



Department
for Education

Free school application form 2014

Special (updated March 2014)

Forest Bridge School

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 4 April?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	<input type="checkbox"/>	<input type="checkbox"/>

<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: special.fsapplications@education.gsi.gov.uk within the window below?</p> <ul style="list-style-type: none"> ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	<input type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input type="checkbox"/>	<input type="checkbox"/>

**Independent schools include existing alternative provision and special school institutions that are privately run*

*** If your application is larger than 9MB please split the documents and send two emails*

<p>Section I of your application</p>		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input type="checkbox"/>	<input type="checkbox"/>

Declaration

****This must be signed by a company member on behalf of the company / trust****

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

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

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

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

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

Signed:

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

Print name:

Date:

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

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

Section C: Education Vision

Section C1

Forest Bridge School is a proposed special free school for children and young adults with a primary diagnosis of autism. It will cater for children from the age of 4 up to the age of 16 and will be based on EYFS and the National Curriculum. The aim of the school is to provide a suitable environment, high level of therapeutic support and excellent teaching provision to allow pupils with autism to achieve their full potential and to make the most of their intelligence, focus and skills. Forest Bridge School will help each pupil that leaves the school to progress into training, employment or further education. We aim for each pupil to make above expected levels of progress in Reception and each Key Stage of the National Curriculum and to leave the school with either GCSEs or equivalent qualifications.

Why is a special free school for pupils with autism needed?

The National Picture

In 2013 a report by the NASUWT found that 60% of teachers in England do not feel they have adequate training to teach children with autism.¹ With 35% of teachers thinking it has become harder in the last twelve months to access specialist support for children with autism.²

Although the total number of children identified as having Special Educational Needs (SEN) is falling, the number of children identified with autism is increasing.³

In a recent survey of 500 families, by Ambitious About Autism, 23% reported their child with autism had been formally excluded within the previous 12 months. 4 in 10 of these had been subject to unofficial and illegal exclusion in that period.⁴

Pupils with a statement of SEN are eight times more likely to receive a permanent exclusion than those pupils without SEN.⁵

Exclusion costs children dearly in terms of their educational progress and well being.⁶ The lifetime cost to the state of a single permanent exclusion is estimated to be £65,000.⁷

The most common reason for exclusion was persistent disruptive behaviour, accounting for 33% of permanent exclusions and 24.1% of fixed period exclusions.⁸

¹ NASUWT Support for Children and Young People with Special Educational Needs (June 2013)

² *ibid.*

³ Department for Education (2013) Special Educational Needs in England

⁴ 'Understanding Exclusion' survey conducted by Ambitious About Autism July 2013.

⁵ Department for Education (2013) Permanent and fixed period exclusions from schools and exclusion appeals in England 2011/2012

⁶ Office of the Children's Commissioner (2012) They never give up on you

⁷ Brookes M, Goodall E and Heady, L (2007) Misspent Youth: the costs of truancy and exclusions – a guide for donors and funders. New Philanthropy Capital

⁸ Department for Education (2013) Permanent and fixed period exclusions from schools and exclusion appeals in England 2011/2012

Challenging behaviour in children and young adults with autism is often the result of a lack of support in being able to communicate effectively, struggling with comprehension⁹ or a response to environmental stimuli.

42% of parents and carers of children with autism report that their child often tells them they are being bullied at school. 74% say their children find break or lunch times particularly difficult or frightening.¹⁰ For children with autism, bullying behaviour often stems from the differences between them and other children in school – in the way they speak, look or act, or how they are treated by adults.¹¹

23% of pupils with autism achieved 5A*- C grades at GCSE including English and Mathematics in 2011/2012, a decrease of 0.6% from 2010/2011.¹²

58.8% of all pupils achieved 5A* - C grades including English and Mathematics an increase of 0.6% since last year.¹³

These statistics show that while most pupils are achieving a decent number of GCSEs, and that percentage is increasing, for pupils with autism the opposite is true.

Department for Education figures show that 9% of pupils with no special needs did not go on to further/higher education, employment or training when they left school. 16% of pupils with a statement of SEN did not go on to any form of further education, employment or training when they left school.¹⁴

6% of young people who are not in education, employment or training cited health or disability issues as a barrier to engaging in education or training.¹⁵

All of the research referenced here shows that children with autism are less likely to succeed than those without, in both achievement, future success and with their experience of their current school environment.

With the lack of training for teachers in mainstream environments, and the profound affect this has been shown to have on outcomes for children with autism, it is absolutely vital that children with autism have an opportunity to be taught in a school which is tailored for their needs, that will create a supportive and nurturing environment, and that will develop and adapt the teaching to ensure that each pupil achieves their maximum potential.

⁹ 'Understanding Exclusion' survey conducted by Ambitious About Autism July 2013.

¹⁰ ibid

¹¹ Are schools delivering for children and young people with autism? Ambitious About Autism School Report 2013.

¹² Department for Education (2013) GCSE and Equivalent Attainment by Pupil Characteristics in England 2011/2012

¹³ Department for Education GCSE and Equivalent Attainment by Pupil Characteristics in England 2010/2011

¹⁴ Department for Education Destinations of KS4 and KS5 pupils by Characteristics 2010/2011

¹⁵ BIS Motivation and Barriers to Learning for Young People not in Education, Employment or Training (2013)

The local picture

Since launching the Forest Bridge School website and visiting local autism support groups we have attracted over 70 registrations of interest for our school and numerous emails from parents of children with autism (See Section E for more details).

For example:

“ [REDACTED] ”

“ [REDACTED] ”

As a Founder Group the majority of parents involved have children with autism. Some of us are struggling to find somewhere for our children to start school, others are struggling with their children who are in mainstream provision. At the moment we face a difficult decision; send our children to a general special school, send them to mainstream with varying levels of support and expertise, commit them to an out of borough specialist provision with long journey times.

Our local offering

We are proposing to set up Forest Bridge School in the Royal Borough of Windsor and Maidenhead (RBWM). At the moment RBWM has one special school in its boundaries called Manor Green. It educates pupils with learning difficulties between the ages of 2 and 19. The pupils have a wide variety of needs, autism and communication difficulties, profound and multiple learning difficulties, severe learning difficulties and sensory impairments. At the moment the school has 200 pupils and is oversubscribed (See Section E).¹⁶ They teach a very reduced curriculum and most students are on P Scales.

RBWM also has five Resourced Units attached to mainstream schools. The Units are not self-contained classes within the School. They are administrative, pastoral and teaching bases that support pupils in ordinary lessons alongside the mainstream pupils in the school. Of the five Resourced Units in RBWM only one is for pupils with autism and it is for 15 secondary age pupils.

There are a total of 710 pupils in RBWM who have a statement of SEN. 61% of those children attend mainstream schools. 10.9% attend schools outside of RBWM.¹⁷ The number of pupils in RBWM with a diagnosis of autism and a statement is 226.¹⁸ Of those pupils 56 are placed at independent and non-maintained special schools.

According to data collected by the Department for Education¹⁹, in Windsor and Maidenhead 12% of pupils with a statement of SEN at KS4, did not go on to education, employment or training. In a

¹⁶ A Review of needs and provision for children and young people with special educational needs in the Royal Borough, prepared by the Royal Borough of Windsor and Maidenhead, 22 January 2014 (RBWM 2014 SEN Review).

¹⁷ Ibid RBWM 2014 SEN Review

¹⁸ Ibid RBWM 2014 SEN Review

¹⁹ Department for Education Destinations of key stage 4 and key stage 5 pupils by characteristics: academic year 2010 to 2011

recent review of the Education Standards of the Academic Year 2012-2013²⁰ the RBWM presented the following key statistics for children with statements of SEN in the Borough:

- 12% of children with a statement of SEN attained Level 4+ Reading, Writing and Maths at Key Stage 2. 2% below the National Average
- 8% of children with a statement of SEN attained 5+ A* to C grades including GCSE English and Maths at Key Stage 4 in 2012, rising to 20% in 2013. National figures for pupils with autism were 23% for 2011/12.

The recent SEN RBWM report makes the following comment:

“These pupils may or may not have significant learning difficulties. Some may have challenging behaviours. Such pupils require different specialist provision.....the expertise and curriculum required for autistic pupils who are capable of sitting public examinations will be very different from the expertise and curriculum required for those whose abilities are below the lowest levels of the National Curriculum. It is likely to be impractical to try and educate both on the same site and in practice, pupils attend a school appropriate to their individual requirements.”²¹

RBWM has already recognised the need for a school for those with autism and makes it clear that the general SEN provision of a school like Manor Green is not always suitable for children with autism, who do not have learning difficulties, who can sit public exams with the right support. RBWM, and surrounding Boroughs have made it clear in their indicative numbers and projected numbers for places at Forest Bridge (see Section E for more detail) that there is a need for the type of provision that our school will provide and that the need will increase in the coming years.

Parents in RBWM are, therefore, at the moment faced with a choice of:

- placing their children in mainstream education, which data (From Ambitious About Autism) would suggest leads to poor outcomes, exclusion and bullying;
- placing their children in a general special school (Manor Green) which RBWM itself has recognised is not always a suitable environment for those who can access the National Curriculum and sit public exams;
- placing their child in a special school for those with autism outside of RBWM. This will take them to schools such as Thames Valley School in Reading or St Dominic’s in Surrey, which will require anything up to a three-hour round trip journey time. This type of journey would be difficult for any child but for one with autism it is particularly challenging. It also means that children are being educated away from their community, friends and siblings;
- placing their child in an independent or non-maintained school. This option has financial implications for those who cannot afford school fees and also for RBWM if it is paying additional costs for a facility because it has no suitable provision within its borders. The RBWM paper shows that each child in an independent or non-maintained school, who has a

²⁰ Standards and Quality of Education in Royal Borough Schools – A Review of the Academic Year 2012-2013. Paper considered by Cabinet on 27th March 2014.

²¹ *ibid* RBWM 2014 SEN Review

diagnosis of autism (not severe) costs on average £50,574 per year to school, not including travel costs.²²

What will make Forest Bridge School different to current local provision?

Forest Bridge School will have a maximum of eight children per class. With a staff ratio level of 1 adult to 2 children.

Each child will have an individualised education plan (BASE plan – see Section D1 for details) that will be developed in conjunction with parents, carers, therapists and classroom teachers to ensure that strengths are maximised and any challenges are being met with appropriate strategies.

The school environment will be designed specifically for pupils with autism with break out rooms, plenty of space, appropriate lighting and sound absorbers. We will also be careful in the selection of materials for wall and floor coverings to create the most inoffensive environment for pupils who may struggle with hypersensitivity to sensory input.

As pupils with autism show a tendency towards mathematics, science, D&T, ICT and art, we will take great care to provide outstanding quality teaching in these areas, with appropriate facilities on site. We believe the highly individualised learning plans we will develop for each pupil, along with Early Intervention strategies in EYFS and Key Stages 1 and 2, will give pupils with autism a chance to access the benefits of the National Curriculum by removing the barriers to learning they often have: problem behaviours, sensory issues, social and emotional communication difficulties. We will develop links with local schools and colleges to provide more specialised teaching if we have children who are gifted and talented in certain areas, require more in-depth educational input or show an aptitude or desire to pursue a clear vocation in their lives (See Section D1 for details).

Pupils with autism are known to thrive in a computerised environment, so we will strive to provide each child and tutor with access to an iPad or tablet (See Sections G), for use throughout the school day to take advantage of the growing number of educational technologies now available. Other technologies such as Skype can be used to aid communication and enhance lessons, accessing specialist subject teachers and pupils at schools around the world.

We will also use software applications such as E-data and Obswin to monitor and track performance in class. This will allow for very careful analysis of each pupil's progress and also allow for regular communication of information to parents by email.

As we aim for 87.5% of pupils to leave Forest Bridge School and enter training, employment or further/higher education, we will place great emphasis on building links with local businesses to promote the very valuable skill set of our pupil cohort, particularly in the areas of science and ICT. At capacity we will have a dedicated Transition and Job Coach to help each pupil develop a plan, in conjunction with local businesses and colleges, to ensure that they will be leaving the school to enter into appropriate education, employment or training (See Sections D and G.) We will also place emphasis on providing training to pupils on social and emotional communication, 4D sensory room to

²² ibid RBWM 2014 SEN Review

help with anxiety about new experiences and environments, work placements, outreach, relaxation techniques and practical life skills to help pupils thrive outside of the school environment (See Section D for more details).

Aims and Outcomes

By structuring the school appropriately we will eliminate the difficulties faced by children with autism in mainstream and general special needs schools; poor performance, behaviour/exclusion, bullying and poor outcomes.

With regards to performance, the individual behavioural programme of education will play to a pupil's strengths, in a less 'stressful' environment through smaller classes, with support and highly specialised classroom teachers that will have a profound effect on a pupil's ability to access their education.

From the many schools we have visited we have seen the effect that all of these factors have on academic performance and how much pupils with autism can achieve and thrive.

Many unwanted behaviours related to autism stem from environmental factors, sensory issues or anxiety. Our therapies team will work closely with teachers and classroom tutors to assess and understand why challenging behaviours occur (functional assessment/Applied Behaviour Analysis (ABA/VB²³)) and carefully design and implement interventions that address such functions, for example, teaching alternative and appropriate methods of communication, breaking down tasks into easier units to teach. An atmosphere of achievement will be generated through the reinforcement of all positive behaviours and successes.

We will make sure that pupils are given support to help them to recognise their levels of anxiety and strategies to cope with them, with a well-thought out environment reducing the sensory issues that can cause unwanted behaviours.

If behaviours are seen to be due to a lack of understanding of classroom work, or frustration at communication difficulties, then ABA/VB strategies will be used to breakdown tasks into smaller pieces, praise success and positive behaviours (See Section D1 and D2 for more details).

All of these factors should help to reduce challenging behaviour and, therefore, exclusion should not be necessary.

²³ ABA is a research supported intervention method for children and young adults with autism. See following research papers for explanation of results: Intervention for optimal outcomes in children and adolescents with a history of autism (J Dev Behav Pediatr 0:1-10, 2014) Alyssa J et al; Using Participant Data to Extend the Evidence Base for Intensive Behavioural Intervention for Children With Autism (American Journal on Intellectual and Developmental Disabilities 115, 381-405, 2010) Eldevik S et al; Early Intensive Behavioural Intervention (American Journal on Mental Retardation, 112, 418-438, 2007) Remington B et al; Randomized, Controlled Trial of An Intervention for Toddlers With Autism (Pediatrics, 125, e17-e23 2010) Dawson G et al.

A key aim of Forest Bridge School will be to create a haven for pupils with autism, where they feel understood and supported. This will help to foster an atmosphere of acceptance so that pupils feel able to discuss past experiences and understand the ways in which they can cope in the future.

Older children will be supported in developing more sophisticated personal, social and emotional skills such as looking after their personal belongings, planning their homework, monitoring their own behaviour, recognising deception, knowing who they should and shouldn't listen to, understanding their own emotions (including learning strategies to predict triggers) and techniques for calming themselves if needed. A common risk factor for children on the Aspergers' end of the autism spectrum is to have self-esteem issues and anxiety, often due to being more aware of their own differences. These areas of concern will be addressed with each child being made aware of their many strengths, with a focus on building on their own skills and passions, alongside supporting their difficulties. One of the key aims for our children is for them to develop into confident, happy and independent young people, and this will be encouraged and reinforced throughout Forest Bridge School.

Again we found on our visits to other schools that an open, supportive atmosphere worked incredibly well for increasing confidence, and also helped pupils with autism to form friendships, as they felt accepted and understood by the staff and other pupils.

Developing links with the community around the school, local businesses, and creating enterprises of our own, will be a major part of the secondary school focus, so that pupils develop not only academic skills but the social and life skills needed to flourish. This may take the form of a catering kitchen and on-site café, or DT workshops and shop, so again pupils will be able to gain skills and vocational qualifications in a safe, supportive environment.

Summary of Key Targets

- 87.5% of school leavers in further education, employment or training;
- 60%/45%/65% of pupils at KS1 achieving Level 2+ in Reading, Writing and Mathematics;
- 93% of pupils make at least two levels of progress in English and Mathematics at KS2, and that 35% of pupils make accelerated progress of three levels;
- Pupils will be expected to make at least two levels of progress against National Curriculum levels during KS3;
- 45% of pupils gain the equivalent of five+ A*-C GCSEs, including English and Mathematics.

Conclusion

At the moment, parents and carers of children with autism in the RBWM face little choice when it comes to finding educational provision for their children. There is either: mainstream schools, a general special school or a long journey out of Borough for a more appropriate specialist school setting.

The RBWM has acknowledged in its own research that there is a lack of suitable provision in its borders and this has been comprehensively supported by our own research, numbers of registrations of interest and anecdotal evidence from local parents.

The Forest Bridge School will provide an innovative and creative educational environment, with full support that will not only educate but also enable pupils with autism to achieve and thrive in preparation for the next stage of education, training or employment.

Section D: Education plan – part 1

Forest Bridge School is a proposed special free school for children and young adults with a primary diagnosis of autism. It will cater for children from the age of 4 up to the age of 16 and will be based on EYFS and the National Curriculum.

The table below, provides the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Coloured blocks show where two year groups will be taught together in the first two years.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Reception		6	8	8	8	8	8	8	8
Year 1		4	6	8	8	8	8	8	8
Year 2		4	6	6	8	8	8	8	8
Year 3		4	6	8	8	8	8	8	8
Year 4		4	6	6	8	8	8	8	8
Year 5		4	6	6	8	8	8	8	8
Year 6		4	6	6	8	8	8	8	8
Year 7		4	4	6	8	8	8	8	8
Year 8		4	4	6	8	8	8	8	8
Year 9			6	6	8	8	8	8	8
Year 10				8	8	8	8	8	8
Year 11					8	8	8	8	8
Totals		38	58	74	96	96	96	96	96

Section D: Education plan – part 2

The table below provides details about each subject and any enrichment/out-of-hours activities in the planned curriculum.

Key Stage 1 – 22.5 hours weekly

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	3 hours 45	Mandatory	
Maths	3 hours 45	Mandatory	
Science	3 hours	Mandatory	
Art and Design	1 hour 30	Mandatory	
Computing	1 hour 30	Mandatory	
Design and Technology	2 hours 15	Mandatory	
Geography	45 mins	Mandatory	
History	45 mins	Mandatory	
Music	45 mins	Mandatory	
PSHE (including RE and PE)	3 hours 45	Mandatory	
Enrichment Activities	45 mins	Mandatory	These will be activities on Lesson 6 on Friday afternoons.

Key Stage 2 – 22.5 weekly

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	3 hours 45	Mandatory	
Maths	3hours 45	Mandatory	
Science	3 hours	Mandatory	
Art and Design	1 hour 30	Mandatory	
Computing	1 hour 30	Mandatory	
Design and Technology	2 hours 15	Mandatory	
Geography	45 mins	Mandatory	
History	45 mins	Mandatory	
Music	45 mins	Mandatory	
PHSE (inc RE and PE)	3 hours	Mandatory	
Foreign Languages	45 mins	Mandatory	
Enrichment Activities	45 mins	Mandatory	These will be activities on Lesson 6 on Friday afternoons.

Key Stage 3 – 22.5 hours weekly

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	3hours 45	Mandatory	
Maths	3hours 45	Mandatory	
Science	3hours	Mandatory	
Art and Design	1 hour 30	Mandatory	
Computing	1 hour 30	Mandatory	
Design and Technology	2 hours 15	Mandatory	
Geography	45 mins	Mandatory	
History	45 mins	Mandatory	
Music	45 mins	Mandatory	
PHSE (inc RE, PE, Citizenship and Sex and Relationship Education)	3 hours	Mandatory	
Modern Foreign Languages	45 mins	Mandatory	
Enrichment Activities	45 mins	Mandatory	These will be activities on Lesson 6 on Friday afternoons.

Key Stage 4 – 22.5 weekly

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	3 hours 45	Mandatory	
Maths	3 hours 45	Mandatory	
Science	3 hours	Mandatory	
PHSE (inc RE, PE, Citizenship and Sex and Relationship Education)	1 hour 30	Mandatory	
Computing	45 mins	Mandatory	
Options 1	4 hours 30	Voluntary	Accessed via BCA or East Berkshire College
Options 2	4 hours 30	Voluntary	Accessed via BCA or East Berkshire College or internally
Enrichment Activities	45 mins	Mandatory	These will be activities on Lesson 6 on Friday afternoons.

The Curriculum Overview

Forest Bridge School is aiming to teach the National Curriculum to its pupils, in classes of no more than eight, at approximately age appropriate levels. Although children and young adults with autism often face many barriers to learning (sensory processing issues, social and communication difficulties, behavioural problems) that does not mean that they are unable to learn. We have seen numerous examples of schools where, when given appropriate support, pupils with autism have thrived.

We believe that the balanced and broad base of the National Curriculum will be appropriate for our cohort of pupils. However, it needs to be taught in a way that is motivating, highly individualised and with input from different specialists to ensure that pupils, even if they hit certain targets, are actually learning 'the best that has been thought and said'.

Preparing pupils at the school for later in their life will be one of the key driving forces behind the education they receive, particularly through the use of behavioural therapy (positive teaching strategies derived from Applied Behaviour Analysis), practical life skills lessons and enrichment activities. Personal, Social and Health Education (PSHE) will be constantly emphasised during allocated time, and during subject lessons.

Forest Bridge will be a teacher led environment, with qualified teachers setting the academic plan and targets for the classes (of between 6-8 pupils). The teachers will be supported by senior tutors (1 per class), tutors (2 per class), speech and language therapists, occupational therapists and highly qualified behavioural specialists at supervisor level (1 per 10 pupils)

The senior tutors, tutors and supervisors will all be trained (and many qualified) in the principles of Applied Behaviour Analysis (ABA.) Their role will be to develop and implement individual autism-specific programmes for each pupil to help them to access as much of the National Curriculum as possible and to promote their learning and development of functional life skills and to address challenging behaviour. These will be worked on either 1:1, in small groups or within the class, depending on the target and stage of the pupil.

Targets will be discussed in more detail in Section D2. However, in overview, each child will have an individual education plan (BASE plan), that we would expect to follow similar predicted improvements in levels, as those in mainstream environments. These programmes will be monitored in line with the Ofsted framework and national measures in relation to levels of progress against the National Curriculum.

In addition, pupils' behaviour and functional life skills development will be monitored using the Assessment of Basic Language and Life Skills – Revised (ABLLS-R) (see later), Verbal Behaviour Milestones Assessment and Placement Programme (VB MAPP) and Vineland Adaptive Behaviour Scales (VABS.) These tools will provide for the constant setting of objectives and monitoring of attainment. The VB MAPP or ABLLS-R will be monitored fortnightly, and the Vinelands six monthly, by one of the supervisors.

Targets from the National Curriculum, ABLLS-R and the VB MAPP will be put into an individualised plan for each pupil and a set of targets will be given for each six weeks of the school year. These 'BASE' charts will contain **B**ehavioural, **A**cademic, **S**ocial and life skills and **E**nrichment targets for both school and home. They will be displayed prominently in the classroom and shared with parents. As pupils move up the school they will become more involved in the development of these plans and take more ownership of their time and their achievements.

Pupil attainment and progress will also be monitored by the Senior Leadership Team (SLT) and a sub-committee of the Governing Body.

Currently 84% of KS4/KS5 SEN pupils nationwide transition into further education, employment or training.²⁴ Our aim is to have 87.5% of our KS4 pupils transitioning into education, employment or training.

We aim to offer a range of qualifications to pupils of secondary age including GCSEs, BTECs, ASDANs and credits towards vocational qualifications at Forest Bridge and in partnership with the Berkshire College of Agriculture and East Berkshire College.

The School Day

When meeting the needs of a pupil with autism the reduction of potentially anxiety causing occurrences is key. We, therefore, envisage a 'soft start' to our school day.

We will expect pupils to arrive between 8.30am to 9.00am.

Between 9am and 9.15am there will be tutorials or assembly. Tutorials will be time to allow pupils to get themselves ready for the start of formal lessons and will include registration.

The day will be roughly split into mornings of numeracy, literacy and science with afternoons being spent on Humanities, Arts/D&T, Languages, PE, Computing and PSHE. All lessons will include a focus on working towards targets in BASE plans.

The school day will finish at 3.00pm but we will employ staff to work until 4pm so that pupils can stay and partake in additional enrichment activities or, as they move further up the school, supervised homework.

Friday afternoon, across the whole school, will be dedicated to enrichment activities.

²⁴ The DfE Statistical Release on Destination Measures (published July 2013) The data in this report relates to young people in KS4/KS5 in 2009/2010.

Outline Daily Timetable

8.30am	Pupils start to arrive at school
9.00am	Tutorials (or Assembly twice a week)
9.15am	Lesson 1
10.00am	Lesson 2
10.45am	Break
11.15am	Lesson 3
12.00pm	Lunch
12.30pm	Lesson 4
1.15pm	Lesson 5
2.00pm	Break
2.15pm	Lesson 6
3.00pm	Pupils start to leave school
4.00pm	After school activities/supervised homework club finishes

Primary School Phase

Forest Bridge will provide a broad and balanced curriculum for all pupils, as set out in the National Curriculum, which:

- promotes their spiritual, moral, social, cultural, mental and physical development;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life, with a focus on the development of practical life skills;
- the curriculum will reflect the specialist nature of the provision and the needs of the pupils and be based on well-researched and evidenced best practice.

Core subjects such as English, Maths and Science will be emphasised throughout Key Stages 1 and 2, with Foundation subjects that have a practical element such as Art and Design, Computing, Music, Design and Technology being prominent within the curriculum. Practical cooking and life-skills development will also be taught from an early age during PHSE.

Termly subject 'themes' for all Primary classes will also provide an opportunity for languages (Key Stage 2), geography, history, religion and PSHE to be taught in a meaningful, real-life way, rather than as abstract concepts. Any opportunities for cross-curriculum teaching with Core and Foundation subjects will also be encouraged.

For example, India may be a theme for a term. As well as the history, geography and religions of the region being taught in groups (at age appropriate levels) there would be an opportunity for art projects around regional dress, the use of computing to contact pupils in similar schools in India to learn about their day-to-day lives, practical cooking classes to learn and experience a different culture's food and visits to local Temples and Mosques.

These themes and subjects will also give focus to the targets set for BASE plans. A pupil may be tasked with a literacy target around independent reading of a simple story relating to Rama and Sita, behavioural targets would focus on sharing a computer with another child to look at maps of the sub-continent, life-skills targets could be set around making a roti with minimal assistance and playing a tabla drum, with help from a local group, would be an enrichment target.

Early Years Foundation Stage

The pupils that enter the school in Reception are likely to have a variety of differing needs and will need a high-level of support to 'learn to learn'. Many will have delayed communication, behavioural or sensory issues.

Before joining the school each child will have been assessed by the Principal and/or Head Supervisor, at both home and in any pre-school/nursery setting. Careful consideration will be given to the reports provided by professionals during the statementing process (or Education, Health and Care Plan (EHCP) process) and discussions with parents. After this a first draft BASE plan will be developed.

At this stage a child's development will be assessed against the EYFS (Early Years Foundation Stage) Statutory Framework, where the main emphasis would be on the three Prime Areas of learning: Personal, Social and Emotional Development, Communication and Language and Physical Development. With emphasis placed on the four specific areas of literacy, mathematics, understanding the world and expressive arts and design.

In addition, the ABLLS-R and VB MAPP analysis may also be required in order to benchmark a child's current abilities in order to plan and set appropriate targets.

Personal Social and Emotional Development

This is an area where our particular cohort will struggle. It will be a focus of both Reception, Key Stage 1 and beyond.

Key targets will be set in each pupil's BASE plan, particularly around appropriate behaviour, social skills, working in small groups and improving interaction with peers. Children with autism will need additional support to develop understanding of the needs, views and feelings of others and to form good relationships with adults and make friends with peers. Children with autism may find it difficult to concentrate and maintain attention, and to take turns and share.

Turn taking and additional play skills such as social language and joint attention can be taught by running small social groups preferably daily. Turn taking games are selected and children are supported and taught how to play appropriately i.e. to follow the rules of the game, to take their turn and to wait nicely between turns. Through these sessions children are also taught to accept losing and congratulating others.

Communication and Language

Again this will be an area of intensive focus for Reception and Key Stage 1. Our team of therapists (behavioural, and speech and language) will work with each pupil to develop an individualised plan and set targets. This may range from the development of verbal communication skills or signing, through to development of social communication skills and more expressive language for emotions and feelings.

Developing listening, receptive and expressive language skills will also be a key.

Due to the specific difficulties with Communication and Language that are associated with autism, this area will be a focus throughout the child's time at the school, for as long as they need it.

For instance older pupils may continue to need assistance to join, and take turns in conversations, to understand jokes and idioms (such as 'it's raining cats and dogs'), and to recognise more subtle communication such as body language.

Language will be taught on an individualised basis, depending on the pupil's particular needs; this could range from echoics (repeating words or sounds) right the way through to intraverbals (conversational skills). Resources are available through Different Roads to Learning that will aid these language programmes.

Physical development

Again this will be a key area of focus for our pupils throughout their time at Forest Bridge. Some children may struggle with physical activities due to comorbid conditions such as dyspraxia.

We will encourage physical activity throughout the day; this will not only be used for relaxation but also for the development of fine and gross motor skills. Pupils may need encouragement to try out new things as they may have developed strongly preferred physical activities which they feel secure with and choose to repeat, such as bouncing, spinning and running in relays. Although some children with autism can be very agile, others can have reduced awareness of their own bodies leading to difficulties with navigating obstacles and with fine motor skills such as holding pens, fastening

buttons, opening boxes and packets. Therefore, increasing motor skills will also help increase independence.

Input from our in-house occupational therapist will be key to developing effective strategies for the improvement of physical development. We will also look to develop strong relationships with local mainstream schools and leisure centres to allow us to supplement in-house staff sporting expertise.

We will also equip the school with trampolines, soft-play area, climbing frames and other reinforcing physical activities.

Problem solving, numeracy and mathematics

Basic numeracy can be a relative area of strength for some children with autism as numbers are ordered, predictable and the way in which they are used in calculations follows consistent logical rules.

However problem solving and reasoning can be more of a challenge for a child with autism, due to difficulties in flexible thinking, social understanding and verbal reasoning. So, for instance, a child may learn their multiplication tables within a day, but struggle with very simple word-based problems, leading to low scores on typical SATs style test. And while mental calculations can quickly develop, a child may struggle with areas such as time and measurement, and with comparatives.

Therefore, pupils will be supported in developing their understanding of these areas through structured generalisation in a wide variety of contexts. We believe that an experiential learning technique will be the most appropriate for our cohort and will, therefore, look to use tools such as Numicon, Cuisenaire Rods and Number Worlds. Computer-based maths packages will also be utilised (e.g. RM Maths) in order to increase motivation.

Again this will be a strong focus throughout the school, ensuring the language and flexible thinking necessary for strong maths skills, are supported.

Literacy

All children will begin to develop reading skills as soon as they start at Forest Bridge, and this will be differentiated and individualised where needed. Some children will begin with little or no reading experience, and here we will use reinforcing ways to develop their interest before formal teaching.

However, some children with autism can be exceptional good at decoding, and can learn to read before school age. Here the issue will be to ensure they can understand what they are reading.

Both sight-reading and synthetic phonics strategies will be used (e.g. Read Write Inc)

Obviously literacy will be a key target throughout the school, and here the comprehension element will be crucial to develop and check for. For older children it can be particularly difficult once storylines involve a social thread, or have language with implied meanings. There can also be challenges with extracting the main themes and ideas, and in planning and structuring their own writing. Therefore supporting language and social understanding alongside will be key.

Understanding the World

Children with autism will need support to help them to make sense of the world, particularly the social world. They may need encouragement to investigate new objects and materials and to use all their senses effectively. As children with autism may develop fairly limited interests, some of the common

knowledge other children have acquired through observation and discussion, has not occurred naturally.

Some children are likely to have difficulty generalising knowledge and concepts from one context to another. For example, a child may know that his own families' car will take him to school but may not realise that a taxi or other form of transport is able to do the same thing. Having staff that understand these issues, along with strong home-school links, will help with this generalisation.

Many children with autism are likely to have difficulty in seeing things from other points of view so they are likely to need support to appreciate the cultures and beliefs of others. Because of these difficulties their learning will be supported with technology, studying people, objects and the environment in real-life situations, and differences and beliefs will begin at the peer level, alongside celebrating the main festivals.

There are also ICT resources available to develop pupil's appreciation of other beliefs and feelings, such as Mind Reading, a software programme that allow pupil's to explore 412 emotions, seeing each one performed by six different people. There are also mini-stories to provide contexts. This enables the user to study emotions and to learn the meanings of facial expressions and tone of voice, drawing on a comprehensive underlying audio-visual and text database.

Expressive Arts and Design

For some children with autism, art or music may be relative strengths, though of course not all. Where this is the case, these passions will be used to help improve self-esteem, encourage relaxing activities and create potential job opportunities in the future. For other children the focus will be to develop their creative skills, which may in some cases begin with gradually coping with particular noises or textures.

All children are likely to need support to express their thoughts, ideas and feelings and to take part in imaginative play and role-play with other children. Some individuals with autism have very elaborate ideas and may develop stories of fantasy worlds, but they do not have the creative and flexible social imagination that would allow them to take part in activities such as pretending to be another person. Development in this area will be supported through specialised art and drama therapists, speech and language therapists and enrichment activities.

Key Stage 1

We would expect to gain some children in Key Stage 1 who have struggled in Reception years in mainstream schools. Again the input of behavioural experts and individualised plans will be absolutely key.

The morning period from 9am to 10.45am will be broken into two lessons with plenty of movement breaks and reinforcing activity. Break will run from 10.45 to 11.15 am but staff will stay with the children and use the time to monitor behaviour and life-skills targets and development. Lunch will run from 12.00 to 12.30 pm and the afternoon sessions will be a mix of physical education, PHSE, humanities, science, D&T, computing and arts throughout the week.

Core Subjects

Emphasis on Literacy and Numeracy will continue from EYFS to KS1 becoming English and Mathematics. We will also continue to have targets for each child in Communication and Language, and Personal, Social and Emotional areas, as these will continue to be very relevant. A number of

schools the Founders visited used Read Write Inc. successfully with pupils with autism to raise standards in literacy for every child.

Science will follow the National Curriculum, with differentiation where needed. Our aim will be to make subjects as relevant and hands on as possible, and again, associated language needs will be supported. We plan to use a Forest School and experiential learning to embed these key skills and knowledge in the most appropriate format for our cohort.

Foundation subjects

Art and Design

Children will follow the National Curriculum with differentiation where needed. For children where this is a strength, it will be encouraged and nurtured.

History and geography

Developing on from Understanding of the World, our aim will be to ensure our children have the knowledge of the key concepts necessary for grasping the relevance of the humanities. For instance ensuring they have a solid understanding of time and 'the past' using real life examples (e.g. looking at old photos of themselves and their families, making timelines and so on), exploring their local environments, sharing differences in their own homes and gardens before then expanding out to further afield. This is important as many of the children will find it hard to 'put themselves in others' shoes' so will first need concrete examples.

Computing

A good understanding of information communication technology (ICT) is vital given the importance modern society places on using technology and the finding and processing of information. Pupils will learn how to find information appropriate to a particular task.

Algorithms and simple programs will be taught through the use of age appropriate ICT resources such as Bee-bot floor robot and Easi-cars. iPads or Tablets will also be used across the curriculum – provision for this is budgeted for – see Section G.

E-safety will be emphasised at every opportunity as well in PHSE.

Termly themes will be used to direct art, music, D&T, humanities and PHSE lessons. For example, rainforests, fairy tales, festivals (Eid, Hanukah, Diwali, Christmas, Chinese New Year and Easter), machines, Spring, space, magic, dinosaurs, under the sea, Africa and superheroes.

PHSE

The PHSE curriculum is an important area for driving independent living skills in our cohort. We will aim to equip pupils with life skills that others may learn intuitively, such as responding to emotions, asking for assistance, and dealing with anxiety. This will be a key focus area in our BASE plans.

In the area of PHSE particular challenges arise for young people with autism as they are at greater risk for exploitation and abuse. Many young people with autism, including those who are non-verbal, are quick to learn how to use IT. Cyber bullying and e-safety will be a focus for the PHSE and Computing curriculum.

Religious Education

RE will be taught as part of a curriculum that actively explores the faiths of those within RBWM's own and neighbouring communities. Opportunities to celebrate festivals and events via enrichment activities and assemblies will be a feature of RE teaching.

Physical Education

PE lessons will be formally timetabled and informally encouraged through a range of outdoor play equipment. Some pupils are likely to have difficulty playing competitive team sports and lesson planning will seek to communicate other benefits of physical activity and its links to physical health.

Year 1 Phonics Test

Forest Bridge School's aim is for those pupils who are able to sit the Phonics Test to do so, each child will be assessed individually as to whether they have an understanding of phonemes and graphemes. If a pupil's skill set in this area is not deemed to be at an appropriate level (particularly as some pupils may still be non-verbal at this stage) a decision to whether it is right for the pupil to sit the test will be taken by the Principal in consultation with parents or carers.

Key Stage 2

We would expect to have a large number of children joining us at this crucial stage. The transition from Key Stage 1 to Key Stage 2 in a mainstream school causes challenges for many children with autism as they struggle to adapt to a more formal way of teaching and learning.

We may have children arriving at the school with a number of engrained behaviours that will require intensive input. Therefore, the adult to pupil ratio is still kept at minimum of 1 to 2 and the class sizes have been deliberately kept at a maximum of eight to allow for a focus on this particularly crucial stage.

In terms of curriculum there will be increased focus on numeracy and literacy with these two areas being the focus of most of the morning sessions until lunchtime. The afternoon session will again be given over to foundation subjects and enrichment activities.

Forest Bridge will continue to use Read Write Inc. and the various numeracy packages described above.

Secondary School Phase

Pupils will continue to be offered a broad and balanced curriculum, however, the overall aims of this stage will be to maximise a pupil's potential.

This could mean working towards qualifications, vocational courses, apprenticeships or employment.

But it will also be crucial to work even harder at addressing any barriers to learning, employment or training that may exist, whether they are social, emotional, communication or behavioural.

Pupils will still be following BASE plans but will start to have more ownership of the targets and their focus.

We will be employing a class-base system to minimise the amount of pupil movement around the school and to allow a very detailed understanding of each class to be developed by the classroom teacher. In the secondary phase we would look to employ teachers who have particular expertise in maths, science and computing. These are subjects where pupils with autism tend to thrive and will be a focus for the school.

For those pupils who wish to pursue more vocational or specialist subject qualifications, we will develop strong partnerships with local colleges (Berkshire College of Agriculture and East Berkshire College) to allow pupils to access courses that Forest Bridge will be too small to offer. This is a system that has worked successfully at a number of schools we have visited, including the local special school. Both colleges have excellent track records of providing education to pupils with SEN.

We would expect to work with all potential further education providers from Year 9 onwards to plan a gradual inclusion and transition process for pupils. Both BCA and East Berkshire College offer taster sessions and short courses to enable pupils with SEN to gain a gradual and supported introduction to a working college environment. Our Transition Officer will also start planning with pupils to ensure they are fully informed of their choices and choose appropriate options.

We have allocated funding, outlined in Section G, to allow pupils to access one-day courses at both BCA and East Berkshire (as examples), this significantly broadens the range of subjects that pupils at Forest Bridge will be able to access.

In Secondary the emphasis also switches to preparing for at least 5 GCSEs, or equivalents, for all pupils. The curriculum, therefore, continues to focus on core subjects whilst giving space in the timetable for a range of options.

Key Stage 3

Pupils will still follow the core subjects in Forest Bridge in the morning sessions (English, Mathematics, Science) with additional subjects such as Art, D&T and Computing being available in the afternoon from 1pm to 3.00pm.

PHSE will become a focus throughout the secondary school and life-skills will start to emphasise those needed for independent living and working life.

Pupils, parents and carers will receive detailed information on available KS4 courses and taster sessions on unfamiliar subjects such as horticulture, will be made available via our links with BCA and East Berkshire.

Key Stage 4

At this crucial stage there will still be an emphasis on English, Mathematics and Science with some pupils starting to work towards GCSEs or similar qualifications. Others may start accessing vocational qualifications through our partnership work with local colleges.

For those who may not have the ability to take a full range of GCSEs or other qualifications, their remaining time will be used to focus on areas where their needs are the greatest. This may be in communication skills, life-skills or emotional /personal development.

Core Subjects will be:

- English Language
- Mathematics
- Applied Science
- Computing
- PHSE (including RE, PE, Citizenship and Sex/Relationship Education)

Options will include:

- History
- Geography
- D&T
- Art & Design
- Music
- Drama
- RE

Through links with BCA/East Berkshire, for example, we could offer:

- Animal Care - Level 2 Animal Care
- Design and Craft (Floral Styling) -Level 1 Certificate in Design & Craft (Floral Styling)
- Outdoor Education - Level 2 in Outdoor Education
- Motor Vehicle - Level 1 Light Vehicle Maintenance and Level 2 Light Vehicle Maintenance
- Public Services - Level 2 in Public Services
- Beauty Therapy - Level 1 in Beauty Therapy and Level 2 in Beauty Therapy
- Horticulture - L1 Certificate & Diploma in Practical Horticultural Skills

Ensuring Success

Following the principles of ABA and the use of BASE plans will help ensure that every child is continually making progress and being successful.

As a proposer group we have a keen interest in ensuring that pupils with autism at Forest Bridge are enabled to achieve to the very best of their abilities. This ranges from intensive early intervention strategies through to the supervision of pupils into further education, training or employment.

The curriculum, classroom sizes and staff planning have all been designed with the needs of pupils with autism at their core. The behavioural and therapeutic strategies used, coupled with a strong focus on educational content will ensure that our vision is deliverable.

Our budget plans, in Section G, will provide us with generous staff numbers and educational resources to allow the Principal of Forest Bridge to create a supportive and engaging environment for pupils, where they will be given the strategies and encouragement to overcome the barriers to learning to help them achieve an independent and successful life.

Enrichment Programme

Enrichment activities will be a focus of every day and every week at Forest Bridge School; the aim is to provide each pupil with the chance to find a leisure activity or interest that will be available to them throughout their lives. Although we plan for many enrichment activities, for example, basketball, soft play, arts and crafts, to be provided by in-house staff we also have access to a number of providers who have expressed an interest in working with Forest Bridge. These are:

Autism in Rugby - The AIR programme is a six-week programme and delivered at schools. The programme is based around TAG Rugby. Once the six-week programme is complete there will be a festival where all the schools involved play against each other. Those children who show a particular talent for rugby will be steered towards their local club, with support given to the club coaches for how to coach autistic children. Those children who are unable to take part will be able to attend as supporters and watch premiership matches with those who take part.

PAT (Pets as therapy) - Pets As Therapy is a charity that provides therapeutic visits to a variety of venues ie. special needs schools, by volunteers with their own friendly, temperament tested and vaccinated dogs and cats. There is evidence to suggest that pets, especially dogs, can act as a vehicle to “unlock” certain barriers in children with autism. We feel it will particularly benefit those children who present speech delay, especially the Primary School years.

SPICE - Special People on ICE is a local group that have been teaching children and young people up to the age of eighteen with additional needs how to ice skate since 2002. They teach children as young as four to ice skate. They started coaching ice hockey back in 2006 and now boast two ice hockey teams, SPICE Jets, coached by members of the Slough Jets, and a special needs synchronised skating team called Absolutely Spice.

This kind of activity would provide our pupils with development of their coordination skills, social skills, teamwork, sensory input, to just name a few of its benefits. We feel this would give our older pupils a great opportunity to excel.

Sideways – Drama and Movement classes - Sideways gives children and young people the opportunity to enjoy drama in a supportive, free-spirited environment where they can learn and develop new skills encouraging their creativity to show, grow and flourish. The owner is passionate about promoting the varied and valuable, holistic benefits that drama has to offer children and young people.

Active Autism - Active Autism was established in 2008 by Fulham FC and provides both multi-skill and football activities to young people with autism between the ages of 5-16. The Active Autism program provides regular physical activities for young people with autism and has seen increased levels of confidence, social interaction, concentration and health in the participants since its foundation.

Section D2:

Setting and achieving targets

Forest Bridge School will adopt a whole school approach to ensuring that the highest standards of teaching and learning take place. The evidence base provided by ABA (see Section C for details of research), continuous tracking of pupil achievements, rigorous monitoring by the Senior Leadership Team and a strong commitment to staff development will all contribute to ensuring that pupils meet the key goal that at KS4 87.5% of them transition to further education, employment or training.

BASE Targets

Key Performance Targets for the different strands of achievement are:

- **Academic targets:** Attainment and achievement against National Curriculum levels;
- **Behavioural targets:** Progress against ABLLS-R/VB MAPP targets;
- **Life Skills targets:** Progress against goals in BASE targets and Vinelands Assessments; and/or the Assessment of Functional Living Skills (AFLS);
- **Enrichment targets:** Progress against BASE targets and each pupil leaving Forest Bridge with a number of interests and hobbies.

Forest Bridge School's high expectations and individualised plans will ensure that; each pupil leaves with the best academic or vocational qualifications they can achieve, they are able to cope in numerous work and social environments, they have the life skills to enable them to be as independent as possible and that they have interests outside of college and work that will help them be a part of their community and live a balanced, active life.

Monitoring

Pupil's progress will be monitored using a variety of approved assessment tools, one being APP (Assessing Pupil's Progress) which is a nationally developed and standardised approach to assessment which seeks to provide a framework within which teachers can make judgments about the standard of pupils' work and plan future learning activities.

The use of ABLLS-R, VB MAPPs and Vinelands and/or AFLS assessments may also be used in conjunction with the above. These assessments will provide a constant source of data to allow for quick, efficient analysis of targets, appreciation of successes and identification of challenges.

Data collection will be as automated as possible to allow for weekly, monthly, termly and yearly analysis of achievements against targets.

Overall responsibility for the results will rest with the Principal, but as the school grows a Deputy Principal will have responsibility for overall Primary provision and Key Stage leads will monitor each class in each Key Stage. Time will be programmed into every school day and every week, to discuss achievements and cases of concern.

The Principal and Deputy of the school will be responsible for termly class observations of teaching staff to ensure consistency and quality. The Head Supervisor will be responsible for observations of supervisors, senior tutor and tutors in the school.

There will also be Key Stage teams (made up of a qualified teacher and a therapies supervisor) who will be responsible for both the teaching and behavioural staff in each Key Stage to ensure the effective monitoring of both academic and behavioural targets.

School Monitoring Timings

Monitoring of targets and achievements will recommence in September each year. Drawing together contributions from all Key Stage Leads and data analysis, key priorities for improvement will be put into place. These will have a clear action plan attached, with time limits and criteria for successful completion that can be tracked.

The school will report back to staff, governors, parents, pupils, partners and other stakeholders and agree improvements as necessary.

By the end of September each Key Stage team will have agreed their action plans. These will be reviewed, at least termly, by the Principal and Deputy along with the Governors on the Teaching and Learning sub-committee of the Forest Bridge Governing Body. There will also be more informal review conducted every half-term to allow for timely interventions by the Senior Leadership Team and Governing Body, if required.

Teaching and behavioural teams will review BASE plans every six weeks, although class teams will be expected to monitor outcomes against BASE plans every week.

The Key Stage 3 and 4 Teams, along with the Transition Officer, will also meet termly to review the school's partnership agreements with local colleges. They will be monitored to ensure that they contribute to pupil progress by offering choice and support.

Key Stage teams will also review with local vocational specialists, college support workers and the school Transition Officer how pupils in Year 7 upwards are participating in vocational opportunities including work placements and enrichment activities that will assist with the transition from Forest Bridge. This review will be a constant activity through KS3 and KS4 to ensure that no opportunities are missed to close academic, life skill or behavioural gaps that may impact on future transitions.

Academic Achievement

Key Stage 1 Targets

We are striving to ensure that the percentage of pupils achieving national expectations for attainment in Reading, Writing and Mathematics at the end of KS1 is as close as possible to national averages for Level 2+. KS1 2013 national averages at Level 2+ were: 89%/85%/91% for Reading, Writing and Mathematics respectively. The 2012 national averages for children with ASD were 43%/33%/45%²⁵.

Forest Bridge pupils are expected to perform ahead of the national ASD averages for 2+ attainment but to lag the overall national averages. The exact level attained will depend on the characteristics of the pupils in the cohort, but we would expect pupils to achieve at 60%/45%/65%. The handwriting target is often lower than the other two as dyspraxia is a common feature in this pupil cohort.

Key Stage 2

Pupils will take SATs to benchmark their progress against national standards.

Our Progress targets are:

²⁵ Table 14 SFR 21 2012 NTV3 National Pupil Database

- to ensure that 93% of pupils make at least two levels of progress in English (compared to 87% national average).
- to ensure that 93% of pupils make at least two levels of progress in Mathematics (compared to 86% national average).
- to ensure that 35% of pupils make accelerated progress, i.e. three levels of progress (compared to 27% national average).

Our Attainment targets are:

- pupils are therefore expected to attain Level 4+ in Reading Writing and Mathematics at 65%/55%/60%.

This is based on KS2 2013 national averages at Level 4+ in Reading, Writing and Mathematics of 86%/83%/85%.

The latest data on the ASD population is from 2013, when the level of attainment in Reading, Writing and Mathematics were 48%/39%/45%.²⁶

The KS2 progress targets outlined above will bring pupils closer to national averages.

Key Stages 3 and 4

In order to make good progress over these two key stages pupils will be targeted to make four levels of progress overall from KS2 to KS4. The expected progress of three levels over the two key stages will be seen as a minimum for Forest Bridge pupils.

Progress will be measured at the end of KS3. Although no national outcomes will be available, pupils will be expected to make at least 2 levels of progress against national curriculum levels during KS3.

In keeping with Forest Bridge School's focus on achievement, the KS4 targets address progress, which should reflect attainment as detailed below.

Progress targets are:

- to ensure that 80% of pupils make at least two levels of progress in English (69% national average);
- to ensure that 80% of pupils make at least two levels of progress in Mathematics (70% national average).

In 2011-2012 national KS4 Attainment – five A*-C GCSEs including English and Mathematics – is currently 58%, while in 2011-2012 23.8% of ASD pupils got five A*-C GCSEs (this data does not require English and Mathematics).

Pupils at KS4 will be accessing a variety of different courses including GCSE, BTEC, ASDANs and other accredited qualifications. Through high quality teaching, increasing personalisation and

flexibility, the intention is that 45% of pupils gain the equivalent of five A*-C GCSEs, including English and Mathematics, or equivalent vocational qualifications.

Ensuring Academic Achievement

The school's senior leadership team will take responsibility for the whole school's achievements with regular lesson observation, peer mentoring (including "buddying" with staff from neighbouring schools and colleges) and pupil progress assessment which will be a prominent feature in all curriculum and lesson planning and review.

Pupil progress will be assessed against National Curriculum levels /frameworks. Tools used will include nationally recognised structures such as Assessing Pupil Progress (**APP**) and Assessment for Learning (**AfL**).

Through a personalised approach to learning with 100% of lessons being judged good and 50% outstanding, pupils are expected to be able to meet these challenging targets for progress and achievement. Qualified teachers who have an in-depth understanding of how pupils with autism tend to learn, will be supported by trained tutors and therapists to ensure a holistic approach to helping pupils achieve. The school's behavioural consultants, therapists and supervisors will work on identifying barriers to learning and supporting pupils to develop their learning and functional life skills.

Forest Bridge School Education Key Performance Indicators

Key Stage 1	60%/45%/65% of pupils at Level 2+ for Reading, Writing and Mathematics
Key Stage 2	65%/55%/60% of pupils at Level 4+ for Reading, Writing and Mathematics 93% of pupils make a least two levels of progress in English 93% of pupils make at least two levels of progress in Mathematics 35% of pupils are making accelerated progress
Key Stage 3	80 % of pupils make two levels of progress in English 80% of pupils make two levels of progress in Mathematics
Key Stage 4	45% of pupils attain five A*-C at GCSE or equivalent

Although not mandatory from September 2014 we feel that the National Curriculum level descriptors are the most appropriate tools for measuring progress and attainment.

Behavioural Achievement

Forest Bridge pupils need develop a range of learning and life skills to enable them to access the curriculum and lead independent lives upon leaving the School.

These will be identified by all staff and will include:

- Social Communication - reciprocal language, joint attention, manding (requesting);
- Organisational skills and executive functioning;

- Ability to generalise, retain and transfer knowledge; and
- Learning to learn in a peer environment.

Behaviour Tracking Assessment and Monitoring Tools: Verbal Behaviour Milestones Assessment & Placement Programme (VB-MAPP) and Assessment of Basic Language and Learning Skills (ABLLS-R)

The ABLLS-R Protocol and specific VB-MAPP Assessments will serve as a basis for the development of each pupil's BASE plan. Baseline assessments will be conducted within six weeks of entry to the school by which all pupils will have worked with both teachers and behavioural supervisors to complete assessments dependent on age and ability, i.e. Development Matters, APP, and the ABLLS-R and/or VBMAPP to establish their current level of functioning and skills. These initial assessments will then be used to inform planning and target setting for each pupil in their BASE plans. These targets will be personalised and will be as diverse as the individuals within the school. Thereafter, on-going assessments will facilitate the observation and documentation of the pupil's progress in acquiring targets.

A brief description of the ABLLS-R and the VB-MAPP

The ABLLS-R stands for Assessment of Basic Language and Learning Skills- Revised. The ABLLS-R is used by behaviour analysts to assess skills in children with language and learning deficits. The ABLLS-R contains a task analysis of the many skills necessary for children to learn from their everyday environments. The ABLLS-R is not a diagnostic tool, and does not compare children with autism to the norm. It simply looks at fundamental skills in a hierarchal sense and breaks them down into smaller components in order to facilitate development based on the skills the child already holds in order to increase their skills repertoire. The goal of the ABLLS-R is to refine the level of examination of skills so that teaching can occur in increments that are manageable and likely to result in meaningful, and permanent, gains for the child.

The VB-MAPP is a rather new assessment, which has been written by the same author as the ABLLS-R. There are five components in the assessment: Milestones assessment, Barriers assessment, Transition assessment, task analysis and skills tracking, and Placement and IEP goals.

The Milestones assessment contains 170 measurable language and learning milestones across three different developmental levels (0-18 months, 18-30 months, and 30-48 months). The skill areas assessed include mand, tact, echoic, intraverbal, listener, motor imitation, independent (self help), social and social play, visual perceptual and matching to sample, linguistic structure, group and classroom skills, and early academics. Also included is an early echoics subtest written by Barbara E. Esch, Ph.D., CCC-SLP, BCBA. The Barriers assessment contains 24 common learning and language barriers which children with autism or other developmental disabilities encounter. Through identifying these barriers, the Supervisors can develop specific strategies to help the child overcome these difficulties, leading to more effective learning. The Transition assessment contains 18 assessment areas which identify whether the child is making meaningful progress and can be used for professionals to make recommendations about the type of educational setting would best suit the child. The Task analysis and Skills tracking covers a further 900 skill areas from each of the areas in the Milestones skills assessment. Once the skill has been met in the Milestones assessment, it can be generalised using this tool.

BASE plans will incorporate the targets and focus of the VBMAPP and ABLLS-R and will be monitored every week and every 6 weeks. Progress can be monitored against the original assessments. These targets will be defined in terms that are measurable and observable and will be

operationally defined. These definitions will also help determine appropriate teaching strategies and ensure progress can be measured through the assessment process.

Behavioural learning expectations, as defined in the BASE plan, will comprise four elements:

1. *Individual differences of each learner*: because of the individualised nature of the BASE plan, personal learning styles, strengths and challenges of each pupil will be considered.
2. *Operational definitions of target skills*: in order to ensure consistency and reliability, all skills described in the BASE plan will be observable and measurable. These measurable learning expectations will also allow easy recognition when an expectation has been met.
3. *Identification of the conditions under which learning will occur and be assessed*: skills will be taught and assessed under the same conditions (using the same materials, supports, and prompts) and then generalised to other settings to ensure appropriate transference of skills to all environments.
4. *Identification of the criteria for acceptable performance*: criteria for each skill will be developed that is realistic, attainable, follows the needs of the students, and allows for error. This will be adjusted over time as each pupil improves (For example, in Term 2, a pupil may be expected to spontaneously request present items 10 times per day for five consecutive days. However, in Term 3, the pupil may be expected to request only non-present items with the same frequency).

An example of how the ABLLS-R and VB-MAPP will be used to describe target skills in BASE plans in the Communication (Expressive Language) domain.

Task	Sample IEP Learning Expectation	Sample Assessment Criteria
Requests using sentences	<i>The pupil will ask questions in a sentence form to obtain items, actions, or information</i>	The pupil will ask at least five questions using at least three word sentences
Delivers a message	<i>The pupil will go to a person and will repeat a short message that he was asked to say to the person</i>	The pupil will repeat a short message (at least one five word sentence) to a specific person

Independence Targets

Any distinction between behavioural and independence targets is an administrative one, since pupils need to address behavioural, sensory and communication challenges before they can learn.

An example is one Year 7 child whose parents are considering him for placement at Forest Bridge School. His phobia of crying babies is such that he refuses to travel anywhere other than in the family car. The family cannot attend events where there might be babies. He is now in residential education. A BASE plan goal of supporting him to find coping strategies for this fear is clearly critical to any form of independent adult existence.

Independence targets also relate to self-care skills that will be identified by the school's behavioural supervisors during administration of the ABLLS-R and VB-MAPP assessments. Any deficits in core

areas (for example, sensory defensiveness to the extent that a pupil will avoid travelling by public transport due to noise phobia) will be identified and form part of the pupil's BASE plan targets.

In addition, Forest Bridge School will operate a range of independence targets as part of the goal of our pupils to leave the school able to gain meaningful employment and lead independent lives.

Base targets will include:

- 50% of pupils will be travel trained from Year 8 and 100% by Year 11;
- 90% of pupils will have taken part in a residential trip requiring an overnight stay by Year 10;
- By Year 9, 70% of pupils will have made their own way to the shops, selected and paid for ingredients, travelled back to school, prepared the food, served it to their class and cleared away to a given set of standards, with the assistance of their classmates. During this activity they will be accompanied but not prompted by a member of staff. Staff intervention will occur only if a safeguarding issue arises;
- Pupils will plan excursions and visits by public transport from Year 8. 100% of pupils will be able to use a train timetable and bus route planner to find their way from Forest Bridge School to chosen sites of interest like museums;
- 100% of Year 10 pupils will be able to follow a planned route to a chosen site, dealing with sensory challenges such as noisy passengers, loudspeaker announcements, visual over-load and similar issues.

Achieving Positive Behavioural Change using a Multi-Disciplinary Input

As described previously, behavioural change will occur through the use of ABA, and targets identified and monitored through on-going assessment. Once achieved, programmes will be designed and implemented to meet increasingly more advanced language and social skill goals, as guided by ABLLS-R and VB-MAPP. The curricula and behavioural teaching procedures used promote flexible learning styles and generalisation of new skills to various contexts to prepare pupils for less structured learning environments and future vocational and occupational activities.

All identified target skills will be broken down in to smaller components using task analyses. Behavioural consultants will monitor pupils' response to interventions and reinforcements and support all classroom staff in "fading" the support the pupil requires as each skill is mastered. Supports will be faded systematically using a hierarchy of prompting procedures to ensure success in skill acquisition and retention.

Supervisors will work as part of multidisciplinary teams with SaLTs and OTs. Therapists will work in partnership with their teaching and behavioural colleagues to establish baselines through assessment which support decision-making about curriculum delivery.

The baselines set will determine whether the school can meet the child's needs as well as establish the best approach to take in personalising the curriculum for that pupil.

The section below outlines some of the assessment tools used in setting baselines:

SaLTs may use clinical observation and tools including:

- Clinical Evaluation of Language Fundamentals.
- Parental interview.
- Discussion with teaching staff and therapists, if any, at current school.

OTs use clinical observation, parental interview and tools like:

- Developmental Tests of Visual Motor Integration, Visual Perception and Motor Coordination (Beery and Buktenica).
- Movement Assessment Battery for Children – 2 (MABC).
- Winnie Dunn Sensory Profile Questionnaire (1999).
- Winnie Dunn Sensory Profile School Companion Teacher Questionnaire (2006).
- Clinical Observations of Sensory Integration (Ayres, 1972; Blanche(2002).
- Sensory Processing Measure (Parham & Ecker, 2007).

Vocational Targets

To enable pupils to transition more effectively into education, employment or training vocational targets will be set for all pupils from Year 9, this could be, for example, to spend three hours a week on volunteering and other vocational and transitional activities. External vocational specialists such as RBWMs Ways into Work scheme will provide the initial support for these activities, in conjunction with the school's Transition Officer and then hand over to pupils' assigned tutors to provide further support as required.

Achieving Successful Transition

We will achieve this through strong links with local colleges such as Berkshire College of Agriculture and East Berkshire College, enabling a thorough transition to be put in place for our pupils along with volunteering, transition days in colleges, or 1-day courses from Year 9, and extended work experience with local businesses.

Staff Development and Morale

The school recognises that staff need to feel listened to and that they are making progress in their personal development. Section D3 covers some of the pathways of developing leadership and professional progress in the different staff groups working in the school.

Continuing Professional Development (CPD) plans will be agreed by individual staff members and their line managers by the end of September in each academic year. These may be changed during the year if deadlines for applications to National College courses make it necessary. These plans will cover training, peer mentoring and buddying programmes. Management appraisals and skills gap analysis will also be undertaken during this yearly review and CPD plans arranged accordingly.

Staff training and induction will be critical to securing and maintaining the positive learning environment described above. Provision of high quality in-house training, along with sponsorship of Masters Degrees and Board Certification, will show support for the on-going professional development of staff in the management of behaviour and in achieving positive attitudes to learning from all pupils. The budgets outlined in Section G support this. Much of this, of course, will be rooted in high quality teaching and learning and a curriculum that is meaningful, engaging and relevant to the pupils and their life plans.

Monitoring & Reporting Systems

Key Stage outcomes and national tests will provide data that is reviewed by the Principal, Deputy and the Teaching and Learning sub-committee of the Governing Body, and will inform the school improvement plan. Data analysis of achievement and progress will also be reviewed regularly at Key Stage and whole school meetings. Teachers, Key Stage Leaders and the Senior Leadership Team will be able quickly to identify any under-achievement and ensure that appropriate responses / interventions have been planned.

Results from SATs and BASE plans will feed into the school Management Information System (MIS). These will use materials developed out of the APP initiative to ensure a consistent language to allow for benchmarking against local special and mainstream schools.

Half-Termly BASE plan reviews will provide simple and regular reports that teachers can use to inform their planning to best meet the needs of the pupils.

The results of these reviews will be communicated to parents either in hard copy or by email and they will be given an opportunity to meet with teachers and the Family Support Officer if they have any concerns.

Interventions, Accountability & Performance Management

The school will run a three-year development plan, reviewed and updated annually by all stakeholders – staff, governors, parents/carers pupils and partner organisations. This will inform budgeting and staff development decisions.

For staff there will be a structured performance management programme, including lesson observation, negotiated professional development targets (in line with the school development plan) and peer-mentoring (from our partner colleges and local mainstream schools).

The Forest Bridge Governors will receive regular reports on the achievements of pupils and quality of teaching. The Forest Bridge Governing Body will offer challenge and support to the Principal and the school. Training will be given to the Forest Bridge Governing Body to ensure that they understand their role and are able to give effective challenge.

Monitoring and Evaluating Quality of Teaching and Learning

The annual cycle of monitoring and assessment will include regular lesson observations and 6-week BASE plan reviews. Our target is for 100% of lessons being judged good and 50% outstanding,

Data analysis will form part of the pupil progress meeting. High quality CPD will be planned for teachers based on the outcomes of the monitoring activities. Effective teaching will be sustained through review of planning; assessment of needs and how these are addressed; monitoring the quality of teaching through formal and informal observation; and the sampling of pupils' work. This will involve team teaching, peer observation and other professional development opportunities for teachers that promote a greater understanding of the curriculum, teaching and learning and assessment strategies.

Teachers will be responsible for the development of the schemes of work and themes for the education plans in the school. The skills needed to achieve them will be planned and developed by the supervisors, therapists and tutors. It is crucial that there is high quality teaching and learning which includes a curriculum that is meaningful, engaging and relevant to the pupils and their life plans. Reviewing the outcomes across the school will help to inform further curriculum developments each year.

In addition, Key Stage Leads will regularly review teaching and learning in the following ways to identify contributions to success including:

- lesson plans and learning objectives;
- skills mastery to identify pupil progress against BASE plan objectives;
- buddy system with neighbouring schools and colleges.

Engaging Parents & Carers

Forest Bridge School recognises that parents and carers are the child's first and most important teachers, and that a productive relationship with them is critical to support children's progress at school. A Family Support Officer will act as a first point of contact for parents and carers who have any concerns, who will escalate any concerns to the Head Supervisor and Principal or Deputy Principal.

Informal Communication

Home-School communication is expected to take place largely on an informal basis via notes in home-school diaries, emails and phone calls.

Some parents will have additional support needs (i.e. EAL, health and social care needs) and the school will work with other agencies to address these.

The school will, where appropriate, work closely with local EAL support staff and relevant members of the community to ensure effective provision for those EAL learners who are inevitably even more vulnerable when they first arrive at school. The school will be resourced with a variety of dual language materials to ensure that pupils and young people can share their materials at home with parents/carers and families as well as other appropriate resources. The school may draw on the resources from partner primary schools in the shape of mentors and role models to work with all EAL pupils in the school, and be active partners in local EAL support groups for teaching assistants and teachers.

The school will work closely with local Children's Centres and will develop close links with statutory multi-agency support teams, enabling access on-site for families wherever possible or desired. Given its role as a local advocate for pupils and their families, key staff will maintain an in-depth understanding of the range of services available and how they can be accessed.

Formal Communication

Formal channels for parent communications include:

- *Annually*: annual Review process, transition meetings.
- *Termly*: parent meetings (including outputs of pupil assessment weeks), online questionnaires, newsletters.
- *Half-Termly* BASE plan reviews.
- *Every week*: BASE plans communicated to parents.

All parents in primary and secondary phase will be invited to attend a termly parent training evening. These will include, but not be limited to:

- Social Communication Strategies (led by SLT staff);
- Behavioural Strategies (led by Behavioural Consultants and Supervisors);
- Sensory Integration, Praxis and Motor Skills Development (led by OT staff);
- Keeping Children Safe Online (led by PHSCE staff).

Engaging Pupils

The most powerful tool for all learners is the belief that they can and will master new learning. This requires certain attitudes and behaviours on the part of teachers and other staff. Primarily, it necessitates a belief that ability is not fixed, but can be incrementally developed. Secondly, it requires teachers to capitalise on a pupils' natural inclination to learn, discover and explore.

All pupils will be actively involved in setting themselves targets for improvement. While individual learners will have access to specific provision, highly effective differentiation by the class teacher, coupled with access to ICT to support learning to ensure that they make progress. All pupils will be offered full access to a broad, balanced and relevant curriculum and all class teachers will be well-versed in identifying and overcoming barriers to learning. Effective teaching will be sustained through review of planning; assessment of needs and how these are addressed; monitoring the quality of teaching through formal and informal observation; and the sampling of pupils' work.

Forest Bridge will provide pupils with a structured opportunity to provide feedback and give pupils a material role in decisions that affect them through a Student Council.

A range of pupil leadership roles will be developed and allocated in keeping with the age, aptitude and interests of the holder, which will relate to aspects of school life and operations, in order to develop pupil leadership, for example, environment/recycling officers, mentors and Prefects in Year 10 and Year 11. Support for pupil leadership will be provided through the PHSE programme.

Governors

Each Governor will be a lead, or sub-committee member, to take responsibility for various aspects of the school's performance and will report back to the full Governing Body meetings. These reports form part of the school's self review cycle.

Attendance Targets

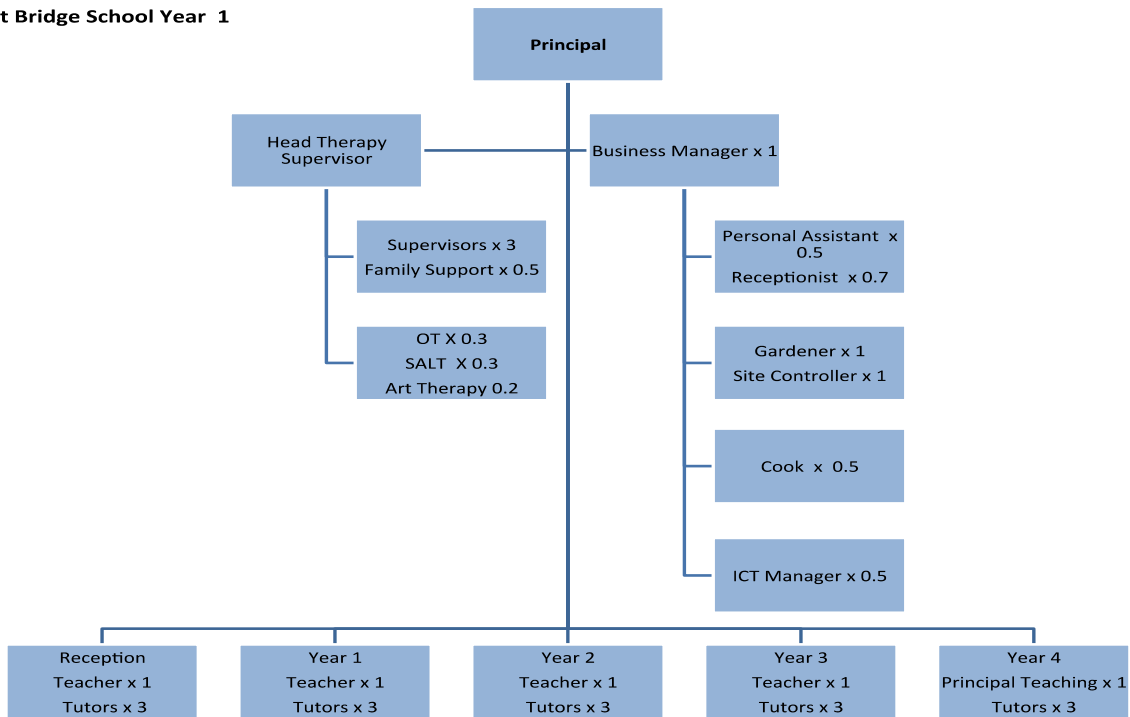
The attendance target throughout the school will be 95%, in line with national averages. The persistent absence target in primary phase is 4%, and in secondary it is 5%, both in line with national averages.

The permanent exclusion target is 0%

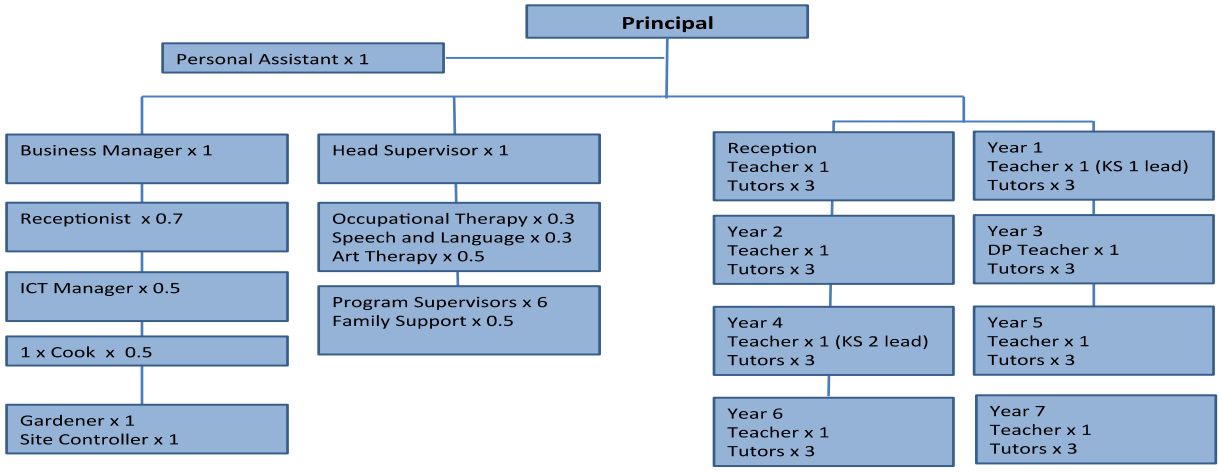
Section D3:

The Staffing Structure

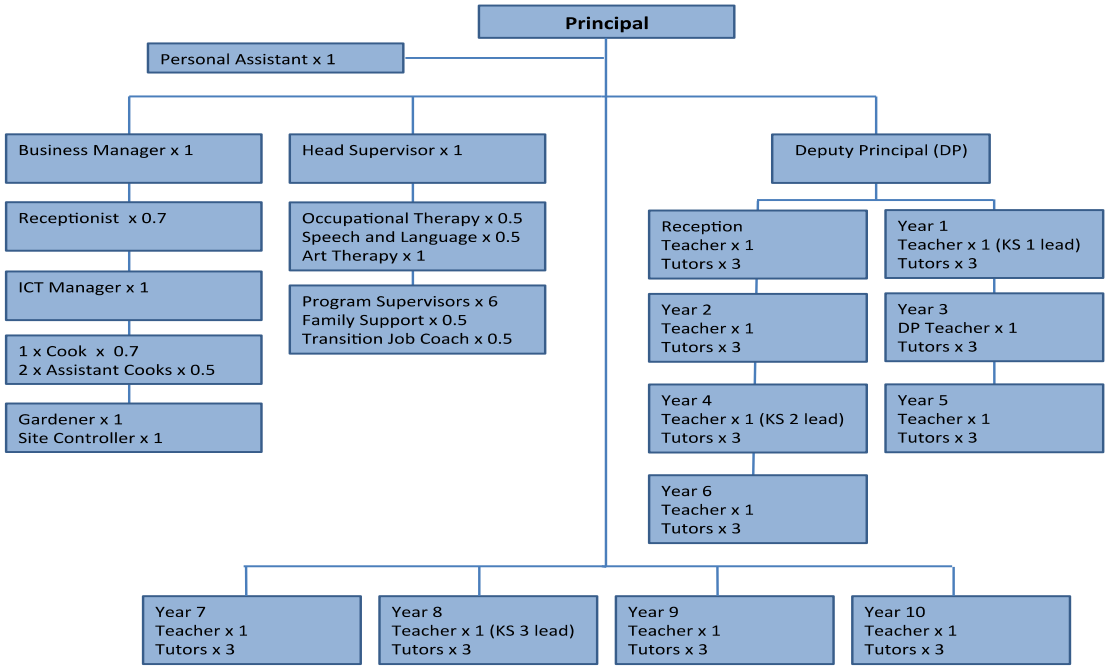
Forest Bridge School Year 1



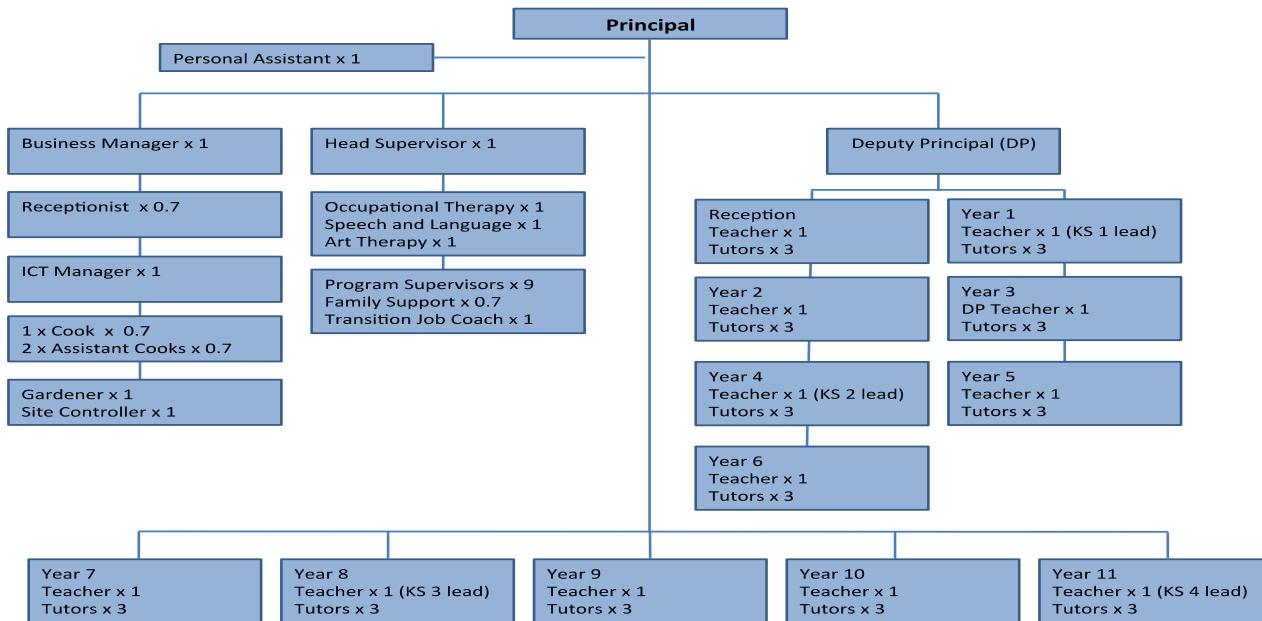
Forest Bridge School Year 2



Forest Bridge School Year 3



Forest Bridge School Year 4



Summary Table of SLT, Teaching and Support Staff from 2015-2018

	2015	2016	2017	2018
SLT	2	2	3	3
Teaching	4	8	10	11
Pupil Support	20.8	30.1	38.5	52.7
Administrative	2.2	2.7	2.7	2.7
Premises	2	2	2	2
Catering	0.5	0.5	1.7	2.1

Adaptations at 70% of capacity

If we were to experience a reduction in pupil numbers in line with 70% capacity, we would still maintain a 1 adult to 2 pupil ratio, and 1 supervisor to every 10 pupils, but this would see a reduction in the overall number of staff in the school, that would represent appropriate savings, along with small spine point and grant changes for certain staff members (see Section G3 for further details)

Staff Employed at Forest Bridge School

The school will be led by a dynamic team, driven by a determination to ensure that pupils who attend the school get the most from their time there. The SLT will set up clear management structures to assist staff in meeting the schools’ objectives. They will lead by example in their positive approach to working with the pupils, and their desire continually to improve their own practice through professional development and classroom practice. They will participate in performance management and take on roles as peer mentors.

The school will employ a multi-disciplinary team of teachers, behavioural supervisors and allied health professionals (OTs and SaLTs) working around each pupil. Therapists’ interventions and behavioural supervisors’ analytic methods will focus on pupils’ barriers to learning so that they maximise their access to the curriculum.

Teaching staff will draw on the expertise of their therapist and behavioural colleagues to deliver the most appropriate teaching and learning approaches.

Classroom Staffing Model

Classes of eight pupils will be led by a teacher supported by one senior tutor and two tutors. SaLTs, OTs and behavioural supervisors will work with teaching staff on curriculum design and delivery, and also with individual students and class groups. There will be one behavioural supervisor per 10 children.

Senior Leadership Team

The Principal will be supported by a Deputy Principal and Head Supervisor.

The team will lead the school improvement and planning cycles. The annual whole-school planning and evaluation cycles recommence in September and are driven by the leadership team working with Key Stage Leads.

The Deputy Principal will engage in teaching sessions during the week. Other responsibilities are outlined under specific posts.

Principal

The Principal will play a vital role in ensuring Forest Bridge's success. They will have a teaching role in the opening years, but as the school population grows they will be solely responsible for the direction and management of the school, supported by a Deputy, Head Supervisor and Business Manager. They will also be required to carry out the Governing Body's policies concerning racial and sex equality and the rights of people with disabilities in terms of equal opportunity for employment in all posts within the school. The professional duties of the Principal will include:

Strategic Direction and Development of the School

- working with the Governing Body and Trustees to provide a shared vision which expresses the core values and aims;
- providing leadership and a clear direction for the staff of the school;
- producing, monitoring and evaluating a school development plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve and make progress, increasing teachers' effectiveness and securing school improvement;
- securing the commitment of staff, pupils, parents and the wider community by modelling the vision and values of the school;
- ensuring that the management, finance, organisation and administration of the school support its vision and aims;
- working with staff to translate the vision of the school into agreed objectives and operational plans which are implemented and reviewed and reported on regularly to ensure success;
- ensuring that safeguarding and protecting children is a core priority to the school's work within a culture of vigilance.

Teaching and Learning

- promoting and securing good teaching, effective learning, achievement, good behaviour and discipline within a safeguarding culture;
- determining, organising, implementing and monitoring the curriculum and its assessment in order to identify and act on areas for improvement;

- monitoring and evaluating the quality of teaching and standards of learning and achievement of all pupils, in order to set and meet challenging, meaningful, appropriate and measurable targets for improvement;
- creating and maintaining an effective partnership with parents to support and improve pupils' achievements and personal development;
- ensuring accurate and up to date data is kept and analysed for each student;
- challenging under performance at all levels and taking required action in line with the school's policies.

Leading and Managing Staff

- developing and maintaining a culture of high expectations for all staff and leading by example;
- with the Governing Body, participating in the selection and appointment of the teaching and non-teaching staff as appropriate to ensure that appointees have the potential to achieve the agreed aims of the school;
- deploying and managing all teaching and non-teaching staff, ensuring that work loads are fair and staff feel supported and respected in their roles;
- implementing and sustaining effective systems for the management of staff performance and appraisals, incorporating targets for teachers, including targets relating to pupils' achievement;
- motivating and enabling all staff in the school to carry out their respective roles to the highest standard, through high quality induction and CPD based on assessment of needs.

Managing the Organisation

- producing and implementing evidence-based improvement plans and policies;
- managing the school's human, financial and physical resources effectively ensuring best value for money at all times;
- raising matters of concern with the Governing Body and proposing realistic and workable solutions to issues identified;
- setting appropriate priorities for expenditure, allocating funds and ensuring effective administration and control;
- developing and maintaining good working relationships with all stakeholders, including parents addressing concerns quickly and effectively;
- managing and organising the accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- ensuring all staff, volunteers and others that work with children are safe, by following appropriate procedures.

Accountability

- providing information, advice and support to the Governing Body to enable it to meet its statutory responsibilities;
- creating and developing an organisation in which all staff recognise that they are accountable for the success of the school and these accountabilities are clearly defined, understood and agreed;
- presenting a coherent and accurate account of the school's performance in a form appropriate to a range of audiences;

- ensuring that parents and pupils are well informed about the curriculum, attainment and progress, and about the contribution that they can make to achieving the school's targets for improvement.

Community

- developing positive strategies for students to understand and cope with community situations;
- ensuring that there are a range of community based learning experiences for students;
- developing links with and collaborating with local agencies, charities and schools to ensure students and local community needs are met.

Deputy Principal

The deputy principal's key role is in managing the primary phase of the school, with responsibility for:

- recruitment and day to day management of all staff employed in primary phase;
- promoting the highest quality teaching and learning within primary phase;
- delegated responsibility from the principal to ensure that statutory requirements are met with regard to National Curriculum;
- reviewing and updating primary curriculum in collaboration with KS1 and KS2 leaders, overseeing the development of schemes of work.

Senior Behavioural Supervisor

The Head Supervisor will be employed by Forest Bridge School. They will oversee the behavioural programmes developed by the supervisors throughout the school to ensure a consistent approach. They will also be responsible for planning and devising CPD of the supervisors, senior tutors and tutors employed by the school and will manage the OT, SaLT and art therapist employed by the school.

Teaching staff

All classes will be led by a qualified teacher, wherever possible with SEN experience and ideally with autism experience and qualifications.

Teachers will either have a primary background and thus a familiarity with the range of National Curriculum subjects or be secondary specialists in core subjects. Each class will have one senior tutor and two tutors.

Pupils' class teachers will co-ordinate specialist support and provision for their class, and ensure that it is regularly reviewed. This will include:

- monitoring and evaluating learning against year group and individual pupil targets, using tools such as Assessment for Learning and other tracking tools developed during the school planning cycle;
- overseeing weekly and six-weekly reviews of their pupils' BASE plans. BASE plans will focus on pupils' development of skills and their progress against academic targets (see Section C and Section D5). Each new BASE Plan will be communicated to parents and discussed with pupils;

- ensuring that all pupils have an annual review and ensuring that the quality of the reports and their delivery are to standard and timely.

Speech & Language Therapists and Occupational Therapists

SaLTs and OTs will work as integrated members of every aspect of the school's work with pupils: from assessment of pupils upon referral, to input to devising programmes to address barriers to learning, to monitoring and reviewing pupil progress, to input to schemes of work. The Therapy team will also devise programmes for managing behaviour in collaboration with the Head Supervisor and Supervisors. SaLTs and OTs will work closely with colleagues in local health services such as developmental paediatricians, psychologists and CAMHS teams.

All children will have their sensory, motor and praxis needs assessed by the school's own OTs, who will advise on this aspect of their learning needs and work in class to implement appropriate strategies. SaLTs will oversee cross-curricular implementation of social communication skills development.

Supervisors will be Board Certified (the International Board of Certification in Behaviour Analysis) or working towards a qualification, and will be supervised by the Carbone Clinic.

All staff will be familiar with the frameworks used in behaviour analysis and will be supported by the school's own ABA consultants who will ensure that clear, consistent and measurable behavioural principles permeate the learning environment.

All teaching and therapeutic staff will be involved in developing practice in the school and the assessment and tracking of learning.

Family Support Officer

The school's Family Support Officer will be a key point of contact for every parent or carer who has concerns or just wants to talk about their child's progress at the school. Reporting in to the Head Supervisor, the Family Support Officer will be part of the therapies team supporting children and their families.

Transition Officer

The school's Transition Officer takes the lead role in developing relationships with employers and vocational training providers. He or she will work closely with the local employment service providers, LAs and local FE colleges.

School Business Manager

The School Business Manager will be employed during the Pre-Opening Stage to ensure rigorous financial and organisational management structures are in place for Day 1 of the school's operation. They will report to the Principal and will be responsible for managing the operational side of the school, such as the ICT Manager.

ICT Manager

The ICT Manager will be responsible for developing and maintaining the networking infrastructure of the school, along with procuring software and hardware.

Other Full-Time Staff

The School will also employ a Personal Assistant for the Principal, a Receptionist, three catering staff, a gardener and a site controller.

Qualifications

Teaching staff will hold Qualified Teacher Status (QTS), and possess or be working towards autism specific qualifications i.e. Autism Education Trust Level 3 in autism, Board Certified ABA Tutor grade, Masters in Autism, such as that taught at Queensmill School and accredited by Roehampton University, and those from Sheffield Hallam, Birmingham or Bangor Universities.

Tutors will be graduates or at a minimum have A-level qualifications in relevant subjects. They will have experience of working with children or adults with special needs in a relevant setting, with experience of autism preferred.

OTs will have completed a BSc or MSc degree in Occupational Therapy accredited by the College of Occupational Therapists and the Health & Care Professions Council. They will ideally possess or be working towards a qualification in sensory integration.

SaLTs will have completed a BSc or MSc in Speech & Language Therapy recognised by the College of Speech and Language Therapists and accredited by the Health & Care Professions Council. They will ideally have experience of working with cognitively able autistic children.

Supervisors, as mentioned above, will be BCBA, Board Certified via the International Board of Certification in Behaviour Analysis, or BCaBA working towards their BCBA or PGCE. They will ideally have experience of working in home and school environments with a variety of autistic children.

Staff Training and Professional Development

Staff will all be trained to work specifically with children and young people with autism. Staff who do not hold autism-specific qualification upon recruitment, but are judged to have excellent potential, will be expected to follow agreed courses addressing behaviour (ABA introductory and intermediate courses, autism specific training); communication and occupational therapy (with an understanding of communication systems, use of IT based learning, sensory integration, dyspraxia, dyslexia).

Our SaLTs and OTs will be supervised within the Forest Bridge School management structure but for professional development, our therapists will liaise with local university/colleges/hospitals/community-based research projects and professional organisations.

Staff will also be trained in working with families of pupils to implement behavioural programmes in the home.

All staff will have a core-training programme of safeguarding, health and safety, data protection and other legal requirements.

Staff CPD will form an integrated part of the school's planning cycle. Monitoring and evaluation of pupil progress will feed into staff professional development (see Section D5 for further explanation of the cycle).

Leadership Development Within Staff Groups

Teaching Staff

Teaching Staff within Forest Bridge School will take a lead for a specific core subject, writing, reviewing and updating policies, planning schemes of work, gathering resources, advising colleagues, and leading staff meetings and training sessions. The next stage in their career development will be Key Stage Leadership.

Therapy staff

Therapists will take leadership on appropriate areas within their own speciality i.e. OTs will lead on sensory integration and dyspraxia and SaLTs will lead on social skills development and, in the secondary school, support pupils in developing communication skills relating, for example, to the employability curriculum.

The object of Forest Bridge School is learning and all staff will be members of the single team that delivers on that goal. INSET sessions each half-term will ensure that all staff have an understanding of each others' skill sets and perspective so that all staff members can make use of interdisciplinary team knowledge and resources. Multi-disciplinary teams will be organised by key stage for the assessment of teaching and learning and interventions.

Supervisors

Behavioural Supervisors will lead on developing analytically based programmes and interventions to manage and overcome behaviours that prevent or reduce access to learning. They will guide classroom staff, often delivering the interventions initially in order to model them, so that pupils are not prevented by behaviours, including those that challenge, from making good academic progress. Behaviour supervisors will be supervised internally by the Head Supervisor and externally supervised by a Behavioural Consultant from either a charity or recognised provider on a termly basis.

Senior Tutors and Tutors

Tutors will support, under the teacher's guidance, the teaching role in class. Tutors will also lead on certain activities, support group learning, accompany and support pupils and gather resources for and where appropriate lead in areas such as social stories, keeping safe, expression and communication activities, understanding turn taking, successful participation in competition.

Staff Pay and Conditions

Forest Bridge intends to follow national pay and conditions for its teaching staff. Pay and conditions for the school's OTs and SaLTs will be set in accordance with Agenda for Change, conditions in local NHS trusts and national policy.

Salaries for all staff employed within Forest Bridge School will be very competitive with local pay and conditions, recognising the high cost of living in the Windsor and Maidenhead area.

All teaching staff will be on permanent contracts, with a working year of up to 44 weeks.

Forest Bridge School will pay pension contributions for the majority of staff, in line with relevant pension schemes (see Section G for cost implications).

The School's staffing models for the first four years of opening are shown at the beginning of Section D3.

Staff Recruitment and Retention

Forest Bridge School will operate as an equal opportunity employer.

By offering very competitive terms and conditions we will secure the high calibre professional staff that we require to ensure the school delivers its vision.

Forest Bridge School will use a variety of publications, agencies and networks to identify and select high calibre candidates. Section F outlines in more detail some of the specific routes we will use to find the right people.

Section D4:

Forest Bridge School's ethos is based on an unquestioning belief that pupils with autism are capable of achieving at far higher levels than they do currently, when given the right support and learning environment.

Its approach to meeting the complex range of needs that its pupils may present will encompass a variety of presenting co-morbidities, social and emotional needs and additional education needs. The school will have regard for the requirements placed upon it by the Educational Needs Code of Practice.

In order to meet needs effectively, Forest Bridge School will assess all pupils referred to the school to gain an accurate understanding of their profiles.

Assessment and Entry into Forest Bridge School

All pupils seeking placement at Forest Bridge School will have Statements of SEN (SSEN or in future an ECHP) or will be in the process of finalising a SSEN. As part of the process of writing their SSENs they will have received a multi-disciplinary assessment, which should establish whether Forest Bridge School can meet the needs set out in their SSEN.

The assessments conducted for the SSEN will be supplemented by the school through a multi-disciplinary assessment, to gain a greater understanding of pupils' profiles, ensure the school is best placed to prepare for their needs and to support the determination of the fee threshold. Not all SSENs contain the full range of assessments by therapists working in the disciplines present at Forest Bridge School. For this reason, pupils may be assessed by the following staff:

- Qualified SEN teacher;
- SaLT with a special interest in Social Communication;
- OT with a special interest in Sensory Integration;
- Educational Psychologist;
- Behavioural Consultant.

Potential Additional Needs

The results of assessments will be shared with the pupils' family and referring LA and will inform learning goals and teaching approaches. Where additional needs are identified the necessary adjustments will be planned.

Such additional needs may include other impairments or conditions sometimes associated with autism, such as epilepsy, eating difficulties, problems of digestion such as allergies. Forest Bridge School will work in partnership with relevant health services in accommodating children's health needs.

Pupil wellbeing necessarily overlaps many curriculum areas and like safeguarding, should be regarded as a foundation concept. Food, nutrition and healthy eating can be a sensitive area for all children but it can be especially so in autism.

Special Medical Needs

Our Absent from School (Medical Needs) Policy will be in line with statutory requirements and we will have close links with local health services. Our medical needs policy recognises that pupils diagnosed with ASD may also have epilepsy, ADHD, dyspraxia, depression and anxiety among a number of co-morbid conditions. We will work closely with healthcare partners to ensure pupils' needs are comprehensively assessed and met, ensure that individual histories are recorded and understood and that parents' experience of how best to manage and respond to additional difficulties are recorded and acted upon. This will become easier to coordinate with the introduction of the multi-disciplinary approach of the ECHP.

Health

The three key areas of healthy eating, of exercise and overall health will be taught through PHSE, vocational and independence training, life and self-care skills. Sexual health and relationships, the meanings associated with love and marriage, parenthood, avoiding harmful substances are all areas likely to have to be taught from first principles. As well as addressing these via the curriculum, breaks and after-school activities will major on these areas.

English as an Additional Language

Staff and governors will work with the LA, community groups and health services to access relevant support for those with Additional Educational Needs such as English as an Additional Language (EAL)

Children at Risk

Where additional liaison or record keeping is required (e.g. where a child is looked after, there is CAMHS involvement or the child is on the protection register), will require staff to attend child protection conferences and liaise with agencies such as children's services, police and health services (more details are provided below).

Gender Considerations

Gender considerations will apply, for example when a girl is to be placed in a class only made up of boys she will require additional pastoral support, safeguarding considerations and adjustments to PHSE curriculum. There is evidence that girls with autism are more likely, for example, to develop eating disorders and are more vulnerable to abusive relationships and these areas will have particular attention. Enrichment activities aimed specifically at girls will be offered to support their development of their identity.

Gifted and Talented Pupils

Gifted and talented pupils will be offered extension activities. Forest Bridge School's small class sizes and high adult: child ratio means that personalising materials and facilitating additional challenges in other settings are feasible.

Where the assessment team believes that the school is not able to make the adjustments to meet the needs set out in the draft or actual SEN, then this will be shared with the statementing authority and the parents to establish the best next step.

Placement

We anticipate that pupils' profiles will place them into two categories of need; our predicted top-up fees are for the standard category of placement while fees for enhanced provision will be decided on a case by case basis in consultation with the referring local authority.

- The standard category is for those pupils whose needs the school feels it can meet within the classroom model with no additional dedicated support.
- The highest category of need is for those pupils whose assessment suggests that they will not be able to access the curriculum and the placement is likely to be dominated by a pupil's cognitive impairment. We have called this our enhanced provision. We would not ordinarily anticipate referrals to Forest Bridge School for pupils in this category and would offer them assessment places priced on an individual basis. If it was agreed that placement should proceed thereafter, then an absorption cost model would be applied to that placement (a method that allows a price derived from the true individual cost of support) and the fee would be calculated accordingly.

Partnerships

The school will work in partnership with a range of services and organisations in delivering high quality holistic education and support to its pupils. Some of those organisations include:

Local Schools

Forest Bridge School will work in partnership with schools in Windsor, Maidenhead and Ascot to improve the education of pupils with autism throughout the catchment area and beyond. As such the Proposer Group has started meetings with local schools including Manor Green and Furze Platt Secondary School and further education providers such as BCA and East Berkshire College.

Local Health and Social Services

Many pupils at the school are expected to have health and social care needs in addition to their autism. While the school has chosen to employ its own SaLTs and OTs in order to create a multi-disciplinary team that is familiar with each pupil and is a dedicated resource for the school, we recognise that a wider range of clinicians and social workers will provide an essential resource to ensure our pupils' well being. We will meet with key staff and agree lines of communication and co-operation during the pre-opening stage.

The introduction of Education, Health and Care Plans will also facilitate the holistic group working that we have planned for each pupil and Forest Bridge staff will participate fully in the development and application of such plans.

Children's Services and the Local Authority

Forest Bridge will work closely with Children's Services, through the collaboration on statements and the development of ECHP, this will be particularly critical in the transitioning phase into further education, employment or training, to ensure that support is provided from outside agencies where appropriate.

Police

Children and young adults with autism can have a difficult relationship with the Police due to social communication issues. In RBWM there is an Autism Alert card that has been championed by local police forces and has achieved a definite increase in training and awareness by the Police of autism.

We would seek to build on this increased awareness and would encourage visits to the school by the police to give presentations and talks as part of PHSE curriculum. But we would also wish to provide outreach and training to the police force on autism awareness and problem behaviour management.

Community Organisations

Forest Bridge School recognises that community organisations are well placed to support families' integration into the UK, and will work closely with such organisations to put productive partnerships in place.

There are also longstanding communities with very strong community organisations, especially those based on faith. The school will work with these organisations to provide holistic support for pupils and their families.

Child Protection, Safeguarding and Information Sharing

Forest Bridge will be fully committed to engaging with all services if it believes a child is at risk.

We will develop protocols and points of contact for the exchange of information between agencies, and Safeguarding Boards, to allow for the timely exchange of information if a child is thought to be at risk.

The Deputy Principal will take responsibility for training on safeguarding, and a single central training record will form part of the HR database. All training will be evaluated and those evaluations reported to the Pupil and Parent sub-committee by the Safeguarding Officer (who will be the Principal). All staff will receive level-one training in safeguarding in their induction period.

The Principal will take lead Safeguarding Officer responsibility and seek a termly meeting with the LADO²⁷ for RBWM. The Principal will review the quality of safeguarding recording termly.

Safeguarding will be an agenda item in every member of staff's supervision on a continuing basis. There will be a review of safeguarding practice at each termly staff meeting. Safeguarding data will be reported to the pupil welfare committee at every meeting and where indicated will be discussed at the full Governing body. An annual report on the sufficiency of the training provided will be made to the Governing body. Where concerns are not responded to in a timely manner despite correct reporting the Principal, as Safeguarding Officer, will consult an external Safeguarding Consultant.

Safeguarding children and young adults with autism is widely acknowledged to be more complex than for other groups. Current efforts by the Autism Alliance and others to create autism specific safeguarding guidance reflect the difficulties that arise in managing safeguarding concerns for this cohort of children and young people.

Training will go beyond an understanding of the conventions of reporting and recording practices, adherence to Working Together and No Secrets.

Forest Bridge will create a culture where staff feel confident in reporting concerns, in the knowledge that their supervisors, managers and the governors will support them fully in bringing concerns to the attention of the responsible individual in the school.

The large Knutson and Sullivan study (2000) which showed that disabled children are 3.4 times as vulnerable to abuse as their typically developing peers and the DCSF guidance Safeguarding Disabled Children (2009) will act as guidance for all interventions. The recent Ofsted report "Protecting Disabled Children" (2012) warns that reporters of safeguarding concerns may need to be very persistent in getting an adequate response from the proper authorities.

²⁷ Local Authority Designated Officer

Attention will be paid to all types and sources of abuse, including emotional abuse, induced illness, neglect, sexual and physical abuse, discriminatory as well as financial abuse. The school will be well versed in the Mental Capacity Act as well as the necessary understanding of the statutory and other Safeguarding Guidance. Systems will be in place to monitor for those additional risks arising from the use of social media and the Internet. People with autism are especially vulnerable to these newer forms of abuse because serious impairments in judging the intentions and motives of others can exist in individuals with advanced abilities in technology and the use of electronic media. One additional safeguarding difficulty that arises with autism (and other disabilities) is the challenge of working through evidence where it is hard to distinguish between indicators of autism and indicators of abuse. Practitioners must see beyond the autism to create safe environments.

A zero tolerance of bullying will sit alongside a strong safeguarding culture.

Forest Bridge will also provide outreach services, education and training to local mainstream schools, as well as inclusion days, to improve awareness of the vulnerability of our particular cohort and to increase understanding of autism amongst our pupils wider peer group.

Section E - Evidence of need – part 1

Forest Bridge School is a proposed special free school for children and young adults with a primary diagnosis of autism. It will cater for children from the age of 4 up to the age of 16 and will be based on EYFS and the National Curriculum. Forest Bridge School aims to help each pupil that leaves the school to progress into training, employment or further education. We also aim for each pupil to make above expected levels of progress in Reception and each Key Stage of the national curriculum and to leave the school with either GCSEs or equivalent qualifications.

Section E1

As our proposed school is a new provision for children with a primary diagnosis of Autism, the table below is based on new pupils at the school. The data provides information on demand for places in the first two years of operation – 2015 and 2016.

Column A – shows the proposed number of places for children with statements in each year group

Column B - shows the number of children of the relevant ages local authorities would anticipate naming our school in their statements

Column C - shows the number of children of the relevant ages whose parents have indicated that they would request Forest Bridge School to be named in their statement.

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	6	5	7		8	5	-	
Year 1	4	5	6		6	5	7	
Year 2	4	5	13		6	5	6	
Year 3	4	5	11		6	5	13	
Year 4	4	5	6		6	5	11	
Year 5	4	5	5		6	5	6	
Year 6	4	5	7		6	5	5	
Year 7	4	5	8		4	5	7	
Year 8	4	5	3		4	5	8	
Year 9			0		6	5	3	
Year 10			4				0	
Year 11			1				4	
Totals	38	40	71		58	45	70	

Section E: Evidence of need – part 2

We have met with three Local Authorities:

The Royal Borough of Windsor and Maidenhead (RBWM), Slough Borough Council and Bracknell Forest Council.

All three Boroughs were extremely receptive to our proposed school and both RBWM and Slough had recently commissioned a SEN Provision Document outlining the need for more autism provision against predicted need.

The RBWM report document (details provided in Section C) showed that 61% of children and young people with statements attend mainstream schools, with 39% attending special schools. The authority maintains five resourced units and one special school. Some pupils attend schools maintained by other local authorities or academies in other authorities' areas. A number attend non-maintained or independent special schools, some of which are residential.

There are 226 autistic pupils in the RBWM with statements, this represents 31.83% of the SEN Statements in this borough. Out of the 226 pupils 56 of these children are placed in Independent schools (out of borough). The chart below shows the numbers of children per year group.

Year	ASD
Pre-R ⁴	5
R	1
1	1
2	
3	1
4	2
5	
6	5
7	5
8	3
9	6
10	7
11	6
12	2
13	5
14	7
Totals	56

The projected annual costs for one child with autism (with or without learning difficulties) placed in a non-maintained day school is an average of [REDACTED] per year.

Current Provision in Royal Borough of Windsor and Maidenhead

Our host borough's provision is currently in three different settings: Furze Platt, a unit within a mainstream secondary, Manor Green, a larger than average SEN School with a varied cohort, and Heathermount, an independent autism provision.

Having met with [REDACTED], [REDACTED] based at Furze Platt, it is apparent that the 15 places they provide are in high demand. [REDACTED] commented that there was also a high need for a primary provision and that the Educational Psychologists in the borough would agree.

Manor Green provides excellent educational resource for many statemented children with severe to moderate needs, however, having met with [REDACTED] he has informed us that they are over-subscribed and they would welcome another provision for children with moderate to high functioning autism.

Heathermount is an independent setting for children between the ages of 5-19, however, in 2011 the school was judged by Ofsted to require special measures because it was failing to give students an acceptable standard of education. The most recent inspection, which took place in January 2013, graded the school as 'requires improvement'.

Further details

Manor Green

This is an LEA provision, larger than average size for special schools of this type, with a total of 223 children from age 2-19 based in the Royal Borough of Windsor and Maidenhead, based in Maidenhead. All pupils have SSEN, these include statements for profound and multiple, severe and moderate learning difficulties and 20% of the children have autism. It has an Ofsted rating of good.

Furze Platt

The Shine Team is an LEA service that supports children in mainstream educational settings who have a diagnosis of autism. The service visits 50 schools. There are 250 pupils currently on the caseload, half of whom have a SSEN.

The resource base supports pupils with a SSEN and a diagnosis of autism within the setting of Furze Platt Mainstream Secondary School, Maidenhead. The 15 pupils in the resource base receive specialist teaching in place of agreed subject lessons. During these lessons they follow an individual education program.

Heathermount

Heathermount is a specialist school in Ascot that caters for children and young people aged 5-19 who have autism. The school is non-maintained and owned by the Disabilities Trust, currently approximately 40 pupils attend this provision.

Other Provision – Neighbouring Boroughs

Slough Council have been proactive in setting up good provision for children with autism in both primary and secondary settings. However, they have predicted a large increase in numbers in the next 5 years with a diagnosis of autism. A copy of their letter included below outlines these figures.

Their current provision is:

Arbour Vale School, Slough

The Arbour Vale School has a specialist autism provision that caters for children 2 ½ to 19 years of age with a SSEN indicating autism and associated learning difficulties. In addition many of our pupils have specific sensory, behavioural, medical, social or emotional needs.

Baylis Court Nursery, Slough – Dragonfly Resource Base

The Dragonfly resource base provides support for four children age 3-5 yrs who have complex learning needs or have had a diagnosis of autism. Children are supported by a class teacher and an early year's practitioner.

Castlevew Primary School, Slough

This is a large primary school with a nursery, approximately 10% of the pupils have learning difficulties or disabilities.

Ryvers Primary School, Slough – Octopus Resource Base

The Octopus Resource base provides 8 places within the school and caters for the needs of children with autism.

Godolphin Education Trust, Slough

The Launchpad Resource is available to a small number of children who have complex needs associated with autism. The children spend part or all of the day in their small groups.

Bracknell Forest Council

Bracknell currently has two SEN resources outlined below. One provision is for the early years, it is a good resource but is over-subscribed and is for children at nursery stage and reception only. The other provision is for varied SENs, however this school's provision is not autism specific and is for moderate to severe learning difficulties. It has also been graded inadequate by Ofsted at their last inspection.

Kennel Lane

This is a special school for pupils with approximately 200 pupils aged from 2 to 19 years of age, most of whom have moderate or severe learning difficulties, including autism. A few have profound and multiple learning difficulties. All pupils have SSEN.

The school is part of a teaching schools partnership with local schools, providing support and training for other teachers. It also provides an 'outreach service', providing support and advice to schools that have pupils with autism.

Rainbow Resource, based on site at Great Hollands Primary School

This provision is a class for children in the Foundation Stage who have social and communication difficulties. The Resource takes up to six full-time or ten part-time children, and is staffed by a teacher, a nursery nurse, a learning support assistant and a speech and language therapist. Children join in Nursery and Reception classes with support when they are ready to do so and return to their home schools when they are ready.

Local Authority Letters of Support

Please reply to: [REDACTED]

Direct Line: 01628 78 6673

Fax: 01628 796121

Email: [REDACTED]

My ref:

Y:\LIC\CHILDRENS SERVICES\ESC\Head of
ESC\Letters\2014\FB-Free-School-
Support_DVS-AA_2014-04-30.doc

[REDACTED]
Children's Services Directorate
Town Hall
St Ives Road
Maidenhead
Berkshire
SL6 1RF



Your ref:

30 April 2014

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

Dear Sir, Madam

Re: Confirmation of support for Forest Bridge School Application

I write to confirm the Royal Borough of Windsor and Maidenhead's support for Forest Bridge School's application to become a new free school specialising in educational provision for high functioning ASD pupils.


Based upon current data there is a need for additional ASD provision in the local area. Consequently, if provision is developed as planned, we will name, in statements/Education Health and Care Plans, Forest Bridge School in line with our statutory duties for appropriate pupils. Based upon current assessment of needs there are at maximum five pupils per year group, who we believe could be appropriate candidates. We would work with the founders of Forest Bridge to agree which year groups are targeted during the first three academic years to build the school cohort.

We are supportive of the wider partnership development the Free School founders are pursuing with local private/public providers for secondary age pupils. This could result in children and young people's aged 4 to 25 education and training needs being met, through a local collaborative and innovative partnership.

[REDACTED] Children's Services
Royal Borough of Windsor & Maidenhead, Town Hall, St. Ives Road, Maidenhead, Berkshire SL6 1RF
T: 01628 663800 E: customer.service@rbwm.gov.uk Minicom: 01628 796474
www.rbwm.gov.uk

The Borough would expect to pay a top up fee in the region of £18-20K per annum per day pupil for places, depending on the age and the specific needs of the individual children placed. Rates vary according to need and if the school were providing places for the upper secondary cohort, and if needs were greater, we would expect the annual rate to be slightly higher.

Yours sincerely

A black rectangular redaction box covering the signature of the sender.A black rectangular redaction box covering the name of the sender.

Department: Early Years, School Services & SEND Team
Contact Name: Alex Bowman
Contact No: 01753 757630
Fax: 01753 757631
Email: [REDACTED]

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

Dear Sir/Madam,

Re: Confirmation of support for Forest Bridge School

I can confirm that Slough Borough Council supports Forest Bridge School's application.

We understand that Forest Bridge School will be a school for pupils aged 4-16 with a primary diagnosis of autistic spectrum disorder in their statement of special educational needs.

The proposed site location is in Maidenhead in the Royal Borough of Windsor and Maidenhead. The school's proposed opening in September 2015 could potentially assist in addressing Slough's projected demand for special school places.

There is clearly a need for the type of provision being proposed for Forest Bridge School in the local area and Slough would consider naming the school in line with our statutory duties in relation to children with statements of special educational needs and Education, Health and Care plans from September 2014.

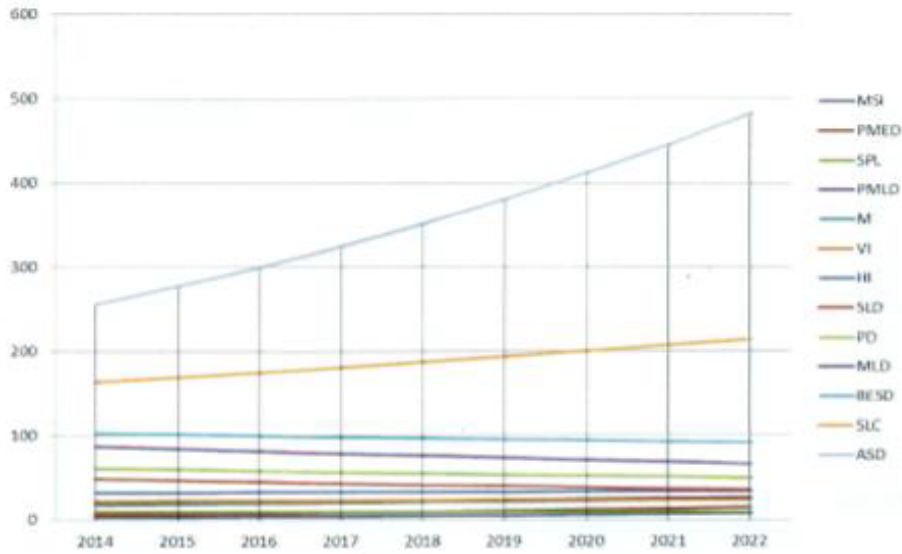
It is difficult to say precisely how many children Slough may place at the school but, given the clearly identified need Slough has for such a provision, we anticipate naming Forest Bridge School on the Education, Health and Care plan for a number of children whose needs are likely to match the provision on offer. Please see below for an indication of the potential future need for children with a diagnosis of autistic spectrum disorder in Slough.

ATO

Main Reception: 01753 475111
Minicom: 01753 875030
DX: 42270 Slough (west)

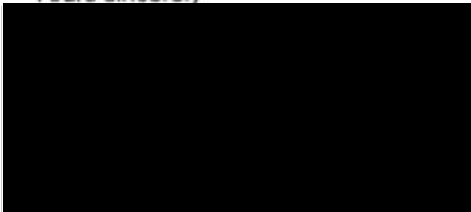
Slough Borough Council
St Martins Place, 51 Bath Road
Slough, Berks SL1 3UF

Forecast Growth in Primary Need, 2014 – 2022



The proposed top up fees fall broadly in line with the banding model used in Slough for pupils with special educational needs including those diagnosed with autistic spectrum disorder.

Yours sincerely



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



Our ref: JK/RHW

30 April 2014

Dear Sir/Madam

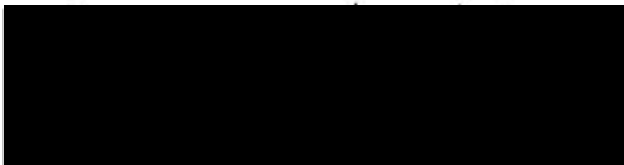
I am writing to comment on the proposal to establish the Forest Bridge School.

Bracknell Forest Council has established an Education Review Group to consider and comment on applications related to new schools in the local area. The group has an independent chair and representatives from schools, governors, parents and the Council. The group met with two of the sponsors of the Forest Bridge School who were able to explain how their proposal would relate to other local provision and meet the needs of children and young people with special educational needs. This letter reflects the views of the group and is sent on behalf of the chair.

As you will be aware the school will be for pupils aged 4 to 16 with a diagnosis of autism spectrum disorder (ASD) included in their statement of special educational need. Although the preferred location of the school is within the Royal Borough of Windsor and Maidenhead (RBWM), other potential locations closer to Bracknell have been considered.

The LA seeks the best possible provision for children and young people and, should the Forest Bridge School open then we would, of course, consider this as an option for the placement of a child. The decision to place would depend on the quality of education provided, the preferences expressed by the child and the parent, the accessibility of the school, the admissions policy and, finally, the cost. It is therefore difficult to be precise about the number of Bracknell Forest children who could attend the school but it is likely that, as the number of children with an ASD diagnosis increases the school would have no difficulty in recruiting students from the local area, including RBWM, Slough and South Buckinghamshire.

Yours faithfully



Children, Young People & Learning
CHILDREN, YOUNG PEOPLE AND LEARNING

Bracknell Forest Council, Time Square, Market Street, Bracknell, Berkshire RG12 1JD
T: 01344 352000 F: 01344 353258 Minicom: 01344 352045 www.bracknell-forest.gov.uk

Marketing

Marketing Tools to Parents, Local Authorities and the Wider Community

A number of initiatives have been undertaken to engage with the community in order to raise awareness of the distinctive features of our proposed school. We have put together a comprehensive marketing and communications strategy that would take the project through each stage of the process from pre-application through to pre-opening and longer term.

Pre-application Phase (up to end of April 2014)

Our priority during the pre-application phase has been to reach out to as many parents of children with autism in order to raise awareness of our proposed free school and to gather evidence of demand. To date our marketing has included:

- Press release to local media (February 26, 2014);
- full article in the Maidenhead Advertiser (February 28, 2014) - this weekly newspaper has a circulation of 20,000 readers;
- full article in the Slough, Eton and Windsor Observer (February 28, 2014) – this weekly newspaper has a circulation of 7,039;
- Maidenhead Advertiser ran a second article following our presentation at the RBWM Cabinet meeting (March, 27 2014);
- Slough, Eton and Windsor Observer (April 23, 2014) ran a second article after our public meeting;
- launch of our Forest Bridge School Website including facility to register interest in the school (February 2014);
- launch of our Forest Bridge FaceBook Page (February 2014);
- letter to Heads of Primary and Middle Schools in the RBWM providing information about the proposed school (March 2014);
- presentation to Berkshire Autistic Society (March 4, 2014);
- article in the Berkshire Autistic Society Newsletter (March, 2014);
- email sent to Berkshire Autistic Society Members and Special Voices Slough Parent Support Group promoting Public Meeting Day (April, 2014);
- Public Meeting held on April 15, 2014 at Oldfield Site – 42 people attended, as well as Founder Members, Councillors, local press and Governors.

Letter to local Headteachers

info@forestbridgeschool.org

10th April 2014

Dear

Proposed Special Free School for pupils with ASD in the Royal Borough of Windsor and Maidenhead

We are writing to you as Head Teacher of an outstanding school in the Royal Borough of Windsor and Maidenhead to provide details of a proposed Special Free School, Forest Bridge.

Forest Bridge will be a school for pupils between the ages of 4 and 16, who have a primary diagnosis of autism and have the potential to access the National Curriculum.

Forest Bridge aims to take 92 pupils by the year 2018. Our initial intake would be in September 2015, from Reception to Year 7. We hope to be located on the old Oldfield Primary School site in Maidenhead. More details of our school model can be found at www.forestbridgeschool.org.uk

As part of our proposed Free School application to the Department for Education, we have to show evidence of need for a school of this type in the RBWM. We have over 50 families registered on our school website, most of them with primary school age children. The Local Authority has also been broadly supportive of our plans. However, we are writing to a number of Head Teachers across the Borough to ask them if they would also consider providing a statement of support for Forest Bridge that could be included in our application form.

We would be delighted to have your statement of support included in our application, which can be sent to the email address above.

With kind regards,

The Forest Bridge School Steering Group



Oldfield Primary School

Chiltern Road, Maidenhead, Berkshire, SL6 1XA
Telephone: 01628 621750 Fax: 01628 776831
Website: www.oldfieldprimary.com



Canon Hill Cottage
Canon Hill Way
Bray
Berks SL6 2EX

28th April 2014

Dear [REDACTED]

Thank you for your letter regarding the Proposed Special Free School for pupils with ASD in the Royal Borough of Windsor and Maidenhead.

I firmly believe that there is a significant need for a school with this vision, supporting children with ASD within the Royal Borough. I also believe that the current Oldfield site is the perfect location for such a school.

We are very fortunate in having Manor Green School in Maidenhead however; they cater for many diverse needs and are also heavily oversubscribed. Having a school focussing solely on ASD will be a great asset for the local community and will certainly help the children and families who live with ASD.

All the very best for your application

Yours sincerely,



Lowbrook Academy Trust
T/A Lowbrook Academy
The Fairway, Cow Green, Maidenhead
Berkshire, SL6 3AR
Principal: Dave Reaney
Phone: 01438 671855
Fax: lowbrook@rbwm.org
Web: www.lowbrookacademy.co.uk



24th April 2014

[Redacted]
Forest Bridge School Ltd

Dear Mrs Balmer

Thank you for your letter informing me of your proposed school for pupils with ASD within the Royal Borough of Windsor and Maidenhead. I was delighted to receive notification of this project and you have my full support as your local Principal of 2 surrounding schools.

It has long been a belief of mine that the gap between Manor Green pupils and mainstream children is too large for some pupils with ASD and unfortunately there has been no other provision that can offer the specialist education and services which Forest Bridge School is endeavouring to deliver.

I have no doubt that there will be great interest from parents in our community that would wish that their children could attend such a school.

I wish you all the best with your free school application and am more than happy to support you further as this application progresses.

Yours sincerely

[Redacted signature]





Riverside
Primary School
& Nursery

06 May 2014

Riverside Primary School & Nursery
Cookham Road
Maidenhead SL6 7JA

Tel: 01628 621741
Fax: 01628 673155
info@riversideprimaryschool.org.uk
www.riversideprimaryschool.org.uk

Headteacher:
Mrs Rehana Juna B.Sc. PGCE, M.A., NECH

[REDACTED]
The Forest Bridge School Steering Group
145 – 157 St John Street
London
EC1V 4PW

Dear [REDACTED]

I am writing to support the proposed development of Forest Bridge School.

There is currently limited provision for the whole spectrum of Special Educational Needs (SEN) within RBWM. As a result a number of RBWM children are taught outside the LA at a considerable cost.

Having had first-hand experience of supporting children with a diagnosis of Autism, both in our SPAL resource and in the mainstream school, I strongly feel there is a need to develop a school that will offer personalised provision for such pupils. This will enable children who have ASD to achieve their full potential and access the National Curriculum in an environment that is well-suited to their and their families' needs.

In addition, setting up Forest Bridge School would be a good use of the existing Primary School site.

I wish you every success in your application.

Yours sincerely

[REDACTED]

6th May 2014

Dear Sir,

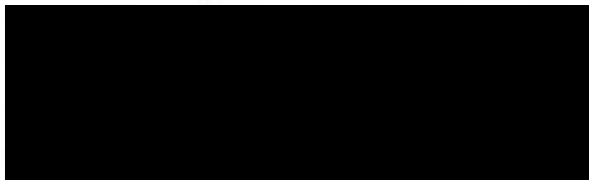
Application for Forest Bridge School

St Mary's has always welcomed every child and, as we have such an experienced and dedicated staff, provided the very best education we can for all our children. In the last 5 years we have seen an increase in the numbers of children with more severe needs in mainstream school. In our case most of the children with the highest need have diagnoses of autistic spectrum disorder and statements of special educational need. Each child is unique, the spectrum is so broad and, although we have trained staff for each child, the children's needs are complex and specific.

Every child deserves the best provision for them. For many of these children early intervention with specific programmes delivered by specialist staff can provide the opportunity for them to be successful in secondary school and as a consequence in the community as adults. The environment also has to be tailored for the sensory sensitivities of these children – a busy, 30 child classroom with all the extraneous noise of a primary school is not the right place. The opposite of working in a small room with a single person is equally wrong. We try to balance the need but it is always a best compromise and not the ideal that a child with extreme needs deserves. In many cases the children move on to secondary and then cannot cope and specialist provision has then to be sought. It would be better to provide the help early, research has shown that earlier intervention has the most impact.

The aim for each child should surely be that they take their place in society. There is not a single child who has attended our school who has not contributed to the community and been a very valued pupil but that compromise is the issue. The needs of the child must come first and the best provision for these children cannot be provided in a mainstream primary. Equally they should not have to travel miles from home, possibly even boarding, at huge cost to everyone – economically and socially. There is an overwhelming need for a specialist school within the Borough for ASD children specially those of primary age. I fully support the application for an ASD school.

Yours faithfully,



St Mary's is a school within The Catholic Academy Trust in East Berkshire: a charitable company limited by guarantee
Registered in England and Wales - Company Number: 8561153
Registered Office: Cookham Road, Maidenhead, Berkshire, SL6 7EG



**Saint Mary's Catholic
Primary School**
Cookham Road
Maidenhead
Berkshire
SL6 7EG

t: 01628 622570
f: 01628 674237
e: [office@stmarys-
maidenhead.org.uk](mailto:office@stmarys-
maidenhead.org.uk)
w: [www.stmarys-
maidenhead.org.uk](http://www.stmarys-
maidenhead.org.uk)

Headteacher:
Mrs JM Laycock



Diocese of Portsmouth

29th March 2014 Press Release – to local newspapers and Local Authorities

Forest Bridge School is a proposed Special Free School for the Royal Borough of Windsor and Maidenhead.

The School will specialise in providing education for children and young adults, from age 4, who have a diagnosis of Autism Spectrum Disorder (ASD) and have the potential to access the National Curriculum.

Forest Bridge School is being founded by a group of parents of children with ASD, along with expertise from Councillor Simon Dudley and the Place Group, (Educational Consultants who have worked with many successful Free Schools).

As parents of children with ASD we have all struggled to find the right school environment for our sons and daughters. Many children with an ASD will struggle in a mainstream school due to the sensory processing issues (hyper sensitivity to noise and smells, for example) that are often found in those on the spectrum. They will also find it difficult to cope with large class sizes and a lack of differentiation in the class work provided.

What is needed is a Special School which can provide the right physical environment for children with ASD, as well as a high quality teaching provision and ready access to supporting speech and language, behavioural, psychological and occupational therapy.

Faced with a lack of provision of this type in the Royal Borough of Windsor and Maidenhead, and reluctant to commit our children to 3-hour round trips to access suitable schools outside of the Borough, we decided to take advantage of the Free Schools programme to apply to open a Special Free School that would meet our needs.

We will be submitting our application to the Department for Education at the beginning of May, with an aim to open in September 2015.

██████████ ██████████, has been very helpful in answering our questions and has given broad support for our proposal.

We have also received incredible support from other parents of children with ASD, with over 40 families registering their interest.

However, we need more parents of children with ASD to register on our website to show the Department for Education that a school of this type is needed in our Borough and that it will be the preference of parents, as well as the Local Authority.

Further details about the school, and the registration form, can be found at www.forestbridgeschool.org.uk. Updates on our progress can be found on the news page of our website, on our Facebook page (Forest Bridge School) or on twitter following @ForestBridgeSch. Any additional questions can be sent to info@forestbridgeschool.org.uk

Meetings with Members of Parliament for the local constituencies:

We had lengthy meetings with both The Rt Hon Theresa May, Home Secretary, MP for Maidenhead and The Hon Adam Afriyie MP for Windsor to discuss Forest Bridge School. Following these meetings both Mrs May and Mr Afriyie have written to the Secretary of State for Education, the Rt Hon Michael Gove, MP outlining their support for Forest Bridge School in its application.

Letter of Support from The Rt Hon Theresa May MP



THE RT HON THERESA MAY MP
Home Secretary and Member of Parliament for Maidenhead

HOUSE OF COMMONS
LONDON SW1A 0AA

April 2014

To whom it may concern,

Forest Bridge School

I wish to express my support for the concept of a new free school for the Royal Borough of Windsor & Maidenhead for children who have a diagnosis of Autism Spectrum Disorder.

I have met the team behind the proposed Forest Bridge School and have been extremely impressed with their vision for the school. A new school for children on the Autism Spectrum would be a welcome addition to education provision in the Royal Borough and would help meet a need for more local school places.

There are clear benefits to having a local school specialising in providing education to children on the Autism Spectrum, who have particular needs that might not be met in a mainstream school.

Forest Bridge School is supported by a strong team of parents and professionals who have experience and expertise in education and special needs – including some who have already been involved in the establishment of a free school. Their plans for the school are impressive and would provide a valuable new service for parents of Autistic children.

I welcome this important contribution to local education and look forward to seeing the project develop further.

Yours sincerely,

The Rt Hon Theresa May MP

- continuing to engage with local press in order to communicate the key features of our school's vision and ethos;
- working closely with Children's Services at RBWM;
- holding parent information sessions and workshops at local venues;
- as plans develop, we will also engage with parents and other supporters to gain input into the design of the school. We will hold public meetings with our architects providing opportunities to feedback information.

Pre-opening – Second Phase (April 2015 – Sept 2015)

The purpose of the second phase of the marketing campaign will be to ensure parents who have expressed an interest in the school commit to doing so through the admissions process. We will focus on ensuring that our vision and ethos, and all aspects of the school's admission process are appropriately communicated. We will achieve this by continuing to build on our first phase marketing campaign. Additionally we plan to:

- consult with RBWM and neighbouring boroughs to ensure that all admissions criteria for Forest Bridge School are correct;
- continue to engage with primary and middle schools in RBWM and neighbouring boroughs;
- hold specific meeting for parents and children who will be joining Forest Bridge School in September 2015;
- maintain a high level of media interest through local and national press;
- continue to build on our website and social media campaigns.

Evidence of demand

Survey of Parents

In order to provide evidence of demand for places at Forest Bridge School we have undertaken a survey of parents' and carers views since the launch of our website in February. Before completing the survey, parents and carers were provided with information about our proposed school which can be found at www.forestbridgeschool.org.uk.

We collected the following information from our on-line survey and face-to-face interviews:

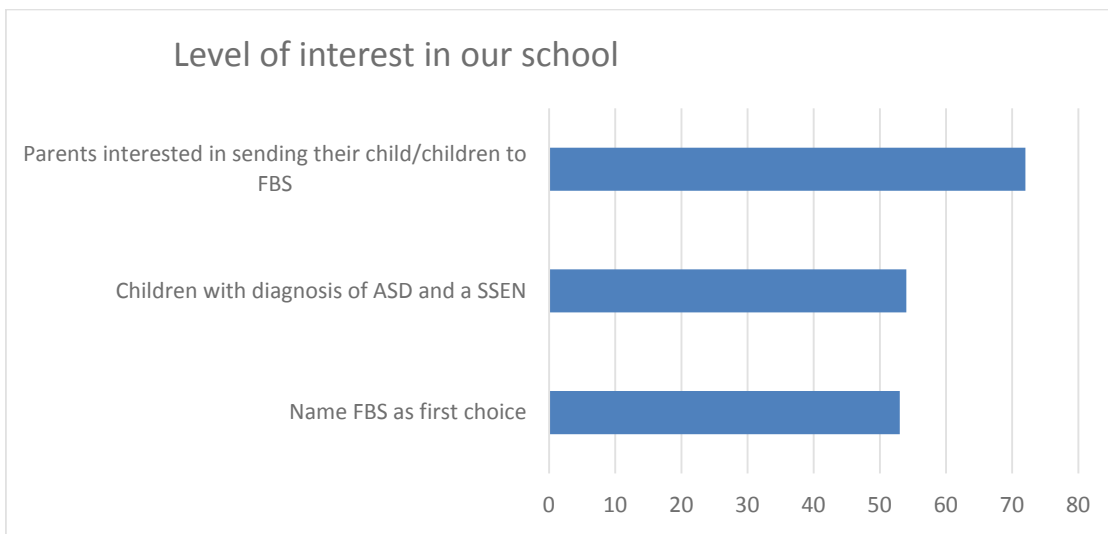
- Name of parent/carer
- Email address
- Postcode

- Birthdate of child
- Diagnosis of autism
- Statement of Special Educational Need
- Level of interest in Forest Bridge School:
 - Would they Name Forest Bridge our first choice?
 - Definitely interested in naming FBS school yes/no?

Results to the survey

More than 72 families took place in our on-line survey during the 12 weeks we have been running the website. The results are outline below:

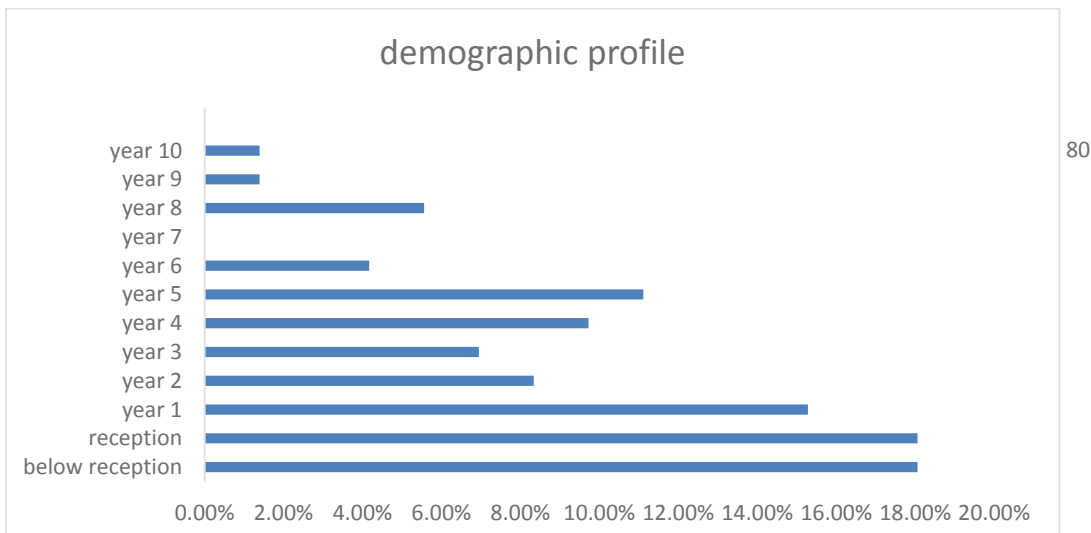
Level of interest in Forest Bridge School



These findings show that the level of interest in Forest Bridge School (FBS) was exceptionally high with all parents stating they were 'definitely interested' in naming FBS as their preferred school.

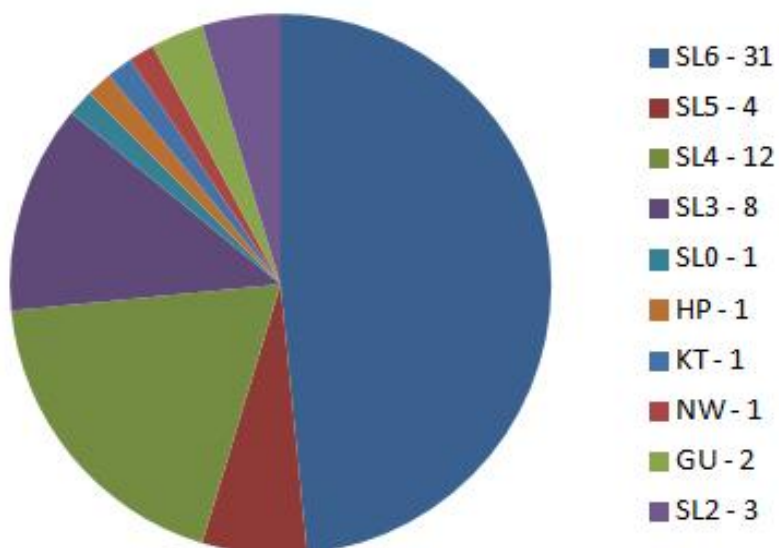
Even in the short space of time that we have been carrying out the survey, the number of parents making a strong commitment to naming Forest Bridge School as their first choice, for the number of places available, was 70% or greater.

Demographic profile



We are pleased that interest in our school's vision and ethos was positive across all year groups and appealed to parents and carers of children with a diagnosis of autism.

Parent Demand by Postcode



These charts illustrate where demand for places at Forest Bridge School is coming from. Specifically, it shows that there is greatest interest from Maidenhead (SL6) and Windsor (SL4). There is also interest coming from outside the borough.

Section E2 We do not plan to have any pupils without statements in the school.

Section F: Capacity and capability

Forest Bridge School is a proposed special free school for children and young adults with a primary diagnosis of autism. It will cater for children from the age of 4 up to the age of 16 and will be based on EYFS and the National Curriculum. Forest Bridge School aims to help each pupil that leaves the school to progress into training, employment or further education. We also aim for each pupil to make above expected levels of progress in Reception and each Key Stage of the National Curriculum and to leave the school with either GCSEs or equivalent qualifications.

Forest Bridge School is a not-for-profit company limited by guarantee. It is anticipated that it will become an Academy Trust on approval and signing of the funding agreement by the Secretary of State.

We are a group of local parents, teachers and successful business people. The majority of the local parents in our group have children who have a diagnosis of autism and many members of the group have family members who are also on the autism spectrum. We have decades of experience of teaching, governance, marketing, finance, HR, project management, building design, planning, legal and commercial matters.

We all have a passion and drive to help children and young adults with autism to achieve their very best, both in terms of education and life-skills, through the provision of individualised and specialist provision.

The members and directors of Forest Bridge School have outstanding educational and financial expertise alongside a broad range of skills and experience necessary to see through the opening and on-going operation of the school.

We have also been able to call upon a network of experience and expertise, that will be provided pro-bono by accountants, architects, educationalists, charity CEO, behaviouralists and fundraising experts, to add to the skills mix of our pre-opening team. Details are provided in table F(1).

F1 (a) Pre-opening skills and experience

All of the individuals named in this section will providing their time and services pro bono.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Y	Maidenhead	██████████	██████████	10
██████████	Y	Maidenhead	██████████	██████████	10
██████████	Y	Bracknell	██████████	██████████	5

[REDACTED]	Y	Bath	[REDACTED]	[REDACTED]	15
[REDACTED]	Y	Ascot	[REDACTED]	[REDACTED]	15
[REDACTED]	Y	Ascot	[REDACTED]	[REDACTED]	15
[REDACTED]	Y	Maidenhead	[REDACTED]	[REDACTED]	15+
[REDACTED]	Y	Leeds	[REDACTED]	[REDACTED]	5

████████	Y	Windsor	████████	████████	5
████████	N	Maidenhead	████████	████████	5
████████	Y	Guildford	████████	████████	10
████████	Y	Maidenhead	████████	████████	10

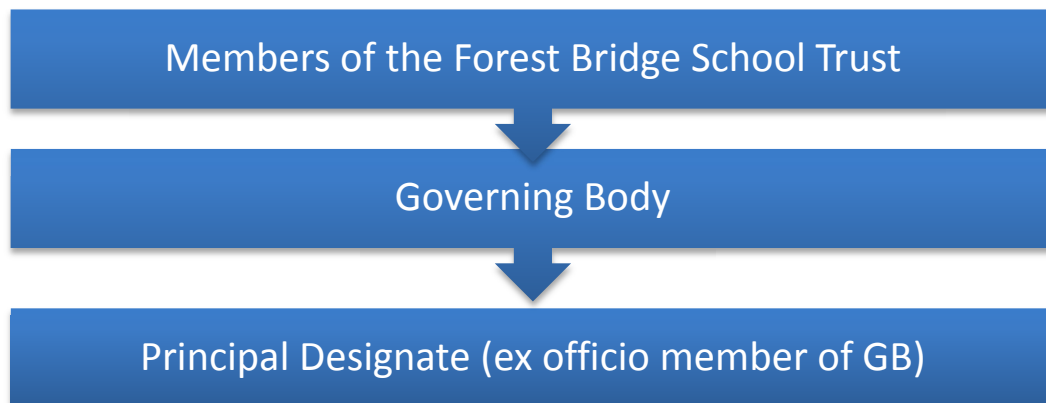
██████████	N	London	██████████	██████████	5
██████████	Y	Maidenhead	██████████	██████████	10
██████████	Y	Maidenhead	██████████	██████████	5

F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Recruitment	Procure external agency through compliant tendering to obtain best value
Legal	Procure external firm via tendering process to provide advice on employment and corporation matters
IT	Procure external advice on IT infrastructure after compliant tendering process
Clerk	Procure clerking services from external agency after tendering process

Section F2

The members of Forest Bridge School Trust will be responsible for establishing the Free School and ensuring it opens successfully. They will also form part of the Governing Body and will take on specialist roles within the group to ensure all responsibilities are met.



The Governing Body will report directly to the Members of the Forest Bridge School Trust. Initially the Chair of the Trust will also take the Chair of the Governing Body.

The Members will have oversight of the finances and results of the school and the ability to appoint and remove Governors (Directors), they, therefore, have ultimate responsibility for the School's operation and viability.

The role of the Governing Body will be to support the school and the Principal, provide guidance on strategies and establish policies that reflect and strengthen the vision and ethos of the school. They will also challenge and question so that weaknesses are identified early and tackled decisively. They will be responsible for ensuring the statutory responsibilities and current legislation are met and will agree budgetary issues along with the Business Manager. The Principal and the Business Manager will be accountable to the Governing Body.

If there are concerns about the viability or operation of the School, the Chair of Governors will report directly to the Members of the Forest Bridge School Trust who will provide an action plan, with SMART targets, which will be monitored by the Chair.

The Principal will have overall responsibility for the leadership and day-to-day operation of the school, its staff and pupils and its performance and will be accountable to the Governors of the school. At each full Governors' meeting the Principal will provide half-termly reports on all issues relating to the school including academic results, pupil numbers, attendance, behavioural issues, staffing issues, building maintenance, DfE updates, school events, Local Authority liaison, tribunal decisions, school events and trips.

In order to ensure the success of the school and its pupils it is vital that the Governing Body makes a significant contribution to the work of the school as objective, professional and effective guardians. They must keep all aspects of the school under review. We expect them to be a visible presence around the school, during the school day and at events. They will be expected to be able to engage with all members of the school community, the staff, parents and pupils, in a constructive and supportive way.

It is essential that the Governing Body contains appropriate representation of all various groups of stakeholders of the school. Therefore, the Governing Body of Forest Bridge School will comprise the following:

- The Directors of Forest Bridge School (currently five in total)
- The Principal ex officio (1)
- Two parents/carers, elected by the parents of the school on a two-yearly basis (2)
- A senior member of staff from a local Special School (1)
- A representative from RBWM Children's Services or SEN service (1)
- A local resident (1)
- A representative from an autism charity or a person with autism (1)

We plan for our Governing Body to consist of 12 members.

The Governing Body will also include an independent clerk, who will ensure correct procedures are followed and meetings are minuted. We will ensure our Governing Body has both breadth and depth of experience and knowledge in specialist areas including: finance, legal matters, site and buildings, SEN, autism and education. It is, therefore, likely to include a practising solicitor, an accountant, a chartered surveyor/architect, Consultant paediatrician, SEN teacher or Head teacher, CEO of an autism charity or autism advocate. We would hope the majority of our Governors will be local residents, however, maintaining a balanced skill-set is the overriding criterion for selection to the Board. Recruitment for positions on the Governing Body will be advertised through our website, parent newsletters, local press and through RBWM. We have already received a significant amount of interest from both parents and influential local residents who are keen to be involved in the governance of the school.

Prior to the school opening and in the first two terms, the full Governing Body will meet on a monthly basis. On-going meetings will then be held twice a term. Once a year there will be a full Governing Body Strategy meeting to discuss and set longer-term goals and objectives.

There will also be a number of sub-committees, which will also meet on a regular basis, usually twice a term but more frequently during the first two terms. All governors will be CRB checked and an annual register of business interests carried out.

There will be five sub-committees, which will report to the governing boards, and will consist of the following:

Teaching and Learning – including co-morbid SEN conditions, Gifted & Talented, Performance Data (inc behavioural targets) and appropriate examinations.

Site, Finance & ICT – including Health and Safety, Legal, Buildings Maintenance, Sustainability.

Pupils and Parents – including Clinical Developments, Behavioural Strategies, Child Protection & Safeguarding, Looked-after Children and Discipline. This committee will also oversee the Admissions Process.

Staff Development – including HR, Continuous Professional Development

Extended Services – including school links (to other maintained, free and independent schools, both mainstream and special), community engagement (provision of school facilities), outreach to parents, charities and local government provision.

Staff will have representatives who will be asked to present to the Governing Body, where relevant. For results on pupil progress and attainment, we would expect there to be representation from the Principal, Deputy Principal, Head Supervisor and other members of staff responsible for data analysis. Other staff will be invited to talk to the whole Governing Body or subcommittees on particular areas of the curriculum or behavioural strategies. Governors will be expected to make annual visits to one or more classes within the school.

All Governors will be expected to attend regular Governor training sessions provided by RBWM (or external provider) and to keep up to date with current policy, legislation and clinical developments. They will challenge and support the school and address short and longer-term strategies. They will help the Principal to set targets for achievement and progress, and will support in the analysis and interpretation of data.

Any conflicts of interest will be dealt with in a professional manner. At the start of every meeting of the Governing Board, including sub-committees, an agenda item will include this so that all governors are reminded of their responsibility to make the Governing Body aware of any conflicts. The Chair of Governors will take any decisions on any issues that may arise.

A further function of the Staff Development sub-committee will be to set and evaluate performance objectives for the Principal. These will comprise clear objectives on Pupil achievement and progress, leadership and CPD.

F3 (a) Proposed governor

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Maidenhead	██████████	██████████	See F1	10
██████████	Ascot	██████████	██████████	See F1	15
██████████	Windsor	██████████	██████████	See F1	5
██████████	Ascot	██████████	██████████	See F1	15
██████████	Maidenhead	██████████	██████████	See F1	15

F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
Parent/carer	Although a number of the founders of Forest Bridge are parents/carers of children with autism we will also require representation from parents/carers from the general pupil population. We will run an internal campaign for parents/carers who are interested in the role, once they have nominated themselves we will hold a vote of the school's parents and carers and appoint the two candidates with the majority of the votes.
Special School Leadership	As RBWM only runs one special school within its boundaries we will contact head teachers and deputy heads from Special Schools in RBWM, Slough, Bracknell, South Buckinghamshire, Surrey and South Oxford to put themselves forward for a position. If there are multiple applicants then the Members of the Forest Bridge School Trust will vote on the prospective candidates with the majority vote confirming the appointment.
RBWM	RBWM is our host Borough and we would apply to the Director of Children's Services for the Borough to nominate a representative to sit on the Board of Governors.
Local Resident	We will run an online, local media and leaflet campaign of local residents who are interested in the role, once they have nominated themselves we will hold a vote of the school's members and appoint the candidate with the majority of the votes.
Autism Charity/Person with Autism	We will contact all the major autism charities in the UK and ask them to nominate candidates. Once nominated the school's members will vote on their preferred candidate and the candidate with the majority vote will secure the position.

Section F4

The recruitment of our Principal will be a major focus in the pre-opening stage of Forest Bridge School.

We need to find a senior school leader who has a track record in a SEN school and an appreciation of how behavioural strategies can work in educational settings.

They will need to create leadership and management which enable the school to operate in a way that gives every pupil a high quality, relevant, highly individualised and meaningful education equipping them for independent lives with self-esteem and confidence, skills to work and increased leisure skills.

They will also be accomplished teachers who are willing to take on classroom duties in their first two-years.

Recruitment processes (which have been budgeted for as detailed in Section G) will start as soon as Forest Bridge is in pre-opening. (September 2014) We plan to run advertisements in national education publications and websites. Details of the job description can be found in Section D3.

We will shortlist and interview candidates in October/November 2014, and will have a Principal in place for January 2015 to help with recruitment of staff, start assessments of potential pupils and be involved in the planning of their Education, Care and Health Plans and liaison with commissioners.

We have budgeted for an attractive remuneration and pension package which, combined with a highly-specialised workforce and pupil cohort with huge potential, will attract a dynamic, motivated, understanding and driven individual.

Section G: Budget planning and affordability

Sections G1

[Redacted]

[Redacted]

Annexes




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



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

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



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

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

	<p>these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life 	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in	

	any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████

██████████

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


4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for 	

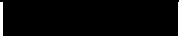
	<p>later life</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your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

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

██████████

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

	include additional roles)	
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved 	

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

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

██████████

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

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7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and	██████████

	contact details	
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CV		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>(This should cover the last four years. If not, please include additional roles)</p>	<p>[REDACTED]</p> <hr/> <p>[REDACTED]</p> <hr/> <p>[REDACTED]</p>
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8.	Reference names(s) and contact details	██████████



CV		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including: <ul style="list-style-type: none">▪ name of school/organisation▪ position and responsibilities held▪ length of time in position (This should cover the last four years. If not, please include additional roles)	[Redacted]
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		[Redacted]
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CV template		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including: <ul style="list-style-type: none">▪ name of school/organisation▪ position and responsibilities held▪ length of time in position (This should cover the last four years. If not, please include additional roles)	[Redacted]
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		[Redacted]
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CV		
1.	Name	[Redacted]
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6.	Brief comments on why your previous experience is relevant to the new school	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>
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8.	Reference names(s) and contact details	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>



CV		
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CV		
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		Name:
		Position:
		Date:
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		Name:
		Dates:
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8.	Reference names(s) and contact details	[REDACTED]
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[REDACTED]

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