Games (Ball sports)		Athletics		
	9	Gymnastics		Games (Racket sports)		Athletics		

Planned progression of the schemes of work and Pupil outcomes

The scheme of work units have been based on existing schemes of work from National Autistic Society schools which have been judged externally by Ofsted as being outstanding. They have also incorporated topics that have been identified as being frequently of interest to this group of pupils. The individual units will be designed to improve outcomes and ensure progression which will enable progress in line with National Curriculum expectations but will allow enough breadth to include pupils working at below level 2 and key stage one or below level 4 at key stage 2 and enable them to progress 2 levels per key stage.

Specific subjects such as ICT, Life skills, PSHCE and Social Communication have been designed specifically to achieve the following pupil outcomes:

- For 90% of pupils that return to mainstream schooling to maintain successful placements (life skills / social communication curriculum).
- For the majority of pupils to learn strategies for managing their own behaviour so as to live with dignity and as independently as possible (life skills / social communication curriculum).
- For pupils to acquire the technological skills that prepare them for 21st Century life enabling them to be safe, confident users of ICT. (ICT)
- Learn strategies that will enable them to take charge of their own learning so as to be able to access the curriculum offered to them.
100% of pupils will show an increased engagement with learning from their starting points (Life skills)
- To learn the necessary social skills to enable them to form appropriate relationships and prepare them for adult college or working life. (PSHCE, life skills / social communication curriculum).

Arrangements for programmes of work and qualifications at KS4:

All pupils within the standard provision will work towards the following GCSE's

- English (GCSE, AQA or ASDAN functional skills)
- Maths (GCSE, AQA or ASDAN functional skills)
- Science (GCSE, AQA or ASDAN functional skills)
- ICT (GCSE, AQA or ASDAN functional skills)

The programmes of work at Key stage 4 will specifically work toward the achievement of the following pupil targets:

- 75% of pupils who achieve level 4 at key stage 2 in core subjects to achieve level C at GCSE's

- 75% of pupils who achieve level 4 in ICT at key stage 2 to achieve level C at GCSE's
- 75% of pupils to achieve at least one foundation subject GCSE in an area most aligned with their strengths or special interests.
- 100% of pupils who are not entered for GCSE's to obtain an ASDAN qualification
- For pupils to acquire the technological skills that prepare them for 21st Century life enabling them to be safe, confident users of ICT.

The GCSE syllabus for each of these subject will inform the teaching and learning within these subjects. Specialist teachers will use medium term planning sheets to differentiate learning and ensure Autism specific needs are addressed when delivering the content of the syllabus.

Pupils within the enhanced provision will work towards ASDAN qualifications:

- Numeracy in Everyday Life
- Literacy in Everyday life
- Transition challenge
- Towards Independence

Pupils in both the standard and enhanced provision will follow bespoke schemes of work designed by the school on the following subjects:

- PSHCE (including Community based education and Enterprise)
- Life skills (learning to live and work curriculum)
- PE

These will be written pre opening and will build on learning in previous key stages. The Life skills Curriculum will be designed to improve outcomes in relation to preparing for transition and life beyond school. The curriculum will specifically improve outcomes in relation to the following targets:

- For 90 % of students to attend a mainstream college or take on meaningful employment after completing year 11.
- Be a part of their community and their wider society: 100% of pupils will participate in an activity within the community on a regular basis
75% of pupils will join a community group, be involved in a volunteer project of participate in a work placement.
- To learn the necessary social skills to enable them to form appropriate relationships and prepare them for adult college or working life.
- To capitalise on strengths and areas of interest, enabling pupils to excel in these areas and use these as a basis for informing transition and career planning.

- For all pupils to take part in a new enrichment activity and enjoy a hobby / leisure activity that they report they would want to continue when they leave school.
- Enjoy learning and recognise the contribution they make to the school and community.

Options:

in addition to the core timetable 2 further subjects will be offered to all pupils from the range of breadth (foundation subjects) These will include:

- Some options for additional foundation subjects GCSE's which may be delivered off site or by visiting tutors (and offsite may include modern foreign languages if requested by pupil / parents)
- ASDAN qualifications - bronze, silver and gold (Mainly aimed at Enhanced Provision pupils).
- Foundation / vocational subjects such as performing arts (in partnership with The Avenue School or Newbury College, using their facilities or accessing their provision). Newbury College have already stated they would work with us to establish specific courses for our pupils.

PSHCE curriculum (throughout all key stages)

Our vision states that the school will

- Help pupils to overcome barriers
- Place an emphasis on citizenship work, supporting pupils to achieve and make a positive inclusive contribution to their community
- Seek to improve the current and future lives of the students
- Enable pupils to become safe confident users of ICT.

Our PSHCE curriculum will be central to this. It will be designed to support our pupils with the areas they find the most difficult and make them the most vulnerable. At key stages 1 and 2 the SEAL curriculum (social emotional aspects of learning) will be embedded throughout the scheme of work and will support pupils' emotional intelligence. E safety will also be prioritised, as experience and research (and recent news stories) have highlighted how vulnerable people with Autism can be in this area.

Citizenship will also be given greater emphasis, enabling pupils to understand their roles and responsibilities within society and identify the contribution they can make. (See appendix 3 for more details of PSHCE curriculum)

Specialist schemes of work

In addition to schemes of work that support each subject, the school will devise a range of specialist schemes of work that will focus on Autism specific aspects of learning. This will include the following:

1. Transition
2. Being ready for learning
3. Anger management
4. Self esteem
5. Understanding diagnosis – What Autism means to me

(See Annexe 7 for examples of specialist schemes of work)

These will directly support progress towards the following pupil targets:

- Pupil attendance to be above 90% and for those where school refusal and non-attendance has been an issue their attendance to improve year on year.
- Reduction in incidents of challenging behaviour.
- For the majority of pupils to learn strategies for managing their own behaviour so as to live with dignity and as independently as possible
- For pupils whose behaviour is managed with restrictive physical intervention to implement restraint reduction programmes that eliminate or significantly reduce the need for this.
- For no pupils to be excluded.
- Learn strategies that will enable them to take charge of their own learning so as to be able to access the curriculum offered to them.
100% of pupils will show an increased engagement with learning from their starting points
- To learn the necessary social skills to enable them to form appropriate relationships and prepare them for adult college or working life.

Overviews of Specialist Schemes of work

1. Transition

This scheme of work will include activities that enable pupils to:

- Prepare for transition to new schools
- Provide pupil with information about new schools
- For pupils to reflect on time at Thames Valley Free school
- For pupils to learn about changes in their own life

It will be used by all pupils toward the end of key stage four to prepare them to leave school to go on to employment or college placements. For those pupils, for

whom 'the revolving door' policy applies and are ready to leave the school earlier than key stage four the transition scheme of work will be introduced at an appropriate time prior to transition. For pupils in the Enhanced Provision the materials and activities will be adapted to enable them to access the same preparation.

(see Annexe 7 for draft transition scheme of work)

2. Being ready for learning

This scheme of work will outline the pre requisite skills for learning and identify activities that will enable pupils to acquire these skills.

This is a scheme of work that will inform the teaching and learning of pupils within the Enhanced Provision. (Although there may be a small number of pupils within the Standard Provision whose learning provision may be informed by its content.) We recognise that pupil within the enhanced provision will need to assimilate the necessary 'learning to learn' tools before they can actually utilise the more formal types of 'educational experiences' available to them, e.g., simple rules of cause and effect, perseverance at tasks etc. They may for example find it difficult to tolerate the proximity of another person, who do not wish to sit still on a chair for more than a few seconds, who cannot concentrate on a task for more than a few seconds, or who exhibit behaviours – the purpose of which seem to be to distract or shut out a teacher's input.

Ultimately, through this curriculum we aim to foster the development of each pupil's independence (doing things for themselves) and self-control (learning how to behave without having an adult nearby), and learning how to express feelings or communicate in a way that is acceptable and understood by others.

We consider that it is vitally important that every pupil has a thorough assessment when they start at the school. The aim of this assessment is to establish not only which skills they have but the way in which they behave when learning e.g. can they sit properly on a chair, do they respond to their name and are they able to attend to a person or object for more than a few seconds?

The table below lists many of the tools or learning to learn behaviours that we consider to be necessary, but which many of our pupils experience significant difficulties with. These very simple skills are necessary in order for our pupils to learn, or for their learning to take place more effectively, The list is not definitive or hierarchical and many skills are inter related e.g. 'looking at object / materials being used', 'looking at the member of staff' and 'sharing attention' – all these skills are connected with one another. The table also looks at other issues that may get in the way of learning, or barriers to learning and ways in which the effect of these barriers may be minimised or even overcome.

Many of the learning to learn behaviours which are listed will normally develop naturally in a young child, who is constantly exploring his/her environment and actively interacting with both people and objects, but do not develop automatically in the child with Autism. Rather they need to be explicitly taught and the 'being

ready for learning' curriculum will facilitate explicit teaching of these skills

Learning to Learn Behaviours
Sitting still
Sitting in the right position to work e.g. sitting up
Facing the right direction
Sharing attention – looking at an object with another person
Using joint attention skills – looking at an object and person concurrently
Focusing on the correct thing – e.g. by looking, listening
Using tracking skills
Being quiet – in preparation for listening
Looking at the member of staff
Looking at the object / materials being used
Being able to 'follow a point'
Listening – in a quiet environment
Listening in an environment with other sounds – being able to channel attention onto specific thing and 'block out' other sounds
Attending / concentrating – starting with a few seconds at a time
Being able to respond to key phrases e.g. 'look at me', 'stand up'
Responding to instructions appropriately
Responding to own name – with physical then gestural prompts, then a tap on the shoulder then no other prompts
Holding, squeezing, touching a range of materials – not tactile defensive
Reaching for desired object
Playing and experimenting with objects in a purposeful way
Tolerating being touched e.g. when physical prompting is needed or during a PE activity
Using one hand
Using two hands together e.g. to pull things apart and put them back together
Understanding that they must do something with an object / person in order for something to happen (cause and effect)
Waiting – when turn taking for example
Using materials for their appropriate function e.g. without mouthing, tearing, flapping
Controlling basic body movement – gross motor skills of running, moving around obstacles and standing still for example
Controlling fine motor skills and demonstrating hand eye coordination e.g. using fastenings, holding a pencil correctly
Making transitions and understanding when something has started and finished
Being able to make choices
Imitating others
Linking simple skills together
Being able to communicate needs

See Annexe 7 for draft 'Being ready for learning' curriculum.

3. Anger management

Pupils with Autism may experience extreme difficulty in managing their frustration and anger and this can be one of the core roots of behavioural difficulties. Anger management can be particularly problematic due to:

- Impairment of imagination may inhibit pupils understanding reasons for other behaviour, or reasons why they should do something
- Lack of theory of mind may mean they do not understand the thoughts or feelings of others or how their behaviour affects them.
- Impairment of social understanding may prevent them from 'reading' situations correctly, therefore they may over react.
- Impairment of communication may mean even the most able of pupils can not always communicate effectively therefore become frustrated
- Sensory difficulties may also mean some things are more difficult for these pupils.

Our Anger Management scheme of work will seek to help pupils to :

- Understand their own difficulties in relation to above.
- To increase chances of inclusion in mainstream
- To enable pupils to take control of their own behaviour and use self management techniques
- To reduce incidents of aggression

It will include the following sections:

1. What is anger and why should I do anything about it?
(Understanding and defining anger, recognising / labelling emotions, reasons for wanting to control it)
2. What makes me angry and what makes other people angry?
(Triggers, behaviours)
3. What can I do about anger?
(Taking responsibility and devising strategies)
4. How am I doing and what next?
(Self management and evaluation and goals)
5. Self Esteem

Our vision states we will:

“Have a distinctive ethos and philosophy: from the moment a person enters the building they will know this is a school where pupils are respected, achieve beyond what is expected, are empowered to make positive choices about their own lives and have rich and varied experiences

Self-esteem is the degree to which children feel accepted and valued by adults and peers who are important to them. The development of a sense of self is very complex. It is developed from within a person and shaped as well by the people around them (Katz, 1995). Being able to manage one’s own life, feelings, and decisions comes from the foundation of a strong sense of self. Being able to manage helps people cope when difficulties arise. Pupils with ASD may struggle more than their mainstream peers with self esteem issues and it is therefore a fundamental part of our education and vision.

This scheme of work will be applied on an individual basis, as required and will compliment existing PSHCE schemes of work. It will be written to include the following sections:

- Knowing myself
- My strengths
- What is special about me
- Achievements
- Goals
- Feelings about myself
- Trusting others
- Listening to positive feedback

4. Understanding diagnosis – What Autism means to me?

This scheme of work has been produced in order to address the need of pupils to explore and understand their diagnosis. It will cover preparatory work to understanding their diagnosis, about the diagnosis itself and how it affects them and others.

It will improve outcomes for pupils through enabling pupils to :

- Increase knowledge of self in particular in relation to understanding their own behaviour.
- Begin to recognise their own difficulties and develop strategies to overcome them
- recognise own strengths so they can capitalise on them
- Work towards alleviating depression, low self-esteem associated with frustration that arises from not understanding own behaviour.
- Be supported through the difficult time of learning that they have Autism and better prepare them for the future.

It will be used:

- When they ask questions
- When a person has unrealistic expectations about their future
- When they will be exposed to other people talking about their Autism
- There is no specific appropriate age it depends on individual. However, it is expected that this is only suitable for pupils in Upper key stage 2 and Key stage 3.
- Younger pupils can work on the concept of self, people being different and the body inside and out.
- When pupils have had sufficient preparation and work on the following; feelings self esteem, self-awareness, how the body works inside and out, people are different, coping skills. Without the prerequisite skills of being able to talk about feelings

It is also important to recognise that for some individuals they may feel it is a relief as they feel better informed, feel proud of their strengths and have a reason for and hopefulness about moving forward on developing strategies to overcome difficulties Supporting guidance will describe preparation, liaison, monitoring and methods of delivery.

Note: all of these specialist schemes of work would be supported by in house training in these areas.

(See Annexe 7 for examples of examples of draft specialist schemes of work for Transition and Understanding diagnosis – What Autism means to me?)

Implementation of the Schemes of Work

Prior to the proposed school opening key staff would write all the scheme of work units. This work would be overseen by the Designate Principal who has considerable experience in this area. The process will begin by collecting together curriculum documentation and guidance and schemes of work from other schools, including those with similar profiles and those whose curriculum has been described as outstanding. This will, in particular, draw on the proven expertise of the National Autistic Society schools in this area.

In the first 2 years the implementation of the newly written schemes of work will be thoroughly monitored and evaluated in order to ensure the curriculum is the best it can be. This monitoring and evaluation will include obtaining comments from pupils, teachers and Learning Support Assistants, observations of teaching and auditing of planning, assessment and progress. Schemes of work will then be adapted accordingly. There will be a document entitled 'Writing, Implementing and Evaluating a Scheme of Work' which will provide guidance on this process.

Teachers will use the schemes of work to differentiate the objectives in order to tailor teaching and learning to meet the needs of individual pupils. They will plan using half termly planning sheets and these will be evaluated at the end of each half term to demonstrate what each pupil has achieved within that unit of work. These will be used to inform other assessments and report writing. The planning sheets will include reminders of pupil IEP targets and whole school targets to focus staff's awareness of the importance of these. See Annexe 8 (Check this is correct no when finished) for an example planning sheet.

Enhanced Provision

Wherever possible pupils will follow the scheme of work units for their particular age group (see previous sections). These will be taught in their own specialised provision and highly individualised through medium term planning sheets for this group and an individualised timetable. In some cases pupils will follow an individualised curriculum, which will be drawn up as required according to each pupil's needs and abilities. This individualised curriculum will incorporate sensory approaches which in turn will be informed by the completion of a sensory assessment and sensory profile for each pupil.

Arrangements for pupils in part time placements

For the school's vision of a 'revolving door' policy it is anticipated that one of the challenges, and one that is key to its success, will be to ensure the curriculum meets the pupils' needs. This will be especially true for pupils who are in part time placements, preparing for return to mainstream or who are using other school or community facilities. Where pupils are not based at the Thames Valley free school full time and therefore only following part of the curriculum for their year group, pupils' individual learning pathways will detail curriculum arrangements and how the school will ensure they are receiving a balanced and appropriate curriculum.

Curriculum Policies and supporting documentation

Curriculum policies will be written for all subjects by subject leaders. These will detail:

- Scope
- Entitlement
- Introduction
- Aims
- Roles and responsibilities
- Organisation, Planning and Delivery
- Resources
- Assessment and Evaluation
- Health and safety

A set of Autism specific documentation will be written to inform teaching about the areas most problematic for pupils with Autism and these will inform schemes of

work and planning. These include:

- Autism and choice
- Autism and Motivation
- Autism and Independence
- Autism and Play
- Autism and Flexibility of thought
- Autism and Social Understanding
- Autism and Problem solving
- Autism and theory of mind.

These will be drawn up as a result of a series of staff meeting discussions in order to develop the learning and understanding of the staff team in these areas.

This Curriculum plan has been written in consultation with The [REDACTED] with special contributions from [REDACTED] (person with Aspergers Syndrome)

D2: Provide a coherent and feasible school timetable and calendar.

School Calendar

Term	Begin of term	Half term holiday		End Of term	End of term holiday		No of school days
		Begin	End		Begin	End	
Autumn 2013	Monday 2 nd Sept	Monday 28 th Oct	Friday 1 st Nov	Friday 20 th Dec	Monday 23 rd Dec	Friday 3 rd Jan	75
Spring 2014	Monday 6 th Jan	Monday 17 th Feb	Friday 21 st Feb	Friday 4 th April	Monday 7 th April	Monday 21 st April	60
Summer 2014	Tuesday 22 nd April	Monday 26 th May	Friday 30 th June	Friday 23 rd July	Monday 4 th August	Friday 29 th August	60
Total							195
INSET days	Monday 2 nd September Tuesday 3 rd September Monday January 6 th Thursday 3 rd April Friday 4 th April						

Based on the experience of the National Autistic Society we anticipate that the 6 week summer holiday could be problematic for some of our pupils and parents. While we considered alternatives models of holidays and terms, we decided that in order to promote the success of inclusion programmes and links with local schools and colleges we would stay with traditional school terms. We will, however, plan to develop holiday play schemes to support parents and pupils during at least two weeks of the six week summer holiday.

The term dates will also be amended in light of any national or regional changes.

School Events:

- Parents evening Autumn: Wednesday 6th November 2013
- Parents evening Spring term: Wednesday 26th March
- Parents evening Summer term: Wednesday 2nd July
- Christmas show: Tuesday 10th December
- Sports day: Tuesday 15th July
- Other potential events: date to be decided
- Parents workshops
- Parent ICT sessions including learning platform and eSafety
- Parents social and fundraising events
- Theme / activity week
- Residential week
- Governors / PTA meetings

Teaching Hours

DFES Circular no 7 / 90 suggests the following minimum weekly lesson times:

Age

5-7 21hours

8-11 23.5 hours

12-16 24 hours

This recommended minimum time excludes registrations, breaks and collective worship

In the free school:

- possible teaching hours per day (not including breakfast / registration)
- (45 minutes per day used for breaks)
- Therefore a total of 6.5 teaching hours per day = 32.5 possible teaching hours per week
- Assembly time = 30 minutes per week (3x10 minutes)
- **Total of 32 teaching hours per week (1920 minutes)**

Assumptions:

- *Many pupils with Autism find mealtimes difficult, therefore it is envisaged that the lunch and breakfast sessions will incorporate specific teaching of social skills, communication and individual educational plan targets. For the purpose of calculating teaching hours per day it is set that 25 minutes of lunchtime will be included as teaching time.*
- *% of teaching time is rounded to nearest whole number*
- *English and ICT teaching time will also be embedded into thematic teaching, humanities and creative / expressive arts therefore total teaching time will be above figures stated below:*

Curriculum subject	Hours (mins) per week key stage 1 / 2	% of total teaching time	Hours (mins) per week key stage 3	% of total teaching time	Hours (mins) per week key stage 4	% of total teaching time
English (including	5.833	18%	5.833 (350)	18%	5 (300)	16%

social communication curriculum)	(350)							
Maths	5 (300)	15.5%	5 (300)	16%	5 (300)	16%		
Science	3 (180)	9%	2.66 (160)	8%	2 (120)	6%		
ICT	2 (120)	6%	2 (120)	6%	2.66 (160)	8%		
PSHCE	5 (300)	15.5%	7.33 (330)	17%	6 (360)	19%		
Breadth (thematic work): History Geography RE Art Design and Technology	2.66 (160)	8%	Humanities	1.66 (100)	5%	Options 1 & 2	3.33 (200)	10%
			Creative and Expressive Arts	0.833 (50)	3%			
Music / Drama	0.83 (50)	3%						
MFL			Delivered through theme weeks		Delivered through theme weeks			
PE	1.66 (100)	6%	2.5 (150)	8%	2 (120)	6%		
Enrichment activities (extra curricular clubs including homework)	6.00 (360)	19%	6.00 (360)	19%	6.00 (360)	19%		
Total	32 (1920)	100%	32 (1920)	100%	32 (1920)	100%		

School timetable

Time	Duration	Activity
8.30 – 9.00	30 minutes	Registration and breakfast club
9.00 – 9.30	30 minutes	Assembly & Individual Education Plan targets / Individual study
9.30 – 10.30	60 minutes	Lesson 1 - core
10.30 – 10.50	20 minutes	Break
10.50 – 11.50	60 minutes	Lesson 2 - core
11.50 – 12.50	60 minutes	Lesson 3 - core
12.50 – 13.40	50 minutes	Lunch
13.40 – 14.40	60 minutes	Lesson 4 – Foundation

		breadth subjects
14.40 – 15.30	50 minutes	Lesson 5 – Foundation breadth subjects
15.30 – 15.45	15 minutes	Break
15.45 – 16.30	45 minutes	Enrichment activity
16.30 – 17.00	30 minutes	Homework club

An example key stage 1/2 timetable

Time / Day	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 – 9.00	<i>Registration & Breakfast club</i>	<i>Registration & Breakfast club</i>	<i>Registration & Breakfast club</i>	<i>Registration & Breakfast club</i>	<i>Registration & Breakfast club</i>
9.00 – 9.30	<i>IEP / Individual study</i>	<i>Assembly IEP / Individual study</i>	<i>Assembly IEP / Individual study</i>	<i>IEP / Individual study</i>	<i>Assembly IEP / Individual study</i>
9.30 – 10.30	<i>English</i>	<i>English</i>	<i>English</i>	<i>English</i>	<i>English</i>
10.30 – 10.50	<i>B</i>	<i>R</i>	<i>E</i>	<i>A</i>	<i>K</i>
10.50 – 11.50	<i>Maths</i>	<i>Maths</i>	<i>Maths</i>	<i>Maths</i>	<i>Maths</i>
11.50 – 12.50	<i>Life skills</i>	<i>Science</i>	<i>Science</i>	<i>Science</i>	<i>Breadth (Thematic work)</i>
12.50 – 13.40	<i>L</i>	<i>U</i>	<i>N</i>	<i>C</i>	<i>H</i>
13.40-14.40	<i>PE</i>	<i>PE</i>	<i>Music / Drama</i>	<i>PSHCE / Citizenship / CBE</i>	<i>Breadth (Thematic work)</i>
14.40 – 15.30	<i>Social communication</i>	<i>ICT</i>	<i>ICT</i>		
15.30 – 15.45	<i>B</i>	<i>R</i>	<i>E</i>	<i>A</i>	<i>K</i>
15.45 – 16.30	<i>Enrichment curriculum</i>	<i>Enrichment curriculum</i>	<i>Enrichment curriculum</i>	<i>Enrichment curriculum</i>	<i>Enrichment curriculum</i>
16.30 – 17.00	<i>Homework club</i>	<i>Homework club</i>	<i>Homework club</i>	<i>Homework club</i>	<i>Homework club</i>

An example key stage 3 timetable

Time / Day	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 – 9.00	<i>Registration & Breakfast club</i>	<i>Registration & Breakfast club</i>	<i>Registration & Breakfast club</i>	<i>Registration & Breakfast club</i>	<i>Registration & Breakfast club</i>
9.00 – 9.30	<i>Assembly IEP / Individual study</i>	<i>IEP / Individual study</i>	<i>IEP / Individual study</i>	<i>Assembly IEP / Individual study</i>	<i>Assembly IEP / Individual study</i>
9.30 – 10.30	<i>English</i>	<i>English</i>	<i>English</i>	<i>English</i>	<i>English</i>
10.30 – 10.50	<i>B</i>	<i>R</i>	<i>E</i>	<i>A</i>	<i>K</i>

10.50 – 11.50	<i>Maths</i>	<i>Maths</i>	<i>Maths</i>	<i>Maths</i>	<i>Maths</i>
11.50 – 12.50	<i>Social Communication</i>	<i>ICT</i>	<i>ICT</i>	<i>Creative and Expressive Arts</i>	<i>Science</i>
12.50 – 13.40	<i>L</i>	<i>U</i>	<i>N</i>	<i>C</i>	<i>H</i>
13.40-14.40	<i>Life skills</i>	<i>Science</i>	<i>Science</i>	<i>Humanities projects Creative and Expressive arts</i>	<i>PSHCE / Citizenship / CBE</i>
14.40 – 15.30	<i>PE</i>	<i>PE</i>	<i>PE</i>		
15.30 – 15.45	<i>B</i>	<i>R</i>	<i>E</i>	<i>A</i>	<i>K</i>
15.45 – 16.30	<i>Enrichment curriculum</i>	<i>Enrichment curriculum</i>	<i>Enrichment curriculum</i>	<i>Enrichment curriculum</i>	<i>Enrichment curriculum</i>
16.30 – 17.00	<i>Homework club</i>	<i>Homework club</i>	<i>Homework club</i>	<i>Homework club</i>	<i>Homework club</i>

An example key stage 4 timetable

Time / Day	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 – 9.00	<i>Registration, & Breakfast club</i>	<i>Registration & Breakfast club</i>	<i>Registration & Breakfast club</i>	<i>Registration & Breakfast club</i>	<i>Registration & Breakfast club</i>
9.00 – 9.30	<i>Assembly IEP / Individual study</i>	<i>IEP / Individual study</i>	<i>IEP / Individual study</i>	<i>Assembly IEP / Individual study</i>	<i>Assembly IEP / Individual study</i>
9.30 – 10.30	<i>Maths</i>	<i>Maths</i>	<i>Maths</i>	<i>Maths</i>	<i>Maths</i>
10.30 – 10.50	<i>B</i>	<i>R</i>	<i>E</i>	<i>A</i>	<i>K</i>
10.50 – 11.50	<i>English</i>	<i>English</i>	<i>English</i>	<i>English</i>	<i>English</i>
11.50 – 12.50	<i>PSHCE / Citizenship / CBE</i>	<i>PE</i>	<i>PE</i>	<i>Life skills (learning to live and work curriculum)</i>	<i>ICT</i>
12.50 – 13.40	<i>L</i>	<i>U</i>	<i>N</i>	<i>C</i>	<i>H</i>
13.40-14.40	<i>PSHCE / Citizenship / CBE</i>	<i>ICT</i>	<i>ICT</i>	<i>Options 1</i>	<i>Options 2</i>
14.40 – 15.30		<i>Science</i>	<i>Science</i>		
15.30 – 15.45	<i>B</i>	<i>R</i>	<i>E</i>	<i>A</i>	<i>K</i>
15.45 – 16.30	<i>Enrichment curriculum</i>	<i>Enrichment curriculum</i>	<i>Enrichment curriculum</i>	<i>Enrichment curriculum</i>	<i>Enrichment curriculum</i>
16.30 – 17.00	<i>Homework club</i>	<i>Homework club</i>	<i>Homework club</i>	<i>Homework club</i>	<i>Homework club</i>

Enhanced Provision timetable

Pupils working in the enhanced provision will follow individual bespoke timetables. These timetables will draw on the experience and expertise of the National Autistic Society in meeting the specialised needs of the pupils. One such programme at Radlett Lodge school has been written up as Action Research and presented at recent ASD conferences.

A profile of a pupil who might be included within the enhanced provision and following the timetable below might include:

- Severe learning difficulties
- Complex challenging behaviour
- High level of sensory integration needs
- Non verbal

Example of an Individual Daily timetable	
8.30 – 9.00	Breakfast Hello session
9.00 – 9.30	Exercise
9.30 – 10.10	Maths functional skills – individual programme
10.10 – 10.30	Life skills (classroom / school jobs)
10.30 – 10.50	Snack and Break (outdoor play)
10.50 – 11.30	English functional skills – individual programme
11.30 – 12.00	Sensory using room at the Avenue school
12.00 – 12.20	OT programme carried out by key worker
12.20 – 12.50	Sensory story time session
12.50 – 13.40	Lunch / Break (outdoor play)
13.40 – 15.30	PE – swimming at local pool
15.30 – 15.45	Snack
15.45 – 16.30	Surprise activity – What’s in the bag
16.30 – 17.00	Tac Pac sensory programme

Note: this example does not include sessions with classes within the standard provision. However, these opportunities will, wherever possible, form part of the provision, this is merely an example.

About the timetable

- Breakfast club will be optional but will be encouraged. Where pupils do not attend breakfast club registration will be at 8.50. This is to give parents as much support and flexibility as possible.
- Enrichment activities will be mandatory
- Enrichment activities will include a minimum of 2 Physical Education activities per week
- Enrichment activities will be offered to pupils on a termly basis and include a range of clubs. Pupils will select activities according to interests. These may include, but are not limited to: Yoga, Tai Chi, Basketball, Science investigators, Environmental champions, school council and specific ICT clubs e.g. film making, using shared active surfaces or the production of a school newspaper
- It is envisaged that the enrichment options that will be offered initially (whilst

the school is not full) will be limited and designed around current pupil interests. Teachers will be expected to lead 2 enrichment activities per week; others will be lead by learning support assistants who have interests or strengths in that area. These will be developed over time and will include pursuing wherever possible the support of the community, volunteers and parents. For example the school will seek to employ or utilize volunteer sports coaches in specific areas or attend after school clubs in the community.

- The IEP / Individual study session will be entirely based on the individual's needs. For the majority of pupils this will be carrying out specific work on their Individual Education Plan targets. (See later section on description of IEPs.) The individual study will be designed around the pupils need's, It may include:
 - Preparation for any work / school placement or transition.
 - Time for therapy programmes e.g. OT
 - Individual directed study on chosen area of interest
 - Additional work in any subject
- Depending on the individual each day or each week during registration / tutor time staff will assist pupils in planning how they will use their individual study and their homework time, with the intention of pupils acquiring work planning strategies and becoming more self directed over time.
- Assemblies will be planned out for the year and delivered by different staff. There will be a weekly whole school theme, which may include learning about other religions and their celebrations, and a range of PSHCE themes that promote citizenship and appropriate behaviour.
- For the school's vision of a 'revolving door' policy it is anticipated that one of the challenges, and one that is key to its success, will be to devise individual timetables based on pupils' needs. This will be especially true for pupils who are in part time placements, preparing for return to mainstream or who are using other school or community facilities. The example timetables above are merely starting points; it is not envisaged all pupils will follow these timetables. However, the timetable has been designed with this in mind so for example pupils using community facilities such as Newbury College for enrichment activities will use homework time to travel to the location on these days. Pupils individual learning pathways will detail timetable arrangements and how the school will ensure they are receiving a balanced and appropriate curriculum that in turn will lead to the achievement of individual targets.
- Pupils with Autism benefit from the consistent use of terminology. Therefore throughout the school the terms 'English' and 'Maths' will be used rather than 'Literacy' and 'Numeracy'.
- The teaching of SMSC will be embedded across the curriculum in assemblies, registration (tutor time), and breadth subjects.

- Theme weeks will be built into the school calendar. These will have a 3 year rolling programme including 1 pupil choice , 1 staff choice and 1 modern foreign language week .
- At key stage 4, in addition to the core timetable two further subjects will be offered from the range of breadth (foundation subjects). These will include:
 - Some options for additional GCSE's which may be delivered off site or by visiting tutors (and offsite may include modern foreign languages if requested by pupil / parents)
 - ASDAN qualifications (transition challenge, bronze, silver and gold)
 - Foundation / vocational subjects such as performing arts (in partnership with The Avenue School or Newbury College, using their facilities or accessing their provision) Newbury college have already stated they would work with us to establish specific courses for our pupils.

Organisation of pupils

Pupils will be in classes of a maximum of 8 pupils.

Class sizes

At capacity (YR4 / 2016 onwards)	KS1	KS2	KS3	KS4
No of pupils standard provision	5	13	16	10
No of classes –standard provision	1	2	2	2
No of pupils – enhanced provision	0	2	2	2
No of classes – enhanced provision	1			
Total number of classes	8			

Development phase: YR1 - 3	KS1	KS2	KS3	KS4	Enhanced Provision
YR1(2013) pupil numbers	2	4	5	0	2
Yr 1 no of classes	1		1		1
YR2 (2014) Pupil numbers	1	9	10	2	3
YR2 no of classes	2		2		1
YR3 (2015) Pupil	2	11	13	5	5

numbers				
YR3 No of classes	2	2	1	1

Note: it is difficult to predict the age group of the enhanced provision. For the purposes of planning it has been estimated that these group will be taken from the numbers of pupils in key stage 2, 3 and 4. It is understood that admissions at each age group is not fixed and all pupil tables will have to be flexible and be adapted to meet the intake of pupils over time.

Pupils will stay with their own class for the majority of learning. In Primary they will stay with one teacher and team Learning Support Assistants. In the secondary phase they will be taught by specialist teachers in core subjects and move to the appropriate classroom along with a set team of LSAs.

Allocating pupils to classes

It is envisaged that the admission and leaving dates for pupils (because of the 'revolving door policy') could be at any time during the school year and at any point in the pupil's school career. Therefore this means that pupils will not typically start the school at reception age and move through the school year by year. This will necessitate careful and continuous planning and flexibility. We may for example admit a year 5 pupil in the spring term and them be with us into year 7 where they then follow a plan to go back into mainstream.

It is recognized that it will also be important for the school to respond quickly to demand for places, especially where other placements have broken down and a pupil is out of school. This will be a continuous challenge for the school as year groups will not always have equal numbers and therefore classes may need to have pupils from more than one year group. It is expected that in the first years of opening the school will need to have a mixed key stage one and two classes but it is the intention that wherever possible there are no more than 3 year groups within one class and that classes are organized with groups of children from the same key stage.

In addition to this, the nature of the pupils and challenging behaviour means that there are other factors that need to be taken into account and balanced against each other when grouping children into class. These include:

- Year group
- Ability
- Friendships (where pupils have shown they have emerging friendships with pupils it is particularly important to foster these as it can be more difficult for pupils with Autism to develop friendships)
- Incompatibility (some pupils may be wary of a peer's unpredictability or a pupil may be a trigger for a peer's behaviour. It is also not uncommon in ASD for pupils to develop obsessional behaviour towards a peer)

- Previous learning – units of work covered, accreditation / qualification implications

The Senior Leadership team will meet at relevant points to discuss and agree class groupings.

Organising pupils for non class based activities

In order to maximise individualisation, at times pupils will be grouped flexibly. It is anticipated that this will be a continuous process to ensure best compatibility, best opportunities and to maximise inclusion. Below is a table which describes a range of potential different activities and the implications for grouping. This list just gives examples and is not exhaustive.

Activity	Implications for grouping
Small group of pupils attending The Avenue school to use sensory room and soft play facilities.	Mixed ability Pupils with highest level of physical sensory needs can access specialized resources
2 / 3 individuals attending mainstream GCSE sessions	Setting Pupils who have selected specific options at key stage 4 can access appropriate teaching to achieve qualification
Setting of selected pupils from key stage 2 and 3 classes	Setting Pupils benefit from working alongside pupils with similar abilities and therefore assisting the prevention of self – esteem issues. Teachers can direct learning more effectively
Selected pupils from school attending interschool sports day	Mixed ability / Vertical grouping Pupils able to participate in community events related to strengths and interests
Selected pupils attending local after school group as part of enhancement activities	Mixed Ability / Vertical grouping Pupils able to participate in community activities related to strengths and interests
Enhancement Curriculum within school	Mixed ability / vertical grouping Pupils able to participate in activities related to strengths and interests and with friendship groups
Social skills group within school	Setting Pupils with similar social communication needs can work on developing social skills together
Two pupils within key stage 2 show advanced ability and attend key stage	Flexible arrangement across year groups / Setting

3 ICT lesson in order to complete their GCSE early	Pupils are enabled to follow own learning pathway
School Council Meetings or visit associated with school council e.g. to local council, local newspaper or NAS participation group.	Mixed ability / Vertical grouping Pupils are chosen to represent their class and school according to their interests.

Organising pupils for non-academic purposes

Pupils will be grouped for the majority of non-academic purposes by phase. The table below gives three examples:

Activity	Implications for grouping
Assembly	2 assemblies per week will be with age phase split into Primary and Secondary 1 whole school assembly
Lunch time	Pupils can opt to eat lunch with friendship groups that may not be in their own class. *
Arrangements for breaks	There will be 2 supervised outdoor play areas (primary and secondary) and designated supervised indoor areas. Pupils will be able to advocate where they will spend their breaks. *

* It is acknowledged that it is important to monitor age appropriateness when allowing pupils to advocate about whom they spend portions of their time with. However, this must be balanced in a common sense and considered way with the positive outcomes of developing friendships within this group of pupils.

D3: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.

Statement of Principles

In accordance with our vision, the objective of our strategy will be for our pupils to have access to the right education: enabling pupils who are currently not accessing effective or suitable education to access the highest quality specialist provision. We will deliver truly personalised learning that capitalises on individual strengths and removes barriers to learning. All our pupils, regardless of ability, gender, race, disability or economic background will be respected, achieve beyond what is expected and be empowered to make positive choices about their own lives. Expectations for all pupils will be high. We will be pioneering in our use of ICT and embrace this in meeting the needs of pupils with differing abilities. Our planned provision will support pupils to make a positive inclusive contribution to their community. and through equipping pupils with the 'tools' they need for different stages in their life, we will seek to improve the current and future lives of the students, their families and members of the local community

The SEN Code of Practice

The Governing Body, in co-operation with the Principal will determine the school's general policy and approach to provision for children with SEN. The Governing Body will report to parents annually on the school's policy on SEN. The Governing Body will nominate one governor with responsibility for SEN. The SEN governor will liaise regularly with the SENCo / Principal and teaching staff and report back to the full Governing Body.

The Head of School will have designated responsibility for taking on SENCO duties and will oversee the implementation of the code of Practice, arrangements for statements and annual reviews.

All teaching staff will be aware of the SEN policy and procedures for identifying, assessing and making provision for all pupils SEN needs, They will be adept at adapting the curriculum to meet their needs. Learning support assistants will support the delivery and care of pupils in line with the SEN policy.

'Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LEAs and others. This is important in enabling children and young people with SEN to achieve their potential' (2:1 SEN Code of Practice 2002).

In accordance with the SEN Code of Practice the school believes that all parents of children with SEN should be treated as equal partners. The school will have positive attitudes to parents and will provide user friendly information to ensure that they understand the procedures and are aware of how to access advice and support. Parents will be supported and enabled to:

- Recognise and fulfill their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework

- Make their views known about how their child is educated
- Have access to information, advice and support during decision making processes about Special Educational provision.
- Be involved in supporting the target setting process for IEPs and their views

The schools SEN policy will detail all responsibilities and arrangements in this area, including:

- Equal Opportunities statement
- Objectives
- Roles and Responsibilities
- Admissions Arrangements
- Allocation of Resources
- Identification, Assessment, Provision and Review
- Access to the Curriculum
- Access to the Wider Curriculum
- Monitoring and Evaluation
- Links with Other Schools and Facilities

In line with the code of Practice pupils will have an **Individual Education Plan** that includes targets, which will be set annually and reviewed termly. Parents and other stakeholders will be invited and encouraged to contribute to the drawing up of IEPs. Parents will be given guidance on the work they can do in the home to support achievement and generalisation of IEP targets. All class based staff will be responsible for the daily recording of progress on IEP targets and class teachers will monitor these weekly. The Head of School will monitor achievement on a termly basis. The school will have a whole school target of 80% achievement of IEP targets in the first 2 years, rising to 85% from then onwards. All pupils will have a pupil version of their IEP and wherever possible will be taught how to assess whether they are achieving targets and input into the setting of new targets.

See Annexe 9 for example of Individual Education Plan

The **Annual Review** will take place yearly and will include the following elements:

- Review of annual review report (see below for contents):
- Review of appropriateness of statement (this will include the identification of any needs not currently noted on the statement, as assessed by the multi disciplinary team)
- Review of appropriateness of provision
- Review of arrangements for any standardised assessment (KS2) or qualifications / accreditations.

- Transition planning
- Pupil contribution (this will include pupil's sharing their Record of Achievement and attending the review to talk about their views on school. Differentiated questionnaires will be produced to enable pupils prior to their review to consider their views and what they might communicate.
- Update on learning pathway plan (see below)

Contents of Annual Review reports

All reviews:

- Report on annual objectives (from IEP)
- 3 x Termly evaluation of IEP (termly targets)
- Annual Summative assessments (individual subject)
- National Curriculum levels (comparison table last year, this year)
- New annual objectives (for IEP)
- New termly targets (for IEP)

Some reviews(as appropriate):

- Occupational therapy report
- Access to Learning Plan
- Behaviour support plan
- Behaviour report and analysis of data
- Speech and Language therapy report
- Sensory assessment and profile

All pupils will have an extended Individualised education plan entitled an **Individual pathway plan**. This will take the form of a pupil folder that will include all the following elements:

- Individual numeracy and literacy programmes including any arrangements for "catch up" intensive programmes
- Profile of learning style
- Pupil information (Pupil Profile, Access to Learning Plan, Behaviour Support Plan and Sensory Profile)
- Arrangements for inclusions / part time placements in local schools / community
- Transition arrangements
- Accreditation plans

- Personalised interventions

Arrangements for “Catch up” Intensive Literacy and Numeracy programmes

It is anticipated that the majority of pupils will have fallen behind their mainstream peers in literacy and numeracy. The timetable and curriculum is designed to give an emphasis to these areas. However students who need additional support beyond this will be targeted with intensive small group and individual sessions, supported by ICT based resources to be used across the school and at home.

Literacy will be supported using schemes such as Catch Up Literacy, RAPID Reading and Literacy Acceleration. Numeracy will be supported using schemes such as Catch Up Numeracy and Rapid Maths. In both curriculum areas resources will be offered through the Learning Platform (allowing work to take place around and away from the school) as well through online resources, which apart from those resources offered directly through the schemes will include programmes such as Accelerated, Lexia and RM Maths/EasiMaths.

Sessions will be taught by individual teachers, including the Head Teacher and Lead Teacher, who will be shadowed by LSAs and mentee teachers until these members of staff are fully able to take over the majority of sessions. Individual teachers will still oversee and mentor other staff throughout the process.

These sessions will substitute for other sessions on the timetable as appropriate and may form part of either home work or individual learning time.

In its future years of development the school will plan to start a Reading Recovery centre as there isn't one in the whole of Berkshire. This will involve training our own teachers and those from other schools to be able to support pupils effectively in this area.

Provision for gifted and talented pupils

DCSF guidance states that every school should keep a register of its gifted and talented pupils. Schools are also required to indicate which of their pupils are gifted and talented on a termly basis in their School Census return. The Thames Valley free school will adhere to these requirements.

The schools SENCO will have designated responsibility for overseeing progress, attainment, differentiation and challenge in relation to this group of pupils. These pupils' individual learning pathways will detail specific targets and special arrangements, such as amendments to timetables and inclusion arrangements. As part of pupil tracking the data related to this group of pupils will be carefully monitored.

The school will write a gifted and talented policy that includes arrangements for identification, individual tuition, differentiation, mentoring and assessment including Assessment for Learning.

In identifying gifted and talented learners, DCSF guidance encourages schools to

focus on:

- Learners who are gifted and talented relative to their peers in their own year group and school;
- A range of abilities including talent in the arts and sport;
- Ability rather than achievement, so that underachievers are amongst those identified.

Methods for identification of gifted and talented pupils will include:

- 1) Teacher nomination via pupil review or Management Support and Development meetings.
- 2) Checklists
- 3) Testing – achievement, potential and curriculum ability
- 4) Assessment of children's work
- 6) Parental information
- 7) Discussions with children
- 8) Referrals from community resources (such as sports coaches and local clubs)

Provision for specific groups of pupils

We recognise that whilst all our pupils will have a diagnosis of Autism and will therefore have specific need related to that they may also have additional needs. Pupils from our intake may also be :

- Physically Disabled
- Looked after children
- From deprived backgrounds
- English as Second Language
- From ethnic minorities

The school will be committed to promoting equality and diversity, by providing an inclusive and supportive environment for all pupils.

The school will write an equal opportunities policy which will detail how pupils from these groups will be identified, supported and how progress will be monitored. The schools SENCO will have designated responsibility for overseeing provision and progress of these groups and will train groups of staff as necessary. As part of pupil tracking the data related to these groups of pupils will be carefully evaluated and monitored.

Pupils additional needs will be identified through:

- Talking to parents
- Talking to previous schools
- Reports from professionals
- Observations
- Baseline and ongoing assessment
- Specific assessments – administered by Psychologist, occupational therapist

etc

Pupils may also have other developmental disorders or specific learning difficulties such as dyspraxia, Attention Deficit Hyperactivity Disorder, Dyslexia or Fragile X. The schools SEN policy will detail arrangements to support these groups of pupils.

The schools Accessibility plan will detail specific arrangements to support those pupils with a physical disability.

They may also have additional health needs such as Epilepsy. The schools medication policy will detail arrangements to support these pupils.

Arrangements for individual therapies

The school intends to employ a speech and language therapist one day per week, an occupational therapist for one day per week and a clinical psychologist for the equivalent of two days per week. It is recognized that there may be difficulties in recruiting for posts for such a short period of the week and it is planned that these staff will be commissioned from existing NAS or other specialist schools. In the case of Psychology support, the steering group has established relationships with Reading educational Support service who have stated they would be also able to provide educational support on a session basis. The school will also identify learning support assistants who can develop a specialism in these areas.

All pupils will have a statement of special educational need and as such may have provision for individual therapies detailed within their statement and the school will address these prescribed needs as priorities. If there is a pupil who has a need identified on the statement that is beyond the provision of the school, the identified SENCO will work with the local authority, either on admission, at the baseline review or at annual reviews to identify the way forward on how this need can be met. This may include organizing an external therapist to visit the school either on a regular basis or to assess, establish a programme and support staff in its delivery.

It is expected that these individual therapists will not have the capacity to deliver a significant amount of individual therapy and therefore it is intended that they will work in a more holistic way. They will be responsible for overseeing the development of the pupils in their specific area, carrying out assessments, setting and reviewing programmes and training staff in order for them to carry out programmes effectively. There will be times that individuals may benefit from direct therapist time and this will be identified and agreed in conjunction with the Senior Leadership team.

The therapists will use a range of assessments to support their work and will play a key role in identifying pupil needs that are not recognised in their statement.

Use of a range of Autism specific Teaching and Learning Approaches

Teaching and Learning approaches will be in line with those of the National Autistic Society. Rather than adopting one Autism specific teaching method the school will have an eclectic approach that combines the best elements of the best methods

and practices. All approaches will be ethical and proven to be effective through research and experience. They will be all delivered under the National Autistic Societies SPELL framework of principles for good practice in Autism. SPELL is an acronym that stands for:

- Structure
- Positive
- Empathy
- Low arousal
- Links

Training and information on SPELL describe how, within each of these elements, best practice can support the education, care and wellbeing needs of people with Autism through each stage of their life.

Examples of Autism specific teaching methods that will be used include:

- TEACCH: 'Treatment and Education of Autistic and related Communication handicapped Children'. The primary aim of TEACCH is to use structured approaches to help to prepare people with autism to live or work more effectively at home, at school and in the community.
- The Picture Exchange Communication System (PECS): is a tried-and-tested approach that uses pictures to develop communication skills. It's appropriate for children and adults with a wide range of learning, speech and communication difficulties, including autism (suitable for pupils within enhanced provision)
- Social Stories and comic strip conversations assist a person with Autism to understand a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format.
- Intensive interaction: is an approach to teaching the pre-speech fundamentals of communication to children and adults who have severe learning difficulties and/or autism and who are still at an early stage of communication development. (suitable for pupils within enhanced provision)

This is not an exhaustive list and all approaches will be applied to individuals and groups according to needs identified through their baseline assessment.

(More information can be found on SPELL and other Autism Specific teaching methods on the National Autistic Society website.)

Staffing Allocation

This section is included as the specific staffing ratios and allocation of staff are seen as integral to meeting the needs of this group of students. Further information can be found in F4 on staffing more generally.

Development phase: YR1 - 3	KS1	KS2	KS3	KS4	Enhanced Provision
YR1(2013) pupil numbers	1	4	6	0	2
Yr 1 no of classes	1		1		1
YR1 No of teachers	1 (Head teacher)		1 (Lead teacher)		1
YR1 No of Learning support assistants	1		2		2
YR2 (2014) Pupil numbers	1	9	10	2	3
YR2 no of classes	2		1		1
YR2 No of teachers	2 (Head teacher plus teacher)		2 (Lead teacher plus teacher)		1
YR2 No of Learning support assistants	3		5		3
YR3 (2015) Pupils numbers	2	12	13	6	5

Development phase: YR1 - 3	KS1	KS2	KS3	KS4	Enhanced Provision
YR1(2013) pupil numbers	1	4	6	0	2
Yr 1 no of classes	1		1		1
YR1 No of teachers	1 (Head teacher)		1 (Lead teacher)		1
YR1 No of Learning support assistants	1		2		2
YR2 (2014) Pupil numbers	1	9	10	2	3
YR2 no of classes	2		1		1
YR2 No of teachers	2 (Head teacher plus teacher)		2 (Lead teacher plus teacher)		1

YR2 No of Learning support assistants	3		5		3
YR3 (2015) Pupils numbers	2	12	13	6	5

Plans for determining staffing allocation were based on the previous experience of the National Autistic Society in ensuring the safe supervision and effective education of pupils with Autistic Spectrum disorders. The general staff ratio is 2 pupils to one adult (which includes teachers) and for the enhanced provision is at least 1:1, with some built in flexibility to have movement or additional support where required. It was decided from the onset that it was important for Senior staff (Head teacher and Lead teacher) to have partial teaching roles as this would foster improved relationships with pupils and act as models of excellent practice for staff.

Specialist subject teaching

In addition to subject leaders throughout the school for all subjects the school will employ subject specialist teachers for the core subjects of English, Maths, Science and ICT.

Arrangements for Flexible use of Learning Support Assistants (LSA's)

Each year (excluding year one) the school will designate a number of the secondary phase learning support assistants as float LSA's:

- Float LSA's will be the most experienced staff who can work across all classes and be deployed as required at any given time.
- They may cover or lead individual and group sessions such as Occupational therapy programmes, cover PPA time and facilitate activities that require additional staffing e.g. visits into the community, placements in other schools.
- The model of float LSA's is well established in National Autistic Society schools and has been proven to provide added value to the educational provision.
- During periods when staff are attending training, are absent or moving on to another job it provides the continuity and consistency so necessary for people on the Autistic Spectrum, providing cover until a staff member returns to work or another staff member is recruited and trained . This has been proved in the past to save agency staff costs in specialist schools with intensive labour costs. Thus providing improved value for money.
- They will be key to enabling individualisation, and will support with inclusion and transition programmes.

The arrangements for deployment and use of other additional staff to support educational provision

- Head Teacher and Lead Teacher will have teaching commitments as follows:
 - YR1 – full time
 - YR2 – 0.8
 - YR3 – 0.5
 - Yr 4 onwards – Head Teacher 0.2, Lead Teacher 0.5
- Clinical Psychologist, Speech and Language therapist and Occupational therapist will all work 0.2 of week as described in earlier section (Arrangements for individual therapies)
- ICT tutor 0.6

The school will plan to utilise a range of other professionals who will add value to the provision. The experience and reputation of the National Autistic Society has in the past positively influenced its six schools ability to recruit volunteers, students and researchers who wish to further their experience. The school will build on this experience to attract a range of professionals, either at low or zero cost to deliver some additional activities for pupils within the main and enrichment timetables. This may include:

- Sports coaches e.g. from local football club
- Volunteers or students from specific disciplines e.g. art therapy
- Drama and dance groups
- Where the school could not procure for zero cost, funding would either be acquired through fundraising activities or the curriculum and activities budget.

The school would also work with the local authority school improvement centre and would employ a school improvement partner.

Specialist rooms

The entire building would be designed in line with the National Autistic Society's SPELL framework in that it would have structured and low arousal spaces. Essential on site specialist rooms would include :

- Teaching kitchen
- Science and Technology room
- Additional quiet working rooms / calm / safe spaces
- Central learning resource area (including computer workstations and quiet areas where pupils can retreat to, to do their work, if finding classroom stressful)
- Meeting / parents / training room
- Life skills base
- Pupil common room

Use of facilities beyond the school

- Specialist rooms at the Avenue and Newbury college (see section on partnership working)
- Adjacent Sports centre

Specialist ASD resources

It is well known that individuals with Autism can benefit from a range of visual resources to minimize anxiety, aid understanding, enable processing, develop executive function (planning and sequencing), learn social rules and cope with change (Hodgson, 1995). Therefore an essential element of high quality teaching for this population is to produce high quality Autism specific resources.

The school will use 'Communicate in Print' (Widget company) symbol software for those students who also need symbol versions of the written word. Example of resources that aid the teaching of students with Autism include:

- Individual timetables or planners (object, photo, symbol, word, weekly or Filofax/PDA/Smartphone)
- Quick reference guides e.g. signs telling you what to do when you have finished a piece of work.
- Individual workstations with individualized visual cues
- Jigs for completing tasks: e.g. making a cup of tea, washing hands, preparing to go home.
- Social stories ([REDACTED])
- Comic Strip Conversations ([REDACTED])
- ICT based resources such as PDAs, smart phones etc. building on existing good practice and leading research from NAS schools such as the HANDS project (ref))

Arrangements for Teacher's Preparation Planning and Assessment (PPA)

It is recognised that in order to achieve the highest standards of teaching and learning teachers will need to spend a considerable amount of time preparing for lessons, assessing pupils work and preparing differentiated resources. This is especially true for Autism specific teaching, where it is expected that in order to maximize pupils' knowledge and understanding and to support communication and positive behaviour, a wide range of visual resources will be required.

Teachers will receive at least the minimum amount of PPA time. Additionally teachers will only be expected to run 2 enhancement curriculum activities so will not be in contact with pupils throughout all of the extended day.

PPA time will be covered by Senior / Experienced Learning support Assistants and in some cases the Senior staff during their contact hours (head teacher / Lead teacher) and detailed in a timetable for PPA.

The use of ICT

ICT will be used as a natural tool to enhance and enrich learning and teaching, and to improve and develop communication within and beyond the school. It will be embedded in all areas of the school's work and will be used in a variety of ways to encourage learning, communication, leisure, creativity and sense of community.

ICT has much to offer pupils with ASDs. It allows learning to take place in a variety of stress reducing ways, facilitates communication in a less threatening manner and allows pupils to access learning in a variety of locations both within and beyond the school. ICT allows transitioning between feeder schools and the free school to be carried out in a way that allows for a sense of continuity and preserves teaching materials and learning resources.

The new school will give all prospective students space on its Learning Platform to allow them to access curriculum materials and teacher input before they physically arrive at the school and ensuring that they are familiar and secure with elements of the teaching structures when they do arrive.

In a similar way, for students who already have an online presence through the existing UniServity Learning Platform, we will work with their feeder schools to maintain and develop those resources already available to ensure continuity and to maximise resources for the pupil.

Across the school ICT will be available in all curriculum areas and will support learning where appropriate for the individual. The networking and wireless systems will allow students to use their own devices where appropriate and will support students in being confident, competent and safe users of technology in all aspects of their lives. An important element of this will be to ensure that pupils have access to ICT leisure facilities and learn how to behave safely and appropriately with gaming and social networking systems.

The nature of the core ICT curriculum will cover the current (and any revised) National Curriculum, but will strive to do so in a way that maximises the interest, enthusiasm and passion of the pupils. In line with the emphasis on visual resources and visual learning in all parts of the school, much emphasis will be put on use of video and graphical resources, alongside other multimedia work. It is expected that pupils will maintain the school's web presence, manage much of the internal communication and take part in work based activities with partner organisations in order to develop the knowledge, skills and understanding that will allow them to take a full part in 21st century life.

Opportunities to take formal qualifications in ICT will be provided as early as possible, along with vocational and work based training where appropriate, as it is recognised that ICT is an area in which many people with ASDs may thrive and find

fulfilling employment opportunities.

Pupils undertaking GCSE's will use online learning to support their learning. Our ICT tutor will receive support from the National Autistic Societies ICT advisor to identify the best on line learning resource and we link into the learning platforms of partnerships schools in order for our pupils to access their resources.

The school will be aware of the overlap between traditional ICT resources and assistive technology and will strive to provide systems and resources to enable pupils to communicate, learn, and live independently. The NAS has vast experience in the use of technology in learning and communication, as well as a range of professionals across a number of disciplines who can advise and inform the use of these technologies for all pupils and staff. The NAS in its mission statement seeks to "make sure everyone living with autism gets the support they need", "provide the best possible education and support" and "share our learning and experience". It therefore fits with our core aims to ensure the new school is a centre of excellence and source of training, information and support for the use of ICT for people with ASDs across the region.

The new school will aim to provide a local and regional resource for schools it works in partnership with to train and to support staff in those schools so that pupils may be supported in transition into and out of the new school. This training and support will be provided formally as required, in order to enhance the CPD and skills development of all staff across the region. With the diminishing role of Local Authority advisors and associated support at the present time, this ability to provide advice as needed will be important for all schools to ensure quality of provision in the region.

The new school will ensure that the Information Management systems for pupil data and assessment match those of other Reading schools so that pupil data may be seamlessly and securely transferred electronically to and from the new school to ensure timely information sharing, ensuring continuity of care and support for pupils. Meetings have already taken place with several Reading schools to ensure these systems can be aligned.

In order to ensure the quality of the ICT provision in the new school, it will immediately engage with the Department for Education supported ICT Mark accreditation scheme, which assesses schools achieving a mature and effective standard in the use of technology. The NAS Education Group, in common with its development plans for its other schools, will provide an ICT Mark Assessor to work with the school leadership team to engage with the assessment process and ensure that the school achieves the necessary level of e-maturity.

In addition, the NAS Education Group will provide CEOP ambassadors to carry out training on e Safety across the school with all pupils and work with staff on ensuring a safe and secure experience for all.

Partnership working

The school views partnership working to be integral to the success of its vision.

This will be an outward facing school with community engagement at its core. We intend to commit both time and resources to ensure that our partnership work is effective and sustainable and that our collaborative approach improves the attainment, achievement and progression of the pupils in our schools and children with autism in other schools, colleges and wider community. The model of leadership, with the Executive Principal and the Head of School roles has been chosen to enable the school to sustain this leading edge approach to specialist schooling and have the capacity to deliver this vision.

We are committed to the aims detailed in the White Paper “Your child, Your Schools, Our future: building a 21st Century Schools system” and support the view that the future is “every school working in partnerships: as no school can do it alone”

Partnership working.

Parents.

Existing contacts.

1. NAS West Berkshire Branch
2. Parents who replied to the survey
3. Parents who attended the parent forums
4. 331 registered NAS members
5. Reading Parent Partnership.

Possible contacts / areas to research

Autism parent groups in Wokingham, Windsor and Maidenhead and Slough.
Parent partnership in Wokingham, Windsor and Maidenhead and West Berkshire.

Benefits / application

- A wide range of parents are already supporting the proposed school and have a relationship with the NAS
- We already have Access and contact details of a significant number of local parents who will be able to contribute to our knowledge and understanding of existing local community provisions and future needs
- We already have an identified group of parents to be advocates and ‘friends’ of the proposed school.
- Partnership with parents will support the school to run appropriate parent workshops and training events. (Established NAS help! Programme)

Local schools (including SEN providers)

Existing contacts

1. The Avenue Academy, Reading.
2. Christ the King Primary School, Reading
3. Blessed Hugh Farringdon Secondary School, Reading

4. Theale Primary School , West Berkshire
5. Priors Court School, Thatcham , Berkshire . [REDACTED] [REDACTED],
[REDACTED] [REDACTED]

All schools numbered 1-4 have ASD resource bases in their schools. Initial conversations with the schools have confirmed a mutual commitment to work together to meet the needs of the local school community and identify how we can all contribute to raising the awareness and skills in meeting the needs of pupils with autism .

Possible contacts / areas to research

- [REDACTED] The Head teacher has expressed interest in developing relationship so that pathways of support for some of the pupils at the school who are on the autism spectrum.
- Other special schools and mainstream school across the region.
- The Head Teacher from the [REDACTED] is a member of the proposed Free school steering group and has kept the regional Special Schools head teachers group up to date concerning the proposed free school. The next stage is to attend a meeting and present
- Secondary and Primary mainstream Head teachers' forum in Reading and neighbouring LAs.

The next step is to attend a meeting and present on the proposal to these groups The Head of Inclusion for Reading LA has agreed to facilitate this.

Benefits / application.

Christ the King Primary School, Reading ,Blessed Hugh Farringdon Secondary School, Reading and Theale Primary School , West Berkshire

- Share staff expertise
- Share best practice
- Joint training opportunities
- Extend curricular offer across all the schools
- Extend autism skills, knowledge and reach into the community
- Extend opportunities for pupils to have dual placements

Priors Court Independent Special School.

Initial conversations with the CEO have established the appetite for shared resources but further conversations to take place around residential respite and post 16.

A firm relationship has already been established with The Avenue Special School and opportunities to share resources and raise standards for pupils across both schools have been identified. The two schools will work together to offer more between them than they can alone.

This will be done through (example not exclusive):

Raising standards

- Half termly meetings between the two senior leadership teams.
- Peer support for the Business Managers
- Problem solving

Increasing opportunity

- Sharing space and resources like the sensory room, performing arts centre , playgrounds, training kitchen
- Opportunity to share best practice .Joint training opportunities for staff & sharing trainers.
- Supply cover for absences
- The Avenue has offered to provide hot meals for those children on Free meal status
- Sharing therapist support
- Exploring procurement whenever the opportunity arises
- Participate in joint educational visits
- Extension of the curricular offer for both schools

Local colleges

Existing contacts

We have attended the LDD meeting to outline the proposal for the NAS free school.

Contact . [redacted] [redacted] , [redacted]
[redacted]

Reading
[redacted] [redacted]

As a result of the above meeting and follow up communication we have met with:

- Newbury College. Contacts : [redacted] [redacted] and
- Reading College [redacted] , [redacted] .

Possible contacts / areas to research

A conversation has begun with Reading University, through the Head of Inclusion, Reading LA and this will be developed further. The NAS has a research department and the Director of Research facilitates a number of links with universities across the UK.

Benefits / application

Reading and Newbury college partnerships

- Use of college buildings, for example theatre and Media suite
- College Tutors for extended and enrichment activities
- Opportunities to share expertise from our school. The free school to provide autism specific training for college staff and to advise on support packages for college students with autism.
- Pupils build confidence to move along pathways to FE as familiar with college staff and environment
- Colleges will develop appropriate accredited courses for free school pupils 14+ and extend our curricular offer
- Seamless transition to FE courses and Adult life for pupils who identify this as their chosen pathway when leaving the school at 16.

Developing university partnership

- We value the benefit of being part of research projects and recognize that this is a way to improve pupil outcomes and ensure evidence based best practice is embedded in our curriculum and teaching and learning .
- These links will also benefit staff personal development and learning.
- Partnership with the local university will strengthen higher education pathways for some of the pupils who attend the school on either short or longer term placements.

Local businesses**Existing contacts**

Telephone contact has been made with approximately 30 local businesses to inform them about our plans for the proposed free school.

Possible contacts / areas to research

Build on initial telephone contact through further briefings, communications and invitations to events.

Benefits / application

- Opening transition pathways to work for our pupils
- Identifying needs of the local businesses to inform our curriculum development
- Sponsorship and fundraising opportunities
- Volunteering opportunities for our pupils in businesses and business staff in our school

Charities**Existing contacts**

- The local NAS Branch which is parent group is well known in the area and provides a number of local support events and a youth club. This group will be encouraged to hold meetings and events in the proposed free school
- Berkshire Autistic Society BAS
Strong partnership already established. [REDACTED] has agreed to be Governor of the school.

Possible contacts / areas to research**Benefits / application**

Local NAS Branch

- Pupils will have the opportunity to attend youth clubs and events out of school run by the NAs Branch

BAS

- Support the school to be embedded in the local community
- Keep the school up to date with local needs
- Help to build trust across the local community

Local Authority**Existing contacts**

- Reading LA. Close partnership to develop the proposed school from conception
- Wokingham. (letter of support)
- Windsor and Maidenhead
- West Berkshire

Possible contacts / areas to research

- Slough LA. Have had initial contact but needs to be built upon
- Surrey LA. Some areas of the LA will be within travelling distance for pupils. Have established relationships with this LA that can be expanded.

Benefits / application

- Support for school
- Referrals to school
- Extension of local authority provision
- Cost saving for local authority
- Reduction in exclusions

LA Children's services and health authority**Existing contacts**

- Reading Educational Psychology service

Possible contacts / areas to research

- Social services
- CAMHS
- Reading Local Involvement Network (LINK)

Representatives from these agencies will be invited to 'Community conversations' at the school, once it is established.

Benefits / application

- Improved outcomes for our pupils and families through access to a wider range of services
- Greater understanding of the needs of children and young people with autism across the disciplines.

Social care providers (e.g. respite)**Existing contacts**

- Kingwood Trust

Possible contacts / areas to research

- Cressingham Resource Centre is a Reading Borough Council resource that offers short break (respite) services to families with disabled children and young people. The Centre provides services to children and young people aged eight to eighteen years who have a learning disability and/or physical disability and who live in the Reading Borough area and whose family is significantly struggling to manage their child's needs.
- Priors Court School. This independent school has respite and residential provision. We have started conversations to explore the possibility of pupils from the proposed free school having over night stays at the school if appropriate.

Benefits / application

- Kingwood trust
Adult service provider with proven autism expertise providing opportunities for transition to supported living for pupils leaving the school at 16

Social integration and emotional development

Effective multi –agency and partnership working as described above will improve outcomes for our pupils and their families. Through the facilitation of well planned and supported visits, curriculum opportunities and joint working we will enable many of our pupils with autism to overcome their high levels of anxiety about accessing learning in other educational settings. Due to the nature of autism we know that the pace of this will be dictated by individual needed and for most will be a carefully staged approach.

It is anticipated that on entry, pupils are likely to have had negative experiences of previous schools and may have been in either inappropriate placements or out of school. The first priority in terms of social integration is for pupils to feel safe, secure and happy at our school. This will be achieved by:

- The positive ethos of the school which is underpinned by respecting and valuing every student
- Developing an understanding of their history and their starting points
- Identifying areas of strength and motivation and giving pupils reasons why they want to attend school
- Adopting the attitude of “doing what it takes” to enable an individual to transition smoothly into the school
- Flexible strategies to maximising the inclusion of every pupil.

Secondly, pupils will need to assimilate the necessary learners' behaviours in order to utilize the more formal types of education experience. The school will have a curriculum document entitled "being ready for learning" which will detail how pupils will be supported in acquiring these essential prerequisite skills and behaviours. In the initial period that pupils are in school it will be essential to transform them into individuals that recognise and value the benefits of learning. Central to this will be building self-esteem and aspiration through capitalising on individual's strengths and providing individualised curriculum opportunities that enable them to take part in the activities that excite them the most. Following on from this individualised learning, support and behaviour management strategies, detailed in pupil's learning pathways files, will help them to understand their own difficulties and develop "tool kits" to help them to cope through different stages in life,

We will aim for our pupils to achieve their potential and beyond by recognising and being confident that they have potential and recognising that there is a link between working hard and positive outcomes for themselves.

Once pupils are safe, secure and engaged in learning, the third priority for social integration will be for pupils to develop social communication skills that prepare them for accessing their local community and local schools. For pupils with autism it is acknowledged that this is an extremely big challenge. Lorna Wing and Judith Gould (1979) in their then pioneering research into the Triad of Impairments, describe four types of social impairment in people with autism: aloof, passive, active but odd and over formal stilted group. These 4 sub groups are helpful in understanding the difficulties inherent with autism and social integration:

1. Aloof – these individuals may behave as if others do not exist, have little or no eye contact and 'seem to be in a world of their own'
2. Passive – may accept social approaches and become involved but in a passive way (often making them very vulnerable)
3. Active but odd – this group have the desire to communicate but make that contact in strange ways, lacking appropriate social skills
4. Odd and over formal stilted group – often seen later in life and in more able people with Autism, excessively polite and formal, trying hard to stick to the rules of social interaction without really understanding them. (Wing and Gould, 1979)

It would not be possible to address fully the issue of social integration for our prospective population without truly understanding these subgroups. It is anticipated that the majority of pupils will fall into the last 3 groups that are typically associated with more able and verbal individuals. (Whilst we will not limit our intake to more able students, this has been the group whose needs are identified as currently not being met within the nearby local authorities - see section E – Demand).

Each of these sub groups requires a different approach. We will use existing research and knowledge of practice combined with our own experience and

creative thinking to devise our own innovative Social Communication curriculum. It will include a starter questionnaire to ascertain which group (or groups) the individual falls into and then describe programmes of work that relate to each area.

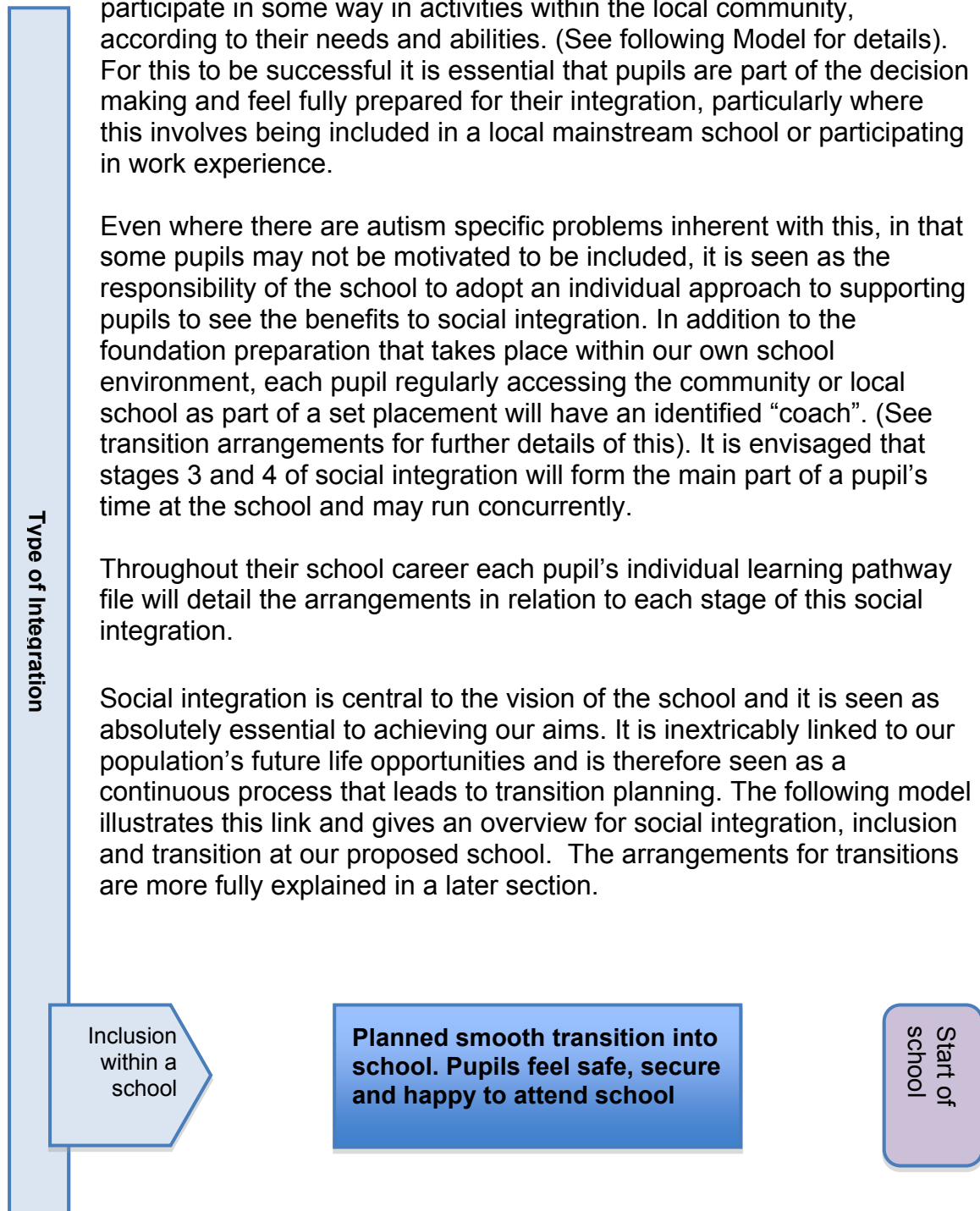
Pupils in Key Stages 1 - 3 will have a designated timetabled session for social Communication. This will include following this Social Communication curriculum and participating in social skills groups within school using other commercialised materials available to develop skills, such as turn taking and listening.

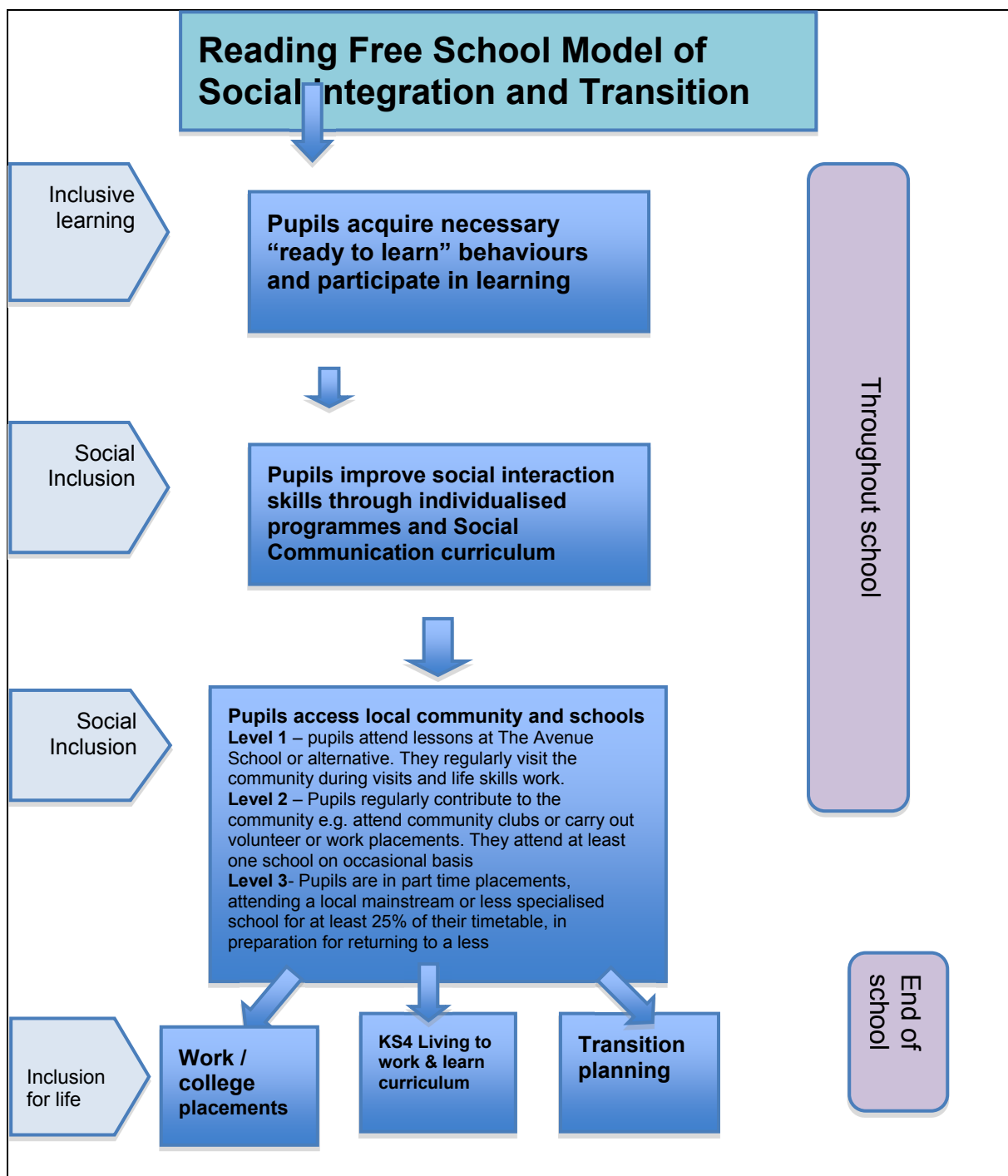
The Social Communication curriculum will prepare our pupils for the fourth element of social integration, which is to be included in a wider community. All pupils will participate in some way in activities within the local community, according to their needs and abilities. (See following Model for details). For this to be successful it is essential that pupils are part of the decision making and feel fully prepared for their integration, particularly where this involves being included in a local mainstream school or participating in work experience.

Even where there are autism specific problems inherent with this, in that some pupils may not be motivated to be included, it is seen as the responsibility of the school to adopt an individual approach to supporting pupils to see the benefits to social integration. In addition to the foundation preparation that takes place within our own school environment, each pupil regularly accessing the community or local school as part of a set placement will have an identified "coach". (See transition arrangements for further details of this). It is envisaged that stages 3 and 4 of social integration will form the main part of a pupil's time at the school and may run concurrently.

Throughout their school career each pupil's individual learning pathway file will detail the arrangements in relation to each stage of this social integration.

Social integration is central to the vision of the school and it is seen as absolutely essential to achieving our aims. It is inextricably linked to our population's future life opportunities and is therefore seen as a continuous process that leads to transition planning. The following model illustrates this link and gives an overview for social integration, inclusion and transition at our proposed school. The arrangements for transitions are more fully explained in a later section.





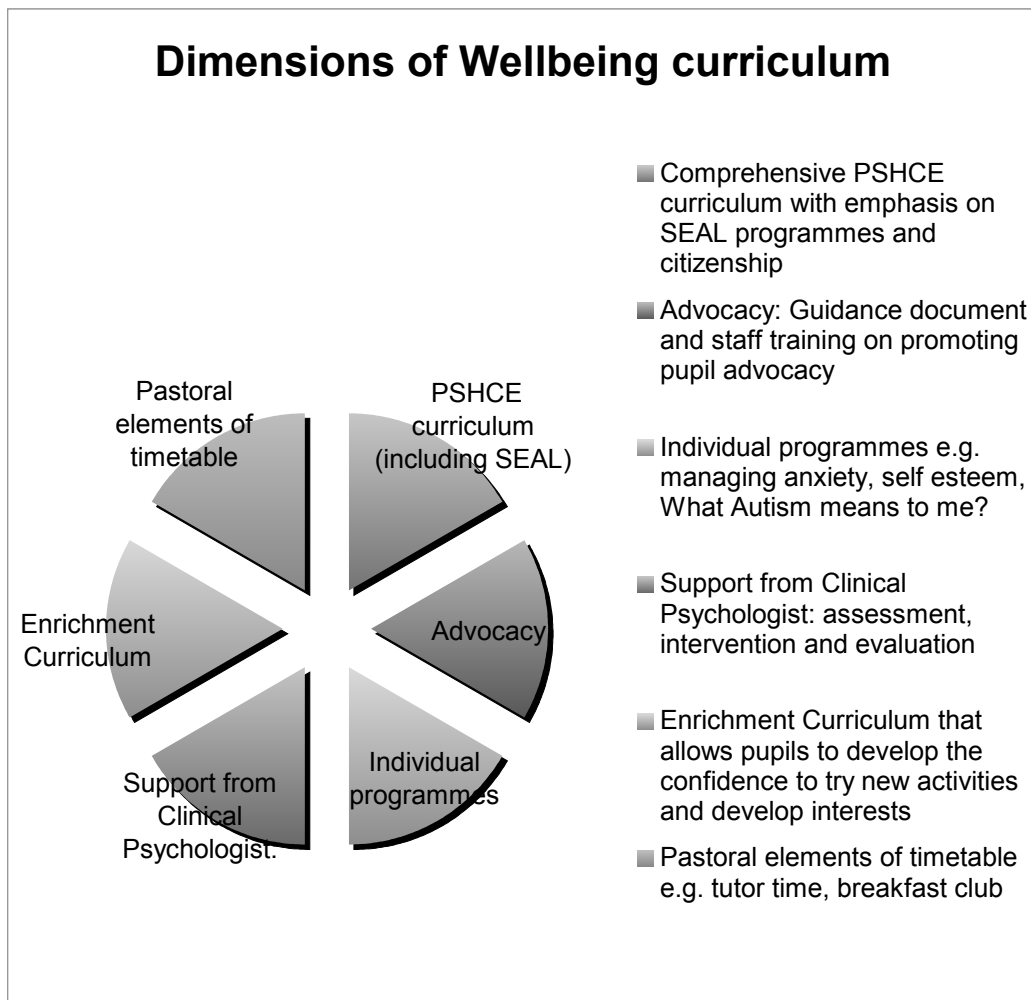
The flow chart on the previous page applies to pupils from both the Standard and Enhanced provisions. It is expected that most of the pupils in the Enhanced provision will be at Level 1 in terms of their Social Inclusion, however, the school will always strive to achieve all it can for its pupils and therefore they will not be limited to this if more is achievable.

Emotional Well being

The section on emotional wellbeing whilst also being relevant to D5, is described in this section as it is so fundamentally central to the needs of this particular cohort.

In order to prepare pupils for being socially integrated and active citizens in society it is necessary for pupils not only to acquire the necessary social skills, as will be developed through the Social Communication Curriculum, but also to develop the confidence, motivation and aspiration to want to contribute and belong. It is well known that individuals with autism suffer from higher levels of anxiety than the majority of the general population (Waller & Furniss 2004, Hill & Furniss 2006, NAS, 2011,) whether this is related to not being able to predict situations and responses, worrying about the appropriateness of their interactions or fearing change.

It is also reported that children and young people with LD (including autism) are more likely to experience mental health problems than the general population (FPLD, 2002; Emerson, 2003; Allington-Smith, 2006). Therefore an essential component of any Autism specific provision is to ensure that pupils' wellbeing needs are met. The Thames Valley Free School seeks to do this through a number of dimensions:



Advocacy

The overriding vision of the school will be for people with Autism get to live the life they choose. In order to meet this aim we need to enable pupils to become

confident advocates for themselves.

The British Institute for Learning Disabilities states:

Advocacy is about making things change because people's voices are heard and listened to. It's about making sure that people can make their own choices in life and have the chance to be as independent as they want to be.

BILD Website 2012

Whilst it is not anticipated that all our pupils will have significant learning difficulties, it is anticipated that the majority may often express their needs and views through challenging behaviour. They will be taught how to express themselves, make real choices and advocate for themselves in an appropriate way that ultimately enables them to make their own decisions and follow life pathways that they choose. Pupil advocacy will pervade every area of the school, from its ethos, to philosophy of behaviour management to its curriculum. It is intended that the staff at the school will collaborate to produce a policy on advocacy that details the school's philosophy and practice in this area.

PSHCE curriculum

Our vision states that the school will

- Help pupils to overcome barriers
- Place an emphasis on citizenship work, supporting pupils to achieve and make a positive inclusive contribution to their community
- Seek to improve the current and future lives of the students
- Enable pupils to become safe confident users of ICT.

Our PSHCE curriculum will be central to this. It will be designed to support our pupils with the areas they find the most difficult and make them the most vulnerable. At key stages 1 and 2 the SEAL curriculum (social emotional aspects of learning) will be embedded throughout the scheme of work and will support pupils' emotional intelligence. E safety will also be prioritised, as experience and research (and recent news stories) has highlighted how vulnerable people with Autism can be in this area.

Citizenship will also be given greater emphasis, enabling pupils to understand their roles and responsibilities within society and identify the contribution they can make.

Psychology assessments

The following specialist assessments will be used to support obtaining accurate detailed information, identification of need and planning for intervention:

- The Psycho educational Profile Third Edition (PEP-3)
- The Vineland assessment of adaptive behaviour

- The British Ability Scales (BAS)
- The Wechsler Individual Achievement Test Second UK Edition (WIAT-II UK)
- The Neale Analysis of Reading
- Sensory Profiling Checklist

Also, free to download assessment measures we have/may use include:

- Nisonger Children's Behaviour Rating Form
- Goal Based Outcomes Measure
- Strengths and Difficulties Questionnaire
- Children's Yale Brown Obsessive Compulsive Scale etc.

Enrichment Curriculum

See page 56 for description and examples of enrichment curriculum

Pastoral timetable

The pastoral elements of the timetable hold the primary aim of enabling pupils to feel safe, secure and prepared for learning. The elements of the pastoral timetable include:

- Tutor time
- Individualised learning time
- Breakfast club
- Homework club

Staff teams will be consistent, highly trained and develop close relationships with their pupils. In the secondary phase pupils will attend lessons with different specialist teachers for core subjects but will spend all of their pastoral time with their form tutor. This model gives the benefits of consistency, which is beneficial to those on the autistic spectrum, whilst still enabling them to participate in aspects of a secondary model and generalize their learning.

Transition

Transition Planning is essential for pupils with Autistic Spectrum Disorders. A planned policy taking a proactive approach ensures transition is not only suitable but is carried out as smoothly as possible with the least amount of upheaval to the pupil and the pupil's education. Effective transition planning is crucial to the success of the school and its vision, in both preparing pupils for their future lives and realising the vision of the 'revolving door' policy.

People with autism can find transitions particularly difficult and this can affect the opportunities they pursue in life. Reasons for this are related to specific impairments related to autism and include:

- Difficulty coping with change

- Uncertainty about what might happen next
- Lack of flexibility of thought, making it difficult to predict or imagine what will be happening next
- Poor executive function and problems with planning and sequencing, meaning that they may find it difficult to plan ahead
- Difficulties in communication. An individual may either find it difficult to communicate that they are anxious about a change or even understand that it is a change of activity or location that is causing them stress.
- Many individuals need an increased time to process so it may not always be that the child does not want to make that transition but that they are going to need time.
- Issues with motivation, individuals may not understand why we want them to finish an activity that they are enjoying. Particularly if this is a transition from preferred to non preferred, for example playtime to Maths.
- Increased anxiety caused by factors above.

The school will seek to address all of these issues and prepare and support pupils so they can cope more easily with transitions during their time at school and beyond.

We envisage pupils will transition to a range of different provisions including mainstream schools, mainstream colleges, special schools and specialised college course or work placements. Therefore, it is understood that transition planning will be a complex process that will involve developing relationships with a range of schools, businesses and agencies.

The school will produce a detailed transition policy that describes the strategy in more detail, however some key aspects of the strategy will include:

- All pupils will have a transition plan that will be completed at annual reviews at key transition points (year 5, 6, 9, 10, 11). All pupils will be included in this process.
- The revolving door policy means that pupils will leave the school at different points in their school career. When a move to another school is agreed or a pupil has reached year 11 an individual transition profile will be completed. Staff and pupils themselves will contribute to this document which can be used in the future to inform future schools, colleges and work placements about the individual.
- The school will utilize the knowledge and experience of the NAS in supporting pupils with transition including the support of the NAS Transition Co-coordinator. In addition to the links we are already developing with local

schools, colleges and workplaces it will also be a priority to establish firm links with local Connexions teams.

- Pupils will have an identified transition coach or job coach who will prepare them for their next identified stage. These 'coaches' will be drawn from the more experienced members of the staff team (mostly Learning support assistants) and given specialised training. This training will be developed by the school and will be informed by best practice by linking into organisations that specifically work in this area e.g. Prospects (NAS), Mencap and Norwood charities. These key staff will be involved in all aspects of planning and supporting the pupil through transition, including making required visual resources, such as social stories and planners, and will be responsible for liaising with others involved.
- Transition Action Group meetings will be held which will include the "coaches" and a designated member of the Senior Leadership Team. The purpose of these meetings will be to ensure adequate communication and to monitor and review all aspects of the transition process.
- The Head teacher will be responsible for overseeing all aspects of transition and keeping the Principal and governing body updated, They will ensure records are passed on to the pupil's next placement.
- A transition scheme of work (part of the KS4 'Learning to Live and Work' curriculum) will detail learning that can take place to prepare pupils for transition. Where pupils' transition to other schools at other points in their school career than during key stage 4 units of work will be available to support and prepare pupils. (See Annexe 7 for example for key stage pupil)
- Transition planning will be bespoke and will include whatever is necessary for individuals with Autism to have a successful transition. Some individuals will require a long time to process changes and opportunities to visit a new placement on several occasions. For others a drawn out process can cause increased anxiety and it is better to tell them the information they need to know and have a quick transition. Key staff will make these decisions in consultation with the pupil, parents, multidisciplinary team and other stakeholders, based on their knowledge of a pupil's past ability to cope with significant life changes. In transition planning, an understanding of the autism specific difficulties and thorough knowledge of the pupil are seen as vital.

The equality act 2010

It is an aim of the proposed Thames Valley Free School that there will be a distinctive ethos and philosophy in the school. From the moment a person enters the building you will know this is a school where pupils and staff are respected, achieve beyond what is expected, are empowered to make positive choices about their own lives. This includes and applies to all staff, parents and children no matter what sex, sexual orientation, race, religion or belief or disability or gender.

Reasonable adjustments will be made for all pupils and staff in the school to take account of their SEN and disability. Governors will also be given training to ensure that they fully understand equality law. The school will be a community where all people are treated with fairness and respect. The accessibility plan will be part of the School development plan and it will detail how pupils will be supported to access learning, how the physical environment of the school will increase access for all pupils and how information will be available for pupils and parents in a range of different ways .For example those parents who have learning disabilities or visual difficulties may prefer to have information available on tape.

As required by the Public Sector Equality Duty, the school will publish information on the school website to show how it is complying with the duty. The due regard detailed in the duty, to eliminate discrimination, to improve equality of opportunity, remove barriers, to foster good relationships between different groups, meet the needs of disabled children and encourage participation in the life of the school, is an intrinsic part of the proposed Thames Valley Free School education plan.

D4: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

We will provide the highest quality of Autism specific education, enabling pupils to achieve beyond what is expected, are empowered to make positive choices about their own lives. We will have ambitious expectations and an uncompromising commitment to demonstrating outstanding teaching and learning which embraces best practice in Autism and education. We will never stand still, we will continually engage in a cycle of monitoring and evaluating pupil achievement and improving all aspects of the school.

How will we define success?

Our overall measure of success will be in the realisation of our vision and having evidence that we have achieved what we set out to. The table below illustrates how the success of our vision will be measured and how this links to pupil outcomes.

We are successful when the school achieves its vision:	We will know this by:	This will lead to positive outcomes for pupils:
		<i>(Targets for pupils and measurement of pupil outcomes is expanded upon in the next section)</i>
Has a distinctive ethos and philosophy: from the moment a person enters the building you will know this is a school where pupils are respected, achieve	Obtaining the views of: Pupils Parents Staff Other stakeholders Visitors to the school (including Ofsted)	Pupil surveys indicate pupils feel they are respected, their views are taken on board, they are able to make choices and that they enjoy a variety of experiences.

<p>beyond what is expected, are empowered to make positive choices about their own lives and have rich and varied experiences.</p>		<p>Pupils communicate positively with peers, staff and parents</p> <p>Pupils speak positively about their future.</p>
<p>Build on pupils strengths and capitalise on interests, giving them a reason to learn and instilling a belief in the importance of what they can achieve, not what they can't!</p>	<p>Comparing pupils attendance, engagement with learning and behaviour over time (from starting point) (See section on systems for measuring pupil outcomes)</p> <p>Pupil contributions to annual review</p> <p>Pupils transition and career planning</p> <p>Monitoring enrichment curriculum</p> <p>Monitoring quality of teaching and learning and curriculum.</p>	<p>Pupil's attendance and behaviour are good and enable them to have increased access to learning. (Poor attendance, school refusal and challenging behaviour show quantifiable reduction)</p> <p>Pupil's engagement with learning is high.</p> <p>Pupils speak positively about their strengths and how these will be incorporated into their future</p> <p>Pupils overall expectations of themselves are high; they are ambitious and work towards own goals</p> <p>Pupils are willing to try new activities and believe they can succeed.</p>
<p>Support pupils to achieve GCSE's and other recognised qualifications.</p>	<p>Accurate assessment and recording and pupil tracking that analyses progress from starting point and against expectations.</p> <p>Benchmarking against other schools</p> <p>Qualifications achieved by pupils</p>	<p>Pupils achieve beyond what is expected for themselves given their starting points</p> <p>Pupils achieve beyond (or at least in line with) National expectations</p> <p>Pupils achieve nationally recognised qualifications</p>
<p>Build on the extensive knowledge and experience of the</p>	<p>Observation of teaching and learning</p>	<p>Pupils have access to highly specialised and individualised teaching</p>

<p>National Autistic Society to be creative, pioneering and innovative in its approach to meeting the needs of these specific groups of pupils.</p>	<p>Staff meeting minutes – (where new approaches are discussed)</p> <p>Pupil Learning pathway plans showing evidence of individual approaches</p> <p>Involvement in research</p> <p>Journal club</p> <p>Senior Leadership team observations</p> <p>School Improvement Plan</p> <p>Attaining Accreditation status (National Autistic Society programme) and as a member contributing to its good practice network meetings</p>	<p>and resources</p> <p>Individual approaches, strategies and interventions enable pupils holistic needs to be met and increase access to learning</p> <p>Pupils are inspired and excited to participate in creative learning experiences</p>
<p>Be regarded as a regional resource; a school where it is common practice to share practice with local schools, the community and beyond</p>	<p>Cascading knowledge through outreach, external training and conferences</p> <p>Setting up shared interest groups</p> <p>Hosting visits</p> <p>Delivering PSHCE sessions for pupils within other schools about Autism</p> <p>Hosting student placements</p> <p>Establishment of the school as one of the first ASD specific teaching school (though this does not form a main part of the plan this would be</p>	<p>Pupils from beyond our school benefit from our knowledge and expertise: Increased understanding of Autism, challenging behaviour, communication</p> <p>Increased opportunities for inclusion</p> <p>Wider understanding and acceptance of differences within the community</p> <p>Acknowledgement of the contribution they make within the community</p>

	identified as a future development of the school)	
Be based on an overriding understanding between staff and pupils that expectations are high.	<p>Obtaining the views of: Pupils Parents Staff Other stakeholders Visitors to the school (including Ofsted)</p> <p>Staff performance reviews</p> <p>Teaching and Learning observations</p> <p>Monitoring of target setting</p>	<p>Pupils are involved in target setting and set and evaluate own targets / goals</p> <p>Pupils are aspirational and talk about how they can challenge themselves and achieve even more</p> <p>Pupils believe they can achieve and know staff want them to do well Pupils can talk about why they want to do well and how they will get there.</p> <p>Pupils have a positive identity; they understand their own diagnosis and the difficulties it can cause for them but they do not use this as an excuse or a reason to think they will not do well in life</p>
Recruit staff on the basis that they have an uncompromising commitment to demonstrating outstanding teaching and learning which embraces the best practice in Autism and education.	<p>Observations of teaching and learning</p> <p>Staff performance reviews</p> <p>Monitoring of staff induction and training programme</p>	<p>Pupils are supported to achieve by staff who 'will leave no stone unturned' in delivering high quality teaching and support</p>
Establish a curriculum that enables pupils to overcome their barriers to learning, develop social skills and coping strategies and learn to manage their own behaviour.	<p>Monitoring of curriculum</p> <p>Observations of teaching and learning (including enrichment activities, social skills groups and leisure time)</p> <p>Behavioural</p>	<p>Pupils demonstrate and talk about how they're behaviour has improved and how they manage their own behaviour</p> <p>Pupils have a positive self esteem, self identity and are proud of their</p>

	<p>observations and analysis of incident data</p> <p>Achievement of individual Education Plan objectives</p> <p>Obtaining the views of: Pupils Parents Staff Other stakeholders Visitors to the school (including Ofsted)</p>	<p>achievements</p> <p>Pupils have friends and feel more confident in social situations in and outside of the school</p> <p>Pupils have developed a toolkit that assists them in learning effectively, they can talk about what factors are in place for them to learn well</p>
<p>Place an emphasis on social skills and citizenship work, supporting pupils to achieve and make a positive inclusive contribution to their community.</p>	<p>Monitoring of curriculum</p> <p>Observations of activities that take place in the community</p> <p>Feedback from members of the community</p>	<p>Pupil's behaviour in the community is positive and members of the community recognise this.</p> <p>All pupils carry out activities in the community and can talk about the contribution they make</p> <p>Pupils are prepared for the future and aspire to be included in society</p>
<p>Provide bespoke education through carefully planned educational pathways, which are focussed on long-term outcomes and seek to improve the current and future lives of the students, their families and members of the local community.</p>	<p>Evaluation of Individual Learning pathways</p> <p>Obtaining the views of: Pupils Parents Staff Other stakeholders Visitors to the school (including Ofsted)</p>	<p>Pupils access a truly individualised education that focuses on their needs and individual outcomes</p> <p>Pupils leave the school with increased self-esteem, knowledge of their strengths and clear about the positive contribution they wish to make.</p> <p>Pupils are happier in both school and home for the duration of their time at our school.</p> <p>Pupils are supported effectively through difficult times and become emotionally more resilient</p>

		and able to cope.
<p>Be innovative in its 'revolving door policy', truly addressing the issue of personalisation and offering a menu of flexible packages that provide the package of education needed for the time that it is needed.</p>	<p>Evaluation of admissions and 'revolving door' data and provision</p> <p>Evaluation of Individual Learning pathways</p> <p>Views of: Pupils Parents Local schools</p> <p>Case studies on pupils who have returned to mainstream education</p> <p>Relationships with mainstream schools</p> <p>Training and support offered to mainstream schools</p> <p>Follow up support required</p> <p>Obtaining follow up data on pupils progress and wellbeing in their mainstream school</p>	<p>Pupils get the support they need for the time they need it.</p> <p>Pupils catch up on learning and acquire the necessary social, life and behavioural skills to function well in a mainstream placement</p> <p>Pupils self esteem is improved</p> <p>Pupils join schools that understand their needs and know how to support them</p>
<p>To be pioneering in its Autism specific ICT provision.</p>	<p>State of the art ICT resources</p> <p>Availability of new technologies</p> <p>Involvement in research around Autism specific technology</p> <p>Monitoring of teaching and learning to ensure ICT is fully integrated into all aspects of curriculum</p>	<p>Pupils are safe confident users of new technology</p> <p>Pupils have access to the most up to date resources, particularly that support their Autism specific needs ICT adds to pupils lives and opportunities</p> <p>Pupils, at times in their education, have opportunities to learn or catch up on learning through a means that is not dependent on social</p>

	Pupil attainment in ICT Development of bespoke e-safety training which highlights specific needs of pupils with Autism	interaction Pupils achieve beyond what is expected in this subject Pupils leave school with ICT skills that would support them in college or employment
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Specific Targets for pupils:

The above table describes how the success of the school will be linked to its vision and it describes the expected positive outcomes for pupils that will result from successful implementation of the vision.

However, it is essential that the school defines exactly what it will measure in relation to pupil success. We have identified the following pupil targets:

Core targets:

- 75% of pupils who achieve level 4 at key stage 2 in core subjects to achieve level C at GCSE's
- 75% of pupils who achieve level 4 in ICT at key stage 2 to achieve level C at GCSE's
- 75% of pupils to achieve at least one foundation subject GCSE in an area most aligned with their strengths or special interests.
- 100% of pupils who are not entered for GCSE's to obtain an ASDAN qualification
- Pupils working at below level 2 and key stage one or below level 4 at key stage 2 to progress 2 levels per key stage.
- For 90 % of students to attend a mainstream college or take on meaningful employment after completing year 11.
- For 90% of pupils that return to mainstream schooling to maintain successful placements
- Reduction in incidents of challenging behaviour.
- For the majority of pupils to learn strategies for managing their own behaviour so as to engage with learning, make a meaningful contribution to

their community and live with dignity and independence.

- For no pupils to be excluded.
- For pupils to acquire the technological skills that prepare them for 21st Century life enabling them to be safe, confident users of ICT.

Supporting targets:

These targets underpin and support the achievement of core targets:

- For 80% of pupils to achieve their Individual Education Plan target (rising to 85% after 2 years when the school has had opportunity to ensure realistic yet challenging targets are being set and there is an effective system in place for identification and moderation of targets)
- Pupil attendance to be above 90% and for those where school refusal and non-attendance has been an issue their attendance to improve year on year.
- For pupils whose behaviour is managed with restrictive physical intervention to implement restraint reduction programmes that eliminate or significantly reduce the need for this.
- Learn strategies that will enable them to take charge of their own learning so as to be able to access the curriculum offered to them.
100% of pupils will show an increased engagement with learning from their starting points
- Be a part of their community and their wider society: 100% of pupils will participate in an activity within the community on a regular basis
75% of pupils will join a community group, be involved in a volunteer project or participate in a work placement.
- To learn the necessary social skills to enable them to form appropriate relationships and prepare them for adult college or working life.
- To capitalise on strengths and areas of interest, enabling pupils to excel in these areas and use these as a basis for informing transition and career planning.
- For all pupils to take part in a new enrichment activity and enjoy a hobby / leisure activity that they report they would want to continue when they leave school.
- Enjoy learning and recognise the contribution they make to the school and community.

These targets are appropriate for pupils as they are based on an evaluation of expected intake and general knowledge of the needs of pupils with Autism who are of average or high cognitive ability. They are based on knowledge of what parents and pupils within NAS schools and from the focus groups say they want to achieve and are informed by achievement of this group of pupils within NAS schools over

recent years. These targets will be continually monitored and reviewed.

These targets will inform school improvement planning and if there is a target not being met this will be addressed through the school improvement plan before it is judged to be unrealistic or any amendments are made.

These pupil targets will be reported on annually to both parents and governors via the Principals report.

Pupil targets specific to enhanced provision

- Be included in learning experiences accessing a full weekly timetable designed to meet their needs.
- Progress at least one P level per key stage
- Show progression on from baseline on standardised assessments for social, emotional and communication skills.
- Acquire a range of interests and engage in leisure activities
- Access the local community at least once a week.
- Develop relationships with staff
- Show a reduction in incidents of extreme challenging behaviour (defined as requiring 2 or more staff to manage)

How will success be measured?

External Measures

- Providing data to DFE on end of Key stage results, including SATS and P level progression.
- Ofsted inspections
- Accreditation Inspections (NAS Autism specific peer review resulting in being awarded accredited status – recognition of effectiveness of Autism specific provision) The school will plan to join the accreditation programme in year 2 and achieve Accredited status by year 4.
- Reports from external professionals e.g. Educational Psychologist, Occupational therapists,
- Feedback from School Improvement Partner

Internal Measures

All analysis will start with cohort data, which will lead to the analysis of individual pupil information. All analysis will inform school improvement planning, staff performance reviews and the identification of learning and development needs and therefore the training plan.

Quantitative Indicators

- Pupil numbers
- Attainment (test scores, end of key stage levels and achievement of qualifications)
- Pupil attendance
- Behavioural Incident data and removal of behaviours from support plans.
- Number of students who return to part time or full time placements in less specialist settings.
- Number of students who take up college placements or employment on leaving the school.
- Pupil exclusion data
- The school Business manager's annual report demonstrating the school's ability to balance a budget and be value for money.
- E-safety incident data
- Achievement data for whole school targets
- Achievement data for achievement of Individual Education Plan objectives
- Pupil tracking and annual analysis of data to monitor whether: Pupils achieve at least what is expected for themselves against own starting points and pupils achieve what is expected according to national norms.

Qualitative Indicators

- Views of pupils (from their contribution at annual reviews, pupil satisfaction surveys and via the school council)
- Views of parents (from parents group, parents evenings, their contributions to annual reviews and parent satisfaction surveys)
- Governors visits, observations and reports.
- Views of members of the community (from open evenings, stakeholder questionnaires and focus group meetings)
- The school's ability to balance a budget and be value for money.

- Annual review summative assessments (subject report)
- Annual review report on 'what has been achieved since the last review?'
- Reports from internal professionals e.g. Educational Psychologist, Occupational therapists, including outcomes reports showing progress as a result of interventions or on sleeping, eating, toileting programmes.
- Individual pupil case studies: each year the school will complete case studies for 3 pupils reporting in details their progress and outcomes against a range of measures
- Review of statement of Special Educational Needs (or proposed combined education, care and health plan) demonstrating pupils have made sufficient progress that these require updating.
- Records of achievement: will show examples of annotated and cross-moderated work that illustrate progress through National Curriculum levels.
- Magic moment and major milestones. Pupils in Primary will have a portfolio that includes comments from themselves, staff and parents on major achievements, these will relate to the things that are most difficult for our pupils to achieve and are not easily measurable, such as the first time they cope with a specific situation or manage something independently, such as delivering a message. For secondary pupils these will be called major milestones and will be completed by pupils as part of their form time.
- Pupils learning pathway files (including targets for transition, mainstream placement, individual intervention programmes)
- Notes of meetings: for example class meetings discussing a specific pupil issue may show progress over time
- Evaluation of School Improvement Plan
- Senior Leadership Team termly pupil review (explained in later section).
- Teaching and Learning observations (including data on judgements of lessons)

Other sources of evidence

- Individual pupil case studies: each year the school will complete case studies for 3 pupils reporting in details their progress and outcomes against a range of measures
- Records of achievement: will show examples of annotated and cross-moderated work that illustrate progress through National Curriculum levels.
- Magic moment and major milestones. Pupils in Primary will have a portfolio that includes comments from themselves, staff and parents on major achievements, these will relate to the things that are most difficult for our pupils to achieve and are not easily measurable such as the first time they

cope with a specific situation or manage something independently such as delivering a message. For secondary pupils these will be called major milestones and will be completed by pupils as part of their form time.

Strategy for success:

The elements that support successful pupil outcomes are:

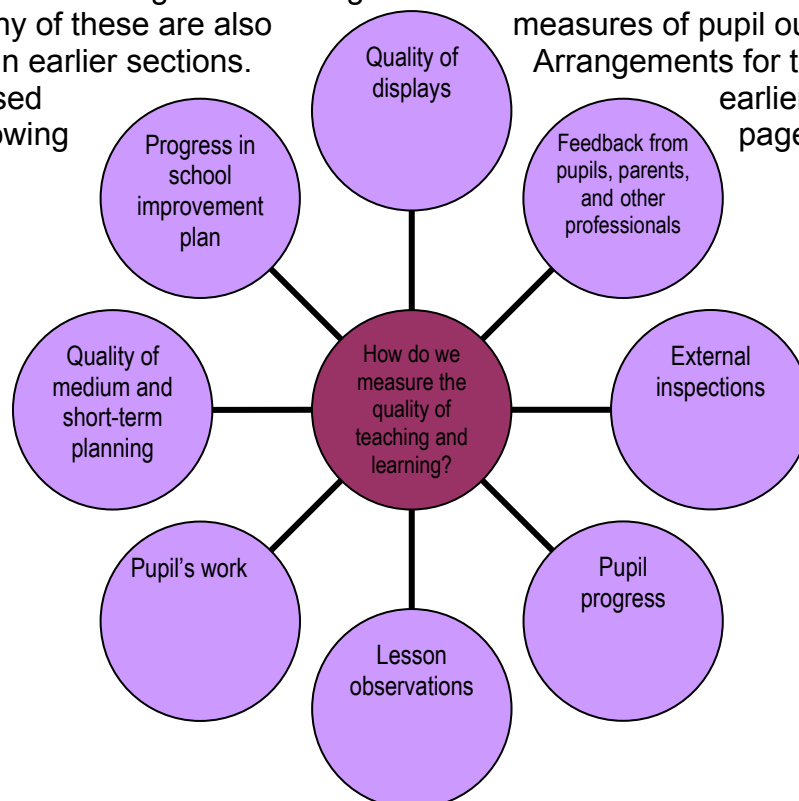
1. Achieving excellence in the quality of Teaching and Learning
2. Accurate and thorough procedures for Assessment Recording and Reporting
3. Pupil self-evaluation and Assessment for Learning
4. Effective school Leadership: Arrangements for school self-evaluation, improvement and monitoring

1. Achieving excellence in the quality of Teaching and Learning

The schools vision states that we will have an uncompromising commitment to demonstrating outstanding teaching and learning.

In order to establish this there will be an ongoing programme of staff development and monitoring of teaching and learning. Arrangements for staff development are described in a later section. This section outlines the strategy for monitoring the quality of teaching and learning.

The quality of teaching and Learning is measured in a number of ways as illustrated below. Many of these are also described in earlier sections. Arrangements for the measures not discussed earlier are described on the following page.



Quality of displays

The school will have a displays policy that includes guidelines for Autism specific displays that provide enough interest and support for learning but which are not too distracting so as to detract from the low arousal nature of our classrooms. The school will view displays to be fundamental in promoting the ethos of the school and as such will be produced to an exceptional standard reflecting the best achievements within the school. The quality of the school's displays will reflect how much their work is valued. An identified staff member will have overall responsibility of the quality of displays and will support staff and share good ideas.

Short term and Medium term planning

The Head of School and lead teacher will carefully monitor the quality of planning and will provide support as necessary. High quality teaching and learning has to be planned for and must be informed by assessment and the schemes of work.

Programme of lesson observations

Lesson observations fall into five different categories and have different purposes:

- Senior Leadership observations: each class will be observed once per half term. They will be observed against set criteria and recorded on a lesson observation form. Formal feedback will be given which will feed into staff performance reviews. These observations will also look at the quality of the support given by the learning support assistants and will inform learning support staff training programmes. These will identify areas of good practice that should be shared at staff meetings and areas for development. The standard of the lesson will be rated and data collected across a year will inform an overall judgment on the quality of teaching and learning which will be reported on as part of the Principal's annual report to parents and governors.
- Subject specific observations: curriculum leaders will observe their peers delivering specific subjects and give informal feedback and support. These will usually be in line with the school improvement plan.
- Video coaching sessions: once a term each class will be videoed. The teacher and line manager will then watch the recording together and the line manager will adopt a coaching approach, supporting the teacher to identify their own thoughts on the lesson and how to take their class forward. The teacher will

then watch the video with their class team and carry out the same exercise. Staff will receive training on coaching in order to acquire these specific skills.

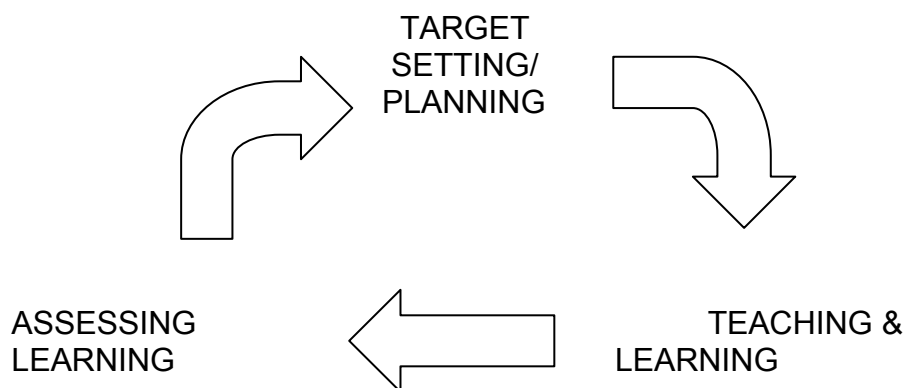
- Support for Learning team individual pupil observations: specialist staff (Speech and Language therapist, Psychologist etc) will observe individual pupils as required throughout the year, in order to advise staff and inform assessments, support or intervention programmes.
- Peer observations: teachers will have the opportunity to observe excellent practice from other teachers within the school and in other schools, particularly in National Autistic Society schools. This will be agreed and planned within school improvement planning and staff performance reviews.

Pupil work

The school will have a marking policy which will detail how work should be annotated and stored. Pupils work folders will be viewed by the senior leadership team at regular intervals and should match medium term planning.

2. Accurate and thorough procedures for Assessment Recording and Reporting

The school will have comprehensive procedures for assessment, recording and reporting. These will all link together to give the full picture of the child and will be used to inform planning for individual and group learning, following the cycle illustrated below.



The following table outlines the arrangements for assessment, recording and reporting:

Type of assessment	Timing of assessment	Method of assessment	Recording and reporting
Baseline	0-12 weeks of pupil entering school	<p>Collation of previous history</p> <p>Teacher observation and assessment Psychologist, SALT, standardized tests and observation info. covering: Cognitive ability Learning style Attainments Social skills and independence Communication Behaviour</p>	<p>Teacher, psychologist and SALT all produce separate reports, which form the baseline assessment package. Senior staff check through package for inconsistencies and accuracy Package is distributed with the IEP to parents/carers, the LEA, and anyone else professionally accountable to the child.</p>
Early years Foundation Stage	Monitored weekly recorded termly	Foundation stage teacher completes foundation stage profile with class team using observation and classroom assessment tasks	At the end of the Foundation stage the assessment will be summarised and recorded on the Foundation Stage Profile and sent home to Parents.
Annual Reviews	Refer to current annual review schedule for completion dates	<p>Teacher using Bsquared results, own observations and using the termly evaluations of the IEP. New IEP produced, including annual targets and first terms termly targets</p> <p>Psychologist & SALT: standardized tests observation</p> <p>Teacher and psychologist use Access to Learning plans, the incident recording data and observation. New Access to Learning Plan</p>	<p>Teacher, SALT and Psychologist all produce annual reports, which are distributed to parents/carers, the LEA and others professionally accountable to the child after checking by senior staff. New IEP agreed and distributed.</p> <p>Record of Achievement presented, where possible by pupil who is invited to attend annual review</p> <p>New Access to Learning Plans distributed to class team and parents.</p>

		drawn up.	At Annual review appropriateness of provision, staffing levels and statement of special educational needs are reported and reviewed. Notes are taken and distributed to all who attend and send apologies. Local authority / Social care representatives invited to annual reviews and if they do not attend sent notes of meeting and all information.	
Review of Individual education Plan	Termly	Teacher reviews progress on annual objectives and current terms Individual Education Plan objectives and in conjunction with parents and multidisciplinary team sets new targets.	Head teacher monitors progress and checks new targets. New Individual Education Plan termly targets sent out to parents.	
Annual sensory assessment	Once pupil has been in school for 6 months then annually	Sensory assessment completed by parents, staff and multi disciplinary team	Sensory assessment used to complete sensory profile. Circulated to parents and all staff.	
Termly National Curriculum Assessment	Summer term	Teachers use Bsquared to record progress.	Moderated annually by Lead teacher and subject leaders. Annually data imported to CATL PLANA and analysed by Head of School. Report produced and cascaded to staff, parents and governors.	
Vocational Assessment ASDAN transition challenge , bronze and silver awards	Ongoing Key stage 3 - 4	Pupils complete units of work, produce portfolios of evidence and this is assessed by member of staff trained and responsible for ASDAN	Reported at annual reviews. Liaison with parents as necessary	
GCSE	Key stage 4	Pupils participate in	Marked externally and	

	(or earlier for individual pupils)	GCSE course work and examinations	reported to parents and governors	
End of key stage standardised assessments	End of key stage 2	Pupils sit standard assessment tests	Marked externally and reported to parents and governors.	
Ongoing : Behaviour/ Speech and Language/ Occupational Therapy	Ongoing as required	Observations, Behaviour checklists, functional analysis, incident recording, recording of progress on occupational therapy programmes, communication development etc. Monitoring of interventions	Record and evaluate using individual documentation. Behaviour data Inputted into computer, Summative print outs as required Outcomes report produced	
Daily formative assessment	At end of day and whilst working with child on individual programmes (1:1 work)	IEP recording sheets Individual Maths / English programmes recording	IEP assessment used to inform future IEP termly targets / annual review Maths / English used to inform Maths and English programmes completed during pupils 1:1 time and inform Bsquared assessment	
Whole school targets	Termly and end of year	Teachers complete sheets detailing class' progress on whole school targets.	Incorporated into data analysis and end of year report to parents and governors.	

*Because our pupils may join the school mid year or after a period of disrupted education it will be necessary to ensure baseline assessment procedures are carried out quickly, thoroughly and accurately. During this period there will be increased support from the multi disciplinary team and senior staff in order to ensure this is achieved.

Pupil tracking

The school will gather, share and use assessment and other data to check whether individual pupils, classes, year groups, specific groups (gender, ethnicity, Looked after children etc and the school as a whole are 'on track' to meet their targets.

We will use a range of assessment tools, including Bsquared, CATL PLANA and

SIMS assessment manager to ensure compatibility with systems from our feeder schools and schools our pupils move on to. Teachers will use B squared assessment software to record progress made at the end of each term and the Head teacher will use CATL PLANA software as a basis for data evaluation. The data will be analysed and conclusions drawn, information will be cascaded at teachers' staff meetings, Management, support and development meetings and the senior leadership team's improvement planning day (held in June). Conclusions and recommendations from the analysis will directly inform future target setting and School Improvement planning.

The school will use national tools (such as RAISE on line) where appropriate or in line with any mandatory regulations.

3. Pupil self-evaluation and Assessment for Learning

All lessons will follow a format that promotes assessment for learning. The teacher will introduce the lesson with clear targets. At the end of the lesson pupils and staff will reflect and record whether these have been achieved. As it is a priority for pupils to be self motivated to learn and to a certain extent take control of their own learning pupil self evaluation will be central to all teaching and learning activities. Pupils will also contribute to judgments on whether they have achieved their individual education plan targets and will reflect on their standards of behaviour.

4. Arrangements for school self-evaluation, improvement and monitoring

The school will operate a constant, rigorous cycle of self-evaluation. This will directly inform school improvement planning in the form of the Schools annual and 3-year school improvement plan. This in turn will be closely linked with budget setting. Systems for ongoing monitoring will ensure the senior leadership team are constantly up to date with how well the school is doing and are able to manage change and improvement effectively.

The cycle of school improvement is as follows:

Sept - May	June	July	Sept	Autumn term
Ongoing monitoring from senior Leadership team Termly Staff performance reviews Ongoing programme of	Collations of data: Pupil results Teaching and learning observations	Senior Leadership team meet and agree School Improvement plan (1 yr and review 3yr plan)	Senior Leadership team look at training needs analysis and plan training for the year.	Set budget in line with School Improvement plan and training plan.

observations of teaching and learning		Accessibility Plan is reviewed and updated.		
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Annual self-evaluation

The quality of the school will be measured using the following indicators:

- Attainment and progress
- Quality of learning and teaching
- Pupil attendance
- Behaviour and safety
- Pupils' enjoyment of school;
- Parents' and carers' attitudes
- Leadership and management including governance
- Budget planning and management.

In June the school will analyse and report on the following:

- Pupil data:
 - The overall standards they attain (test scores, end of key stage levels and achievement of qualifications)
 - The standards attained by different groups such as girls and boys, the gifted, children in public care, the talented, those from different ethnic groups, and those with different special needs,
 - The progress made by different groups of learners over time - for example, how well they do between entering nursery and leaving the Foundation Stage or between Key Stages 2 and 4, or in all age settings across all the key stages
 - Outcomes from learners' personal development and well-being
 - The school compare itself with similar schools nationally and will use this information to set challenging targets
- Pupil attendance, including individual reports for those whose attendance is below 90%
- Behavioural Incident data and removal of behaviours from support plans.
- Number of students who return to part time or full time placements in less specialist settings.
- Number of students who take up college placements or employment on leaving the school.
- E-safety incident data

- Achievement data for whole school targets
- Achievement data for achievement of Individual Education Plan objectives
- Pupil tracking and annual analysis of data to monitor whether: Pupils achieve at least what is expected for themselves against own starting points and pupils achieve what is expected according to national norms.
- Teaching and Learning observations

Additionally we will obtain the views of pupils, parents, staff and stakeholders via satisfaction surveys. The results of these will be collated and key themes taken forward into improvement planning. The summer newsletter will report on any actions that will be taken as a result of these surveys.

The school will complete case studies for 3 pupils reporting in details their progress and outcomes against a range of measures

The school Business manager will also produce an annual report demonstrating the school's ability to balance a budget and be value for money. This will be in line with the budget cycle and will be reported to parents and governors.

Ongoing monitoring

On a half termly basis the Senior Leadership team will be responsible for completing monitoring sheets. The Head teacher, Lead teacher and School Business Manager will all have designated areas to report on. For example the Head teacher will report on teaching and learning and progress of pupils, the lead teacher will report on the quality of the learning environment, behaviour and safety of pupils and the school business manager will report on the quality of premises and provide budget information. The Principal will view these documents and if required use as a basis for planning senior leadership team meetings or staff meetings.

Once a term the Senior Leadership team will allocate one of their senior leadership meetings to carry out two evaluation tasks:

- Evaluation of School Improvement Plan – this will assess how much progress has been made towards achieving the school improvement plan and will identify any additional support / resources required.
- Senior Leadership team termly pupil review – each pupil will be discussed under the following headings:
 - areas of progress
 - areas of concern
 - risk assessment
 - individual interventions and
 - inclusion and transition planning

Teachers will be asked to provide any comments before hand and the support for learning team (Speech and Language therapist, Psychologist and

Occupational therapist) will join the Senior Leadership team meeting.

These two tasks will inform reports presented at governors meetings. The Principal will also produce a termly update for staff and parents on progress on the School Improvement Plan.

The Role of Governors

School governors will play a key part in school self evaluation and will receive regular reports from the Principal that will enable them to monitor all aspects of the school's provision. They will be involved in the writing and approving of all school policies and school improvement plan. They will also be involved in the Performance management of the Senior Leadership team, in particular the Principal of the school.

Governors will regularly visit the school and carry out observations and produce reports on their findings. These will feed into governors meetings, Senior Leadership team meetings and school improvement planning.

Arrangements for staff training

The school will have clear and comprehensive induction and staff supervision procedures. The Head Teacher will be responsible for ensuring that the training and development needs of all staff are addressed and that comprehensive training plans are in place.

Training within the school will be of a very high standard and will be offered through a variety of internal and external courses including: child protection, communication, health and safety, sensory issues, first aid, basic food hygiene and Team Teach. Continued professional development for all staff is identified through Management, Support & Development (MSD) meetings and annual Performance Management Reviews and will be fed into the school's training needs analysis and training plan.

The school will have a wider understanding of training and it will be commonplace for learning activities such as shadowing, video coaching, role modelling, web ex training and professional meetings to take place.

The school will seek to ensure that staff development opportunities are always positive and supportive and valued by the team. However, where there is unsatisfactory performance this will be dealt with transparently and clearly, with the belief that nobody can improve if they are not given the information and support they need.

Weekly staff meetings will be built into the training plan and will focus primarily on continually working towards innovative, pioneering and exceptional Autism specific practice and high quality teaching and learning.

In addition to 5 INSET days staff will work an additional training week, which will be taken from the allocation of school holidays. Based on the experience of the National Autistic Society this is the correct amount of full days required to ensure

staff are trained in mandatory subjects, such as child protection and Team Teach, and still have sufficient opportunity to engage in new learning and development opportunities, in line with the school improvement plan and their own needs. The school views this additional training week to be essential in enabling it to meet its vision.

Future plans for external training, outreach and becoming a Teaching School.

The school will be both ambitious and committed to how it can support a wider population of pupils with Autism through training, support and outreach. We will strive to :

- Be regarded as a regional resource; a school where it is common practice to share practice with local schools, the community and beyond.
- Improve the current and future lives of the students, their families and members of the local community'

From opening the school will respond to requests for support, training and outreach from its local partnership schools and sees this as fundamental to its aims. Where the school does not have the capacity to meet demand they will draw on the National Autistic Societies outreach and advisory service.

From year 3 the school will write into its school improvement plan how it can build capacity to increase this work from year 4. It will also explore the feasibility of becoming one of the first Autism specific teaching schools in the country.

Who will be accountable for success?

- The Principal and governing body will have overall accountability for the success of the school.
- The governing body will regularly ensure that the Principal and Senior Leadership team are accountable by ensuring reports to governors demonstrate that the school is meeting its targets.
- All staff will have clear job descriptions that outline their responsibilities
- The line management system and structure ensures every member of staff is held accountable for the outcomes of students in their area of responsibility.
- The Governing Body is ultimately accountable to parents and the wider community for the success of its school. It should ensure information is communicated to parents and the community and is responsible for ensuring high standards through setting strategic direction, ensuring within-school accountability, and monitoring and evaluating school performance.

(See also sections F4 and F6)

D5: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.

Statement of Principles:

In line with our vision we will have a distinctive ethos and philosophy: from the moment a person enters the building they will know this is a school where pupils are respected, achieve beyond what is expected, are empowered to make positive choices about their own lives and have rich and varied experiences. We will build on the extensive knowledge and experience of the National Autistic Society to be creative, pioneering and innovative in its approach to meeting the needs of these specific groups of pupils. The provision in this area will be based on an overriding understanding between staff and pupils that expectations for behaviour and attendance are extremely high! Staff will have an uncompromising commitment to the wellbeing and safeguarding of pupils. All policies and practice will be carefully thought out in order to support pupils in being successful in managing their own behaviour and engaging in community activities.

Safeguarding

In order for pupils to access effective education, learn, make progress and achieve, they need to feel safe, secure and empowered. The school's safeguarding strategy must enable them to do this.

The school will place safeguarding procedures in the highest priority and we will ensure our provision is of the highest standard. It is recognized that the school will cater for one of the most vulnerable groups of pupils in that impairments in social understanding and communication mean that they may have increased difficulty in communicating safeguarding issues or may not have the social understanding to know that behaviours directed to them, or by them, are wrong.

The school's policy and practice in relation to safeguarding will adhere to our legal obligations and be informed by the following legislation and guidance:

- Working Together to Safeguard Children: A guide to inter agency working to safeguard and promote the welfare of children, HM Govt. 2010;
- Safeguarding Disabled Children Practice Guidance, Department for Children, Schools and Families 2009
- Safeguarding Children and Safer Recruitment in Education (DES 2006)
- Children Acts 1989 and 2004.

The school will have a comprehensive safeguarding policy outlining responsibilities and arrangements.

See Annexe 10 for draft safeguarding policy

The Head of School will take on the role of Designated Protection Officer and will be responsible for all aspects of safeguarding. The governing body and Executive Principal will have ultimate accountability for overseeing policy and practice.

All staff, governors and volunteers will be trained in safeguarding on a continuous basis. Training will include:

- Statutory safeguarding training delivered biannually by the Local Authority Designated Officer (LADO), Internal induction and refresher training, delivered by Designated Protection Officer and covering all internal procedures for reporting and recording.
- Safer Recruitment for staff and governors, delivered externally by an accredited body to all staff who have involvement in interviews, including governors.

The school will develop links with local and national safeguarding agencies such as Social Services, the Local Authority Designated Officer (LADO), the Local Safeguarding Board, the Independent Safeguarding Authority (ISA) and the police. It is expected that a proportion of children may be classed as Looked after Children and may have their own designated social worker. In these cases the school will be committed to establishing a close working relationship and maintaining regular contact.

The school will display, in each room, guidance for pupils on what to do if they are worried or someone is upsetting or hurting them. This guidance will be available in different formats (including symbol versions) so all pupils can access it. It will contain details of who they can talk to, including people outside the staff. Numbers for Childline, Kidscape, Ofsted and an independent advocate will be displayed. The independent advocate will be appointed and trained on autism and safeguarding procedures by the school and will regularly visit the pupils to meet them informally and to go through the guidance on what to do if they are worried, upset or being hurt. This guidance will also form part of PSHCE lessons on keeping safe. Other PSHCE lessons will teach pupils about their rights, what is unacceptable behaviour towards them and the importance of telling adults.

Where pupils disclose information to staff, the staff will follow the procedure for reporting safeguarding concerns. Staff will follow the guidance given during their safeguarding training on how to interact with pupils during a disclosure, how to support their emotional needs and not ask questions that would jeopardise any future enquiry. This will include:

1. Listen to what the child is saying.
2. Say nothing – do not ask any questions, do not ask the child to explain what they are saying and do not give any examples.
3. Give the child non-verbal attention – show the child that you are actively listening to what they are saying, e.g. this could mean stopping what you

doing and sitting beside the child.

4. Try to avoid disruption, e.g. if the child chooses to disclose information in private and a member of staff comes into the room, ask them to leave via non-verbal behaviour if possible, similarly, if another pupil comes into the room ask them to leave by saying that you need to be alone.
5. When the child stops talking – at the first opportunity write down exactly what has been said by the child. This is a priority and may involve you arranging for someone to cover so you can leave the room and have silence so it is easier to remember.
6. The information should be given directly to the Designated Senior Person – Deputy Principal, as soon as possible
7. If the Designated Senior Person is not on duty then the information must be shared with the most senior staff member on duty
8. Do not discuss what has happened with any other member of staff unless directed to do so by the DSP. This information is confidential. Do not betray the child trust.
9. You can tell other staff (particularly the teacher and key worker) working with the child the s/he is upset and may need
10. Record the incident on a Concerns Form; put it in a sealed envelope and give to the DSP as soon as possible.

These procedures will also be followed where staff are concerned, either about something they have observed, something they have been told or where they can see over time pupils are failing to thrive.

Whistle blowing:

The school will devise a separate policy on whistle blowing based on the procedures and policies of the National Autistic Society. The purpose of this will be to ensure employees are aware of their duty to report any concerns they have about the practice of colleagues. The ethos and policy of the school will be to encourage openness and honesty. Where staff disclose information they will be protected against any victimisation, harassment or recrimination. A whistle blowing flow chart will detail the procedure for reporting and acting upon concerns. In all safeguarding training and management support and development meetings staff will be reminded of their obligations and the importance of this duty,

Safe recruitment procedures:

In accordance with legislation and guidance, the school will ensure that all correct procedures are in place prior to employment.

All our job advertisements will state that successful candidates will be required to submit an Enhanced Disclosure application. When an offer of employment has

been accepted, the staff member will be asked to come in to the school to meet with the School Business manager to complete an Enhanced Disclosure application form and to provide the appropriate documentation. When completed, the form is sent to the CRB and until the Disclosure application has been cleared the staff member will not be able to start employment.

All staff, governors and volunteers will have enhanced CRB checks. All CRB's will be updated every 3 years.

Each candidate will be asked to supply details of three referees, one of whom must be their most recent employer. At the time of interview, referees are contacted and asked to complete a standard reference form (or letter for personal referees) which makes particular reference to any reason why the candidate may not work with children. When the written references are received they are telephone verified. A candidate would not be able to commence work until this process is completed.

The School Business manager and one member of staff on all interview panels will have been trained in Safer Recruitment Procedures.

All visitors, including contractors, will be supervised to ensure that they won't have unrestricted access to the young people or their accommodation. All bank staff, students and volunteers will follow the same procedure as other staff. Where agency staff are used the School Business Manager will be responsible for liaising with the agency and the person themselves to ensure all documentation has been checked.

The School Business Manager will be responsible for ensuring the single central register is complete and up to date. Governors and the Principal of the school will monitor this on a termly basis.

Managing challenging behaviour safely:

We aim to have a school where pupils are respected, achieve beyond what is expected, are empowered to make positive choices about their own lives and manage their own behaviour. To enable pupils to do this it is important that they are at the centre of positive behaviour management strategies, which they help to decide and put into action themselves. The school's philosophy will be to empower students to control their own behaviour and therefore we will only use Restrictive Physical Intervention in exceptional circumstances. Other strategies (as detailed on children's Access to Learning Plans) will be employed and Restrictive Physical Intervention will only be used where there is no alternative.

The rights and dignity of our pupils, including when demonstrating aggressive behaviour, must be of the utmost priority. Any restrictive physical intervention must always be used with a view to keeping them safe, with the aim of allowing the individual not only to recover self-control, but also to acquire alternative behaviours that may, over time, decrease the level of intervention needed.

The school plans to use TEAM TEACH training to improve staff's, knowledge and understanding of how to prevent and manage challenging behaviour. A small

element of this training will include physical intervention techniques. The decision to work with this organisation has been taken on the basis of their experience, compliance with legal frameworks and to be in line with other Reading schools. The school plans to identify an experienced member of staff who can participate in the TEAM TEACH training for trainers course and become a licensed trainer. We also plan to deliver TEAM TEACH training in conjunction with The Avenue School.

The school will record all restrictive physical interventions and will report these to parents and relevant stakeholders. The Head of School and a designated member of the governing body will be responsible for monitoring these records. The school will write a Policy on Restrictive Physical Interventions which will be informed by TEAM TEACH training and by the following legislation and guidance:

- Children's Act 1989
- Education and Inspection Act 2006
- BILD (2011) Code of Practice BILD
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties. (DFE 2003).
- Use of Reasonable Force Advice for Head Teachers, Staff and Governing Bodies (DFE 2011)

Medication

In addition to a diagnosis of Autism, it is expected that some pupils may have other associated conditions, such as mental health issues, ADHD, challenging behaviour and epilepsy. Therefore it is expected that a number of pupils will take associated medication. Pupils may also have other conditions such as diabetes or asthma. The school will have a comprehensive policy for the storage, control and use of all medications and this will detail arrangements for training, self administration and reporting errors. The Head of School will be designated as having overall responsibility for Medication. The governing body and Executive Principal will have ultimate accountability for overseeing policy and practice.

We will access the NAS medication training. Opus pharmacy services are the preferred supplier of medication training to the NAS. There is a comprehensive range of courses available which increase staff awareness and understanding of medication, enable staff to support individual with storage and administration of medicines and minimise the likelihood of error.

The training is offered in 3 formats:

- On line course
- Face to face teaching
- Distance learning work books

The content of the training has been developed by qualified pharmacists and meets and exceeds the outcomes set by regulators for the people who are being supported. Following the training all staff are required to be observed by assessors to ensure competence, before they can administer medication on their own. The training offers on line competence refresher training to ensure on going training and

knowledge updates

The training for staff is refreshed every 2 years to ensure on going competence, or can be immediately accessed when new staff join.

See Annexe 14 for draft medication policy.

Internet and digital media.

All staff will have a duty and responsibility to protect the pupils in our care from being exposed to material that compromises their safety or could potentially cause them harm by creating fear or anxiety.

The use of information and communication technologies (ICT), including the Internet, has developed over the past 25 years and now involves every pupil and member of staff. While these advances bring many benefits, they have their dangers, particularly for our pupils whose lack of social understanding and theory of mind may impact on their ability to make safe decisions when using on line technology independently.

It is the aim of the school not to block access to these technologies but to teach pupils how to keep themselves safe and put in place a number of safeguards that will protect them. A key part of this protection will be the teaching of e-safety to pupils so they can recognise and manage the risks themselves during use in school, residential unit or the home. E safety is embedded into the ICT and PSHCE curriculum at several points throughout each key stage. The school will also write guidelines for staff to detail their responsibilities and strategies to support pupils in keeping safe. This document will be entitled: "Using social media and technology safely: Guidelines for staff". The school will also develop a 1 day training package for staff on e-safety.

All incidents related to safety will be reported to the designated E-safety officer of the school and the Principal, who will in turn report details of the incident and outcomes to the governing body.

Procedures for keeping children safe when not on site

Educational visits are an essential part of a child's development, helping them to reinforce learned skills and to develop new skills essential for outside school. They build self esteem and provide a motivating context for a range of learning experiences.

Both the HSE (2011) and DFE (2011) websites emphasise the importance of educational visits in education. It is acknowledged this is possibly even more important for pupils with Autism, especially as experience has shown many parents report that they find it difficult to take their child out on weekends or holidays due to challenging behaviour. Additionally our pupils may also be leaving the main school site to attend part time placements in other schools. As with other aspects of safeguarding our intended pupils, due to the impairments associated with Autism, may find it especially difficult to make appropriate choices about their safety when out of school.

It is therefore vital that we teach pupils how to carry out these activities safely and make appropriate decisions as well as having clear guidelines in place to support staff. The school will write an Educational Visits Policy and guidelines for staff. These will detail all arrangements for keeping pupils safe, including:

- The school educational visits co-ordinator.
- Responsibilities and training of visit team leaders, deputy team leaders and inclusion support Learning support Assistants
- The completion, signing off and storage of activity planners
- Risk assessments for off site activities
- Arrangements for pre visits
- Procedure in case of emergency and named emergency contacts in school (including what to do if a child absconds)
- Arrangements for transporting and administering medication whilst off site.
- Guidance on emergency supervision planning, including plans for how staffing allocation will change, for example, if there is a behaviour incident. Also including any specific information about the visit or group, for example:
 - x must have hand held at all times
 - x must have his hand held by 2 people whilst....
 - all children must have hands held whilst walking next to lake
 - all children must be watched so they don't put their hands in their mouth after touching the animals and must wash their hands.
- Informing parents and consent.
- Specific arrangements for swimming, adventurous and residential activities.
- Contacts for information e.g. Local authority educational visits advisor
- Arrangements for keeping up to date records of pupils on the visit including taking a camera with photos from that day of pupils.
- Guidance on factors to consider on the day, for example:
 - The weather
 - Distance away from bus
 - Business of venue
 - Mood of children.
- Arrangements for head counts.

All significant incidents during educational visits will be reported to the designated

Educational visits co-ordinator of the school and the Principal, who will in turn report details of the incident and outcomes to the governing body.

Risk assessments

The school has an overriding duty to keep children and staff safe. It is particularly important to recognise that there are increased health and safety risks for both pupils and staff due to the challenging behaviour of some pupils with Autism.

The school will have risk assessments for activities that take place in and outside of school that can present a risk to pupils, staff or the public. Relevant staff will be trained on how to write risk assessments and all staff will sign to say they have read existing risk assessments.

The School Business Manager will complete and maintain an up to date risk assessment register which will be monitored by the Principal and a member of the governing body.

The school will promote a positive risk taking philosophy. This philosophy should lead to an identification of the potential risks involved, and the development of plans and actions that reflect the positive potentials and stated priorities of the individual. Risk assessments will be seen as a tool which enables pupils to do activities safely, rather than prevent them from being included.

The rights of the individual must always be taken into account and a person centred approach should be adopted. Where possible the individual should be fully involved in the risk assessment process. This may require the use of modified forms for the capture of information e.g. the use of pictograms. These should be used to inform the risk assessment which should also be recorded on the standard forms.

Pupils will also be taught through Community based education, our PSHCE and Life skills curriculum how to keep themselves safe. Our behaviour management philosophy will promote pupil's understanding the outcomes or consequences of the choices they make.

Prior to opening the Head of School will write policy and procedures for risk assessments based on the existing ones from the National Autistic Society.

Pupil well being and pastoral care

See earlier section for details on emotional wellbeing and pastoral care

Anti bullying

The school recognises that for pupils to thrive and achieve they need to enjoy and feel safe coming to school. The school will remove any barrier that may compromise this and as such will take the issue of bullying very seriously. Through its vision and ethos the school will seek to create an atmosphere where pupils respect themselves and each other and adopt positive behaviour management strategies. However, it would be unrealistic and foolish not to be prepared for bullying incidents.

Due to impairments in social understanding and imagination, bullying issues are perhaps even more complex for people with Autism. For example a vulnerable pupil may not recognise that they are being bullied and believe themselves to be part of the group because they are paying them attention or asking them to do things for them. Another example may be where a pupil with Autism becomes obsessional about another pupil and targets them in either a positive or negative way. Such issues will be explored through policy and staff training and staff will be trained to understand and address these from an Autism specific perspective.

The school will have its own Anti Bullying policy, which will detail the school's arrangements for tackling bullying. It will include the following information:

- Statement of Intent
- What Is Bullying?
- Autism and Bullying
- Why is it Important to Respond to Bullying
- Objectives of this Policy
- Signs and Symptoms
- Procedures
- Outcomes
- Prevention
- Organisations that can help

Please see Annexe 13 for draft policy.

Because of the 'revolving door' policy, transition arrangements and the plan to have inclusive part time placements, these difficulties could be compounded for pupils who may attend more than one school. Where pupils are moving to other schools or attending other schools on a part time basis we will liaise with the partnership school re the vulnerability of our students, their own anti bullying policies and will, where necessary, provide support and training for their staff team.

Promoting good behaviour

The school views its strategy for promoting positive behaviour to be absolutely fundamental in achieving its vision and aims. Pupils will only achieve beyond what is expected if challenging behaviour is replaced with positive behaviour patterns and no longer acts as a barrier to learning and inclusion. Evidence of demand for our proposed group indicates that many pupils have previously had negative experiences of schooling, demonstrated frequent displays of challenging behaviour and in some cases have been excluded. The school's behaviour strategy must take pupils from this starting point and:

- Motivate pupils to attend school and engage with learning

- Have high expectations of themselves; planning to behave well and achieve
- Eliminating negative views of themselves, instilling a belief that they can do well
- Enable them to develop an understanding of their own behaviour and use self management techniques
- Enable them to cope through difficult periods in their life
- Understand the link between making positive choices and long term outcomes for themselves.

The school's strategy for the management of behaviour encompasses 2 key elements: the ethos of the school and its approach.

Ethos

From the opening of the school staff will meet and agree a common understanding of the ethos of the school in relation to the management of behaviour. All staff will agree to work within the same principles and will understand their importance in relation to meeting the aims of the school. The table below illustrates key principles and how they will contribute to pupil outcomes.

Principle	Key Indicators
Low arousal Non confrontational approach	Pupils behaviours are diffused. Pupils work together with staff not against them. Pupils feel safe and trust staff.
Empathy and Understanding	Staff understand Autism and empathise with difficulties individuals face, therefore when faced with challenging behaviour do not take behaviours personally and see it as their responsibility to help pupils through difficult times. Pupils feel understood by staff and know they are there to help.
High standards	Pupils and staff aim for this to be a school where pupils behaviour is excellent. Pupils know that staff want them to achieve. Negative self fulfilling prophecies are eliminated and it is common practice for pupils to be polite, respectful and communicate positively with staff and peers. Pupils and staff will feel pride in belonging to this school!
Pupil empowerment	Staff place pupils at the centre of controlling their behaviour and making decisions about what will help them. Staff will reinforce that if they behave in a certain way that is their choice and talk to them about the likely consequences of their actions.

	Pupils are self motivated to behave well and understand the connection between behaving well and outcomes for themselves.
Relationships are key	Staff understand that in order to be effective in supporting pupils through difficult times they must have firstly established a positive relationships with them. This will be fostered through ensuring staff take an interest in pupils, spend time with them in enjoyable activities and take time to listen to their needs / wants. Pupils will feel safe and secure with their core staff team and with the Senior Leadership team, they will know they are liked (even if they make mistakes) and that staff care about them. They will understand that staff are there to help them be the best they can be!
Pupils cannot learn when they are distressed or anxious	Staff are skilled in judging situations and don't push pupils at the wrong time. They know that they need to support pupils emotionally and allow them to have time out of lessons and complete learning at other times. Pupils learn to identify their own feelings and learn how to manage their anxiety. They learn to talk to staff and ask for help and understand they can catch up on learning at other times. They do not feel pressured.
High quality teaching and learning engages pupils and reduces challenging behaviour.	Staff understand that there is a direct link between the quality of teaching and learning and pupils' motivation and behaviour. They see it as their responsibility to deliver engaging, relevant and fun lessons. Pupils value and enjoy lessons and see the purpose of attending and behaving well.
We do not exclude!	Zero % exclusions. Staff understand that there is no option but to work together and with parents to identify an alternative solution. Pupils feel safe and secure and do not feel the need to test boundaries.

These positive outcomes in turn will lead to good behaviour and a reduction in discipline issues.

Approach to Behaviour

Multi disciplinary meetings:

Each class will hold one class meeting per half term. A member of the Senior Leadership team and members of the Support for Learning team (Occupational therapist, Psychologist and Speech and Language therapist) will attend. These will enable staff to collectively understand behaviours and set clear expectations. They

enable strategies to be agreed and applied consistently. Where pupils are experiencing periods of extreme difficulty an individual meeting will be held and all adults involved in the life of the child will be invited to collaborate to plan the way forward.

Access to Learning Plans (ALP's)

These documents will contain clear expectations for behaviour and effective behaviour support strategies, including self management techniques. It is acknowledged that for any form of behaviour plan to be effective it needs the pupils themselves to be 'signed up' to its implementation. In the Primary department pupil versions will be written and given to pupils. In the Secondary department pupils will be involved in the writing of these plans.

Recording and Analysing Behaviour data

The school will purchase a commercial programme which will enable staff to record behavioural incidents on each day they occur. The school will use the Significant Event Recording System (SERS) developed by the National Autistic Society in conjunction with Advanced Health and Care organisation. A member of the senior leadership team will be designated as having responsibility for overseeing behaviour and will work with the Psychologist and other key staff on analysing data for specific pupils and identifying interventions / strategies that will support incident reduction.

Monitoring

At a fortnightly Senior Leadership Team meeting any concerns, issues or patterns will be discussed in order to ensure the Leadership team are up to date, respond quickly and are able to deploy additional targeted support where necessary. These will be presented to governors on a termly basis.

Ready to Learn Curriculum

The school will have a curriculum document entitled "being ready for learning" which will detail how pupils will be supported in acquiring essential prerequisite skills and behaviours. This will have an emphasis on building self esteem, agreeing rules for behaviour and working, understanding reasons for rules and understanding the link between working hard and positive outcomes for themselves. It will also teach pupils explicitly about what is expected and appropriate behaviour and simple techniques for self management. It will include some elements of anger management work such as "the volcano in my tummy", 'behaviour thermometer scales' and breathing techniques. This will give pupils the foundation skills to begin to understand and manage their own behaviour.

Residential weeks

These are viewed to be one of the elements of the curriculum that supports positive behaviour. They are a proven opportunity for staff and pupils to develop trusting relationships and a chance for pupils to develop self esteem through acquiring new skills and overcoming problems.

Systems for working in different locations and at different times

Pupils will be taught that they do not need to exhibit challenging behaviour if they are not coping in a group setting. An essential component to the school will be an

identified central learning resource area with computers and individual workstations that pupils can request to use at different points in the day.

Approach to Pupil well-being and pastoral care

As described in more detail in section D3 our approach to emotional well being of pupils will include:

- Comprehensive PSHCE curriculum with emphasis on SEAL programmes, SMSC and Citizenship
- Advocacy: Guidance document and staff training on promoting pupil advocacy
- Individual programmes e.g. managing anxiety, self esteem, What Autism means to me?
- Support from Clinical Psychologist: assessment, intervention and evaluation
- Enrichment Curriculum that allows pupils to develop the confidence to try new activities and develop interests
- Pastoral elements of timetable e.g. tutor time, breakfast club

Training

In addition to TEAM TEACCH training (see earlier section on arrangements for the safe management of challenging behaviour) the school will devise its own training and behaviour management guidance. These will emphasise the ethos of the school in relation to challenging behaviour and will cover:

- Triggers
- Cues
- Causes
- Recording and analysing data
- Functional analysis
- Challenging behaviour and communication
- Anxiety
- The ice berg theory (underlying, unseen anxieties of individuals)
- The bridge theory (staff should see it as their responsibility to meet the child halfway or beyond)
- RPI plans
- Seclusion and withdrawal
- Sanctions
- Individual programmes
- Individual risk assessments
- Use of motivators, distracters and rewards (including motivator assessment)
- Arrangements for pupils who abscond
- Pupils who self injure
- Role of Clinical Psychologist
- Working with parents and social care providers
- Working with other schools (training and outreach)

- Training in the management of behaviour
- Organisation of classes to promote positive behaviour (compatible pupil groups, staff: pupil ratios)
- Organisation of learning environment
- Link between quality of teaching and learning, motivation of pupils and positive behaviour.
- Crisis management
- Pupil and staff debriefs

Work with parents and other agencies

The school will see parents as partners in the pursuit of positive behaviour. Parents will be involved in the drawing up of Access to Learning plans, will be offered training through parents' workshops and will be invited to any multidisciplinary meetings about their child.

The school will make it a priority to establish close links with other partners in this area including social care providers, respite services and Child and Adolescent Mental Health (CAMHS) teams. The school will also draw on its existing links with experts from the National Autistic Society and other organisations, including behaviour consultants from Studio 3 and [REDACTED] from [REDACTED] who is currently working on Autism and self-injurious behaviour.

The school will devise Guidance sheets for drivers and escorts and will offer training on an annual basis.

Specific procedures to support a reduction in discipline issues:

A range of positive behaviour support strategies will be detailed on the Pupil Support plan and will be deployed consistently in order to reduce discipline issues. These include:

- Rewards, motivators
- Achievement assemblies and end of year Awards event.
- Involvement of Senior Leadership team – key staff identified as support to most challenging pupils.
- Pupil contracts
- Pupil debriefs
- Social stories (Carol Grey)
- Systems for completing work in different locations and at different times

The use of restrictive physical intervention will not be used just to reduce discipline issues and maintain good order; it will only be used as an emergency, when there is no other alternative and in order to keep pupils or staff safe.

The use of sanctions will not commonly be used as whole school policy as it is generally not in line with our ethos and approach to managing challenging behaviour. However, it is acknowledged that for a small group of pupils to understand the affect they have on lives of others and how their own choices affect their own life it may be deemed necessary. Therefore, sanctions may be applied on an individual basis according to the arrangements detailed in the Behaviour support policy. These will be agreed at a multidisciplinary meeting and recorded in a

Sanctions book. Where sanctions are part of a planned intervention the agreement of parents will be sought.

Please see Annexe 11 for draft Behaviour Support Policy.

Securing good attendance.

“The better the quality of education, the better the students’ attendance. Good leadership and management, high quality teaching and a flexible curriculum have a significant impact on attendance. ... In particular, there is a strong correlation between inspection judgements about attendance and the quality of teaching and learning.”

Attendance in secondary schools, Ofsted 2007

The school will demonstrate its understanding of the importance of this link and will monitor and evaluate pupil attendance patterns through monitoring the quality of teaching and learning via lesson observations and learning walks.

The school believes that the success of its vision and intended pupil outcomes is fundamentally influenced by pupils’ motivation and ability to attend school.

Through our attendance strategy we will seek to ensure pupils:

- See the benefits of attending school
- Know how to keep themselves healthy
- Understand clearly that the school has high expectations in relation to attendance
- Know that poor attendance will be addressed
- Communicate with the school about reasons for poor attendance
- Participate in dialogue to identify strategies to increase attendance

The school will monitor and evaluate pupil attendance patterns via :

- Analysis of pupil attainment data and identification of those pupils whose results are affected by poor attendance
- Half termly summaries of attendance, identifying those who are most vulnerable
- Reporting to governors termly

It will address attendance issues through:

- Systems for catching up on missed work
- Consistent and timely communication with parents to identify ways forward

and follow up on absences

- Identified mentors for pupils and specific meetings to talk about reasons why they are not attending and to agree targets.
- Individualised strategies for increasing attendance – nothing will be seen as too much trouble, the school will deploy whatever means necessary to support pupils to get to school and learn, whether this will mean helping with transport issues, providing learning to do at home, encouraging pupils who have missed morning sessions to come in for afternoon sessions.
- Record attendance issues formally at annual review meetings
- Liaise with attendance welfare officer of local authority.
- Liaise with relevant medical professionals e.g. General Practitioners.
- In the case of persistent absences or regular school refusal, hold a multi disciplinary meeting.

See also draft Attendance Policy – Annexe 15

Autism and attendance:

It is not uncommon for pupils with Autism to experience higher levels of anxiety and mental health problems. This in turn can increase the likelihood of school refusal. This is particularly compounded by this group's difficulties with transition and becoming fixed in routines, resulting in school refusal becoming a very embedded behaviour that is difficult to break.

Therefore, in such cases it is essential for school refusal to be taken extremely seriously and a response plan formulated and agreed promptly. This plan will require the school to have a flexible approach and where necessary, to look at adapting the curriculum in order to motivate the pupil to attend school.

Registers.

The school will maintain accurate and up to date registers in accordance with The Education (Pupil Registration) (England) Regulations 2006

D6: Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community.

The needs of the local community

As stated in section C, we are intending to set up a special free school for pupils with Autism between the ages of 5 and 16. The school will specifically cater for pupils whose needs are not currently being met by the spectrum of provision on offer. It will comprise of 2 provisions:

- **Standard provision:** for 44 pupils who have average or high cognitive ability

- **Enhanced Provision:** for 6 pupils, designed specifically to support the local authority in meeting the needs of a small number of pupils who have the highest levels of complex needs.

The standard provision will specifically address the needs of those pupils who find it difficult to maintain a mainstream placement and for whom placement in a special school for those with learning difficulties may not be appropriate. These are a group of pupils who should be able to access mainstream qualifications but are at risk of under achievement.

The enhanced provision will include pupils of any cognitive level, who have extremely challenging behaviour and complex needs. For this group of pupils it is a challenge to access an appropriate education without having to follow the route of accessing 52-week residential experience. We seek to build on the experience of the NAS to create an inclusion base, which can cater for the education and wellbeing needs of these most complex of pupils.

This is the story of a pupil who was able to succeed academically only after a suitable placement was found. This young man is a member of the steering group for our proposed NAS free school.

████████████████████.

In order to maintain successful placements of these pupils the school will provide support programmes that include both school and home. We intend to link in with local respite provisions and other social care providers to provide a fully holistic approach. Our focus is on collaborative working and we have already built relationships with number of local schools and colleges and have further meetings planned to establish more partners.

It will be an exciting new model, providing inclusive educational day placements for the highest need pupils It will seek to provide an alternative solution to the residential placement which, whilst appropriate for some students is costly and does not always meet parental or pupil choice. In this way the school will provide greater value for money. The provision planned for these pupils will be bespoke in every way.

Our pupil intake.

We know that the needs of young people with autism and their families in the Reading and neighbouring authorities are not being met and we have collated the following information to inform the picture of autism across Reading and the wider community.

- The incidence of pupils with a statement for ASD or at SA+ in state funded primary schools across Reading, West Berkshire, Windsor and Maidenhead, and Wokingham, exceeds the England average in all these local authorities.
- Only Reading has a lower incidence of pupils with ASD who are statemented or at SA+ in secondary schools than the national average; this may be because 13 pupils with ASD at secondary age are in NMISS.

- There are high levels of pupils with ASD in NMISS in Reading and Wokingham, at 35% and 42% respectively.
- The provision of a Free School in Reading would potentially support pupils to be educated locally, at a significant saving to both local authorities, mentioned above.
- Reading currently spends £1.3m per annum on ASD provision for NMISS placements; Wokingham spend £2.1m per annum. Over a five year period for pupils in NMISS, this accounts for £17m.
- If one pupil per authority were able to attend the NAS Free School instead of a NMISS placement costing £131k, this would save each authority in the region of £500k over 5 years, which could then be redistributed elsewhere.
- Parental views of parents in the area have shown dissatisfaction with the level of training and understanding of teaching and support staff in maintained schools, particularly at secondary level. 91% of parents canvassed expressed an interest in the possibility of a NAS Free School. Of these 62% felt that having specialised support and staff were the most important reasons for having a Free School in the area.
- Some parents have expressed how their children were unhappy and unable to make progress until they were placed in appropriate educational placements, where staff understood their needs, and could support them to thrive and make progress.
- Exclusion of pupils with ASD in Reading shows that for some pupils, including those in the generic special Academy, some placements are unsuitable. The NAS Free School would support the pupils at risk of exclusion to have time bonded places at the free school to receive more specialist support to enable the pupils to reintegrate to their original mainstream school as appropriate.
- Where a pupil has had a permanent exclusion, this would normally mean a place in Non Maintained or Independent Special School. However, the enhanced provision at the NAS Free School would mean a local provision which is more specialist than the generic special school for those pupils with the most complex needs and challenging behaviour with ASD.
- Pupil progress for pupils with ASD is exceptional in NAS schools. Using the network of NAS schools to support would ensure that all staff would have high expectations coupled with specialist skills and approaches to maximise their progress.

Views of stakeholders and development of relationships to meet students' needs

Schools and colleges

The proposed free school will have a focus on collaborative working in order that the non-specialist schools in the region benefit from the NAS Free School expertise and the NAS Free School benefit from non-specialist and mainstream schools' expertise. Collaborative working would facilitate better identification of those most at risk, earlier intervention to prevent placement breakdown where possible, more flexible range of support models within the NAS specialist free school provision where required, and increased opportunities to move people on to other local provision with support from the staff at NAS Free School where possible. As well as being a school for children and young people with autism, we intend to be a resource for our partnership schools. We will work with them to support young people with autism to maintain placements in their schools.

We have established relationships with a number of local schools and colleges (see D3 Partnership working Table) and have already identified opportunities for

- Extending curricular opportunity for pupils with autism, parents and school staff through schools working together. We will deliver parent workshops for parents of children in our school and invite those from our partner schools (see E2 for more details of parent programmes). For example we will share building facilities such as swimming pools (Priors Court) , Media suites and Performing arts studios (the Avenue School & Newbury college)
- Through partnership solutions we will raise standards and improve early interventions. Our partners will ne invited to join us in mutual training and staff development. We will provide outreach support and advisory clinics so that those pupils at risk of placement break down can be supported at an early stage.

View of key stakeholder :

How would the Free School Enhanced Provision support pupils who might be excluded from [REDACTED]?

Contributed by [REDACTED], [REDACTED], Reading.

The Avenue School

[REDACTED],

Tilehurst,

Reading, [REDACTED]

Telephone: [REDACTED]

Email: [REDACTED]

“The pupils who find The Avenue School challenging are those who respond aggressively if the whole experience and environment is not meeting their needs. Some pupils dislike the close contact of other pupils and especially those who have other challenging behaviours such as screeching or those who come within their personal space. They have been known to attack other vulnerable pupils and to bear a grudge for a sometimes incomprehensibly long period of time. One pupil waited a week before moving a screen to attack a peer who had made a noise he disliked. Another attacked a child in a wheelchair in passing and nearly ripped out her

gastroscopy tube.

We are able to modify the environment to a huge degree but for some it is just not flexible enough. For some pupils to strip away all variables and build back the environment and introduce other adults and peers over a long period of time is the only real answer to trying to engage the child in any experience let alone to expect them to begin to learn and try out any systems for communication.

The need for intensive intervention is often limited in the large school environment and so to some extent is the range of strategy options available within a large community.

The enhanced provision would provide the opportunity to explore, in a smaller more nurturing therapeutic setting, all the options to calm and engage the child in a safe learning environment.

The focus on such a small number of students in this type of provision will also allow some intensive and clearly focused team work possibly with the families working closely together in the provision to improve outcomes across both settings at home and in the community.

This provision would also provide a revolving door opportunity and testing ground for theory and practice for individuals with an unclear diagnosis.”

- High quality transition from school to chosen pathway to adult life. We have already identified a number of partners (see D3 Partnership Table). We will work with Newbury and Reading colleges to establish FE pathways for some pupils, with Kingwood for those wanting a more supportive pathway and with Priors court for those in the enhanced provision who might need a highly supportive residential pathway.

“Kingwood will be opening a transition service for young people with autism in Reading in the Autumn of 2012. This service will provide support for school-leavers with autism to help them make the transition to adult life. It will offer a full programme of skills training and education in residential accommodation within their own communities, preparing the young people for the world of work however profound their disability. It is uniquely based on research. The design of the buildings is the result of a research partnership with The Royal College of Art. In addition a new method of support for this age group has been developed with The University of Bangor providing a structure which we have found works very well for the young people already being supported in our services where we are running pilots.

Kingwood believes that collaboration between organisations with different and complementary skills permits higher quality services to be delivered, and has over the last three years worked successfully on a number of projects with the National Autistic Society. Kingwood would bring the experience of its new transition service and the design expertise and service model to a broader collaboration with the National Autistic Society, with their extensive

expertise and experience in education. Working together from the initial planning phase for the school will permit a seamless structure of support.”

The wider community

Key stakeholders were identified at an early stage of the process.

These included

- Local authorities: Reading, West Berkshire, Wokingham & Windsor, Maidenhead, Henley and South Oxfordshire (and SEN points of contact at each authority)
- Local parents: Reading, West Berkshire, Wokingham & Windsor and Maidenhead
- Local MPs
- The Avenue School – local SEN provision
- Reading School – local mainstream school which has indicated it would like to be key partners in the proposed Free School)
- Local relevant charitable groups (incl. Berkshire Autistic Society, ASD Family Help, Berkshire Community Foundation)
- NAS West Berkshire Branch volunteers
- Large local employers

Contact has been made with all of the above and relationships have been established with many (see E2 for further details). Other key stakeholders have been identified and relationship building will continue. (See D3 Partnership Table).

The views and needs of Local parents and for autism provision within the community is at the core of our development and informed our educational vision and plan. 208 parents completed a survey and 60% of those expressed interest in attending a discussion group about the proposed school. We held three discussion groups in January (see E2 for details). 91% of parents canvassed expressed an interest in the possibility of a NAS Free School. Of these 62% felt that having specialised support and staff were the most important reasons for having a Free School in the area.

This was supported by the National Autistic Society’s West Berkshire Branch, which canvassed its members on a range of services for children and adults with autism in 2009 and asked parents to indicate their satisfaction with the quality of services offered. Common concerns for parents were:

- The lack of social skills groups delivered by schools for their child with ASD,
- Limited academic expectations,
- Poor access to after school clubs,

- Higher levels of training needed,
- Higher levels of OT and SALT required,
- Poor support for able ASD in mainstream schools.

Parental views in the area have shown dissatisfaction with the level of training and understanding of teaching and support staff in maintained schools, particularly at secondary level.

It is a major problem for parents to actually commit to a preference for a school like the proposed Free School as they have many different issues around choosing a school to those parents who do not have children with autism. The level of learning disability and other co morbid conditions also have to be taken into account, as does diagnosis and statements, all of which need to be obtained before discussion of a placement can begin.

Parents in our survey reported :

Diagnosis x further disabilities

	Another disability N=32	Mental health condition N=18	Learning difficulty N=43	None of the above N=67	N
Asperger syndrome	25%	13%	13%	49%	N=63
Higher functioning autism	10%	20%	35%	35%	N=18
Autism spectrum disorder (ASD)	17%	13%	22%	48%	N=46
Autism with acc. learning difficulties	19%	0	58%	22%	N=31

When examining age ranges between 5-10 years and 11-15 years there was an increase of over 50% for those children who were reported as having a mental health condition, from 8% for 5 -10 year olds to 15% of 11-15 year olds.

Again, the position is different and more complicated compared to parents of non autistic children. Parents then have to prove need and to negotiate fees with their local authorities.

Ongoing community engagement to inform the curriculum offer.

We intend to now send further communications about the ethos, curriculum and educational vision of the proposed free school to all those who expressed an interest in it and also to those who attended our forums in order to further ascertain the number of parents who will express a definite preference for a place for their child at the Thames Valley Free School.

We will also hold further parent forums in Reading, Wokingham and West Berkshire to present the vision to parents who wish to attend.

Local community engagement

Volunteers from the local community

We aim to be viewed as a true community school. This is always a challenge for a special school as unlike mainstream schools, the majority of the pupils although from the local authority, may not come from the immediate local community. The school calendar will include an open day each year and regular open door and show case events that we will advertise and encourage local residents to attend. We will encourage local groups to use our facilities for meetings and clubs where ever possible. We already have a strong relationship with the leading autism charity in Reading, Berkshire Autistic Society, and we will work with them to encourage any local members to engage with the school.

Our own NAS Parent Group meets in Newbury, under half an hour away from the proposed school site and it is intended that they will hold some future meetings in the free school.

Example events

School Events:

- Parents evening Autumn: Wednesday 6th November 2013
- Parents evening Spring term: Wednesday 26th March
- Parents evening Summer term: Wednesday 2nd July
- Christmas show: Tuesday 10th December
- Sports day: Tuesday 15th July

Other potential events: date to be decided

- Parents workshops
- Open day
- Professional days
- Community conversation event
- Parent ICT sessions including learning platform and eSafety
- Parents social and fundraising events
- Theme / activity week
- Residential week
- Governors / PTA meetings

The extended day enrichment curriculum will offer a range of opportunities for local residents to volunteer to support pupils or even to lead on an area of interest. For example, our NAS school in Scotland has a yoga class run by a local volunteer. It is planned that staff mentors or volunteers will support our pupils to access after school clubs or other relevant activities in their own community, local school or Newbury or Reading colleges. (See E2 and D3).

It is important that volunteers are highly trained and have an understanding of autism and the impact autism can have on learning and life skills. We intend to link our volunteer training to the already established NAS Reading Befriending Service. This service has a structured training package delivered over a series of weekends and evenings and the free school will provide the venue for this.

Reading Befriending Service.

This service is already in operation across Reading and provides support for up to 20 young people under the age of 18 with autism and their families.

Befriending gives the volunteer the opportunity for a one-to-one relationship with someone directly affected by an autism spectrum disorder or a family member. In some cases this can become short-term respite to the family or carers of the individual. Anyone can request a Befriender, no matter how far they are affected by their condition or what other help they may get. The priority is to match the right volunteer to the right person or family.

The Reading scheme is led by a Befriending Manager who supervises a team of trained volunteers. Volunteers can be paired with an individual with either autism or Asperger syndrome or with a brother or sister or someone else in the family. The Befriender then decides with the individual or family how often they will visit and what kind of things they will do together. Befrienders might take a child out to a ball pond or park, go shopping with the family to provide an extra pair of hands or support the young person to attend a local after school youth club or social event. We plan to link our pupils and their families into this scheme.

Using ICT curriculum to engage with the local community.

Over 30 local businesses have already been identified and telephone contact made with many of them (see E2). The majority have some kind of technology focus and we plan to engage some of these organisations in volunteering and work experience schemes for our pupils. We aim for our ICT curriculum to be leading edge and to embed its use in all areas of our curriculum. It offers pupils with autism the opportunity for learning to take place in a variety of stress reducing ways and develop knowledge, skills and understanding that will allow them to take an active and enriched part in 21st century life. We plan to engage local businesses and partner with them to provide vocational experiences for our pupils and volunteer opportunities for their staff to work with our pupils.

As stated in D3, the NAS in its mission statement seeks to “make sure everyone living with autism gets the support they need”, “provide the best possible education and support” and “share our learning and experience”. It therefore fits with our core aims to ensure the new free school is a centre of excellence and source of training, information and support for the use of ICT for people with ASDs across the region.

Our ICT activities will extend to include the availability of a learning resource area where parents and members of the community will be able to access ICT resources, develop their own expertise and confidence and become more informed about the school by viewing up to date, on line information about what is happening within the school.

Volunteering and inclusion opportunities for pupils.

Inclusion activity for our pupils will be part of whole school planning and individual programmes. We aim for our pupils to understand that they have a role to play as active citizens. (see D1) We envisage pupils taking part in local volunteering

projects in groups and as individuals and we plan for the majority of our pupils to access local schools on a regular or for some, even daily bases.

A significant number of our curriculum aims are focussed on reducing anxiety, building pupil confidence and self management skills so as to enable active citizenship.

We aim:

- To provide a “curriculum for life” that prepares individuals for each stage ahead.
- To ensure opportunities to generalise knowledge into a variety of settings, including the local community.
- To support pupils’ wellbeing and build confident aspirational citizens who are able to make a positive contribution within their local community.
- To work in partnership with local schools and colleges to support pupils in accessing vocational, academic and personalised pathways.
- To provide pupils with knowledge of themselves and how they learn and behave and develop strategies for self-management.

Section E: Evidence of demand and marketing – part 1

E1: Provide evidence showing clear levels of parental demand and need for the numbers and type of SEN provision and number of places proposed. Include solid evidence of support from local authorities that shows they will be willing to place children at your school in line with parents' wishes and the special educational needs of children.

We have undertaken extensive research with local parents and local authorities to confirm support for an application for an autism-specific Free School in Reading. However, due to the complexity of the condition, the need for individual pupil referrals based on a specific diagnosis and the detailed entrance criteria, we have not been able to find information to complete the whole table below. We have tried to extrapolate information from the findings of our research (more detail below) with local authorities and parents to give a broad indication of expected pupil numbers for 2013. These figures are not exact and cannot be relied upon as actual pupil numbers.

Our survey did not differentiate between all year groups so the exact figures taken from our survey for 2013 are:

Pre-school: 11 (93%)
Years 1-6: 66 (93%)
Years 7-11: 48 (92%)
Years 12-13: 6 (75%)

We have averaged these figures out to give a number per year group for 2013. However, we have not been able to predict beyond 2013, based on our initial research.

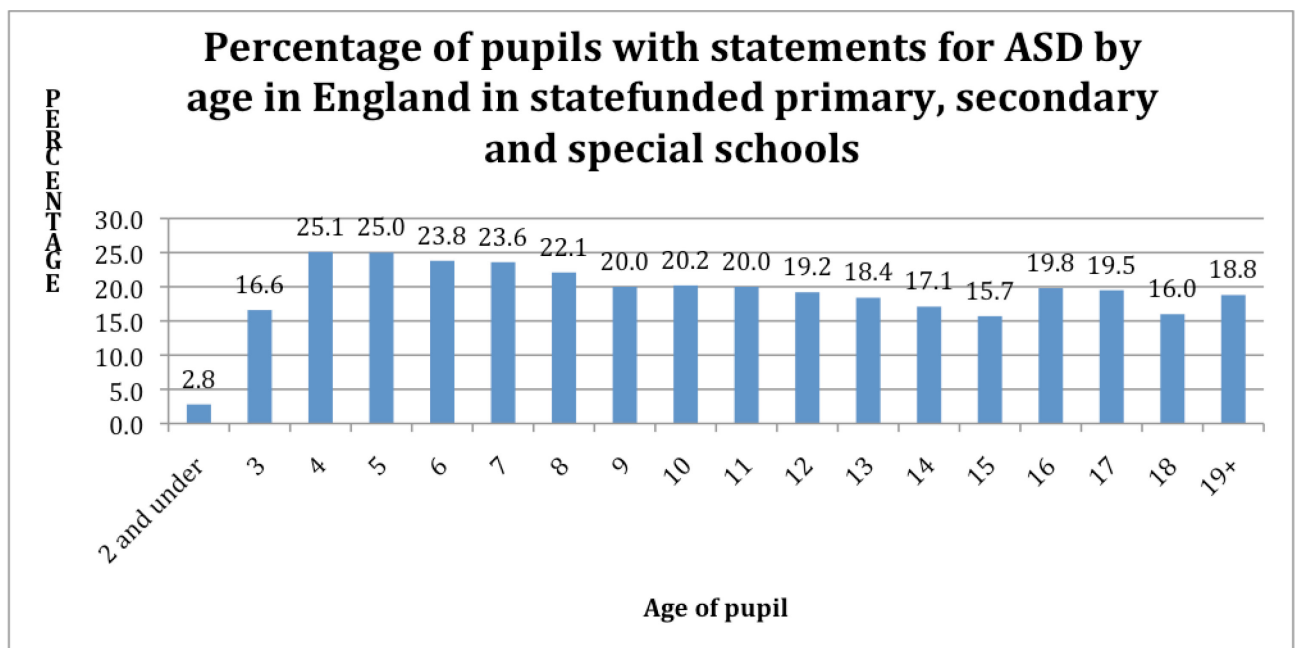
Number of pupils whose parents indicate a preference for the proposed special Free School and the number of pupils local authorities anticipate placing at the proposed school (for each year group)										
	2013		2014		2015		2016		2017	
	Parent No.	LA No.	Parent No.	LA No.	Parent No.	LA No.	Parent No.	LA No.	Parent No.	LA No.
Pre-School	11									
Year 1	11									
Year 2	11									
Year 3	11									
Year 4	11									
Year 5	11									
Year 6	11									
Year 7	10									
Year 8	10									
Year 9	10									
Year 10	10									
Year 11	10									
Year 12	3									
Year 13	3									
Totals	131									

An independent report was commissioned to form part of this application which shows the number of pupils within the four catchment local authorities (Reading, West Berkshire, Windsor & Maidenhead and Wokingham) with a statement of SEN whose primary need is autism spectrum disorder. These figures have been compared to national figures to show a significantly higher number of pupils with a diagnosis of autism in this area. The information is outlined below:

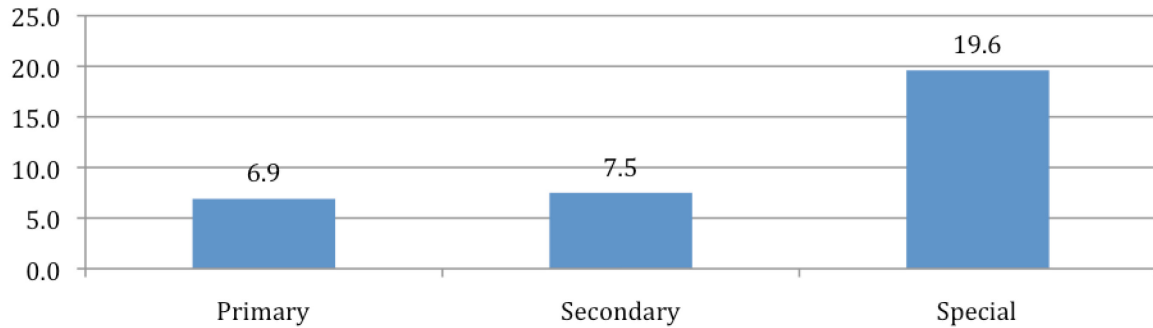
NATIONAL CONTEXT OF PUPILS WITH ASD
The Incidence of pupils with statements for ASD

'In 1978, the consensus estimate for classic autism was 4 in 10,000; today autism-spectrum conditions (including classic autism) affect approximately 1% of the population.' Prevalence of autism-spectrum conditions: UK school-based population study (Simon Baron-Cohen et al)

In January 2011 19.8% of pupils with statements of SEN in state funded primary, secondary and special schools had ASD as their primary need. (Source: SFR14 - 2011pn). Nationally their distribution by age is shown below. This illustrates the impact of earlier diagnosis, which is mirrored in the numbers being diagnosed below the age of 5 in Reading (see below). Other factors relating to this include: 'improved recognition and detection; changes in study methodology; an increase in available diagnostic services; increased awareness among professionals and parents; growing acceptance that autism can coexist with a range of other conditions; and a widening of the diagnostic criteria.' S. Baron-Cohen et al (ibid.) This appears to be the case in the table below which shows a peak in the percentage of pupils with statements for ASD between ages 4 and 5, and a downward incidence from ages 9 to 11, and thereafter.



Pupils with ASD in England with a statement or at SA+ as a percentage of all types of SEN

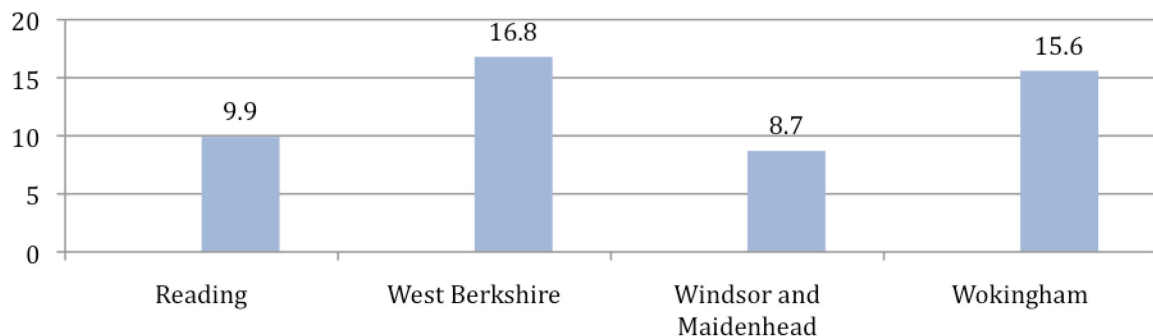


Source: SFR14- 2011la

As expected, pupils with ASD in state funded special schools are higher than those in primary and secondary schools in England.

Local Context of pupils with ASD

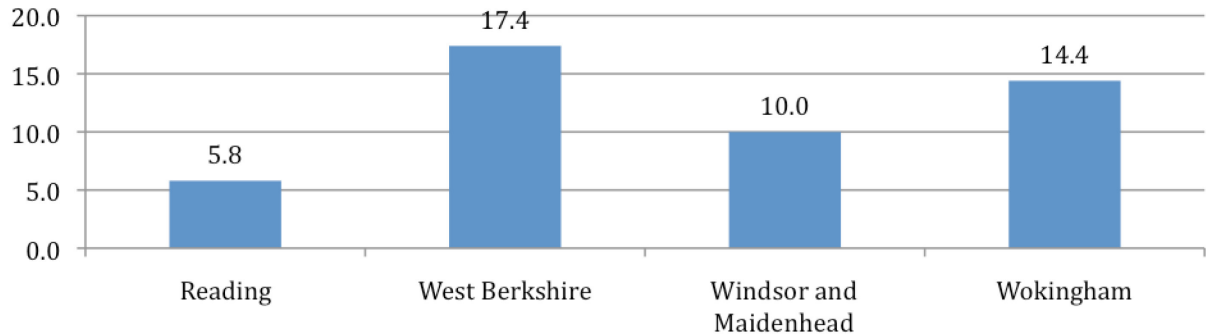
State funded primary schools: pupils with statements or at SA+ with ASD as a percentage of all SEN



Source: SFR14- 2011la

If the England figures for pupils with a statement or at SA+ for ASD are compared with those within the geographical area for the proposed NAS Free School, it is clear that in all local authorities, the number of pupils in primary schools is significantly higher than the average in England. In Reading the percentage is 3% above the England figure, and 9.9% higher in West Berkshire. It is 1.8% higher in Windsor and Maidenhead, and 8.7% higher in Wokingham. This illustrates that the demand for places to meet this higher level of need for pupils with statements or at SA+ with ASD will necessarily also be higher. Local authorities have indicated that they would welcome the Free School as providing a wider continuum of provision for ASD.

Pupils with ASD at statement or SA+ in secondary schools as a percentage of all SEN

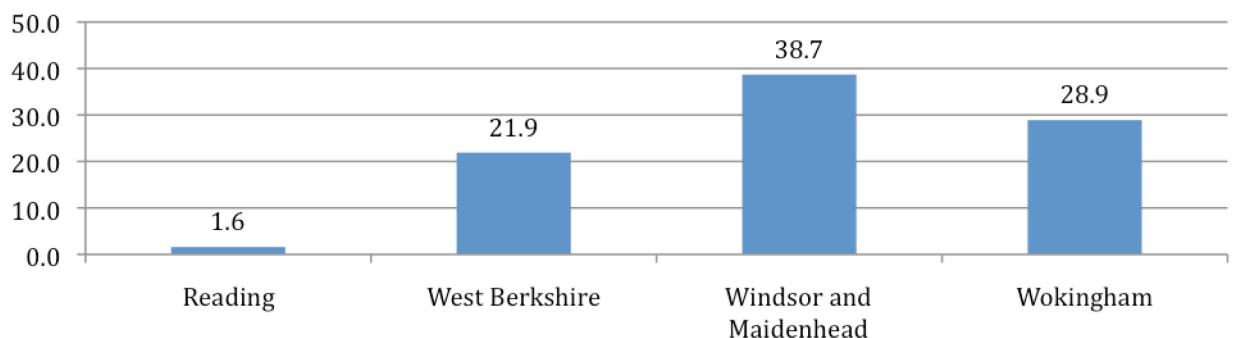


Source: SFR14- 20111a

It is interesting to note that Reading has a lower percentage of stated pupils and those at SA+ with ASD in secondary schools than the England average of 7.5%. This may be because Reading has a high number (13) of secondary age pupils in NMISS, as well as a generic special Academy, which caters for a large number of pupils with ASD.

West Berkshire has 9.9% more ASD pupils with a statement or at School Action Plus in state funded secondary schools. Wokingham has 6.9% more than the England average. This indicates that the numbers of pupils with ASD are higher as a percentage than those in England as a whole because of higher numbers in the local population generally. The impact of the NAS Free School will be to offer a wider range of provision for secondary age pupils who need additional support, particularly at or after transfer to secondary.

Pupils with ASD with a statement or at SA+ in special schools as a percentage of all SEN



Source: SFR14- 20111a

All LAs other than Reading have total pupils with statements or at SA+ for ASD which far exceed the England average of 19.6%. This is because the number of pupils with SLD and BESD are far higher as percentages of SEN in special education than those with a primary

need of ASD. In addition, as already stated above, the secondary figure may be lower in state funded secondary schools because of the relatively high proportion of ASD pupils in NMISS (35%).

The NAS Free School will support the availability of places for pupils with ASD in this area, where there are a significantly higher percentage of pupils with statements or at School Action Plus than the England average.

Identification of pupils with ASD in Early Years as a predictor of future placements required

A Reading

- Currently there are 29 Reading children under the age of six with a diagnosis of ASD. These are distributed as follows:

AGE	2	3	4	5	6
No. of pupils	5	6	13	4	1

Age at time of diagnosis

AGE	1	2	3	4	5	6
No. of pupils	2	10	10	7		

Comments

- There is no clear pathway which would enable Reading LA to project numbers of pupils with ASD who would require mainstream or enhanced provision. However, there are clear diagnostic procedures in place which allow for early diagnosis. Ten children at each of ages 2 and 3 have a diagnosis. Further information would allow for establishing which children would be suited for entry to mainstream or to enhanced provision.

B Wokingham

- The Early Years specialist teachers in Wokingham have 8 children with ASD on their caseload. These are mainly children under the age of 3. This is the group most likely to go on to receive specialist provision in later years as they have been identified as Wokingham's most complex cases.
- Three other children may go on to have a diagnosis of ASD.

Conclusions

- Wokingham have already identified eight pupils with a diagnosis of ASD and complex needs, which might mean transfer to specialist provision at a later date.

- Reading has 29 children between the ages of 2 and 6 with a diagnosis of ASD.
- It seems likely that a percentage of those pupils will require more specialist support and/or provision in future years, given that 5.3% of statemented pupils in Reading (March 2011) are educated in NMISS.
- The current 29 pupils aged 2-6 with ASD constitute 13% of the totals of ASD pupils in Reading. Therefore of the 29 pupils aged 2-6, it is likely that 2 will be placed in specialist provision.
- 2.1% of all pupils with statements in Reading have ASD and are educated in NMISS.
- 35% of Reading's NMISS are pupils with ASD; in Wokingham, this figure is 42%.
- 35% of Reading's statemented pupils have ASD (March 2011). Applying this percentage to those children aged 2-6 in Reading
- 29 pupils in Reading with a diagnosis of ASD are aged between 2 and 6.
- The total number of pupils with statements of ASD in March 2011 was 224 (total number of statements = 813; this is then divided by the percentage of pupils with statements of ASD : $27.6\% = 224$).
- The total number of pupils currently aged 2-6 in Reading with a statement for ASD may yield 2 places in highly specialist provision in the future.
- Wokingham has already identified 8 with ASD and complex needs.
- This therefore suggests a number of pupils aged 2-6 whose needs are already identified, and would therefore benefit from the NAS Free School in Reading.

Section E: Evidence of demand and marketing – part 2

Please refer to pages 18 and 19 of the 'How to Apply' guidance for what should be included in this section.

In 2011, Reading Borough Council approached the National Autistic Society (NAS) with an invitation to work together to help better meet the needs of children and young people with autism in Reading and the surrounding region. After a series of discussions with representatives from the Council, who explained the range of current provision in the Borough, it was agreed that an autism-specific Free School would fill a demonstrable gap for children and young people on the autism spectrum in this area.

- The incidence of pupils with a statement for ASD or at SA+ in state-funded primary schools across Reading, West Berkshire, Wokingham & Windsor and Maidenhead, exceeds the England average in all these local authorities.
- Only Reading has a lower incidence of pupils with ASD who are statemented or at SA+ in secondary schools than the national average; this may be because 13 pupils with ASD at secondary age are in NMISS.
- There are high levels of pupils with ASD in NMISS in Reading and Wokingham, at 35% and 42% respectively.
- The provision of a Free School in Reading would potentially support pupils to be educated locally, at a significant saving to both local authorities, mentioned above.
- Reading currently spend £1.3m per annum on ASD provision for NMISS placements; Wokingham spend £2.1m per annum. Over a five year period for pupils in NMISS, this accounts for £17m.
- If one pupil per authority were able to attend the NAS Free School instead of a NMISS placement costing £131k, this would save each authority in the region of £500k over 5 years, which could then be redistributed elsewhere.

In order to gather the required data to demonstrate parental demand for an autism-specific Special Free School in Berkshire, the National Autistic Society established an internal communications group and a communications plan was agreed. A number of key stakeholders were identified within the plan:

- Local authorities: Reading, West Berkshire, Wokingham & Windsor, Maidenhead, Henley and South Oxfordshire (and SEN points of contact at each authority)
- Local parents: Reading, West Berkshire, Wokingham & Windsor and Maidenhead

- Local MPs
- The Avenue School – local SEN provision
- Reading School – local mainstream school which has indicated it would like to be key partners in the proposed Free School)
- Local relevant charitable groups (incl. Berkshire Autistic Society, ASD Family Help, Berkshire Community Foundation)
- NAS West Berkshire Branch volunteers
- Large local employers (incl. Microsoft and Vodafone – high levels of staff with ASD among technology employees)

Local Authority demand

Reading Borough Council and West Berkshire Council have indicated their support of the Thames Valley Free School application. The NAS is in ongoing discussions with all relevant local authorities about the application but specific support has been cited as follows:

████████████████████ – ██████████

“I am writing to confirm that officers from the Borough Council have been closely involved in discussions with the National Autistic Society in relation to establishing an ASD Free School here in Reading. We are very excited about the project as we believe there is significant need locally and we fully support the proposed provision.

We understand that the cost to the local authority of places at the Free School will offer good value for money in comparison to private and other state funded provision. On that basis and taking the needs of the children and the wishes of the parents concerned into account, I am able to confirm that Reading Borough Council would be willing to place children in the proposed Free School should it come to fruition.”

████████████████████ ██████████

Overall, a special free school was felt to be a positive development. It would help to address a current and predicted shortfall in places for children with autism. There is a pressure on places that are able to cater for children with autism. A number of steps are being taken to help to address this shortfall. This includes:

- Proposals for five additional places at New Bridge Nursery School. This would involve re-designating a nursery resource to be able to accommodate children of school age. It is hoped that this will be available from January 2012.

- Possibility of ten additional places at the Avenue School. The 106 place school is currently full and there is little attrition (only one pupil at Key Stage 5 is leaving this year).
- Hoping to add 10 extra places at Christ the King Primary School from September 2011 by opening a new resource. They are likely to phase in pupils over time, with five expected to be in place by December 2011.
- Supporting other mainstream schools to cater for pupils with autism. But the team is small and there is a lot of work to do.
- However, it was felt that there would still be a shortfall. Efforts are currently focused on the primary phase but the „bulge“ experienced in this phase is likely to filter through to the secondary phase in a number of years.
- The local authority [Reading Borough Council] places few children in non-maintained or out-of-school provision. Probably about one pupil, costing £250k per year.
- Other schools that they may use (e.g. Addington in Wokingham and Brookfields in West Berkshire) are full.
- A new special free school in the Reading area would mainly cater for non-residential pupils. There may be interest for respite provision, along similar lines to Linden Bridge School in Surrey.
- Finally, Reading School has expressed an interest in being a partner in some way.



- Overall, a special free school was felt to be a good idea. The National Autistic Society is seen as an excellent partner and would be viewed very credibly by parents/carers.
- The local authority [West Berkshire] does find it difficult to find suitable provision for some children with autism. This is typically children with challenging behaviour (which results in difficulties placing in mainstream provision) but average or high cognitive ability (where special school provision may not be appropriate).
- As a result, the local authority tends to place 2-3 children per year in non-maintained or out-of-borough settings across primary and secondary phases.
- A new special free school would enable the Council to offer more local provision in a maintained setting for new children who receive a statement of special educational needs and who cannot be placed in

mainstream provision. It would be unlikely that the Council – or parents – would want to move children from existing provision in non-maintained or out-of-borough placements into this new school. However, there may be opportunities at transition points to do this.

- There may be interest in residential provision as well as day provision. It was felt that perhaps half of pupils would benefit from residential provision, mainly due to their challenging behaviour.
- Respite provision is possible but less of a priority.
- Having a new special free school within the region is a particularly attractive option.

Local Authority Support re Value for Money

To date two key local authorities have confirmed that they consider the proposed pricing for the school to represent value for money.

The Royal Borough of Windsor and Maidenhead commented:

“I can say that fees of the kind you mention would certainly be competitive in the current market and we should need to see exactly what you would be offering for such fees. In principle we would find the fees acceptable but would expect to look at each case individually. Nothing you say deters us from considering the new school when writing a statement.”

Reading Borough Council have said:

“I have spoken to my commissioning colleagues and am pleased to advise that the fees you are proposing would indeed be competitive compared to existing ‘alternative providers’ for similar services, especially at the ‘enhanced’ provision level. We note that the fees are higher than the costs of other state funded special schools in our area, however those schools are full and, therefore, with the level of demand we are facing we would certainly consider using the facilities.

With regard to the ‘standard’ placement fee, the key element of your proposal for Reading is the ‘revolving door’ ideal that enables mainstream schools to better integrate some more challenging pupils– if the fee proposed covers a place for a school year and that place may be shared over time by a few children then it is something we would welcome and actively consider.”

Parental demand

In order to reach stakeholder groups a number of communications were issued for the evidence gathering stage of the application process.

Both a quantitative and qualitative design was needed to capture both robust statistical data as well as exploring parents' views on a more informal level. A survey was carried over the Christmas period in late December / January, followed by three discussion groups in January.

Parents survey

Invitations were sent out to contacts in the Reading area that were on the National Autistic Society database in December 2011. A total of 1750 invites were emailed to who were felt to be interested contacts, in four local authority areas in and around Reading. These contacts may or may not have sent the survey to parents in the correct category. 208 parents completed the online survey. The response rate of 12% represents a valid response considering that there was no control over who finally received an email to complete the survey. The timing of the survey over the Christmas holiday period may have inhibited responses. However, the demographics of the parents demonstrate that those who completed them were in the required category of having children with an autism diagnosis across a range of schools in the area. A copy of the survey (before being transferred to the online format) can be found attached.

A [press release](#) (attached) was issued to the local BBC channels (TV, radio and online) as an exclusive which resulted in coverage across BBC broadcast, local print and online outlets including:

██████████
██████████
██████████

This generated calls of interest from parents and an upsurge in respondents to the ██████████.

Discussion groups

Three discussion groups were held in Reading on the 12th and 13th January 2012. Participants were parents who had completed the survey and volunteered to attend a group meeting. The initial interest of attending a group was high with 60% of parents completing the survey showing interest in attending, reflecting the importance and significance of this subject to them. The groups met for an hour and half, in schools in central Reading as arranged by NAS, to discuss in more detail the issues that were introduced in the survey. The groups, with numbers attending, were arranged as follows:

Age of child	School of child	Attended
4 – 8 years	Infant / Primary	5
9 – 12 years	Primary / Secondary	10
13 – 16 years	Secondary	6

Findings of the parental research suggested that there was a need for such a school in the Reading area. This was indicated by:

- The interest parents took by completing the survey and taking up their time to come to a discussion group to give their point of view as to why they felt such a school was necessary. Parents with children across the spectrum and all age groups felt strongly about their education, having to face the challenges and difficulties that can be associated with bringing up such children.
- Nine out of ten parents were interested in the proposed school with almost two thirds (62%) very interested. Parents from maintained secondary schools were the most interested (73% very interested) reflecting the finding that children from this sector were facing more challenges than those in other schools with their needs not being met.
- Parents of children with added disabilities to their existing diagnosis were also more interested than those without (70% versus 50% very interested) reflecting how the more complicated a child's condition, the wider the search for a school that would meet their needs and provide the best possible education.
- Parents felt that shortcomings in their children's place of education centred on the lack of understanding of the needs of autistic children, where staff in the maintained sector were often not trained in the particular skills that were felt to be needed, to rise to the many challenges raised by these children.
- A lack of schools in the area to cater for their children had meant, for some, to take issue with local educational authorities in providing a suitable school often at great financial cost to the authority and emotional cost to the families who either saw their children sent to a boarding school (which was not felt to be the ideal) or travelling long distances each day to attend such a school. However, these same parents were also complimentary about these autism specific schools as the experience had profound positive effects on their children's educational and behavioural success.
- Parents of those children who had managed to get a place in a mainstream school with an autism specific unit attached, felt more positive about mainstream education than those who were not offered such a place due to limited capacity.
- Parents of higher functioning children with no added disability at maintained primary schools, with one to one T.A help for their statemented child within a supportive school environment, felt mostly satisfied by this stage of their education. However, they were anxious about how the move to secondary education would affect their child both academically and socially. They had high expectations of their children's academic success and seemed unaware of how the challenges they faced with their children would change over time. Parents of older children looked back on that time and recognised that in themselves.
- Parents were willing to travel some distance for their child to attend such as

school although some also felt they might need help with transport.

- Although many parents of younger children voiced that they liked their children to mix socially with non autistic children as this reflected the 'real' world to which they ultimately belonged, parents of older, or more challenging children felt it to be beneficial to spend more time with similar children during the school day.
- All the parents welcomed the professional expertise that would be provided by such a school, including language specialists, occupational therapists, educational psychologists as well as supportive, motivated and highly trained teachers.
- Many parents expressed interest in using such a school for evenings and weekends if their child was not offered a place or parents felt it was unsuitable. Different clubs, workshops, sporting activities were all suggested as a way of using the space and facilities. Some were also keen to volunteer to help activities there.
- All the parents wanted the best possible education for their children and were willing to look far and wide to find the right school that would give them the best opportunity, not only to understand the challenges they faced, but to provide them with the best possible start to their adult life. By giving their children the opportunity of attending a school that could meet their needs was a priority.

Survey interest in the Thames Valley Free School

The majority of parents who completed the online survey (62%) felt that having specialised staff, trained to support and understand their children's needs was the most important aspect of wanting a new school in the area.

It would provide an understanding of his social difficulties and a willingness to find ways to help him participate in all areas.

Being taught in a way that suits my child's needs.

The experience and knowledge of staff would be a great advantage to my child.

He is a clever boy and when he is able to focus in an autism friendly environment he does well.

It will provide specialised attention close to home

A further 21% of parents suggested that such a school would provide the best opportunity for their children. Under this umbrella their children could be given the opportunity to progress both academically and socially to lead a full and interesting life:

To help our son develop to his maximum ability both socially and academically and feel comfortable in his environment

He would be better understood, get more support with his learning and more likely to reach his potential.

A further 14% of parents mentioned that being local to them meant a good deal particularly for those whose children at present are in boarding school who could live closer to home.

And finally 6% of parents touched on the subject of bullying, loss of self esteem and confidence suggesting that a school would give the child an opportunity to feel confident about their lives and look forward to a bright future.

He might make a few friends and feel part of something that he doesn't feel at his present school.

The 9% of parents who commented on why they didn't feel a new school was necessary, commented that their present school was catering for their needs at the present time or they were unsure about their children mixing with others similar to themselves. There was just one parent who commented that Free Schools reflect the first step to excluding children with disabilities from the education system.

Discussion group interest in the Thames Valley Free School

All the parents (21) who took part in discussion groups expressed an interest in the new school along the following themes:

- It would develop further the strides that had been made in the education sector for children with autism and cause less heartache for future schoolchildren. Some parents expressed the wish that they wouldn't want other parents to live through the same heartaches that they had been forced to do whilst finding the right school for their child.
- It would provide the specialist education some children need without parents having to fight the system to allow them to attend expensive independent autism specific schools which may involve having to send them away from home to a boarding school.
- Those that had children at an independent autism specific schools commented on how these children can be helped with the right support and teaching to reach a potential that they would never hope to reach had they remained in the maintained sector. The environment provided at these schools had really helped their children, not only the teaching, but the whole environment including the building design.

- It would fill a gap for those children who have behavioural problems at a maintained school (as perceived by the teachers) yet too high functioning for a generic special school and are thus caught 'in the middle'.
- By giving the children a chance to be educated in the way that recognised their needs would take so much stress out of family life. Many parents had suffered deeply by the process of not only finding ways of bringing up their children but also having to fight for so much, leaving some depressed and exhausted.
- Parents were keen to think about using such a school for clubs and after school activities even if their children did not actually attend. Most of the children had benefitted from clubs organized by local autism organisations and felt that this could be expanded.
- Parents suggested that they may be willing to be involved in a volunteering capacity to help others as they have had so much experience themselves.
- They also felt they could suggest what school environment would be most beneficial for their children with a physical environment suited to the individual child, (for example, individual work stations with computer access, chill out rooms, rooms adapted to take into account hyper sensory conditions, specific indoor and outside play areas) and teaching staff who were highly trained, motivated and enthusiastic about their work.
- Such a school allows for all the professionals that are required to be available – OT's, behaviour and language therapists etc.
- Above all the parents wanted the best for their child to develop a full as life as was possible with a positive future, rather than one of failure, frustration and chronic life related problems.

There is an obvious gap. There are either schools for severely disabled or mainstream. There is nowhere that fills that gap. (Mother of 13 year old high functioning girl who is registered but not attending a generic special school.)

Academic level can be really high in some areas. Chronological age means nothing for our kids as each subject can be at a different level. (Mother of 13 year old boy with Asperger syndrome and further difficulties, boarding at a specialist autism independent school).

Special schools can raise their self-esteem. Age ten he said that he had no future and wouldn't get a job. By eleven he said that he wanted to die as his future was so bleak. But since he started at High Close (Independent day school) he is totally changed. His esteem was so low and now he's so much

better. In fact he said I am going to be ok. He talks about all his work all of the time. Its hard work for him, it works on a sort of required system and a lot of physical activity going on. They seem to understand so much there. (Mother of a 13 year old boy who attends a day independent school for special needs with provision for children with autism)

Would be verry interested in using it for clubs or something like youth club. As they become older they would need to be weekly so he could meet others and build their self esteem in those sorts of activities. (Mother of 8 year old with Asperger syndrome with 15 hours TA support)

██████████ (Mother of 10 year old girl at mainstream with special unit attached)

There's a gap with the mainstream but you have to ask are they reaching them? If people knew what they were doing, he could really flourish. I think he will be eaten alive by a secondary school. (Mother of an 8 year old boy with Asperger syndrome with 20 hours TA support)

I want to go back to work and be something other than a mother. I've totally lost myself. I think Reading is an area where there is a lot of autism and so it would be really beneficial to have a school here. (Mother of a 5 year old boy with Asperger syndrome with 15 hours of TA a week)

It's understanding how they learn and how they flourish and reach their potential. I don't want my child just to be 'fine'. I want him to flourish. You want your child to do their best. And I think this sort of school will allow them to do that. (Mother of an 8 year old boy with Asperger syndrome)

Additional comments about why parents were positive about the possibility of a new school included:

"Because it is desperately needed - there is a shortage of specialist provision for ASD young people in the Reading area."

"The frustration parents feel with the lack of awareness in mainstream school of what that child needs to simply get through the day; there is an attitude of they are doing alright, let them get on with it. They do not understand parents concerns - they believe we cause the problems."

"We are currently looking into secondary schools and are very concerned that none seem to meet my sons' needs. He is very academic but cannot cope with the pressure. There are no schools that fulfil the criteria of giving him a national curriculum education while supporting his needs for quieter environments, understanding staff, space when needed etc."

"There is a massive need in this area for this kind of provision."

"We are at this moment trying to find an ASD school for my son. It has been agreed that he will not function in mainstream secondary schooling but he is to high functioning for our local specialist school. There is a real void in

schools for the Autistic child who is of average ability but finds the social aspects of school difficult and can result in inappropriate behaviour and isolation. The nearest school for him is 25 miles away and already over subscribed. We are desperately trying to find a secondary school in our area for Sept 12. I know many parents who's children have to travel hours each day to attend school, I sure it would be filled 10 times over already."

PR & Media activity will continue in the Reading area to publicise the NAS application process for an autism-specific Special Free School. We plan to issue a second press release at the end of February to inform local stakeholders that the application has been submitted to DfE and we are continuing to gather evidence of demand via the online survey. We will continue to work with local support groups and local families to provide media with case studies to demonstrate demand for the school, if appropriate.

NAS channels have also been used to publicise the proposal including [Twitter](#) and [Facebook](#). Parents in the Reading area were invited to complete the survey online or take part in a focus group. (See above for Focus Group findings.)

Providing autism expertise beyond the boundaries of the school

In line with other autism-specific education provision the NAS is developing across the UK ([Lanarkshire](#) and Bristol education centres), the NAS Free School in Reading will act as a hub for autism expertise and will provide outreach support to maintained, and non-maintained, schools across the region. While the school is building pupil numbers there will be insufficient capacity within the staff team to deliver extensive outreach support so during this period requests for outreach will be referred to the NAS Schools Support Service.

Future PR & Marketing for a new Special Free School

The National Autistic Society has 50 years' experience of delivering autism-specific education to pupils of all ages and from across the autism spectrum. If successful in our application for an autism-specific Special Free School in Berkshire, we will work in partnership with local authorities, other education providers in the area, local support groups, parents and pupils to ensure the provision we create is relevant and meets specific local demand. This contact with stakeholders will continue to take place on a number of levels:

1. **Face-to-face** via meetings with local authorities (SEN contacts and commissioners), local support groups and NAS Branches and the Parish Council / resident group in the immediate area around the new service.
2. **A targeted letter campaign** will be conducted for key local individuals to ensure they are fully informed about ongoing development plans and to give them the opportunity for personal input to those plans. This will include the relevant local Parish Council Clerk, Councillor, MP, Resident Committee chair and autism support groups.
3. **'Internal' communications** will ensure all NAS staff, members and volunteers are kept informed about the school's development and all will be given the opportunity, on an ongoing basis, to share their views and ideas for

the new provision via the online community on the NAS website and via usual email, telephone and web-based channels.

4. **'External' communications** will target local media in the Reading area to track progress with the school and to raise awareness of local parental demand through case studies of parents whose children are currently provided for elsewhere but who hope to transfer to the Free School once open.

E2: Demonstrate how you intend to engage with the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities.

Community engagement

The Thames Valley Free School ethos is outward looking and supports all staff to be community ambassadors for the pupils attending the school. The education plan places an emphasis on citizenship work which supports pupils to achieve and make a positive contribution to their community. This will involve breaking down barriers for many of the young people at the school as the majority will have experienced failure in their school placements and may feel disengaged with their communities and be reluctant to re-engage.

Local authorities and councils

We plan to maintain close relationships with Reading LA and the surrounding authorities and see this as a key relationship for the success of our school. The school will primarily service Reading, and West Berkshire but also Windsor and Maidenhead and Wokingham LAs. All have sent representatives to a number of meetings about the proposed school and are kept up to date with developments. We have written confirmation that Reading, Wokingham and Windsor & Maidenhead local authorities are willing to name the school in pupil's statements. (See Annexe 16.)

A representative from Reading LA is on the steering group and the LA will continue to be closely involved in the school as they have committed to have a representative as a Governor for the school.

A healthy relationship between the NAS and LAs already exists across the region through the work of the NAS Regional team, which supplies a Regional Officer to support LAs to identify gaps and develop and improve their provision for people with autism. This work has built a good reputation the NAS has in the area and contributed to the positive response from LAs and the community to the proposed school. The Officer will continue to be involved with the names LAs but will in future be able to work from the proposed free school as a local base.

Current NAS LA involvement includes ;

- Work with Reading LA and a local charity, Berkshire Autistic Society, on planning facilitating an autism awareness week and on the launch of an

autism alert card across Berkshire.

- Member of the West Berkshire Autism Board
- Work with the West Berkshire Youth service to improve access to youth clubs for young people with autism.
- Member of the Windsor and Maidenhead ASD Strategy Group
- Member of the Wokingham Autism Partnership Board
- Contributed to the planning and facilitation of Autism Awareness Week in Wokingham LA
- Member of the Autism Partnership in Wokingham
- Currently working to support the Wokingham Borough councils autism Spectrum service for Information (ASSIST)
- May 2011 facilitated a meeting for all LAs and PCTs across Berkshire to explore partnership working for the implementation of the Adult autism strategy.

We have had a number of discussions with representatives of Reading Council and have on going communications, as part of our communication plan to keep them engaged in developments and any press or media releases.

As part of our communications issued during the evidence gathering stage of the application process , John Ennis , Reading lead councillor for Education and Children's services said

“It is very important however that the children, families and communities who might consider such a school have a say in shaping the proposal and I urge anyone who is interested to find out more and take part in the research that NAS are launching to ensure that the Council and NAS have the opportunity to deliver a school that is shaped by local views and needs.”

Schools and colleges

At the time of admission a local maintained school will be identified as a partner provision. The choice of this partner school will be lead by the pupil being admitted but the young person's family, as well as the local Authority and the headteacher of the identified provision will be consulted. This will be for all our pupils including those who will stay in our school for their whole educational journey.

The NAS school will set up an agreement of understanding with the partner school with regard to the amount of and the nature of the contact that will take place.

The Headteacher from the local Reading special school, The Avenue School which recently gained Academy status, is a member of The Thames Valley Free school steering Group. We have identified areas for sharing staff and costs across the two

schools and we have been invited by the school to be included in their sports partnership work with Reading football Team.

Approaches and conversations have happened with a number of primary and secondary schools in the area and discussions on future partnerships have taken place with the two Reading Schools which have autism bases, Christ the King Primary School and Blessed Hugh Farringdon Secondary School and the West Berkshire School, Theale C of E Primary School, which also has an ASD resource base.

As part of our development our Education Plan and ICT curriculum and to ensure that our planned Technology schemes of work and planned resources are compatible with other schools in the area, our own IT lead has visited a number of local schools. One Reading special school has already asked for more information on how to use tablets as a communication aid and a local primary school has asked for advice on software for pupils with autism. This is before we have even opened our school, so we believe the proposed free school will have a significant impact on learning for a wide range of young people with special needs in the Reading Area. The school will have a role as a local resource centre of excellence providing advice on effective use of ICT for pupils with autism and communication difficulties.

A presentation was given in December 2011 to the LDD leads in Wokingham, West Berkshire, Bracknell Forest and Royal Borough of Windsor and Maidenhead about our proposed Free School. As a result of this meeting there have been further meetings with Newbury College and Reading College and joint working opportunities have been identified. This includes the school using their faculties, ICT suites, Sports halls, Media suites and performing arts centres.

Newbury college also offered to develop cost effective accredited vocational courses for our Free School pupils aged 14-16 on an individual need bases.

All of our NAS Education Group Schools work closely with a number of universities across the UK and we envisage the Thames Valley Free School inking with Reading University. We have already had conversations around this. Staff engagement in research is a practical way of increasing knowledge and understanding of effective autism practice and it has a positive affect on pupil's achievement and whole school improvement.

Business

Statistics show that 9.2% of young people aged 16 to 24 in Reading are not in education, employment or training (NEET) and that Reading has a higher than average number of students eligible for free school meals – a recognised indicator when calculating the number of families in poverty.

We know that to give our pupils the best preparation possible for their chosen pathways in adulthood, we need to engage local businesses. As detailed in the Social and communication curriculum, all pupils will have an identified transition or job coach who will prepare them for the next stage of life. We plan to engage with local businesses to support this. All people with autism find communication,

problem solving and collaboration very difficult and yet these are skills needed for work and higher education. We will work with our pupils to develop these skills but also to find future pathways that suit their strengths and aspirations.

We very much want to build strong partnerships with local businesses, especially in the IT world to share knowledge about autism and show case our pupil's skills. We aim for the school's IT curriculum to be leading edge and hope that local businesses can help and guide us with this.

We intend to build relationships with local businesses so that we can work together to explore how we can better support young people with autism in the community and also develop skills in our young people that are relevant to local businesses and their future growth . We have already made approaches to some local businesses.

The NAS fundraising department has also time tables a Breakfast Briefing in October 2012 for Technology based companies, including many we have already identified in Reading and the surrounding area. Leaders will be invited to attend the briefing which will include speakers of interest and information about the Thames Valley Free school, with the aim of engaging more businesses in possible sponsorship of our school.

Local charities and voluntary groups.

We already have an established relationship with the leading local autism charity the Berkshire Autistic Society (BAS) and we intend for the Thames Valley Free School to become an important part of this relationship. A representative from BAS is on the Schools steering group and the school will continue to have strong links with BAS and sees the relationship with this high profile and trusted local charity as key to ensuring that the school becomes embedded in the local community. The Manager of BAS has been invited to be a member of the Governing body.

The NAS is represented in the Berkshire Autism Forum, which is a group that was facilitated the Berkshire Autistic Society, to bring together voluntary sector working across the unitary authorities in Berkshire to share information and to monitor current services.

In 2009, the National Autistic Society, West Berkshire Branch, canvassed its members on a range of services for children and adults with autism, and asked the parents' degree of satisfaction with the quality of services offered.

'Very few respondents felt that school staff were adequately trained to educate children with an ASD. The figure was only 7% in mainstream secondary schools, 19% in mainstream primary schools and 36% in specialist schools. 20% of respondents felt that staff had had no training at all, a figure common across all types of school, although there was an acknowledgement that most staff had received some training.'

Common concerns for parents was the lack of social skills groups delivered by the school for their child with ASD, limited academic expectations, poor access to after

school clubs, higher levels of training needed, higher levels of OT and SALT required, poor support for able ASD in mainstream schools.

Parental views in the area have shown dissatisfaction with the level of training and understanding of teaching and support staff in maintained schools, particularly at secondary level. 91% of parents canvassed expressed an interest in the possibility of a NAS Free School. Of these 62% felt that having specialised support and staff were the most important reasons for having a Free School in the area.

The impact of introducing a NAS Free school in Reading will be to ensure that:

- Parental concerns re training for teachers and support staff will be allayed in this setting because of the highly specialist staff who are all highly trained;
- Academic expectations will be commensurate with pupils' abilities, and the approaches to pupil monitoring will be to measure outcomes based on target setting in line with pupil ability, not their ASD;
- Access to after school clubs will be ensured with a high level of specialist support;
- Training for local mainstream schools and settings will be enhanced by the access to high quality training from NAS which all schools will be able to broker access to;
- The provision of OT and SALT will be at an enhanced level in the NAS Free School, in line with pupil statements;
- Improved training for mainstream schools and settings with the NAS Free School as part of a hub of expertise will result in a wider distribution of knowledge and understanding and practice in the support for children and young people with ASD.
- Higher levels of parental satisfaction with the quality of provision within the NAS Free School and, over time, with the levels of training in mainstream schools and settings.

Black and minority ethnic communities (BME) and faith groups

The Thames Valley Free School will be a community school and the students will be drawn from Reading and the neighbouring authorities. They will represent the range of faiths cultures and backgrounds in the diverse area of Reading and surrounding areas. The school will appreciate and celebrate diversity and welcome children and young people with autism from all faiths and cultures. Contact will be made with religious leaders from the community with the aim that they will be able to contribute to the programmes of RE at the school.

47% of the school population in Reading is from a BME community.

Children with autism from BME communities can experience discrimination on two

fronts, their disability and their ethnicity. We will include training in cultural awareness for all out staff and work closely with the LA parent partnership to ensure BME groups have appropriate information on how to access the school.

Parents

Our first steps in Community engagement will be through family engagement and our work with parents and carers. Research affirms that family engagement is critical to educational success. We want our parents to have a central role in supporting learning in our school and to be ;

- school partners in developing school activities,
- advocates for the school
- involved in decision making and leadership.

We intend to do this through ;

- Transparent and structured admissions policy
- Clear expectations articulated in the initial interviews conversations between student , family and school
- On going consultation on development of individual learning plans and curriculum focus
- A shared understanding between the parents , student and school of agreed personalised learning goals identifying how a student learns best, pace of learning and ensuring that they gain the competencies needed to success in school, college and the work place.
- Parent school agreement on homework and strategies to support access to learning across school and home settings.
- Half termly parent workshops based on the highly respected NAS Help! Parent programmes. These workshops will include subjects such as Anger Management, Visual Resources, Managing Homework and Teen Life (Example below).

help! Teen Life Parent Seminar

help! Teen Life is a one day Family Support seminar and provides information and advice to families of children and adults affected by Autism. The programme will: develop a better understanding of autism in the teenage years; explore strategies to

help with motivation and self esteem; discuss strategies around puberty and relationships; clarify support that families may be entitled to and ways to access this. Families receive a full resource pack of useful information, advice and support guidelines.

- There will be a parent Governor
- Parent /Teacher/Friends of the school fundraising group.
- There is a local NAS Parents Branch that is fully embedded into the local community and this long established group will be invited to hold meetings and events in the school. A Branch member is part of the school steering group.

The NAS has a strong and vibrant NAS Parents Group (Branch) in West Berkshire and this group will link with the school and will be invited to hold meetings and events in the school. A member of the Branch is on the School steering group. The NAS Branch is embedded into the local community and runs a number of autism specific community services in West Berkshire and it is planned that the school will have a strong partnership with the Branch and where possible , our pupils will access services outside of the school day .

Current community services include:

- Spectrum youth club for children with autism aged 9-13
- Short breaks through the Oasis club for 13-19 year olds
- Day trips for children and their families
- Coffee mornings for parents of children with autism
- An adults with autism social pub group

The wider community

The school leadership team and staff will use the close partnership with parents to drive continuous improvement in our engagement with and contribution to our wider local communities. Community engagement will be embedded into our school Development Plan and is fully reflected in our Well Being curriculum and Enrichment curriculum. Our PSHE curriculum includes community-based education as recommended by DfE (2011) and supports young people with autism to take the theoretical learning from the classroom into real life situations. Generalisation and transfer of knowledge is difficult for anyone with autism and so this is an essential part of any specialist curriculum. Students will be encouraged and supported to make a positive contribution to the wider community and to their school community

Example from curriculum.

Reading Free School Model of Social Integration and Transition

Pupils access local community and schools

Level 1 – pupils attend lessons at The Avenue School or alternative. They regularly visit the community during visits and life skills work.

Level 2 – Pupils regularly contribute to the community e.g. attend community clubs or carry out volunteer or work placements. They attend at least one school on occasional basis

Level 3- Pupils are in part time placements, attending a local mainstream or less specialised school for at least 25% of their timetable, in preparation for returning to a less something missing here?

We believe that our students need to be fully supported outside of the school day and we need to engage the community to support them in their acquisition of the accomplishments necessary for success in work and FE or HE.

Whatever pathway our young people choose to take they will need the key skills of communication, problem solving and the ability to be able to work collaboratively. These key skills are a major challenge for people with autism.

We will hold community events during the first term in school and a key event will be a Community Conversation as suggested by John West Burnham from the NCSL. We will invite our neighbours as well as local leaders from voluntary Groups, social services, businesses and faith groups to attend a facilitated forum where we will identify the systems and processes to be established for mutual knowledge exchange to meet both the needs of the community but also to support our young people.

The Thames Valley Free school will employ a business manager who will ensure maximum use of school buildings and facilities for the benefit for the local community.

The NAS is a membership organisation and we have 331 members in Reading and the neighbouring authorities. This is an established group of people that are already involved in supporting our organisation .We will keep all our 331 members fully informed on the developments of the Free school and aim to build on this relationship to encourage our local members to become friends and supporters of the school .

Section F: Capacity and capability

F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

Setting Up the School

Our vision for an autism specific special free school will be delivered by a project team that combines project management skills and experience with in depth knowledge and experience of managing and operating autism specific schools.

Key roles, together with their responsibilities, are as follows:

Executive Sponsor of the Free school within the charity

The Executive Sponsor is a senior executive and will be responsible for owning the Free School project on behalf of the organisation. This person will be ultimately responsible for the realisation of the vision.

██████████. He has ██████████.

Project Director

The Project Director is ██████████

Project Manager

The Project Manager will manage the Free School project on a day-to-day basis, reporting to the Project Director. He will be responsible for ensuring that the various work streams are progressing in line with the project plan for the free school and within budget and that risks are identified and managed. The Project Manager will liaise closely with all those involved, especially the NAS Head of Finance and the NAS Internal Auditor. (The latter has responsibility across the NAS for the identification and management of risks.) The Project Manager will be the Head of Planning and Business Development. He has a range of business management and development skills

Education Consultant

The consultant will advise on curriculum, pupil outcomes and the core business of teaching and learning. She will identify and lead on all practical work linked with current leading edge practice in the world of autism and education. At the more detailed planning stage, this will included the development of appropriate resources and environment. She is ██████████.

The Project Steering Group

The Steering Group will provide active guidance and direction to the development of the free school. It will focus on the goals and objectives and ensure that these continue to be appropriate and achievable. The creation of a new Free School requires close cooperation between, the host local authority, families in the school's catchment area and the NAS so membership of the Steering Group is designed to reflect this imperative. Membership includes (*inter alia*):

- Reading BC – Head Of Inclusion
- A young person with Autism
- A parent of a child with Autism
- NAS Head of Finance
- Head Teacher of a neighbouring Special School Academy
- Manager of the key Local Autism Group
- Director of Autism Accreditation.

In addition, the project team will be able to draw on the resources of the NAS in specialist areas such as HR, IT, Property and Marketing.

Setting up a Free School is a flagship project for the NAS and will be a high priority for all those involved. For this reason, the time required to manage and deliver the project will not be a barrier to the project's success.

Running the School

The NAS established the world's first autism specific school 50 years ago and has been at the leading edge of autism education ever since. The experience and knowledge that has been gained from running six autism schools across the UK will inform all aspects of running the Free School, from the selection and training of staff, assessing the needs of the students, to delivering effective education designed to meet each child's specific needs.

The Board of Governors will combine educational expertise with first hand knowledge of autism and a range of management skills. As a resource for the community, the governing body will include representation from the Berkshire Autistic Society, and from Reading BC, together with local parents of children with autism. At least one trustee is expected to be a young adult with autism who has highly relevant recent experience of education.

F2: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

It is anticipated that the school will buy in financial support and expertise from the National Autistic Society (NAS).

The services the school will be purchasing from the NAS will include Treasury, Accounts Payable, Payroll, Financial and Management Accounting support.

The NAS Director of Finance (CIPFA qualified) is supported by a Head of Finance (ACMA qualified) and an experienced team which includes seven qualified and two part qualified accountants.

The team has worked across the commercial, voluntary and not for profit sectors and has extensive experience in budgeting and forecasting, statutory reporting, cash management, provision of financial advice, developing and implementing stringent financial controls and project management.

The NAS currently runs six commercially viable specialist schools and sixteen adult services across the UK, all of which are supported by this Finance Team.

Key Roles:

Director of Finance, IT and Resources - [REDACTED]

Role

The NAS Director of Finance, IT and Resources has been the main lead on [REDACTED] and will be providing strategic support to the Director of Education in the set up of the new school.

[REDACTED]

He will be overseeing the development and setting up of finance functions for the free school. In terms of time commitment, it is anticipated that the time spent on the project will be between 2-5 hours per month in the first year and this will gradually reduce as the school grows and becomes established.

Head of Finance - [REDACTED]

[REDACTED]

Role

The Head of Finance has been involved in supervising the budgets and completion of financial plans for the free school. She has overseen the costing models and prospective fee calculations. Post opening the school, she will be directly involved in defining the parameters for setting the school's financial infrastructure and ensure both budgetary and financial controls are implemented. Key regulatory, statutory and operational requirements are met and that robust controls are built into the school's infrastructure. It is anticipated that in the first year a time commitment of 2-5 hours per month will be made. This is likely to reduce as school develops and key support in subsequent years will be in strategic and financial management issues. Going forward she will retain overall management of the roles directly supporting the school – Senior Management Accountant and Central Finance Manager – as well as maintaining close contact with the Finance and Business Manager at the school. Together with her Payroll Manager she will also provide the Payroll function for the school.

Senior Management Accountant - [REDACTED]

The Senior Management Accountant has [REDACTED].

Role

The Senior Management Accountant has been involved in consolidating the information and preparing financial plans for the free school. She worked closely with [REDACTED] and [REDACTED] in developing the financial plans for the free school and carrying out sensitivity analysis. She will be involved in the recruitment and training of the Finance and Business Manager.

Once the school is opened, the Senior Management Accountant will work closely with the school's Finance and Business Manager in ensuring the school operates within budget and management information systems are set up. The school will be processing expenses and payroll through existing NAS central finance systems which have robust controls, authorisation levels and audit trails inbuilt and will also access consolidated Income and Expenditure reports which can be reviewed on daily/weekly basis through existing NAS systems. Reports can be designed to meet the needs of the school management team as well as the Finance and Business Manager. It is anticipated that the Senior Management Accountant will spend between 5-8 hours per month during the first year and this input will be gradually reduced. The school's Finance and Business Manager will work closely with the Senior Management Accountant in ensuring the school remains financially viable with tight budgetary controls.

Central Finance Manager – [REDACTED]

The central Finance Manager has [REDACTED].

Role

The central Finance Manager has been involved in providing the guidance of financial issues such as VAT and advice relating to legal set up. Post opening the school, the central Finance Manager will ensure accounts payable, treasury and credit control functions and processes are in line with National Autistic Society's finance systems and control mechanisms. Both training and guidance will be provided to the school's Business and Finance Manager and a minimum commitment of 5 hours per week in the first 3-6 months is expected from the central Finance Manager.

Contract Management and Sales Ledger team

The Sales Ledger team is headed by Head of Contracts who is responsible for ensuring legally binding contracts are signed for each placement at an appropriate fee level. The contractual management and Sales Ledger team will be responsible for ensuring fees are invoiced in a timely and accurate manner and in line with the relevant contract. The school's Finance and Business Manager will work closely with the Head of Contracts and her team.

Head of Contracts – [REDACTED]

The Head of Contracts has [REDACTED]

Role

The Head of Contracts was been involved in setting up the current sales ledger team at the NAS and manages income, processing in the region of £80m. She is supported by a Sales Ledger team of 10 staff that includes an account management function and invoicing team. The team deal with 120 local authorities and NGS trusts, purchasing care and education across the whole organisation. The current Sales Ledger team has robust systems and processes in place to ensure fees are invoiced accurately and collected promptly.

[REDACTED]

Summary

The NAS finance team is well resourced and tentative plans have been made to increase the number of team members to accommodate growth plans and provide flexibility.

The free school will tap into the existing NAS systems as follows:

- Reportnet – Online Income and Expenditure monitoring at detailed level by activity type, such as primary, secondary and enhanced provision
- Caresys – Sales ledger system with fee information, provision and funder details
- Cognos – Budgeting and forecasting system
- Proactis – Purchase Ledger processing and control system with clear structure of input, authoriser and spend limits
- Compel – HR system
- Ceridian – Payroll system
(Compel and Ceridian are both due to be replaced in September 2012 with an integrated system. This new system will be available for use by the school)

It is anticipated the free school will use the above systems for budgetary control and financial management. The school's Finance and Business Manager will be provided training in using the above systems.

In addition, peer support will be available for the school's Finance and Business Manager from the existing six Finance Managers in NAS schools. Hands on training will be provided through shadowing existing local [REDACTED].

F3: Show how you will access other relevant expertise to manage the opening and operation of your school.

The three founding members of the NAS Thames Valley Free School are [REDACTED], [REDACTED] and [REDACTED].

[REDACTED] is [REDACTED].

[REDACTED] is [REDACTED].

[REDACTED] is [REDACTED].

In addition to these three members, the Board of Governors will bring a range of expertise and local knowledge, as described at F1, above.

The NAS has the experience and knowledge acquired from 50 years of operating autism specific schools and this will be available to support and guide the Thames Valley Free School. In addition, management expertise in functions such as HR, IT, procurement, finance, premises and marketing will be made available. The NAS is a charity with annual turnover of almost £100m and some 3,500 staff (plus a further 1,000 volunteers). It therefore has the structures and resources to provide the range

and depth of management expertise and experience that the Free School will need.

We are seen and trusted as leading edge practitioners in the field of autism and provide specialist information for professionals, people with autism and families. Our conferences provide a crucial platform for greater collaboration, helping professionals to share information and best practice.

Links with research, best practice and national developments.

Our schools work closely with universities, Research Autism (a charity) and the NAS Director of Research to ensure that all research is relevant and conducted in accordance with ethical and best practice standards. The NAS Research Department is involved in the development and dissemination of an evidence base for practice and training and contributes to national policy.

Our School Principals and Director of Education all have relevant masters degrees and are regularly involved in action research within our schools. This helps to ensure that the NAS maintains its reputation as a leader in the field of autism education.

The NAS Research Department provides an interface with universities across the UK and internationally and through this our schools are involved in a number of collaborations. These currently include:

- Autism and girls
- ADHD and autism
- Evaluation of social stories
- Pets and autism

Research forms an important element in the professional development of teachers, care assistants and support assistants. Staff engagement in research is a practical way to increase knowledge and understanding of effective autism practice and it has a positive impact on the achievement of pupils.

Staff from our schools regularly present to local, national and international conferences.

F4: Show how your staffing structure will deliver the planned curriculum

Executive Principal Model.

An executive leadership structure.

We are proposing a dual leadership structure for the school that includes an Executive Principal role and a Head of School role. We are applying for both of these roles to be funded as part of the set up costs two terms in advance of the school opening as their combined salaries are comparable with the salary of one full time paid Principal or Head Teacher. By having an Executive Principal who leads another Ofsted rated outstanding autism specific school we will enable continuous challenge

and the sharing of outstanding practice, outstanding systems and processes and outstanding teaching and learning.

We believe by having the two leadership posts working together we will ensure that the proposed free school is fully embedded in the local community and linked to local schools, while also ensuring that the school is at the leading edge of autism practice from the very day of opening. In the first year and until the pupil numbers grow, the Head of School will have a heavy teaching commitment. The chosen leadership model avoids the dilemma many Head teachers of small schools face of being torn between the need to be out of the school, building capacity in partner schools, championing inclusion and establishing community links and the need to be in school leading teaching and learning and fully engaged in the day to day running of the school. This model enables the outward facing, community pathway and revolving door vision to be a reality.

The Executive principal will be recruited to lead both NAS Radlett Lodge school, which is an Ofsted rated outstanding school for children with autism situated in Radlett, Hertfordshire and the Thames Valley Free School. The current Principal at Radlett Lodge will retire in January 2013 and we intend to recruit a new Principal to have a strategic lead role for both schools from that date. Both schools will have a Head of School who reports to the Executive Principal and is based full time in the school. The Executive Principal will attend the majority of external meetings, both within the NAS and the local area and take the lead role in establishing, building and sustaining relationships with local authorities and other relevant referrers. Business development, promotion and marketing will be a key part of this role.

The current Deputy Principal from Radlett Lodge School has worked in close partnership with the NAS Director of Education to develop and write the vision and rationale for the NAS Thames Valley Free School and has taken the lead role in coordinating and writing the education plan and designing the curriculum. Should she apply and be successful for the post of the Executive Principal of the two schools she will have a clear understanding of the vision and ethos and be fully able to translate this into reality. If however, another candidate should apply and be successful, the Deputy Principal will still be in post to support this new Executive Principal and be able to support the new leader to understand the free school vision and aims.

The Executive Principal Model enables the Head of School to have an operational focus on internal development, while the Executive Principal can work with the Governors to drive the strategic direction. We have this structure across two of our NAS schools, ██████████ in Yorkshire and ██████████ in Kent and although geographically challenging, the benefits are numerous. The Executive Principal spends time in both schools but both senior management teams communicate through web technology every week. Efficiencies have been made in commissioning external consultants as now expertise and problem solving and advice is shared across schools. Peer support is valued by both staff teams and staff absences have less impact. For instance finance management was supplied by the finance officer in one school while the other was absent through sickness, with minimal disruption.

This ability to pick up essential staff duties will be especially relevant and supportive to the proposed NAS Thames Valley Free School as the school will take time to build

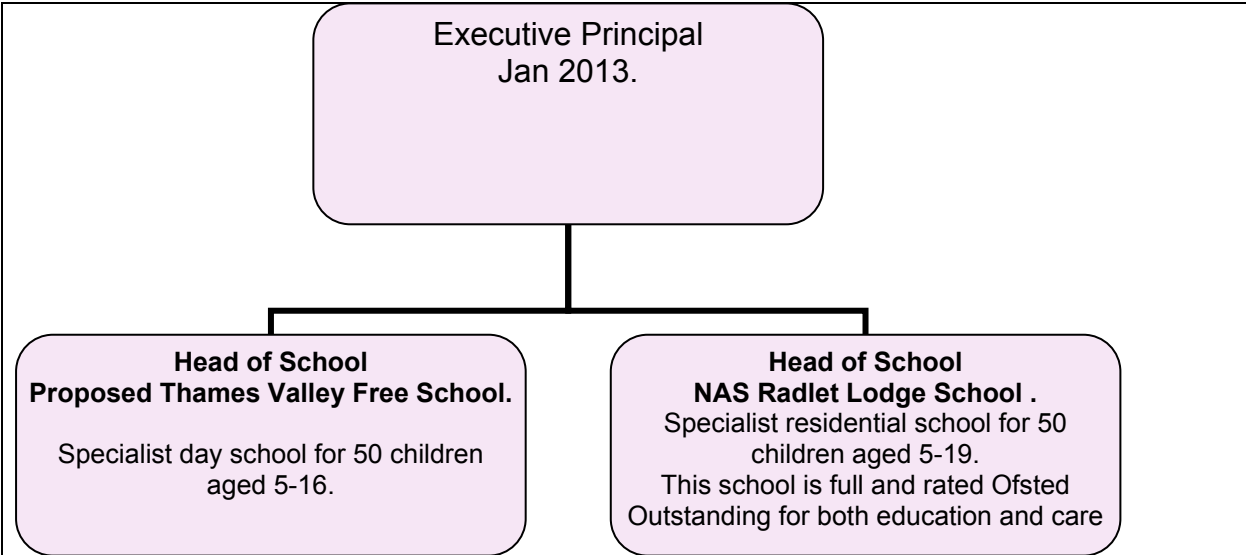
up pupil numbers and the staff team will be very small for the first year. This model of leadership ensures that the Head of School can maintain a substantial teaching commitment until numbers increase and more teachers can be funded. The Head of School and lead teacher will be linked to the Senior Management Team at Radlett Lodge and will access their meetings through webcam and video conferencing so they have the advantage of being able to be part of a bigger, experienced and established school leadership team of an outstanding school. The non teaching support staff absences will also be able to be covered by Radlett Lodge School.

With a key focus on the operational, internal function of the school, the Head of School will have school improvement and pupils' achievement and attainment as a primary target. The Head of School will take a lead role in parent partnership and establishing, building and sustaining relationships with local neighbours and the immediate school community.

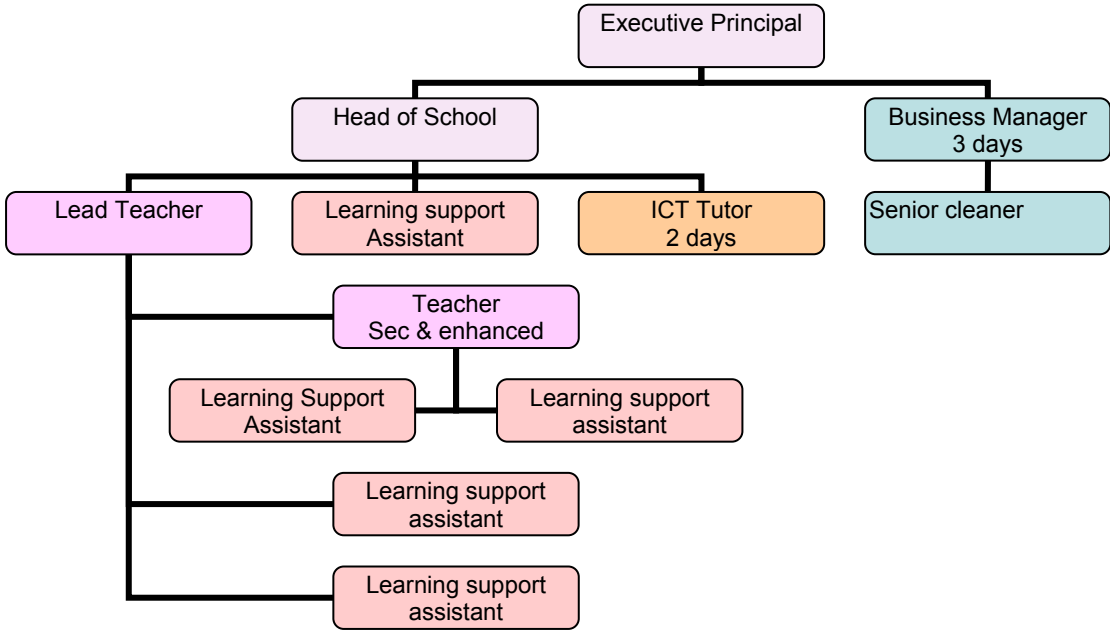
Other benefits include:

- *Better value for money as Head of School can maintain a substantial teaching commitment until pupil numbers increase.*
- *Support from an outstanding school (Radlett) for a new small staff team (Free).*
- *Executive principal ensures shared expertise and experience across NAS autism specific schools*
- *Head of School ensure shared expertise across local schools*
- *Head of school models value of excellent Teaching and learning*
- *Therapist peer support across schools*
- *SLT supervision*
- *Opportunities for professional development of staff across schools and peer mentoring*
- *Providing a leader who has proven ability to translate the Thames Valley Free school vision and a in depth understanding of the vision and values of education within the NAS*
- *Share resources and staff cover , especially relevant in year one when Free school staffing is small*
- *Provided opportunities for children and young people as well as staff to work together*

Ensuring synergy across the new proposed Thames Valley Free School and NAS Radlet Lodge School.

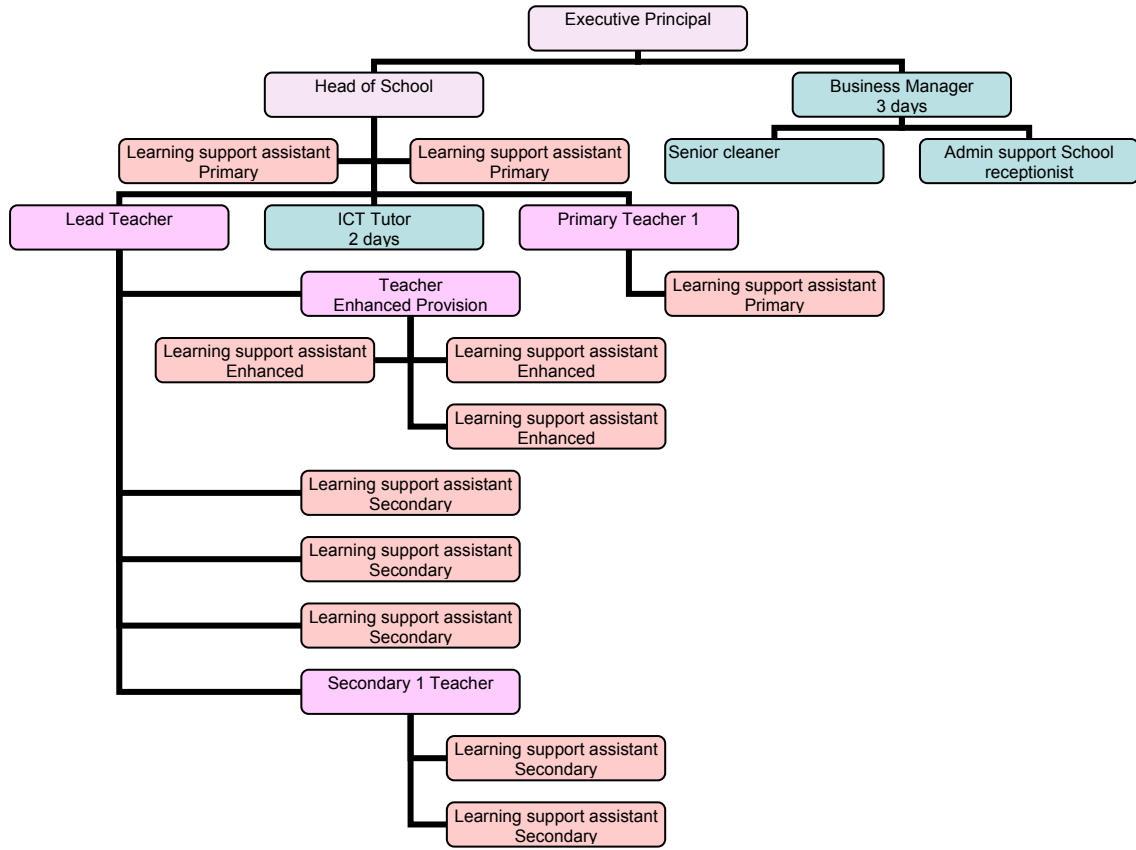


Staffing structure for the proposed Thames Valley Free School.
 Year 1
 13 children (5 primary, 6 secondary and 2 enhanced)

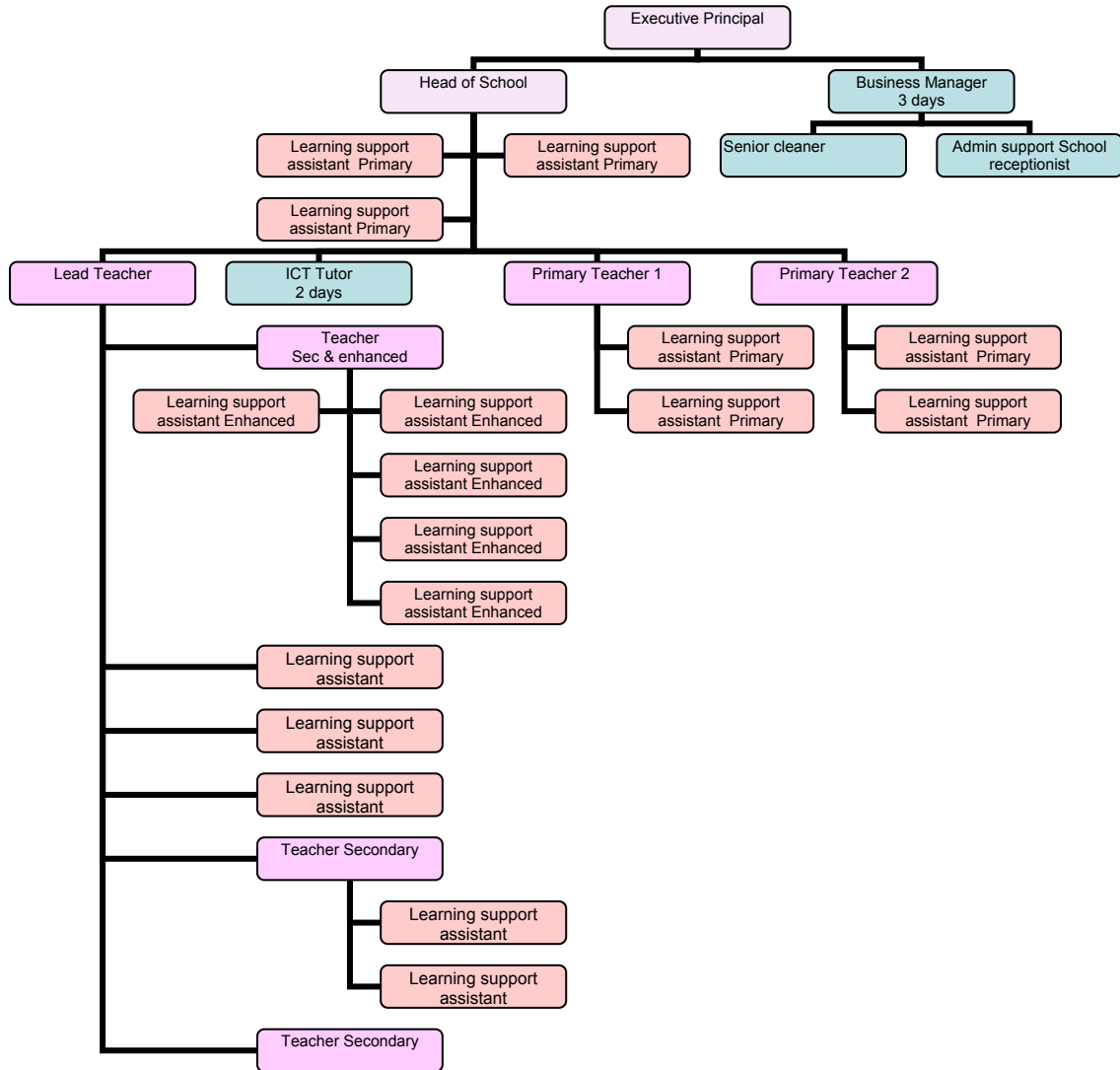


Year 2

25 pupils (10 primary, 12 secondary & 3 enhanced)

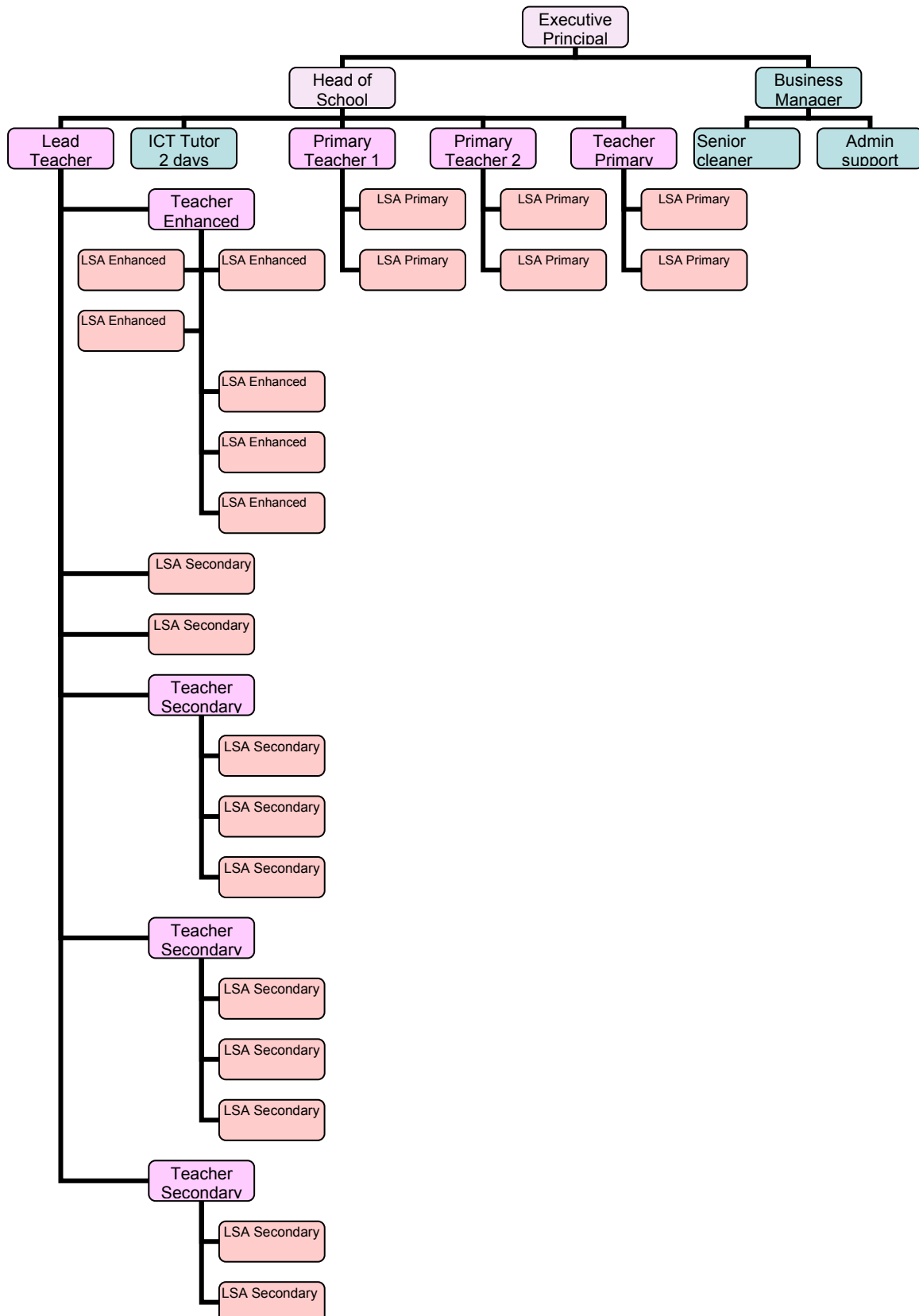


Year 3
 38 pupils (14 primary, 19 secondary & 5 enhanced)



Year 4

50 Pupils (18 primary, 26 secondary & 6 enhanced)



In year 1 the Head of School and the Lead teacher will have fulltime teaching commitments until the roll and income enables the recruitment of an additional teacher. From the onset the school staffing structure will be designed to ensure senior staff have a key role in Teaching and Learning and will set the standard for excellence and high achievement. We are passionate that this school is not about managing behaviour, the core purpose is a high standard of teaching and learning and we believe everything else slots into place around that. It is assumed that the first additional teacher will be recruited in term two of year one.

Leadership team.

The Head of School will be responsible for the development of the whole curriculum across the school but will lead on either the secondary or the primary (KS1, 2) curriculum or secondary (KS3,4 & transition)depending on skills and knowledge and the Lead teacher will be appointed to complement the Head of School's age phase responsibility . For the purpose of the staffing structure diagrams below the assumption is made that the Lead Teacher is the lead for the secondary department and the Head of School the Primary phase.

In this first year, in order to enable the translation of the vision of the revolving door placements and sustained pathways to local community, the Executive Principal will lead on building relationships with other schools, local authorities and community groups. The Executive Principal will lead the strategic development of the free school ensuring that national statutory requirements, the decisions of the governing body and the needs of the pupils, their parents and the community are met. They will also ensure that the school reflects the aims, objectives and values of the NAS and most importantly ensure that the school is leading edge in its approach to teaching and learning. Whilst not having a direct hands on teaching role , the Executive Principal will be in the unique position of being able to horizon scan the educational landscape, bring best practice from other schools and settings, challenge and transform and truly lead this school to be not good but great .

The Head of school will support the Executive Principal but will take responsibility for the school function. The Head of school will focus on the day to day organisation and operational management which will include teaching and learning, development of the curriculum, including the extended day curriculum and systems, policies and processes.

The Lead Teacher title has been chosen, rather than Deputy or Assistant Head of School as we want to place the emphasis on teaching and learning rather than on management. This role will be recruited on the bases of proven impact on outcomes and excellent delivery as well as autism expertise. They will need to have the ability to act as coach and mentor to other staff who have less experience and training.

Teaching team.

As our budget and roll increases and we recruit other teachers we will take into account the needs of the pupils being referred as well as the age phase patterns. Our intention is to encourage teachers who may have little experience of autism but a passion to learn more. We will not only recruit those who already have experience. We intend through this approach to train an army of teaching staff who can go out

from our school to teach in other schools and spread the message. Our approach to training is detailed in D4 and we aspire to become a Teaching School once our staffing is at the level to enable this to happen. We again see this as an advantage of having the Executive Principal role as they can provide the strategic leadership on this project as time is released through the Head of Schools decreasing hands on time and increasing direct operational management .We believe that this model is a creative and innovative solution to the dilemma faced by Head teachers of outward focussed community schools who find the demand to be absent from school to attend meetings, build partnerships and network , detrimental to standards within the school. Lack of presence in their own schools can lead to a fall in teaching and learning and pupil progress and achievement.

All teachers will be expected to lead two enrichment activities every week .

Learning support:

The Learning Support Assistants will be deployed according to need which will primarily be dictated by the age and support needs of the individual pupils who are referred to the school.

All staff will be trained in management of behaviour programme Team Teach. (See section D5) The LSAs in the proposed NAS Thames Valley Free School will train alongside support assistants from The Avenue School. The proposed free school will train and invest in a Team Teacher trainer who will work with the trainer from The Avenue School so that we ensure that the support staff are qualified to move across both school settings to cover staff absence or extra staffing for the extended day curriculum.

Our staffing ratio is planned to ensure we can support our pupils to spend time in other educational settings and schools.

LSAs will be allocated to classes and the Enhanced provision in year 1 but from year 2 we will have a more flexible approach and have some LSAs in the secondary department who are allocated to support individual pupil plans and community pathways as needed. There will also be flexible hours as some LSAs will lead or support breakfast club and the enrichment curriculum

ICT Tutor

This post will be in place from the opening date of the school. It is an essential post, integral to translation of the vision of a pioneering leading edge technology school that is preparing and equipping young people for the 21st century. The job description will include teaching and technical support tasks and competencies. However, the ICT Tutor will not deliver all the teaching for this subject as there will also be a Teacher who will have a subject leadership responsibility in this area of the curriculum.

All teachers will need to be skilled in delivering their subjects and monitoring progress through this medium. The tutor will work closely with the NAS ICT Education Consultant who will ensure that all the research and advances made within the organisation and wider NAS Education group around the use of technology in the education of young people with autism is shared. We will work towards the ICT

charter mark.

There is a wide range of IT companies in the area and these will be encouraged to work with the school as part of the community engagement. Contacts have been made with 30 such companies and this initial contact will be built upon and encouraged to grow. We want to make sure that our curriculum is appropriate to business need so that our pupils leave equipped with the appropriate knowledge and skills that give them the best chance of employment

Enhanced provision.

The educational and social profile of the pupils in the enhanced provision dictates that these pupils will require one to one staffing and therefore there will be one LSA for each pupil in this provision. At times it is anticipated that the complex needs will require targeted times when this ratio may increase to two members of staff. The education element of the curriculum will be lead by the Lead Teacher and in time the day to day planning will be delegated to the teacher employed to the secondary phase.

School Business Manager

Recent research from the NCSL highlights the importance of this role in the development of the school. Michael Gove in the White Paper 2010 states that a high quality Business Manager should be a priority for all Head teachers and schools. The Executive Principals and Business manager will work together to market the school and build capacity for the new and growing business.

The Job Description will be challenging and will include all finance, HR , clerk to the governors and admin for the first year but it is intended to recruit support for this role at the start of year 2. The central NAS finance and HR central support teams will provide support to the free school business manager and the person recruited to the role will be fully trained in NAS systems and processes. Recharges have been assumed in the budget.

Senior Cleaner.

In line with the approach taken at the Avenue school which we anticipate will be a near neighbour to the NAS Thames Valley school , we intend to recruit a local person who will open and close the school and also lead on cleaning duties . Maintenance will be bought in on need bases from local providers or form the NAs Buildings and maintenance teams

There will be whole school focus on training and understanding autism. All staff will receive training in autism, including escorts, cleaners and the Business Manager.

Speech and Language Therapists, Occupational therapists and Psychology

Reading Educational Support service has been approached and is keen to supply service to the proposed free school. Expertise will also be bought from the sister school, Radlett Lodge where there is a clinical psychologists and an experienced behaviour support team.

Input from psychologists and therapists' builds over the four years to the equivalent of

one day or two sessions per week from all three disciplines. We plan to explore various models of delivery and these will be developed in response to analysis of cohort need.

All pupils will have statement of educational need and there will be some pupils who benefit from individual therapist time and individual psychologist time but in general the therapists will work in a holistic way .they will be responsible for assessments and reviewing programmes and training staff to deliver and monitor programmes effectively.

In line with other NAS Schools we will recruit one LSA from the opening of the school who has a psychology qualification and in addition to their LSA work will support access to learning plans as well as collect and analysis behaviour focussed data. The NAS uses a data system (SERS) that provides reports and tracks progress in reductions in inappropriate behaviours. This will be installed in the free school and staff trained to use it. The LSA part of the role will be drop in year 4 and from then we will employ a designated Assistant Psychologist.

The OT and SLT will also deliver bespoke autism specific group sessions as part of the enrichment curriculum. This will include programmes that address social skills development and sensory integration, both area of significant challenge for pupils with autism.

Extended School Enrichment

The school day extends to 4.30pm. Classes will end at 3.20 and all pupils in the standard provisions will have homework club until 3.50 and the Enhanced pupils will have individual programmes suited to their additional needs. The Enrichment curriculum starts from this time for all pupils. All teachers will run two activities each week and LSAs will support these as needed and their daily hours will be contracted to accommodate this. The proposed free school will also be recruiting volunteers to help with the enrichment curriculum and also employ local sports or arts tutors.

The Avenue school has weekly sessions supervised by Reading Football Team and have invited the proposed school to join in this initiative and Newbury College has already offered the use of their Performing Arts and Media centres. Experience in the other 6 NAs schools and reputation of the NAS as a leading autism charity has in the past influenced its ability to recruit volunteers who add value to the school provision.

We are confident we the school can build on this experience to attract a range of professionals at low or zero costs to deliver enrichment programmes.

F5: Provide realistic plans for recruiting a high quality principal designate, other staff and governors in accordance with your proposed staffing structure and education plans.

We aim to recruit two leaders in the pre opening phase.

The Executive Principal will be recruited to lead NAS Radlett Lodge School and the free school on the retirement of the existing Principal of Radlett Lodge School which

is planned to take place at the end of December 2012. The Executive Principal post will be advertised in the summer term 2012 with the aim to have the process finished by July 2012 and an Executive Principal appointed and ready to start in post in January 2013. The interview panel will have representatives from the free school governance and host local authority as well as representatives from the NAS. The panel will include one of the three designated members of the free school governance and at least one of the already appointed governors of the free school. An NAS Trustee and the NAS Director of Education, NAS Director of HR and a person who is on the autism spectrum will also be part of the panel.

The Executive Principal and Head of School will work in close partnership and share leadership. They will require many of the same skills and attributes but their areas of focus will primarily differ and the context in which they will apply their skills will be different. This post will also be recruited for the pre opening phase and the process will be finished by September 30th 2012 in time for the successful candidate to take up their post from January 2013, if appropriate. This recruitment process will follow directly from the Executive Principal process so that the successful Executive Principal can be part of the interviewing panel. The interview panel will have representatives from the free school governance and host local authority as well as representatives from the NAS, including a NAS Trustee and the NAS Director of Education, NAS Director of HR and a person who is on the autism spectrum.

Advertisements will be placed on the NAS Website and in the Guardian and Times Educational Supplement.

The profile tables detailed below use the six domains of the National standards for Headteachers (DfES 2004).

The skills and attributes have been based on suggestions by NCSL in 2010 National College for Leadership of Schools and Children’s Services full report on Executive Headship. www.nationalcollege.org.uk

Principal designate

National standards	Professional qualities and attributes of the Executive Principal
Shaping the future	<p>Have the confidence to challenge current thinking</p> <p>Be able to position the vision and strategy for the two schools within the wider national context.</p> <p>Recognise the strengths of both schools and develop a strategy to combine maximise impact and address weaknesses whilst also understanding the individual context of each school.</p> <p>Lead the strategic direction, continually reshaping and articulating the vision as circumstances change.</p> <p>Work with the Head of School to translate the vision into operational plans</p>

<p>Leading teaching and learning</p>	<p>Committed to raising standards and challenge under performance at all levels</p> <p>Keep up to date with current innovations in autism education and be able to recognise evidence of effective leading practice.</p> <p>Set high expectations and stretching targets for the both schools</p> <p>Encourage mutual learning across both schools</p> <p>Use coaching skills to develop leaders across both schools and be able to delegate responsibility to heads of schools.</p> <p>Ensure that expertise, resources and professional development are shared across both schools.</p> <p>Monitor evaluate and review classroom practice</p>
<p>Developing self and working with others</p>	<p>Develop and maintain a culture of high expectation for self and others</p> <p>Have strong interpersonal, communication skills to enable change management</p> <p>Ensure that sufficient time and resources are allocated for organisational and professional development across both schools. Be able to work with Heads of local schools, key community stake holders and other Principals from the NAS Education Group.</p>
<p>Managing the organisation</p>	<p>Work with the Business manger to make long term and short term financial decisions linked to strategic priorities.</p> <p>Have an entrepreneurial outlook and be able to represent the two schools to the wider community and grow the free school role in line with the agreed strategy and vision.</p> <p>Be able to monitor the use of resources to ensure value for money</p>
<p>Securing accountability</p>	<p>Be able to work closely and report to both the Free school chair of Governors and the NAS Director of Education</p> <p>Hold individuals and teams form both schools to account for achieving targets.</p> <p>Ensure that governors, NAS, school staff, parents and pupils are clear about accountability framework. Be able to work with the NAS Board and governors of the free school to enable statutory responsibilities to be met</p> <p>Develop an ethos so that both schools can work collaboratively</p>

<p>Strengthening community</p>	<p>Be able to work collaboratively across school sites with parents , community representatives and other stakeholders to bring about change .</p> <p>Lead on consultations with the wider community and respond to changing needs and views.</p> <p>Engage and collaborate with other local schools, charities and community stakeholders to agree local policies ensure local needs are met and to enable inclusion.</p>
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Qualifications

NPQH
 Qualified teacher status
 First degree
 Higher degree or equivalent further study
 Additional qualification in SEN and preferably ASD

Experience

Taught pupils with autism
 Leadership experience, preferably at Principal or Deputy Principal Level
 Financial and budget management skills

Head of School

<p>National standards</p>	<p>Professional qualities and attributes of the Head of School</p>
<p>Shaping the future</p>	<p>Commitment to and understating of the school vision, core values and aims and the skills to work with the NAS , the school governors, Executive Principal , staff and pupils to express this vision .</p> <p>Ability to work in collaboration with the Executive Principal to translate the vision into agreed targets and operational structures.</p> <p>Drive and motivation to support others to create a shared learning culture and positive inclusive climate</p>
<p>Leading teaching and learning</p>	<p>Ensure that all pupils have relevant daily targets</p> <p>Be an outstanding autism classroom practitioner and be able to model such</p> <p>Monitor evaluate and review classroom practice and be able to challenge poor practice at every level</p> <p>Ensure that data analysis is used to drive improvement</p> <p>Ensure that autism practice is effective and evidence based.</p>

	<p>Work closely with the Executive Principal to establish an effective review cycle that ensures planning, allocation of resources and improvement targets are of the highest quality.</p>
<p>Developing self and working with others</p>	<p>Work closely with the Executive Principal to develop and maintain high quality staff induction and continuing professional development in line with NAS policy</p> <p>Ensure that an effective performance review cycle is followed for all staff.</p>
<p>Managing the organisation</p>	<p>Produce and implement evidence based improvement plans and policies.</p> <p>Advise the Executive Principal on the recruitment and deployment of staff</p> <p>Support the Executive Principal to monitor the use of resources to ensure value for money</p> <p>Ensure that the needs of all pupils are met through an organisational structure which reflects the vision, values and aims of the school.</p>
<p>Securing accountability</p>	<p>Lead the establishment of an ethos where all are valued and enabled to work collaboratively.</p> <p>Ensure that all staff have clearly defined accountabilities and responsibilities that are understood and agreed.</p> <p>Work with the Executive Principal and governors to make sure that all statutory responsibilities are met .</p>
<p>Strengthening community</p>	<p>Ensure the pupils have a range of community based learning experiences</p> <p>Work closely with the Executive Principal to collaborate with other schools, colleges, local stakeholders and charities to make sure community needs are understood.</p> <p>Work with parents to ensure that they are fully included in the work of the school and their child's education.</p>

Qualifications

Qualified teacher status

A degree or equivalent

A further SEN qualification is preferable

Aspirations to undertake NPQH or equivalent leadership training.

Experience

Teaching experience in a range of schools settings, preferably both mainstream and children with autism

Experience of training others in autism practice

Confident to develop a curriculum

Commitment to inclusion

Recruiting high quality staff

The Executive Principal, working closely with the Head of School will be responsible for the recruitment of all staff.

The staff will be recruited following a robust procedure which will identify how closely their qualifications, experience and values meet with those of the Thames Valley Free School and the way in which the curriculum is to be delivered.

The Head of School and Lead Teacher will need to be experienced Teachers who are confident in their knowledge of autism and mainstream secondary and primary education and also committed to the inclusion and revolving door approach. Other staff may be less experienced and with the support of the extended NAS Education group, the Avenue School, (the local Reading special school with whom we are already working closely) and the NAS learning and development structure, the lack of autism expertise will be quickly and effectively addressed. Experience of employment of NQTs for instance in our other schools has shown that their enthusiasm and open mindedness usually means that they rapidly embrace the opportunities to develop their autism knowledge.

High quality training and continuous professional development in educating children and young people with autism will be a key part of our offer to potential staff and we believe this will attract people to apply for the roles.

The NAS HR department will lead on placements of adverts and as well as the usual national papers for Teachers, adverts will be placed in local press and the on the NAS website. Support staff vacancies will be advertised through local press, local shops and through local charity and NAS Branch newsletters.

All appointments are subject to the successful completion of a six month probationary period and appointees will be subject to rigorous reference checks, enhanced CRB, POVA/POCA checks and the satisfactory completion of induction training.

We will have a comprehensive three week staff induction programme that covers topics including: autism, SPELL, behaviour support, safeguarding, and person centred planning. The Thames Valley Free School and the NAS are committed to delivering high quality, values-led training to all its staff. Following a robust induction programme, ongoing training will be delivered locally and also through the NAS

training department. All NAS support staff are trained to reach NVQ level 3 standards in care and support and the proposed free school will adhere to these standards. All staff will receive supervision from their line manager every 2 months. This is an opportunity to provide staff with feedback and direction as well as to discuss any other issues.

Governors

Already identified.

We know that inspection evidence makes it clear that there is a relationship between governance, the quality of leadership and management, and the quality of provision and pupil achievement (Ofsted May 2011). We recognise the importance of the governors and believe them to be the most important decision making group for the proposed school

The three Company members, [REDACTED], [REDACTED] and [REDACTED] have extensive experience between them in business leadership, military leadership and school governance. One of the company members will initially take on the role of Chair of Governors and support for the role will be accessed through the National College of Schools leadership programme funded by the government and available from April 2012. The Governing body will adopt a code of practice that will be adapted from the model version provided by National Governor's Association (NGA 2010).

The School Business Manager will have the role of clerk to the Governors and this role will be included in the Job Description. However, responsibility and lines of accountability for the role of clerk to the governors will be discreet and clear to ensure that there is no confusion across the two roles. The role of clerk is important in ensuring that governors' time is used efficiently and effectively. The school will access the local authority governor support services to ensure that the clerk receives regular training and briefings.

In line with good practice in corporate governance the proposed school will give due regard to promoting equality and diversity and will endeavour to ensure that in recruiting governors, the governing body represents the community the school will serve. We also expect the governing body to have an important role in engaging with parents and the wider community to promote the schools work. We plan for there to be a governor section on the school web site that explains the governors' roles and keep the parents and pupils up to date with their work.

The Thames Valley Free School steering group have taken into account the skills of the three company members with regard to leadership, finance and business acumen and have identified that the skills gap required for the governing body as being local knowledge and local presence. As a result of this we have already approached three key leaders from the local area.

Three leaders from the local community, one representing local schools, one from the host local authority and one from the main local autism charity have already agreed to be governors of the school and all three bring extensive relevant experience to the governing body. The Director of Education from the NAS will also be a Governor and as a major contributor to the application, ethos and vision for the proposed school will

have a major role to play in the facilitation and translation of the school vision into practice within the governance group.

Governor 1

Representative of the Local Special School Head Teachers

[REDACTED]

- [REDACTED]

Governor 2

[REDACTED]

PROFILE

Current Principle Areas of Responsibility and Expertise:

[REDACTED]

Governor 3

[REDACTED]

Representative from local Charity.

[REDACTED]

Current Position (2008 to date)

[REDACTED]

Governor 4

[REDACTED]

Representative from National autistic Society

[REDACTED]

Current Position (2010 to date)

[REDACTED]

Qualifications

[REDACTED]

Recent career history

[REDACTED]

Other

- [REDACTED]

Additional Governors to be appointed.

A number of adults with autism have already approached us with the offer of becoming governors at the new free school. As we currently have a very active adult

with autism on the steering group, who has contributed to the application process, we will wait until we know whether the application has been successful before we take a decision on whom we will invite to take this role. We will then follow due process and hold interviews if necessary.

Two more governors will be recruited from the parents of pupils at the school and we also plan to recruit a governor from a local business and local faith group. We have made initial contact with over 30 local companies and we have a spread sheet record of this (see section E2 for spread sheet). Once the outcome of the application has been announced we will revisit those that have given positive responses to explore the possibilities of recruitment.

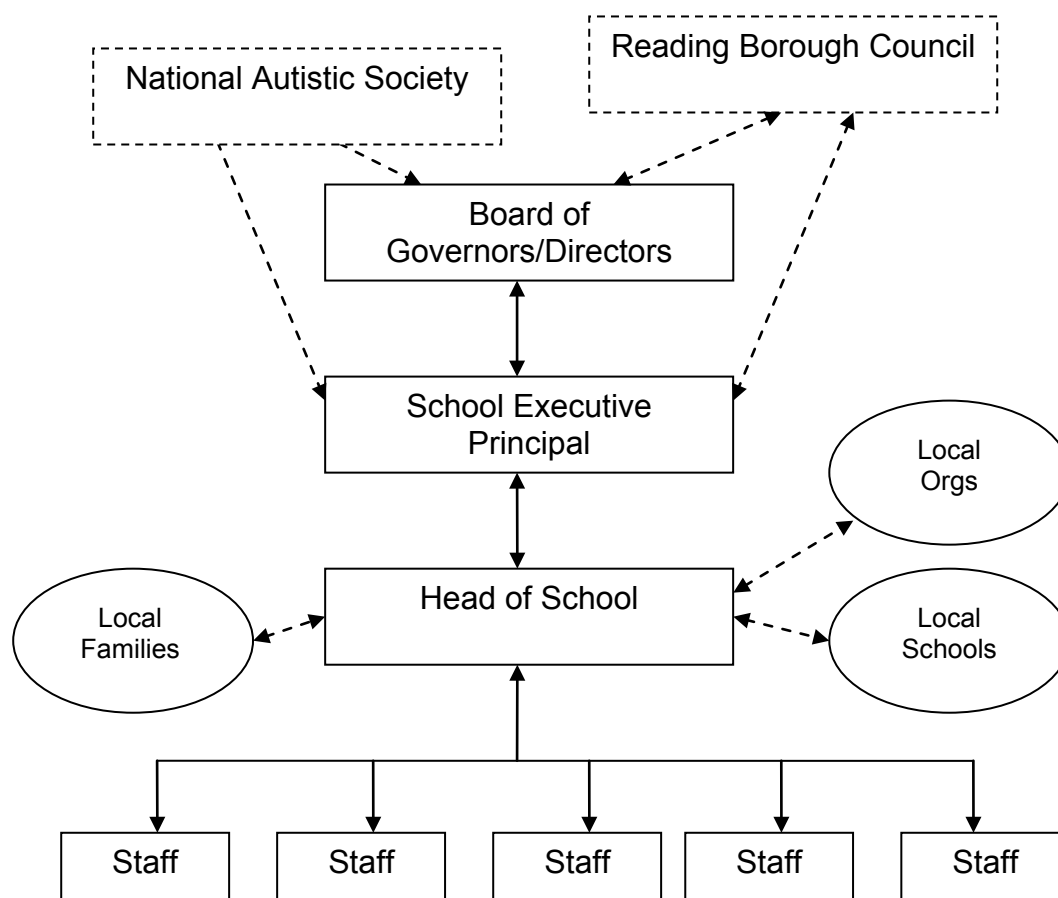
An induction pack will be prepared for governors which will provide information about the school and explain the roles of the governors. It is anticipated that this pack may also be given to prospective governors to help them decide whether they wish to become governors.

F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school.

A diagrammatic representation of the structure of the school is shown below.

The structure and reporting lines are shown below with the solid lines indicating both communications and specific accountabilities, while the dotted lines indicate lines of communication but without direct accountability. Note that the arrows are double headed, indicating that at all levels communications are a two way process.

Structure and Lines of Communication



The Board of Governors has the overarching responsibility for all aspects of the school's performance. The day to day management of specific areas will be delegated by the Board to the Executive Principal and Head of School but the Board will remain responsible and accountable to external stakeholders.

Key policy areas for which the Board will set and monitor the strategy will include:

- The admissions policy
- Strategic plans for future developments and growth
- Capital investment programmes
- The educational performance of the school
- The welfare of the pupils
- The financial performance of the school
- The school's relationship with the Secretary of State for Education
- The status and reputation of the school with stakeholders in the region, e.g:
 - Parents and families
 - Other schools
 - The school's reputation with local authorities
 - The school's relationship with the NAS
 - Ofsted reports and recommendations

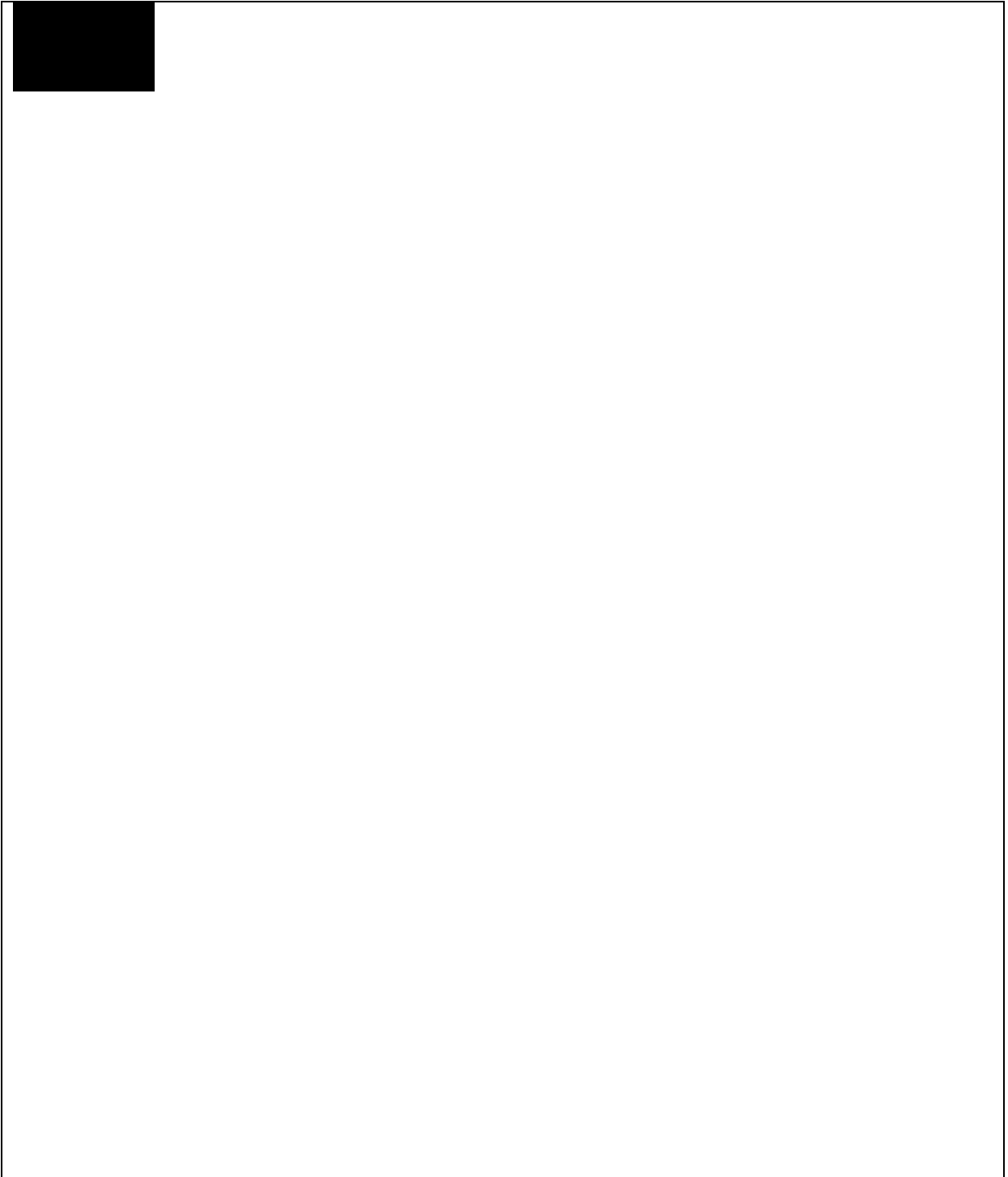
The Executive Principal will primarily be responsible for:

- Ensuring that the Board's strategic and policy decisions are communicated to the head of School and implemented.
- Feeding back information from the Head of School to the Board.
- Ensuring that agreed policies and procedures affecting the teaching and care of the pupils are implemented and followed.
- Monitoring the quality of the teaching and care at the school and agreeing action plans with the Head of School, as appropriate.
- Monitoring the financial performance of the school, taking action as necessary.
- Monitoring and contributing to the development of relationships with partner schools and colleges to ensure that the 'revolving door' policy of the school is developed and maintained.
- Ensuring that friendly and productive relationships with neighbourhood organisations are developed and maintained.

The Head of School will be responsible for the day to day management of the school, including:

- Admissions.
- Staff recruitment, training and retention.
- Delivery of the curriculum.
- The efficient financial administration of the school.
- Ensuring that the school's policies are appropriate, up to date and are applied.
- The quality of the education.
- Managing and developing relationships with partner schools, so that the school's 'revolving door' policy is developed and maintained.
- Managing relationships with local external organisations.
- Relationships with parents and families.
- Relationships with local authorities across the region.
- Developing and maintaining relationships with local colleges and employers in order to facilitate successful student transitions.

Section G: Initial costs and financial viability



Section H: Premises

We have been invited by Reading Borough Council to utilise the premises of a disused former comprehensive school, located adjacent to the Meadway Leisure Centre and The Avenue Special School Academy, post code [REDACTED].

These premises have been largely unused for some time, apart from a Day Nursery. We understand that Reading is working with the Nursery to move to alternative accommodation.

The buildings of the former school are mostly single story and while some of the original buildings have been demolished, it is estimated that the remaining buildings extend to a floor area of some 3,357 sq m. The exact boundary of the site has yet to be determined but the total area is in the region of 1.32 Ha.

This site therefore offers sufficient space, both for internal accommodation and for external recreation areas. Public transport connections are good and there will be adequate space for car parking, minibuses and taxis.

We have viewed the interior of the buildings and while significant refurbishment will be required, the accommodation is of good size and, of course, already has the requisite planning consent. The location also offers the significant advantage of being adjacent to The Avenue Special School Academy, offering opportunities for partnership working and shared facilities.

While this site is our prime option, a second choice could be part of the site currently owned by the University of West London, in [REDACTED], East Reading. This location is close to Reading Borough Council facilities, including some of their Children's services and we understand that the University is actively trying to sell it. While we have not explored this option with Reading, it might offer an alternative if for any reason the Meadway school site is deemed unsuitable.

Annexes

<u>Annexe</u>	<u>No</u>
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Draft Medication Policy	14
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Annexe 1

Glossary / Acronyms / Abbreviations

ASD	Autistic Spectrum Disorder
BILD	British Institute for Learning Disabilities
ATL	Access to Learning Plan
CAMHS	Child and Adolescent Mental Health Services
CBE	Community Based Education
EP	Enhanced Provision
GCSE's	General Certificate of Secondary Education
ICT	Information Communication Technology
IEP	Individual Educational Plan
KS	Key Stage
LSA	Learning Support Assistant
MPV	Multi Purpose Vehicle
NAS	National Autistic Society
OT	Occupational Therapy
PE	Physical Education
PPA	Planning, preparation and assessment
PSHCE	Personal, Social, Health and Citizenship Education
RPI	Restrictive Physical Intervention
SAT's	Standard Assessment Tests
SALT	Speech and Language Therapy
SEAL	Social and Emotional aspects of Learning
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SIP	School Improvement Plan or School Improvement Partner
SP	Standard Provision
SRE	Sexual and relationships education
YR	Year (as in pupil year group)

Annexe 2

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Annexe 3

SCHEME OF WORK

CLASS: **KEY STAGE:** **TERM:**

UNIT :

ABOUT THE UNIT:

WHERE THE UNIT FITS IN:

LENGTH OF UNIT:

Links to other subjects	Resources	Vocabulary
Opportunities for social collaboration and communication		ICT across Curriculum
Spiritual, Moral, Social & Cultural	Community Cohesion	Display ideas:

Expectations:

At the end of this unit, most pupils will:

Some pupils will not have made as much progress and will:

Some pupils will have progressed further and will:

LEVEL/	LEARNING	SUGGESTED	LEARNING	Autism specific
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STRAND	OBJECTIVES	TEACHING ACTIVITIES	OUTCOMES	points (e.g. sensory or flexibility of thought issues)
	1.	•	•	
	2.	•	•	
	3.	•	•	
	4.	•	•	
	5.	•	•	
	6.	•	•	
	7.	•	•	

(Shaded area indicates optional activities / extension of work)

Annexe 4

EVALUATION OF SCHEME OF WORK

TEACHER'S COMMENTS:

LSA'S COMMENTS:

SUBJECT CO-ORDINATOR'S COMMENTS:

LEAD TEACHER'S / DEPUTY PRINCIPAL'S COMMENTS:

Annexe 5

Key stage 1& 2 Scheme of work: Overview of units and progression

Subject	Class	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
English <i>National Literacy strategy objectives delivered through texts / units</i>	1	1	Narrative Favourite books	Non fiction Reading for information	Traditional and fairly tales (including plays)	Non fiction Recounting facts	Poetry Patterns and rhyme	Instructions, lists, labels and captions	
		2	Narrative Different stories by the same author	Non fiction How non fiction books work	Multicultural stories	Non fiction Explanations	Poetry Poems on a theme	Writing letters	
	2	1	Narrative	Non fiction Writing own non fiction text	Fantasy worlds Myths and legends	Non fiction: One subject: different sources of information and different points of view.	Poetry: Writing and performing	Plays old and new	
		2	Narrative: Adventures and mystery	Biography and Autobiography	Stories from other cultures	Journalism	Poetic style	Plays : writing and performing	
	3	1	Different genres of fiction	Stories with historical settings	Non fiction: argument, bias, debate and persuasion	Stories which raise dilemmas	Revision and catch up	Creative writing (narrative) / play / poetry)	
		2	Well known Novels	Poetic imagery	Poetry: creative images and exploring form	The media (newspapers, tv and film reporting)	Revision and catch up	Pupil led non –fiction project	
	Maths <i>National Numeracy strategy objectives delivered through units</i>	1	1	Counting and calculating	Rapid recall and mental calculation strategies	Measuring and understanding 2D and 3D shapes	Place value, addition and subtraction	Organising and using data	Length, weight and capacity Vocabulary, direct comparisons and non standardized units
			2	Counting and calculating (with money)	Solving problems	Measuring time	Number facts: multiplication and division	Handling data in a variety of tables, charts and graphs	Estimate, compare and measure lengths, weights and capacities using standardized units
2		1	Number operations	Multiples and fractions	Reflective symmetry, positions, angles and turns	Analogue and digital time	Venn diagrams and Carroll diagrams	Using different scales to measure	
		2	Calculations to 1000	Enquiry and Solving complex problems	Decimal numbers and equivalent fractions	Mental calculations of two digit numbers	Drawing, classifying and describing movement of complex shapes	Collecting and presenting data in different forms	
3		1	Percentages	Factors and multiples	Advanced Measurement	Calculation of Fractions and decimals	Revision and catch up	Answer a set of related	

								questions by collecting, selecting and organising relevant data; draw conclusions	
		2	Summary unit Number and calculation	Summary unit: Measure	Summary unit: Shape	Using mode, range, median and mean to interpret data	Revision and catch up	Maths in every day life	
Science	1	1	Ourselves	Sorting and Using materials	Plants	Light and Dark	Introduction to Forces	Sound	
		2	Our body	Grouping and changing materials	Variation	Electricity	Forces and movement	Light and shadows	
	2	1	Teeth	Characteristics of materials	Keeping warm	Circuits	Magnets	Rocks and soils	
		2	Moving and growth	Solids, liquids and gases	Life cycles	Conductors	Friction	Habitats and food chains	
	3	1	Keeping healthy	Dissolving	Inter-dependence and adaptation	Forces in action	SATS prep / revision	Pupil led research project	
		2	Micro – organisms	Reversible and Irreversible changes	Changing sound and light	Earth, sun and moon	SATS prep / revision	Pupil led research project	
ICT	1	1	Presenting myself (text, graphics, video, sound)	Communicating with others (email, voice, text, video)	Getting started with robotics	Assistive technology and me: alarms, schedules and communication	Finding information	Thematic project	
		2	Developing presentation skills	Evaluating information	Creating and manipulating graphics	Developing robotics	Producing and developing comics	Thematic project	
	2	1	Music editing	Making web pages	Sound editing	Computer control: voice and body movement	Podcasting	Thematic project	
		2	Gaming (design and evaluation)	Storing information: databases	Communicating with others (email, messaging, social networking)	Video editing	Avatars and vokis	Thematic project	
	3	1	Managing online resources for learning and communication	Computer control: sound and lighting	Animation	Simulation and modelling	Blogging	Thematic project	
		2	3D modelling	Using and developing Wikis	Computer control in the environment	Exploring virtual reality	Getting started with app development	Thematic project	
	PSHCE SEAL (Social and Emotional aspects of Learning)	1	1	New beginnings (SEAL)	Who am I? what can I do? What do I want to do	Animals and us	People who help us	How I feel And how to relax (SEAL)	Choices
			2	Healthy eating	My relationships (SEAL)	Spiritual places	Stranger danger	Celebrations	Safety in the sun and water
2		1	Healthy living	Caring for our school	E safety 1	Personal safety	Respect for property	Caring for our environment	
		2	My school and me	My community and me	E safety 2	Self worth and self advocacy	Changes in family life (SEAL)	Living in a diverse world	
3		1	Children's rights	How do rules and laws affect me	E safety 3	Self evaluation	In the media	Going for goals (SEAL)	
		2	Local democracy for	Bullying (SEAL)	Drugs education	Hygiene and appearance –	Introduction to SRE	Changes (SEAL)	

			young citizens			what matters?	
Termly theme (including Music / Drama)	1	1	Me and my family		Underwater worlds	Castles	
		2	The food we eat		Journeys	Carnival of the animals	
	2	1	Famous people		Adventures into space	Habitats	
		2	Invaders and settlers		Rise of the robots	Brilliant Britain!	
	3	1	Africa, Australia and America		Thrills and spills (fairgrounds)	Keen to be green!	
2		The Egyptians		Cool stuff	Lights, camera, action!		
Life skills	1	1	Introducing me		Organising myself and my school day	How I learn and study	
		2	In and around school		Out in the community	Preparing simple snacks	
	2	1	Using cafes	Shopping	Road safety	Looking after myself – personal care and hygiene	
		2	Helping in the home		Using equipment safely	Planning and preparing meals	
	3	1	Using a telephone		Introduction to financial management	Home safety emergencies	
		2	Accessing leisure activities		Clothing care	Food safety	
Social Communication	1	1	Group cohesion activities		Personality : Me and you	How do we communicate	
		2	Meeting people for the first time		Greeting people	Joining in	
	2	1	Turntaking		Play skills	Listening	
		2	Body language		Conversations (people I know)	Conversations (people I don't know)	
	3	1	Being a good team player and winning and losing		Friendship skills	Understanding others emotions	
		2	Getting on and falling out (SEAL)		Dealing with conflict	Assertiveness	
PE	1	1	Gymnastics		Swimming	Games skills	
		2	Dance		Swimming	Invasion Games	
	2	1	Gymnastics		Net / wall games	Swimming	
		2	Dance		Striking / fielding games	Swimming	
	3	1	Swimming		Gymnastics	Athletics	
		2	Swimming		Team games	Athletics	

Annexe 6

Key stage 3 Scheme of work: Overview of units and progression

Subject	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	7	Narrative writing	Childhood in literature	Non fiction project	Whats in the news	Study of a modern play	Classic poetry
	8	Descriptive writing	Great lives – Biographical and Autobiographical writing	Note taking and thinking skills	Classic novels	Introduction to Shakespeare	Modern poetry
	9	20th century novels	Speaking and Listening: Interviews and reports	Writing in the workplace	Travelling and telling stories	Shakespeare	Writing poetry
Maths	7	Number 1 Fractions, decimals and percentages Statistics 1 Probability Scale, Vocabulary, outcomes, experimental, events.	Measures 1 Types of angles Measuring Calculating angles Constructing Number and Algebra 1 Ratio Types of numbers Sequences Problem solving 1	Measures 2 Reading scales Converting between units Area, perimeter and Volume. Algebra 2 Arithmetic laws Simplify expressions Expand and Factorise Substitution	Statistics 2: MMMR, types of data, continuous data Link with English and Science: Travel – money conversions Travel graphs Populations etc. Number 3: Place Value Bidmas Decimal Calculations Calculator methods	Number 3: Place Value Bidmas Decimal Calculations Calculator methods Algebra 3: Sequences, functions and graphs Problem solving 2	Project work and Assessment
	8	Measures 3: Transformations Ratio & Proportion Algebra 4: Equations and formulae 5 hrs	Statistics 3: Surveys, collecting data, interpreting graphs Number 4: Calculations, Measures Ratio and Proportion	Algebra 5: Sequences, functions and graphs, Equations and formulae Problem Solving 3	Number 5: Percentages. Proportional Reasoning. Powers of 10. Rounding Algebra 6: Sequences, functions and graphs Distance-time graphs, Real-life graphs	Measures 5: Geometrical Reasoning Lines angles and shapes Construction and loci Enlargements Algebra 7: Equations, formulae and identities	Project work and Assessment
	9	Statistics 4: Stem & Leaf, Scattergraphs, Frequency Polygons Number 6: Place value Fractions, decimals, % Calculations Calculator methods	Statistics 5: Experimental Probability Mutually exclusive events Algebra 8: Integers, powers, roots Graphs Multiplying out brackets Construct and	Measures 6: Measures Areas inc. circles Volume, Co ordinates Statistics 7: Probability, Stem & leaf, Scattergraphs, Cumulative frequency	Measures 7: Geometrical reasoning inc proofs, plans and elevations Ratio and proportion, scale, similarity and congruence Statistics 6: Data Handling	Measures 8: Geometrical reasoning Lines angles and shapes Transformations Pythagoras and Trigonometry Algebra 9: Graphs Simultaneous Equations	Project work and Assessment Statistics 4: Stem & Leaf, Scattergraphs, Frequency Polygons

			solve linear equations Change the subject		cycle Survey	Quadratic Expressions	
Science	7	Cells, reproduction, inheritance and selection	Environment, feeding relationships Variation and Classification	Simple chemical reactions and solutions	Energy sources and electricity	Forces and their effects	The solar system and beyond and gravity
	8	Respiration and digestion	Microbes and disease (half unit) Ecological relationships (half unit)	Atoms and elements (half unit) Compounds and mixtures (half unit)	Rocks, weathering and the rock cycle	Magnets and electro magnets	Light and sound
	9	Fit and Healthy	Plants for food and photosynthesis	Reactions of metals and compounds and reactivity	Using chemistry and chemistry in the environment	Speeding up, pressure and moments	Investigating scientific questions
ICT	7	Information and presentation		Models: Rules and Investigations		Creating a multimedia presentation	
	8	Data: capturing and presenting data		Publishing on the web		Information: Reliability, validity and bias	Public Information systems
	9	Movie making		Systems		Global communication	
PSHCE	7	Privacy, personal possessions and space	My school: relationships and responsibilities	E -safety	Personal hygiene and puberty	Different communities	Personal safety
	8	Personal information and data protection	Seeking help and advice	My community and me	Health and fitness	Self advocacy	SRE unit 1
	9	My relationships and responsibilities	Identifying and Understanding the effects of harmful drugs	Being an active citizen	Understanding and managing emotions	SRE unit 2	Preparing for next phase of my life
Humanities	7	Exploring England		Creating a living timeline		Special times, special people: The journey of life	
	8	The restless earth: floods, earthquakes and volcanoes		Medieval monarchs		Faith stories	
	9	People everywhere! Contrasting localities and lives		The world at war		Religion in the community	
Expressive and Creative art	7	Artists, Designers and crafts people Key projects: still life Charles Rennie Mackintosh Rosseau Jungles African crafts		Using control technology		The elements of music	Acting techniques: Characterisation and Hot seating
	8	Media and Experimentation Key projects: Mixed media panel Cubism Sculpture		Exploring materials		Different musical genres	Acting techniques: Mime and Improvisation
	9	Skilled drawing Key projects: Graffiti art The work of Stephen Wiltshire		Designing, making and evaluating a product		Films and music	Script writing and production
Life skills	7	Time management (school)	Travelling around (using local public transport)	Managing my own money	Home management	Laundry skills	Career awareness
	8	Making decisions about my life	Shopping for new clothes	Bills and letters	Using banks	Shopping on line	Career planning
	9	Instructions, guarantees and insurance	Planning journeys	Financial capability	Shopping: returning and exchanging items	Planning my leisure time	Career planning

Social Communication	7	Asking questions and talking about subjects of relevance and interest.	Starting and Ending a conversation	Qualities of a good friend. Video Feedback unit
	8	Intonation, rate and volume	Expressing and Understanding feelings	Making suggestions and giving explanations
	9	Relationships: trust, valuing others and responsibility	Dealing with difficulties in relationships	My social confidence
PE	7	Gymnastics	Swimming	Athletics
	8	Dance and Movement	Games (Ball sports)	Athletics
	9	Gymnastics	Games (Racket sports)	Athletics

Annexe 7

Example: Specialised Scheme of Work Units

Note these may be in a different format to subject schemes of work (as appropriate)

TRANSITION SCHEME OF WORK (DRAFT) (for pupil leaving during key stage 1 or 2)

Learning objectives:

To prepare for transition to new schools

To provide pupil with information about new schools

For pupil to reflect on time at Thames Valley Free school

For pupil to learn about changes in their own life

Week	Activities	Outcome	Resources
1	Show changes/ growing up/ different schools symbol Read social stories Take photos of children now and compare to photos sent from home. Sequence photocopies of photos to make individual timeline Read books about my body Draw pictures , stick photos or cut and stick symbols to show activities enjoyed at school	Individual timeline 'Activities at school I like' poster	Symbols Individual social stories Camera Photos from home Photocopies of photos from home Selection of my body books Symbol sheet Card Glue Scissors
2	Show changes / growing up / different schools symbol Read social stories Type captions / symbols to describe photos of self at different ages, cut and stick to make into I am growing book Identify strengths Take photo of child on that day and add to book – write date and age.	I am growing book	Computer / printer Photos from home Exercise book and backing paper Glue Scissors
3.	Show changes/ different/ growing up schools symbol Read social stories Look at I am growing books	Body growing worksheet Photos taken in preparation for	Sequencing sheet Social stories Symbols

	<p>Body grows sequencing sheet.</p> <p>Choose time to enable 1:1 work – children choose from three places, activities or people at school they would like to take a photo of e.g., hall, sensory room and then walk round school to take photos using digital camera.</p>	next week.	<p>Selected toys</p> <p>Digital camera</p> <p>Choose grid</p>
4	<p>Read social stories</p> <p>Make My school books - sticking symbols, captions under photos. (These can be pre-prepared or children can do on computer at time – according to time)</p>	<p>Book about Reading Free school</p>	<p>Social stories symbols</p> <p>Photos taken previous week</p> <p>Exercise books</p> <p>Captions / symbols</p> <p>Computer</p> <p>Glue</p> <p>Scissors</p>
5	<p>Make about me books (pupil passports) identifying strengths and areas they need help with and strategies that help them cope with difficult times.</p>	<p>About me -Pupil passport that pupil can give to staff at new school</p>	<p>Photos of self</p> <p>Blank workbook</p> <p>Glue</p> <p>Scissors</p> <p>Computer / printer</p>
6	<p>Show changes / growing up/ different schools symbol</p> <p>Read social stories</p> <p>Make book / poster about new school. Either after visit using photos or using leaflets / website photos for schools not visited by school</p> <p>Plan goodbye party – using choose grids decide on sandwiches, crisps drinks etc</p>	<p>Book/ poster about new school</p> <p>Party plan</p>	<p>Photos of new schools / leaflets/ web pictures / info</p> <p>Card / exercise book</p> <p>Choose grids for party</p>
7	<p>Well done session – invite other staff to look at work</p> <p>Party</p>	<p>Celebration of work and time at school</p>	<p>Work folder</p> <p>Party food etc</p>

BEING READY TO LEARN CURRICULUM - DRAFT

Learning to Learn Behaviours
Sitting still
Sitting in the right position to work eg sitting up
Facing the right direction
Sharing attention – looking at an object with another person
Using joint attention skills – looking at an object and person concurrently
Focusing on the correct thing – eg by looking, listening
Using tracking skills
Being quiet – in preparation for listening
Looking at the member of staff
Looking at the object / materials being used
Being able to ‘follow a point’
Listening – in a quiet environment
Listening in an environment with other sounds – being able to channel attention onto specific thing and ‘block out’ other sounds
Attending / concentrating – starting with a few seconds at a time
Being able to respond to key phrases eg ‘look at me’, ‘stand up’
Responding to instructions appropriately
Responding to own name – with physical then gestural prompts, then a tap on the shoulder then no other prompts
Holding, squeezing, touching a range of materials – not tactile defensive
Reaching for desired object
Playing and experimenting with objects in a purposeful way
Tolerating being touched eg when physical prompting is needed or during a PE activity
Using one hand
Using two hands together eg to pull things apart and put them back together
Understanding that they must do something with an object / person in order for something to happen (cause and effect)
Waiting – when turn taking for example
Using materials for their appropriate function eg without mouthing, tearing, flapping
Controlling basic body movement – gross motor skills of running, moving around obstacles and standing still for example
Controlling fine motor skills and demonstrating hand eye coordination eg using fastenings, holding a pencil correctly
Making transitions and understanding when something has started and finished
Being able to make choices
Imitating others
Linking simple skills together
Being able to communicate needs

The main learning to learn behaviours may be categorised into three broad groups:

1. Listening
2. Attending
3. Body Awareness

1. LEARNING TO LEARN: LISTENING

The basic skill of listening is an early part of functional communication. It includes both listening to people and to a variety of sounds. The method of an adult teaching by talking and a pupil learning through listening is still the primary teaching method used in most schools today. It is, however, considered to be an ineffective method when teaching most people with an ASD who have considerable difficulty processing speech and are largely 'visual learners.'

Listening is a different skill from understanding, although when requiring a child to listen to a member of staff, the language used and the sentence complexity should always be within the pupil's level of understanding. It should always be remembered that most people with an ASD have a mismatch between their level of speech and that of understanding.

Embedded within the skill of listening is that of responding, and it can be difficult to establish whether a person is listening to you, or to a sound, if they do not respond. The two skills should be worked on together although the skill of listening must obviously come first. It may also be appropriate to do a 'sound audit' of a pupil's learning environment, if they have particular difficulties in this area. It is possible that a pupil's difficulties in listening are exacerbated by them 'tuning into' a noise that most of us would not have noticed or been distracted by eg a fluorescent tube buzzing, or a pupil's listening skills may temporarily plummet because they are anxious about the noise made by the grass cutter outside.

NB Language and Communication is an area that will be a topic for future development in the school and will only be addressed in terms of the early 'learning to learn' skills within this curriculum.

The table below focuses on a range of essential listening skills and gives examples of ways in which these crucial skills may be developed.

LISTENING Necessary skills	How might we do it?
Turning to sound	<ol style="list-style-type: none"> 1. Play instruments in close proximity to pupil – side, back, front. Increase distance between staff and pupil. Hide – does pupil turn to direction of sound? 2. Use surprise sound eg whistle, drum 3. Sit in circle – adult to play instrument to left or right of circle or move round circle and play to left or right of pupil. 4. Blind fold pupil if they will tolerate this – play an instrument a little distance away and see if they will point or turn to the direction of the sound.
Turning to human voice	<ol style="list-style-type: none"> 1. Repeat above activities with human voice 2. Singing activities
Making and listening to own sounds	<ol style="list-style-type: none"> 1. In a quiet room, encourage the pupil to make different sounds and experiment with their voice. The use of a mirror may help this. 2. As above, using an 'echo mic' 3. Record a pupil's sound on tape and play it back for them to listen to. Play

	back several different voices for them to identify their own.
Responding to sound	<ol style="list-style-type: none"> 1. Use everyday situations eg doorbell or telephone ringing – does the pupil respond to sound? If they don't, turn it into a game to help them to learn to do so eg going to door when the doorbell rings 2. Fire practise! 3. Musical bumps, statues, pass the parcel and other similar games 4. Hide and seek – staff play an instrument where from where they are hiding. 5. Play an instrument to show when an activity is going to change eg bang cymbals together 6. Sound Lotto games 7. Listen to sounds in the environment eg on a building site 8. Sound stories – make sound effects eg Bear Hunt
Responding to human voice	<ol style="list-style-type: none"> 1. Hide and seek – staff call out from where they are hiding. 2. Stop / go games 3. Chasing games, staff saying 'coming to get you', 'getting nearer' etc 4. Playground games such as What's the time Mr Wolf? 5. Rhymes and chanting games such as The Bear Hunt
Responding to own name	<ol style="list-style-type: none"> 1. May need to start with a photo of them selves and learn to associate this with their name or look in the mirror at themselves – staff point to them and keep saying their name 2. Random turn taking games (ie not moving round a circle or along a queue) – it's the pupils turn when their name is called eg for tuck shop, snack, to kick a ball or put a piece of jigsaw in; pupils to get their coat when their name is called 3. Name songs in which pupil must respond by looking, vocalising or singing eg 'Charles'...where are you? 4. Responding to simple everyday instructions that the pupil understands – pupils name is clearly called before the instruction is given. 5. Several pupils stand in a room, they must move to the middle / stand in a hoop when their name is called 6. Throwing the ball – call the pupils name before throwing ball
Responding to tone of voice	<ol style="list-style-type: none"> 1. Reading stories / poems and rhymes with different voice tones for different people / emotions 2. Singing songs with different tones eg 'If you're happy / sad / angry and you know it' 3. Using simple role play
Responding to tone of voice appropriately	<ol style="list-style-type: none"> 1. As above, but give lots of opportunities for pupils to respond, also to participate and try to explain why they use a particular tone of voice. 2. 'How am I feeling?' guessing game
Listening in a quiet environment (focus sound)	<ol style="list-style-type: none"> 1. In sensory room or other quiet environment, play different instruments and make different sounds eg clamping, stamping 2. Stand in a quiet wood and listen to the different sounds 'What can you hear?' 3. Sound activated toys 4. Computer games with a strong focus on sound 5. Tracking / turning to then listening to music played in a quiet room. 6. Talking or listening to stories being read, 1:1 in a room which is otherwise silent, or listening to a story tape (headphones may be used to filter out

	background noise)
Responding to instructions by routine	<ol style="list-style-type: none"> 1. Singing action songs – pupil must respond by doing the action eg 'Hello James, can you clap?' 2. Singing instead of saying everyday instructions eg 'Put the toys in to the box' 3. Using the same set of word / phrases for particular routines in the day 4. Giving instructions for an activity, then repeating the activity with the same instructions
Responding to instructions by set phrases (symbols / pictures / objects)	<ol style="list-style-type: none"> 1. As above but the instructions may be given in less routine times, but the phrases used are similar eg when changing for PE 'put on your t shirt / shorts / pumps. A photo or symbol jig may be used alongside this 2. Reading stories with set phrases in eg The Three Little Pigs, Handa's Surprise, The Runaway Chapatti – pupils to respond to the set phrases by taking part in the responses or using photos / symbols at the appropriate time 3. Responding to everyday school instructions eg 'get the register', following visual timetables alongside instruction 'time to work'
Responding to instructions out of context	<ol style="list-style-type: none"> 1. Staff give the pupil an instruction which is unrelated to what they are doing, in the middle of an activity

2. LEARNING TO LEARN: ATTENDING

This is a very early skill that can be observed in a young baby as the baby starts to look and focus on the world around. It is one of the most fundamental tools that people need in order to learn. It is also a skill that many if not all of the pupils at Radlett Lodge School have difficulties with. It is imperative that pupils learn to look at and attend to their surroundings, both during structured teaching times, and throughout their day.

Attention skills include the actions both of looking and of concentrating and the ability to do this is crucial to learning. Pupils need time and experience to build up their 'visual attention span' and work in this area may need to start at a very early level of aiming for someone to look and concentrate on an object or person for just a few seconds. At the early stages, a multi-sensory approach may be needed because at the earliest levels this area links closely to sound, vision, touch, taste, smell and movement.

There are many reasons why we believe that attention skills are an important focus of the Learning to Learn Curriculum. For example, a person use their attention skills to:

- Learn new skills-most people with an ASD are visual rather than auditory learners
- Use and develop self help and independence / life skills
- Occupy him or herself
- Keep safe

The table below looks at various different aspects of attention skills and gives examples of ways in which a pupil may develop their skills in each area.

ATTENDING Necessary skills	How might we do it?
Attending to an object	<ol style="list-style-type: none"> 1. To e begin with ensure object is motivating to the pupil, is at their eye level and near to them 2. When pupil can attend to the nearby object, move it further away and not at their eye level so that they have to look for it
Attending to a person	<ol style="list-style-type: none"> 1. Paint faces and – look in the mirror together then sit opposite each other 2. Use finger or hand puppets and toys with clear faces to play with, or big toy dolls with moving mouths 3. Use dolls and / or look in the mirror and point to / touch face parts 4. Do finger rhymes, clapping games 5. Read familiar stories and rhymes or sing songs, then stop – see if the pupil responds by looking and attending
Attending to a task	<ol style="list-style-type: none"> 1. Ensure task is at the correct level, not too easy or difficult 2. Make sure that the pupil understands what to do 3. Use motivating resources / special interests 4. Have a clear beginning and ending to the task and make sure the task is clearly structured 5. Ensure that there are minimal distraction / check for low arousal 6. Consider whether the pupil should work as part of a group or on their own
Attending to an environment	<ol style="list-style-type: none"> 1. Minimise distractions which detract from area to be attended to and maximise topic of focus 2. Consider whether a pupil would find it easier to attend if they worked in the same area for specific things and would be used to / get less distracted by particular work areas
Developing attention span	<ol style="list-style-type: none"> 1. Start with a very short time – possibly a few seconds then very gradually increase this time. 2. Ensure activity is at the correct level and that motivating materials are used 3. Consider whether a pupil has a particular time of day in which they are likely to concentrate best and capitalise on that time, especially when teaching new skills. 4. Remember that attention spans can vary from one day to the next eg after a bad nights sleep, when unwell
Looking at object / materials	<ol style="list-style-type: none"> 1. Ensure that materials are motivating – make the most of any special interests the pupil has 2. Experiment with a range of materials eg scrunchy, holographic or shiny paper 3. Place object / materials on or in front of a mirror to gain interest
Looking at a person	<ol style="list-style-type: none"> 1. Use bubbles or blow up balloons – start to blow bubble / balloon then stop – continue once the pupil has looked at you 2. Pup a motivating object out of the pupils reach – do not give it to them unless they look at you. If they ask for it verbally or point, take your hand, wait for them to look at you, prompting them if they do not initiate this 3. Gain the pupils attention by singing instructions, encouraging them to look at you 4. Play games such as peek a boo
Looking at a task / activity	<ol style="list-style-type: none"> 1. Ensure that the task is motivating and at the correct level 2. Check for low arousal 3. Use sound making toys when appropriate 4. Introduce an element of surprise or novelty

Looking at environment	<ol style="list-style-type: none"> 1. Maximise environment of focus and minimise other distractions 2. Ensure that the pupil understands what is expected of them in a particular environment 3. Be prepared to give reassurance to the pupil if they are anxious about being in an unfamiliar environment
Eye tracking	<ol style="list-style-type: none"> 1. Use motivating objects, cause and effect and pop up toys, moving objects eg balloons, bubbles 2. Work in the sensory room with bright toy, torches or noise making toys
Joint attention (the child's ability to look at an object / person / activity at the same time)	<ol style="list-style-type: none"> 1. Use singing to gain the pupils attention or to regain their attention if they lose interest in the member of staff or the object 2. Put a motivating object in a locked box / out of reach so the pupil has initiate and use joint attention skills to get it 3. Share sensory or flap books together, encouraging the pupil to look at the member of staff eg by putting their hand over the flap until they have looked at them
Shared attention (not the child's choice – sharing as part of a group)	<ol style="list-style-type: none"> 1. Start with a very small group – or pair 2. Play simple and short turn taking activities and games eg Pop up pirate / Dragon, Buckaroo, Mr Potato Head, or pushing a toys with a small sweet / crisp in to a partner 3. Ensure that the session and each activity is well structured 4. Ensure that there is only one toy visible at a time 5. Use props, sounds and songs to gain and keep attention in shared activities such as Big Book sessions. Be theatrical!
Following a point	<ol style="list-style-type: none"> 1. Try wearing bright coloured gloves or (nail varnish!) to gain the pupils attention 2. Use torches and laser points in the sensory room 3. Use large / hand puppets to play games following a point when teaching this skill – it may be easier for the pupil to use an inanimate object 4. Touch screen programmes may help the pupil to follow their own point before learning to follow another persons
Responding to facial expression	<p>Some understanding of emotions is necessary for work in this area</p> <ol style="list-style-type: none"> 1. Use very exaggerated facial expressions 2. Look in a big mirror together, copy each others faces 3. Paint faces and / or noses 4. Use digital cameras and / or video cameras to show pupils different emotions, focusing on their faces 5. Use role play to portray different emotions using dramatic facial expressions
Understanding facial expression	<p>A persons facial expressions portrays how they are feeling and it can be very difficult for people with an ASD to understand their own or other people's emotions / feelings!</p> <ol style="list-style-type: none"> 1. Use Social Stories, role play and large photographs if the pupil has any understanding in this area
Responding to interaction through looking, smiling and laughing	<ol style="list-style-type: none"> 1. Play tickling games, peek a boo, finger rhymes and a range of interactive, playful and fun games. Staff to exaggerate their own looks, smiles and enjoyment and look to the pupil to reciprocate this 2. Leave 'gaps' when playing games – pause and look to the pupil to look at you. Smile at them and see if they smile back
Beginning to enjoy joining in simple	<ol style="list-style-type: none"> 1. Pitch activity at the correct level 2. Short, sharp bursts of fun games are often better than a longer session in

action games	which a pupil may easily lose interest 3. Pick up on and utilise any interactions which the pupil makes, or if they initiate a game
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Programmes which are designed to develop a pupil's attention skills should not be carried out as a discreet activity but should always be part of the persons learning programme ie it should be an intrinsic part of the pupils overall learning programme.

3. LEARNING TO LEARN: BODY AWARENESS

Body awareness skills involve controlling and using all of the senses to learn. To be able to do this a person must become aware of all of the parts of their body, and also be able to coordinate specific parts so that they work together. It is in many ways a highly sophisticated skill but should be seen as a crucial part of the Learning to Learn curriculum.

The table below focuses on a range of body awareness skills and gives examples of ways in which these crucial skills may be developed.

BODY AWARENESS Necessary skills	How might we do it?
Awareness of body parts	<ol style="list-style-type: none"> 1. Action songs – head, shoulders, clap your hands together etc 2. Dressing up with big mirror, naming and emphasising names of body parts eg 'hat on <u>head</u>', then leaving gap for pupil to finish phrase and name body part 3. Use large clear photo cards – pupil to point to specific body part on the photo, on staff member and on themselves 4. Focus on a specific part of the body one session (week) at a time and do lots of activities relating to that part, including sensory work eg hands – hand and finger prints, drawing round hands, feeling rough/smooth, hard soft, hand massage etc 5. Drawing round a pupil, naming body parts while doing it, then colouring painting –eg 'can you paint the legs green'? 6. Have a big 3D model – pupils to dress, focusing on naming and understanding names of body parts
Awareness of body movement	<ol style="list-style-type: none"> 1. Songs – eg Everybody do this, This is the way we..., pupils take it in turns to be the leader then copy each others movements 2. Pupil stands in front of big mirror and watch their own movement 3. Pupil to sit opposite another pupil or staff and take it in turns to copy each other 4. Simon says, and other games 5. Sensory room – wearing white clothes with a ultraviolet light on 6. Seeing effects of moving eg hands or feet in water, paint, corn flour/water mix, sand, touch screen, keyboard etc (Also a Sound beam!!) 7. Music and movement and dance activities
Control of body movements	<ol style="list-style-type: none"> 1. In PE, controlling body on apparatus, moving in different ways – eg do everything on your stomach 2. Music and movement, dance, Sherbourne activities 3. Games such as Simon says, Grandmothers footsteps, Row the boat 4. Partners or group work with giant elastic, playing Twister, parachute games
Reaching	<ol style="list-style-type: none"> 1. Pupil reaching for motivating toy or food held out by staff 2. Sensory activities eg reaching out to touch sand / water being poured

	3. Reaching out to take staff hands to be pulled up
Touching	1. Cause and effect toys including switches in sensory room and on computer, computer touch screen, touching hands / feet in soft play room, dance mats, computer programmes such as Intellipics and Intellikeys overlays 2. Tactile activities – touching different materials eg sand paper, cotton wool, slimy / wet, warm / frozen. making and using a tactile box 3. Touching each other hands, hand massage, doing finger and clapping games on each other
Grasping	Briefly holding and without moving with the item – when working on reaching activities, give time for pupil to grasp the release motivating item, hand games eg 'open shut them', hiding small item inside a grasped hand
Squeezing	Play dough (make sure it is warm and malleable) – look at impression of hand when grasp is released, Koosh balls, stress balls, squeezey bubbles (squeeze instead of blow), squeezing out a wet cloth, using 'silly putty', squeezing sound making toys
Holding	1. Extend grasping activities to involve holding for a period of time or taking an item somewhere 2. Holding Bumble Ball 3. Carrying a ball to a net, bean bag to a basket in PE 4. Holding and carrying the register without dropping it, a cup of drink without spilling it etc
Copying body movements	1. Simon says, We can do anything, This is the way we, and other songs and games 2. Taking it in turns to be the leader copying each other
Pointing	1. Working on use of pointed finger eg pushing pointed finger into play dough or sand, using push button toys, putting pointed finger painting or using ink stamp. Pupil may need help to shape their hand into a point at first 2. Choosing a motivating toy or food by pointing, or pointing to a symbol or photo 3. Pointing games eg Wind the bobbin up, Tommy Thumb
Appropriate use of materials	This would depend on each individual child and should be addressed through their Behaviour Support Plan and Pupil Profile and will depend on what the difficulties are
Using 1 hand	eg peg boards, jigsaws, sorting activities, carrying something light or small, and a range of everyday activities This could be focused on and made into a game by holding one hand behind your back / putting it in your pocket then trying to pick up a variety of objects with one hand eg a small ball versus a large ball
Using 2 hands together	Activities in which both hands must be used co operatively eg pushing and pulling popper beads together / apart, using simple construction kits, using a hand whisk, swimming, unscrewing a lid form a container, peeling an orange Activities such as painting and gluing in which one hand is needed to steady the paper, pouring out of a heavy jug, or stirring a stiff mixture in a bowl, carrying a heavy or large object
Hand / eye co-ordination	Eg peg boards, threading, posting, stacking construction activities; a range of craft, cooking and creative activities, drawing in sand / corn flour gloup, using the computer

Pulling apart	Pulling popper bead apart, pulling off items which have been glued onto card, pulling lids off containers, pulling apart velcro fruit and other toys, pulling apart magnetic toys
Putting together	As above but in reverse!
Waiting	<ol style="list-style-type: none"> 1. Start with a very short time, possibly a few seconds. 2. Visual cues may help eg a sand timer, a wait symbol 3. Counting down 4. If waiting for turn, staff to make it clear whose turn it is by pointing and rephrasing name 5. Make sure the pupil is in a comfortable / less stressful place to wait eg sitting may be easier than standing, maybe a little distance from others not in the middle of a large group 6. Having a favourite item to hold may distract the pupil and help them to wait for longer
Sitting	<ol style="list-style-type: none"> 1. Make sure that the chair is the correct height for the child and the right height for the table. It can be very uncomfortable if the pupil's legs are dangling because they do not reach the floor. 2. In the early stages it may be necessary for more than one adult to work on this with the pupil - one sitting next to the pupil and one behind them so that the pupil can see it is more difficult to escape! 3.. Reward good sitting – initially it may be necessary to work out sitting properly without attempting to do any kind of work –just playing with a motivating toy as a reward 4. Keep sitting times short – several short bursts of sitting with time to wander around in between 5. Ensure that the pupil can see there is a reason for sitting. If a pupil is reluctant to sit for work times, they may need to start with a motivating toy to get them to sit first.
Sitting appropriately (facing correct direction)	<p>See above; also</p> <ol style="list-style-type: none"> 1. Prompt the child to sit properly, not slouching, sitting up on their knees etc – use physical prompts if necessary and be consistent – a pupil may have got into a habit of not doing so. Ensure that all staff provide good role models 2. Consider whether sitting on a cushion will help – although this can be a distraction or lead to obsessive behaviour of always sitting on that cushion, it can also be a comfort or positive association thing 3. Look at low arousal and ensure that the pupil is not distracted by movement and noise going on behind them 4. A symbol on the wall in the direction in which the pupil is meant to be facing may help them to be prompted to look / face that way
Sitting still	<p>See above; also</p> <ol style="list-style-type: none"> 1. Ensure that the pupils clothes are comfortable and not too tight 2. Make sure that all work materials are within easy reach of the pupil so that they do not need to keep changing position to reach them 3. Do not expect the pupil to sit still for long periods, break up sitting times with more active periods, even if it is just a few standing up stretches and a quick walk around the room
Gross motor skills	Firstly, make sure that the pupil does not have a physiological

<p>Walking</p> <p>Running</p> <p>Standing</p>	<p>problem that is causing difficulties in this area. If necessary, consult a professional</p> <p>1. If the pupil refuses to walk / move: place something very motivating just out of reach, then gradually increase the distance you expect the pupil to walk. Also remove anything which is preventing the pupil from wanting to move from where they are eg a toy</p> <p>2. If the pupil wants to run rather than walk everywhere : take their hand or try to physically guide them to walk, gradually decreasing their speed. A 'walk' symbol may help to prompt them</p> <p>1. Fast music may help to provide an environment for running, also open space</p> <p>2. A motivating object to get to quickly</p> <p>3. Chasing games, also races with rewards at the end</p> <p>1. Make sure that there is nothing for the pupil to lean against / slouch if they will stand up but not straight</p> <p>2. Ensure that the pupil has a clear reason to stand, and that any work activities are at the correct standing height</p> <p>3. Have periods of standing up to work eg painting on a big piece of paper high up on the wall rather than flat on the table, a strip of Velcro on a wall which the pupil must stand up to reach to attach pictures to eg matching or sorting games, velcro letters to spell a word</p> <p>4. Physical games such as Hokey cokey, Mr Wolf, Musical Statues, also using PE equipment to practise standing eg on a big box</p>
<p>Spatial awareness (moving around objects)</p>	<p>1. PE – obstacle course using equipment and / or cones to move around and weave in and out</p> <p>2. Transition time in classroom – allow plenty of time so that the pupil is not in a rush</p> <p>3. Set up problem solving courses – in which the pupil must work out a route</p>
<p>Tolerating proximity of another person</p>	<p>1. Be aware that this can be a big issue for some people with an ASD. Do not expect too much too quickly or they may become very anxious. Calming music may help.</p> <p>2. Provide a reason for the pupil to need to be close to the other person eg they are holding a motivating object which the pupil cannot hold and use at the same time</p> <p>3. Standing and waiting for a very short time in a queue – ensure that the waited for item is motivating</p> <p>4. Playing parachute games – both standing with others to move it up and down or running underneath with one or more pupils or swapping places with them so they have to brush past each other. Making a 'mushroom' may be too threatening for the pupil but they may tolerate it if they are able to put their head out!</p> <p>5. Playing in a tent or Play House with a motivating toy</p> <p>6. A game with a large elastic – the pupil can be a distance away from the other person then they 'bump' into each other then quickly separate</p> <p>7. Games such as Twister, hiding under a blanket etc may be too threatening as a big group but may be tolerated with one other person. Consider who that other person should be (staff / a smaller, calm and predictable pupil)</p>
<p>Tolerating new experiences</p>	<p>1. Make sure this is done gently and slowly, at the pupils level and pace.</p> <p>2. Decided whether it is best if the pupil has preparation and warning – it is on their timetable – or whether this would make them very anxious before they</p>

	<p>even start</p> <p>3. Try to introduce the new experience at a time when the pupil is happy and relaxed, not tired, hungry or already anxious about something else</p> <p>4. The use of Social Stories may help some pupils</p> <p>5. Plan to regularly introduce new experiences to all pupil so that they are used to an element of novelty and surprise (but not to the point that they are in a permanent state of high arousal and anxiety!). Activities may include: new foods, different clothes (dressing up), lessons in different rooms and with different staff / pupils, sitting in a different place</p>
Tolerates changes and surprises	<p>See above and plan to work on this regularly. As a member of staff always be prepared for the unexpected and be ready to act positively when the minibus doesn't start, the fire alarm goes off at a very inconvenient time or a room is unavailable.</p> <p>Give support to the pupil, they may be anxious for the rest of the day</p>
Tolerating phobias	<p>1. Consider the effect of the phobia on the learning of the pupil – how severely does it detract from their learning of general life experiences, or is it something which can be avoided without interrupting and affecting their learning and life style too much? It can be extremely disturbing for the pupil to be exposed to a genuine phobia</p> <p>2. Work in this area should be very subtle and gentle and the pupil should be given lots of support. Social stories, books and other resources may help, depending on what the phobia is</p> <p>3. Try to ensure that there is a clear reason which the pupil understands, for doing work in this area</p>
Make a transition beginning and ending sessions	<p>1. Start with small short transitions and build them up before attempting transition into another room.</p> <p>2. Have a clear beginning and ending to sessions. Use techniques such as counting down, singing a particular song or playing a particular piece of music at transition time may help the pupil be aware that a change is about to happen. Visual cues such as sand timers and the 'finished' symbols / sign may also help.</p> <p>3. Avoid long periods of waiting and keep transitions as smooth, calm and quiet as possible</p> <p>4. Make sure that pupil time tables are used and that the pupil understands what they are doing next. Mobile timetables may help. Make sure that the pupil has time to really look at their timetables and has time to process what they see and hear.</p> <p>5. A pupil may become upset about leaving a particular object behind – use finished boxes, or if appropriate allow them to take it to their next activity where they must leave it in a special place</p> <p>6. Give space if the pupil is anxious in a group – it may be better for the pupil to go first or last, and with a preferred adult if appropriate</p>

UNDERSTANDING OWN DIAGNOSIS: 'WHAT AUTISM MEANS TO ME' - SCHEME OF WORK (DRAFT)

RATIONALE: This Autism scheme of work has been produced in order to address the need of pupils to explore and understand their diagnosis. The number of pupils in the school for which this is relevant is increasing. The materials developed are a combination of adaptations from existing resources (see bibliography) and those developed by individual teachers. It is intended that this document will be developed with each time it is used and that the materials will be adapted for each individual pupil.

Why use?

- a) To enable pupils to increase knowledge of self in particular in relation to understanding their own behaviour.
- b) For pupils to begin to recognise their own difficulties and develop strategies to overcome them
- c) For pupils to recognise own strengths so they can capitalise on them
- d) To work towards alleviating depression, low self-esteem associated with frustration that arises from not understanding own behaviour.
- e) To support pupils through the difficult time of learning that they have Autism and better prepare them for the future.
- f) Because Autism is intangible and thus a difficult concept for pupils to grasp and therefore pupils needed to be explicitly taught in a way that is meaningful to them.

When to use?

- a) When they ask questions
- b) When a person has unrealistic expectations about their future
- c) When they will be exposed to other people talking about their Autism
- d) There is no specific appropriate age it depends on individual. However, it is expected that this is only suitable for pupils in Upper key stage 2 and Kay stage 3. Younger pupils can work on the concept of self, people being different and the body inside and out.
- e) When pupils have had sufficient preparation and work on the following; feelings self esteem, self-awareness, how the body works inside and out, people are different, coping skills. Without the prerequisite skills of being able to talk about feelings

THIS SHOULD NOT BE USED AS A TOOL TO INTRODUCE A PERSON TO THE FACT THAT THEY HAVE AUTISM. They should already been informed of this fact and have an appropriate time to deal with the feelings that may result from such a discovery or revelation. It is not our responsibility to inform pupils. This will either unfortunately happen by accident or ideally by being informed by their parent or main carer.

Possible reactions:

Depression

Anger

Denial

Focus on concrete details / facts

Tendency to compare self to others

Compensation / beginning to develop strategies

Using Autism as an excuse

Asking questions.

It is also important to recognise that for some individuals they may feel it is a relief as they feel better informed, feel proud of their strengths and have a reason for and hopefulness about moving forward on developing strategies to overcome difficulties

Who should use?

- a) Only people that have a high level of experience and knowledge about the pupil
- b) Only people that this pupil has developed a relationship with and there is evidence that they trust them.
- c) A person who has a high level of understanding of Autism and of the scheme of work
- d) A person who is confident in answering questions and dealing with supporting pupils through difficult time and who is able to liaise with others in supporting in the pupil.
- e) A person who is able to commit to being available to carry out the programme in order to maintain consistency
- f) This person should have an additional person who they can turn to for support and advice

Liaison

Advice should be sought from parents, other members of staff and professionals involved before embarking on this work.

Consent from the parents should be given before carrying out this work

Parents, colleagues and other professionals should be informed of how the individual is responding to the work.

Monitoring and Evaluation

A diary should be kept of responses

Discussion with another staff member familiar with the scheme of work should take place regularly.

Please note the person needs to be skilled in adapting this scheme of work, week by week in order to meet the needs of the individual.

They must also have the confidence to recognise what is not working and if necessary not continue with the work if it is having a negative affect on the pupil.

It may also be that the time framework needs to be considered it may be appropriate to do all this work over a short period of term e.g. a term. Or it may be that the individual needs to do introductory work then leave for a while to return to once the pupil starts asking questions again.

Links with other documents

Communication policy

Anger management scheme of work

PSHCE documentation

UNIT	FOCUS	ACTIVITIES	RESOURCES
1	Introducing the diagnosis		
1a	<p>About me</p> <p>Note: this scheme of work should not be carried out with a pupil unless they have completed work on self-esteem. Unit 1a should just be used to reinforce this work.</p>	<ul style="list-style-type: none"> • Discussion about everyone being unique. • Look at photos of people in child's family, talk about things that are similar but that a lot of things are different. • Devise questionnaire to find out about other people (look, likes, dislikes, talents etc.) and pupil to use to ask 4/5 friends. Talk about results. • Complete spidogram - why it is good that we are all different • About me worksheets • I am unique workbook 	<p>Photographs of child's family</p> <p>See photocopiable resources section for a selection From Vermeulem P. (2000) <u>I am special</u> London: Jessica Kingsley</p>
1b	Knowledge of the body	<ul style="list-style-type: none"> • Look at skeleton and My body non fiction books • My body workbook 	<p>Skeleton From Vermeulem P. (2000) <u>I am special</u> London: Jessica Kingsley</p>
1c	Knowledge of the functions of the brain	<ul style="list-style-type: none"> • Discussion about the brain • Read non fiction books about the brain • Produce spidogram showing functions of the brain. Talk about how some people's brains are better at different functions e.g. memory • My brain workbook 	<p>From Vermeulem P. (2000) <u>I am special</u> London: Jessica Kingsley</p>
1d	Understanding the difference between people's outsides and insides	<ul style="list-style-type: none"> • Discussion about people's insides and outsides • My insides and My outsides workbooks 	<p>From Vermeulem P. (2000) <u>I am special</u> London: Jessica Kingsley</p>
1e	Understanding of the concepts of disorder, disability and illness	<ul style="list-style-type: none"> • Talk about conditions that make people different and how they may need help e.g. short sightedness • Read a range of books about disability • Being different workbook 	<p>From Vermeulem P. (2000) <u>I am special</u> London: Jessica Kingsley</p>
1f	Introduction to the diagnosis	<ul style="list-style-type: none"> • Discussion with key adult (see guidelines) 	<p>From Vermeulem P. (2000) <u>I am special</u> London: Jessica Kingsley</p>

		<ul style="list-style-type: none"> • Autism workbook • Explanation of unit of work - reasons for , content (as appropriate to the child) • Explain about whom they will be doing the work with and who else might be good people to talk to about Autism. • Explain about file • Introduction to Autism workbook • Produce spidogram / poster / ideas sheets on What does it mean to have Autism • Read This is Asperger Syndrome (if relevant) and discuss • Follow up worksheet on 'This is Asperger Syndrome' 	<p>From Faherty C. (2000) <u>Asperger's What does it mean to me?</u> Future Horizons</p> <p>Gognon E. and Smith Myles B. (1999) This is Asperger Syndrome Autism Asperger Publishing Company</p>
2	<ul style="list-style-type: none"> • What is Autism - what does it mean to me 		
2a	Ways of thinking	<ul style="list-style-type: none"> • Discussion about different ways of thinking, special interests, details, learning styles, routines, changes, and timetables. Refer back to individual - do they think these are important aspects of their life, how are they manifested. Customise for the individual for example for a pupil who finds it difficult if things aren't perfect all the time, discuss this and make a list of strategies. • Carry out quick survey on other people's interests. • Ways of thinking workbook 	<p>Use guidance from Faherty C. (2000) <u>Asperger's What does it mean to me?</u> Future Horizons</p> <p>From Faherty C. (2000) <u>Asperger's What does it mean to me?</u> Future Horizons</p>
2b	Sensory issues	<ul style="list-style-type: none"> • My senses worksheet • Sensory issues workbook 	<p>see photocopiable materials section</p> <p>From Faherty C. (2000) <u>Asperger's What does it mean to me?</u> Future Horizons</p>
2c	Talents	<ul style="list-style-type: none"> • Explain what talents are. • Read a range of books about famous people - talk about their strengths 	<p>Different like me: My book of Autism heroes March Thomas & Jennifer</p>

		<ul style="list-style-type: none"> • Make a list of people that they admire • Talents workbook 	<p>Elder (2005)</p> <p>From Faherty C. (2000) <u>Asperger's What does it mean to me?</u> Future Horizons</p>
2d	People and relationships	<ul style="list-style-type: none"> • People workbook 	<p>From Faherty C. (2000) <u>Asperger's What does it mean to me?</u> Future Horizons</p>
2e	Understanding	<ul style="list-style-type: none"> • Understanding workbook 	<p>From Faherty C. (2000) <u>Asperger's What does it mean to me?</u> Future Horizons</p>
2f	Thoughts and imagination	<ul style="list-style-type: none"> • Thoughts workbook • Imagination worksheet • sort books / videos into fact and fiction • Make a mind map of pupils common thoughts, ideas for sections could include thoughts about: now when I'm older people special interests having Autism • This could provide opportunities for promoting realistic thoughts about the child's life; for example they may not become an astronaut when they grow up. 	<p>From Faherty C. (2000) <u>Asperger's What does it mean to me?</u> Future Horizons</p> <p>An example of this is included in the photocopiable materials section but this is best customised for the individual pupil.</p>
2g	Communication	<ul style="list-style-type: none"> • Read pg. 2 of 'What is Asperger Syndrome, and how will it affect me? • Make a list of other phrases that could be taken literally • Communication workbook 	<p>NAS (2001) <u>What is Asperger Syndrome, and how will it affect me?</u></p> <p>From Faherty C. (2000) <u>Asperger's What does it mean to me?</u> Future Horizons</p>
2h	School	<ul style="list-style-type: none"> • Discuss school - likes, dislikes strengths, what they would like to learn, relationships with adults and 	<p>From Faherty C. (2000) <u>Asperger's What does it mean to me?</u> Future</p>

		<p>other children</p> <ul style="list-style-type: none"> Schools workbook 	Horizons
2i	Friends	<ul style="list-style-type: none"> Read and discuss Tobin learns to make friends Friends workbook 	<p>Murrell D. (2001) <u>Tobin learns to make friends</u> Future Horizons</p> <p>From Faherty C. (2000) <u>Asperger's What does it mean to me?</u> Future Horizons</p>
2j	<p>Feeling upset</p> <p>Note: this scheme of work should not be carried out until the pupil has completed work on identifying and talking about feelings. Unit 21 should build on this work with reference to their Autism</p>	<ul style="list-style-type: none"> Read a range of stories and non-fiction books about feelings Complete feelings worksheet Feeling upset workbook 	<p>See photocopiable materials</p> <p>From Faherty C. (2000) <u>Asperger's What does it mean to me?</u> Future Horizons</p>
3	What does Autism mean to other people?		
		<ul style="list-style-type: none"> Read a range of paragraphs / chapters / books written by people with Autism about their Autism or stories about children with Autism as appropriate to the level of the child. Discuss above Write a story about another person who has Autism 	<p>Hadden M. (2003) <u>The curious incident of the dog in the night time</u> Jonathon Cape</p> <p>Hoopmann K. (2001) <u>Of Mice and Aliens An Asperger adventure</u> Jessica Kingsley</p> <p>Hoopmann K. (2002) <u>Lisa and the lacemaker</u> Jessica Kingsley</p> <p>Hoopman K. (2000) <u>Blue Bottle Mystery</u> Jessica Kingsley</p> <p>Hall, K. (2001) <u>Asperger Syndrome, the universe and everything</u> Jessica Kingsley</p> <p>Jackson L. <u>Freaks, Geeks and Asperger syndrome</u> A user guide to</p>

			<p><u>adolescence</u></p> <p>Shaw J. (2002) <u>I'm not naughty I'm Autistic</u> Jessica Kingsley</p> <p>Sainsbury C. (2000) <u>Martian in the playground</u> Lucky Duck</p> <p>Peers J. (2003) <u>Asparagus Dreams</u> Jessica Kingsley</p> <p>Birch J. (2003) <u>Congratulations? It's Asperger Syndrome</u> Jessica Kingsley</p>
Consolidation and questions			
	<p>Checking understanding</p>	<ul style="list-style-type: none"> • Read and discuss What does it mean to have Autism • If relevant Read and discuss 'What is Asperger Syndrome, and how will it affect me?' (especially questions section) • Right or wrong worksheet (statements about Autism) • Produce spidogram / poster / ideas sheet on What it means to have Autism - pupil's ideas only • The last chapter workbook • Refer back to 'I might have questions ' sheet at beginning of Vermeulem's introduction workbook and discuss whether all questions have been answered. Ask whether there are any other additional questions. • Explain that the child will always learn more and more about themselves and their Autism. And that they may have questions in the future and that this is ok. • Make a list of people that would be good people to talk to in the future. 	<p>NAS (2001) <u>What is Asperger Syndrome, and how will it affect me?</u></p> <p>From Vermeulem P. (2000) <u>I am special</u> London: Jessica Kingsley</p> <p>From Faherty C. (2000) <u>Asperger's What does it mean to me?</u> Future Horizons</p>

Annexe 8

Medium Term Planning

Half termly planning sheet

Subject:	Topic/Module:	Class :	Term:
Learning Outcomes (taken from scheme of work): All pupils will: Most pupils will: A few pupils will:			

1st Lesson. “ (title) ”	(Day Date Time)
Activity (<i>fun, functional and practical</i>) Specific resources:	Targets / Learning outcomes (taken from scheme of work and based on assessment) :
2nd Lesson. “ (title) ”	(Day Date Time)
Activity (<i>fun, functional and practical</i>): Specific resources:	Targets / Learning outcomes:
3rd Lesson “ (title) ”	(Day Date Time)
Activity (<i>fun, functional and practical</i>): Specific resources:	Targets / Learning outcomes:
4th Lesson“ (title) ”	(Day Date Time)

Activity (<i>fun, functional and practical</i>):	Targets / Learning outcomes:
Specific resources:	
5th Lesson “ (title) ”	(Day Date Time)
Activity (<i>fun, functional and practical</i>):	Targets / Learning outcomes:
Specific resources:	
6th Lesson “ (title) ”	(Day Date Time)
Activity (<i>fun, functional and practical</i>):	Targets / Learning outcomes:
Specific resources:	
7th Lesson “ (title) ”	(Day Date Time)
Activity (<i>fun, functional and practical</i>):	Targets / Learning outcomes:
Specific resources:	
8th Lesson “ (title) ”	(Day Date Time)
Activity (<i>fun, functional and practical</i>):	Targets / Learning outcomes:
Specific resources:	

Community Cohesion:	Activities to Promote Interaction	Opportunities for Problem Solving
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	and Communication:	/ Flexibility of Thought:
Sensory Activities:	ICT and web sites:	Vocabulary / Visual Aids
Assessment for Learning:		
Display:		

Whole School Targets 2013 - 2014:						
<u>Autism</u>	<u>Literacy</u>					<u>Numeracy</u>
IEP targets:						
Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5	Pupil 6	Pupil 7

Learning Outcomes/ Assessment (to be completed at end of unit) :	
Name of pupil:	Pupils have achieved:
Pupil 1:	
Pupil 2:	
Pupil 3:	
Pupil 4:	
Pupil 5:	
Pupil 6:	
Pupil 7:	
Pupil 8:	

Annexe 9

INDIVIDUAL EDUCATION PLAN ANNUAL OBJECTIVES (INCLUDING LINKS TO STATEMENT)

START DATE OF IEP:

OBJECTIVES DETAILED IN STATEMENT

1. For to develop his literacy and numeracy skills
2. For to develop his language and communication skills
3. For to develop his social interaction skills
4. For to develop his independence skills

ANNUAL OBJECTIVES FOR ACADEMIC YEAR 2013-2014

1. To increase X's ability to organise himself using memory aids such as diary, post it notes and lists.
2. To increase X's understanding of his own strengths and difficulties in relation to autism and positive coping strategies that he can use.
3. To increase X's ability to recognise assertive, passive and aggressive behaviour, and offer alternative solutions (i.e. assertive rather than passive or aggressive) to a difficult social situation.

TERMLY TARGETS

TARGET	LEVEL	STRATEGY	PERFORMANCE INDICATOR	ASSESSMENT	ACHIEVED Yes/No Date
1. To plan for the next day and bring in appropriate equipment needed. With adult support.	KS2 Programmes of study for PSHCE.	Using a diary, post it note or a list Immanuel to bring in 1 piece of equipment for the following day e.g. PE kit, homework, pen/pencils. Initially with adult support.	On 4/5 occasions to bring in 1 piece of equipment. With adult support.	Daily recording. Review March 12.	
2. To identify his understanding of his own strengths and difficulties in relation to his autism.	KS2 PSHCE POS to sit with an adult and read different books relating to autism. An adult to ask Immanuel questions about information in the books. With adult support to relate to his own strengths / difficulties. to verbally answer or write down answers / information so that he can look	On 3/5 occasions answers questions related to autism and discusses his own strengths/difficulties.	Daily recording. Review March 12.	

		back over his research.			
3. To be able to recognise when a person's behaviour is aggressive, assertive or passive.	NC EN 2	After reading a situational story, e.g. worksheets from the "Talkabout" (assertiveness) programme, written social scenarios and structured problem solving activities(e.g. Elementary Test of problem solving game). will be able to state whether the person involved was aggressive, passive or assertive and offer reasons for his conclusion.	On 4/5 occasions will state whether a person was aggressive, passive or assertive and offer an explanation for his answer.	Daily recording. Review march 12.	

Annexe 10

DRAFT SAFEGUARDING POLICY

Purpose

To create awareness amongst all staff and volunteers of children's safeguarding issues and to outline procedures when responding to an incident, allegation or concern of abuse involving children in our care.

Scope

This policy applies to all staff

Legal framework

There is a considerable body of legislation, government guidance and standards which are designed to ensure that children are protected from harm. The Children Act 1989 is the primary legislation for children in England and Wales (complemented by the All Wales Child Protection Procedures 2008); The Children (Scotland) Act 1995 and The Children (Northern Ireland) Order 1995 legislate for children in those respective countries.

The Department for Children, Schools and Families (DCSF) document 'Working Together to Safeguard Children' (2006) emphasises that Safeguarding and promoting the welfare of children is the process of "protecting children from abuse or neglect, preventing impairment of their health and development and ensuring they are growing up in circumstances consistent with the provision of safe and effective care."

General guidance is contained in the publication "What to do if You're Worried A Child is being Abused" (DCSF 2006)

Introduction

Children with autism share the right of all children to protection from abuse. We know that children with autism are potentially more vulnerable, because of their communication and interaction difficulties and it is the duty of each staff member and volunteer to ensure that the children they come into contact with are safe at all times and that their welfare is promoted.

Abuse

'Working Together to Safeguard Children' defines child abuse as harm to children by a parent, sibling or other relative, a carer, an acquaintance or a stranger. The harm may be the result of a direct act or by a failure to act to provide proper care or both.

There are four main forms of abuse. These are described in 'Working Together to Safeguard Children' as:

- Physical abuse

- Emotional abuse
- Sexual abuse (includes child prostitution)
- Neglect

Recognising child abuse

Recognising child abuse is not easy and it is not the responsibility of NAS staff and volunteers to decide whether or not child abuse has taken place or if a child is at risk of “significant harm”. However, staff and volunteers do have a responsibility to act if they have a concern about a child’s welfare or safety. Those responsibilities are summarised later in the policy.

Response to concerns about child abuse

It is very important that there are procedures in place to ensure a speedy and effective response for dealing with concerns about the physical, sexual or emotional abuse or neglect of children.

Under no circumstances should anyone within the school undertake an investigation into concerns that a child has been abused, or is at risk of being abused. This is the role of the statutory services (Social Care/Police) and any concerns or worries that staff or volunteers may have should be passed to the School Designated officer (for child protection) as detailed under ‘procedures’ later in this document.

Designated Safeguarding Children Officer

The school will have a Designated Safeguarding Children Officer to whom any concerns must be reported immediately. The role of the Designated Safeguarding Children Officer is to provide advice and reassurance to the member of staff or volunteer and make decisions about what to do next. **The Designated Safeguarding Children Officer will ensure that appropriate contact is made with the Local Authority (Social Care/Police) to promote partnership working and good practice.**

All relevant staff and volunteers will be informed who the Designated Safeguarding Children Officer is and how to contact him/her as part of their induction.

Disclosure

Concerns of abuse

Staff and volunteer concerns about a child being abused may arise through various factors. These include:

- a child may tell them
- someone else might report that a child has told them
- they
- strongly believe that a child has been or is being abused
- a child might show signs of physical injury or neglect for which there appears to be no satisfactory explanation
- a child’s behaviour may indicate to them that it is likely that he/she is being/has been abused
- observing one child abusing another
- a child having contact with a person who may pose a risk to them

Victim needs

The victim of abuse needs:

- to be believed

- to talk or communicate at their own pace
- to be heard
- to be supported

Recording events

It is important that an accurate record of all events surrounding the disclosure or suspected abuse is kept, stating the facts, times, explanations and action taken. It is vital that when a disclosure is made to a member of staff or volunteer the person:

- is non-judgemental
- does not coach or ask leading questions
- makes notes of the conversation as soon as possible after the event.

Support provided to the individual disclosing

In the event of disclosure of alleged abuse the individual disclosing will be protected from any retaliation or unnecessary stress and will be supported through the process.

Confidentiality

Confidentiality cannot be assured, as depending on the disclosure and individual concerned, information may need to be shared internally, with the Designated Safeguarding Children Officer and with other agencies. This could include the Police and Local Authority. However, information will only be shared on a need to know basis, and the person making the disclosure should be reassured that the information they have given will be treated within best practice codes of conduct for confidentiality.

Referral

When a referral is made to the local authority, the Designated Safeguarding Children Officer must confirm in writing with the Principal/ Director of Education and the Nominated Individual the actions that have been taken.

In the case of Schools, OFSTED and the funding Child Placement Team should also be notified. The Designated Safeguarding Children Officer will hold a confidential file in which a record will be kept of child protection suspicions and referrals.

Training

All staff and volunteers will be trained in Safeguarding Children. The training will cover child protection procedures including:

- prevention and recognition of abuse
- dealing with disclosures and suspicions of abuse

All staff and volunteers must read, understand and become knowledgeable about child protection procedures during induction and must undertake refresher training on an annual basis. Failure by a member of staff to report

actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child will be treated as a disciplinary offence.

Equal Opportunities

Employees and volunteers shall not discriminate against any person on the grounds of race, nationality, age, religious or similar philosophical beliefs, sexual orientation, or social standing and shall work in such a way as to give equal opportunity for each person we support to achieve the maximum benefit and potential consistent with respecting the

dignity and value of fellow human beings.

General guidance is contained in the publication "What to do if You're Worried A Child is being Abused" (DCSF 2006)

The prime concern is the best interests and safety of children. Always ensure that the child is safe while you take appropriate action.

Safeguarding Children - Procedure for Staff and Volunteers

Step 1

On every occasion that any member of staff or volunteer has reason to suspect that a child has suffered abuse, or is at risk of suffering abuse, he/she should at the earliest opportunity contact the School Designated Officer and Principal.

If the allegation or suspicion is about the Designated Safeguarding Children Officer then the report should be made to the Principal only.

If the allegation or suspicion is about the Principal then the report should be made to the Designated Safeguarding Children Officer only.

Step 2

If possible write a brief note at the time, but always make a written note as soon as you can and whilst the facts are still clear in your mind. If two staff members witness something, they should write their accounts independently. This must be completed within 24 hours.

Step 3

On no account should staff or volunteers make physical examinations that require the removal of clothes or pursue enquiries beyond the initial statement. However, staff and volunteers should check and record the child's physical appearance and apparent state of mind

Step 4

The Designated Officer will contact the appropriate Social Care office, parents (unless it is felt that to do so would place the child in danger) and OFSTED. Social Care will advise on the next step(s) to be taken. The Designated Officer will also hold contact names and address for all Purchasers, Ofsted and copies of the Safeguarding Children procedures of the Local Authority.

Step 5

On accepting the referral the Local Authority (LA) becomes responsible for determining what action is to be taken including advising parents. It is not the responsibility of staff or volunteers to make enquiries when abuse is suspected.

(Each LA has a Local Authority Designated Officer (LADO) and that role is responsible for evaluating the investigation in consultation with other relevant agencies (e.g. police, children's social care). More detail about the LADO role can be found in 'Working Together to Safeguard Children' (2006),)

Step 6

Verbal reports should be made immediately and followed as soon as possible by a written report using the Local Authority Child Protection Report form.

Step 7

Designated Safeguarding Children Officer to notify placing authorities of the children involved of any allegation or suspicion of abuse, and the initiation and outcome of any

child protection enquiries (under Section 47 of the Children's Act 1989) involving the school.

These procedures do not take away the right of the informant to report the matter directly to Ofsted, Social Care Departments or, if they believe an offence has been committed, the Police.

Safeguarding Children - Additional Procedures for dealing with Abuse through Child Prostitution

Staff and volunteers should be alert to any evidence of children becoming involved in child prostitution or any other form of sexual exploitation, or of unauthorised persons picking children up, contacting children or observed trying to make contact with children outside the home. All such concerns should be reported directly to the police as well as following the procedural steps set out above.

Allegations made against Staff or Volunteers

Staff members and volunteers against whom an allegation is made are owed a duty of care and should be treated fairly, honestly and without discrimination. They should be provided with support throughout the process. The police and other relevant agencies should always agree jointly when to inform the subject of allegations which may be subject to criminal procedures.

Staff and Volunteers' Responsibilities

- To act in loco parentis whilst any child is at the School and have the responsibility to protect the child and promote his/her general welfare.
- To be aware that abuse does happen; to always remain alert to the possibility of abuse and ready to act upon information that you receive or signs of abuse you see or hear about.
- To be aware of the early warning signs of potential abuse situations and the possible signs of abuse.
- To notify the School/Regional Designated Safeguarding Officer if there is any reason to suspect that a child has been or may be the subject of abuse.
- To maintain a professional confidential approach in line with NAS Equal Opportunities Policy when dealing with the child and any other person who may be involved.
- To ensure good communication of observations are made in writing to the Designated Safeguarding Officer.

Safeguarding Children – References

Children Act 1989 All Wales Child Protection Procedures 2008
Department of Health, Social Services and Public Safety 2006 (DHSSP) Standards for Child Protection Service 2008 (Standards 1-8)
DfES Guidelines – Safeguarding Children and Safer Recruitment in Education (2006)
Ofsted Every Child Matters
Protection of Children Act 1999 Purchasers' Contracts
DfES - What to do if You're Worried a Child is being Abused
Department of Health - Supplementary Guidance - Safeguarding Children Involved in

Prostitution www.childline.co.uk Telephone 0800 1111
Health Management confidential advice line Telephone 0800 1412784 Child Protection
Liaison Officer Responsible Individual DfES Guidance – Safeguarding Children and Safer
Recruitment in Education (2006)

Other relevant policies and guidance

Whistleblowing

Annexe 11

DRAFT BEHAVIOUR SUPPORT POLICY

Scope

This policy applies to all staff and volunteers and to all pupils within the school.

Introduction

Children and young people with autism can behave in ways that hinder their development, restrict their social inclusion and adversely affect their education. The aim of the school is for pupils to be accepted and integrated into the community as far as possible. To achieve this they have the right to a broad education that defines society's rules and expectations and to be taught to respect other people's rights. Teaching the children and young people we support to behave appropriately in different situations is central to achieving our aim of their acceptance and inclusion.

Legal Context

It is not possible to point to a single piece of legislation, in England and Wales, Scotland, or Northern Ireland, that covers all the law relating to the care of children and young people.

Common law, sometimes known as case law, is the law built up over time as a result of court decisions. Common law added to statutory legislation provides the legal framework for this policy. The relevant statutory legislation includes the Education and Inspections Act 2006, Children Act 1989 and the several Children and Young Persons Act, the Care Standards Act 2000 (with the associated regulations and national minimum standards), the Mental Capacity Act 2005, and the Human Rights Act, 1998.

The primary duty of staff is to seek to ensure that children and young people are safe from harm. It is this fundamental but complex need to balance the right to freedom, dignity and respect, with ensuring safety from harm that is at the heart of this policy and guidance. All staff have a **duty of care** towards the children and young people for whom they are responsible and which requires them to take reasonable care to avoid doing something or failing to do something which results in harm to another person. There are situations where some action must be taken and it is a matter of choosing the course of action that would result in the least harm. This is where the principle of **best interest** applies. As long as the member of staff acts in the best interest of the child in their charge, has concluded that not acting could result in greater harm and does not use unreasonable or excessive means, then the intervention (or failure to act) can be defended in law.

Schools must also comply with equalities legislation and the duty to promote the well being of pupils.

Policy

This policy sets down the principles and conditions under which the behaviour of children and young people in NAS schools and children and young people's services will be supported.

Statement of Principles

- Our schools and children and young persons services are committed to promoting

respect, fairness and social inclusion.

- The school is committed to eliminating all forms of discrimination, harassment and bullying as well as promoting equality of opportunity, the wellbeing of children and young people and good relations across schools and children and young persons service communities.
- The individual needs of the children and young people we support, including educational needs, mental health needs, physical needs, emotional needs, medical needs and social needs, will inform all individual behavioural management programmes.

Judgments about the appropriateness or otherwise of a child or young person's behaviour are made on the basis of social acceptability and whether the behaviour hinders access to education and developmental opportunities either for the child or young person concerned or other children and young people.

Factors affecting behaviour

Anxiety

Communication

Environments

Sensory Sensitivities

The behaviour exhibited by children and young people with autistic spectrum disorders is largely governed by the level of anxiety and arousal they experience. If a child is feeling frustrated and confused he or she is more likely to behave in an inappropriate manner. The low arousal approach described in SPELL is effective in reducing anxiety in children and young people with autism.

We will seek to reduce the likelihood of inappropriate behaviour by ensuring that each child and young person has a functional communication system, that those supporting the child use their communication system and that our learning expectations of each individual are appropriate.

We will seek to sensitively and imaginatively manage the environments for our children and young people to reduce sources of stress and thereby reduce the need for behavioural difficulties. The structuring of environments as recommended by SPELL and Division TEACCH has been shown to be effective in reducing anxiety and improving children and young people's behaviour.

We will establish any sensory sensitivities that may be limiting a child's opportunities and arrange to reduce or remove the source of difficulties wherever possible.

Rewards and punishments

Children and young people learn effectively if they are motivated and positively reinforced. We therefore aim to establish educational environments where praise and encouragement are the norm.

We will assist our children and young people to learn by using their interests and preferences as motivators wherever practicable. In addition to tangible rewards (such as sensory toys), positive reinforcers like praise, encouragement and extensions of privileges, will be used to reward appropriate behaviour. Depending on the preferences of the child or young person we may also use more public rewards such as recognition in assembly and letters to parents, carers and others celebrating success. Negative reinforcements and punishments are not successful with most children and young people with autism as we can never be sure that they make the right connection between their behaviour and the negative reinforcement. However the children and young people we support may be able to learn from experiencing the outcomes of their behaviour. For example a child who

chooses to complete only one task of the three given will learn that work needs finishing when he misses the beginning of the next session which happens to be one of his favourite activities. Providing the child is well aware of the likely consequences of the behaviour and has the ability to make a choice this is not a punishment but is a consequence of his or her behaviour.

Behaviour support systems

- All systems, procedures and strategies used to assist in supporting children and young people's behaviour will be based on the NAS SPELL Framework.
- All children and young people in our schools and services will have education and care programmes that are appropriate to their needs, abilities, skills and knowledge.
- Efforts will be made to ensure that tasks and activities are as age appropriate as possible without compromising the relevance of the programme.
- The pupils Access to Learning Plan will assist in the management of his or her behaviour. The intention is for children and young people to increasingly be responsible for managing their own behaviour.
- Access to Learning Plans are drawn up by the staff who know the child or young person well, with advice from school staff with responsibility for behaviour management, and are shared with parents and carers. Likes, dislikes, sensory issues and motivators are listed along with any trigger and cues for inappropriate behaviour. Proactive strategies including stress management strategies are given as well as reactive strategies for specific behaviours. Use of the plan should ensure that consistency of behaviour management is achievable across different settings and with different staff.
- Parents and carers and pupils will be invited to be involved in the development of behaviour plans.
- Where it has been agreed that it is necessary to use a restrictive physical intervention (RPI) with a child this will be included on the Access to Learning Plan (see policy on RPI for further information).
- Parents and carers will be asked to agree, in writing, any planned use of restrictive physical interventions.
- The relevance and effectiveness of each Access to Learning Plan will be assessed at least annually, more often if circumstances require it, and modifications made as necessary.
- Strategies used will be evidence based and data will be collected to ascertain the effectiveness or otherwise of any strategy used.

Training

- Staff will receive initial training and annual refresher sessions on supporting the behaviour of children and young people with autism.
- Where specific staff training needs for the support of individual children and young people are identified, the child's support staff will receive appropriate training.
- Where any additional staff training in the support of behaviour is identified through staff review (MSD) or through other means this will be provided.

Recording, reporting and monitoring

- Most inappropriate behaviours will be recorded using incident recording systems or other data gathering methods to assist in ascertaining the effectiveness or otherwise of

behavioural interventions.

- Where behaviours are recorded routinely, such as computerised incident recording, the data should be monitored regularly to ascertain trends and patterns.
- Unexplained changes in problem behaviours should be investigated
- Regular reports on the incident data for the school or children and young people's service should be made to the principal and senior staff.
- All serious behavioural incidents should be reported to senior staff immediately.
- Results from behaviour recording or behavioural interventions should be shared with parents and carers.
- Injuries or accidents arising from behavioural incidents must be recorded in accordance with the relevant policies.
- Every use of a sanction as a result of behavioural incident must be recorded in accordance with the section on sanctions in this policy.
- Every use of a restrictive physical intervention (RPI), including seclusion, arising from a behavioural incident must be recorded in accordance with the RPI policy.

Behaviours that challenge schools and services

- Serious behavioural problems that are resistant to all attempts at management will be discussed with parents/guardians and any relevant professionals, first on an informal basis, then if necessary, with more formal meetings, followed by case conferences.
- Self-injurious behaviour (SIB) that is likely to result in serious permanent tissue damage should, in addition to taking the appropriate emergency action, be discussed at a full case conference.
- Serious or persistent violence and extreme anti-social behaviour – e.g. serious injury or damage such as arson, should, in addition to contacting the police or other relevant agencies, be discussed at a full case conference.

Challenging Behaviour

Some children and young people on the autistic spectrum sometimes behave in very difficult, anti-social and dangerous ways; behaviour that is often called challenging as it challenges our ability to manage it. The behaviours often appear to be without reason and are unpredictable.

Definition

Challenging behaviour is often defined as behaviour of such intensity, frequency or duration: Examples are:

- that the physical safety of the person concerned or other people is at serious risk, or
- that the behaviour results in the person only having limited or no access to ordinary community facilities.

In schools any behaviour that 'Prejudices the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise' is usually regarded as challenging. In these circumstances staff in services in England are permitted to use 'reasonable force' to prevent the behaviour.

Principles for the management of challenging behaviour

- We have a duty to protect and keep safe the individual concerned and the other people around him or her including other staff.

- The NAS understands that challenging behaviour has a communicative intent.
- The NAS accepts that the person has a right to make choices and express themselves using satisfactory means.
- The NAS will use flexible, planned, agreed and risk assessed approaches to support challenging behaviour.
- The NAS recognises that the person who is most familiar with the individual we support and with the best understanding of how to respond to the behaviour should take the lead role in supporting challenging behaviour. This may cut across line management and seniority.
- Where restrictive physical interventions (RPI) are required to support challenging behaviour, the scale and nature of any such intervention will be proportionate to both the behaviour of the individual to be managed, and the nature of the harm they might cause. (see Policy on The Use of Restrictive Physical Interventions)
- Planned restrictive physical interventions (RPI) to support challenging behaviour will only be used as a last resort, after other strategies have been considered or tried. Each use of RPI will be recorded in writing and the use of RPI in the case of any individual will be regularly reviewed, and monitored for consistency and effectiveness.
- Any planned RPI strategies used must be carried out according to the principles and guidance given by TEAM TEACH and the Policy on Restrictive Physical Interventions
- In the exercise of their duty of care staff may, on occasion, need to use unplanned, emergency restrictive physical interventions in response to unforeseen events.

Self-injurious behaviour (SIB)

Definition

Self-injurious behaviour (SIB) is any behaviour initiated by the individual which results in physical harm to that individual. Physical harm includes bruising, lacerations, bleeding, bone fractures and breakages, and other tissue damage'. Behaviours such as self-induced vomiting, which can be life threatening, repetitive pulling out of hair, persistent eating of non food items (pica) are also included.

Incidence

A considerable number of people with autism exhibit self-injurious behaviour . In NAS schools between 40% and 60% of the children and young people may at some time exhibit self-injurious behaviour of varying degrees of intensity. In a minority of these cases the tissue damage from any one incident is serious but for most the injuries are minor e.g. bites that do not break the skin or head tapping. However the cumulative effect of many instances of behaviours such as dropping to the floor on knees, eye poking or head banging could result in permanent tissue damage, particularly sensory impairment, so all instances of self-injurious behaviour must be carefully noted and recorded in writing.

Support

The school recognises that self-injurious behaviour is probably the most difficult behaviour to support as it is very resistant to change and is emotionally draining for parents, carers and staff. Self-injurious behaviour should be supported using the same low arousal approaches as any other behaviour that gives rise to concern. The communicative intent of the behaviour should be ascertained if possible and the child or young person taught other, less damaging, ways to achieve his or her aims. The following points must be considered when devising a support plan for self-injurious behaviour.

- Health problems such as headache, stomach ache, tooth ache or generally feeling unwell can result in self-injurious behaviour. Appropriate clinical investigations should be sought in these cases.
- Particular attention should be paid to any sensory sensitivities of the child or young person as these are frequently associated with higher levels of self-injurious behaviour.
- Care must be taken to check for both hypersensitivities, such as an over reaction to certain noises, and hyposensitivity, such as a very low pain threshold which results in injury.
- Ritualistic, routine led behaviours are often connected with self-injurious behaviour. Physically intervening to stop self-injurious behaviour that is part of a routine is often counter productive as the child will try to complete the routine later, often when they are in a heightened state of anxiety resulting from the previous prevention.
- The use of head gear to reduce damage from head banging should only be used where there is no other strategy available as in some cases the wearing of head gear can result in the person banging harder to achieve the same effect or more frequent banging through stimulus response.
- Some children and young people who display self-injurious behaviour also have a history of aggression towards staff and others, sometimes resulting in serious injury. Any direct staff intervention, including the use of a planned RPI, must be carefully assessed in these cases and the risk of greater injury to the person concerned or to staff associated with intervening balanced against the risk of not directly intervening. All use of RPI must be recorded in accordance with the RPI policy.
- Whilst distracting the child or young person can be successful, sometimes the best support strategy is to ensure that they are as safe and as comfortable as possible but make no direct intervention until the episode is over. This usually results in shorter episodes with less likelihood that the self-injurious behaviour will escalate and result in more serious injury. This is called supervision without direct intervention. Parental agreement for using this strategy must be sought before implementation and it must be written into the Pupils Support Plan and shared with the GP if appropriate, and local authority.
- Where there is any evidence of tissue damage or there is persistent low intensity self-injurious behaviour, first aid for the damage or possible damage must be given.
- Care needs to be taken over the recording of self-injurious behaviour to ensure that persistent low intensity self-injurious behaviour, which could lead to long term damage, does not go unrecorded.
- Parents and carers should be informed of any significant incidents involving self-injurious behaviour.

Staff

Providing treatment, support and care for people who engage in self-injurious behaviour is emotionally demanding. Not all staff are equally confident in managing self-injurious behaviour and some find it more distressing to observe than others.

The Leadership team needs to ensure that the staff supporting children and young people who exhibit more intense self-injurious behaviour have sufficient competence in their ability to fulfil their role. The school recognises that staff supporting children and young people who show self-injurious behaviour are in a potentially vulnerable position; if the child sustains serious injury the quality of their care is likely to be questioned and the reputation

of the service may be harmed. Staff must prepare themselves for dealing with challenging situations and at the very least must make sure they are aware of and understand the ATL Plan of each child for whom they have responsibility. However, in an emergency staff can only fall back on their experience, their training, their common-sense and their over-riding duty of care to ensure no harm comes to a vulnerable person. Provided staff act reasonably, proportionately and sensibly, their actions will be supported. It is essential that schools and services make good use of the systems in place for staff debriefing and support where they are working with children and young people who show self-injurious behaviour. All staff working with children and young people who show high levels of self-injurious behaviour should have regular supervision in which the emotional impact upon them can be discussed and understood. Staff should be made aware of external organisations that can support and counsel.

Sanctions

Definition

The dictionary definition of a sanction is 'any penalty for disobeying a law or rule or a reward for obeying it'. When working with individuals with special needs a sanction is usually taken to mean: '**Any negative consequence applied for unacceptable behaviour**', which is the definition used in this document. Examples might be loss of some recreation time, extra work, missing a trip or treat. In the literature and legal guidance a number of other terms are used in place of 'sanctions' such as 'punishment', 'loss of privileges', 'denial of rights', 'consequences', 'outcome', 'disciplinary action' etc. For clarity only the term 'sanction' is used here.

Principles for using sanctions

The use of sanctions will not be adopted as a whole school policy but may be applied on an individual basis and based on a number of principles:

- Any use of sanctions must be based on establishing a positive relationship with
- the child and must be designed to help.
- Sanctions should only be used for children and young people who staff judge to have the capacity to understand the connection between their behaviour and the sanction.
- Any use of sanctions must be appropriate to the age, understanding and individual needs of the child.
- Sanctions must be fairly and consistently applied.
- Sanctions should encourage reparation and restitution.
- Sanctions should be designed to reduce the likelihood of the behaviour reoccurring.
- Sanctions should only be used when and if more positive approaches have failed.
- The sanction used will be proportionate to the inappropriate behaviour.

Use of sanctions⁴

- Staff will receive information on the use of sanctions as part of their training on supporting child behaviour.
- Staff should seek guidance from senior staff and professional advisers as to whether it is appropriate to use a sanction or whether a proposed course of action is a sanction or not.
- The decision to use a sanction should not be made by one staff member only.

Recording, reporting and monitoring of sanctions

- When it has been decided that the use of sanctions will contribute positively to the support and development of a child with autism, i.e. the child has the capacity to understand the connection between the sanction and his behaviour and that he is likely to respond positively to its use, the sanction used must be described in the pupil's Access to Learning Plan plan. Only those sanctions detailed in the agreed plans may be used.
- The nature and use of sanctions should be reviewed at least annually as part of the review of the Access to Learning plan or care plan.
- Every use of a sanction must be recorded in the appropriate sanction book before the relevant staff member goes off duty.
- Sanction books must be made available for inspection when required by proper authority.
- Sanction use must be monitored by senior staff and any frequent use of sanctions without evidence of improvements in behaviour must be investigated.

Responsibilities

A designated member of the Senior Leadership team will have responsibility for overseeing challenging behaviour along with the school Psychologist. However the ultimate accountability lies with the Executive Principal and Board of Governors.

The Education and Inspections Act 2006 requires that the head teacher of a school in England must determine the measures to be taken with a view to:

- a) promoting, among pupils, self-discipline and proper regard for authority b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils c) securing that the standard of behaviour of pupils is acceptable d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and e) otherwise regulating the conduct of pupils.

The designated person in charge of behaviour will:

- Enforce the implementation of this policy in their school or children and young people's service;
- Ensure that a comprehensive recording and reporting process relating to the management of children and young people's behaviour is in place and is regularly reviewed.
- Ensure that the behavioural support systems in place in the school or service are used competently through regular monitoring and training of staff.
- Ensure risk assessments and individual Access to Learning Plans are in place, which detail behavioural support strategies and are regularly reviewed and updated in view of progress.
- Ensure plans are shared with parents/advocates, purchasers and other interested agencies, and where appropriate with the child, recognising the importance of consent in terms of the fundamental issues of respect and dignity.
- Ensure that staff have access to advice and support from specialists in behaviour management where necessary. This can be within schools and services, such as psychology staff and through using external consultants.

- Ensure that parents and carers are kept regularly informed of their child's response to his or her behaviour programme and that any significant events are communicated promptly. Parents and carers should be made aware of serious behavioural matters without delay.
- Ensure that training in the management of the behaviour of children and young people with autism is provided for staff. Where specific training needs to help particular staff support children and young people's behaviour have been identified, ensuring that those staff have access to the advice, training and development opportunities appropriate to their needs.
- Be responsible for ensuring staff support systems are in place and are being used. This will include ensuring that post incident debriefing is offered to the staff involved. Debriefing will be offered on the day of the incident, the recipient can express a choice of who debriefs and the information will be kept confidential.
- Demonstrate trust and confidence in the staff's ability to manage children and young people. If shortcomings in such management are identified senior staff have a responsibility to address these through staff review (MSD and appraisal).

Responsibilities of all staff:

- To treat all children and young people fairly, with respect and understanding while having regard for their rights and responsibilities.
- To work always in the best interests of the child or young person, having high expectations of children and young people's behaviour and to strive to ensure that all children and young people work to the best of their ability.
- To assist children and young people to manage and improve their behaviour as part of every day school activities. Helping children and young people to manage their behaviour is just as much a team effort as managing all other aspects of their education.
- To thoroughly familiarise themselves with the current behaviour and care plans for the children and young people in their care and consistently apply the strategies described.
- To satisfy themselves that they are clear on what they may and may not do in terms of behaviour support, and to seek clarification as necessary;
- To record and report behavioural incidents as required by the systems in the school or service.
- To contribute to the development of behaviour support and care plans.
- To report any changes
- To use staff review, MSD, sessions to confirm their understanding of this policy and to seek further explanation or personal development as necessary;
- To take part in training in behaviour management for children and young people who have ASD.
- To support other staff in the team and demonstrate confidence in each other's skills and abilities to manage children and young people.
- To provide appropriate models of behaviour for children and young people at all times. Personal likes and dislikes and matters to do with culture, age, sex, religion, must not influence staff's approaches.
- If subject to antisocial behaviour by certain children and young people to not take the actions personally.
- To seek help with managing children and young people when necessary; it is not a sign of failure to do this.
- To dress appropriately whilst at work and to adhere to school dress codes

- To wear clothing to help protection when working with certain children and young people. This will be decided on a case by case basis, having regard to the dignity of the child or young person and the safety of the staff. Protective clothing shall be as neutral and non stigmatising as possible e.g. caps for tying hair back, discreet arm guards and shin guards etc.
- To make judgments in the light of this policy and to act within the school's procedures on managing behaviour. However, as no policy or procedure can cover every eventuality, staff are expected to use their judgment and experience when supporting pupils. Staff will be supported when action in good faith follows from such judgments. The following judgments can reasonably be expected of staff:
- Deciding on the best course of action to keep the children and young people and staff, including themselves, safe.
- When deciding on the need for action, however rapidly, considering the risk of danger to persons or property.
- Deciding on the appropriate intervention in keeping with the behavioural incident that gives rise to it
- Taking into account the age and competence of the child or young person in deciding on the degree of intervention necessary.
- Whether to intervene in an incident even if the member of staff has not signalled they need assistance.

Responsibilities of Parents and carers

- To work collaboratively with the school or service so that children and young people receive consistent messages about how to behave.
- To take part in a supportive dialogue with the school or service about the child's behaviour, each informing the other promptly if there are causes for concern or celebration.
- To be familiar with and support the strategies in the child's Access to Learning Plan, contributing to its development if possible.
- If parents or carers have concerns over the school's or service's management of the child's behaviour to raise the matter with the school or service in the first instance. If the concerns remain and/or the issues cannot be resolved the complaints procedure can be used.

Complaints

Parents, guardians, carers or children and young people have the right to offer comments and refer to the Complaints Procedure in the case of any disagreement in the management of behaviour.

Whistleblowing

All staff have a duty to voice any concerns over practice. Please refer to the Policy on Whistle Blowing for further information.

References

Association with Learning Disability and/or Autistic Spectrum Disorders, July 2002,
 Children's Act 2004
 Children's Act 1989
 Children's and Young Persons Act 2008

Annexe A

Further guidance on sanctions:

Prohibited sanctions

The following interventions are unacceptable and these will not be used under any circumstance. Any use by a staff member will result in disciplinary action generally leading to summary dismissal.

These include:

- Corporal punishment
- Any form of hitting a person we support, including in anger or retaliation.
- Face down / face up (prone / supine) restraint.
- Deprivation of access to food and drink.
- Intentional sleep deprivation
- Enforced eating or drinking.
- Prevention of contact by telephone or letter with parents, independent listener or agency.
- Requirement to wear distinctive clothing or wearing nightclothes by day.
- Use or withholding of medical or dental treatment.
- Use of fines other than by way of reparation.
- Locking in a room or area of a building as a sanction.
- Shouting at or verbally abusing a person we support.
- Excluded from school as a punishment.
- Fears or phobias used as punishments.
- Denied the right to relaxation.
- Punished as part of a group.
- Knowingly or deliberately kept in wet or soiled clothes.
- Withholding aids or equipment, which are essential to the child's functioning.
- Using any sanction that has not been specified as part of the child's Access to Learning Plan

The following are not sanctions:

- Delaying the child's playtime until he is calm enough to take part.
- Delaying a scheduled activity, for example PE, sensory, soft play, computer etc. until the pupil is calm enough to take part.
- Restricting or reducing use of rooms or equipment when they are known to increase a child's anxiety.
- Child writing a letter of apology.
- Missing all or part of an activity when the child has chosen to do something else.
- Missing all or part of an activity if the child is not calm enough, for example a mini-bus trip, art etc. (This response could often be part of a risk assessment).
- Removal by staff of shoes, objects etc. if they are being used inappropriately, for example kicking, throwing or swinging objects into people.
- Removal from activity to calm.
- Removal from other children and young people to calm.
- Reduction of staff attention to an individual.

- Increasing supervision.
- Restricting a child's independence when not calm.
- Rectifying damage or mess.
- Changing group or moving away from the group while still in class.
- Ignoring unacceptable behaviour.
- Giving a child who is capable of understanding, a choice over the consequences of their behaviour, for example "if you throw sand you will have to leave the sandpit".
- Expecting a child to complete work activities before they are allowed a favoured occupation such as using the computer.

Annexe 12

DRAFT POLICY ON THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS

Scope

This policy applies to all staff and volunteers and to all pupils within the school.

Note: Some restrictive physical interventions used to be called physical restraint but whilst this term is used in some legislation it is not used in current guidance and therefore is not used here.

Introduction

People with autism sometimes behave in very difficult, anti-social and dangerous ways. The behaviours often appear to be without reason and maybe unpredictable. When a person behaves in such a manner staff have a duty to protect the individual concerned and the other people around him including other staff as well as individuals in the wider community. The strategies needed to manage such behaviour may include restrictive physical intervention, RPI.

The purpose of this policy document is:

1. To state the school's philosophy of approach to restrictive physical intervention within the legal and regulatory framework under which we operate;
2. To give guidance to staff in order to enable them to be clear, with whatever further explanation, development and support from line management and external trainers is necessary, as to what they can and cannot do in terms of physically intervening with a person we support;
3. To ensure that the use of restrictive physical interventions is minimised.

The rights and dignity of people who use NAS services, even when behaving violently, must be constantly borne in mind. Any restrictive physical intervention must always be used with a view to keeping them safe, with the aim of allowing the individual not only to recover self-control, but also to acquire alternative behaviours that may, over time, decrease the level of intervention needed.

Legal context

It is not possible to point to a single piece of legislation in England that covers all the law relating to the care of children, or the care of vulnerable adults. Common law, sometimes known as case law, is the law built up over time as a result of court decisions. Common law has in recent years been reflected in statutory legislation, in particular the Education and Inspections Act 2006, Children's Act 1989, the Care Standards Act 2000 (with the associated regulations and national minimum standards), the Mental Capacity Act 2005, and the Human Rights Act, 1998. Article 5 of the latter acknowledges that everyone has a right to liberty and that it should only be restricted if there is a specific legal justification. The Human Rights Act's framework of respecting the right to dignity, respect and freedom

underpins the NAS philosophy of care.

Regarding physical intervention, the nub of common law (both criminal and civil) is that whilst any threat of non-consensual touching is an assault, any actual touching a battery and any wrongful hindrance to mobility false imprisonment, the law recognises that there are situations where some physical intervention is necessary as an act of care, and the primary duty of the school as a care and education provider is to ensure the people we support are safe from harm. It is this fundamental but complex need to balance the right to freedom, dignity and respect, with ensuring safety from harm that is at the heart of this policy and guidance.

Staff have a **duty of care** towards the people they are responsible for which requires them to take reasonable care to avoid doing something or failing to do something, which results in harm to another person. There are situations where some action must be taken and it is a matter of choosing the course of action that would result in the least harm. This is where the principle of **best interest** applies. As long as the member of staff acts in the best interest of the person in their charge, has considered that not acting could result in greater harm, and does not use unreasonable or excessive force, then the action can be defended in law. Any force used must be 'reasonable and proportionate', reasonable in that it is the minimum force required to prevent injury and proportionate in that it is not excessive given the seriousness and likely harmful consequences of the person's behaviour. As with all issues to do with caring for, developing and teaching the children and adults we support, decisions need to be made on the best available knowledge at the time. A useful principle to use is 'TINA' - There Is No Alternative. If you can find no alternative to using a restrictive physical intervention then you should use it.

In schools and residential children's homes staff have a statutory power to use (in England and Wales) 'such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The third reason "prejudice of maintenance of good order" will not usually be used as a reason for using RPI. It would be more common that other people we support would be removed from the area and activities continued elsewhere.

Definitions

- A restrictive physical intervention (RPI) is defined as 'the use of force to control a person's behaviour and can be employed using bodily contact, mechanical devices or changes to the person's environment.' ²
- There can be a narrow dividing line between a physical intervention that is non-

restrictive, such as a physical prompt, and a restrictive physical intervention, the latter implies some resistance to the intervention from the person

- To aid clarity different forms of physical intervention are summarised in the table below.

	Bodily contact	Mechanical	Environmental change
Non - restrictive	Manual guidance to assist a person with walking or directing (Physical prompt - always acceptable)	Use of a protective helmet to prevent self injury – seldom useful in the long term and can inflict damage.	Removal of the cause of distress, for example adjusting the temperature, light or background noise – which should be normal practice.
Restrictive	Holding a person's arms to prevent them hitting someone or themselves – acceptable if it is a proportionate response.	Use of arm cuffs or splints to prevent self injury – only acceptable after Multi Discipline Team agreement and inclusion in Restrictive Physical Intervention Plan	Forcible seclusion or the use of locked doors, holding door handles - acceptable only in an emergency and as a last resort.

There are two types of restrictive physical intervention

1. **Planned Restrictive Physical Interventions-** prearranged strategies and methods based on risk assessments and recorded in Restrictive Physical Intervention plans.
2. **Emergency or Unplanned Restrictive Physical Interventions-**an action used in response to unforeseen hazardous events such as the child about to run out in front of a car.

Seclusion, 'where an adult or child is forced to spend time alone in a room against their will' is a form of restrictive physical intervention as it involves restricting a person's freedom of movement which is against their human rights as enshrined in Article 5 of the Human Rights Act 1998.

The Mental Health Act in England, defines seclusion as '...the supervised confinement of a patient in a room, which may be locked to protect others from significant harm. Its sole aim is to contain severely disturbed behaviour, which is likely to cause harm to others.'

In addition, the Court of Appeal in England further describes seclusion as '...Keeping a person under regular further observation, while he is prevented from having contact with the world outside the room where he is confined...' If we consider that seclusion is a form of restraint then we should consider its use within the general framework of restrictive practices. As with any other restrictive practice, seclusion should only be considered where:

- There is a clear and identified risk that the person who is to be secluded presents a significant degree of danger to other people;

- That the situation cannot be managed more safely or appropriately by any other means.

In practice, the decision to use seclusion should be made where the balance between the potential risks of seclusion and other interventions, such as prolonged physical restraint, indicates that it would be safer to use seclusion. As such, seclusion is usually seen as a protective measure for others, as it would not be in the interests of the individual concerned if he or she were allowed to harm another person.

It is important to distinguish between seclusion and 'time out'. This policy document uses the distinction drawn by the Mental Welfare Commission for Scotland and for the purposes of practice within the NAS we should consider the distinction as follows:

- 'Seclusion' is a reactive strategy used during periods of distress where an individual is at risk of harming others and the only alternative would be prolonged physical restraint
- 'Time out' is a form of intervention that is generally planned in advance, and, where practicable, is discussed and agreed with all relevant parties.

All plans for seclusion should be agreed and written into a Restrictive Physical Intervention plan, which is agreed by a multi disciplinary team, parents and the local authority. The plan should be regularly reviewed and include arrangements for the reduction of restraint / seclusion.

Self-Injurious Behaviour (SIB):

Self-injurious behaviour was defined by Murphy and Wilson (1985, p. 15) as: 'any behaviour, initiated by the individual, which directly results in physical harm to that individual. Physical harm (includes) bruising, lacerations, bleeding, bone fractures and breakages, and other tissue damage.

Intensity 1: No apparent injuries

Intensity 2: Minor: External injuries such as reddening skin, swelling, bruising, which is not visible after 24 hours.

Intensity 3: Moderate: External injuries such as bruising and minor lacerations, which may require immediate first aid.

Intensity 4: Severe: External injuries which breaking of bones, external tissue damage requiring emergency medical treatment including damage to retina and major lacerations requiring multiple sutures.

Prevention

The use of restrictive physical interventions will be minimized by primary and secondary prevention strategies.

Primary prevention will be achieved by:

- Ensuring appropriate numbers of competent staff are deployed to support children and

adults with autism in NAS services.

- Helping pupils to avoid situations that are known to increase their anxiety and arousal levels which may result in violent or aggressive behaviour.
- Identifying successful ways of managing stress in pupils and enabling them to learn to manage their own stress levels.
- Implementing individual education and behaviour plans (Access to Learning Plans) which are responsive to individual needs.
- Creating, maintaining and responding to up to date risk assessments including enhanced risk assessments where necessary.
- Creating opportunities for children and adults to engage in meaningful activities that include opportunities for choice and a sense of achievement.
- Developing staff expertise in working with children and adults who present challenging behaviours.
- Ascertaining, directly through conversation with the person their families and advocates and by observing their behaviour, the way in which the person prefers to be supported when they pose a significant risk to themselves or others.

Secondary prevention involves recognizing the early stages of a behavioural sequence or reckless behaviour that is likely to develop into a harmful outcome and employing techniques to defuse the situation to avert any further escalation. For example it would be admissible to use a restrictive physical intervention, after all other strategies have failed, to move a person sitting on the car park tarmac at taxi time.

Where there is clear documented evidence that particular sequences of behaviour rapidly escalate into serious violence, the use of a restrictive physical intervention at an early stage in the sequence may, potentially, be justified if it is clear that:

- Primary prevention has not been effective and
- The risks associated with not using a restrictive physical intervention are greater than the risks of using one, and
- Other appropriate methods, which do not involve restrictive physical interventions, have been tried without success.

Principles for the use of restrictive physical interventions

- When facing behaviour that is potentially dangerous, staff must act in a measured way, bearing in mind their duty to try to keep the people we support, staff members and themselves safe.
- Additionally staff have a responsibility to take all reasonable steps as detailed on behaviour plans to safeguard the wider public and property from any potential physical danger from people we support when in the wider community.

- Where physical interventions are used the scale and nature of any such intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm that the behaviour might cause.
- Under no circumstances should the use of restrictive physical interventions result in pain or pressure on joints.
- Wherever possible, staff should consult and collaborate with colleagues. The person who is most familiar with the individual and has the best understanding of how to respond to the behaviour should take the lead role. This may cut across line management and seniority.
- Staff should always explore all other possible alternatives. For example RPI should not be used when a change of staff could have meant it wasn't necessary
- Any non emergency restrictive physical interventions used must be planned and carried out according to the principles and guidance given by Team Teach and in this policy.
- Except in an emergency or where the Restrictive Physical Intervention plan indicates to the contrary the only restrictive physical interventions involving bodily contact used should be those approved by Team Teach and only used by staff with appropriate training.
- All restrictive physical interventions should be carried out for the least time necessary. Where appropriate the environment should be made safe or the person supported to move to a safer environment to reduce the intervention time.
- Each pupil must have an Access to Learning Plan which details all the strategies and interventions used to support behaviour.
- Only restrictive physical interventions shown on the Restrictive physical Intervention plan may be used, except in an emergency and then only when the other strategies listed have been considered or tried and failed.
- Particular care needs to be taken over the use of restrictive physical interventions when a person we support is self-harming. Only agreed restrictive physical interventions can be used, only as a last resort and only when it has been decided that more harm will result from not using them – noting that decisions, both to and not to, use an RPI must be documented as soon as possible after the incident – see later.
- Emergency action should only take place when it would be detrimental to leave the situation as it is and there is no time to plan or discuss alternative responses; emergency action must lead to an early review of the Access to Learning plan and other documents (individual risk assessment / Restrictive Physical Intervention plan)
- The use of seclusion should only be considered in exceptional circumstances, should always be proportional to the risk presented by the person and must only be used for the shortest possible duration.
- During any use of seclusion staff must maintain continuous observation of the individual while taking into account dignity issues if the person strips, urinates or

defecates.

- Seclusion will only be used as a last resort when other strategies have failed and the child or adult is demonstrating behaviour that may cause injury to themselves/staff/or others, or cause extreme damage to the environment that may lead to injury to themselves or others, or cause others to attempt to injure the person concerned. Planned use of seclusion requires the agreement of a full Case Conference.
- Seclusion is not to be used as a punishment.
- Seclusion will be identified on individual Restrictive Physical Intervention plans and risk assessments if it is assessed that it may be required as a last resort strategy.
- After any restrictive physical intervention has been used an independent person who has not been involved should check the child or adult for any injuries or any signs of potential injuries.
- If injuries result from any use of a restrictive physical intervention a first aider should check and advise on treatment. This might include consulting the school nurse, NHS Direct or other medical practitioners.
- Any staff injuries should be managed according to the accident and injury policy.
- The child or adult should return to his normal programme, if necessary using strategies to calm him or her first.
- Debriefing should be offered to the staff member involved within a reasonable time.
- Decisions should be made as to whether the BSP and any enhanced risk assessments need updating in the light of the incident.

Training

- Authorised staff will receive relevant initial and refresher training in the use of restrictive physical interventions from Team Teach. Refresher training must be completed annually or at intervals less than 15 months.
- Where a child or adult has an agreed restrictive physical intervention plan which contains an RPI different from the ones routinely taught in Team Teach training, the staff supporting the child will receive training in its use before implementing the programme.
- Where any additional staff training in the use of restrictive physical interventions is identified through staff review (MSD) or through other means this will be provided.

Recording, reporting and monitoring

- For any incident involving the use of restrictive physical intervention a behavioural incident record and Record of Physical Intervention form must be completed within 24 hours.

- An accident record should be completed if there is any injury.
- The completed record with the incident form should be signed off by the appropriate senior staff member in accordance with the school's or service's protocol.
- If the restrictive physical intervention involved seclusion, including holding door handles, a seclusion form must be completed in accordance with the school's or service's protocol.
- The use of all restrictive physical intervention programmes must be regularly reviewed, and monitored for consistency and effectiveness.

Responsibilities

Governing Body

- Ratification and review of policy on the use of restrictive physical interventions.
- Monitoring of implementation of this policy.
- Reviewing reports from the Executive Principal on the incidence of the use of restrictive physical interventions

Executive Principal

- Monitoring of implementation of this policy.
- Ensuring the allocation of internal and external resources (including clinical and counseling) to address the needs of individuals we support and staff with regard to the implications of serious challenging behaviour.
- Ensuring comprehensive record keeping and overseeing the reporting process relating to the use of restrictive physical interventions.
- Ensuring relevant staff undergo training in the use of restrictive physical intervention, with regular refreshers (provided by Team Teach).
- Ensuring that only staff who have training in the use of restrictive physical interventions within the previous 15 months are using them.
- Ensuring termly data is reported to the governing body

Head of School

- Signing off daily incident recording and Restrictive Physical Intervention forms
- Ensuring weekly data is reported to Executive Principal
- Supporting teams in developing risk assessments and plans with regard to restrictive physical interventions – with particular reference to calling for external or internal expert opinion as required.

- Ensuring plans are shared with parents/advocates, purchasers and other interested agencies, and where appropriate with the child or adult concerned, recognising the importance of consent in terms of the fundamental issues of respect and dignity.
- Regular monitoring of such plans.

All Staff

- Working always in the best interests of the child.
- Taking part in training provided in the use of restrictive physical interventions and applying the principles and strategies taught.
- Satisfying themselves that they are clear on what they may and may not do in terms of physical interventions, seeking clarification as necessary.
- Using MSD sessions to confirm their understanding of this policy and to seek further explanation or personal development as necessary.
- Following the recording and reporting procedures.
- Contributing to the development of plans and good practice.

Complaints

Adults, parents, guardians, carers or children and young people have the right to offer comments and refer to the Complaints Procedure in the case of any disagreement in the use of restrictive physical interventions.

Whistle blowing

Employees of the school have a duty to voice any concerns over practice. Please refer to the Policy on Whistle Blowing for further information.

Equal opportunities

Those children for whom restrictive physical interventions are required to support their behaviour will continue to be valued as individuals of merit and worth and will not be discriminated against in any way.

References

Whistle blowing Policy

Code of Practice for the use and reduction of restrictive physical interventions. 3rd edition (2010) BILD

Care Standards Act 2000

Carers Guide to Physical Interventions and the Law (2005) Christina Lyon and Alexandra

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Children's Act 1989

Use of Reasonable Force - Department for Education - www.education.gov.uk
Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties. - Department for Education

Easy Guide to Physical Interventions for people with Learning Disabilities, their Carers and Supporters (2002) BILD, ISBN 1-902519- 973

Education and Inspection Act 2006 (*Part 7, Discipline, Behaviour and Exclusion*).
www.legislation.gov.uk

Good practice in Physical Interventions (2006) Ed Sharon Paley and John Brook, BILD, ISBN 1-904082-742

Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults with who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders' pub Department for Education 2003 - LEA 0242 2003.

Human Rights Act 1998

Mental Capacity Act 2005.

Murphy, G. & Wilson, B. (1985) *Self-injurious Behaviour*. British Institute of Learning Disabilities, Kidderminster. – www.bild.org.uk

Annexe 1

Information to be recorded for each use of a restrictive physical intervention:

- Details of people involved.
- Details of the incident requiring restrictive physical intervention.
- Date, time and location are essential.
- Record the behaviour that necessitated the use of RPI and the type of intervention used, length of time it was used and any injuries.
- A record of any injuries, who was injured and the medical assistance that was provided, offered, or advised. If someone has been advised to seek further medical attention but has declined to do so this should be recorded Record any immediate medical consultation, treatment, hospital visits etc.
- Responses of the person who used the RPI on how effective it was as well the consequences. Was the restraint effective in preventing or reducing harm to others or self-harm? Did it prevent significant damage to property? Did it maintain the child's

safety and dignity?

- The name of the person offering the debrief to staff.
- The views and reactions of the child or adult to whom the restrictive physical intervention was applied.
- Whether the child or adult is aware of the British Institute of Learning Disabilities (BILD) book 'Easy Guide to Physical Interventions for People with Learning Disabilities, their Carers and Supporters'. Was this discussed or shown to them after they had calmed, where appropriate? This can be used as a visual guide to commence discussion on why staff need to intervene.
- Who independently observed and checked the child or adult.
- Whether the child or adult was given re-assurance?
- When parents or others were informed and by whom.

Annexe 13

DRAFT ANTI – BULLYING POLICY

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Introduction

Forty per cent of parents who have a child with autism say their child has been bullied (Bullying and autism spectrum disorders – a guide for school staff).

The Government has made tackling bullying in schools a key priority and the Department for Children, Schools and Families (DCSF) has made clear that no form of bullying should be tolerated. DCSF guidance is set out in *Safe to Learn: embedding anti-bullying work in schools*.

Bullying and Autism

Children with an autism spectrum disorder (ASD) have difficulty 'reading' social situations and knowing how to engage in ever-changing social contexts. They find it hard to predict other people's behaviour and to interpret their body language and expressions to guess what they are thinking or feeling. This makes it difficult for children with an ASD to understand other people's intentions, and makes them an easy target for bullies.

Due to impairments in social understanding and imagination bullying issues are perhaps even more complex for people with ASD. For example a vulnerable pupil may not recognize that they are being bullied and believe themselves to be part of the group because they are paying them attention or asking them to do things for them. Another example may be where a pupil with Autism becomes obsessional about another pupil and targets them in either a positive or negative way.

Additionally due to theory of mind impairments most pupils with autism have very little understanding of the feelings of others it is difficult therefore, to be sure that the behaviour was 'deliberately hurtful'. For example pupil A may frequently shout at pupil B not because he wants to upset him but because he is curious about B's reactions.

Even though a pupil with Autism may not always be intending to bully, his actions are correctly described as bullying and should not be tolerated.

Such issues will be explored through staff training and staff will be trained to understand and address these from an Autism specific perspective

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning

- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedures

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, the use of sanctions may be deployed (see behaviour policy)
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use the following methods for preventing bullying:

- writing a set of school rules
- where necessary signing a behaviour contract
- social stories about bullying
- PSHCE curriculum
- Anti bullying week – activities and events to raise awareness:
 - writing stories or poems or drawing pictures about bullying
 - reading stories about bullying or having them read to a class or assembly
 - making up role-plays (or using KIDSCAPE role-plays)

- having discussions about bullying and why it matters
- Displaying signs saying what to do if pupils are worried, upset or being bullied
- Independent advocate to visit the school and meet with pupils
- Annual staff training prior to Anti bullying week.

Supporting the Victim of Bullying

It is essential that all individuals who have experienced bullying are provided with timely and appropriate support. This may include one or more of the following:

- active listening
- advice
- assertive training
- introducing a named child/ staff member to provide appropriate support

References

Safe to Learn: Embedding Anti-bullying Work in Schools (viewed via TeacherNet website)
 Bullying and Autism Spectrum Disorders (NAS 2009)
 Human Rights Act 1998
 The Disability and the Equality Act 2010
 The Special Educational Needs and Disability Act 2001
 Education and Inspections Act 2007

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Kidscape website	www.kidscape.org.uk
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Acknowledgements: KIDSCAPE bullying guidelines used as a template

Annexe 14

DRAFT MEDICATION POLICY

Introduction

This document will enable all staff involved in the management of The policy closely follows the Royal Pharmaceutical Society (RPS) guidelines: the handling of medicines in social care (October 2007) as this has been adopted as best practice in England, Scotland and Wales

Authority to administer medication

The Head of School is responsible for ensuring that all staff designated to administer medication are fully trained, deemed competent and the appropriate records are kept. Medication must be administered in compliance with:

- the Pharmaceutical Society (RPS)
- the handling of medicines in social care (October 2007).

Training

The Head of School will be responsible for organizing formal training and ensuring training is up to date. Learning will also take place through:

Shadowing

on the job coaching

management support and development meetings

All staff will be trained in the safe storage of medication , including whilst transporting off site. Staff who are tasked with the responsibility of administering medication must be trained and competent to do so, and will be given additional training.

The National Autistic Society provides administering medication training on the NAS e-learning zone. The school will access this training. After completing this training and passing the test of knowledge staff must administer medication under the supervision of an experienced and competent member of staff at least three times before being observed and questioned to check for competency.

Only staff who have been declared as competent can administer medication without supervision. The competency check will be repeated one month after the initial training, and at least annually thereafter in order to demonstrate a continued commitment to safe working practice.

Training must be refreshed at least once every three years. Records of training and competency checks must be kept.

Staff carrying out competency checks must be trained and competent to carry out this task. This will include a half day workshop and an on-line assessment of knowledge.

Again, records showing the outcome of training must be kept.

Training in specialist techniques

Basic training does not cover medicines that use invasive or specialist techniques such as Buccal Midazolam, injections or specialist feeding techniques (percutaneous endoscopic gastronomy (PEG)). Training for specialised techniques must be accessed from a suitably qualified person e.g. a registered nurse in association with a local Primary Care Trust

(PCT).

Staff have the right to refuse to assist with the administration of medication by specialist techniques if they do not feel competent to do so.

Safe Management of Medication

Receipt, storage and stock control

Storage of all medication must comply with pharmaceutical guidelines, current legislation and RPS guidelines.

Drug cupboards must comply with the current British Standard BS2881 (1989). Medication that requires refrigeration must be stored in a designated refrigerator that is secured to a wall. (The cupboard should be secured to the wall, not the fridge). It must not be stored in a fridge designated for food unless it is being stored in a person's own home. (It can be stored in a fridge containing food as long as it is separated from the food e.g. kept on a different shelf, in a sealable plastic container). Evidence must be provided that medicine fridges are regularly defrosted and maintained.

Fridges must be maintained at between +2 and +8 degrees C. and medication cabinets below 25 degrees C. A written record of daily maximum minimum temperatures for storage must be kept.

Controlled drugs must be stored in accordance with the Misuse of Drugs Act 1971 and Safe Custody (Regulations) and all establishments, regardless of whether they stock controlled drugs must have a controlled drugs cupboard which conforms to the Misuse of Drugs Safe Custody Regulations i.e. metal, bolted to a solid wall, secured by rag or rawl bolts, has a specified lock (please see exceptions for outreach, and supported living). (See Controlled drugs below.)

All services must maintain a medicines ordering and receipt record. Oral medicines must be stored separately from all other medicines (creams, lotions, antiseptic solutions etc.) for example, on a different shelf or separated in a suitable container.

Upon receipt, all medicines must be checked and recorded by the person designated by the Registered Manager/Principal. The checking and recording must be witnessed by a second member of staff.

In addition to regular stock checks, all aspects of medication management must be audited at least once a month. Records of audits must be maintained and be available for inspection with evidence demonstrating that they are used to improve working practices. Where the NAS is providing support within a domiciliary/supported living environment and NAS staff have no contractual responsibility for the receipt, storage and stock control of medicines (prescribed or available over the counter) staff nevertheless have a duty of care to ask appropriate questions, diligently observe, and report any concerns to the purchasing authority and/or regulator.

Controlled drugs (CDs)

Guidance regarding controlled drugs is regularly updated and management and staff administering CDs must remain up to date. Recent updates are always available on the Department of Health website at www.doh.gov.uk

Controlled drugs must be stored in accordance with the Misuse of Drugs Act 1971 and Safe Custody (Regulations), the Health and Social Care Act 2008, its associated Regulations and the Essential Standards of Quality and Safety.

All controlled drugs/medicines must be stored in a cabinet that meets with current legislation and inspection guidelines.

Exceptions to secure storage for controlled drugs include medication that needs to be

available in a hurry, these kinds of medications can be kept in the form of a pre-prepared 'rescue pack' with a risk assessment in place should it need to be carried by staff. Rescue packs and their contents should not be immediately obvious to the general public and must be tamper-evident.

All controlled drugs/medicines must be checked and signed in and out by two staff. However, security must not be compromised and no person must miss his or her medication if, in an emergency, there is only one authorised staff member available. A separate record for controlled drugs/medicines (the CD Register) must be kept in accordance with current guidelines. For more information refer to the Department of Health: Safer Management of Controlled Drugs: Changes to record keeping requirements (England only). Oct 2007 revised Feb 2008.

A stock check must be completed and signed by two staff to ensure accuracy each time it is administered. A stock check must also be completed at the end and beginning of each shift for the same reason.

Staff designated to collect controlled drugs from the pharmacy must take identification with them. Identification includes a passport or photo driving licence, or a recent utility bill. NAS identity cards are not acceptable. Collecting staff must take the controlled drugs to their establishment immediately and upon arrival ensure they report immediately to the person designated to maintain the controlled drugs register. Collecting staff names and addresses must be recorded in the controlled drugs register, as must whether or not identification was asked for by the pharmacist.

Key security

An appointed person is responsible for the medication keys. Keys must be kept secured (by a lanyard or similar) to the person at all times. Spare keys may be kept in a suitable and secure location with restricted access. A record of who has had access to the keys must be kept.

Long-term medication

Adults and children taking medicines regularly for long-term conditions must have access to regular health checks and reviews. Some pharmacists can provide this service and everyone has a right to support from a member of the community health team.

Medication to manage behaviour problems

Where medication is used to manage behaviour problems, the prescriber must:

Make and record a full assessment prior to initiating treatment. Appoint a key person to ensure that medication is administered appropriately and communicate all changes to the relevant parties. Assess a person's capacity to consent.

Treatment should be part of a holistic care plan that takes a person-centred approach and involve the person and family members.

As required (PRN) medication must be monitored regularly.

As far as possible, there should be an objective way to assess treatment outcomes (the use of standardised scales is recommended).

Consideration for withdrawing medication and exploring non-medical managements should be on-going and must be documented.

For further information, please refer the National Institute of Clinical Excellence's main recommendations at www.nice.org.uk: and the University of Birmingham guidelines 'Using medication to manage behaviour problems among adults with a learning disability' (September 2006).

Record keeping

A full account of all medication management and administration must be kept. This should include the following:

- Specimen signatures for all staff authorised to administer or witness medication administration.
- A record of all staff training and updates.
- A method to identify the individual (e.g.: photograph).
- Any allergies to medication.
- A medication profile detailing how a person prefers to take their medication.
- Stock levels and disposals.
- A record of all medication administration (the MAR sheet).
- Written Protocols for the use of 'as required' prescription medication (PRN)
- A homely remedy protocol agreed with the GP or parent for over the counter medication.
- Daily record of maximum/minimum temperatures within the fridge and medication cabinet.
- The controlled drugs register.
- A record of medication errors and their outcome
- Relevant risk assessments.
- A record of information given to the individual about the medication they are taking which must be at their level of understanding
- Monthly audits of medication management.

Risk assessments, consent and a medication plan for those who are administering their own medication with a procedure in place should they become unable to self administrate. For those self administering medication, a record must be kept of when that person took their medication or was prompted to take it.

The medication administration record (MAR) sheet

Pharmacy delivery systems will normally provide a printed MAR sheet. On delivery, the MAR sheet must be checked for accuracy and signed by 2 staff. There may be occasions when the MAR sheet needs to be amended or written by hand (for example, if a dose changes or a new medication is acquired from another source)

Written entries must be in black ink and legible.

Crossings out must be a single line only, initialled, and the reason for the crossing out entered on the back of the MAR sheet.

Amendments to the MAR sheet must be witnessed and signed by 2 staff as accurate.

Frequency of dose must be written in words.

The route to be given must be evident on the MAR sheet

Administration

Administration should be seen as a single process i.e. the person taking out the medicine from the bottle or pack shall be the person who gives it to the individual and signs the administration chart afterwards. Only trained staff may prepare and administer medication. With the exception of homely (over-the-counter) remedies, only medicines prescribed by a GP, Responsible Clinician or other qualified person (for example, Nurse prescriber, dentist etc.) may be administered to individuals.

In schools and Outreach Services where medicines are provided by parents or guardians for NAS staff to administer, staff must only accept medicines that have a British Pharmacy

label and instructions for administration are both clear and in English. The administration of a medicine which is not licensed in the United Kingdom is unacceptable. Where an individual is self-administering homely remedies, qualified advice must be taken as to implications for the administering of prescribed drugs.

To reduce the potential for medication errors and to show best practice, the administering of medication must normally be witnessed by a second person that has been assessed as competent to witness. However, no one should miss his or her medication if a second competent person is not available or the safety of other residents is compromised.

Ultimate responsibility remains with the administering person and not the witness. There must be a clear, accurate and immediate record of all medication administered or in the case of self medication, when a person was prompted to take it.

Staff must know the therapeutic use of the medication to be administered, its normal dosage, side effects, cautions and contra-indications.

Any apparent discrepancies relating to or confusion over the prescription, GP advice or medication label must be reported to the Head of School and Executive Principal and clarification sought before the medication is administered.

The prescribing clinician must be contacted without delay where contra- indications to the prescribed medicine are discovered and/or where the individual develops a reaction to the medicine.

PRN medicines

PRN medicines are prescription medicines that are administered when required. The individual's GP must provide comprehensive written instructions which give guidance regarding the following:

- The exact circumstances in which medicines are to be administered so that the medication will be given in similar circumstances by all staff.
- Medicine dose/strength.
- Method of administration e.g. oral, intramuscular.
- Frequency or repeatability.
- Maximum dose to be administered in any specific period.
- The level of monitoring or supervision required.
- Whether the GP or Responsible Clinician (RC) needs to be informed before or following administration.

Full details should be recorded in the support plan and an example of a detailed person-centered PRN protocol is included in the appendices.

Homely remedies

Homely remedies are medicines which can be purchased without a prescription. They are also known as "over the counter medicines".

A homely remedy protocol must be in place, In the interest of safety it is essential to discuss and agree the list of homely remedies with the individual's GP to prevent interaction with other medicines that they may be taking.

Each homely remedy medication must have its own protocol stating:-

- The exact circumstances in which medicines are to be administered so that the medication will be given in similar circumstances by all staff.
- Medicine dose/strength.
- Method of administration e.g. oral.
- Frequency or repeatability.

- Maximum dose to be administered in any specific period.
- When to contact the GP if the symptoms persist.

The protocol must also have a record of all homely remedies administered, this also acts as an audit and a record of the homely remedies administered which must also be recorded on the back of the MAR sheet.

Advice regarding medicines to be used as homely remedies is also available from all pharmacists and the local PCT.

Some people may wish to purchase their own homely remedies and may need assistance in assessing their safety and suitability.

Attention must be paid to additional risks and interactions of vitamins, supplements, herbal products and traditional Chinese medicines, products bought on the internet, and products used on the skin that may enhance photo-toxicity (for example, topical antiseptic preparations and some essential oils).

Suitable and safe arrangements for storage must also be made, based on a robust risk assessment, for staff bringing in medication for their own use. Where the person is a child i.e. aged 16 or under, parental consent must be obtained for the administration of household remedies.

Disposals

There must be a suitable and safe system to dispose of unwanted over-the-counter medication within a reasonable time and disposals must be recorded and countersigned by two members of staff.

Prescription Medicines for disposal must remain in the medicines cabinet until they can be handed to the pharmacy for disposal.

Covert medication

The covert use of medication is only acceptable in exceptional circumstances –for example, if it has been assessed to be in the best interests of the person to do so, or there has been an assessment to establish their lack of capacity to make specific decisions about their medication.

This must be agreed and reviewed by the prescribing clinician together with the multidisciplinary team (including an advocate wherever possible) and such administration of medication can be clearly justified and demonstrated to be essential to the well-being of the individual and to meet duty of care requirements.

Where covert use of medication is approved, there must be a written plan and procedure in place, specific to the individual concerned. This course of action must be reviewed at least three monthly by all those who reached the original agreement. Any communication regarding the covert administration of medication must be fully documented.

All cases of covert use of medication must also be notified to the external regulators, to any independent advocate, and (in the case of children) to parents.

Covert use of medication must never become routine, and regular attempts must be made to encourage the individual to take their prescribed medication.

Staff are potentially committing a criminal act if they give medication covertly to a person who has the capacity to consent (see Consent below)

Omissions

Medication can be omitted for various reasons, for example, vomiting or concerns regarding side effects. Staff are not allowed to decide to omit a medication without first obtaining advice from the prescribing person, GP or NHS direct. The advice received must

be witnessed and recorded (see receiving new instructions).

Errors

Medication errors can be prevented through appropriate education and training and effective support. When an error is made, the immediate safety and welfare of the individual is paramount. For reasons of the individual's safety, it is important that all errors are reported and the action taken recorded.

Establishments must have a way of recording medication errors and be seen to be acting upon them to improve practice. Experience has shown that staff will cease to report drug errors if disciplinary action is taken the first time an error is made but each case must be regarded separately and taken into account.

When a medication error has occurred, the person needs to complete the medication error form and send this to the Executive Principal and Head of School.

It is also vital that noise levels and distractions are kept to a minimum when medication is being prepared, administered and recorded.

In case of an individual being given medication that is deemed to be in error, the prescribing clinician must be contacted immediately for advice, or in their absence, a duty Doctor, NHS Direct or NHS 24. The Executive Principal, Head of School and the parents, must also be informed and an investigation must follow as soon as possible to determine how the error happened and appropriate preventative action must be taken. For more assistance on managing medication errors consistently in a learning disability service, the National Patient Safety Agency has developed the Incident Decision Tree (<http://www.npsa.nhs.uk>).

New instructions

New verbal instructions for a previously prescribed medication may be acceptable in certain situations, for example where changes to the dose or frequency are considered necessary but attendance by the prescribing clinician may not be possible at that time. When receiving instruction over the phone, staff if possible should put the prescribing person on speaker phone so two staff can hear and record the instructions or you must ask the prescribing person to repeat the instruction to a second member of staff with the instructions recorded, compared for accuracy. Any changes must be marked on the MAR sheet and signed by both staff members. Faxed confirmation from the prescriber must follow within 24 hours or as soon as possible afterwards and be fixed to the MAR sheet or medication care plan.

Consideration must be given to confidentiality when receiving confirmation, for example, erasing voice mail messages or texts after recording the content.

Medication safety and recalls

All services must have access to a system for dealing with product recalls (Drug alerts issued by the MHRA).

Ethnic and cultural considerations

Medication must always be managed with consideration to a person's ethnic and cultural beliefs. For example:

- Vegetarian capsules for people not wishing to take gelatin capsules (an animal product).
- Some may prefer medication given to them by a person of the same gender.
- Medication may have to be given at certain times to respect religious and cultural preferences

- Some cultures regard certain substances as ‘unclean’. For advice and further information, please refer to www.islamset.org/bioethics/index.html

Death of an Individual

In the event of the death of an individual, all medication must be kept for a period of seven days as it could become part of an investigation.

Residential visits, day trips and transporting between home and school

- Medication must be sent in the original container
- All transfers and receipts must be recorded and staff involved in the transportation of medication must be appropriately trained.
- A risk assessment must be completed detailing arrangements for safe and secure transport and storage at the destination
- Administration whilst out of school will follow this policy.

Complementary and alternative therapies

All professionals who practice the use of such therapies must have undertaken accredited training based on National Occupational Standards, have current membership of a recognised professional association and possess current indemnity insurance. The appropriateness of the therapy must be taken into account, in relation to not only the individual’s condition but also any existing treatment. It is the professional responsibility of the therapist to provide evidence of permission for treatment from the GP if a person is undergoing medical treatment.

Guidance:

Office for Standards in Education, Children’s Services and Skills (Ofsted) at www.ofsted.gov.uk

Department for Education and Skills: Managing Medicines in Schools and Early Years Settings. March 2005/Amended (Nov 2007).

Statutory requirements:

The school will adhere to the following:

The Medicines Act 1968.

The Misuse of Drugs Act 1971.

Misuse of Drugs Regulations 1985 (Possession and Manufacture of Controlled Drugs).

Misuse of Drugs (Safe Custody) (Amendment) Regulations 2007

Article 3 of the Human Rights Act 1998

Appendix A

PRN Protocol

Name:

Name of the Medication:

Used for:
Symptom's / behaviour which might indicate use:
Dose to be given:
Frequency to be given:
Max dose in 24 hours:
Method to be given:
Side effects to look out for:
Any other comment's (for example informing GP after use):
Signed by Manager:
Date:
Signed by GP or prescribing doctor:
Date:

Appendix B – Medication Error Form

Date of incident
Reported by
Name of Service
Type of Medication Error (delete non- applicable options)
Missed medication – staff error Medication given to wrong person Double dose of medication given Family error
Expired medication given Misuse of PRN Other
Description of Incident
Adverse Effects for Service User
Action taken by Manager (proposed action to be taken to safeguard against future incidences e.g. retraining, staff sanction, GP review)

Annexe 15

DRAFT ATTENDANCE POLICY

Purpose

The aim of the policy is to encourage pupil/students to attend school regularly and take full advantage of the opportunities available.

Scope

Regulations set out by the DfE, mean that the school has to provide precise information of the numbers of pupils in school for morning and afternoon sessions, authorised and unauthorised absences this information has to be reported to the DfE annually.

Introduction

Pupil/students with a diagnosis of an autistic spectrum disorder and related conditions may be extremely vulnerable in terms of lack of understanding of their own safety, and the significance of school rules relating to absconding.

The school places high importance on training and awareness for staff regarding matters of safety security and support for pupils.

Parents have the prime responsibility for ensuring that registered pupils of compulsory school age attend school regularly. The school will encourage a good working relationship with parents/carers and will publicise the arrangements for notifying absence.

The attendance of all pupils will be monitored and should there be concerns regarding the safety or welfare of a pupil by their absence both Education and Social Services will be contacted immediately and Safeguarding Procedures will be activated. The school will support parents/carers as necessary.

Schools have a duty to provide precise information of numbers in school, morning, afternoon and unauthorised absences.

Equal Opportunities

The admissions policy will promote equality to all pupils regardless of disability, ethnic background, language, culture, faith.

Absconding

Pupil/students with a diagnosis of an autistic spectrum disorder and related conditions may be extremely vulnerable in terms of lack of understanding of their own safety, and the significance of school rules relating to absconding. The school places high importance on training and awareness for staff regarding matters of safety security and support for pupils.

Pupils in risk of absconding will have an individual risk assessment and Access to Learning Plan that will detail procedures and strategies for prevention / reduction.

School refusal

It is not uncommon for pupils with Autism to experience higher levels of anxiety and mental

health problems. This in turn can increase the likelihood of school refusal. This is particularly compounded by this groups difficulties with transition and becoming fixed in routines and can result in school refusal becoming a very embedded behaviour that is difficult to break. Therefore, in such cases it is essential for school refusal to be taken extremely seriously and a response plan formulated and agreed promptly. This plan will require the school to have a flexible approach and where necessary look at adapting the curriculum in order to motivate the pupil to attend school.

Registers

1. Two registers will be maintained:
 - admissions register (known as school roll)
 - attendance register
2. The education authority will be kept informed of any pupil who fails to attend the school regularly or who has been absent for a continuous period of 10 days or more. This does not however apply to sickness, authorised leave of absence or dual attendance.
3. Registers will be marked at the beginning of the morning and afternoon session and will be returned to collection points by times agreed in individual schools.
4. Staff should endeavour to mark the registers accurately corrections must be made in such a way that the original entry and the correction are clearly distinguishable.
5. If a pupil is absent without explanation when the register is called, school staff should contact the parents/carers on the same day wherever possible.
6. Staff attendance should be recorded on the appropriate sheets.
7. The school will maintain accurate and up to date registers in accordance with the DFE document: Pupil Registration: Regulations and Guidance (2011)
8. Registers must be completed as follows:-

Present	Absent	Late
Red Biro (^)	Black Biro (0)	Red Biro (L)

The inside cover of the register will contain codes for different types of absences

References

Commission for Healthcare Audit & Inspection (CHAI)
Commission for Social Care Inspection (CSCI)
Department for Education and Skills website (2011)
Department for Education and Skills (2007) Ensuring Children's right to Education
DFE (2011) Pupil registration: Regulations and Guidance

Annexe 16





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