

THE RISE SCHOOL

Free Schools in 2014

Application form

Special Free Schools

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	✓	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
Section A : Applicant details – including signed declaration	✓	<input type="checkbox"/>
Section B : Outline of the school	✓	<input type="checkbox"/>
Section C : Education vision	✓	<input type="checkbox"/>
Section D : Education plan	✓	<input type="checkbox"/>
Section E : Evidence of demand	✓	<input type="checkbox"/>
Section F : Capacity and capability	✓	<input type="checkbox"/>
Section G : Initial costs and financial viability	✓	<input type="checkbox"/>
Section H : Premises	✓	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	✓	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	✓	<input type="checkbox"/>
5. Independent schools only/NMSS: you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only/NMSS: you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to special.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	✓	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	✓	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	✓	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED], London, [REDACTED]
3.	Email address: info@theriseschool.com
4.	Telephone number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.	If Yes, please provide more details: [REDACTED] and [REDACTED], both [REDACTED] – [REDACTED]
7.	How you would describe your group:
	<input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input checked="" type="checkbox"/> Something else
8.	If 'Something else', please provide more details: A multi-academy trust setting up its first free school, The Rise School. The trust is a three-way collaboration between Ambitious About Autism, Dimensions (UK) Limited and a parent proposer group.
9.	Is your group seeking to open more than one Free School application in this round?
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details:
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:

	The Autism Schools Trust as mentioned above is a collaboration between Ambitious about Autism and Dimension (UK). They provided information, guidance and administrative funding during the application process. They will run all schools set up within the Autism Schools Trust.	
Details of company limited by guarantee		
13.	Company name: Autism Schools Trust	
14.	Company address: C/o Dimensions (UK) Limited 9-10 Commerce Park Theale Reading RG7 4AD	
15.	Company registration number and date when company was incorporated: 8335297 18 th December 2012	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details: While the Autism Schools Trust does not yet run any schools, Ambitious about Autism, one of the sponsors, runs TreeHouse School (URN 135534)	
Company members		
The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.		
18.	Please confirm the total number of company members: 3	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: Dimensions (UK) Limited	
	2. Name: Ambitious About Autism	
	3. Name: [REDACTED]	

Company directors

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

20. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: [REDACTED]

5. Name: [REDACTED]

6. Name: [REDACTED]

7. Name: [REDACTED]

8. Name: [REDACTED]

21. Please provide the name of the proposed chair of the governing body, if known:

[REDACTED]

Related organisations

22. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.

Yes
 ~~No~~

23. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- the role that it is envisaged they will play in relation to the Free School.

DIMENSIONS (UK) LIMITED a charitable industrial and provident

	<p>society incorporated and registered in England and Wales with number IP031192 whose registered office is at 9 – 10 Commerce Park, Theale, Reading RG7 4AB</p> <p>AMBITIOUS ABOUT AUTISM a charitable company limited by guarantee incorporated and registered in England and Wales with registered charity number 1063184 and company number 03375255 whose registered office is at Woodside Avenue, London N10 3JA</p> <p>AaA & Dimensions are the co-sponsors of the Autism Schools Trust, and are supplying the majority of the directors. As well as being the driving force behind the Trust and The Rise School, they may well supply some services. For instance AaA is likely to provide training in behavioural techniques, while Dimensions may well provide services around transitioning, and also provide operational support (e.g. HR and IT).</p>	
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>None.</p>	
Existing providers		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
29.	If you are an existing independent, NMSS or state maintained school or an Academy, please state the SEN currently catered for, the age range and current number of pupils on roll and your capacity:	
30.	If you are an existing independent or state maintained school, NMSS or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
31.	If you are an existing independent, NMSS or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

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

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

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

Signed:

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

Print name:

Date:

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

Section B: Outline of the school

1.	Proposed school name:	The Rise School	
2.	Proposed academic year of opening:	2014	
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input checked="" type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:	
4.	The SEN designations for which the school will cater (please tick all that are appropriate):	NB: An outline of SEN designations can be found at Annex B of the special 'How to Apply' guidance. <input type="checkbox"/> Specific Learning Difficulty (SpLD) <input type="checkbox"/> Moderate Learning Difficulty (MLD) <input type="checkbox"/> Severe Learning Difficulty (SLD) <input type="checkbox"/> Profound and Multiple Learning Difficulty (PMLD) <input type="checkbox"/> Behaviour, Emotional and Social Difficulty (BESD) <input type="checkbox"/> Speech, Language and Communication Needs (SLCN) <input checked="" type="checkbox"/> Autistic Spectrum Disorder (ASD) <input type="checkbox"/> Visual Impairment (VI) <input type="checkbox"/> Hearing Impairment (HI) <input type="checkbox"/> Multi-Sensory Impairment (MSI) <input type="checkbox"/> Physical Disability (PD) <input type="checkbox"/> Other (please specify below)	
5.	Proposed maximum capacity of proposed special Free School	For stated pupils	100
For Non-stated pupils		N/A	
6.	Date proposed school will reach expected capacity in all year groups:	2018	
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed	

8.	Will your proposed school include residential provision?	
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	If yes please provide more details here.	
10.	Do you intend your proposed school to have a faith ethos? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation/ethos.	
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11.	If Yes, please specify the faith, denomination, etc of the proposed school:	
12.	If you have a preferred site, please give details, including the post code:	2 sites: a) [REDACTED], [REDACTED] London b) [REDACTED], [REDACTED], London
13	Please tell us how you found this site:	a) parent group information b) LA Commissioner
14	Is the site:	[REDACTED]
15	If you have not identified a site yet, please tell us the postcode of your preferred location:	
16.	Local authority in which the proposed school would be situated:	a) London Borough of Ealing b) London Borough of Hammersmith & Fulham
17.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Royal Borough Kensington & Chelsea, Westminster City Council, London Boroughs of Hounslow, Ealing, Hounslow, Brent and Hillingdon
18.	This application form is designed to be used for special Free School	

	<p>applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a special Free School but does not fit the definitions of mainstream, 16-19 or alternative provision schools, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p>
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Section C: Education vision

Rationale

The Rise School Summary

The Rise School aims to make a significant difference to the life chances of pupils with high functioning autism (**HFA**). The school's primary goal is to enable its pupils to lead independent and fulfilling adult lives. Currently 85% of autistic adults are out of full time paid employment¹. We intend that 85% of our KS5 leavers will go on to Higher and Further education, employment and training; this is the primary rationale underpinning The Rise School.

The Rise School will open in inner west London in September 2014 to pupils of both sexes aged 4-19. Pupils will have a Statement of Special Education Need (**SSEN**) listing their primary diagnosis as an Autistic Spectrum Disorder (**ASD**)².

The Rise School will be a teacher-led academic environment rather than a therapeutic environment. The school will teach the National Curriculum at approximately age-appropriate levels, with small classes of eight children. It will employ its own Speech & Language Therapists (**SLTs**) and Occupational Therapists (**OTs**) to work with staff and pupils in delivering a tailored and individualised curriculum. The school will use the principles of Applied Behavioural Analysis (**ABA**) to support pupils in developing appropriate functional skills to remediate the barriers to learning platform and enable them to transition successfully into adult life.

The school model is designed to offer the best of both special and mainstream education. The school will partner with a mainstream secondary school to offer a jointly provided academic and vocational curriculum from Year 7. In primary phase The Rise School will also agree partnership working with a local mainstream primary school to allow relevant inclusion opportunities for its pupils.

The Rise School is focussed on the long-term life chances of its pupils in addition to academic attainment. This document includes detailed plans to ease the transitions into Higher Education, further vocational training and employment to back the key goal of 85% of our KS5 leavers going on to Higher and Further Education, employment and training.

¹ Ambitious About Autism, Finished at School Report.

² In special circumstances where a pupil is undergoing the Statementing process and the LA agrees to fund the placement pending finalisation of the Statement of Special Educational Needs, The Rise School will accept such a pupil if capacity allows.

The Rise School is Sponsored by Experts in Creating Opportunities for Autistic Pupils

The school is sponsored by the Autism Schools Trust, a collaboration between two national not-for-profit organisations with an excellent track record of working with children and young people with autism.

This trust has been formed jointly by Ambitious about Autism and Dimensions to provide a vehicle dedicated to responding to groups seeking to found autism specific special free schools. The Rise School application has accelerated the need to provide that vehicle. Parent groups have sought advice over many years from Ambitious about Autism because the charity and its first service, TreeHouse non maintained special school, was parent founded in 1997. The charity published 'Schools from Scratch', a short guide for parent founders of special schools, which has brought groups to the charity for advice ever since.

The vision of the Autism Schools Trust is straightforward, and aligned with The Rise School vision. It will deliver education to children and young people with autism that respects where they and their families hope they will be not at age 6 or 16 but at age 30. This means delivering highly individualised education that will give them the means to play a full part in society, being economically active, as functionally independent as possible, self-directing their lives, making their own choices and being members of a circle of friends and support. To secure such outcomes requires the use of evidence based approaches to managing behaviours that are a barrier to engaging in education, accessing the full national curriculum, taking and passing examinations, sampling the workplace and developing the skills to cope in the community.

The Autism Schools Trust provides the right basis for the sponsorship of The Rise School (and eventually other special free schools) because it combines the major skills, experience, track record and capacities to support such schools to deliver the objectives described above.

Ambitious about Autism runs TreeHouse school in North London (URN 135534), an Outstanding non maintained special school in London serving pupils and pupils with severe and complex autism. Pupils make outstanding progress because the charity possesses the skills, staff and organisation to ensure that every pupil accesses the curriculum. The charity also runs Ambitious Support, an in FE college specialist team for young people aged 16 to 25, based upon person centred planning and a personalised approach to accessing further education. One of the greatest challenges for young people with autism (and other impairments) is how to successfully traverse the tricky waters of transition. There is limited purpose in succeeding educationally if there is no effective pathway into supported employment, apprenticeship, further or higher education, supported or independent living.

Dimensions, a major provider across England of services for people with autism and with learning disabilities, has 20 years' experience in the transition

field, have been leaders in developing personalised methods of support and provide significant volumes of supported living and employment. Ambitious about Autism and Dimensions have already worked together for two years across a number of services and share common values and aspirations in relation to people with autism.

Pupils and their families should value the assurance that The Rise School has access to these organisations, expertise and services that should carry them through education, transition and successfully into secure community living and work.

The Need for The Rise School

Local Authorities Acknowledge Growth in Demand is Outstripping Supply

The need for the school within west London is demonstrated by the fact that all boroughs within the proposed catchment area have recently conducted SEN surveys and consultations and identified that provision for pupils with ASD is inadequate to meet growing need.

Data from the London Councils (2012) identifies that numbers of children aged 5-16 with ASD is growing at a rate of between 6% and 12% year on year. 2011 data (DfE, SFR 2012) reports that there are around 250 children per borough in west London with a statement diagnosis of ASD. We define our cohort as the most cognitively able third, thus deriving an assumed demand of around 80 pupils per borough. These figures are confirmed by the Local Authorities' (LAs) own data about placements shown in Section E.

Extra provision for pupils with Moderate Learning Disability including HFA is either being commissioned by LAs or proposed by free school groups. Examples include: William Perkins Academy in Ealing (Autism Resource Unit - 30 places) and St Marylebone in Westminster (Moderate Learning Disability Unit – 84 places).

Overall demand for school places in west London, particularly in the outer boroughs, is significantly outstripping demand. Ealing needs to provide an extra 24 forms of entry by 2014 and Hounslow an extra 27 (source: conversations with LA school placement and educational adviser officers, November 2012).

The combination of population growth and increased rates of diagnosed ASDs within that population is driving demand for places at a level that is requiring LAs to adopt a multi-layered approach to increasing supply.

The school's core catchment area is seven boroughs within the Triborough and the West London Alliance. These boroughs are: Brent, Harrow, Ealing, Hounslow, Kensington & Chelsea, Westminster and Hammersmith & Fulham.

LA commissioners in five of the core boroughs have committed to place indicative numbers of pupils at the school. Commissioners in the other two boroughs have agreed to place in line with parental preference and the child's

needs. There is also support from Hillingdon, though it is outside the core area. Section E sets out further details and the letters of support.

Parents Are Dissatisfied with Current School Options

Pupils with a stated diagnosis of an ASD are currently educated in a wide range of settings in the target areas, set out below: Section E has more details about the distribution of children across the seven target boroughs.

There is some excellent provision for autistic children in west London, like Queensmill School in Fulham which is judged Outstanding, but most of it is targeted at pupils with more severe and complex rather than the higher functioning end of the spectrum. This leaves issues with the quality as well as the quantity of provision for HFA children. The current educational options in west London are described below:

- ***Maintained Sector Mainstream provision with or without learning support and Therapeutic Support:*** The LA data that we have collected suggests that around 40% of the children with a SEN of ASD in our target catchment area are in a mainstream school, excluding resource bases³. Many primary aged children with HFA are well-supported in small primary schools with assistance. However their parents report that they cannot identify secondary provision that would suit their child's needs. Our discussions with parents suggest that the national issues with mainstream provision are replicated locally. Nationally, the National Autistic Society reports that exclusions run at 59% for HFA children, while 82% of HFA pupils report being bullied.⁴
- ***Maintained Sector Special Schools – either ASD-specific, BESD, SLCN or MLD***⁵: Ofsted Inspections report that the needs of more able pupils are not met.⁶ The Head of Queensmill has commented both to the Proposer Group, and to commissioners, that schools like Queensmill, and other autism-specific schools in west London, do not cater for more cognitively able autists.
- ***Independent Mainstream, with or without learning support and access to therapeutic input:*** Schools like St Benedicts in Ealing, the Eton House group of schools and International Community School in Westminster have acquired a reputation for meeting the needs of pupils with a range of additional learning needs, not least because of the smaller class sizes. Parents have reported that they pay the

³See Section E for details.

⁴National Autistic Society.

⁵Autistic-Spectrum Disorder-Specific, Behavioural Emotional and Social Difficulty, Speech and Language Communication Need or Moderate Learning Disability.

⁶Springhall Ofsted Inspection 2011 "for a few higher ability pupils the task did not challenge them and they completed the tasks quickly".

Belvue Ofsted Inspection 2010 "Activities do not always stretch the highest-attaining students".

schools' fees and the LA pays for learning support, meaning that the schools are not accessible to those unable to pay the fees.

- **Independent and Non-Maintained Special – either ASD-specific or SLCN:** Ofsted reports for these schools identified that the needs of more able learners were not met⁷. Children are frequently placed at schools that say openly that they are not designed for children with autism (source: ██████████ – letters and conversations with headteachers, open day presentations).
- **Homeschooled part time or full time:** All parents surveyed by The Rise School reported that their children wanted to be in school and enjoyed feeling part of the school. Parents surveyed whose children were out of school were unhappy that their child was not in school. School refusal by these children was principally due to the challenge placed by a typical noisy classroom with a non-differentiated curriculum that children were unable to access. Bullying was also cited, relating to the NAS statistic that 82% of HFA pupils are bullied. Discussions with parents suggest that LAs significantly underestimate the number of pupils who remain on a school roll but who spend significant portions of time out of school.

Vision & Ethos

The Rise School's primary goal is to enable its pupils to lead independent and fulfilling adult lives.

Our Vision for Rise School Pupils comprises four key aims (the R.I.S.E. Vision):

R: Respect and Recognition – For their ability to contribute to society. Gaining a range of accredited academic and vocational qualifications, undertaking extended volunteering and work experience with support from our job coaches and our partner Dimensions.

I: Independence and Inclusion – The ability to live and take part in their communities. We will assess their functional skills and work with them on those challenges that limit their independence.

S: Support and Self-confidence – Being able to ask for help when they need it, but developing the self-awareness and confidence in their own abilities to approach challenges with their own strategies.

E: Education and Employment – Academic attainment and achievement that demonstrate their abilities and gives them self-confidence to seek

⁷Hillingdon Manor School Ofsted Inspection 2011 “work lacks challenge, particularly with regard to communication, literacy and numeracy work”.
Holmewood School Ofsted Report 2011 “expectations are too low, and lessons do not have sufficient challenge for the most able”.

employment. Vocational training and qualifications that embed the skills and attributes that are required by employers in the highly competitive workplace.

Core Aims and Values

Our objectives for pupils, outlined above, drive the following aims and values:

- To provide a broad and balanced curriculum personalised to meet individual learners' needs, allowing each pupil to reach their full learning potential and go on to live productive lives.
- To support and enhance the sense of competence and self-worth of each and every pupil, with the specific goal of reducing the high rates of depression and anxiety in HFA children and adults (65% according to Ghazuiddin 1998).
- To provide a safe, secure, positive and happy learning and working environment, where children are sufficiently secure and confident to tackle new experiences and develop supportive relationships. For staff to feel that their expertise is valued and they are developed as professionals to the best of their abilities.
- To accept, value and celebrate the unique contribution each individual makes.
- To focus on what our pupils can do rather than on their limitations.
- To appreciate and serve the needs of the whole school community: pupils, their families and carers, staff, governors and friends.
- To work in partnership with parents and carers, recognising their central importance in developing children's confidence and well-being. To give parents and carers access to training and support that enhances their skills, understanding and confidence in helping their children develop into valued members of society. To foster the partnership between home and school, including where appropriate programme development in both settings and in the community.
- To develop and maintain links with the broader west London community and with national organisations (schools, colleges, partners, employers, voluntary sector organisations) that enable our pupils to achieve successful transition from school to further opportunities in education, employment and training.
- To offer specialised support, guidance and advice to other schools and colleges (specialist and mainstream). To be a resource within west London and nationally for expertise to improve outcomes for HFA pupils. The Rise School aims to build active partnerships with local mainstream schools to advise on successful integration and inclusion strategies. We expect to offer course-based and school-based training to improve understanding of and support to HFA pupils in schools across west London.

How the Vision Drives the Educational Provision

The curriculum rationale in Section D1 lays out the logic for the educational provision in more detail, but the key points are summarised below, along with the component parts of the **R.I.S.E.** Vision that they drive, shown by the relevant capital letters:

- The Rise School will be a teacher-led academic environment rather than a therapeutic environment. The school will teach the National Curriculum at approximately age-appropriate levels, while small class sizes of eight children with a qualified teacher and two teaching assistants will allow the personalisation required for all pupils to succeed **(R,E)**.
- The classes will feature significant OT, SLT and Behavioural Consultant input. The Rise School will use the principles of Applied Behavioural Analysis **(ABA)** to support pupils in developing appropriate functional skills to remediate the barriers to learning platform and enable them to transition successfully into adult life **(I,S)**.
- The Rise School will offer a joint curriculum with a mainstream partner school for the secondary phase. This will allow the pupils to access a full curriculum while spending time with mainstream peers in academic subject lessons, supported as necessary by teaching assistants. The Rise School will also agree partnership working with a local mainstream primary school to allow relevant inclusion opportunities for its pupils **(R,S,E)**.
- The Rise School is focussed on the long-term life chances of its pupils rather than just academic attainment. Extensive volunteering and work experience and strong links with colleges and universities will enable a thorough transition to be put in place for our pupils **(R,I,E)**.

Aspirations and Outcomes

The Rise School's fundamental aspiration is that its pupils go on to live independent and fulfilling adult lives. This is not the case today, with 85% of autistic adults out of full time paid employment. We intend to invert this statistic by ensuring that 85% of our KS5 leavers will go on to further education, employment and training. Everything the school does is designed to fulfil that one core outcome.

Sections D1 and particularly D5 discuss the targets and goals that The Rise School is establishing to deliver the core '85% outcome' in more detail, but below is a sample of some of the key metrics, both academic and non-academic:

- *Academic Achievement:* The Rise School will exceed national averages for Progress throughout the school. For instance 93% of pupils will make two levels of progress in English in KS2, as against the national average of 87%.
- *Academic Attainment:* The strong Progress will narrow the gap between the HFA and general population. The Rise School is targeting 45% of pupils to obtain 5+ A*-C GCSEs including English and Mathematics, as against a 58% national average and around 20-25% for the ASD population.
- *Integration with Mainstream Partner:* The target is that 70% of secondary school pupils at The Rise School spend an average of 30% of their time at the mainstream partner.

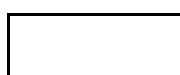
- *Independent Living*: 50% of pupils will be travel trained from Year 8 and 100% from Year 11.
- *Vocational/Transitional*: 100% of pupils from Year 7 will spend 3 hours/week on volunteering and other vocational and transitional activities.

Section D: Education plan – part 1

The table below shows proposed pupil numbers in each year group at the point of opening and how pupil numbers will build up over time.

Where a class is made up of more than one year, there is no line drawn between the year groups. For example in 2014, there will be one KS1 class made up of reception, Year 1 and Year 2 pupils. In 2016 there will be one class made up of reception and Year 1 pupils and one made up of Year 2 and Year 3 pupils.

	2014	2015	2016	2017	2018
Reception	2	4	4	5	5
Year 1	3	4	4	5	5
Year 2	3	4	4	6	6
Year 3	0	4	4	6	6
Year 4	0	4	6	6	6
Year 5	4	4	5	6	6
Year 6	4	0	5	6	6
Year 7	8	8	8	8	8
Year 8	4	8	8	8	8
Year 9	4	8	8	8	8
Year 10	4	4	8	8	8
Year 11	4	4	8	8	8
Year 12	0	4	4	8	8
Year 13	0	4	4	8	8



Class Boundaries



3 Year Groups split into 2 classes of 8



4 Year Groups split into 3 classes of 8

Section D: Education plan – part 2

Curriculum Rationale

The Rationale for the Rise School Model

The Rise School will create a learning environment for our pupils to engage in a motivating and relevant curriculum, delivered with regard for pupils' highly individual profiles. The school will partner with a mainstream secondary school to offer a jointly provided curriculum, with the goal that 85% of pupils are expected to leave the school able to gain meaningful employment and lead independent lives.

Underpinning that vision, we have four core objectives which relate to our key **R.I.S.E** values laid out in Section C.

- ***Respect and Recognition***: To ensure that our pupils achieve to the best of their abilities, to facilitate an effective transition into employment, further vocational training or Higher Education.
- ***Independence and Inclusion***: To create a learning environment that supports our pupils to thrive and achieve by ensuring that the structure of the school day, the lesson content, but most importantly the teaching will all be sensitive to the needs of individual pupils.
- ***Support and Self-confidence***: To support our pupils in to develop their self-management in order to access learning and engage with a mainstream world of work, knowledge and skills acquisition and social opportunities. To create opportunities for pupils to practise and generalise those skills and strategies in a wide range of contexts.
- ***Education and Employment***: To provide a broad, balanced and functional curriculum that enables our pupils to experience a wide range of learning opportunities and develop knowledge, understanding and skills in the way that enables them to function in mainstream society.

Following the National Curriculum

The Rise School will follow the National Curriculum and the LA scheme that is followed by the partner mainstream secondary school. Pupils will be taught within classes of eight pupils at approximately age appropriate levels. The curriculum will be broad and balanced, and differentiated for each pupil at a level commensurate with their abilities. Section D2 has more detail on the specific adaptations of the curriculum to deal with the needs of the cohort.

The Rise School will be teacher-led, but with extensive behavioural and therapeutic input

The Rise School is primarily an academic environment rather than a therapeutic one. Qualified teachers with an in-depth understanding of how autistic pupils tend to learn will plan the learning for the small classes of eight pupils. They will be supported by trained teaching assistants (**TAs**) (two per class) as well as input from Occupational Therapists (**OTs**), Speech & Language Therapists (**SLTs**) and behavioural consultants.

The school's behavioural consultants will use the principles of Applied

Behavioural Analysis (**ABA**) to identify barriers to learning and to enable pupils to develop strategies that support their learning and functional life skills. One of our partners, Ambitious about Autism, with its outstanding track record in educating young autistic people, will supervise and train the school's behavioural consultants.

The importance of shared provision for the secondary offering

The Proposer Group firmly believes that segregated special education, while it provides much needed specialist input, also limits pupils' exposure to life in mainstream society. This in turn can leave pupils ill-prepared for managing their lives upon leaving school and can lead to unnecessary residential placements, which are expensive and not always local to pupils' communities or families.

The school model has been developed to offer the best of special education and mainstream inclusion. The Rise School will, as mentioned above, offer a joint curriculum with a mainstream partner school at secondary phase.

The joint provision of the curriculum with a mainstream school will enable children to spend time with mainstream peers in academic subject lessons, supported as necessary by a team of 11 "inclusion" TAs (shown as Transfer TAs in the D3 organograms). Our goal is that, in secondary phase, 70% of children will spend at least 30% of their time in the mainstream partner school, accompanied as required by TAs.

In primary phase The Rise School will agree partnership working with a local mainstream primary school to allow relevant inclusion opportunities for its pupils. The focus in primary phase will be on teaching "learning to learn" skills, joint attention and self-awareness.

Improving Pupil Outcomes

Curriculum delivery will be driven by high aspirations for pupils' attainment. The targets to achieve this are discussed in more detail in Section D5. Academic targets will focus primarily on achievement, since pupils attainment across a class group will be more varied than within a mainstream classroom.

Progress targets will be aspirational and at least in line with national averages. Rise pupils will achieve progress at or above national averages between KS1 and KS2 and KS2 and KS4. Where possible, targets at age-related outcomes will be set for individual pupils.

In addition the school will track pupil progress against behaviours that are barriers to learning. Using the ABA assessment tools Assessment of Basic Language and Learning Skills – Revised (**ABLLS-R**) and Verbal Behaviour Milestones Assessment and Placement Programme (**VB MAPP**), the school will track pupils' acquisition of pivotal skills such as communication with others. These in turn will drive progress towards vocational skills, independence and transition to less supported settings. Objectives will be captured in Individualised Education Plans (**IEPs**) and monitored twice a term.

The ultimate target is that 85% of KS5 leavers will go on to Higher or Further Education, Employment or Training (see Section D5 for further detail).

High Expectations and Aspirations

The Rise School will have high expectations of and ambitions for all its pupils in all aspects of school life. It will not import low expectations of its pupils, particularly where these could be linked to previous inappropriate school settings, disrupted schooling or inadequate assessment.

By taking into account the comprehensive range of factors that affect learning in HFA pupils, and by establishing a baseline through multi-disciplinary assessment on entry, The Rise School will be well placed to demonstrate the impact that its ethos has on improving outcomes for pupils.

Effective Measurement & Learning

A strong focus on teaching and learning, with 100% of lessons being judged good and 50% outstanding, will drive progression. The Principal and Deputy Principal will undertake regular lesson observations and teachers will peer mentor each other to evaluate and improve teaching quality. The school will also approach neighbouring schools to set up a “buddy” system of peer review to disseminate excellence in teaching and learning assessment within the area.

The monitoring of progress will be based on the Ofsted framework, national measures in relation to levels of progress against the National Curriculum. In addition the school will measure pupils’ progress against behavioural targets in the IEPs and upon progress towards the transition and person-centred objectives.

Pupil progress will be reported annually to the Rise Governing Body and to every meeting of the CAPPs⁸ committee, whose primary remit will be monitoring pupil progress.

Parents and carers will be invited to termly meetings. Pupils and parents will be partners in the target setting process. This aspirational approach together with appropriate curriculum, support and specialist strategies will ensure that Rise pupils make appropriate progress.

Academic Targets

Targets will focus primarily on achievement in order to drive pupils’ attainment as close as possible to national averages. The Rise School will set individualised targets for pupils taking into account their specific profiles of strength and difficulty (see Section D5 for detail).

The Rise School expects to meet or exceed the national averages for progress throughout the school, thus narrowing the gap in attainment between its pupils and the national average. For example 93% of pupils are expected to make two levels of progress in English in KS2 as against a national average of 87%.

There will be some areas that are particularly challenging to match the national attainment figures given The Rise School’s intake. For instance the high incidence of dyspraxia amongst autistic children will make KS1 attainment in handwriting a significant area of focus.

⁸ Curriculum Assessment and Pupil Progress

However, we are confident that pupils will achieve at far higher levels than stated autistic pupils nationally, and will narrow the gap between the national autistic pupil averages and the overall national as they progress through the school. The school target for national KS4 Attainment (5+ A*-C GCSEs including English and Mathematics) is 45%, as against a national average currently at 58%, while in 2011 25% of ASD pupils got 5+ A*-C GCSEs (we have not seen the data requiring English and Mathematics).

Those pupils who enter the school on P scales in specific subjects will be set challenging upper quartile targets using the DfE's Progression toolkit. The school will use RAISEonline and national progression tables to assess pupil progress and ensure that challenging targets are set (see Section D5).

Qualifications Offered

The range of qualifications on offer to secondary pupils will include the full range on offer in a typical secondary school: GCSEs (and English Baccalaureate – (**Ebacc**) Certificates when introduced), A levels, BTECs, ASDANs, credits towards vocational qualifications including HNCs, key skills and functional skills. We will enable pupils to achieve across a range of academic and vocational qualifications that best suit their learner profiles and needs.

The Rise School will place priority on pupils' need for appropriate and relevant qualifications, in the context of the narrowed range from 2014 onwards of academic and vocational qualifications that count towards KS4 performance tables.

Behavioural Targets

Use of ABLLS-R and VB MAPP

The use of ABLLS-R and VB MAPP assessment tools (see Sections D5 and D7) provide a comprehensive baseline which will inform pupils' IEPs. The ABLLS-R assesses the pupil's strengths and difficulties against 25 skills sets, each broken down into levels of skill and complexity to assess where the greatest challenges and strengths are.

The ABLLS-R protocol and ABLLS-R guide will generate materials that allow for tracking of pupil skills acquisition within IEPs, which will be reviewed and updated every half term.

The VB MAPP assesses pupils' learning styles, linguistic structure, classroom skills and behaviours which are barriers to learning. It also provides a structure for developing IEP goals and tracking skills mastery.

Independence Targets

The Rise 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. A fuller list is given in Section D5. Targets include:

- 50% of pupils will be travel trained from Year 8 and 100% from Year 11.
- 90% of pupils will have taken part in a residential trip requiring an overnight stay by Year 10.

Attendance and Punctuality

Attendance will be 95%, in line with the national average, while the target for permanent exclusion is 0%. Punctuality will be a strongly enforced norm, with pupils arriving at school after 9.00am required to register separately at school reception.

Transitions

Primary to Secondary Transitions

During the summer term, Year 6 pupils will in the first half of term attend one Year 7 lesson each Friday. In the second half of term they will spend Friday mornings in The Rise School secondary school, attending a mixture of lessons and recreational activities. These will be designed to familiarise them with the premises, staff, expectations and rules as they differ from primary phase. They will spend time in their home form room and get to meet staff working with their Year 7 class. The relevant secondary staff will visit Year 6 pupils in the primary school to observe their profiles and learning styles in the classroom.

Staff transition planning meetings will take place during the summer term to identify specific actions needed to achieve smooth transition of all Year 6 pupils.

Transitions to Mainstream

One benefit of the shared provision with a secondary partner is that it will allow a gradual entry into the mainstream where it is appropriate. Our goal is that 70% of secondary pupils spend 30% of their time at the mainstream partner school. When a Rise pupil is ready to switch to the roll of a mainstream school, The Rise School will offer specialist support as required.

Transitions at age 19

The core goal of the school is that 85% of the KS5 leavers will go on to Higher or Further Education, Employment or Training. The transition process is described in outline below – please see Section D2 for more detail.

In addition to the focus on behavioural and independence skills, the transitions process starts in Year 7, with a focus on career and economic understanding and an emphasis on volunteering. Vocational targets will require all pupils from Year 7 to spend three hours a week volunteering and participating in other vocational and transitional activities (see Section D5 for details). The transition reviews start from Year 9, take place annually thereafter and will concentrate on the individual's goals rather than being centred around available existing services. The transition experience of one of our partners, Dimensions, will prove crucial. Some detail on the three main routes at age 19 is included below, and is covered in greater detail in Section D2.

- ***Transitions into Higher Education:*** The Rise School has agreed in principle to partner with the Vice Chair of the National Association of Disability Practitioners to develop on-going relationships with some of the Higher Education providers that offer strong support programmes

for students with HFA. This may include developing specific transition events.

- ***Transitions into further Vocational Training:*** The Rise School will partner with a west London provider to develop tailor-made programmes. Ealing Hammersmith & West College is a feasible local partner as they have already signed up to Ambitious about Autism's College Inclusion Charter.
- ***Transitions into Employment:*** We will start the process of supported employment from age 14, through meaningful work experience and Saturday jobs. The Transitions Officer and vocational specialists will take on the role of jobs coaches and identify pupils' natural skills and abilities.

D2 Curriculum Plan

Primary School Phase

The Rise School will provide a broad and balanced curriculum for all pupils which:

- Promotes their spiritual, moral, social, cultural, mental and physical development
- Prepares them for the opportunities responsibilities and experiences of adult life
- Supports pupils to overcome their barriers to learning.

The curriculum at KS1 and KS2 will include the National Curriculum subjects:

- English (to include discrete phonics lessons)
- Mathematics
- Science
- Information & Communication Technology (**ICT**)
- Art and Design
- Music
- Design and Technology (**D&T**)
- Physical Education (**PE**)

In addition it will cover Religious Education (**RE**) and Personal, Social, Health and Citizenship Education (**PHSCE**). See sample KS1 timetables below for details.

Teaching Subjects to Meet Pupils' Needs

The curriculum on offer will be underpinned by social communication strategies at all levels. The ultimate goal of employability will permeate the curriculum, beginning with the acquisition of basic skills in literacy and numeracy.

The school will review pupil profiles within each class and will tailor delivery to meet pupil needs. For example:-

The Rise School's approach to **literacy** will be based on Write from the Beginning. This is a structured approach that develops confidence and expertise in writing from the first day that learners start at the school. It consists of thorough and rigorous teaching of all the essential elements for writing from the first mark a child makes to an extended piece of narrative writing. This will result in common, targeted focus and school wide-accountability.

In **reading** there may be a stronger emphasis on language development, on inference and finding the meaning from text and understanding the motivation of the characters.

When **writing**, techniques such as 'hot seating' (taking on the role of character and being questioned by other pupils) will be used to support pupils'

development of theory of mind. Oracy will support pupils' confidence in speaking and, critically for autistic pupils, listening contributes to the more rapid development of literacy skills.

In **mathematics** there will be a focus on core skills development which will place importance on the ability to process, interpret and communicate numerical information in real world situations. Some pupils can be expected to be gifted and talented with mathematics and this talent will be used as a platform to build pupil confidence with their academic progress. Teachers will plan across the year group and ensure that learning is differentiated to offer the appropriate level of challenge to meet pupils' needs.

Science will be taught both as a separate and a key subject in its own right. It will also be taught through the rest of the curriculum when it is appropriate to link science into other subjects. Lesson planning will be specifically designed to facilitate discovery and exploration. The precision required for planning and proper scientific exploration will be emphasised.

Aspects of **ICT** will permeate teaching and learning and ICT will be taught as a core subject at all ages with an emphasis on Computer Science and programming from KS2 onwards. From KS1 pupils will become familiar with technology through the use of interactive white boards and personal computers in the School's ICT suites. ICT lessons will also explicitly address online safety.

The school's virtual learning environment (**VLE**) is a tool to extend pupils' learning and provide a framework for monitoring progress (see Sections D4 and D5). This could include pre- and post-testing units to demonstrate mastery of a topic before progression to the next level of study. This will support the proposed requirements in the new National Curriculum framework to demonstrate understanding of subjects.

PE lessons will be formally timetabled and informally encouraged through the 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 link to physical health. Lessons will also be adapted to the needs of pupils with gross and fine motor difficulties. Where pupils are taking Duke of Edinburgh awards we may use PE lessons for the physical activities elements of the course.

In **Design & Technology** pupils will have the option of an increased use of computer aided tools in manufacturing.

The **PHSCE** curriculum is probably the single most important curriculum area for driving independent living skills in the pupil group. We will aim to equip pupils with the abilities to be active and responsible citizens, and also with life skills that others may learn intuitively, such as responding to emotions, asking for assistance, and dealing with anxiety. In the area of PHSCE particular challenges arise for young people with autism as they are at greater risk for exploitation and abuse, especially on line. Many young people with autism, including those who are non-verbal, are quick to learn how to use IT. Cyber bullying and online safety will be a focus for PHSCE and ICT.

The school will use the Philosophy 4 Kids programme to support pupils' ability to structure their thinking, explore moral and ethical issues in a way that does

not necessarily encompass emotional response.

Critical thinking, problem-solving and planning skills will provide all pupils with learning skills, not only those for whom executive functioning is a challenge.

RE will be taught as part of a culture that actively explores the faiths of those within west London's diverse communities who attend the school, and those who do not. Opportunities to celebrate festivals and events via enrichment and assemblies will be a feature of RE teaching.

In order to support our pupils to make sufficient progress within the primary phase to enable them to access the majority of their secondary education within a mainstream secondary school, there will be an emphasis on supporting pupils to overcome their barriers to learning. This will be achieved by ensuring that:

- the curriculum is appropriately differentiated and personalised to meet the academic needs of the pupils;
- it is sufficiently interesting and motivating to encourage pupils to learn;
- planning is detailed and comprehensive, showing how pupils will build up skills incrementally;
- the behaviour policy is consistently applied so that pupils understand sanctions and rewards that relate to them as individuals (set through their behaviour plans where appropriate) and
- Classroom 'rules' and expectations are explicitly taught throughout the day and across the week to support pupils who, because of their autism, do not pick up social rules incidentally.

Inclusion opportunities will include joint assemblies (with Circle Time within the school used to support pupils to access these); lunch times and joint projects in specific subject areas. This may include pupils from a mainstream primary school joining pupils at The Rise School as well as the Rise pupils accessing the mainstream school.

Literacy and Mathematics will be seen as priorities in ensuring attainment is high and that pupils' skills in these areas will enable them to achieve their academic goals as they move forward in their school career.

In order to support pupils to develop their social skills to support their increased inclusion and to address areas of learning which may be less developed in children with autism, primary pupils will be offered a range of enrichment opportunities after school, to which children from the mainstream will also be encouraged to attend. These will consolidate work done in school around turn taking; sharing; discussion; collaborative working etc, and provide another opportunity for pupils to develop their understanding of social rules and expectations.

Sample timetables Key Stage 1 and Key Stage 2

Sample timetable (KS1)

	8.55 REG. Ass.	9.10-10.10 P1	10.10 Assembly	10.25 Break	10.40-12.15	12.-15-1.15 Lunch	1.15-3.30	3.30 Clubs
Monday 1		Maths			Phonics Literacy		Geography/History H/writing /guided reading	Sports Club
Tuesday 1		Spanish	Circle Time		PE Phonics		Maths Art/DT	Drama Club
Wednesday 1		Maths			Phonics Literacy, h/writing Guided Reading		PE PSHE	
Thursday 1		Maths	Circle Time		Phonics Literacy, h/writing Guided Reading		RE ICT	Music Club
Friday 1		Maths			Phonics Literacy		Science & Library	Film Club

Sample timetable (KS2)

	8.55 REG. Ass.	9.10-10.10 P1	10.10 Assembly	10.25 Break	10.40-12.15	12.-15-1.15 Lunch	1.15-3.30	3.30 Clubs
Monday 1		PE/Dance			Spanish Guided Reading		Maths Literacy	Sports Club
Tuesday 1		Maths	Circle Time		Literacy Reading		Science PSHE	Drama Club
Wednesday 1		Maths			Literacy Reading		PE Music & Library	
Thursday 1		Maths	Circle Time		Literacy Reading		History/Geog Art/D&T	Music Club
Friday 1		Maths			Literacy Reading		ICT RE	Film Club

It is intended that pupils in The Rise (primary department) will follow a full primary school curriculum, mainly based within the Rise School itself. This will cover the primary curriculum, and will be personalised in the way in which the curriculum is differentiated to meet the needs of individual pupils. Additionally the use of clear rewards and sanctions as specified in the behaviour policy, with a focus on a calm, consistent learning environment, will support pupils' ability to access the curriculum. Meeting classroom expectations will be considered to be part of the learning, with appropriate teaching strategies supporting pupils to overcome their barriers to learning. Inclusion within the mainstream primary school will focus on opportunities for Rise pupils to join their mainstream peers during break and lunch times initially, with work being done during Circle Time to prepare pupils, and additionally with joint projects in subject areas such as Science where pupils from mainstream might join pupils in the Rise or vice versa.

Secondary School Phase

Pupils will continue to be offered a broad and balanced curriculum, with particular aims -

- For pupils to be able to access a full range of academic and/or vocational subjects at a level commensurate with their ability - ie at a level which will enable them to progress to further or higher education (as commensurate with their ability) – and therefore to achieve to their potential, including accessing appropriate work opportunities. This breadth and balance, including access to a range of academic subjects, is not generally available in a Special school
- In order for these pupils to progress and access further and higher education and then work, pupils will work towards being able to access the majority of their curriculum in the mainstream environment with mainstream peers. Pupils will be expected to attend an average of 2 lessons/week in the mainstream partner school.
- To address pupils' barriers to learning – which are likely to be a combination of difficulties with production skills (knowledge/skills); navigation or executive functioning skills (e.g. organisational skills such as prioritising/synthesising etc.) and social and communication skills.

Key Stage 3

- Pupils will follow the key core subjects in The Rise School taught by subject specialists with additional knowledge and expertise in SEN and Autism, to enable them to build the foundation of skills and knowledge needed to access GCSEs (where appropriate) or other qualifications, for example NVQs/ASDAN awards etc. See sample KS3 timetable below for details.
- All pupils would normally access three or four appropriate subjects (eg History and Geography, Art and D&T), in the mainstream, accompanied by a teaching assistant (if appropriate).
- All pupils will follow PE – if appropriate with their mainstream peers or in The Rise
- PHSCE and RE will be taught in the Rise and cover the elements of PHSCE and RE covered within the mainstream curriculum
- The remainder of the time (up to around 14 lessons per fortnight) will be used to support access to lessons being covered in the mainstream classes, particularly with regard to 'executive functioning' or 'navigation skills' and social skills. Rather than being taught as discrete 'subjects', this will be approached in terms of skills and attributes needed – e.g.:
 - Understanding of subject specific vocabulary (production skill);
 - Preparation of a topic to be studied (production skill);
 - How to interpret and use different forms of information (e.g. tables, charts etc for next Geography lesson on population) (navigation skill)

- How to use a timetable – plan a journey – use the tube etc – to support school trip to museum etc (navigation skill);
- How to manage anxiety (navigation and social skill);
- How to manage a lesson which might be noisier/messier (Art/D&T) (Social Skill);
- How to prepare for changes in routine – if there is an unfamiliar teacher etc (Social skill) and
- How to ask for help appropriately (social skill)

Sample timetable, subject allocations (KS3)

Sample timetable, subject allocations (KS3)										
	8:15 - 8:45 REG. Ass.	8:45 - 9:40 P1	9:40 - 10:35 P2	10:35 - 10:50 Break	10:50 - 11:45 P3	11:45 - 12:40 P4	12:40 - 13:25 Lunch	13:25 - 14:20 P5	14:20 - 15:15 P6	15:15 - REG/Club
Monday 1		English (Rise)	History (MS)		Maths (Rise)	D&T (MS)		Science (Rise)	Science (Rise)	
Tuesday 1		MFL (MS)/ PREP (Rise)	English (Rise)		Maths (Rise)	Geography (MS)		Art (MS)	PHSC/RE	
Wednesday 1		History (MS)	MFL (MS)/ PREP (Rise)		ICT (Rise)	Drama (MS) / Prep (Rise)		Maths (Rise)	English (Rise)	
Thursday 1		Science (Rise)	Science (Rise)		PE (Rise)	PE (Rise/MS)		English (Rise)	Maths (Rise)	
Friday 1		Music (MS)/ PREP (Rise)			English (Rise)	Maths (Rise)				
Monday 2		English (Rise)	History (MS)		Maths (Rise)	PE (Rise/MS)		Science (Rise)	Science (Rise)	
Tuesday 2		MFL (MS)/ PREP (Rise)	English (Rise)		Maths (Rise)	Geography (MS)		PE (Rise/MS)		
Wednesday 2		Geography (MS)			D&T (MS)	D&T (MS)		Maths (Rise)	English (Rise)	
Thursday 2		Science (Rise)	Science (Rise)		Music (MS)/ PREP (Rise)	Drama (MS) / (Rise)		English (Rise)	Maths (Rise)	
Friday 2		Art (MS)	PHSC/RE (The Rise)		English (Rise)	Maths (Rise)		ICT (Rise)		

CORE Curriculum – at the Rise at the same times as MS peers

English = 10 lessons per fortnight Maths = 10 lessons per fortnight Science = 8 lessons per fortnight ICT = 2 lessons per fortnight
 PE = 3 lessons per fortnight (MS if appropriate), PHSE, including RE and Citizenship (the Rise) = 2 lessons per fortnight – The Rise School

MAINSTREAM INCLUSION

History = 3 lessons per fortnight Geography = 3 lessons per fortnight D&T = 3 lessons per fortnight Art = 2 lessons per fortnight

Additional Subjects

MFL (where appropriate) = 3 lessons per fortnight;

Drama (where appropriate) = 2 lessons per fortnight Music (where appropriate) = 2 lessons per fortnight

Preparation and Support

With no additional subjects followed = 14 lessons per fortnight; with 1 additional subject followed = 11 lessons per fortnight; with 2 additional subjects, 8 lessons per fortnight; with 3 additional subjects followed = 5 lessons per fortnight

Key Stage 4

Pupils' preparation during Key Stage 3 – with key subjects taught in The Rise School - should enable them to access their core five subjects (English Language, English Literature, Mathematics, Core Science and Additional Science) with their mainstream peers, with additional support in class if appropriate.

Where possible pupils will access up to three (and in exceptional circumstances four) additional GCSEs or will have the opportunity to access similar qualifications to their mainstream peers (e.g. ASDAN awards, NVQs etc) within the mainstream.

Pupils in KS4 will continue to be offered PHSCE/RE (including careers education), ICT and PE within The Rise School (although they may access PE with their mainstream peers where appropriate).

The remaining additional time freed up by pupils following fewer GCSEs/other examination subjects than their peers, will continue to be used as preparation and support time, focusing on the areas with which pupils have most need – e.g.

- Support to work in a group
- Being able to deliver a presentation
- Class/group discussion
- How to plan and structure longer pieces of written work
- How to balance and organise work load and prioritise – meet deadlines etc.
- How to approach exams.

See sample KS4 timetable below for details.

Personalisation is delivered via the support offered to pupils, which will depend on the areas of the curriculum they find most difficult, on the particular aspects of social communication and interaction with which they find difficult.

Sample timetable, subject allocations (KS4)

Sample timetable, subject allocations (KS4)										
	8.15 - 8.45 REG, Ass.	8.45 - 9.40 P1	9.40 - 10.35 P2	10.35 - Break	10.50 - 11.45 P3	11.45 - 12.40 P4	12.40 Lunch	13.25 - 14.20 P5	14.20 - 15.15 P6	15.15 - REG/Club
Monday 1		English GCSE MS	History GCSE MS		Maths GCSE MS	History GCSE MS		Science GCSE MS	Science GCSE MS	
Tuesday 1		MFL GCSE MS	English GCSE MS		Maths GCSE MS	History GCSE MS		Maths GCSE MS	PHSCE/RE Rise	
Wednesday 1		History GCSE MS	MFL GCSE MS		Art GCSE MS	Art GCSE MS		Maths GCSE MS	English GCSE MS	
Thursday 1		Science GCSE MS	Science GCSE MS		ICT (Rise)	PE (Rise/MS)				
Friday 1					English GCSE MS	Art GCSE MS				
Monday 2		English GCSE MS	History GCSE MS		Maths GCSE MS	PE (Rise/MS)		Science GCSE MS	Science GCSE MS	
Tuesday 2		MFL GCSE MS	English GCSE MS		Art GCSE MS	Art GCSE MS		PE (Rise/MS)		
Wednesday 2		History GCSE MS			MFL GCSE MS			Maths GCSE MS		
Thursday 2		Science GCSE MS	Science GCSE MS					English GCSE MS		
Friday 2		MFL GCSE MS	PHSCE/RE (The Rise)		English GCSE MS			ICT (Rise)		

Core GCSE Offer – studied in mainstream by all Rise students (5 GCSEs)
 English Literature & Language = 8 lessons per fortnight Maths = 5 lessons per fortnight
 Core & Additional Science = 8 lessons per fortnight

Additional GCSEs normally up to 3 – e.g.
 History = 5 lessons per fortnight MFL = 5 lessons per fortnight Art = 5 lessons per fortnight

Additional Non-Examination subjects (to be followed in the Rise)
 PHSCE/RE (to include vocational training and transition support) = 2 lessons per fortnight ICT = 2 lessons per fortnight
 PE = 3 lessons per fortnight – in the Rise unless appropriate to participate in MS

Preparation and support time
 Based on 8 GCSEs = 17 lessons per fortnight, on 9 GCSEs = 12 lessons per fortnight. Also to include transition-related preparation, interviews and support.

Key Stage 5

Pupils at KS5 will follow a suitable course of study commensurate with their ability. It is envisaged that lesson delivery will take place within the mainstream school wherever possible (we will not set a target for this but the aspiration is full inclusion), and that they will be able to access suitable enrichment programmes (e.g. Duke of Edinburgh Award) with their peers.

For those pupils following AS and A levels, three subjects would normally be considered, as this would enable more time for guided study time and to ensure that self-study time could be guided within The Rise School, with teachers used to support pupils to develop appropriate study skills, including essay planning and note taking.

Additionally pupils will be offered support to prepare for their application to university and also for the transition into university. All pupils will be offered a mentor to support them with this transition process and the challenges they might encounter. Pupils will also be offered work-related learning time, which will both look at what sort of work choices pupils may make, but also consider appropriate work behaviour; travel to work etc.

Pupils following a less academic path will follow a suitable course of study such as intermediate or advanced NVQ, backed up by Key Skills (or equivalent offered in mainstream school). Time will be dedicated within The Rise School to consolidate Key Skills. It is envisaged that pupils following a less academic offer at 6th form will spend one day per week in appropriate work placements supported by vocational specialists where required. This will be consolidated during Work Related Learning time within The Rise School.

Sample timetable, subject allocations (KS5) For pupils studying A/S/ A levels

Sample timetable, subject allocations (KS5) For pupils studying A/S/ A levels										
	8.15 REG, Ass.	8.45 – 9.40 P1	9.40 – 10.35 P2	10.35 - Break	10.50 – 11.45 P3	11.45 – 12.40 P4	12.40 Lunch	13.25 – 14.20 P5	14.20 – 15.15 P6	15.15 - REG/Club
Monday 1		English A/S MS	English A/S MS		History A/S MS	History A/S MS		Politics A/S MS	UCAS Prep RISE	
Tuesday 1		Politics A/S MS	Politics A/S MS		Guided study time RISE	Guided study time RISE		English A/S MS	History A/S MS	
Wednesday 1		History A/S MS	History A/S MS		Guided Study Time RISE	Guided Study Time RISE		Enrichment (eg DOE)	Enrichment (eg DOE)	
Thursday 1		English A/S MS	English A/S MS		UCAS Prep RISE	Mentor RISE		Guided Study Time RISE	Guided Study Time RISE	
Friday 1		Guided Study Time RISE	Guided Study Time RISE		Politics A/S MS	Politics A/S MS		Work Related Learning RISE	Work Related Learning RISE	
Monday 2		English A/S MS	English A/S MS		History A/S MS	History A/S MS		Politics A/S MS	UCAS Prep RISE	
Tuesday 2		Politics A/S MS	Politics A/S MS		Guided study time RISE	Guided study time RISE		English A/S MS	History A/S MS	
Wednesday 2		History A/S MS	History A/S MS		Guided Study Time RISE	Guided Study Time RISE		Enrichment (eg DOE)	Enrichment (eg DOE)	
Thursday 2		English A/S MS	English A/S MS		UCAS Prep RISE	Mentor RISE		Guided Study Time RISE	Guided Study Time RISE	
Friday 2		Guided Study Time RISE	Guided Study Time RISE		Politics A/S MS	Politics A/S MS		Work Related Learning RISE	Work Related Learning RISE	

A/S and A level offer – normally 3 AS levels, with intention of continuing with all 3 at A level – studied in Mainstream.

Guided study time – Rise students' study time is expected to take place within the Rise staffed by SEN teachers and used for pupils to complete work needed for A level subjects, with focus on supporting study skills such as essay planning, revision planning, note taking, organisation and executive functioning.

UCAS prep – to be used to support research into university courses; applying through UCAS; arranging visits to Open Days etc; writing personal statements – later on around interviews; applying for student finance; choosing and applying for accommodation; moving away from home; independence skills.

Mentor – All pupils in years 12 and 13 will be assigned a mentor with whom to discuss any issues, challenges, etc. They will also work on vocational training skills

Work Related Learning - Focus on skills around both getting work and those needed in order to support work – expectations; travel; possible careers; interviews, etc

Enrichment - Pupils will access enrichment opportunities with their mainstream peers – e.g. Duke of Edinburgh Award

Sample Timetable, Subject Allocations KS5 Vocational Track

Sample timetable, subject allocations (KS5) Yr 12 – For those not entering for A levels										
	8.15 REG. Ass.	8.45 – 9.40 P1	9.40 – 10.35 P2	10.35 - Break	10.50 – 11.45 P3	11.45 – 12.40 P4	12.40 Lunch	13.25 – 14.20 P5	14.20 – 15.15 P6	15.15 - REG/Club
Monday 1		NVQ H&SC* U1 MS Key Skills MS	NVQ H&SC* U1 MS Key Skills MS		NVQ H&SC* U2 MS NVQ H&SC* U1 MS	NVQ H&SC* U2 MS NVQ H&SC* U1 MS		NVQ H&SC* U3 MS Key Skills cons. RISE	NVQ H&SC* U3 MS Key Skills cons. RISE	
Tuesday 1										
Wednesday 1		NVQ H&SC* U2 MS	NVQ H&SC* U2 MS		Key Skills MS	Key Skills MS		Enrichment (EG DOE)*	Enrichment (EG DOE)*	
Thursday 1		Work Placement/ Vocational Activities								
Friday 1		NVQ H&SC* U3 MS	NVQ H&SC* U3 MS		Key Skills cons. RISE	Mentor time RISE		Work Related Learning RISE	Work Related Learning RISE	
Monday 2		NVQ H&SC* U1 MS Key Skills MS	NVQ H&SC* U1 MS Key Skills MS		NVQ H&SC* U2 MS NVQ H&SC* U1 MS	NVQ H&SC* U2 MS NVQ H&SC* U1 MS		NVQ H&SC* U3 MS Key Skills cons. RISE	NVQ H&SC* U3 MS Key Skills cons. RISE	
Tuesday 2										
Wednesday 2		NVQ H&SC* U2 MS	NVQ H&SC* U2 MS		Key Skills MS	Key Skills MS		Enrichment (EG DOE)*	Enrichment (EG DOE)*	
Thursday 2		Work Placement/ Vocational Activities								
Friday 2		NVQ H&SC* U3 MS	NVQ H&SC* U3 MS		Key Skills cons.	Mentor time		Work Related Learning RISE	Work Related Learning RISE	

Core Offer
Appropriate course to be offered within mainstream – e.g. NVQ Intermediate/Advanced Health and Social Care, plus key skills (Communication, Application of Number, Information technology, working with others, improving own learning and performance, problem solving)

Key Skills Consolidation –
Time to consolidate and support work done in the Mainstream

Work Placement / Vocational Activities –
Appropriate work placements related to course of study – with a designated job coach. Also vocational training which may take place within school (ie writing a curriculum, jobsearch skills, ASDAN Employability workbook tasks, etc.

Mentor All pupils in years 12,13 to be assigned a mentor with whom to discuss issues; work through problems etc

Work Related Learning – Designated time to support work placement – appropriate work behaviour; interviews; application forms; expectations; travel etc

Enrichment – An opportunity to access enrichment opportunities with mainstream peers – e.g. Duke of Edinburgh Award

Transition and Vocational Training

The Rise School's foremost goal is that 85% of its pupils to leave for destinations in education, employment and training. Transition planning is key to ensuring this is a reality for all pupils. The transition process will improve pupils' life chances as they move to adulthood in the areas of: paid employment, housing, independent living, choice and control, community inclusion, friends and relationships.

Transition reviews will start in Year 9, will be person centred, and will focus on an individual's goals rather than be centred around available existing services. Reviews will involve all relevant local partners, will take place annually and will as a minimum cover the following areas:

- the pupil's ideas, aspirations and concerns about their future – including friendship, social activities, etc
- the pupil's progress at school, achievements, and plans to strengthen their skills
- changing support needs (including health, transport, CAMHS⁹, preparing for adult life)
- objectives for the following year
- starting to plan how they may achieve their aspirations and the support they will need to do this.

A breakdown of our approach to transition starting in Year 7 is as follows:

Years 7 – 9

Embedding a work ethic and fostering a sense of altruism

In Years 7-9 pupils will be encouraged to start to volunteer informally both in and out of school. Year 7 is also when pupils are expected to start spending an average of two lessons a week in the mainstream school. This participation will be captured as part of their transition planning.

Opportunities we will create include:

- Raising money for after school clubs to support our enrichment programme (see below) through cake sales, charity Christmas cards, talent night and other in school events activity
- Encouraging groups of pupils to take part in national charity fundraising initiatives such as Children in Need and Comic Relief plus local community fundraising (sponsored fun runs etc.)
- Taking groups of pupils out of school for short periods to experience 'taster sessions' in volunteering with the local community such as gardening, conservation and offering music sessions at care homes for the elderly or fundraising for a local hospice
- Encouraging pupils to join out of school activity groups such as The Scouts and Guides
- Supporting pupils to participate in the Duke of Edinburgh Awards Scheme (from Year 9).

⁹ Child and Adolescent Mental Health Services.

Year 9 Reviews

To ensure that our transition planning is participative, holistic, supportive, evolving, inclusive and collaborative,¹⁰ we will follow a person-centred approach which focuses on discovering each pupil's aspirations and thereby improving their life chances and inclusion. Our Year 9 review meetings will be the basis for longer-term decision-making and will be significant in preparing each pupil's transition to employment, further vocational training or higher education.

Rise School vocational specialists will be trained in using person-centred planning tools and an officer will be present at every review meeting. We plan to employ two full time vocational specialists at the school (see Section D3 for further information on the role of the Transition Officer and vocational specialists).

Well before each review, we will support every pupil to identify their wishes and views. We will record and revisit these from Year 9 onwards (evidencing via a variety of medium – written/video clips etc.). We will also undertake a skills audit using a framework developed with our partner, Dimensions.

The pupil's transition plan will be agreed and drawn up at the review meeting and will include actions to ensure that every pupil:

- Has a career plan based on the pupil's long term goals (working back from where they would like to be at 25, 30 and onwards)
- Chooses curriculum options that support this career plan
- Knows what is positive and possible with regard to people with similar needs in terms of employment, further vocational training and Higher Education, preferably through direct contact with Rise School alumni.

The following checklist of questions will help us to ensure that the every pupil's transition plan is individualised and has clear actions:

- What do we like and admire about this pupil?
- What is important to the pupil now and in the future?
- What does the pupil enjoy at school and in their leisure time?
- What are the things they are good at?

The following checklist will be used at all transitions reviews to ensure that relevant information is being covered:

Theme	Questions	Evidence	Yes	No	N/A
Supportive Relationships and Community Connections	<ol style="list-style-type: none">1. Does the pupil have a mix of paid and unpaid support in their life?2. Other than family, does the pupil have regular contact with				

¹⁰ SEN Code of Practice Paragraph 9.52.

	<p>their local community?</p> <p>3. Does the person have a presence in their local community?</p>				
Education & Vocational Training	<p>1. Other than The Rise School, does the pupil attend any other education centre?</p> <p>2. Does the pupil intend to proceed to Further Education?</p>				
Employment	<p>1. Does the pupil have a job?</p> <p>2. Is the pupil being supported to find employment?</p> <p>3. Have supported internships been explored?</p>				
Volunteering	<p>1. Does the pupil volunteer?</p> <p>2. Is the pupil being supported to find volunteering opportunities?</p>				
Health and well-being	<p>1. Does the pupil have a health action plan?</p> <p>2. Does the pupil require additional support from universal services? i.e. mental health, counselling, family planning</p>				
Housing	<p>1. Does the pupil need to plan for future housing?</p> <p>2. Has the pupil been given choice about who they live with? i.e. friends</p>				
Sports & Leisure	<p>1. Does the pupil take regular exercise or have a special hobby?</p> <p>2. Does the pupil use local, mainstream</p>				

	facilities? i.e. park, leisure centre, library, 3. Does the person go out in the evenings and weekends?				
Transport & Travel Training	1. Can the pupil travel independently? 2. Does the person use any assistive aids when out and about? 3. Is the person accessing a travel training programme?				

Each review will form an action plan which will feed directly in to the Section 139a assessment, which the school will work with the LA to complete.

Further reviews

Year 10

Our Year 10 review meeting will check that the planned actions from the Year 9 meeting have been carried out. The meeting will then make sure that:

- The pupil has a jobs and career plan that has been developed using the early stages of supported employment.
- Where appropriate, the curriculum is enabling the pupil to identify the main qualities and skills needed to enter and thrive in the workplace.
- Work experience has been planned on the basis of the pupil's aspirations and interests and will be in a community-based setting.
- Part-time employment and Saturday jobs have been discussed with the pupil and their family.

Year 11

This review meeting will check that all the planned actions from the Year 10 meeting have been carried out and that:

- Feedback from work experience and achievements is reviewed, with skills reinforced in the curriculum and the career plan further developed
- There are plans for on-going work experience and part-time employment
- The family and others who know the pupil well and those who have been supporting them in their work experience and/or part time employment plan the best route into employment
- If the pupil is leaving The Rise School at the end of this year, the Section 139a assessment will need to be completed by the pupil's LA. This assessment will use the information from their transition plan and

will set out clearly the pupil's aspirations and will take account of the pupil's work experience to date.

Post-16

If the pupil remains at The Rise School, we will ensure that:

- There is continuing review and development of every pupils transition plan
- Pupils pursue qualifications or courses that are explicitly linked to Higher Education, further vocational training or employment

Transition to Higher Education

The transition support offered by Higher Education providers varies considerably between institutions. The National Association for Disability Practitioners regards the universities listed below as currently offering better than average support programmes for students with HFA.

- University of Cambridge
- University of Derby
- University of Manchester
- Sheffield Hallam University
- University of Oxford

The Rise School has agreed in principle to partner with the Vice Chair of the National Association of Disability Practitioners to develop on-going relationships with these and other providers to ensure that pupils receive the best possible support for their transition should they be offered a place at one of them. This may include developing specific transition events involving several of the above universities.

Current best practice supporting transition is mainly focussed on supporting the student during the admissions process and upon arrival and may include:

- A specialist HFA mentor to help develop a study routine, social skills and strategies for managing the impact of any HFA characteristics on a student's studies and relationships with peers/tutors.
- A support worker to help the student manage study resources, access to library facilities and develop social activities to prevent isolation.
- A note taker for lectures so that students can focus fully on what is being said.
- Plus examination adjustments; for example, extra time, rest breaks, a separate room.

Best practice in preparing students for transition to Higher Education focuses on programmes prior to the formal start of the academic year. The Cambridge Aspergers Syndrome Project, run under the aegis of the Disability Resource Centre at Cambridge University [REDACTED], has found that 90% of students with Aspergers/HFA have secondary mental health issues and take more than the expected time to finish their degree (on average one year). This is often due to a "false start" as a result of inadequate transition

planning.

The Rise School plans to share its expertise and understanding of effective interventions with the specific, longer term ambition of developing a more structured approach to transition to be adopted by a wider group of universities in partnership with the National Association of Disability Practitioners (referenced above). We plan to undertake a significant fundraising programme to move this crucial project forward and see sharing best practice here as key. We believe key elements will include:-

- Early (from Year 7 in line with our early approach to Transition into Employment) development of life skills essential for independent living (travel training, laundry, cooking, budgeting shopping, self-advocacy).
- Visits to the specific university as early as possible (1-2 years in advance) on a regular basis to discuss living requirements, meeting tutors, explicit discussions about attendance.
- A two month bridging programme between leaving school and the start of the formal term with the specific aim of avoiding a “false start” as described above.

The Rise School will develop a programme of Higher Education ‘ambassadors’ whereby students with similar needs visit The Rise School to inspire and reassure pupils from as early as Year 8. As the school’s cohort of leavers grows, Rise School alumni will join the ambassador scheme across all transition pathways including Higher Education. The school will build on the experience of the North American Autism Self Advocacy Network as a useful model for this work.

Transition to further vocational training

Current Further Education provision for students with special needs in west London is typically programmed for learners with more severe and complex SEN needs than the pupils at The Rise School. Working on best practice as demonstrated by identified colleges (such as Blackburn College) the Autism Schools Trust expects to partner with a west London provider to develop tailor-made programmes for pupils at The Rise School. We have identified Ealing, Hammersmith and West College as our most likely local partner as they have already signed up to Ambitious about Autism’s College Inclusion Charter.

This Charter (launched May 2012) aims to support further education providers to improve their offer to young people with autism and other disabilities. As an example, it requires colleges to understand and recognise the rights and needs of learners with autism by listening to their views and those of their family, personalising their programmes, and supporting them to reach their chosen destination. It also requires colleges to adopt a flexible approach, enabling learners to progress and gain meaningful qualifications in the settings and time frames that work best for them as well as running a social support programme, developed in partnership with external agencies, to enable learners to enjoy the broader social life of their setting and community.

Ambitious about Autism will work with west London colleges on a programme

to encourage providers to sign up to the Charter.

Transition to Employment

We plan to start the process of supported employment from the age of 14, helping pupils to identify meaningful work experience and Saturday jobs using a variety of information sources to explore options and choices of career. This will be carried out with the support of a Rise School Transition Officer. This key members of staff, along with the vocational specialists, will take on the role of job coaches and will get to know each pupil and identify their natural skills and abilities. They will discuss with them what they enjoy doing, where they excel and how their talents, skills and abilities can translate into employment opportunities. They will develop a profile for each pupil in order for them to start thinking about the kind of work experience and ultimately the job that they will be looking for. They will also help each pupil develop job search skills and job-coaching skills and spend three hours per week with each child on a vocational/training placement.

The training placement is not designed to get the pupil “work ready”, since on-the-job learning in paid employment is the best route to this. It will allow the pupil and job coach to start adapting to a work environment as opposed to a school environment, normalising the routines of a work place for the pupil.

Dimensions, one of the two partners in the Autism Schools Trust, has worked with all of the national employers listed below, many of whom have outlets and opportunities within our area.

- | | | |
|-------------------|-----------------|-----------------------------|
| - Audi | - Caffe Nero | - Harveys |
| - B&Q | - Argos | - Asda |
| - Co-op | - The Range | - McDonalds |
| - Currys/PC World | - ODEON Cinemas | - West Cornwall
Pasty Co |
| - Dunelm Mill | - Poundland | - Patisserie Valerie |
| - Homebase | - Walkabout | |
| - Sainsburys | - BHS | |

Our employment programme will focus on using Teaching in Systematic Instruction as a skills teaching approach. This is very similar to ABA and our pupils will benefit from the consistency in methodology. By working with our partner at Dimensions and its connections through their Supported Employment team, we will enable pupils to have access to supported internships and apprenticeships.

Volunteering

Working with Dimensions, The Rise School will profile and source volunteering opportunities through identified skills, experience, interests and motivation. We will assess how much time each pupil has to give and how many times a week or month they want to volunteer. Our Transition Officer will accompany each pupil/group to and from their placement, encouraging

and supporting the entire session. Every pupil will complete a volunteer diary/log to record their efforts and contribute to their annual review. The pupil will be supported to take initiative in volunteering, in order to maximise the benefits to their independence, self-organisation and self-esteem. The school will continuously seek new organisations to partner with in order to develop a range of opportunities for pupils.

School Year

The Rise School year will match as closely as possible that of surrounding schools. A sample school year for 2012/13 would run as follows:

Autumn Term

Monday 3rd September 2012 - Friday 21st December 2012

Autumn Half Term:

Monday 29th October 2012 - Friday 2nd November 2012

Christmas Holiday:

Monday 24th December 2012 - Friday 4th January 2013

Training Days:

Monday 3rd September 2012, Monday 5th November 2012

Spring Term

Monday 7th January 2013 - Thursday 28th March 2013

Spring Half Term:

Monday 18th February 2013 - Friday 22nd February 2013

Easter Holiday

Friday 29th March 2013 - Friday 12th April 2013

Training Days

Monday 7th January 2013, Monday 25th February 2013

Summer Term

Monday 15th April – Wednesday 24th July 2013

Summer Half Term:

Monday 27th May 2013 - Friday 31st May 2013

Bank Holiday:

Monday 6th May 2013

Training Days:

Monday 15th April 2013,

A Day in The Life of a Year 9 Pupil at The Rise School

This case study is intended to offer concrete examples of how the school's vision and education plan will look in practice.

Home Situation

██████████

Arrival at School

██████████

[Redacted]

Morning Classes

[Redacted]

[Redacted]

Lunch

[Redacted]

Afternoon Classes

[Redacted]

After School

[Redacted]

[Redacted]

D3 Staffing Structures and Arrangements

The Rise School benefits from the human resource management expertise of its sponsor, the Autism Schools Trust (**AST**). The AST is a collaboration between Dimensions and Ambitious about Autism, two national organisations that have a wealth of expertise in recruiting, motivating and retaining specialist staff who support children and young people with autistic spectrum disorders (**ASDs**). The AST will work with The Rise School leadership to ensure that staff have access to professional development, appropriate internal management structures and external supervision arrangements.

Staff Employed at The Rise 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 leadership team 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 consultants and allied health professionals (OTs and SLTs) working around each pupil. Therapists' interventions and behavioural consultants' 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 consultant colleagues to deliver the most appropriate teaching and learning approaches. The Autism Schools Trust intends to support The Rise School in becoming a centre for action research as well as a resource to support other schools in west London to develop their expertise in educating autistic students in mainstream placements.

Classroom Staffing Model

Classes of eight pupils will be led by a teacher supported by two TAs. SLTs, OTs and behavioural consultants will work with teaching staff on curriculum design and delivery, and also with individual students and class groups. There will be roughly 0.5 FTEs of OT, SLT and behavioural staffing per class. In addition there will be further teaching assistants responsible for supporting struggling children in primary, pupils visiting the mainstream school in secondary, and providing 1-to-1 to those on the Additional Need tariff.

Senior Leadership Team

The Principal will be supported by a deputy principal and an OT/SLT 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 subject and key stage heads within the shadow staffing structure.

Both deputy principal and the OT/SLT supervisor will engage in teaching and therapeutic and PPA sessions during the week. Other responsibilities are outlined under specific posts.

The OT/SLT supervisor will in turn receive supervision from an appropriate external specialist via The Rise School's links with the Child and Family Practice, a multi-disciplinary healthcare practice headed by [REDACTED] who sits on the Rise School Steering Group. The deputy principal will manage the behavioural consultants, and the counsellor/family support officer who will perform a major liaison function between home and school.

A core team engaged in transition planning from Year 9, will be the contact point for transition staff within Dimensions and to Connexions (or equivalent) staff within the LAs so that transition planning and Learning Disability Assessments are commenced early.

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

For staff there will be a structured performance management programme, including observation, negotiated professional development targets (in line with the school development plan) and peer-mentoring. See below for further detail on staff training and professional development.

Principal

The principal's role is also described in the job description in Section F. Key responsibilities for this role include:

- Setting up and running the school, starting from pre-opening stage;
- Communicate the school's vision and ethos to a range of stakeholders to ensure the highest possible standards are facilitated during pre-opening;
- Providing leadership and strategic direction;
- Ensuring the school meets all relevant statutory requirements including acting as lead safeguarding officer;
- Setting, monitoring and reviewing standards and benchmarking systems relating to staff performance and pupil attainment, progress and well-being;
- Leading, recruiting, motivating, managing, developing and retaining staff;
- Working with the Rise Governing Body and the AST to ensure the school meets its corporate objectives; and
- Working with commissioners, local stakeholders, community groups, employers, enrichment providers, local schools and colleges.

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;
- Delegated responsibility for 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;
- Delegated responsibility from the Principal for securing change and advanced training;
- Reviewing and updating primary curriculum in collaboration with KS 1 and KS 2 leaders, overseeing the development of schemes of work;
- Leading multi-disciplinary transition team to co-ordinate activities (starting Year 7 and full programme from Year 9); and
- Managing The Family Liaison officer and the Behavioural consultants (NB Behavioural Consultants are externally supervised via Ambitious about Autism).

Therapy Supervisor Role

The therapy supervisor will provide professional support and direction to both OTs and SLTs employed by The Rise School. They will oversee therapeutic input into assessment; barriers to learning; all aspects of communicative therapies and occupational therapy input; continuing professional development of therapists employed by the school. The supervisor will be provided with the necessary professional supervision through the Child and Family Practice, headed by [REDACTED] who sits on the Proposer Group.

Teaching staff

All classes will be led by a qualified teacher, wherever possible with SEN experience and ideally with autism experience and qualifications (see below for examples). Where relevant SEN experience is lacking the teacher will be 'buddied' with one who does, and the school will set up ongoing training in the specialism.

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 up to two TAs.

All teachers as part of their Continuing Professional Development (**CPD**) will be expected to study for and acquire accredited qualifications, whether it is a Masters in SEN/Autism (accredited by Roehampton University and taught at Queensmill school in Fulham), ABA certification, relevant post-graduate certificates and diplomas in SEN and Autism.

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,

RAISEonline and tracking tools developed during the school planning cycle.

- Overseeing twice-termly review of their pupils' IEPs are reviewed. IEPs will focus on pupils' development of skills and their progress against academic targets (see Section C and Section D5). Updated IEPs 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.
- Teaching staff will work closely with the mainstream partner school with whom The Rise School will share provision (see "leadership development within Staff Groups" later in this section) so that the content, timetable, location, physical access to lessons in the mainstream partner school are known and can be planned for on an individual basis. This will include liaising with the mainstream partner teacher providing the lessons in that subject area so as to be prepared for the pupil or pupils joining the class for that subject.
- The approach taken to preparing pupils for mainstream lessons will typically be "rehearsed learning" (i.e. using a prep session to cover key themes, topics and materials in advance of the lesson) unless a Rise pupil is making sufficiently good progress that it is not needed. This will extend where necessary into preparing class peers so that the risks of bullying are reduced and so that they understand where differences may arise. Techniques used may include Mediated Learning interventions with "burnout questionnaires" being administered at key points to ensure that peer attitudes towards the Rise pupils in their classrooms remain positive. This will contribute to the wider mission of both schools in improving integration through the recognition and understanding of difference more widely.

There will be four roles for the TAs at the school:

- *Core classroom TAs*: There are two TAs in each class of pupils, giving a total of 24 for the school as a whole once it is at full capacity.
- *Primary 'floating' TAs*: There are two extra TAs in the primary stage to deal with children temporarily struggling to adapt to The Rise School.
- *Inclusion or Transfer TAs*: These TAs accompany pupils as they take lessons at the mainstream partner. There will be 11 TAs in this role.
- *Additional Need TAs*: Where pupils are on the Additional Need tariff, they will have a 1-to-1 TA on top of the other provision. Under our estimates of 10% of pupils being Additional Need, this adds another ten TAs.

Speech & Language Therapists and Occupational Therapists

SLTs 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 Behavioural Consultants. SLTs 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. SLTs will oversee cross-curricular implementation of social communication skills development.

Behavioural Consultants

Behavioural consultants will be Board Certified (the International Board of Certification in Behaviour Analysis) and supervised through Ambitious about Autism's Capacity Building Services department. This department provides certified supervision to school staff in many places as well as training and guidance to schools staff more widely. They will also be contracted to provide the Autism Education Trust training for schools staff in Autism.

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.

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 transitions team at Dimensions.

Vocational Specialists

The vocational specialists work principally as job coaches with KS4 and KS5 students. They will also plan and organise other vocationally related curriculum content (such as writing a CV in PHSCE or setting up a workbook for the ASDAN Employability qualification) which will often be handed over to pupils' TAs for completion.

Family Liaison Officer

The family liaison officer will work with families and local health and social services to ensure the best possible outcomes where families have additional health and social care needs. Upon entry to the school he or she will make a home visit to the pupil's family to understand the circumstances and how the school can best work with the family.

School Business Manager & Staff

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. The AST will support the appointee during their induction period and once the school is open.

His team will consist of a Business Assistant, an HR Assistant and a LA Relations Officer.

Other Full-Time Staff

The School will also employ a School Secretary, a Receptionist, two Catering Staff and a Caretaker.

Other Part-Time Specialist Staff

Other specialist staff (on part-time or sessional basis) may include;

- Sports coaches qualified to work with those with learning disabilities to provide fun and purposeful PE activities. We have contacted local providers in west London like PACE and Brentford FC who run programmes and are interested in working with the school;
- A horticulturalist to help explore the vocational possibilities of gardening and growing. How this is delivered depends on the school's eventual location; and
- An Educational Psychologist to advise on programmes of study.

Qualifications

Teaching staff will hold qualified teacher status, 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.

TAs 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.

SLTs 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.

Behavioural consultants as mentioned above will be BCBA, Board Certified via the International Board of Certification in Behaviour Analysis, or BCABA working towards their BCBA. 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 HFA. As the term high functioning has no agreed or absolute definition in this context it means pupils whose primary difficulty is not cognitive ability but is their ASD and the behaviours that are a major feature of that 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 and aids such as PECS¹¹, use of IT based learning, sensory integration, dyspraxia, dyslexia). Our SLTs and OTs will be supervised within The Rise School management structure but for professional development, our therapists will liaise with local university/colleges/hospitals/community-based research projects and professional organisations (see Section D4).

ABA consultants will liaise with an appropriate university, such as Bangor, so that they can continue with their CPD and formal qualifications up to BCBA level. They will be treated as part of the extended ABA consultant team that operates at Ambitious about Autism.

Staff will also be trained in working with families of pupils to implement behavioural programmes in the home. The school's family support officer will liaise with families, school staff, local agencies and service providers to facilitate a home-school interface that best supports our pupils' welfare and that of their families.

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).

As part of these processes the school will develop its own training offer to develop skills within the school and to support other local schools, with staff members becoming accredited trainers and assessors. Our aspiration is that The Rise School and its mainstream partner school are seen as a model of best practice in joint provision to autistic pupils, and we expect to disseminate that expertise to colleagues elsewhere.

Leadership Development Within Staff Groups

Teaching Staff

Teaching Staff within The Rise School will take a lead for a specific subject, writing, reviewing and updating policies, planning schemes of work, gathering resources, advising colleagues, and leading staff meetings and training sessions. This subject leadership role will form part of their personal development plan.

The next stage in their development will be key stage leadership.

¹¹ Picture Exchange Communication System.

Members of The Rise School secondary phase will also take on a liaison role with a department in the mainstream partner school. For example, a member of The Rise School teaching staff might take the lead for liaising with the mainstream partner school geography department. They would attend meetings in the mainstream partner school as described above. Individual teachers will also agree departmental liaison roles with the mainstream partner school. They will attend curriculum planning meetings at the mainstream partner school in order to prepare Rise pupils for the schemes of work for individual subjects. This will happen on a termly or half-termly basis as agreed with staff at the mainstream partner school.

Therapy staff

Therapists will take leadership on appropriate areas within their own speciality i.e.: OTs will lead on sensory integration and dyspraxia and SLTs 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 The Rise School is learning and all staff will be members of the single team that delivers on that goal. After school sessions to ensure that all staff have an understanding of each disciplinary skill set and perspective so that all staff members can make use of interdisciplinary team knowledge and resources will be a half-termly feature of the programme for the development of the staff team. Multi-disciplinary teams will be organised into key stage teams for assessment of teaching and learning and interventions.

Behaviour consultants

Behavioural Consultants 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 consultants will be externally supervised through the arrangements with Ambitious about Autism but managed by the school leadership team.

Teaching assistants

TAs will share, under the teacher's guidance, the teaching role in class. TAs will also lead on certain activities, support group learning, accompany and support pupils within the mainstream setting 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 a competition.

Staff Pay and Conditions

The AST intends to follow national pay and conditions for its teaching staff. Pay and conditions for the school's OTs and SLTs will be set in accordance with Agenda for Change, conditions in local NHS trusts and national policy. The school intends to develop a productive dialogue with the College of Occupational Therapists and the College of Speech and Language Therapists in order to become a highly regarded employer for newly qualified and

experienced OTs and SLTs alike.

Salaries for all staff employed within The Rise School will be very competitive with local pay and conditions, recognising that many staff will need to travel into London to work at the school.

All teaching staff will be on permanent contracts, with a working year of up to 44 weeks. TAs will work for up to 48 weeks to facilitate their support of students' vocational activities outside of term time (please see detailed discussion in Section D2 on transitional support).

The Rise School will pay the pensions of all its staff in line with relevant pension schemes (see Section G for cost implications).

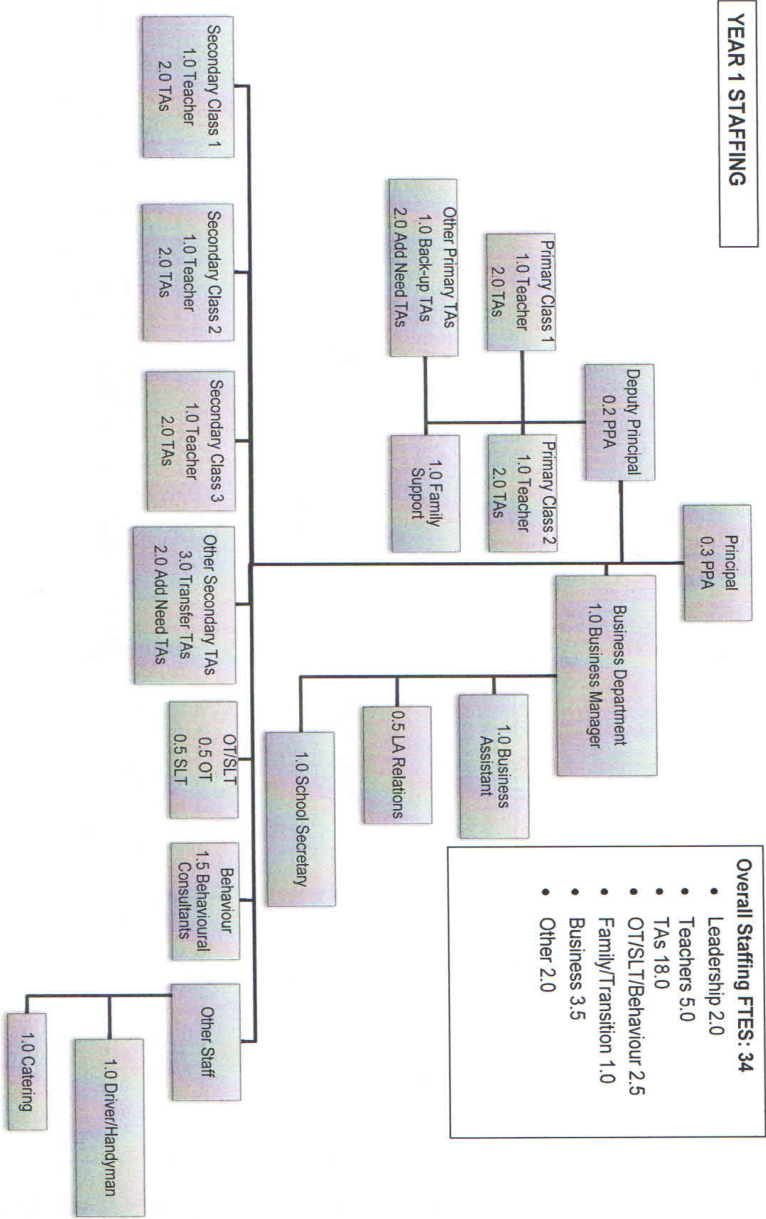
The School's staffing models for the first four years of opening are shown at the end of Section D3.

Staff Recruitment and Retention

The AST will oversee recruitment of staff and will ensure that The Rise School operates as an equal opportunity employer. We understand that we operate in London which is a highly competitive labour market and is very expensive for staff to travel to and work within. Consequently, only by offering competitive terms and conditions will we secure the high calibre professional staff that we require to ensure the school delivers its vision.

The Rise 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.

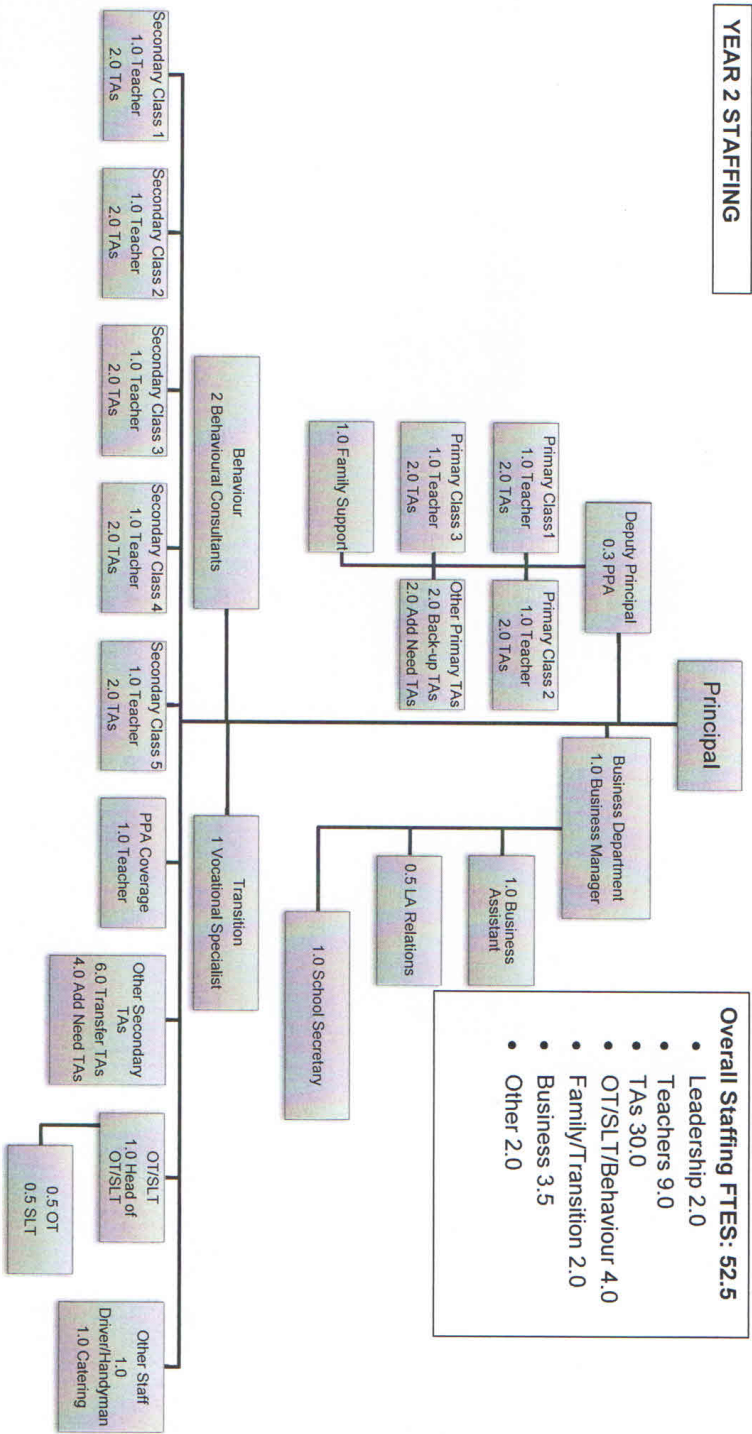
YEAR 1 STAFFING



Overall Staffing FTES: 34

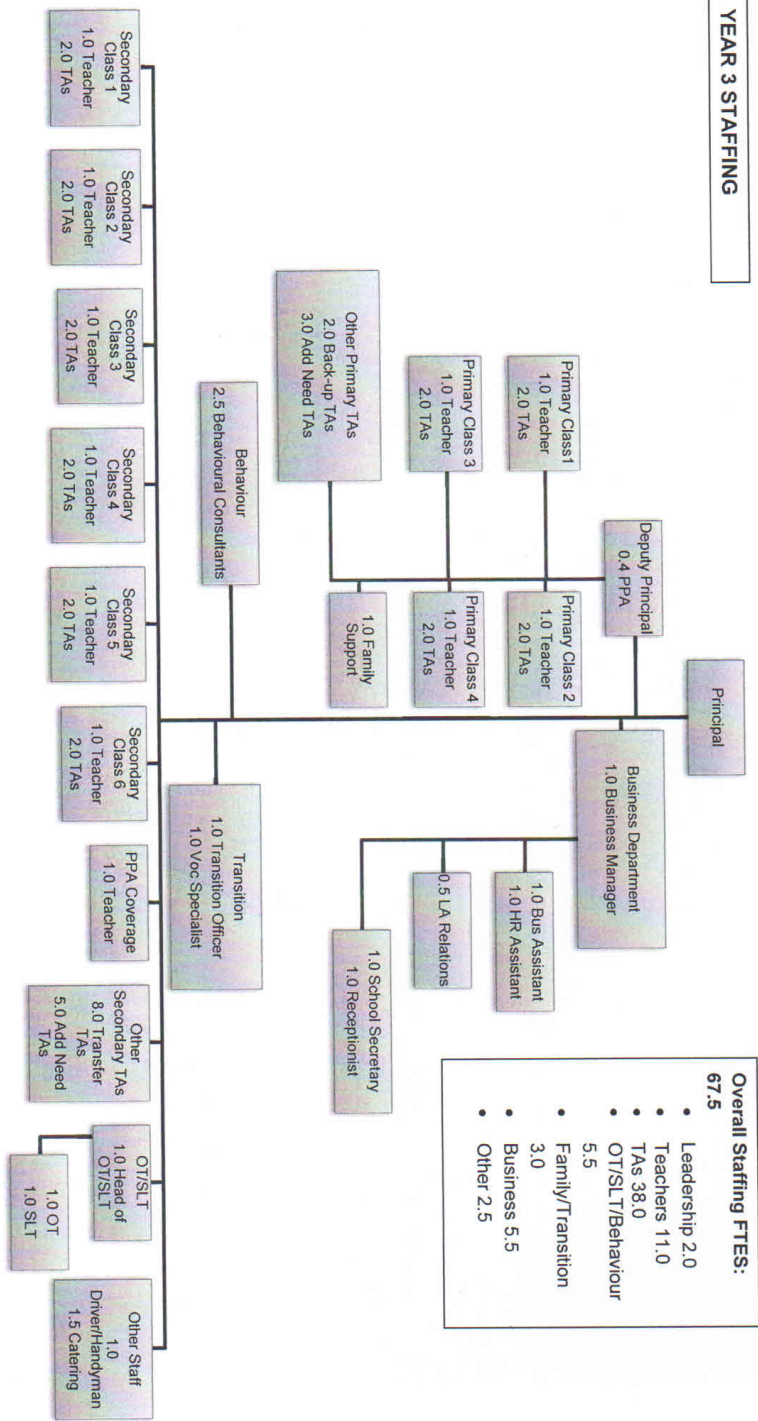
- Leadership 2.0
- Teachers 5.0
- TAS 18.0
- OT/SLT/Behaviour 2.5
- Family/Transition 1.0
- Business 3.5
- Other 2.0

YEAR 2 STAFFING



- Overall Staffing FTEs: 52.5**
- Leadership 2.0
 - Teachers 9.0
 - TAs 30.0
 - OT/SLT/Behaviour 4.0
 - Family/Transition 2.0
 - Business 3.5
 - Other 2.0

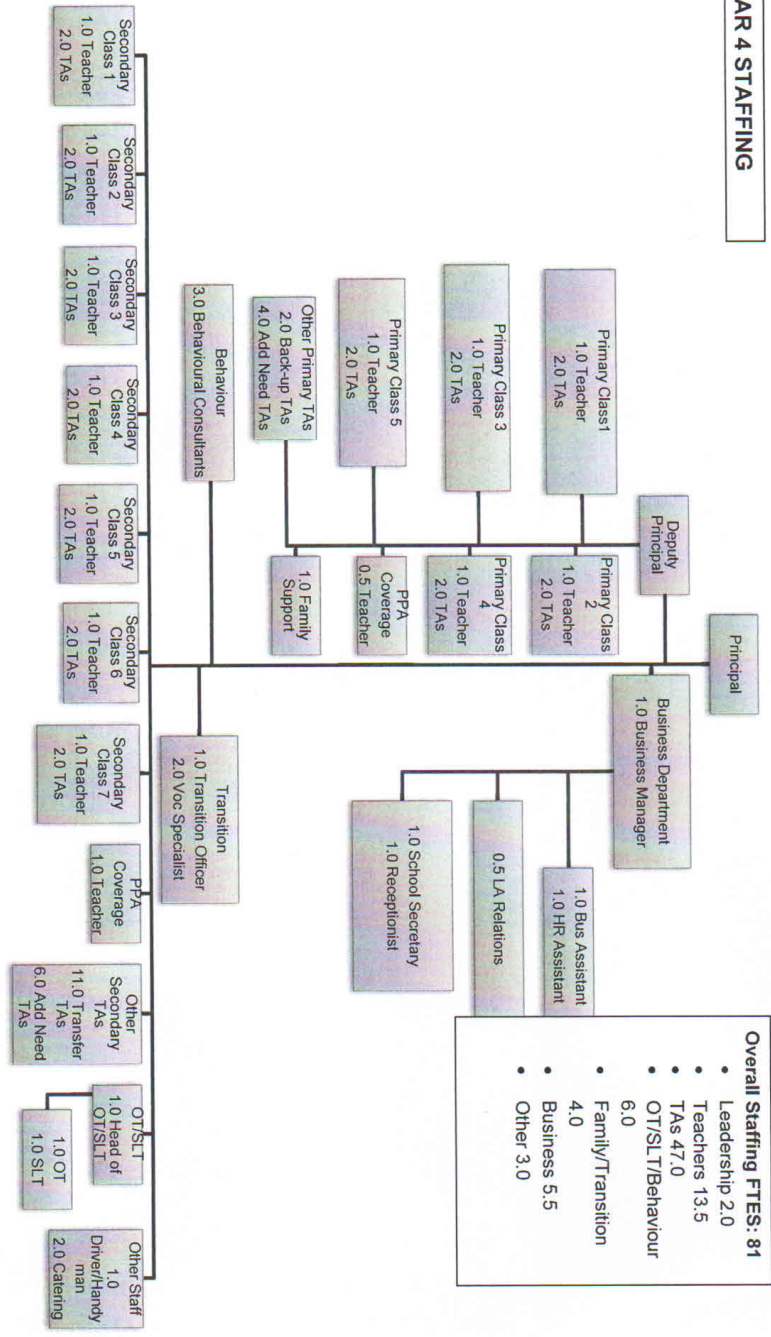
YEAR 3 STAFFING



Overall Staffing FTES:
67.5

- Leadership 2.0
- Teachers 11.0
- TAs 38.0
- OT/SLT/Behaviour 5.5
- Family/Transition 3.0
- Business 5.5
- Other 2.5

YEAR 4 STAFFING



Section D4: Meeting all Needs

The Rise School ethos is based on an unquestioning belief that pupils with ASDs are capable with the right support and differentiation of achieving at far higher levels than they do currently.

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, The Rise School will assess all pupils referred to the school to gain an accurate understanding of their profiles.

Assessment and Entry into The Rise School

All pupils seeking placement at The Rise School will have Statements of Special Educational Needs (**SSEN**), 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 The Rise 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, see D5 for more detail on the assessment tools. Not all SSENs contain the full range of assessments by therapists working in the disciplines present at The Rise School. For this reason, pupils may be assessed by the following staff:

- Qualified SEN teacher;
- SLT with a special interest in Social Communication;
- OT with a special interest in Sensory Integration;
- Educational Psychologist; and
- 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. The Rise 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. Please see Section D7 for detail, and the full policy can be read at www.theriseschool.com/policies

Health

The three key areas of healthy eating, of exercise and overall health will be taught through PHSCE, 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

Additional Educational Needs such as English as an Additional Language (**EAL**) will be encompassed in the school's recruitment policy which aims to reflect the diversity of west London's communities. Staff and governors will work with the LA, community groups and health services to access relevant support.

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.

Gender considerations

Gender considerations will apply, for example when a girl is to be placed in a class only made up of boys will require additional pastoral support, safeguarding considerations and adjustments to PHSCE 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. The Rise School's small class sizes and high adult: child ratio means that personalising materials and facilitating additional challenges in other settings (including the mainstream partner school) 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 three categories of

need, which will drive three categories of fee bandings at the school.

- The standard category is for those pupils whose needs the school feels it can meet within the classroom model with no additional dedicated support.
- There is a higher category of need for those pupils who may, temporarily or permanently, require 1:1 support in addition to the classroom staffing model.
- The highest category of need is for those pupils who assessment suggests will not be able to access the curriculum and in particular the jointly provided curriculum within the classroom/mainstream partner school due to a variety of factors, likely to be dominated by pupils' cognitive impairment. We would not ordinarily anticipate referrals to The Rise 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. Please see Section G for further information on fee bandings.

Inclusion in Mainstream Settings

Primary Phase

Primary school pupils will be educated almost entirely within The Rise School. Some pupils may be appropriately supported to attend lessons and activities in local primary schools, depending on partnership agreements. The classroom model at primary stage does not include core inclusion staff for support at other sites, so such attendance would need to be supported out of existing classroom staffing. Access to the examination system alongside mainstream peers is the main purpose of shared provision which is why it needs to be at secondary level.

Where primary school pupils make sufficient progress to consider re-integration into mainstream, the school will develop a phased inclusion plan with the LA, pupil and their family/carers and the school to which return is planned.

Secondary Phase

Secondary school pupils who take core courses within The Rise School will expect on average to spend approximately 30% of their time on the mainstream partner site. Some secondary stage pupils, due to their profiles, may spend all or nearly all of their time in the specialist provision or vice versa. Those who attend lessons and activities in the mainstream partner school will be supported by The Rise School's inclusion team. This team of specially trained learning support assistants will work to ensure that inclusion is experienced as a success by pupils and fosters a sense of self-confidence and competence in them. This will be facilitated by the work done by the class teacher from The Rise School with the subject teacher in the mainstream partner school. The curriculum area being studied will be covered in briefings

by the teacher with the accompanying inclusion team member so that there is the best chance of supporting inclusion.

Rather than focusing on what pupils cannot do, the language and presentation of mainstream inclusion will be around what they can do, and what they will gain from attending lessons on the mainstream partner site.

Tracking Progress

In addition to the liaison member of The Rise School teaching staff attending departmental meetings in the mainstream partner school to understand schemes of work (see Section D3 for detail), inclusion team members will also attend preparatory sessions with teaching staff, the SENCO¹² and pupils at the mainstream partner school to address questions and considerations in making the inclusion a positive experience for all involved.

Pupils entering the school from mainstream placements often have learning needs that have not been understood or addressed. In many cases these may derive from behavioural difficulties that mean the pupil has developed responses to deal with the stresses of an environment that then act as a barrier to learning. They may also have fixed interests or exceptional phobias which need to be taken into account (see the RISE Vision relating to *Independence and Inclusion* - Section C).

Assessment is a continuous process; please see Section D5 for further detail. Progress will be measured in terms of conventional norms in accordance with the published progression guidance, and tools such as RAISEonline. In tracking progress against IEP targets behavioural consultants will use the tools generated by the ABLLS-R and VBMAPP IEP toolkits in assessing appropriateness of reinforcement and feasibility of fading support as pupils master the skills in their IEP targets.

Vocational specialists on the team will track and record the acquisition of the skills required to enter work experience and manage self care, pursue interests and experience and manage access to leisure activities. Examples of this might include how to make use of and behave in a library, a cinema or a music event, how to order goods online, shop, travel on a bus and reach the right destination and how to join a club.

ICT

ICT as a function within a high-performing school supports and permeates every aspect of teaching, learning and school management. ICT as a curriculum subject is typically an area of strong interest and aptitude amongst autistic pupils. An integrated approach to this critical area is therefore central to delivering high performance amongst all staff and pupils alike.

School Management Information System

The school will use an integrated Management Information System (**MIS**) to support every aspect of planning, monitoring and review and performance

¹² Special Educational Needs Co-ordinator

management. The MIS will be accessible both on the school intranet and also online to allow staff and governors to access it via password whenever necessary. It will allow tracking of all aspects of pupil progress, from attainment to attendance, and all aspects of school management, financial, staff-related and school performance metrics.

The school's infrastructure will be secure, robust and flexible to allow future-proofing of school ICT requirements. Given the use of interactive whiteboards throughout teaching areas, high bandwidth to support content streaming will be provided. Wireless connectivity throughout the site will support a variety of devices. The school's ICT suites will use hard-wired connections to begin with while the feasibility and advisability of widespread tablet use is assessed.

Both telephony and data connection will be supported by backup provision in the event of the main connection failing.

Virtual Learning Environment

The MIS will be fully integrated with the school VLE. The VLE will allow anytime/anywhere access to staff, pupils and their parents/carers to a range of tools including:

- Powerful search tools in a filtered-access environment that is child-safe.
- Individual pupil and class/subject-specific shared learning zones for key aspects of curriculum areas including on-line assignments and assessment criteria, description and consolidation of key learning tasks, tracking pupil progress (reports feed into the School MIS), materials from the mainstream partner school and useful links.
- Access to IEPs and all pupil progress tracking tools with individualised access.
- Pupilzone with access to school council activities, videos and podcasts of events, clubs information and games. This section will be run by pupils with appropriate moderation by staff.
- School Development Plan dashboard for staff and governors, with a suite of reports to download.
- Shared communities to facilitate action research, access to relevant research studies and protocols, journal subscriptions, guidance on statutory requirements (National Curriculum, SEN Code of Practice).
- Staff communities, featuring workspaces for specific objectives like planning for schemes of work, useful links to online materials and planning tools.
- Community of Local Schools, allowing sharing of best practice, links with colleges and universities and national and international research centres.

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:

- **The Mainstream Secondary Partner School**

This partnership is the most critical in delivering a high quality education to pupils. Strong two-way liaison in preparing staff and pupils on both sites for two-way inclusion, preparation and personalisation of content, agreement of robust and rational pupil progress measures for those pupils educated on the mainstream site and clear lines of communication relating to pastoral care will be agreed.

- **Local Schools**

The Rise School will work in partnership with schools in west London to improve the education of autistic pupils throughout the catchment area and beyond. As such the Proposer Group has started meetings with local schools including the Phoenix Canberra Federation, The Fulham College Federation, Queensmill School, Cambridge School, Elthorne Park High School and the West London Free School.

- **Autism Schools Trust**

The Rise School is the first school to be sponsored by the Autism Schools Trust and both organisations will work together to create the most productive collaboration in setting up and running the school, delivering its ethos and vision and adhering to the highest standards of teaching and learning. The trust will also provide a significant element of support to the administrative, financial and strategic functions in the school.

- **Local Health and Social Services**

As outlined in Section D4, 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 SLTs 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 wide 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.

- **Community organisations**

The Rise School recognises that its pupils come from a very diverse and ever-evolving part of London. Some pupils will be from refugee families, some from homes where no English is spoken, some from cultures with very different approaches to learning difficulties. The 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. Our priority at all times will be pupil well-being and that will be the basis of the relationship.

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.

- **Employers and vocational experience partners via Dimensions**

Please see Section D2 for details of work with employment partners.

The Rise School

Enrichment Providers

Our enrichment programme will play a key part in both developing pupils' life skills and helping to determine individual transition plans and will be offered to all pupils from Year 9.

We will use a selected number of external providers to collaborate on programmes under Physical Education (**PE**), Performing Arts and PHSCE. Activities will typically take place as part of the core curriculum or in after-school clubs. Some enrichment activities will be provided by staff whilst others will involve a range of external providers, some of whom are listed below:

- We will link with the **Blues Cookery School** and embed functional skills into sessions (such as English, mathematics, ICT, praxis, travel training, social skills) in addition to basic cookery instruction. For instance pupils would travel to the shops, buy ingredients, pay and check change, return with all listed items collected, prepare and cook ingredients, take their classmates orders (e.g. for pizza toppings), serve their classmates and tidy up to professional food safety and hygiene requirements.
- **Albert and Friends Instant Circus (PE)**: a local provider offering a tailor-made physical arts activity programme which helps pupils to build self-confidence and self-control through understanding and learning circus skills.
- **Turtle Key Arts (Music/Drama/Art)**: a local provider offering an Autism specific Performing Arts programme.
- **Brentford FC Community Sports Trust (PE)**: a local community sports provider whose latest project (Sports MATE), is designed to support young people with a disability to start attending sports clubs/sessions.
- **Dramatize (Drama)**: a west London provider that runs theatrical workshops for individuals with learning disabilities. Workshops help individuals' personal development through the art of theatre including exploring methods within puppetry, story telling and improvisation.

Pupils will also have the opportunity to attend activities with peers from the mainstream partner school – hosted in either venue. These could include performance, debating, musical groups, sports, or personal interests such as computer gaming, photography, animation, chess. Activities aimed at girls will be a critical part of their school experience given the likely minority of Rise pupils who will be female. The Rise School will work actively with its mainstream partner school to include its female pupils in an appropriate range of enrichment activities at the mainstream partner school.

Section D5: Pupil Achievement

The Rise School will adopt a whole school approach to ensuring that the highest standards of intervention, support, teaching and learning take place in the school. The evidence base provided by ABA, robust tracking of teaching and learning and a strong commitment to staff development will all contribute to ensuring that pupils meet the key goal that at KS5 85% of them transition to further or higher education, employment or training.

The Dimensions of Pupil Achievement

There are three main axes of achievement for pupils: academic, behavioural and transitional. Overall success for a pupil requires success on all three axes. They have been split apart for the purposes of exposition, but are clearly highly interdependent.

Key Performance Targets for the different strands of achievement are:

- **Academic targets:** Attainment and achievement against National Curriculum levels and national outcome;
- **Behavioural targets:** Progress against IEP targets; and
- **Transitional targets:** Progress against goals in person-centred transition plans, vocational activities, employer and other partner surveys.

The Rise School's high expectations will permeate the whole school culture focussed on ensuring that young people leave the school able to be economically active and living within their local community.

A Whole School Approach to Ensuring Pupils Achieve

In order for pupils to achieve the challenging targets set by the school, the senior leadership team will drive a regular whole school approach to monitoring and evaluating of quality of teaching and learning, of interventions and assessment.

A whole school cycle of monitoring and assessment will be followed that links half-termly IEP reviews, regular reviews, formative and summative assessments and lesson observations. The different staff groups working within the school (teaching, behavioural, therapeutic and vocational) will be organised into key stage teams to ensure an integrated multi-disciplinary approach that is centred on pupil achievement for each key stage cohort. Pupils will learn more effectively when they feel when they are successful, appropriately challenged and motivated in their learning.

School Monitoring Cycle Timeline

The school monitoring and evaluation cycle will recommence in September each year. Drawing together contributions from all key stage team leads and information from rigorous data analysis, priorities for improvement will be put into place. These will have clear timelines for activity, success criteria and

outcomes that can be tracked. The monitoring metrics and systems will be reviewed, updated and embedded into the school calendar.

The annual whole school improvement cycle will involve all staff in planning, evaluation and improvement. The school will report back to staff, governors, parents, pupils, partners and other stakeholders and agree improvements as necessary.

By the end of September, key stage multi-disciplinary teams and line managers (for teaching staff, for behavioural staff, for therapeutic staff and for vocational and pastoral staff) will have agreed their team action plans. These will be reviewed at least termly by the senior leadership team with aligned Governors, and by the CAPPS¹³ sub-committee of the Rise Governing Body. Teaching, therapeutic and behavioural teams will review teaching, learning and intervention plans every term and pupil progress assessment weeks have been completed. IEPs will be reviewed on a half-termly basis.

During the first half of the autumn term specifically and then on an on-going basis, key stage teams will review with the school's Business Manager and Transition Officer the school's partnerships agreements with local services, providers and organisations. They will be monitored to ensure that they contribute to the school's holistic approach to pupil progress and well-being and provide the right opportunities.

Key stage teams will also review with the vocational specialists and transition officer how pupils in Year 7 upwards are participating in mainstream lessons, vocational opportunities including work placements, involvement in community-based organisation and activities, such as volunteering. This will be an on-going process with staff responding quickly to changes in circumstance for the young people, the school and the partners. This is critical if pupils are to transition successfully at the age of 19 into mainstream society. Those pupils who are not meeting the school's transition and participation targets (e.g. involved in whole school volunteering activities from Year 7) will be highlighted and their assigned vocational specialist will be expected to work with the key stage team during the term to put in place a more suitable vocational experience.

Academic Achievement

Overall Academic Targets

Key Stage 1

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 2011 national averages at Level 2+ were: 85%/81%/90% for Reading, Writing and Mathematics respectively. Locally, the target boroughs for the school performed in line with these averages. The 2011 national averages for children with ASD as their primary diagnosis were 40%/30%/42%.

¹³ Curriculum Assessment and Pupil Progress

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

Key Stage 2

Pupils will take SATs to benchmark their progress against national standards. Main targets will focus on achievement rather than attainment. Progress targets are above those expected in the national population.

Our Progress targets are:

- 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+ at 65%/70%/60%.

This is based on KS2 2012 national averages at Level 4+ in English, Mathematics and both English and Mathematics were: 85%/84%/80%.

The latest data on the ASD population is from 2011, when the level of attainment in the overall population was lower (74% achieving 4+ in both English and Mathematics versus 80% in 2012). The ASD population scored 40%/41%/33%.

The KS2 progress targets outlined above will bring pupils closer to national averages. This is to drive opportunities for inclusion in academic mainstream lessons in KS3.

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 KS 4. The expected progress of three levels over the two key stages will be seen as a minimum for Rise 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. They will also be expected to start inclusion in the mainstream partner school, with an average of 2 lessons a week being spent in the mainstream school. Year 7 is when the transition process outlined in Section D2 starts and participation in mainstream lessons will be captured as part of the process.

In keeping with The Rise 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).

The national KS4 Attainment – 5+ A*-C GCSEs including English and Mathematics – is currently 58%, while in 2011 25% of ASD pupils got 5+ 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 5+ A*-C GCSEs, including English and Mathematics.

It is anticipated that the number of pupils achieving the full EBacc Certificates when implemented, will be lower than the national average, given that EBaccs require achievement in English, Mathematics, science, history or geography and a foreign language. The foreign language element in particular could prove challenging for the cohort, which will have impact on the overall numbers that achieve the EBacc.

Key Stage 5

By the end of KS5 the goal is for 85% of pupils to have options to progress to further or higher education, employment or vocational training.

Those pupils on A and A/S level track will in 85% of cases have offers of places in higher or further education, or training or employment. The expectation is that pupils will have achieved 3 A levels.

Those pupils on the vocational track will in 85% of cases have apprenticeships, further vocational qualification in Further Education colleges or employment offers on leaving the school. They will have completed a day's vocational training per week and have achieved NVQs/ASDANs and similar qualifications.

Currently, one third of young people with autism aged 16-25 are not in education, employment or training (NEET)¹⁴; this is double the rate for their neurotypical peers. 85% of adults with autism are not in full time paid employment as stated and sourced in Section C¹⁵; the rate for the general population is less than 8%¹⁶.

Ensuring Academic Achievement

The school's senior leadership team will drive a strong focus on all pupil-centred interventions as described above in the monitoring and evaluation cycle. Lesson observation, peer mentoring (including "buddying" with staff from neighbouring schools) and pupil progress assessment will place a priority on the quality of assessment of learning, which will be a prominent feature in all curriculum and lesson planning and review.

Pupil progress will be assessed against National Curriculum levels

¹⁴ National Autistic Society August 2012

¹⁵ National Autistic Society

¹⁶ Office of National Statistics

/frameworks. Tools used will include nationally recognised structures such as Assessing Pupil Progress (**APP**) and Assessment for Learning (**AfL**). The school will draw on the data and frameworks in RAISEonline and draw analytics from the school's own Management Information System (**MIS**). The outputs will feed into the termly cycle of improvement.

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 with an in depth understanding of how autistic pupils tend to learn will be supported by trained TAs, OTs and SLTs. The school's behavioural consultants will work on identifying barriers to learning and supporting pupils to develop strategies that support their learning and functional life skills.

Behavioural Achievement

Overall Behavioural Targets

Rise pupils need develop a range of learning and daily living 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 IEP with action-oriented educational objectives. Baseline assessments will be conducted within six weeks of entry to the school by which all pupils will have worked with a behavioural consultant to complete the ABLLS-R and/or VB-MAPP to establish their current level of functioning and skills. This initial assessment will then be used to inform planning and target setting for each pupil. These targets will be personalised and will be as diverse as the individuals within the school. Skills tracking grids from the ABLLS-R protocol will facilitate the observation and documentation of the pupil's progress in acquiring targeted skills.

A brief description of both assessment tools follows:

The ABLLS-R

The ABLLS-R is an assessment tool, curriculum guide and skills-tracking system, reviewing 25 skills areas including language, social interaction, self-help, academic and motor skills. Skills are assessed at task levels to identify the child's level of function within each skill.

The assessment is conducted via observation of the child's behaviour in each skill area, when given a stimulus by the behaviour consultant. Where appropriate, parents and teachers will provide anecdotal evidence of a child's ability in specific skills areas.

The VBMAPP

The VBMAPP is also an assessment tool, curriculum guide, and skill tracking system.

It splits into five components which provide a baseline assessment of performance, a direction for intervention, a system for tracking skills acquisition, a tool for measuring outcomes and a framework for curriculum planning.

The components assess pupils' skills levels in:

- Ability to retain, generalise and transfer knowledge;
- Group, social and classroom skills;
- Obsessive compulsive behaviour, eye contact, sensory defensiveness;
- Linguistic structure, ability to request, listening and naturalistic language use; and
- Motivation, prompt dependence.

More specifically, the VB-MAPP and ABLLS-R will be used to assess pupils' skills in the following key areas:

- Requests, Labelling
- Intraverbals (ie responding to WH questions)
- Spontaneous vocalisations, Linguistic Structure
- Visual Performance/ Match to Sample
- Receptive language, Imitation, Vocal imitation, Play
- Social interaction, Group instruction/ Classroom routines
- Generalised responding, Reading, Mathematics, Writing
- Eating, Dressing, Toileting, General self help skills
- Motor Skills.

IEPs will focus on three or four tasks, will be monitored every half term and will be informed by the information gathered from these two assessments. These learning expectations 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 IEPs, will comprise four elements:

1. *Individual differences of each learner*: because of the individualised nature of IEPs, personal learning styles, strengths and challenges of each pupil will be considered. A baseline will be established and will be

used to monitor the pupil's growth and skill development over the school year.

2. *Operational definitions of target skills*: in order to ensure consistency and reliability, all skills described in the IEP 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. 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. 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 IEPs 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 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

The VB-MAPP will be used in tandem with ABLLS-R and will enable comparison against a representative sample of other pupils. One particular use of the VB-MAPP will be the VB-MAPP Transition Assessment which will enable identification of meaningful pupil progress and for what elements of

their day they will be able to learn in the mainstream partner school.

Independence Targets

Please see Section D2 for a comprehensive explanation of assessment timelines and tools relating to transition.

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 and be included in mainstream society.

An example is one Year 7 child whose parents are considering him for placement at The Rise 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. An IEP 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 which will be identified by the school's behavioural consultants during administration of the ABLLS-R and VBMAPP 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 IEP targets.

In addition, The Rise 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. Examples 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, London Underground map and bus route planner to find their way from The Rise 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.
- 100% of KS 5 pupils on the A level track will, with support, have planned and executed visits to three chosen further/higher education institutes, met with peer support workers and tutors and identified a range of on-site resources such as libraries, cafeteria and administrative offices (see Section D1 for further information on transition to higher education).

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 the use of ABLLS-R and VB-MAPP. 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. Outcome measures will therefore include the ABLLS-R and VB-MAPP visual skill tracking systems, as well as detailed information about the individual's progress in communication and social interaction beyond the structured teaching session.

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 procedure to ensure success and skill acquisition and retention.

Positive behavioural change will also be supported by the behavioural consultants in the management of challenging behaviour as described in Section D7.

Behavioural consultants will work as part of multidisciplinary teams with SLTs and OTs. Therapists work in partnership with their teaching and behavioural colleagues to establish baselines through assessment which supports decision-making about curriculum delivery. The School will also employ an Educational Psychologist on a sessional basis to assess pupil profiles upon referral to the School.

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:

SLTs 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).

Educational Psychologists will use home/school observations and tools such as:

- Vineland Adaptive Behaviours Scales.
- Differential Abilities Scale.
- Weschler Primary and Pre-school Intelligence Tests.

Transitional Achievement

Pupils will achieve successful transition through a jointly provided curriculum with the mainstream partner school, which allows autistic pupils to access learning in a mainstream environment; strong links with colleges and universities enabling a thorough transition to be put in place for pupils; extensive volunteering and extended work placement planned and provided with our partner Dimensions.

An early and on-going indication of how successfully a pupil is transitioning into mainstream settings is whether they are able to meet the target of inclusion into the mainstream partner school. From year 7 when they are expected to spend 2 lessons a week in the partner school, through to a target of 30% inclusion time from Year 8 upwards and most if not all teaching time by KS5 (for the academic track pupils), time spent with their mainstream peers is a critical preparation for independent adult lives.

Transition targets are also addressed via the range of vocational targets discussed below and listed under the section “Independence Targets” above.

Vocational Targets

As stated in Section D1, vocational targets will require all pupils from Year 7 to spend three hours a week on volunteering and other vocational and transitional activities. KS5 pupils on the vocational track will spend one day per week on vocational activities. The school’s two vocational specialists will provide the initial support for these activities and then hand over to pupils’ assigned teaching assistants to provide further support as required.

100% of KS4 and KS5 pupils will work with the school’s vocational specialists and inclusion TAs to undertake three hours per week of vocationally based activities. Those KS5 pupils on the vocational track will spend a day a week on vocationally based activities. This will be offered during PHSCE (for example producing a CV), work placement with our partner Dimensions’ employment partners, long-term volunteering in local organisations and study towards ASDANs and NVQs.

Achieving Successful Transition

We will achieve this through: a jointly provided curriculum with our mainstream partner allowing autistic pupils to access learning in a mainstream environment; strong links with colleges and universities enabling a thorough transition to be put in place for our pupils; extensive volunteering and extended work experience planned and provided with our partner Dimensions.

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.

In terms of the timelines for CPD plans, these 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 continuing professional development, peer mentoring and buddying programmes. Staff satisfaction questionnaires will be conducted anonymously each term via the VLE and the outputs discussed at the beginning of the following term as part of development plan reviews for each department.

Staff training and induction will be critical to securing and maintaining the positive learning environment described above. Pairing teachers from different year groups will support the on-going professional development of staff in the management of behaviour and in achieving positive attitudes to learning from all pupils. Much of this, of course, will be rooted in high quality teaching and learning and a curriculum that is meaningful, purposeful and relevant to the pupils.

Monitoring & Reporting Systems

KS outcomes and national tests will provide data that is reviewed by the Senior Leadership Team and will inform the school improvement plan. Data analysis of achievement and progress will also be reviewed regularly at department, KS and whole school meetings. Teachers, middle 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, RAISEonline, termly pupil assessment weeks will feed into the school MIS (using tools from CASPA¹⁷ and/or Fischer Family Trust). These will use materials developed out of the APP initiative to ensure a consistent language and raft of measures is used.

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

¹⁷ CASPA (Comparison and analysis of Special Pupil Attainment) and Fischer Family Trust are both proprietary assessment programmes in common use

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 partners. 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. The school will approach teachers at neighbouring schools to set up “buddy” peer review systems.

The Rise Governors will receive regular reports on the achievements of pupils and quality of teaching. Anonymised information will be given regarding outcomes from the half-termly IEP reviews and from the teachers’ performance management. The Rise Governing Body will offer challenge and support to the Principal and the school. Training will be given to the Rise 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, work scrutinies and half-termly IEP reviews. 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 which promote a greater understanding of the curriculum, teaching and learning and assessment strategies.

Schemes of work are determined by teachers, the skills needed to achieve them by behavioural consultants and delivery of the curriculum by therapists. It is crucial that there is high quality teaching and learning which includes a curriculum that is meaningful, purposeful and relevant to the pupils. Reviewing the outcomes across the school will help to inform further curriculum developments each year. Pupils and parents/carers will be actively involved in determining learning programmes and the school will involve outside agencies as early in the process as possible, rather than simply when required.

In addition, KS team leaders will regularly review teaching and learning in the following ways to identify contributions to success.

- Lesson plans and learning objectives
- Skills mastery to identify pupil progress against IEP objectives
- Buddy system with neighbouring schools.

Engaging Parents & Carers

The Rise School recognises that parents 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.

Informal Communication

Home-School communication is expected to take place largely on an informal basis via notes in home-school diaries, messages via the school's VLE, emails and phone calls. The school's family liaison officer will be an important contact point between pupil's homes and relevant staff within the school. He or she will meet with every pupil's family during the year to assess any concerns about pupil well-being. Further meetings may be needed either at the request of the family or from concerns in the school e.g. punctuality.

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 these 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*: IEP review outputs 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).
- Sensory Integration, Praxis and Motor Skills Development (led by OT staff).
- Keeping Children Safe Online (led by PHSCE staff).

Engaging Pupils

Pupils who feel self-confident, listened to and valued, that they belong are pupils who tend to attend better in class, use self-reflective skills to know when they need support with a learning objective. 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 are actively involved in setting themselves targets for improvement, learning to use the differentiated success criteria in each lesson. While individual learners will require access to specific provision, highly effective differentiation by the class teacher, coupled with access to ICT to support learning will be the primary strategies to ensure that learners 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.

Governors

Each governor agrees a lead responsibility that relates to school performance and reports back at to the relevant sub committee or full governing body meeting. These reports form part of the school's self review cycle.

Attendance and Punctuality Targets

The attendance target throughout the school is 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%.

Punctuality will be monitored through a late registration system for pupils who arrive at school after 9.00am. If pupils are late more than four times in a term the parents will be asked to meet with the family liaison officer and teacher to discuss factors in their lateness. The parents/carers will be offered support and helped to understand how the school can support more punctual attendance.

D6. Admissions Policy

The Rise School will follow the Schools Admission Code .

All pupils will either possess (or be in the process of being provided with) a SEN and have a diagnosis of autism and/or their special educational need in their SEN (or draft SEN) will be described as ASD.

The Rise School will be the named school in the SEN or the child or young person will be in the process of an assessment intended to inform the decision about placement at The Rise School.

The Rise School offer to pupils is specifically to provide highly individualised special education, providing a high level of adaptation to pupils with autism. The objective will be to support pupils to achieve individually and to attain recognised qualifications via access to the mainstream secondary partner school. Prospective pupils will be individually assessed so that an individualised approach to their needs can be determined and planned for. This will also enable the school to calculate their individual resource needs and determine the fee necessary to provide those resources. See Section D4 under 'Placement' for further detail.

These needs will be determined through the comprehensive assessment offered by The Rise School multidisciplinary team. This assessment may include but not be limited to: verbal and non-verbal tests, the VBMAPP assessment, Vineland Adaptive Behaviours Scales, a behaviour problems measure (such as the behaviour problems inventory), the Strengths and Difficulties questionnaire (parent and pupil versions) and assessments made by SLTs and other specialists allied to medicine. See Section D5 for further detail.

Priority will be given to:

- Children who are eligible for free school meals;
- Children who are looked after children within the meaning of the Children Act 1989; and
- Siblings who come within the admission criteria.

We will also work within the new guidelines¹⁸ to ensure Services children are not disadvantaged by our admissions policy.

¹⁸ Armed Forces Covenant Report of May 2011 which extends the Pupil Premium to Forces Children to ensure the additional pastoral support requirements of this pupil group is met. Forces Children area also now covered by the Schools Admissions Code (see Section 84 of the Schools Standards and Framework Act 1998).

D7. Pupil behaviour, attendance and well-being

The values and ethos of The Rise School support respect for individuals and have an expectation that all members of the school community will work together to promote and safeguard the pupils' well-being. This is underpinned by a belief that a motivating and meaningful curriculum, delivered through outstanding teaching, together with positive and constructive rewards fairly and consistently applied are likely to promote a positive and safe environment in which pupils are able to work and thrive. Encouraging behaviour which promotes a productive learning environment will form an integral part of pupils' learning.

Both skill acquisition and behaviour that creates a barrier to learning will be approached from an evidence-based behavioural perspective.

Skill acquisition

Behavioural principles will be utilised and applied as effective teaching methods within The Rise School to increase skills across all areas of the curriculum, including self-help, verbal and non-verbal communication, socialisation and play or leisure. The key principles are

- Individualised learning which addresses barriers and builds on skills
- Breaking down goals into achievable elements
- A structured and consistent learning environment
- Motivational learning through the use of positive reinforcement
- The use of ongoing data to inform teaching and learning

Management of challenging behaviour

Extensive research literature supports the use of behavioural principles as an effective means of supporting individuals with autism to manage challenging behaviours. Such behaviours may include tantrums, self-injurious behaviour, aggression, destruction, oppositional defiance and stereotypical behaviour. A range of proactive and reactive strategies will be used to support pupils, all of which will be based on an understanding of the function of the challenging behaviour. Reactive strategies outline the specific plan of action for when the challenging behaviour occurs while proactive strategies are longer term plans that often involve teaching new skills that minimise the occurrence of the challenging behaviour.

Whenever possible reinforcement strategies will be preferred, however more intrusive strategies may be required for behaviours that are severely challenging and pose a greater risk to the individual or others. Aversive procedures will not be utilised. 'Punishment' is defined functionally by its effect on behaviour and is therefore any procedure that decreases the future probability of a challenging behaviour. This might include the removal of preferred activities, saying 'no', planned ignoring and correction procedures. Punishment procedures will be used only when all other less intrusive

methods have been determined to be ineffective and in conjunction with reinforcement procedures designed to increase behaviour that functionally replaces the challenging behaviour.

For example, if a pupil is shouting out constantly or throwing items to gain attention, they might be ignored, but this would be paired by teaching ways in which they could gain attention through positive means (i.e. completing work quietly would gain very direct and reinforcing attention through 'high fives' or the opportunity to do something they really enjoys). Where a pupil behaves in a challenging way to avoid tackling demanding work, they will be supported to find appropriate ways to ask for help.

In order to ensure that an appropriate strategy is used, staff members will be trained to collect data on challenging behaviours to help understand why the behaviour is occurring – i.e. the function of the behaviour. Such data could be ABC (antecedent, behaviour, consequence) charts on target behaviour (recording the date, time, environmental antecedents and immediate events following the behaviour), checklists such as the Motivation Assessment Scale, or data from each of a number of different environments. Data will also be collected on frequency, duration etc of the target behaviours as appropriate. These data will be carefully monitored to track increases/decreases in behaviours and will be used to develop a pupil's behaviour plan.

Any pupil who exhibits a challenging behaviour will have a behaviour plan that operationally defines the target behaviour, provides details of how to monitor the occurrence of the behaviour and gives detailed descriptions of the procedures used to decrease the challenging behaviour and increase the appropriate replacement behaviour (e.g. put simply how a pupil will be supported to replace shouting out with putting up her/his hand). All key staff working with the pupil, the pupil her/himself and the parents will sign the behaviour plan once it has been agreed.

Rewards

The purpose of rewarding appropriate behaviours is to enable the development of skills in all areas of a child/young person's life. Appropriate behaviours will be rewarded and reinforced throughout the school day. Types of rewards will include verbal praise, tokens, stickers and preferred activities and will be based on the individual preferences of each individual pupil. The aim will be to enable pupils to appreciate delayed rewards, such as certificates of achievement; recognition in a school newsletter etc. All teaching staff will encourage and reward appropriate behaviours and provide positive feedback on what the pupil is doing right.

Sanctions

The purpose of sanctioning undesirable behaviour is to make it clear to the pupil that a behaviour in which they are engaging is not acceptable. The possible function of the undesirable behaviour will be considered when deciding on how to eliminate or reduce the behaviour. Teaching staff will be calm and professional and not draw attention to the inappropriate behaviour. In preference to punishment they will use preventative strategies such as

rewarding appropriate behaviours and give pupils a chance to calm down and avoid confrontational situations. Clear instructions will be given and when necessary clear warnings, which will be followed up consistently, following predetermined behaviour plans.

Where, despite good classroom management and consistent application of behaviour plans, situations arise a pupil presents as a danger to themselves or others, the safety of all pupils and staff will be the primary concern. Crisis management strategies may then be employed which will include a range of strategies, such as removing pupils from the classroom or using approved positive handling techniques. Restrictive physical intervention will only be utilised when failing to do so will be likely to result in an injury or significant damage to property. In this case the positive handling policy will be invoked. All staff working in The Rise School will be trained in a BILD¹⁹ approved method of positive handling (see sample positive handling policy). After any such incident, procedures will be routinely reviewed and further training carried out for staff when necessary.

Please see www.theriseschool.com/policies for a sample behaviour policy.

Exclusion

Exclusion, whether for a fixed term period or permanent is a very serious consideration, and will only be used as a last resort when a range of other strategies has been exhausted.

Please see www.theriseschool.com/policies for a sample exclusions policy.

Achievement and Attendance

It is expected that this approach to behaviour will promote achievement, good attendance and well-being because of its emphasis on promoting an environment conducive to learning. An appropriate, motivating and well taught curriculum is at the heart of the approach, together with a thorough understanding of behaviour. Achievement will be boosted because pupils are able to work in a calm, workmanlike environment. Similarly, a calm and caring environment, where rewards and sanctions are applied consistently in a transparent manner will encourage good attendance in ensuring pupils feel safe and nurtured. Because of the nature of pupils' autism, the key is in the personalised approach to sanctions and rewards, whereby they are tailored to the individual pupil and therefore meaningful to him/her.

Attendance

The target for attendance for all pupils will be a minimum of 95%, with no unauthorised absence. This target will be continually monitored and analysis carried out to ensure that remedial action is taken. See Section D5 for further detail on attendance targets.

¹⁹ British Institute of Learning Disabilities

If attendance targets are failing to be met because of poor attendance 'across the board' this might indicate structural weaknesses which would need to be addressed immediately through a review of the way in which procedures relating to absence are followed. To pre-empt this The Rise School would:

- Follow up all absences with a phone call on the first day of absence to ensure that the absence is genuine, find out the cause of the absence and ascertain the likely length of the absence
- On return to school all pupils will be expected to bring a written explanation from their parent or carer with appropriate reasons for their absence
- The parent, pupil, school agreement will specify the acceptable reasons for an absence – and will be signed by all parties at the beginning of a pupil's time at the school.
- Any absence considered to be inappropriate by the Principal (e.g. absence for a shopping visit) will be followed up by the school with the parent to ensure all parties have an understanding of what constitutes an authorised absence.
- On return to school the pupil's key worker will spend time talking to the pupil to ensure they feel well enough to be at school, are supported to catch up with any work they have missed and given a 'debrief' about any important events happening during the day which they may need to be prepared for.

Where an individual pupil's attendance is a cause for concern, it will be identified early through application of the procedures above, and the same approach taken towards this as informs behaviour throughout the school. Both the pupil and his/her parents will be involved at an early stage to identify the cause of the non-attendance and ways in which this can be addressed systematically. For example, if a pupil has become anxious about attending school, it will involve assessing the reasons for this and providing structured support that addresses the issue. Where necessary other agencies will be used as appropriate (e.g. CAMHS etc). Where there are genuine medical issues which result in a pupil being unable to attend school arrangements will be made to support the pupil to access appropriate education at home -see Sample Absence from school (medical) Policy (please see www.theriseschool.com/policies)

For pastoral care, The Rise School will address specific themes via the PHSCE curriculum and social and emotional aspects of learning. The school family liaison officer will provide the major link with pupils' homes and provide for counselling needs as appropriate. From Year 9 the transition officers and vocational specialists will also provide pastoral support for the pupils they are working with. Teachers and TAs are the first resource for monitoring pupils' well-being and responding as appropriate.

The majority of pastoral issues are likely to arise in connection with safety in relationships, safeguarding due to additional vulnerability to exploitation, bullying by peers and others, cyber bullying and cyber exploitation, sex and sexual relationships, healthy eating and exercise. Explicit moral considerations will be taught via the curriculum (explicitly in citizenship and

PHSCE and thematically through other subjects) given that for many pupils empathy and morality will not be generalised in the same way as for their mainstream peers. Both chronological age and stage will be used as appropriate. Pastoral care needs, as with every other aspect of the curriculum, will need to be individualised.

Safeguarding

The deputy head will take responsibility for securing training and advanced training and a single central training record will form part of the HR database. That post holder will also secure the required safer recruitment training with a similar recording process but to include Governors. All training will be evaluated and those evaluations reported to the Pupil Welfare 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 LADO²⁰ for the LA in which the school is sited. 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 an annual visit from the school's external Safeguarding Consultant for a review of practice. 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 the 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 reflects the difficulties that arise in managing safeguarding concerns for this cohort of children and young people.

The Rise School will be aware of these additional challenges and staff training will go beyond an understanding of the conventions of reporting and recording practices, adherence to Working Together and No Secrets and creating and sustaining the essential relationships with LA designated officers and where necessary, Safeguarding Boards.

The Rise School will create a culture where pupils feel safe, based upon high warmth and low criticism of pupils. Such a culture leads to staff that are 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

²⁰ Local Authority Designated Officer

peers and the DCSF guidance Safeguarding Disabled Children (2009) will act as the basis for our additional vigilance. 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. The Rise School will use known safeguarding trainers with particular expertise in autism and safeguarding to train all staff, with level two (higher) training for senior staff and Governors. Safer recruitment training will be in addition to this for those required to interview for staff.

Attention will be paid to both 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 generally. 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 difficulty that arises with autism (and other disabilities) and safeguarding 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.

Whilst not all bullying reaches the threshold of Safeguarding it may do and a zero tolerance of bullying must sit alongside a strong Safeguarding culture. All staff working within the school will understand the rules and expectations of pupils and staff and universal application of those rules. This should include work with pupils on the contribution that bystanding makes to bullying. All this must be underpinned in the curriculum and ethos of the school with a respect for and understanding of difference.

The Rise School will work with its mainstream partner school to ensure that these standards are recognised. This will mean work with their pupils and their staff, especially on the understanding of and respect for difference. Some of this can be undertaken using meta cognition tools such as *Woodfers World*, which is a recently published training pack for schools using meta cognitive techniques²¹.

²¹ Ambitious about Autism published Woodfer's World in 2012.

Section E: Evidence of demand – part 1

The Rise School intends to operate a pupil roll of approximately 100 pupils when full. The school will only admit pupils with Statements of Special Educational Needs (**SSENs**), or in special circumstances when Local Authorities (**LAs**) fund the placement pending finalisation of the SSEN. Column A in the table below shows our expected intake in 2014 and 2015. The table below sets out the LA and parental demand for the school.

- In terms of the LA demand, as discussed below in Part 2 of Section E, eight LAs have offered support for The Rise School, but only the Triborough (Kensington & Chelsea, Westminster and Hammersmith & Fulham) and Ealing have given numbers for 2014 and 2015.
- Column B below therefore only includes those two responses, and excludes Hounslow, Brent, Harrow & Hillingdon. The Triborough and Ealing gave no specifics on the likely ages of the pupils they would send to The Rise School, so the age allocation in column B is estimated. Feedback from the LAs generally suggested demand might be higher in the secondary phase than the primary phase.
- The parental demand shown in Column C is for those with a SSEN specifying ASD, or those who are in the process of applying for an SSEN. The numbers in parentheses in Column C are for cases where the application for a SSEN is underway.

Table 1: For Pupils with Statements of SEN (or in process of obtaining SSEN)

	2014				2015			
	A	B	C	D	A	B	C	D
Reception	2		1 (1)		2			
Year 1	3		3 (2)		3		1 (1)	
Year 2	3		4		3		3 (2)	
Year 3	0		2 (1)		4		4	
Year 4	0		2 (1)		4		2 (1)	
Year 5	4	2	4 (1)		4	2	2 (1)	
Year 6	4	1	3		4	3	4 (1)	
Year 7	8	4	8 (2)		8	5	3	
Year 8	4	2	2		8	6	8 (2)	
Year 9	4		2 (1)		8	2	2	
Year 10	4		3		4		2 (1)	
Year 11	4		1		4		3	
Year 12	0		1		4		1	
Year 13	0		2		4		1	
Totals	40	9	38 (10)		64	18	36 (10)	

Section E: Evidence of demand – part 2

Local Authority Demand for The Rise School

The school's core catchment area is seven boroughs within the Triborough and the West London Alliance. These boroughs are: Brent, Harrow, Ealing, Hounslow, Kensington & Chelsea (**RBKC**), Westminster (**WCC**) and Hammersmith & Fulham (**LBHF**) (together, the **Target Boroughs**)

As mentioned in Section C, LA Commissioners in five of the core boroughs have committed to place indicative numbers of pupils at the school. Commissioners in the other two boroughs have agreed to place in line with parental preference and the child's needs. There is also support from Hillingdon, though it is outside the core area. All have acknowledged the need for more specialised provision for HFA pupils within the area.

The letters from the core target area all explicitly mention the top-up fee in our financial plans (██████████). In our discussions, the LAs saw our plans as a cost effective way of providing to the HFA cohort, particularly given the long distances many pupils are travelling at present.

The table immediately below shows a summary of the LA support and the Letters of Support from LAs in the Target Boroughs are included below the summary table.

Target Borough	Places committed verbally and in writing
Triborough: (RBKC, WCC and LBHF)	7 pupils per year starting when the school opens in 2014.
Brent	2 pupils per year starting in 2016.
Harrow	Unsure on the number of places due to fluctuating numbers of pupils from year to year. Despite this, it has stated that it will consider the school.
Hounslow	Provided a letter of support without a specific number of placements.
Ealing	2 pupils in 2014 plus another 2 pupils in 2015 gradually building to ten places.
Hillingdon	Indicated it will place in cases of parental preference but no numbers listed

Letters of Support from Local Authorities

The Tri-borough Letter of Support

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

[REDACTED] the Royal Borough of Kensington and Chelsea, the London
Borough of Hammersmith and Fulham and Westminster City Council

0208 753 2883
Email: [REDACTED]

Dear Sir, Madam

Confirmation of support for The Rise School

Westminster City Council, The Royal Borough of Kensington and Chelsea and The London Borough of Hammersmith and Fulham are now part of a Tri-borough arrangement for the Commissioning and delivery of children's services. This response is sent on behalf of the three boroughs. We understand that The Rise School is a school for pupils aged 4-19 with a primary diagnosis of Autism Spectrum Disorder in their Statement of Special Educational Need. The school will teach the national curriculum to pupils with no cognitive impairment in addition to their autism. The school plans to open in west London in 2014 for primary and secondary phase.

We confirm that we agree there is a need for the type of proposed provision in the local area and we will consider naming The Rise School in line with our statutory duties in appropriate pupils' statements of SEN. We anticipate naming The Rise School on the Statement of Special Education Needs of approximately seven pupils in the school's first year of operation and approximately a similar number of pupils per year afterwards. However the number of pupils will depend on the final location of the school and parental agreement.

We will agree to pay the top up fees, the level of which will depend on the needs of the pupil but in general this could be [REDACTED] for Secondary and [REDACTED] for primary pupils as requested by the school. We understand that these top up fees are calculated on the school opening primary and secondary phase at the same time.

We are keen to work with the provider and develop good quality local provision.

Yours sincerely,

[REDACTED]

[REDACTED]

Brent Letter of Support

Children and Families Department
Chesterfield House
9, Park Lane,
Wembley
020 8937 3033

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

Dear Sir, Madam

Confirmation of support for The Rise School

We confirm that the London Borough of Brent supports The Rise School's application. We understand that The Rise School is a school for pupils aged 4-19 with a primary diagnosis of Autism Spectrum Disorder in their Statement of Special Educational Need. The school will teach the national curriculum to pupils with no cognitive impairment in addition to their autism. The school plans to open in west London in 2014 for primary and secondary phase.

We confirm that we agree there is a need for the type of proposed provision in the local area and we will consider naming The Rise School in line with our statutory duties in appropriate pupils' statements of SEN. We anticipate that we might name The Rise School on the Statement of Special Education Needs of approximately 2 pupils in 2016 and approximately 2 pupils per year afterwards if we have suitable pupils at the time.

We agree to pay the top up fee of [REDACTED] per secondary day pupil, and [REDACTED] per primary day pupil. We understand that these top up fees are calculated on the school opening primary and secondary phase at the same time.

Signature:

Print name: [REDACTED], [REDACTED]

Date: 14th December 2012

Hounslow Letter of Support

Civic Centre,
Lampton Road,
Hounslow,
Greater London
TW3 4DN

Date: 3rd December 2012

Dear [REDACTED],

Thank you for taking the time to meet with my colleagues and myself to discuss the proposed new school.

As we advised at the meeting, this is an area of growing need for this Authority and we were pleased that the description of the school and services you are proposing to establish would be appropriate for some of the children who we would need and benefit from this type of specialist provision.

Whilst I am not at this stage able to provide you with any figures, I am happy to confirm that Hounslow will consider placing children with you where your school is appropriate for their needs and their parents are in agreement.

I hope that this is helpful to you.

Yours sincerely,

[REDACTED]

Children's and Adults Services
London Borough of Hounslow

Ealing Letter of Support

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

Ealing Council
Perceval House
14-16 Uxbridge Road
London W5 2HL

t 020 8825 5000

Dear Sir/Madam

Confirmation of support for the Rise school

We confirm that the Local Authority of Ealing supports the Rise Free School application. We understand that the Rise Free School will be a school for students with Statements aged 5 to 19 with high functioning Autism/Asperger Syndrome. It will be for children living in West London. It is proposed to open in September 2014. A site for this school is in the process of being identified. We understand that it will be a 100 place school with a larger proportion of secondary age students.

We confirm that we agree there is a need for the type of proposed provision in the local area and we will consider naming Rise in line with our statutory duties in appropriate pupils' statements of SEN. We anticipate naming Rise on the Statement of Special Education Needs of approximately 2 pupils for the first academic year following the school's opening and about 2 in the second year. However these numbers are intended as an approximate guide and the actual numbers will depend on the type of need being identified in the relevant two years, parental choice and other such relevant factors.

We are aware of the top up fee to be charged by Rise to Local Authorities and of the cost and staffing model of the school.

Yours faithfully



cc: Rise by email: info@theriseschool.com

cc: LA Officers: , , , 

Harrow Letter of Support


Children and Families

20 December 2012

To whom it may concern

Confirmation of support for The Rise Special Free School

We confirm that Harrow supports The Rise Special Free School's application.



We understand The Rise Special Free School will be a school for pupils aged 4-19 with a primary diagnosis of autistic spectrum disorder in their statement of special educational needs

The proposed site locations are currently in either Ealing or Fulham. Clearly the school being located in close proximity to Harrow would be especially advantageous. The school's proposed opening in September 2014 could potentially assist in addressing Harrow's projected demand for special school places

Harrow is undertaking currently a consultation on the development of special provision to meet the identified high growth demand over the next five years especially for children with autism. The provision being proposed appears to fit with the identified provision developments required for Harrow children and will offer parents extra choice if located within reasonable travelling distance.

There is clearly a need for the type of provision being proposed for The Rise Special Free School in the local area and Harrow will consider naming the school in line with our statutory duties in relation to children with statements of special educational needs.

It is difficult to say precisely how many children Harrow may place at the school but we anticipate naming The Rise Special Free School on the statement of special educational needs for a small number of children whose needs match the provision on offer.

The proposed top up fees of  for secondary age pupils and  for primary age pupils are broadly in line with the amounts that apply to similar provision already used by Harrow.

Yours sincerely





Special Needs Services

Email: 

Hillingdon email of support

On Mon, Dec 3, 2012 at 9:00 AM, [REDACTED] <[REDACTED]> wrote:

Dear [REDACTED]

Good to hear from you and delighted to hear that your plans are taking shape....

You would be most welcome to visit Hillingdon to discuss potential placements. However, I would say that we are currently being inundated with a plethora of Free School applications seeking expressions of interest and data. Although we have no specific affiliations to HACs, we have to be mindful of the social and transport cost implications of placing children outside the Borough. Obviously, if parents express a preference for your school and need can be met, we would seek to commission together. Therefore, any electronic or hard copy material you have would be most welcome.

Best wishes

[REDACTED]

Contacts with the LAs

The following tables depict the timeline and nature of dialogue in 2012 with relevant LAs:

The Triborough:

Month	Contact
June	<ul style="list-style-type: none"> • Phone conversation with [REDACTED], [REDACTED] and follow up email • Phone conversation with [REDACTED], [REDACTED]
July	<ul style="list-style-type: none"> • Email and phone conversation with [REDACTED], [REDACTED]
September	<ul style="list-style-type: none"> • Referral to [REDACTED], [REDACTED]
November	<ul style="list-style-type: none"> • Meeting with [REDACTED], [REDACTED], [REDACTED] and [REDACTED], [REDACTED] • Follow up phone calls and emails with [REDACTED] • Pen portraits of pupils sent to SEN Leads of the three boroughs, conversations about placements
December	<ul style="list-style-type: none"> • Letter of support committing to 7 places/year from 2014 (attached)

West London Alliance:

Month	Contact
June	<ul style="list-style-type: none"> • First approach to [REDACTED], [REDACTED] • Follow-up Emails and Phone Calls to [REDACTED]
November	<ul style="list-style-type: none"> • Attended WLA Provider Forum at invitation of [REDACTED]

Brent:

Month	Contact
October	<ul style="list-style-type: none"> • Introductory email to [REDACTED], [REDACTED]
November	<ul style="list-style-type: none"> • Meeting with [REDACTED] and [REDACTED], [REDACTED]
December	<ul style="list-style-type: none"> • Letter of support committing to 2 places/year from 2016 (attached)

Harrow:

Month	Contact
October	<ul style="list-style-type: none"> • Introductory email to [REDACTED], [REDACTED]
November	<ul style="list-style-type: none"> • Phone calls and follow up emails between [REDACTED] and [REDACTED]
December	<ul style="list-style-type: none"> • Meeting with [REDACTED] and [REDACTED], [REDACTED] • Letter of support (attached)

Hounslow:

Month	Contact
October	<ul style="list-style-type: none"> • Introductory email to [REDACTED], [REDACTED]
November	<ul style="list-style-type: none"> • Follow-up phone calls and emails with [REDACTED] • Meeting with [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED] and [REDACTED], [REDACTED] • Follow-up emails
December	<ul style="list-style-type: none"> • Letter of support (attached)

Ealing:

Month	Contact
July	<ul style="list-style-type: none"> • Meeting with [REDACTED], [REDACTED], [REDACTED], [REDACTED] and [REDACTED], [REDACTED] • Follow-up email from [REDACTED] commitment to ten places
July - October	<ul style="list-style-type: none"> • Emails concerning possible sites between [REDACTED] and [REDACTED]
November	<ul style="list-style-type: none"> • Held First public Meeting in Ealing Town Hall • Ealing SEN transition fair • Follow-up meeting with [REDACTED], [REDACTED] and [REDACTED] (Dimensions also present)
December	<ul style="list-style-type: none"> • Letter of support committing to 2 places each in 2014 and 2015 building to a maximum of 10 places (attached)

Hillingdon:

Month	Contact
May	<ul style="list-style-type: none"> • Phone calls and emails with [REDACTED], [REDACTED]
August	<ul style="list-style-type: none"> • Meeting with [REDACTED]
November	<ul style="list-style-type: none"> • Emails with [REDACTED]

December	<ul style="list-style-type: none"> Email of support (attached)
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Local need for The Rise School

There are two main drivers for the local need for The Rise School. The first is the general pressure on places for ASD children given the fast growth in the cohort. The second is the lack of any dedicated HFA provision, and the issues with the current provision in dealing with ASD children cognitively able to access the national curriculum.

Pressure on ASD provision in west London

The combination of a rising population of children, and an increased diagnosed incidence of ASD is putting pressure on ASD provision. LA staff, parents and headteachers report that while there is some outstanding local provision for children with a diagnosis of ASD, the number of pupils diagnosed with ASD is continuously increasing within the Target Boroughs and therefore the number of placements available, as well as the range of provision, needs to increase in correlation with this.

The outer London boroughs comprising the West London Alliance (Ealing, Hounslow, Harrow, Brent, Hillingdon and Barnet) report population growth requiring them to provide extra forms of entry in primary phase from 2014 (27 forms in Hounslow, 24 in Ealing, 15 in Harrow, 23 in Brent). In addition to this significant population growth, London Councils data (2012) reports that the growth in numbers of children diagnosed with an ASD is rising between 6% and 12% per year.

The majority of the Target Boroughs have commissioned a formal review of their SEN provision due to the increase in pupils with SENs. In all LAs commissioning SEN reviews, the “sharp rise” (Brent) in children with ASDs and speech language and communication need was the most pressing unmet need. The number of pupils with a stated diagnosis of ASD has doubled in the last five years in Hammersmith and Fulham alone²². This is clear evidence that the need for places is increasing and without new provision the LAs will be unable to meet the demand.

Current provision for ASD children

Pupils with SSEN of ASD in the Target Boroughs are currently educated in the following settings²³:

²² Strategy to support the learning of children and young people with Special Educational Needs and Disabilities, Hammersmith and Fulham 2012.

²³ Information provided from Target Boroughs. No breakdown available from Harrow. Hounslow data based on DfE figures.

	Ealing	RBKC	W'ster	H & F	Brent	Harrow	H'nslow	Total
Early Years settings	4		6					
Educated at Home	7			3				
Mainstream primary	70	46	38	59	110			
Mainstream Secondary	48	22	16	19	49			
Maintained Special school	104	24	81	83	176			
Designated special provision - (i.e. ARP)	19	4	9	24	14			
Independent special school/non maintained	28	25	11	8	95			
Pupil referral Unit	1							
Awaiting placements	2							
Other arrangements				2	3			
TOTALS	283	121	161	198	447	285	264	1759

Quality/suitability of current provision in Target Boroughs

Currently, there is no dedicated local provision for cognitively able autistic children within west London. Section C discussed the defects in the current provisions for HFA pupils. An overarching theme was that the provision was either insufficiently tailored for ASD children, or failed to meet the needs of pupils who have the cognitive ability to access the National Curriculum with the appropriate support.

This problem of how to fill the academic gap for pupils with HFA has been noted by many of the LAs in the Target Boroughs and they are beginning to respond.

Most of the special schools in the Target Boroughs which cater for ASD pupils have a population largely made up of pupils with more complex needs, or lower functioning autism. Therefore, the majority of the provision is tailored to meet the needs of these pupils with more severe learning difficulties rather than those with HFA.

At the other end of the range of provision are good or outstanding mainstream schools which support pupils with ASD either in a unit or with an inclusion service. The difficulty with units is that (a) there are not enough of them, with demand outstripping the number of places in each of the Target Boroughs and (b) they often pull pupils out of the mainstream classroom (either for behavioural or academic support) which means that HFA pupils do not learn how to achieve their academic goals in a mainstream environment. One parent commented that *'Current units appear to be overspill provision for schools for the more profoundly autistic and those with LDs.'*

Within the Target Boroughs, the Proposer Group found that the various types of provision for pupils with HFA/Asperger Syndrome, whilst very good in some areas, was not adequately supporting such pupils. This is shown in the table of Ofsted comments below:

School	Target Borough	Ofsted Rating	Notes
Springhallow	Ealing	3	<i>'For a few higher ability pupils the task did not challenge them and they completed the tasks quickly, while other pupils found the task too difficult to complete.'</i>
Holmewood	Barnet	3	<i>Occasionally, expectations are too low, and lessons do not have sufficient challenge for the most able and the tasks do not match the range of ability in the class.</i>
Belvue	Ealing	2	<i>'Activities do not always stretch the highest-attaining students.'</i> Over 20% of parents at the school disagreed with the statement; <i>'My child is making enough progress at this school.'</i>
John Chilton	Ealing	2	<i>'More-able pupils or those with complex needs spend too much time doing work that is not matched closely enough to the next steps in their learning.'</i>
Marjory Kinnon	Hounslow	3	<i>'For pupils in years 7 to 9 the curriculum is more limited.'</i> When talking about the views of parents and carers at the school, <i>'A few do not feel that their children make enough progress.'</i>
Hillingdon Manor	Hillingdon	2	<i>"There are occasions, mainly in Key Stage 4, where work lacks challenge, particularly with regard to communication, literacy and numeracy work.'</i>

(Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate).

Ofsted school inspections of schools in the Target Boroughs highlight a lack of focus on the needs of more able autistic pupils, even in high rated institutions. Some of the schools that used to provide for more cognitively able pupils now focus on pupils with more complex needs (i.e. Hillingdon Manor, Springhallow) and others intentionally (College Park, Westminster) or unintentionally (Holmewood, Barnet) do not cater for the needs to more cognitively able pupils with ASD. College Park has reportedly rejected at least one HFA applicant as being "too bright", reporting that its provision is geared more to pupils with MLD.

A review of the Ofsted reports of special schools in the Target Boroughs which cater for pupils with ASD found that there were pupils in schools whose

cognitive ability outstripped the level of provision. For example, at John Chilton School in Ealing, the Inspector found that *“On occasion, where teaching is satisfactory or where there are shortcomings in otherwise good lessons, more able pupils or those with complex needs spend too much time doing work that is not matched closely enough to the next steps in their learning.”* As well as at two other school where Ofsted stated, *“Activities do not always stretch the highest attaining students”* and *“Occasionally, expectations are too low, and lessons do not have sufficient challenge for the most able and the tasks do not match the range of ability in the class.”*

The Proposer Group found parents were also unhappy with the range of academic provision and qualifications available and were reluctant to send their children to good quality local provision due to the focus on less cognitively able pupils with a primary diagnosis of ASD, such as at Snowflake School (Independent Primary, Kensington) and Springhallow (Maintained, all-through, Ealing).

Schools for pupils with Speech and Language and Specific Learning Difficulties may accept more able autistic children but struggle with the behavioural and sensory aspects of autistic pupils which often results in the exclusion of autistic pupils. Additionally, one parent who has sent his child to a school for Specific Learning Difficulties (dyslexia and dyspraxia) found that, while the school was very good at breaking down new topics into easily manageable chunks for his son, the style of teaching was almost the polar opposite of what his son needed: dyslexic children dealt well when information was presented verbally, while his HFA son (typically of HFA pupils) dealt better with more visual prompts and written information (which dyslexic children obviously found more difficult). For this reason the school had to differentiate almost every aspect of their curriculum for his son. Finally a number of parents noted that even at a primary level there was no provision that met every aspect of their child’s needs (they were usually within a state maintained school with support) and there was almost no suitable secondary provision.

As stated above, many of the Target Boroughs have already instituted a formal review of their SEN provision, notably Brent (currently underway) and Hounslow (report dated January 2010 specifically about its provision for children with speech, language and communication needs). The stated purpose of Brent’s review was that there had recently been an increase in the number of pupils with SSEN. Part of the solution in Brent has been to look for further local special provision for their pupils with a primary diagnosis of ASD, while moving more able pupils out of a designated special school (Woodfield Secondary) to an inclusion unit at a mainstream school (Alperton Community School). Clearly there is recognition in Brent that more able pupils with ASD need more inclusion opportunities, with support, and that their special schools are being pushed for places for autistic pupils with more complex needs. However, a common conclusion from the Target Boroughs is that the demand is far higher than the current number of places available.

Outcomes for ASD Pupils

As mentioned in Section C, current outcomes (both academic and employment) for pupils with HFA/Asperger Syndrome are reported by commissioners, teachers and parents not to be commensurate with their cognitive ability. Many HFA pupils who have been at a mainstream primary school and have been performing (with support) at national curriculum levels for their age then underperformed for their age group at secondary level.

This was a recurring theme with local families in discussions with the Proposer Group and was a significant concern to many parents whose child is approaching the secondary stage. Parents of children in late primary phase represent a disproportionate level of demand compared to other years.

ASD Pupils Out of School

While the following statistics are not focused on our Target Boroughs they are supported by the pen portraits we have received from many parents who have children with HFA.

An NAS survey reported that very high numbers (40%) of HFA pupils have been excluded from school. Two thirds of those are excluded repeatedly. Part of the issue in this respect is that many HFA pupils in mainstream schools are diagnosed later (average age 9) than children with more severe and complex forms of autism. HFA children are therefore not in placements which can adequately meet their needs.

A study in Hackney looked at children who either had been, or were at risk of being, excluded for persistent disruptive behaviour; 35% of them met the criteria for atypical autism or Asperger syndrome.²⁴ The increased academic and social demands placed on pupils with the transition from Primary to Secondary education can also result in placements breaking down. The Viewpoint Survey²⁵ noted that 35% of parents said their children had spent significant amounts of time out of education.

ASD Pupils Going to School Out of Borough

The Target Boroughs currently send numerous children with SENs out of borough for their education. This is expensive due to added transport cost, difficult to monitor due to distance between the LA and the provision, and disruptive for pupils. Parents and carers also find it harder to liaise effectively with the school due to distance. Last year Brent had to place over 100 children on the autistic spectrum out of borough due to a lack of local provision.

A SEN lead in one of the Target Boroughs reported that it was difficult to monitor pupils' placements at such a distance and that outcomes were generally poor. A parent also commented that; [REDACTED] It is worth noting that at least two parents commented that their children were travelling for significantly more than the statutory maximum time for their age group.

²⁴ Gilmour et al, 2010

²⁵ Published by ASteens.co.uk 2010, a website for young people with Aspergers and their families

Inefficient Use of Resources

The standard model of inclusion reported by parents canvassed by the Proposer Group was 1:1 learning support for some or all of the day. This model is expensive, does not always invest in autism-specific training for teaching assistants and does not facilitate them in sharing expertise. The NFER Teacher Omnibus (2011) reported that 54% of teachers felt they did not have enough information on dealing with autistic pupils. The Rise School's staffing structure (see Section D3) allows a more efficient use of resources as well as the chance to share expertise.

As mentioned previously the fact that much of the current provision is out of borough is also an inefficient use of resources due to the high transport costs. Some of the LAs we met said that the provision of transport by The Rise School would be an attractive proposition given the high transport costs currently borne by the LAs.

Parental Demand for The Rise School

Evidence of Parent Demand – Survey Results

A parental survey was carried out in October-December 2012 asking parents whether The Rise School would be their first choice for their child. The survey form is shown in Appendix E1 to this section, while Appendix E2 has the materials distributed to parents.

From the 58 replies, 38 parents stated that they would request The Rise School to be named on their SSEN or that the school would be their first choice for their child. Some remaining parents stated that their child was currently happy with their current provision but The Rise School may be a more appropriate option later on in their education. Column C in the table in Part 1 of Section E1 shows the age breakdown of the 38 positive replies, and also separates out those who have not yet obtained a statement. The table below splits the overall group of 58 by whether they would support The Rise School and their SSEN status.

	Name Rise School on SSEN or First Choice			Total
	Yes	Don't Know	No	
Has SSEN	28	12	2	42
No SSEN Yet	10	6	0	16
Total	38	18	2	58

The table below shows the breakdown of the 38 'positive' replies by borough and whether the child will be in primary or secondary phase in 2014. The uneven responses by LA area indicate the key areas for the further parental marketing work in 2013 discussed in Section E2.

	Phase in 2014		
	Primary	Secondary	Total
Ealing	2	4	6
RBKC	1	0	1
WCC	1	3	4
LBHF	9	5	14
Brent	0	0	0
Harrow	0	0	0
Hounslow	4	6	10
Outside Core Target Area	2	1	3
Total	19	19	38

The geographical spread of parental support is set out below with the blue points showing the postcodes of the parents who completed the survey, the red marker showing the location of Eversheds Sports and Social Club (Preferred Site 1) and the green point marking the location of Fulham College Boy's School (Preferred Site 2):



Public Meeting

A key plank of the marketing strategy was to hold a public meeting. This was held on 14 November 2012 at Ealing Town Hall. The members of the Proposer Group, including Ambitious About Autism (**AaA**) and Dimensions representatives, were present. Approximately 60 parents, carers and educators attended. Due to the success of this meeting, we plan to hold more

such meetings in 2013 in different locations throughout the Target Boroughs, starting with a meeting in Hammersmith in February.

Other Actions

The comprehensive and targeted marketing programme undertaken by the Proposer Group ensured that a broad range of stakeholders in the community within the Target Boroughs were informed of the school project and were given the opportunity to express their support and give their feedback. The task was challenging due to the wide geographic area covered by the Target Boroughs. Information was distributed to parents using a range of methods, not least to drive attendance at the public meeting.

Flyers

A flyer was also distributed throughout the Target Boroughs, focussing on areas where parents and families are likely to visit such as faith places, supermarkets, libraries, coffee shops, pharmacies and local stores.

The Press

Members of the Proposer Group identified and collated a list of publications which were likely to be interested in helping to distribute information about The Rise School within the Target Boroughs. On 1 November 2012 a press release was sent to those publications. As a result, an article about the school was published by all the west London papers in the Trinity South publishing group.

Members of the Proposer Group further identified more specialist publications aimed at the target parent audience. These were contacted personally by telephone or email by a member of the group to establish if there was any interest in helping The Rise School to disseminate information. As a result of this, detailed articles about The Rise School appeared in the Chiswick Schools newsletter in both their July 2012 and October 2012 editions.

Existing ASD Networks

The Proposer Group targeted the parents of children with ASD by utilising existing information distribution networks already put in place by organisations dedicated to serving those children (either professional or otherwise, such as parent support groups).

The internet and social media

The school website²⁶, Facebook²⁷ and Twitter²⁸ have also been used to distribute updates on the progress of the application and information regarding the Public Meeting and the Proposer Group. An advert was also placed on Mumsnet and Netmums displaying information regarding the public

²⁶ www.theriseschool.com

²⁷ www.facebook.com/TheRiseSchoolLondon

²⁸ [@RiseSchoolUK](https://twitter.com/RiseSchoolUK)

meeting and The Rise School's contact details. Surveys filled in through the website were printed and the information centrally collated.

Section E2: Interaction with wider community

Discussions with Local Authorities

The Proposer Group will continue to build on the relationships which have been established with LAs in the Target Boroughs, as described in Section E1. The search for premises and a mainstream partner will be one major area of discussion. Another area of interest to LAs is the potential for The Rise School to commission its own transport, given that it is currently a significant cost.

Working with Parents and Other Stakeholders

A further public meeting is planned for February 2013 in Hammersmith & Fulham with other meetings to follow. The challenge of marketing a school over such a wide area means that there is extensive further work to do in areas where The Rise School has not signed up many parents, either because the area has not been a focus of the team's efforts, or because the local parent groups are less organised. The Proposer Group will be continuing efforts to sign up parents for The Rise School.

Longer term, our partnership with AaA and Dimensions will significantly benefit our pupils and their parents (and other carers). Our ethos is that the best chance of succeeding in helping our target pupils is by involving parents, professionals, pupils and teachers in all aspects of their development and wellbeing. This belief is already embedded in the work of Dimensions and AaA, for example through the "Planning Live" programme facilitated by Dimensions (Planning Live brings all the people who are important to a person together, to listen to what is important to them and discuss a range of life and support options).

As discussed in Section D5, all parents and carers will be fully involved in the education and transitioning of the pupils. At a less formal level, The Rise School will actively seek to educate parents in order to give them the tools to help their children outside the classroom. This will include, for example, setting up and running workshops at the school in ABA, internet safety and practical sensory integration skills. Many of these will be run in conjunction with independent third parties who specialise in these therapies, as well as the speech/language and occupational therapists employed by The Rise School.

The Proposer Group also intends to open discussions with the Parent Partnership teams in each area in order to inform them (and through them the wider parent community) about the kinds of services The Rise School will offer to our pupils.

Working with the Community

As set out above, the Proposer Group has already had positive dialogue with parents, LAs and other parties who have an interest in the education of children with HFA/Asperger Syndrome. This will continue in the lead up to the opening of The Rise School, with particular emphasis on:

- Meetings with teachers and SENCOs in mainstream schools in the Target Boroughs to inform them about The Rise School.
- Meetings with selected interested parties such as local community services in each area and the facilitators of the Parent Partnership Services in those areas.

Key to this strategy is helping parents and educators identify those pupils who would benefit from the approach of The Rise School to their education and development. It will also help formulate the framework by which The Rise School will share its resources with those parties.

Businesses and Business Organisations

As is set out in Section D2, the Proposer Group, in conjunction with AaA and Dimensions, has already begun to engage local businesses (including local branches of national businesses) in the life of The Rise School and, thereby, to create opportunities for pupils to participate in those businesses. Apart from this transition programme detailed in Section D2 these links will also be used in order to help younger pupils develop life skills and enhance their classroom learning. The Rise School intends that this type of engagement will benefit pupils, as well as foster good relations between The Rise School and the local community.

Charitable Organisations

There are numerous charitable organisations, both local and national, focussing on children and adults with ASDs. Even though The Rise School will be in a working partnership with two of these charitable organisations, it will also seek out and aim to work with other charities in order to benefit the pupils at the school and the wider community.

Other Schools in The Rise School Locale

Aside from the partner schools, the intention is to forge links with two particular types of school in the area in which The Rise School will be located: (a) mainstream schools who might have pupils who would benefit from the programme offered by The Rise School; and (b) other special schools who have pupils with ASD. With the help of the Commissioners in the relevant LAs, a programme of visits by members of the Proposer Group to both types of school will be implemented in order to help them understand the vision and purpose of The Rise School. Discussions with educators in the Target Boroughs have so far focussed on finding a mainstream partner school, and it is clear from those discussions that they were receptive to the idea of The Rise School and felt that there was a need for it within the Target Boroughs.

Diverse Community Groups

From the start of The Rise School proposal, the Proposer Group has targeted local communities in the Target Boroughs. Publicity materials were distributed in six community languages to places of worship, community centres and local libraries. As set out in Section D4, The Rise School will have a recruitment policy that reflects diverse community languages which it is expected will be spoken by parents and pupils at The Rise School and an awareness of meeting all needs in an ethnically diverse part of London.

Local MPs

We have contacted with a number of MPs, both within the Target Boroughs and those with an interest in ASD, who have expressed their support for The Rise School.

Mark Field MP for the Cities of London and Westminster said,

“Securing appropriate provision for autistic children is very important and I was delighted to hear of this initiative. A free school focusing on these children would be an excellent addition to education provision in central/west London and would be greatly welcomed by parents of autistic children who can find it difficult to secure the best learning environment for their children”

Robert Buckland MP, Chair of the All Party Parliamentary Group on Autism said,

"Increased specialist education provision for autistic children would very much be welcomed. I am delighted that parents and autism charities are working together to establish The Rise School as a free school in west London focussed on educating autistic kids, I wish them and the school every success."

We have also set up a meeting with Greg Hands (MP for Hammersmith & Fulham) in January 2013 to discuss The Rise School.

Sharing Expertise

One of the aims of The Rise School will be to encourage educators to develop expertise in dealing with children and young people with HFA. The 2011 NEFR survey reported that 54% of teachers felt they were not equipped to deal with autistic pupils in their classrooms.

As outlined in Sections C and D, The Rise School aims to become a centre of excellence for training teachers to deal with HFA in a classroom setting. This will start with training for teachers in the mainstream partner school; training which will not only benefit those teachers, but will also help when Rise pupils are placed in classes in the mainstream partner school. The Rise School will then work with the LAs to build a programme to share its expertise with other schools in the Target Boroughs, both through workshops and through targeted visits to those schools by the experts employed by The Rise School. This sharing of expertise is on top of the very close relationship that The Rise School will build with its mainstream partner school.

Sharing Facilities

The degree to which The Rise School will be able to share its physical resources will depend on the nature of the ultimate location, and any relationship with the partner school. Once the location is settled, The Rise School will work with the groups set out above to develop a strategy for the efficient use of its physical resources 52 weeks a year.

Appendices

Appendix E1: The Survey Form.

Appendix E2: The Rise School Materials.

Appendix E1

The Rise School Parent Support Survey

We are currently seeking support for a new free school in West London for students with high functioning autism/Asperger Syndrome. Students aged 5 to 19 will be educated across the school and its partner mainstream schools. This is a unique opportunity to offer pupils the intensive and expert support they need, alongside the mainstream inclusion that will help develop their independent living skills.

Please register your interest in sending your child to The Rise School and/or for your Local Authority to name The Rise School on your child's Statement of SEN by completing the form below.

We will **never** share your name and address with your Local Authority. In exceptional circumstances the Department of Education may want to validate parent survey data but they will not share information with any Local Authorities. We will only communicate your child's age, SEN and Local Authority to the Department of Education and to Local Authorities interested in the proposed school. If you provide us with your email address we will keep you updated on the progress of our campaign.

Child's Date of Birth	
Postcode (not for publication)	
Does your child's diagnosis or Statement of SEN say that he or she has an autistic spectrum disorder or Asperger Syndrome?	
<i>Answer the question below only if your child currently has a Statement of SEN</i>	<i>(please sign)</i>
I would request that The Rise School be named on my child's Statement of SEN.	
<i>Answer the question below if your child currently does NOT have a Statement of SEN</i>	<i>(please sign)</i>
The Rise School would be my first choice for my child.	
<i>Answer the question below if your child currently does NOT have a Statement of SEN</i>	
What proof do you have that your child has the SEN for which the school is designated? <i>E.g. letter from doctor/educational psychologist report</i>	
At what stage are you in the process of applying for a Statement of SEN?	
If you would NOT support your child attending The Rise School, why not?	

The Rise School



www.fb.com/TheRiseSchoolLondon info@theriseschool.com [@RiseSchoolUK](https://www.instagram.com/RiseSchoolUK) www.theriseschool.com 07435 345 996

FAQs (And their answers)...

Why is the school needed ?

We are a group of educators and parents who believe passionately that cognitively able students with autism are capable of achieving far more than current outcomes suggest. 85% of people with autism are not in full time paid employment. Students with autism are twice as likely as their non-autistic peers to be not in education, employment or training aged 16-24 (NEET).

What is the School's Educational Model?

We aim to equip our students for independent living and meaningful employment.

Pupils will be taught in classes of 7-8 students at a similar stage to their own. They will be assessed as able, with support, to access the national curriculum at a broadly similar age to their typically developing peers.

Teachers will hold qualified status, SEN qualifications and also have experience of teaching children with autism. Two trained assistants will work alongside the class teacher. Sessional Occupational Therapists and Speech & Language therapists will work with students and with staff both in planning and delivering the curriculum. Behavioural specialists will support children and staff in overcoming barriers to learning and gaining independence. The school will share provision with a mainstream secondary school which will allow pupils mainstream inclusion and a joint curriculum. Those pupils who require the support of the Rise School can take all their core subjects within the Rise School. Those who are ready for supported inclusion in a mainstream classroom can attend the mainstream school for selected subjects. We anticipate that pupils from the mainstream school will also attend classes in The Rise School.

Who is the Rise School For?

The Rise School is for students aged 5-19 with a Statement of Special Educational Needs that records their primary diagnosis as ASD (autism spectrum disorder). Students will be assessed by the School's multi-disciplinary assessment panel to ensure the school can meet their needs.

Who is the Rise School Group Working With?

We are working with two national organisations whose expertise and track record will contribute greatly to the school's vision of equipping its pupils for independence:

Ambitious about Autism, a national charity for children and young people with autism. It runs Treehouse School in north London for young people with autism, and Ambitious Support, a college-based programme helping young people access employment, housing and other opportunities in north London.

Dimensions, a not-for-profit organisation that supports 2,500 people with autism and learning disabilities. It has extensive expertise in transition and supported employment for students and young people with high functioning autism.

What qualifications will the Rise School offer its pupils?

We aim to offer pupils a broad range of academic and vocational qualifications. These will include, but not be limited to, GCSEs, A levels, ASDANs, BTECS and entry level qualifications.

Where will the School be?

We are talking to the Triborough (Kensington & Chelsea, Westminster and Hammersmith & Fulham) and the West London Alliance (Ealing, Harrow, Hounslow, Hillingdon, Barnet and Brent). We are talking to schools which are located towards the centre of this area.

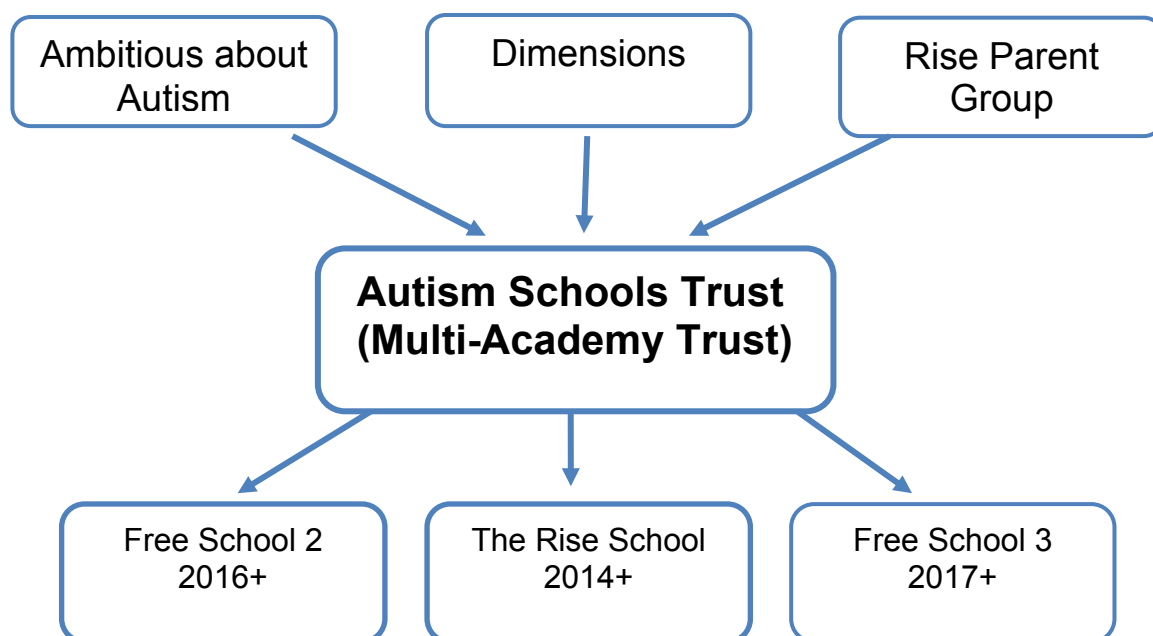


Section F: Capacity and capability

Section F1: Governance

The Proposer Group, Ambitious about Autism (**AaA**) and Dimensions (the **JV Partners**) have formed a joint venture, the Autism Schools Trust (**AST**), a Multi-Academy Trust to educate children with autism, as shown by Chart 1. As discussed in Section C, AaA brings its experience in the education of children with autism, through its Outstanding-rated TreeHouse School and its national work, while Dimensions offers complementary 20 year experience in transitioning autistic young people into Further Education or the world of work. The two charitable organisations have a successful track record of co-operation over the last two years, for instance around joint work at the case level for AaA pupils and setting up Ambitious Support at Barnet.

CHART 1: STRUCTURE OF THE AUTISM SCHOOLS TRUST



The Autism Schools Trust's first proposed school is The Rise School, which aims to serve High Functioning Autistic (**HFA**) children in West London. While the Trust does wish eventually to open multiple schools, given the two charitable organisations' capacities, The Rise School is the only school that AaA and Dimensions are sponsoring for September 2014 opening. Further schools will naturally look to provide education for autistic children, but will not necessarily focus on HFA children.

Autism Schools Trust Multi-Academy Trust

The JV Partners have entered into a Collaboration Agreement to setting out their respective rights and responsibilities in the AST. The AST Articles of Association specify the number of Members and Directors appointed by each of the JV Partners, as shown in Table 1. Given that two of the three current

Members are corporate entities, and there are currently eight and will be at least 13 Directors, the majority of Directors will not also be Members.

There is also an AST Members' agreement, which will outline the ethos of the AST and principles of working. Given that the appointment of Directors is largely determined by the JV Partners, the Members' traditional role of the appointment and removal of Directors is reduced. The Members, i.e. the two charitable organisations, will still oversee the ethos and the overall strategy of the AST.

TABLE 1: COMPOSITION OF THE AUTISM SCHOOLS TRUST & RISE GOVERNING BODY

	Members of AST	Directors of AST	Rise Governing Body
Ambitious about Autism	Corporate	3	1
Dimensions	Corporate	3	1
Proposer Group		2	1
Chair of Directors of AST	1	1 – drawn from corporate members	
Chief Executive of AST (ex-officio)		1 – only once have more than one school	
Academy Director		1 per Academy	1
Principal of Rise			1
Deputy Head of Rise			1
Expert Governor			1
Community Governor			1
Elected by Parents		2	2
Elected by Staff			1
Co-Opted		Up to 3	
Appointed by Sec of State	Up to 1		

All AST Directors have a term of office of two sets of three years, as is standard across sectors. AaA and Dimensions, as organisational members of AST, have appointed three Directors each, and will alternate in appointing the Chair of Directors from this group of appointed Directors. The Proposer Group has two places on the AST Board. As required by the DfE, there will also be

two elected Parent Directors, once The Rise School opens. The Academy Director (Chair of the Rise Governing Body) will be a Director of the AST. The AST Board can co-opt up to three Directors with to ensure that it has the skills and experience required to govern effectively.

The AST has overall responsibility for all the schools within the trust. It will be responsible for approving and monitoring the strategic direction of the AST, budgets, policies and the appointment of the Rise Principal. It will have ultimate accountability for all aspects of The Rise School. It will meet quarterly. The AST will also have a Finance and Resources sub-committee, which will scrutinise finance, HR, IT and property issues; it will meet to receive the report of the appointed auditors annually and be responsible for recommending the annual financial statement to the AST Board. Other committees, such as a Nominations Committee, can be formed as needed. There will be a delegation of authority policy which will clearly state the responsibility and authority of the AST Board, Rise Governing Body, all sub-committees and the Rise Principal. The AST will only appoint a Chief Executive in subsequent years when more schools are planned.

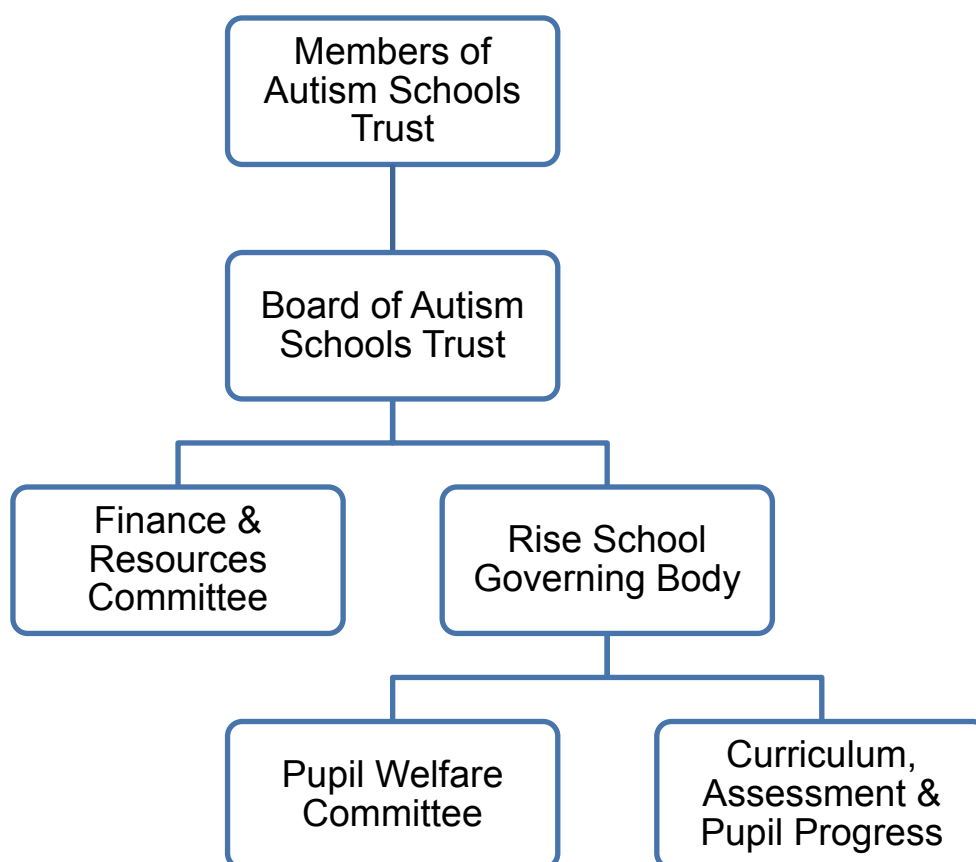
The Rise Governing Body

The Rise School will have a Governing Body (the **Rise Governing Body**) on opening, as will any subsequent schools. It will be a delegated committee of the AST Board. For the sake of clarity, Chart 2 below shows the overall AST structure while The Rise School is still the only academy of the AST. The Rise Governing Body will oversee the whole educational experience of the school, while the AST will oversee the financial and resources issues of the school, and have its own sub-committee. Table 1 above shows the composition of the Rise Governing Body.

The Academy Director (The Chair of the Governing Body) will be drawn from the AST Board and will be an individual with educational expertise. They will be responsible for the line management and supervision of the Rise Principal. Each of the JV Partners will nominate one governor.

There will also be parent & staff representation, which will be the same as on the AST Board while The Rise School is the only AST academy. We will also recruit a local Community Governor and an Expert Governor. The Expert Governor will be an individual with very strong educational or therapeutic expertise. There are no plans to include a Local Authority Governor at this stage, as anyone with SEN LA expertise is likely to play a role in commissioning and purchasing school places and have a significant conflict of interest.

CHART 2: OVERALL GOVERNANCE STRUCTURE OF THE RISE SCHOOL



The Rise Governing Body will have responsibility for the leadership of the school including:

- Governor recruitment and development.
- Approving and monitoring the School Development Plan.
- Strategic planning.
- Approving and monitoring school policies.
- Staff development and performance.
- Input into the supervision of the Rise Principal.

The Rise Governing Body will have two sub-committees:

- **Curriculum Assessment & Pupil Progress:** dealing with performance management of the Senior Leadership Team, monitoring the curriculum, teaching & learning and achievement & assessment.
- **Pupil Welfare Committee:** monitoring inclusion, behaviour management, special requirements such as EAL, attendance, safeguarding, pupil and parental voice, community liaison and Health & Safety.

The Rise Governing Body will meet quarterly, with its sub-committees also meeting quarterly to scrutinise items for the approval of the Rise Governing Body. All sub-committees will have their own terms of reference and appropriate delegations of authority.

The Rise Principal and the Rise Governing Body

The Rise Principal will be a Rise Governing Body member and will attend all meetings and support the Academy Director and Governors in fulfilling their role. The Academy Director will be responsible for the line management of the Rise Principal, as the employer. They will hold monthly meetings and an annual appraisal. The annual appraisal will be attended by the Academy Director and the AST Chair and be informed by feedback from senior managers, progress against the School Development Plan, relevant inspection and other external reports.

Procurement and Conflicts of Interest

The AST structure will be adjusted to avoid any conflicts of interest. AaA and Dimensions as partners in the project are both likely providers of services to the school – AaA is a leading provider of training in behavioural techniques, while Dimensions is an important provider of services around transitioning, and may well also provide operational support (e.g. HR and IT). Indeed, the combination of the two organisations' expertise is essential for the success of the school.

Directors of the AST must, in accordance with their statutory duties, promote the success of the AST and avoid conflicts of interest. The AST and Rise Governing Body will have a Conflicts of Interest Policy and Procedures and will retain a register of interests to be updated annually. All AST Directors will need to declare any conflict of interest in any relevant business, which conflict will be managed. The AST Articles of Association define how Conflicts of Interest will be managed to ensure the school receives services that are in the best interests of the school.

Section F2: Educational Expertise

The Required Expertise

The educational expertise required for setting up The Rise School centres around the following main areas:

- SEN leadership experience.
- Curriculum design and delivery of the National Curriculum specifically for pupils with ASD, integrated with the partner school curriculum at the secondary level.
- Managing the relationship with the mainstream partner school.

- Teaching and Teaching Assistant staff recruitment and training.
- Managing the relationships with Local Authorities.
- Managing the transitions, be they between primary and secondary, or from Year 9 onwards into FE, HE and supported and unsupported employment and vocational training.
- Safeguarding for pupils with autism in an environment including the mainstream partner school.
- Using whole school management systems (e.g. SIMS) and specifying a VLE for the specific needs of ASD pupils.
- Pupils assessment and monitoring.
- Assessment of performance of Senior Leadership Team.
- Dealing with the Ofsted inspection regime.

The Team

As discussed in Sections C and F1, the combination of AaA, Dimensions and the Proposer Group offers a powerful educational package. The AaA experience of running TreeHouse School is crucial. TreeHouse has recently been rated as Outstanding by Ofsted in all four main categories: The Achievement of Pupils, Quality of Teaching, Behaviour and Safety of Pupils and Leadership and Management. AaA also has extensive expertise in providing information, training and advice services to schools and other services and in developing competency standards and training for staff supporting children with autism. The section below lists four of the main AaA staff who will be contributing significantly to the project in the pre-opening phase.

The Dimensions support for the transitional and family-related element of the offering is a vital element as we strive to meet our goals of integrating the pupils into society. [REDACTED], a [REDACTED], will be leveraging the expertise in the transitional area, as well as the general logistical support.

The Proposer Group also brings educational and therapeutic expertise. None of the names listed in Sections F2-F4 will be paid by the AST or The Rise School for their work on the project during the pre-opening phase.

Overall, The Rise School believes that the team has the educational expertise required for the pre-opening phase, which is largely around planning, policy development, procurement, design and recruitment, though there is likely to be further outside expertise needed around installing Whole School Management Systems, requiring a call on the Project Development Grant. Post-opening, the staff of The Rise School will manage and run the school day-to-day leaving to AST Board and Rise Governing Body to focus on strategy setting, monitoring and evaluation and supervision, through the governance structures laid out in Section F1.

Ambitious about Autism

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Dimensions

[REDACTED]

[REDACTED]

The Proposer Group

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

The contributions listed above are mainly in the pre-opening phase, shown in Column 2 below, however the team will continue to provide advice post opening. The likely educational roles of the AST Directors are shown in Column 3, along with the gaps to be filled by a co-opted Director with significant educational expertise.

Area of Expertise	Pre-opening Resources: Design & Recruitment	Post-Opening Resources: Strategy & Supervision
SEN Leadership	[REDACTED] [REDACTED]	[REDACTED]

Curriculum Design & Delivery	██████████ ██████████ ██████████	Educationalist TBA
Mainstream Partner Relations	██████████	██████████
LA Relations	██████████	██████████
Recruitment & Training	██████████	Educationalist TBA
Transitions	██████████	██████████
Safeguarding	██████████ ██████████	██████████
Whole School Management Systems	Outside Expertise ██████████	Educationalist TBA
Pupil Assessment	██████████ ██████████	Educationalist TBA
Physical Environment	██████████	██████████
Dealing with Ofsted	██████████ ██████████	██████████

Section F3: Financial Expertise

The Required Expertise

The key finance based skills required during the application phase have been around turning the Proposer Group's Vision and Education Plan into a fully-costed financial model, checking its viability and understanding the financial impacts of decisions about the forms of provision. As the project moves into the pre-opening phase, the financial model will be further refined, and will require adjusting for the exact circumstances of the mainstream partnership. In addition, the team will need to choose and install a financial reporting system for the school. Post-opening, the day-to-day financial management of The Rise School will be the responsibility of the school's Business Manager, and the team will move into a strategic and supervisory role.

The Team

██████████

██████████

██████████

██████████

A Business Manager will be hired in the run-up to opening to take day-to-day responsibility for the Finance function of The Rise School. The AST Board will supervise this work through its Finance & Resources Committee, including ██████████ and ██████████.

The main skills gap in the team is around the selection and installation of the Financial Reporting system. ██████████ will be able to offer some support, but further expertise, requiring access to the Project Development Grant is likely to be required.

Section F4: Other Expertise

The Required Expertise

Aside from the Education & Finance requirements laid out in Sections F2 and F3, setting up The Rise School requires a wide range of expertise. The main requirements are laid out below:

- **Governance:** The AST Board and Rise Governing Body will be run in line with best practice guidance for charities and schools.
- **Business set-up & Project Management:** The Rise School is a significant project, with a [REDACTED] annual budget and 81 staff once at full capacity. This requires significant management expertise to drive forward and manage the project.
- **Local Authority Relations:** Given the c. [REDACTED] top-up funding required per pupil, the local authorities are the key drivers of demand for the school. It is vital to ensure that we get referred the pupils that fit the school's distinct educational model.
- **Parental Marketing:** While not as central as for a mainstream school, raising awareness and demand amongst the parents of HFA children is still crucial.
- **Community Relations:** The school needs to build relationships with companies, voluntary groups and other schools in the catchment area to aid with the integration and transition of the pupils.
- **Property/Construction:** It is important that the new build/refurbishment of the school is fit for purpose given the particular requirements of HFA children.
- **Human Resources:** A key success factor for the school is the quality of staff. The challenge to recruit is particularly tough in the year of opening, when we need to recruit around 40 staff to a new organisation.
- **ICT:** The educational vision is ICT-rich, given the pupil group. In addition, a robust ICT system is vital for both pupil performance tracking and financial control.

The Team

As discussed in Section F1, The Rise School is a collaboration between the proposer group and two charitable organisations, AaA and Dimensions, both of which bring a wealth of relevant experience and expertise. AaA runs TreeHouse, a school for autistic children rated 'Outstanding' by Ofsted, and is setting up a college for 19+ education. Dimensions has supported people with learning difficulties and autism in the community for 20 years, and currently supports 2,500 people and their families. Its experiences with the families of artists and the transition upon leaving school are particularly valuable.

Sections F2-F4 list specific personnel from both AaA and Dimensions who are dedicating time to the project. They are involved in a corporate capacity and will be replaced if they leave their organisations or move roles.

AST Directors and The Rise Governors

As mentioned in F1, the AST Directors include three appointed by AaA, three from Dimensions and two from the Proposer Group.

Ambitious about Autism

[REDACTED]

[REDACTED]

[REDACTED]

Dimensions

[REDACTED]

[REDACTED]

[REDACTED]

The Proposer Group

██████████

██████████.

The Wider Group

Outside the AST Directors mentioned above, the project has the benefit of access experts from the two member organisations and the Proposer Group, who will be helping on the project in the pre-opening phase.. They are listed below.

Education Expertise:

██████████: See Section F2.

██████████: See Section F2.

██████████: See Section F2.

██████████: See Section F2.

██████████: See Section F2.

██████████: See Section F2.

Finance Expertise:

██████████: See section F3.

██████████: See Section F3.

Parental Marketing:

██████████

Community Relations:

██████████

Property:

██████████

Human Resources:

██████████

ICT:

██████████

Meeting the expertise requirements & identifiable gaps

The table below sets out the main expertise requirements outside Education and Finance, as discussed above, alongside the resources available in the team.

In the pre-opening phase the main gaps identified are:

- (1) **Property & Construction:** ██████████ brings the ██████████, while ██████████ background will help ensure that the environment is suitable for autistic children. Nevertheless, the team will require specialist architectural expertise to realise the Vision.

- (2) **ICT:** [REDACTED] brings extensive experience, and is backed by the Dimensions resources. The team is also able to access the IT department at AaA. There will be extra expertise required, particularly around the Whole School Management System discussed in Section F2.
- (3) **Project Management:** [REDACTED] & [REDACTED] will continue their roles from the application phase, while [REDACTED] will add further resource and help leverage the AaA expertise. On top of this, the team will require specialist Project Management expertise from the Project Development Grant to execute the project.

The main gaps at the board level at present are around Property and ICT. We would look to fill these gaps with one or more of the AST Directors to be co-opted.

Expertise Required	Pre-Opening Resources: Design & Recruitment	Post-Opening Resources: Strategy & Supervision
Governance	[REDACTED]	[REDACTED]
Business set-up	[REDACTED]	N/A
Local Authority Relations	[REDACTED]	[REDACTED]
Parental Marketing	[REDACTED]	[REDACTED]
Community Relations	[REDACTED]	[REDACTED]
Property/Construction	[REDACTED]	Director to be appointed
Human Resources	[REDACTED]	[REDACTED]
ICT	Expertise from AaA and Dimensions to sense-check the SIMS (or competitor) provision	Director to be appointed
Project Management	[REDACTED], [REDACTED],	N/A

Section F5: Recruitment

Recruiting the Principal Designate

The team has been searching informally for a Principal Designate through its networks. As soon as the bid is approved, the AST will launch its recruitment campaign for the Rise Principal. It will set up a recruitment panel consisting of

The Rise School

AST Board members and an external educational expert. The role will be advertised via the TES premier service and Eteach, the national networks of AaA and Dimensions and its partners, such as NASEN and the National Association for Independent and Non-maintained Special Schools. We aim to have the Rise Principal in post in January 2014 to drive the school towards opening, which implies an appointment by September/October 2013.

A draft Job Description for the Principal is attached. The ideal candidate will have NPQH and leadership experience at least the Deputy Head level. He/she will have SENCO experience in mainstream school and experience of working with children with ASD. The Principal needs to be resilient, authoritative and able to lead and inspire staff. He/she will need quickly to gain trust of the mainstream partner school. He/she must be absolutely committed to achieving outstanding outcomes for the pupils and supporting them to be active members of society.

Recruiting Other Staff

The plan is to have 34 staff in place by the time that the school opens in October 2014. All the staff will be recruited through an open and formal process. All job descriptions will specify the required skills, experience and attributes of staff. The process will include application forms, assessments where relevant, individual and group interviews, as well as all the required checks. AaA has extensive experience of recruiting staff for its TreeHouse School, which achieved an outstanding Ofsted under the new framework. It will support the process with its policies and networks. As soon as the school is approved, open days will be held for potential candidates, to enable them to express an interest on a register. The formal campaign will start in January 2014, to allow enough time for staff to resign from existing posts. Educational staff will be recruited through agencies such as Synarbor, Axcis, Eteach and the TES Premier Service. AaA and Dimensions will use their national networks to support the recruitment of staff.

Teachers will need to be qualified and at OCR Diploma Level 5-7 and demonstrate experience of working with children with SEN. The aim will be to recruit Teaching Assistants, with psychology and other qualifications, with a preference for OCR Diploma Level 2/3 over the RSA Diploma.

There is a shortage of allied health professionals in London. Staff will be recruited via agencies and health networks. If necessary, the school will contract this service to an external provider in the first year of operation, whilst the school gains volume and momentum.

Recruiting Directors and Governors

AST and the Rise Governing Body will be competency-based bodies, meaning that there will be clear skills audits, role descriptions for each post and open, rigorous recruitment and induction for members.

The AST will have up to 13 Board Directors. At present it consists of:

- Six Directors derived from the Executive and Board members of AaA and Dimensions. They have been selected, based on the skills (leadership, governance, finance, education and service development) that are required to set up and run The Rise School.
- Two Directors from the Proposer Group.

As soon as the bid is approved, the AST Board will advertise for a further three co-opted directors to ensure that it has the right skills and experience. These will include experts in education, buildings and IT. Two parent Directors will also join the board when the school opens.

Whilst the school is in its development phase, it will work with its expert advisors to fulfil an advisory and ambassadorial role. These will include specialists in education, behavioural approaches, health, marketing, community engagement and law.

The Rise Governing Body recruitment will start in April 2014, to ensure that it is in place for the opening in September 2014. The Rise Governing Body will have the right skills to scrutinise the school's performance. It will consist of Governors with expertise in education, behavioural support, parents, commissioning and local enterprise and community work. The Academy Director (Chair) will be a member of/appointed by the AST Board and will be an educational expert.

Recruitment of all members of the AST Board and the Rise Governing Body will be carried out via the local and national governance networks, local and national media and Dimensions' and AaA's extensive networks.

The Rise School Principal Job Description

Job Title:	Rise School Principal
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Position in the Organisation

Reports to: Academy Director

Responsible for: Rise School staff. Direct reports include Deputy Head, Executive Assistant

Main Relationships: Leadership Team, Autism Schools Trust, Governing Body, Staff

Main Purpose of the Job

To provide leadership for The Rise School, which ensures high quality education and support for all pupils and improved standards of learning and achievement in accordance with statutory requirements and the values and standards of the Autism Schools Trust.

Duties and Key Responsibilities

Leadership

- Be legally responsible for The Rise School and be the School's named safeguarding lead.
- Develop and ensure effective implementation of the School's strategic and operational plans (including the School Development Plan and SEIF) in line with the policies and principles of the Autism School Trust.
- Contribute to the development of the organisation's overall strategy and business plan, as a member of the executive team.
- Monitor appraise and report on the performance of the School to the Board and relevant external bodies.
- Provide leadership which identifies, promotes, encourages and rewards the highest standards of educational, behavioural and Allied Health practice at the School.
- Support the School's Academy Director and Governing Body in executing their role.
- Recruit and lead the School's leadership team to deliver plans effectively.
- Develop the School's policies and processes to ensure the School complies with all education and other relevant legislation and best practice guidance, with particular regard to safeguarding children and young people and Equalities Act.
- Co-ordinate with the School's mainstream partner.

Learning Environment

- Ensure that the individual needs, experience, interests and abilities of each pupil are met and provide the best environment to ensure that each pupil is learning according to personalised planned curriculum, based on best practice and developed in accordance with national standards and assessed needs and capabilities.
- Ensure that attainment and achievement are systematically recorded, appraised and reported and used to plan individual objectives.
- Establish an environment of good order and behaviour at the School, to enable every pupil to maximise the opportunity to develop their full potential.

Pupil Welfare

- Ensure that the School meets its statutory and best practice guidance on obligations for safeguarding and promoting the welfare of all children and young people.
- Ensure that the health and care needs of each pupil are assessed and met through effective systems and appropriately trained and qualified staff.
- Monitor the welfare of pupils, preparing regular reports to the Governing Body, and, ensuring that appropriate communication and liaison exists with families and carers, education, health and social care organisations and other professionals involved in pupils' welfare.
- Ensure that all staff and others working with pupils are properly appointed and monitored in accordance with the School policies, conform to legal requirements of safeguarding procedures and receive induction training and support to meet the welfare needs of pupils.

Staff Leadership and Management

- Support the school leadership team to fulfil their operational responsibilities by providing the professional leadership and organisational support, personal and professional development, and the staffing and financial resources to allow the leadership team to carry out their duties.
- Create an atmosphere of support and trust within the school staff in which everyone feels heard and valued and in which concerns and ideas for improvement can be properly discussed and debated and in which the leadership team is supported and respected in its decisions.
- Ensure that staff resources and all other school resources are effectively and efficiently managed to benefit pupils and to maximise the educational experience of every pupil and that Rise attracts and retains high quality staff from trainees to

specialists.

- Ensure the appointment and training of new staff is effective and timely, and that all staff has access to professional advice training and development appropriate to their needs and the demands of the organisation, allowing them to develop and flourish as professionals.
- Support opportunities for staff development and encourage innovation and imaginative solutions to staffing needs in the school. Support career progression and ensure good succession planning carried out within the School.
- Establish procedures to allow the efficient operational deployment of staff, ensuring that sickness/absence, visits and events, visitors, training, courses, etc are effectively managed and staff resources deployed appropriately.
- Together with the School HR function, monitor staffing indicators and specific staff needs, respond to trends and changes in staff performance and ensure that staff welfare remains paramount for the School.

Resource Management

- Develop, propose, manage, monitor and report on the School's income and expenditure budget.
- Ensure the School produces an annual report and accounts and meets its statutory financial legal reporting requirements.
- Ensure that the school's commissioning activities are carried out to meet the school's and statutory requirements and be best value.
- Ensure the efficient use of financial resources, spending these against priorities agreed.
- Ensure the School complies with all health and safety requirements.

Educational Development

- Develop, monitor and report on the School Development Plan and the School Self-Evaluation Form.
- Provide advice, support and expertise to the Director of Autism Services on the development of new services at the School and the organisation as a whole.
- Identify opportunities within the school for new developments and support a climate of entrepreneurial activity within the School.

Stakeholder management

- Develop and manage the School's communication plans with key stakeholders.
- Ensure effective plans and resources are in place to empower pupils, families and carers to communicate their needs and views.
- Act as the principal conduit of the relationship between the School and families of pupils, particularly at times of transition and other times of difficulty, as well as prospective families and pupils.
- Support the appropriate professionals in the case of cared-for children.
- Work strategically with Local Authorities and other commissioners to support the development of the school and organisation.
- Act as the School's principal ambassador maximising promoting the School's reputation widely with key stakeholders and securing opportunities for collaboration with local, regional and national partners.
- Work with the Autism Schools Trust Board to ensure that communications are in line with policies and supportive of the overall organisation's purpose.

Admissions

- Manage the process of admissions to the School.
- Manage all activities related to SEN and Tribunal appeals, including co-ordinating the school's response and representing the School at hearings, or deciding on representation.

Develop and manage a personal work programme

- Actively participate in the organisation's performance management processes including the appraisal and competency review process and the induction.
- Proactively maintain the knowledge, skills and networks needed to deliver this role.
- Work effectively with the Academy Director, AST Directors, School Governors and senior team to fulfil this role and support the work of the organisation.
- Support the School's core values and carry out all responsibilities with due regard to Safeguarding Children and Equal Opportunities policies and procedures.
- This job description is not an exhaustive list. The postholder may be required to undertake other duties as directed by their Manager.

Section G: Initial costs and financial viability

Section G1: Financial Plans

Consistency with the Education Plan

██████████

██████████

Section H: Premises

The Rise School aims to be co-located or adjacent to a mainstream school. The Rise School is a small one, with around 100 pupils on roll at capacity. We have worked with ██████████ who have drawn on their experience of building provision for autistic students to draw up a space schedule for us as below:

The Rise School Square Metre Estimate

Primary and Secondary Phase

Number of Pupils	96	approx across both schools
Total number of Staff	81	

Room	sqm	unit	Total sqm
Entrance & Admin			
Secure Lobby	8	1	8
Reception Admin	10	1	10
Premises Manager	10	1	10
General Office	25	1	25
Head Teacher	18	1	18

The Rise School

Deputy	10	1	10
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General Teaching Spaces			
Classrooms	64	15	960
Individual Rooms	8	8	64
Wheelchair Storage	3	1	3
Observation Room	10	1	10
Group/meeting Room	9	2	18
Calm Room	12	1	12

Practical & Performance

Musical Interaction	15	1	15
D&T / Art	52	1	52
D&T Resource Storage	15	1	15
Science	25	2	50
Science Storage	10	1	10
ICT	20	2	40
ICT Resource	10	1	10
Library	30	2	60
Teaching Kitchen	25	2	50
Sensory Room	25	2	50
Common Room	25	1	25

Social Area

Hall/Dining Room	80	1	80
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Staff Areas

Staff Room	40	1	40
Staff Prep/Resources	20	1	20
Sick Room	10	1	10
Staff Offices	20	2	40
Staff Kitchen	8	1	8

Toilets & Changing Areas

Pupil Toilets	8	3	24
Pupil Changing / Showers	14	1	14
Staff Toilets	4	4	16

Services

Plant Room	60	1	60
Laundry	8	1	8
Cleaning Cupboards	2	2	4
Storage	2	5	10
Cloaks	3	2	6

internal Gross Area			1865
Circulation	23%		428.95
Partitions	3%		55.95
External Gross Area			2349.9

Partner Sites

We have identified two potential partner schools at the time of writing and are working with commissioners, the EFA and schools to understand the space available and what facilities could be shared with the mainstream school (i.e catering, PE facilities, Design and Technology (D&T)) that might reduce the need for space within The Rise School. Our cost model assumes no subsidisation by the mainstream partner school on staff or other operation costs of The Rise School. We have included [REDACTED] inclusion fee paid to the mainstream partner school by The Rise School towards the post of a senior teacher in recognition of the additional workload posed by inclusion.

The two potential favoured sites are:

1. [REDACTED], [REDACTED], London [REDACTED].
2. [REDACTED], [REDACTED], London [REDACTED].

Preferred Site 1: [REDACTED]

The site has been visited by members of the Proposer Group and [REDACTED] who is representing The Rise School from [REDACTED].

How [REDACTED] Co-location Would Help Deliver Our Vision

[REDACTED].

Possible Limitations

[REDACTED].

The building is listed. Although the space available for The Rise School is on the top floors of the building there is no lift and the leadership team at the school believe that it would be extremely challenging to gain permission for such a school.

We are in conversation with the EFA regarding how we engage with English Heritage to understand ways in which the school could be adapted to meet the latest requirements under the Equality Act.

Alternative Option in the Same Borough

We have spoken to [REDACTED], [REDACTED]
[REDACTED], [REDACTED], can identify other D1 premises adjacent to existing schools. [REDACTED] has referred me to [REDACTED], [REDACTED]

Preferred Site 2: [REDACTED], [REDACTED], London [REDACTED]

Land Registry Entry: [REDACTED]

We have spoken to the freeholder [REDACTED] and they have advised us that the site is for sale. It is a few hundred yards from [REDACTED]. We met with [REDACTED] the [REDACTED] on 11 December 2012 and will continue discussing the feasibility of the option in 2013.

How [REDACTED] Co-provision Would Help Deliver our Vision

[REDACTED] is very well-regarded by the west London Community of parents of children with special needs. It has an organisational tradition of including children with a range of special needs.

[REDACTED], has been in post since September 2012 and looks set to continue this ethos.

Possible Limitations

There are space constraints within the classrooms at [REDACTED]. While [REDACTED] indicated that his core subjects would be able to accommodate pupils from The Rise School, he indicated that this might not be possible in humanities subjects.

Alternative Option

We have met [REDACTED], [REDACTED] and sent him our estimated requirements for square metrage. He has indicated that he would review available premises. However given the significant pressure on Ealing's school places in the face of rapidly expanding population, it is unlikely that school premises would have sufficient space. Other D1 premises might be feasible and we will work with the EFA to explore this.

Capital Investment

We currently have no sources of funding available to support the acquisition of a site.