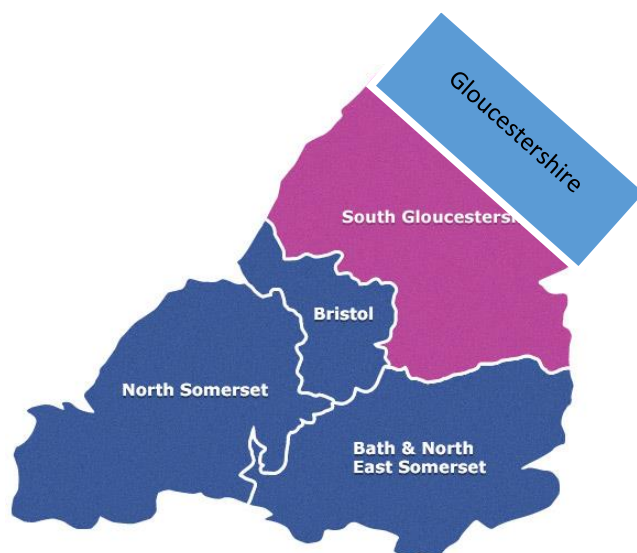




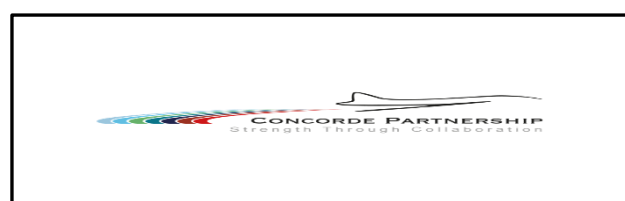
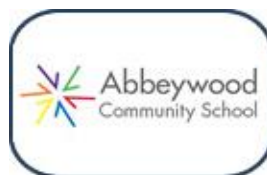
Department
for Education

Free school application form 2015 Special (updated July 2015)



THE SGS FREE SCHOOL

Our Partners



Actions taken to address Feedback from First Application

Education Plan

1. *"We had concerns about having children with potentially very different needs within the school. Your application would be strengthened if you explained how you would manage having different groups of children on site."*

Action taken:

We have clarified our intention to have a school solely for pupils with autism as the primary need. Our pupils may have a diagnosis of High Functioning Autism or Asperger's Syndrome. Some will have additional needs which will require one to one support at all times from our team of pupil Learning Supporters. [Please refer to pages 7 and 22.](#)

It is important to state that the school, **its environment, curriculum and staff structure has been based entirely on accommodating children with autism** of average academic ability, that is assessed as being broadly at the nationally recognised ability level for their age. Overall they are at the level nationally expected for their age however children with autism typically have a 'spikey' profile showing talent in some subjects but significantly struggling in others, particularly those requiring imaginative thinking and learning. Our pupils may have high levels of anxiety and/or challenging behaviour as a result of their primary need of autism.

2. *"Parts of the education plan lacked sufficient detail. In particular, it was not clear how the GCSE and A level curriculum would be delivered with only four subject specific teachers."*

Action taken:

We have clarified our intention to have subject specialisms amongst the team of six teachers to supplement the four Lead Teachers in each of the core subjects of Literacy, Maths, Science and Computing. [Please refer to page 61.](#)

We have refined our delivery model for our post-16 provision in order to provide a broad curriculum at post 16 including A levels. One of our key aims is to facilitate inclusion with mainstream learning and the community. We plan, therefore, to co-deliver our post-16 provision with the Concorde Partnership. Discussions have taken place with the [REDACTED] of the Partnership, the three secondary schools, UTC and college senior leaders. This arrangement will allow for a much broader offer to be available to our pupils than would be possible at a small special school such as the proposed SGS Free School, whilst ensuring that the pupils receive bespoke, individual support over and above that which is available in a mainstream setting. We are excited about this development as it provides access to high quality teaching and learning across a massively broad curriculum offer. The partnership arrangement will also ensure that the Free School is part of a larger organisation with all the benefits that will bring.

[Please refer to page 34.](#)

3. *"Compared to other applications in this round, GCSE targets were vague and lacked the same level of ambition seen at Key Stage 2. We were also concerned about the lack of detail around post-16 provision."*

Action taken

We feel that it is better to focus on progression targets rather than attainment ones for our cohort of pupils. Revised targets have been included to encourage better than nationally expected progress with appropriate benchmarking data identified. [Please refer to page 49.](#)

4. *"The curriculum plan includes core subjects and independent living but there is less detail about enrichment activities. For example the school will have a sensory garden and outdoor space, but there is little emphasis on using this during enrichment activities."*

Action taken

We have further developed our description of the intended enrichment activities. In particular how the outdoor space will facilitate calm individual break time, individual and group play as well as activities such as Forest School. [Please refer to pages 42.](#)

5. *"The plan commits to only 3 hours per week on English, maths and science on approach to GCSE"*

Action taken

The hours for the core subjects, English, Maths, Science and Computing have been increased to 4 hours a week which is in line with both other schools for autism as well as mainstream provision at key stage 3 and 4. [Please refer to page 17.](#)

Capacity and Capability

The actions we have taken to address the feedback on Capacity and Capability are summarised below.

1. *"There was not enough evidence that you had access to individuals with adequate and relevant special education expertise, and this was reflected in your application. Also, the strategy for filling the gap in education experience is reliant on procuring the services of a consultant. However, it is not clear why this individual is not already part of the pre-opening team; or how you will ensure the process for procuring the consultancy will be fair and transparent."*

Action taken:

We believe that we have significantly strengthened both our capacity and capability to deliver this project. We have employed



[REDACTED], [REDACTED]
[REDACTED]



[REDACTED]
[REDACTED]
[REDACTED]



[REDACTED]
[REDACTED]
[REDACTED]

The team will provide the equivalent of at 0.8 FTE during this period.

Additional support will also be provided by [REDACTED]
[REDACTED] who brings expertise in terms of school leadership and management.

We now have a number of high quality partners in place who will provide access to specialist knowledge in SEN and leadership and management. These include:



[REDACTED]
[REDACTED]
[REDACTED]



The Olympus Academy Trust (OAT) provides access to two schools with expertise in autism through their 20+ place resource bases – one in the primary phase and one in secondary provision



Concorde Partnership gives access to three secondary schools, UTC and SGS College. This provides access to a wider range of subject experts and provides opportunities for joint training and CPD.

Please refer to pages 90, 92, 94 and 96. For the CV please see annex F.

We have also identified a [REDACTED], who has extensive support of specialist education delivery both operationally and strategically. *Please refer to page 111. Please see annex F for CV.*

We have clarified the situation with regards to employing consultants with their expertise. *Please refer to page 94.*

2. *"It was not clear to us how some people on the group would dedicate time to the project in addition to their full time job. For example, you will act as Project Manager and dedicate 31 hours per week to this project, but this seemed to be in addition to your existing role at SGS College and the pre-opening support you currently provide to SGS Berkeley Green UTC."*

Action taken:

SGS College will second [REDACTED]
[REDACTED]. *Please refer to page 93.*

3. *"We did not feel you explained sufficiently the level of experience required of the principal, given the type of provision on offer."*

Action taken:

We have discussed the level of experience the Principal needs with both National Autistic Society and Bristol Autism School and have given a full description of the person specification we would be seeking when appointing the Principal. Also we will ask [REDACTED] to support the recruitment of the Principal ensuring that we have identified the right person for this essential role.

We will not sacrifice our desired person requirements for a timely appointment as we will continue employing [REDACTED] until we can identify the right person. *Please refer to pages 94 and 113 to 117.*

Financial Plan

1. *"It was difficult to have confidence in the budget provided because: the plans suggest that some support staff will be paid more than teaching staff; and some teaching staff*

were paid more than others with no explanation. In any future application you should ensure that your financial plans are clear and correspond with the education plan”

Action taken:

Please note: in the original submission there was a pay differential between the lowest paid teacher and the highest paid support staff, that is the lowest paid teacher was paid [REDACTED] more than the highest support staff.

However we have reviewed the salaries offered in this submission and we have clarified how we have set the salary for each post in Table G4 with the differential between each level shown in figure G1. *Please refer to pages 122 and 124.*

Section C: Education Vision

Improving lives by ensuring the best for our pupils

Our vision is to provide an outstanding special school for pupils aged 4-19, with autism as their primary Special Educational Need, aged 4 to 19, who live in South Gloucestershire and its surrounding areas.






SGS Free School will be a forward-thinking, innovative and transformational school in South Gloucestershire **solely** for pupils who are considered to have Autistic Spectrum Disorder as their primary Special Educational Need.

The School will have a culture of inclusion and adaptability, putting our pupils first, enabling us to meet all our aspirations for them.

SGS Free School will be a positive choice for families with high ambitions for their pupils. It will offer a personalised curriculum and culture that fully develops pupils' individual strengths, skills and interests enabling them to make far greater progress than is currently expected. This new School will equip pupils with the skills to enable them to make appropriate life choices, achieve their aspirations and make a positive contribution to society. Pupils will enjoy, achieve and feel safe at the School; developing techniques to manage anxiety; all achievements will be recognised and celebrated.

Rationale

The reasons for proposing a new special Free School for pupils with autism in South Gloucestershire are that:




-  **Demand exceeds current capacity** – some pupils with autism are unable to maintain a mainstream place at a school or a Resource Base even with a high level of support. There are already waiting lists for current provision.
-  **It is very difficult to move pupils between Resource Bases** – full capacity makes transfers from one base to another that is more appropriate a lengthy process if indeed possible at all.
-  Learners with autism are **failing to make expected progress** and are underachieving. Unfortunately, the result is that many leave compulsory education feeling worthless and a failure. Our aim is to show them their value, worth and potential contribution to society.
-  South Gloucestershire has experienced a **significant increase (36%) over the last five years** in the number of pupils with statements of SEN and Education and Health Care Plans who are considered to have Autistic Spectrum Disorder as their primary Special Educational Need.
-  An **additional 100 pupils with autism and an Education Health and Care Plan**, are forecast - 40 from increased birth rate and 60 from new housing.

The School with a proposed opening of September 2017 will be for both boys and girls aged 4-19 and will offer a personalised, supportive and ambitious curriculum focused on the individual needs of its pupils, all of whom will have a Statement of SEN or EHC plan, with autism identified as their primary special educational need. These pupils on the whole will be of broad average or above average ability but because of their Special Educational Need find it difficult to access education within a mainstream school.

The SGS Free School will provide a unique local provision to meet a clear local need and bring positive outcomes, opportunities and benefits for the pupils and their families for the long term. Our pupils will feel valued and supported by the community in which they live and have the ability to contribute economically and socially to their locality.

The SGS Free School will enable its pupils to achieve far greater outcomes than if they were to stay at their existing educational setting. Being situated in the locality, the stresses and strains for pupils and families that result from out-of-area placements will clearly be mitigated.

This proposal is a direct result of close liaison between South Gloucestershire and Stroud Academy Trust (SGSAT), South Gloucestershire and Stroud College and South Gloucestershire Council. It has been driven by:

-  The South Gloucestershire Education Partnership Board, set up as result of review of secondary school outcomes in 2013 on behalf of South Gloucestershire Council¹
-  The Strategic Review of Special Educational Needs for South Gloucestershire Council²
-  The Concorde Partnership, consisting of a group of secondary schools in South Gloucestershire, a University Technical College and SGS College.

All have identified a strategic need for additional provision for pupils with autism and are working together to create a new SEN facility within the local authority to meet it. The current provision in the area is full to capacity. Tables C1 and C2, below, detail the present provision and their capacities. Table C3 records the number of out of area placements over the last three years.

Table C1 lists the current special schools in the authority is listed in Table C1 with a similar analysis for resource bases in Table C2. Please note that New Horizons Learning Centre does not cater for pupils with autism.

Table C1

| Special Schools | Type | Age | Planned Places 2015/16 | Occupancy Sept 2015 | Overall Grade Ofsted |
|------------------------------|-------------------------------------|------|------------------------|---------------------|----------------------|
| Culverhill Special School | Complex learning difficulties | 7-16 | 135 | 135 | Good |
| New Horizons Learning Centre | Behaviour, emotional and social | 7-16 | 43 | 46 | Good |
| New Siblands | Severe learning difficulties | 2-19 | 100 | 104 | Good |
| Warmley Park | Severe learning difficulties/autism | 2-19 | 120 | 120 | Good |
| Total | | | 398 | 405 | |

Data from South Gloucestershire Council

¹ South Gloucestershire Council Education Commission Report January 2014

² South Gloucestershire Strategic Review of Special Educational Needs, August 2014

Table C2

| Resource Base | Type | Age | Planned Places 2015/16 | Occupancy Sept 2015 | Ofsted for host school |
|----------------------|----------------------------|-------|------------------------|---------------------|--|
| Abbeywood | Social and Communication | 11-16 | 25 | 26 | Good |
| Blackhorse Primary | Social and Communication | 4 -11 | 22 | 22 | Good |
| Hanham Woods Academy | Social and Communication | 11-16 | 25 | 26 | Satisfactory (Previous judgement pre-conversion) |
| Chipping Sodbury | Autistic Spectrum Disorder | 11-16 | 8 | 9 | Requires Improvement ³ |
| Total | | | 80 | 83 | |





Data from South Gloucestershire Council.

The above data demonstrates that the current provision for autism is full in September 2015.

In August 2014, South Gloucestershire Council published the results from an in-depth review of SEN provision. This report² concluded that there is considerable pressure on the SEN system in South Gloucestershire with respect to the difficulties in moving pupils from one specialist provision to another and a lack of places for pupils within two areas of SEN: severe and complex learning difficulties and communication and interaction including autism.

Historically, South Gloucestershire's SEN Resource Bases (RB) were established on the premise that all pupils placed at a RB would be able to access mainstream schooling to some degree. At present, secondary school RBs have a level of inclusion in mainstream lessons of about 80%. Over recent years, the complex needs of some of the pupils placed in RBs has increased, making inclusion not always in the best interests of the child. The SGS Free School will provide places for these pupils. The aim is that Post-16 delivery will mirror that of a RB with 80% of the curriculum taking place in SGS College and within the successful Concorde Partnership.

The South Gloucestershire SEN Review² also raised a number of associated concerns found at Resource Bases in providing for pupils' social communication difficulties, including autism. The review revealed:

-  Different categorisations of some resource bases was leading to a different profile of pupils placed
-  A lack of capacity and difficulty in moving pupils from one base to another – so called “bed blocking” – and therefore the view that some pupils were not appropriately placed
-  Concern about the resource base becoming too big
-  Inequitable access to therapy support, including provision catering for more complex pupils having less access to speech and language therapy

³ Please note that school designation of social and communication will include pupils with autism and the resource base at Chipping Sodbury School was set up in 2014 and was not part of the last inspection of the school.

- No primary phase provision in the south east of the local authority.

Of the 1120 pupils in South Gloucestershire with a statement of SEN, 503 are in primary education and 620 in secondary. Table C3 summarises where these pupils are currently receiving their education.

Table C3

| Type of Provision | Primary | Secondary | All | |
|--|------------|------------|-------------|---------|
| Maintained | 291 | 242 | 533 | (47.5%) |
| Special Schools | 126 | 205 | 331 | (29.5%) |
| Resource Base | 55 | 60 | 115 | (10.2%) |
| Out of area Special School | 16 | 34 | 50 | (4.5%) |
| Independent Specialist Education Placement | 4 | 61 | 65 | (5.8%) |
| Education other than at school | 11 | 18 | 29 | (2.6%) |
| Total | 503 | 620 | 1123 | |

Since the SEN Review the number of pupils in placements out of the authority has increased and the majority of these, 20 in 2015 (so far) are for pupils with autism (see Table C4). The impact on the young person placed out of area institution is significant and many parents said they were concerned about their return to their home community.

"My son doesn't have friendships and I would like this to happen."

South Gloucestershire parent

Table C4

| Pupils placed out of area | 2012 | 2013 | 2014 | 2015 |
|---------------------------|------|------|------|------|
| Pupils with autism | 8 | 5 | 14 | 20 |
| Total pupils | 14 | 16 | 31 | 41 |
| % placed with autism | 57% | 31% | 45% | 49% |

South Gloucestershire Council is struggling to place pupils in local provision as demand remains high and provision is full with waiting lists for some RBs.

This SGS Free School proposal would enable South Gloucestershire Council to reduce its dependency on out of area provision. Reliance upon the latter has the following drawbacks:

- Transitional social integration issues occur upon leaving school as most young people with a statement of SEN tend to return to live in their home location.
- There are high costs. At the time of the SEN Review the average cost varied from [REDACTED] per pupil per year² with the average at [REDACTED].

- Placements are often some distance from home. The majority of these placements are at North Hill House in Frome. Outside of the rush hours, this takes at least 50 minutes from South Gloucestershire by car.
- Additional transport cost are incurred, for instance the cost without an escort for a pupil travelling daily to North Hill House is [REDACTED] per year.
- Difficulty in ensuring the quality of provision as contact with the local authority officers is less.

"Some pupils are not safe in a car and they have meltdowns."

South Gloucestershire Parent

Parents' surveys and focus groups (see section E) have confirmed that there is an urgent need for new provision in South Gloucestershire for pupils of broad average or high cognitive ability with autism.

South Gloucestershire is also a growth area with a significant planned housing development and therefore the current provision is forecast to be under increasing pressure, over the longer term. South Gloucestershire local authority is experiencing an increase in the number of primary and secondary school aged-pupils and forecasts that by 2022 there will be 6662 additional pupils. As well as this increase in the birth rate, the Council's Core Strategy sets out plans for 22,000 new homes around agreed Enterprise Areas over the next 15 years. This will generate the need for 16 new primary schools, 2-3 new secondary schools and 26 new nurseries. Therefore there will be a need for additional provision for pupils with autism.

For primary and secondary phases, the incidence rate for pupils with autism who have with SEN statement or EHC plan is 2.9%. The type of need ranked highest across all provision for pupils with statements is for pupils with autism (23%).

If the incidence rate remains the same, population forecasts indicate an increase of 182 in the numbers of pupils with statements of SEN by 2022. Based on autism incidence rate (23%) this would equate to **40 pupils**.

In addition, new housing developments across the authority planned between now and 2026 is projected to yield an additional 270 young people with complex education needs by 2022. Based on an autism incidence rate (23%) this would equate to in excess of **60 pupils**.

The current pattern of provision for pupils with statements or EHC plans indicates that just over half of these will attend specialist provision; the remaining half will attend mainstream schools.

“There are not enough spaces for the number of pupils on the spectrum that require support, all of the resource bases are full. Mainstream schools struggle to understand and accommodate autistic pupils. Transition from primary to secondary is critical as the settings differ so much and the child is often de-railed by the move.”







South Gloucestershire Parent

The proposed SGS Free School will be part of the South Gloucestershire and Stroud Academy Trust (SGSAT). SGSAT is an Academy Trust whose principal sponsor is South Gloucestershire and Stroud (SGS) College based in Gloucestershire and South Gloucestershire, to the north of Bristol.

SGSAT was formed following a direct request from the Regional Schools' Commissioner (RSC) for the South West who was seeking a strong local college to become the new sponsor of the Forest High School, Gloucestershire, as the previous sponsor had been unsuccessful in securing rapid improvement. The RSC's request recognised SGS College's reputation for **strong leadership and management** with a proven track record of rapid, successful intervention and an absolute focus on 'back-office' efficiencies so that resources can be directed to teaching, learning, assessment and support.

SGS College was formed from the type-A merger of Filton and Stroud Colleges; that is the joining of two successful colleges to form a single institution built upon the strengths of its predecessor colleges that exceeded the quality of each as separate entities. The considerable success of this merger was recognised during the Ofsted inspection of November 2014. The report confirmed the new College's development from a strong base into a united college with an aspirational culture and positive values embedded throughout its educational, administrative and leadership operations. The College was judged as good with outstanding features.

The inspectors reported:

-  Outstanding leadership and management
-  80% of the provision was Outstanding
-  Preparation for Life (in respect of SEN) was one of the Outstanding areas, indeed the report commented that SGS College offered a supportive learning environment for learners with learning difficulties and/or disabilities
-  The College had cultivated excellent partnerships with employers; local enterprise partnerships were in place that were highly beneficial for learners
-  Support for learners was Outstanding
-  Provision for Employability was Outstanding


The College's leadership team share a passion and relentless drive for quality improvement. Having created a successful type A merger the College they are now well placed to extend their outstanding leadership and management to develop and deliver the proposed exciting new provision. They can draw on extensive expertise in the setting up of new organisations and delivery of over ██████ capital projects to time and within budget.

They are also able to take advantage of the economies of scale brought from such a college-led multi-academy facility in the procurement and sharing of goods and services.


There is a highly productive partnership between the local authority, the College and local schools which will help the new school to maximise opportunities for inclusion. The College is a partner in the Concorde Partnership which was formed originally to deliver an innovative 14-19 curriculum between secondary schools and the College so that the students could benefit from a wider enhanced curriculum. This has now formed into an effective and focussed formal partnership including the new Bristol Technical and Engineering Academy (UTC). Whenever conditions prove favourable a seamless transition between SGS Free School and mainstream provision, through the Concorde Partnership, will be developed.

The new SGS Free School will also be part of the partnership of specialist providers within South Gloucestershire including close working with the Resource Bases and special schools. This clearly provides enhanced opportunities for pupils to benefit from other curriculum provision on offer but also for close collaboration and development of professional and specialist expertise by staff. This is particularly important for the long-term sustainability of a small school in a specialist context.

The SGS Free School will offer two levels for pupils with a statement of SEN or EHC plan where **autism is identified as the primary need**.

 **Standard provision** – for 50 pupils of broad average ability or above, including pupils with **High Functioning Autism (HFA)** and **Asperger's Syndrome**.

The *standard provision* will address the needs of those pupils who are unable to maintain a mainstream place at a school or a resource base even with a high level of support. These are pupils who should be able to access mainstream qualifications, such as GCSEs, but who are at risk of under achievement. We will ensure that these pupils fulfil their potential in local provision and make greater than expected progress from a starting point which is considerably below that of their peers.

 **Enhanced provision** – for 30 pupils of broad average ability or above, including pupils with **HFA/Asperger's and additional needs**.

The *enhanced provision* will include pupils with autism who may have additional challenges and complex needs. Such pupils are likely to experience significant, complex, persistent and enduring difficulties. Their range of needs may also be multi-layered and interconnected, combining mental health, relationships, behavioural, physical, medical, sensory, and communication features. SGS Free School's tailored and personalised learning programmes will see them too supported to access mainstream qualifications such as GCSEs.

Neither the standard or enhanced provision will provide placements for pupils with Severe Learning Difficulties (SLD) with associated autism as good quality provision already exists within South Gloucestershire in the special schools.

Currently, for both standard and enhanced pupil groups, it is a challenge to access appropriate provision locally. Learners are currently being failed as they do not have conditions that maximise their potential to progress, succeed and play a vital part in their local community. Some South Gloucestershire pupils have to opt for expensive provision at a location at least 50 miles from the family home due to the lack of suitable local alternatives.

The SGS Free School will allow pupils to follow an individual programme tailored to their needs that is local to home. This ensures they are living and learning in one community. We aim to ensure our learners are included and valued by the communities in which they live so that at school they can be relaxed, motivated, and receptive.

*Based on analysis of our current demand in South Gloucestershire in early years, mainstream, specialist provision and out of area placements and the letter of supports from Bristol City Council and South Gloucestershire Council, it is anticipated that **30 places** would be required in the first year of opening in 2017/18 and **additional 30** in 2018/19. The School therefore foresees being full by the third year of its operation.*

The intention is that the SGS Free School has the possibility of serving neighbouring authorities such as Bristol, North Somerset and Gloucestershire. The proposed school site, for instance, is a mile from the border between Bristol and South Gloucestershire. We have consulted widely with our neighbouring authorities, understand their provision and forecast needs and would be well-placed to bridge gaps.

Vision and Ethos





Improving lives by ensuring the best for our pupils

The Vision of SGS Free School

The SGS Free School will work with pupils whose starting point is, generally speaking, far behind their peers.

Our aspirations are planted in a context of celebration. The SGS Free School will stand out by providing outstanding conditions for our pupils to flourish.

The aspirations of our Education Vision are:

-  Pupil Aspiration 1 (PA1): Educated in Excellence (Educational Attainment)
Pupils with autism can be ambitious educational achievers, making greater than expected progress in knowledge and skills by becoming active, imaginative and successful learners who can set their own goals and strive to realise them.
-  Pupil Aspiration 2 (PA2): Educated for Life and Living
Pupils with autism can emerge from compulsory education with values, beliefs and skills from which to make informed decisions and communicate them to others. We foresee our pupils graduating from with an understanding of their strengths and limitations to a degree whereby they can access appropriate support, enabling them to live independently and enter into healthy interpersonal relationships.
-  Pupil Aspiration 3 (PA3): Educated for Employment
We believe that pupils with autism have the ability to excel in differing working environments, working alone and in collaboration with others as their work requires. We see our graduates as energetic, talented, and possessing a can-do attitude that enables them to find job satisfaction, enjoyment, and an understanding of how to make a unique contribution as an employee.
-  Pupil Aspiration 4 (PA4): Educated for Society
We believe that pupils with autism can be responsible and active contributors to their local, national, and international communities. Central to this is an awareness and respect for all others in our society and supporting to contribute to political, social, economic and cultural life.



We believe that families should be key partners to support learning. We will ensure regular effective two-way communications on the social behaviour, interaction and on the learning progress encouraging parents and carers to share observations and concerns, helping to develop appropriate strategies focussing on the needs of the individual pupil.

Also we will encourage parents, carers, employers and voluntary groups to participate in training alongside school staff. Full details can be found in section D2.




The staff team will be selected for their high levels of empathy and their calm approach to managing pupils that can be both challenging and vulnerable. They will have knowledge and expertise of working with pupils with autism alongside in depth and current subject and curricular expertise. All will undergo a training programme in the interventions outlined, demonstrate a commitment on ongoing CPD and a willingness to implement the latest (evidenced-based) interventions.

They will provide an outstanding teaching and learning environment through activities that are highly motivating and matched to each pupil's needs. Rigorous monitoring, regular observations, and performance appraisals will ensure staff maintain outstanding standards and maximise each pupil's attainment opportunities.

Our vision for Excelling in Teaching and Learning has these aspirations:

-  Teaching Aspiration 1 (TA1) Educated in Excellence
Staff will receive high quality training each year from nationally recognised experts and regional best practice in collaboration with our partners in order that they can ensure that our pupils become ambitious learners making greater than expected progress. Their expertise will enable our pupils to become active, imaginative and successful learners, setting their own goals and striving to realise them – leading to outstanding learning and progress.
-  Teaching Aspiration 2 (TA2) Educated in Learning and Research
SGS Free School will partner with research bodies in order to draw on the latest proven evidence for effective teaching. Senior staff will link with similar institutions in order to assess adaptations to existing methods and models for learning. Active research will underpin our evidence based learning in collaboration with outstanding educational leaders.

Our vision for organisational excellence has these aspirations:

-  Organisation Aspiration 1 (OA1)
All staff, whatever their level of responsibility, will become experts in their field and key influencers in helping our pupils become ambitious educational achievers. Staff will be equipped with the skills to maximise outcomes and train others as appropriate.
-  Organisational Aspiration 2 (OA2)
SGS Free School will develop a strong outreaching partnership to link our unique learning programmes and support mechanisms locally, regionally and nationally. This will enable appropriate access for our pupils both during and post-school to a much wider range of life-enhancing opportunities
-  Organisational Aspiration 3 (OA3)
Young people with autism can suffer due to a lack of understanding within society generally. This hinders their participation as active members of the community. SGS Free School will create links with public and private (employer) bodies within the local community in order to raise awareness of how to support our pupils through placements, supported internships to be able to participate in work and wider communal life.











Proposed Outcomes

The SGS Free School will help its pupils attain far better outcomes than expected. Our standards and expectations will be high and above national averages. We will be aspirational for our pupils and their demographic. The Free School will challenge its pupils to achieve and will empower its graduates to lead a fulfilling life as co-contributors at work, play, home and in the wider community.

Our proposal would meet the unsatisfied needs of pupils with autism struggling to cope at a mainstream placement or who have significant needs that have resulted in out of area placement. It is due to the determination of such pupils and their parents/carers that their learning is not without success, however pupils are currently failing to reach their full potential and underachieve, suffering challenge, support and under-ambitious targets.

Key Performance Indicators

A full description of our performance targets can be found in section D2. We have identified ten key measures for overall School performance, key performance indicators. These are as follows:

-  85% of pupils meet national age related expectations at the end of key stages 1 and 2 (KPI 1)
-  90% of pupils at the end of key stage 3 meet national age related expectations (KPI 2)
-  100% of pupils achieve functional literacy and numeracy by the end of Key Stage 4 (KPI 3)
-  Over 90% of post-16 pupils achieve appropriate nationally recognised qualifications including vocational ones (KPI 4)
-  90% reduction in the number of incidents of challenging behaviour (KPI 5)
-  Zero fixed term exclusions and zero permanent exclusions (KPI 6)
-  95% of parents/carers state that they can see an improvement in their child's behaviour, level of anxiety and social skills (KPI 7)
-  99% participation in employment, supported internships or education - no NEET (KPI 8)
-  85% of lessons observed will be good or outstanding in the first year and in future years rising to 100% (KPI 9)
-  Graded at least Good at our first Ofsted inspection and Outstanding by our second inspection (KPI 10)

Section D: Education Plan


Part 1

Table D1

| | <i>Current number of pupils (if applicable)</i> | <i>2017</i> | <i>2018</i> | <i>2019</i> | <i>2020</i> | <i>Optimum</i> |
|---------------|---|-------------|-------------|-------------|-------------|----------------|
| Reception | | 4 | 4 | 4 | 4 | 4 |
| Year 1 | | 5 | 7 | 6 | 4 | 4 |
| Year 2 | | 4 | 6 | 7 | 6 | 6 |
| Year 3 | | 4 | 7 | 6 | 7 | 6 |
| Year 4 | | 4 | 6 | 7 | 6 | 6 |
| Year 5 | | 4 | 6 | 6 | 7 | 6 |
| Year 6 | | 5 | 6 | 6 | 6 | 6 |
| Year 7 | | 0 | 6 | 6 | 6 | 6 |
| Year 8 | | 0 | 0 | 6 | 6 | 6 |
| Year 9 | | 0 | 0 | 0 | 6 | 6 |
| Year 10 | | 0 | 6 | 6 | 2 | 6 |
| Year 11 | | 0 | 0 | 6 | 6 | 6 |
| Year 12 | | 0 | 6 | 8 | 6 | 6 |
| Year 13 | | 0 | 0 | 6 | 8 | 6 |
| Totals | | 30 | 60 | 80 | 80 | 80 |

Progression to Full Capacity

The pupil number forecasts in the above table are realistic and achievable having been calculated based on the following assumptions:

-  We have adopted a growth profile with a realistic **first year intake of 30 pupils**. As the identification of complex needs may require a longer assessment period, particularly in a new school we plan for **7** of these pupils will be on **enhanced** provision.

- As the School becomes more established we plan to recruit another **30 pupils through two intakes** September and April in the second year of operation. Here we have assumed that the **April intake will be 5 pupils on enhanced** provision. There will be then 10 in the **intake of enhanced pupils during the second year after opening**. Also during the second year we will commence our post-16 provision with an **intake of 6 Year 12 pupils**.
- In the third year, we plan to recruit a **further 20 pupils**, with **13 on enhanced** provision.
- As establishing a special school can be volatile due to the complexity of pupil needs, we feel it is sensible to start in year one with an intake of **primary pupils**. As this cohort moves through the School we will have three main intake points, Reception, Year 10 and Year 12. However this will not prevent us from accepting other suitable children in any other year group.
- Staff will be expected to teach across age and Key Stage groups from the beginning to ensure a high quality and personalised curriculum delivery.
- We have letters of support from both South Gloucestershire Council and Bristol City Council for **30 pupils in year 1 and 60 in year 2**, matching our intended recruitment profile. Please see letters of support, Figure E1 and E3. We have assumed lower numbers in Reception and year 1 as we anticipate there will be fewer young children at this stage with statements or EHCPs with the majority of these assessments happening during the primary phase.
- A phased approach to achieving full capacity enables the school to develop in a realistic way and allow it to adapt delivery accordingly.

Succeeding at Full Capacity

As all placements will be determined through the EHCP process in consultation with local authorities, it is possible that there will not be an equal distribution of pupils in each year group. However, differences in intake numbers will not affect our curriculum delivery because of our *Stage not Age* approach to learning which involves staff and facilities accommodating a range of different size groupings.

“My son goes to Warmley Park. The school struggles each year and they have to increase the numbers which means classes are getting bigger. We need more places than 80 to cope with demand.”

South Gloucestershire Parent

Part 2

Table D2 A Early Years

| Subject/other activity (e.g. enrichment) | Hours per week | Mandatory/ Voluntary | Comments |
|--|----------------|-------------------------|---|
| EYFS | | | |
| Literacy and Communication | 8 minimum | Mandatory | Skills are developed throughout play activities, 20 minutes per day discrete phonics teaching, daily reading activities |
| Mathematics | 5 minimum | Mandatory | Interwoven through play based activity, 30 minutes discrete teaching per day |
| Prime and specific areas of learning | | Mandatory | Throughout the school day – a mixture of teacher led and child initiated learning |
| Religious Education and British Values | 1.5 | Mandatory | Includes daily Collective Worship |
| Physical Education | 2 | Mandatory | Includes fine motor skills |
| Social and Emotional Aspects of Learning and Personal, Social and Health Education (SEAL and PSHE) | 7 | Mandatory | |
| Supported therapies | 1.5 | Voluntary | 1.5 hours of voluntary subjects depending on needs of individual |
| Total | 25.0 | | |

Table D2 B Primary - Outline guide – will be refined in line with the personalised pathways and will be designed to align with the timetable in mainstream schools as appropriate

| Subject/other activity (e.g. enrichment) | Hours per week | Mandatory/ Voluntary | Comments |
|--|----------------|----------------------|---|
| Key Stages 1 and 2 | | | |
| Literacy and Communication | 4.5 | Mandatory | Covers reading, keywords and journal writing |
| Maths | 4.5 | Mandatory | |
| Understanding the World | 3.0 | Mandatory | Through exploring themes/ topics developing an awareness of science and humanities |
| Computing/ICT | 0.75 | Mandatory | |
| Religious Education and British Values | 2 | Mandatory | Includes daily Collective Worship |
| Physical Education | 2 | Mandatory | Includes fine motor skills |
| Expressive Arts | 2.5 | Mandatory | Includes Music, Design Technology and Art |
| Independent Living Skills | 1.75 | Mandatory | Includes cookery. personal well-being, shopping and travel skills |
| Social and Emotional Aspects of Learning and Personal, Social and Health Education (SEAL and PSHE) | 1.5 | Mandatory | |
| Enrichment | 2.25 | Mandatory | Choice from the following: Forest skills Creative Play Sports Sound Discovery Keys Stage 2 Games Special interest |
| Modern Languages | 0.75 | Voluntary | 1.5 hours of voluntary subjects depending on needs of individual |
| Time for self | 0.75 | Voluntary | 1.5 hours of voluntary subjects depending on needs of individual |
| Supported therapies | 1.5 | Voluntary | 1.5 hours of voluntary subjects depending on needs of individual |
| Quiet time | 1.25 | Mandatory | Individual choice from activities such as Brain Gym, Special Interest, Outside activity |
| Total | 27.5 | | |

Table D3 Key stage 3 - Outline guide – will be refined in line with the personalised pathways and will be designed to align with the timetable in mainstream schools as appropriate

| Subject/other activity (e.g. enrichment) | Hours per week | Mandatory/ Voluntary | Comments |
|--|----------------|----------------------|--|
| Key Stage 3 | | | |
| Literacy and Communication | 4.0 | Mandatory | |
| Maths | 4.0 | Mandatory | |
| Science | 4.0 | Mandatory | |
| Computing/ICT | 4.0 | Mandatory | |
| Religious Education and British Values | 2.0 | Mandatory | Includes daily Collective Worship |
| Physical Education | 2.25 | Mandatory | |
| Expressive Arts | 0.75 | Mandatory | Includes Music, Design Technology and Art |
| Humanities | 0.75 | Mandatory | |
| Modern Languages | 0.75 | Mandatory | |
| Independent Living Skills | 1.75 | Mandatory | Includes cookery. personal well-being, shopping and travel skills |
| Social and Emotional Aspects of Learning and Personal, Social and Health Education (SEAL and PHSE) | 1.5 | Mandatory | |
| Enrichment | 3.0 | Mandatory | Choice from the following: Forest skills Creative Play Sports Sound Discovery Games Special interest |
| Total | 28.75 | | |

Table D4 - Outline guide – will be refined in line with the personalised pathways and will be designed to align with the timetable in mainstream schools as appropriate






| Subject/other activity (e.g. enrichment) | Hours per week | Mandatory/ Voluntary | Comments |
|--|----------------|----------------------|---|
| Key Stage 4 | | | |
| Literacy and Communication | 4.0 | Mandatory | |
| Maths | 4.0 | Mandatory | |
| Science | 4.0 | Mandatory | |
| Computing/ICT | 4.0 | Mandatory | |
| Religious Education and British Values | 2.0 | Mandatory | Includes daily Collective Worship |
| Physical Education | 1.5 | Mandatory | |
| Independent Living Skills | 1.5 | Mandatory | Includes cookery. personal well-being, shopping and travel skills |
| Social and Emotional Aspects of Learning and Personal, Social and Health Education (SEAL and PHSE) | 1.5 | Mandatory | |
| Enrichment | 2.75 | Mandatory | Choice from the following: Forest skills Creative Play Sports Sound Discovery Keys Stage 2 Games Special interest |
| Understanding the World Pathway | 3.0 | Voluntary | Covers Humanities and Modern Language |
| Arts Pathway | 3.0 | Voluntary | Covers Arts, Performing Arts, and Music |
| Vocational Pathway | 3.0 | Voluntary | Covers extensive work experience and bespoke vocational skills programme |
| Citizenship Pathway | 3.0 | Voluntary | Covers social and living skills |
| Self-directed Study | 0.5 | Mandatory | Individual choice from activities such as Special Interest, understanding career options or specialised therapies |
| Total | 28.75 | | |

Table D5

| Subject/other activity (e.g. enrichment)) | Hours per week | Mandatory/ Voluntary | Comments |
|---|----------------|----------------------|---|
| Key Stage 5 | | | |
| Mainstream post-16 option | 20 | Mandatory | This will be delivered by our partners, SGS College and Abbeywood School. Programmes will include: GCSEs, AS Levels, A Levels and vocational qualifications to match the pupil's ability, interest and intended career. Also will include enrichment and work experience. |
| Individual support programme | 3.5 | Mandatory | This will include specialised therapies, GCSE English and Maths if previously not achieved grade C or above, time for self, coaching or further independent living skills including working in the community. |
| Religious Education and British Values | 1.25 | Mandatory | |
| Physical Education | 1.5 | Mandatory | |
| Self-directed Study | 5.0 | Mandatory | |
| Total | 31.25 | | |

Section D1: The Curriculum Plan

Key Aspects

-  Key features of curriculum
 - **Personalised and challenging** to meet pupils' specific needs and to ensure greater than expected academic progress
 - **Focuses on developing pupils' literacy and numeracy skills to enable them to access their learning and the world of work**
 - A **blended curriculum** to develop social interaction and communication skills, behavior and build resilience
 - Adopting a **Stage not Age** approach so that pupils can succeed at a level that stretches and challenges
 - Incorporating good practices such as Autism Education Trust standards, Child Initiated model of Learning (CIL), Treatment and Education of Autistic and related Communication handicapped Children (TEACCH), Sensory Therapy, Attention Autism and Team Teach.
 - Nurtures independent living and employability skills embedded throughout the curriculum involving the local community, voluntary groups and employers.
 - Extending the curriculum offer through access to provision delivered by high quality partner organisations
-  **Supported transitions** to and from school and between key stages in partnership with parents, carers, employers, other providers and peers.
-  **Pupil centred assessment and targets** covering education, behaviour, communication, community related, employment and independent living skills
-  Ensuring all leavers take up the best option for future progression whether, employment or further training. **No leaver will become NEET.**
-  **Outstanding liaison with parents and carers**

Rationale for the Curriculum

SGS Free School's proposed curriculum reflects the particular needs of pupils with Statements of Special Educational Need (SEN) or EHCP with autism identified as the primary need. We will cater for those pupils with broadly average ability or high ability but who are unable to access a mainstream school due to their Special Educational Need. Typically these pupils will have a diagnosis of autism including Asperger's Syndrome or High Functioning Autism (HFA). Throughout this proposal we will refer to the pupil cohort as pupils with autism.

We will provide a comprehensive learning experience, from ages 4 to 19, to enable pupils to fulfil their individual educational and social potential. Our planned *Stage not Age* approach to learning underpins the curriculum. The SGS Free School will provide a personalised curriculum and culture taking full account of every pupil's sensory needs. The aim is to facilitate **accelerated development** from starting points below expected

achievement for age to exceeding national expectations. This will be achieved by delivering a pupil centred curriculum with individual support to overcome social behaviour and communication difficulties. A central strategy will be celebrating and rewarding positive behaviour, educational success and social/communication fluency.

Children with autism have learning needs characterised by the triad of impairments listed below:

1. Difficulties in communication – both receptive and expressive (e.g. failure to initiate conversation, appropriate language, terse response)
2. Difficulties in forming effective social relationships (e.g. ignorance of non-verbal cues, abrupt or stiff body language)
3. Impairment of imagination and flexibility of thought (e.g. inflexible cognitive orientations and processing)

It is expected that our children will have the following associated factors:

1. Impaired interpersonal communication
 2. General Social Clumsiness
 3. Poor repertoire of nonverbal communication behaviours
 4. Odd speech couple with pedantic forms of address and response
 5. Resistance to change
 6. Fondness for repetitive activities
 7. Selective intense interests (hobbies)
- (Wing 1981⁴)

In addition, pupils may also have sensory difficulties, suffer from extreme anxiety and have low self-esteem. SGS Free School will be dedicated to mitigating such suffering enabling pupils to cope more effectively with the physical and emotional changes that adolescence, in particular triggers, thereby increasing the pupils' learning receptivity, attainment and skill base. We anticipate that many of our pupils will have difficulties in the following areas:

1. Interpersonal problem-solving skills
2. Accurate processing of social information
3. Social perception and perspective taking
4. Cognitive distortion and maladaptive thinking styles
5. Social knowledge
6. Environmental contingencies for social responding
7. Social opportunities for modelling and teaching of pro-social skills by others
8. Emotional regulation (e.g. anxiety and anger management)
9. Self-regulation and self-monitoring
10. Ability to perform social skills

Spence (2003)⁵

Such a wide variety of abilities and complex social, emotional and communication issues is, therefore, evidence of the need for a highly personalised curriculum offering the relevant support and accreditation goals that enable success for each child. Key skills will be identified for each pupil to acquire through a variety of pedagogies. The curriculum

⁴ Wing, L. (1981) 'Asperger syndrome: A clinical account'. *Psychological Medicine* 19, 115-130









⁵ Spence, S.H. (2003) 'Social skills training with children and young people: Theory, evidence and practice.' *Child and Adolescent Mental Health* 8, 84-96

tailored to pupils' interests will be a central strategy for raising attainment through the highly effective use of the environmental and pedagogical approaches.

Those children referred due to specific challenges or excluded by previous schools will initially spend the majority of their day in small class-based learning environments but will in time be given the opportunity to access part of the mainstream curriculum and can have some inclusion into larger groups and mainstream lessons with support. Depending upon their ability, they will also have access to the range of provision delivered by the primary, secondary and college partners usually accompanied by Learning Supporters.

Case study (standard provision)








Strategies and resources in place:

-  A structured routine in the morning. Clear meet and greet process and access to quiet time for breakfast.
-  Support in classes where needed, small group and individual teaching for some subject areas.
-  Access to a speech and language therapist and a detailed social language programme (reviewed every 6 weeks), implemented by the wider team.
-  A high level of mentoring.
-  Ongoing conversations with the family to provide a consistent approach to behaviour support.
-  Use of the Homunculi Approach (based on Cognitive Behaviour Therapy principles) to support health and wellbeing and to encourage Josh to manage his anxiety, anger and to better understand the perspective of other people.
-  Access to an environment to reduce sensory overload and provide an appropriate sensory diet.
-  Supportive staff who understand his needs and can provide teaching approaches for pupils with autism. Access to a personalised learning programme to meet individual needs and areas of strength

Our curriculum can be differentiated and personalised in order to meet a wide range of types of pupil need in addition to their Special Educational Need as referenced in more detail in Section D4.

This will include pupils in receipt of the pupil premium (15%) looked after children (1.2%), BME 8.2% EAL (8.2%) and gender (5-10% girls) The numbers in brackets signify the forecasted incident level as related to the overall cohort in local schools.

The SGS Free School will provide the curriculum programmes to meet the specific needs of the pupil through the following key features

-  **Flexible and challenging** curriculum that allows children to make accelerated progress and is tailored to their individual needs and interests. Curriculum engagement will be enhanced through offering learners a curriculum which allows them to follow their own interests and areas of expertise whilst developing key curricular skills.
-  Wide range of enrichment activities to develop **social interaction skills and confidence**.
-  Developing learning to learn skills.
-  **Helping learners to understand their strengths** and to develop tools to help them through life and also to celebrate their strengths and achievements.
-  Focus on **increased inclusion** with society; supporting progression to further study and/or employment.
-  Designed to address **sensory needs**.
-  Personalised and child initiated learning approach

Pupils will have access to and can attain formal qualifications and career pathways in line with the majority of their peers. Not only will the curriculum be **personalised** to each individual child, enabling them to excel and also to be supported where required, the curriculum will also feature **child initiated learning** (CIL). This will encourage pupils to take responsibility and to extend their learning through investigation, interaction, observing others and trying new skills and opportunities with the support of a teaching team, highly skilled in autism education that will enable every learner to make outstanding progress. The National Curriculum is being delivered in our partner schools ensuring that inclusion opportunities can be maximised. For many pupils, the curriculum will need to concentrate on Communication, English, Mathematics, Science, Computing and PSHE. All compulsory National Curriculum subjects will be taught including a Foreign Language, PSHE and SEAL.

The SGS Free School will draw on the **Autism Education Trust (AET) Standards** which describe the key elements of good practice for pupils with autism. The Standards focus on four aspects: the individual, building relationships, curriculum and learning and enabling environment and will help shape our curriculum.

All pupils (standard and enhanced placements) will be taught in a small groupings within the Key Stage by a teacher with specialist autism knowledge and experience. This is crucial to ensure that all tasks are presented in a way that pupils can access, i.e. highly visual, structured, unambiguous and in graduated small steps. Teachers will use a variety of communication techniques at all times informed by the careful assessment of each child's understanding of language. Each class will be supported by at least one Learning Supporter, who will be similarly trained and experienced. The high pupil-adult ratio is necessary to support individual planning, assessment and learning and will also allow flexibility in groupings within a class due to the wide spectrum of abilities. It is anticipated that those with a higher level of needs (identified on their Education Health Care Plan) will be placed in the enhanced funding band and these pupils will therefore have access to a slightly higher level of Learning Supporter input. This may be provided on an individual

basis (e.g. time out sessions to reduce anxiety or challenging behaviour) or on a group basis (e.g. social skills group led by the SaLT). Pupils in the enhanced provision may also have access to additional therapies according to identified needs (e.g. weekly SaLT or art/play therapy).

Case study (enhanced provision)

- Complete lack of interest in learning. Refusal to commit any mark to paper- instantly spent great lengths of time rubbing out any mark.
- Continuous obsessive talking about a favourite computer game. Carries iPad and played computer game at every opportunity
- Very concerned about his special diet, fanatical about checking ingredients on food packaging.
- Expressed severe worries about loss for example lost friendships, loss of ability, potential loss of ill relative, loss of normal diet
- Highly sensitive to noise and movement, covered his ears or used ear defenders
- Lack of social skills, no social barrier and unable to withhold a comment which may be taken to heart or misinterpreted by another pupil
- Unable to control movement and exerting too much force or pressure on objects e.g. in PE throwing a ball hard directly at people rather than throwing it for them to catch
- comment "Sometimes when people are talking I just want to press the pause button and replay it slowly"
- Very disruptive – argumentative with peers and staff; verbally and physically aggressive
- Frequent "meltdowns" when it is difficult for him to be calmed. He can be inconsolable and cries when really anxious.
- CAMHS are involved due to concerns regarding his aggressive behaviour and self-harming (head banging)

Interventions provided to meet need

■ is a complex young person with significant strengths in Science, ICT and maths. He struggles to understand a full range of social situations and needs help to manage them. He has frequent meltdowns and can be aggressive to his environment e.g. punching walls and kicking doors and his peers and staff.

Case study (enhanced Provision)

Strategies and resources in place:

- Regular (termly) multi-professional meeting with schools, professionals and parents to support [REDACTED] in school and at home
- Access to a speech and language therapist (SaLT) and a detailed social communication language programme (reviewed every 2 weeks), implemented by the SaLT and specialist language assistant across curriculum areas. Speech and language therapy 30minutes per week on a 1:1 basis
- A structured routine in the morning. Clear meet and greet process in place with additional staffing
- Local authority transport with an escort and only one other pupil. He is mentored often by Learning Supporter whilst still in car in the morning in order to talk him into entering the building. Identified health and safety risk on transport
- Learning Supporter visits home and acts as a key worker between school and home. Close liaison with the CAMHS service by school and the Learning Supporter. Individualised tasks to develop greater personal, social and emotional development
- Occupational therapy programme (reviewed every 6 weeks) in place
 - OT liaise with home and teachers to work on fine motor skills to encourage handwriting and also relaxation techniques.
 - Relaxation sessions, yoga and weighted blankets sessions
 - Opportunities to drum (discovered [REDACTED] enjoyed the drumming sensation on big drums and counting rhythms)
 - Rebound therapy on the trampoline
- A personalised curriculum which includes
 - Working in a small group (usually 4) and has some individual teaching sessions each day
 - 1-1 teaching in literacy and Maths
 - More opportunities to complete Science ([REDACTED] favourite subject) based activities and projects delivered through our *Understanding the World* curriculum area
 - An opportunity to learn a modern foreign language ([REDACTED] interest)
 - Physical development tailored to help [REDACTED] gauge force and distance- badminton and swimming once a fortnight.
 - Regular and frequent communication with parents
 - Rewards linked [REDACTED]
 - Opportunities to visit places of interest to [REDACTED] in the community.
 - Managed and timed use of ICT to reduce frustration and obsession.

Pupils will be taught in small groupings within the Key Stage by a teacher with specialist autism knowledge and experience. This is crucial to ensure that all tasks are presented in a way that pupils can access, i.e. highly visual, structured, unambiguous and in graduated small steps. Teachers will use a variety of communication techniques at all times informed by the careful assessment of each child's understanding of language. Each class will be supported by at least one Learning Supporter, who will be similarly trained and experienced. The high pupil-adult ratio is necessary to support individual planning, assessment and learning and will also allow flexibility in groupings within a class due to the wide spectrum of abilities.

Throughout our curriculum plan we have 'tracked backwards'. Our founding rationale is always optimum attainment post-16. We want our pupils to leave us with the appropriate skills that enable their successful transition to adulthood. We have therefore prioritised methodologies and a curriculum that provide a clear, flexible, developmental and linear pathway to those core principles in adulthood. This 'tracked backwards' approach means that from Early Years to the end of Key Stage 5, our compulsory curriculum emphasises functional skills, social skills, and independence.

We will also promote opportunities for inclusion with the local community including voluntary groups and employers in order to develop employability and independent living skills in partnership with our employer groups and community supporters.

"The key feature should be that each child is considered individually - children learn differently. Teaching staff should work with parents very closely to understand and manage each child's needs. Communication with parents should be a key feature."

"He finds the nature of a larger mainstream class (30 pupils) is setting off his additional sensory issues and this is affecting his ability to concentrate and therefore progress."

"Clearer understanding that high functioning children have needs too, that their appearing "normal " is no reason to over look how hard they are struggling to fit in."

South Gloucestershire Parents





*"Young people on the **Autistic Spectrum** are typically locked into their idiosyncrasies to some extent. Being transported to an alien environment such as the forest can be unsettling at best. Gone is the security of the familiar and the routine. Everything, even getting out of the bus amongst the trees can prove a challenge. Despite my own misgivings, I have seen nearly every child gradually relax in the forest and push the boundaries of their own little worlds"*

Improving lives by ensuring the best for our pupils

Vision of the SGS Free School

The SGS Free School will work with children whose starting point is, generally-speaking, far behind their peers.

The aspirations of our Education Vision are:

-  Aspiration 1 (A1): Educated in Excellence
-  Aspiration 2 (A2): Educated for Life and Living
-  Aspiration 3 (A3): Educated for Employment
-  Aspiration 4 (A4): Educated for Society







Our aspirations are planted in a context of celebration. The SGS Free School will stand out by providing outstanding conditions for our pupils to flourish.

Pedagogic Styles and Methodology

One of the factors affecting the educational development of pupils, indeed people in general, is their preferred style of learning. We each have preferences for particular ways

of receiving information that helps us best process it. The tendency of learners with autism is that they are more likely to rely on only one style of learning. A process of observation will be used to determine his/her primary style of learning. For example, if an autistic child enjoys looking at books (e.g., picture books), watching television (with or without sound), and tends to look carefully at people and objects, then he/she may be a visual learner. If an autistic child talks excessively, enjoys people talking to him/her, and prefers listening to the radio or music, then he/she may be an auditory learner and if an autistic child is constantly taking things apart, opening and closing drawers, and pushing buttons, this may indicate that the child is a kinaesthetic or 'hands-on' learner. Our chosen methodologies need to reflect these different ways through which learning takes place. Consequently we've chosen the methods/programmes outlined below.

We will adopt an eclectic approach of teaching techniques drawing on methods and approaches that we feel will benefit the individual and group, drawing on a range of approaches and selecting the techniques that best support the individual pupil. We will draw on:

-  TEACCH (Treatment and Education of Autistic and related Communication handicapped Children) which helps to support children through visual learning
-  Child Initiated Learning where learning is centred around children's own interests.
-  Functional Analysis, which helps to identify why certain behaviour is occurring.
-  Sensory therapy, which assists pupils in coping with sensory differences
-  Attention Autism, which teaches pupils to focus, sustain and shift attention
-  The Homunculi Approach, a CBT-based approach which is designed to build social and emotional resilience and is particularly suited to those with high functioning autism or Asperger's, who often have difficulty identifying troubling feelings such as anger, fear and anxiety

Treatment & Education of Autistic and related Communication-Handicapped Children (TEACCH)

Autistic pupils often have difficulty with receptive and expressive language, sequential memory and handling changes in their environment. The TEACCH method provides the individual with structure and organisation to respond to these difficulties. It concentrates on five key areas: Physical Structure, Scheduling, Work System, Routine, and Visual Structure.

Once established, the TEACCH system is primarily used to assist the autistic individual in better understanding his/her environment. The system works by consistent application across a variety of environments. SGS Free School will adopt the TEACCH method in five key ways:

1. Understanding the culture of autism
2. Developing an individualised person/family-centred plan for each pupil, rather than using a standard curriculum
3. Structuring the physical environment
4. Using visual supports to make the sequence of daily activities predictable and understandable
5. Using visual supports to make individual tasks understandable

In using the TEACCH approach the SGS Free School will enable pupils to overcome the following difficulties that they commonly experience preventing them becoming successful learners:

- 🌀 relative strength in and preference for processing visual information (compared to difficulties with auditory processing, particularly of language)
- 🌀 frequent attention to details but difficulty understanding the meaning of how those details fit together
- 🌀 difficulty combining ideas
- 🌀 difficulty with organising ideas, materials, and activities
- 🌀 difficulties with attention (some individuals are very prone to distraction, others have difficulty shifting attention when it is time to make transitions)
- 🌀 difficulty with concepts of time, including moving too quickly or too slowly and having problems recognizing the beginning, middle, or end of an activity
- 🌀 communication problems, which vary by developmental level but always include impairments in the social use of language (called “pragmatics”)
- 🌀 tendency to become attached to routines, with the result that activities may be difficult to generalize from the original learning situation and disruptions in routines become upsetting, confusing, or uncomfortable
- 🌀 very strong interests and impulses in engaging in favoured activities, with difficulties disengaging once engaged
- 🌀 marked sensory preferences and dislikes

SGS Free School Therapy Services

The Statement or EHC Plan will indicate the required therapies necessary for each child's learning and attainment. It is expected that the identified cohort attending SGS Free School will require at least a Speech and Language Therapist (SaLT). Pupils also might benefit from other therapies including Occupational, Physio, Music, Art or Play Therapy.

Speech and Language Therapy




All pupils will have some difficulties in communication and social skills. We, therefore, will employ the services of a SaLT to work with pupils, staff, and parents/carers in developing Personalised Learning Plans (PLPs) for all pupils to develop their communication skills. The following methods will be employed to bring this development about:

- 🌀 Think Social®
- 🌀 Picture Exchange Communication System (PECS)
- 🌀 Makaton®
- 🌀 Social Stories™
- 🌀 Comic strip conversations
- 🌀 Tacpac® (Tactile and Communication Pack)
- 🌀 Intensive Interaction

Personalised Learning Plan

All aspects of each pupil's academic and therapeutic curriculum will be detailed in a comprehensive Personalised Learning Plan (PLP). The plan will target the pupil's specific difficulties and barriers to learning related to communication, social skills, behaviour, flexibility of thought, problem solving, citizenship and independence. Our educational provision seeks to enable pupils to become successful, independent and confident individuals and so improving their:

- 🌀 Knowledge
- 🌀 Attitude
- 🌀 Skill acquisition
- 🌀 Complex discourse skills

-  Organisation of task and time
-  Socio-emotional expression
-  Communication

The Plan will form the basis for assessment of progress and modification of provision. The PLP will contain Specific, Measurable, Achievable, Realistic, and Time-bound (SMART) targets and be reviewed each term (6 times per year).

The PLP is an essential environment for personalising the curriculum. It requires frequent review because pupils with autism can differ markedly between each other. Peers can have very different abilities and these can change significantly from subject to subject and over relatively short periods of time.

There are some common elements that are features of our planned primary, secondary and post 16 curriculum and we outline these below.

The Learning Environment

All rooms in both primary, secondary and post 16 will be large with clearly designated areas for individual and group work. The primary facility will include a Calming Room, Sensory room, Therapy room, a designated Outdoor area, Food Technology areas, staff work areas, forest skills area, as well as classrooms for each year group. The secondary facility will contain facilities for exercise and gym, a Science room, Art & Design room, a dedicated Outdoor area, ICT and Food Technology facilities, staff room, a Calming room, Therapy room, specialist changing facilities, and, of course, classrooms. Rooms will be adapted for other activities. SGS College will provide access to other facilities including the running track, gym and indoor five a side football pitch.

The SGS Free School's premises and the Curriculum Outline reflect an understanding that pupils with autism need appropriate subjects and methods of curriculum delivery. We understand that, more than for most pupils, those with autism need to have a strong sense of safety and security in order to meet the challenges of ambitious aspirations. The pedagogical approaches, curriculum and therapies therefore will be provided in an environment that reflects this. Furnishings, decorations and lighting will be of a type to minimise sensory distress and allow greater focus on work tasks. Research⁶ has proved these to be the most conducive context for optimum learning. All pupils will have an individual workstation.

Curriculum Overview

The SGS Free School will follow the Early Years Foundation Stage Curriculum and adapted 2014 National Curriculum at all key stages. We will teach the pupils within their key stage grouping rather than by age so they can work with pupils of similar skill levels. They will not be restricted to working in one teaching group of the same aged pupils but grouped according to their ability in subject areas within the wider key stage group.

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- ⁶ Goodwin, M.S.; Groden, J.; Velicer, W.F.; Lipsitt, L.P.; Grace Baron, M.; Hofmann, S.G.; Groden, G. (2006). Cardiovascular Arousal in Individuals With Autism. *Focus on Autism and Other Developmental Disabilities*, 21, 100–123.
 - Hirstein, W.; Iversen, P.; Ramachandran, V.S. (2001). Autonomic Responses of Autistic Children to People and Objects. *Proceedings. Biological Sciences/The Royal Society*.

Progression rates will be carefully measured and the curriculum delivery will be designed to provide catch-up on any learning where pupils have been slower to progress and a fast track in subject areas where pupil strengths are evident.

The curriculum will be planned and structured according to pupil interests and abilities, and will include further enrichment including, for example, introductory horticulture. Technology is a key skill for all pupils and enhances pupil motivation and engagement; the use of appropriate technologies will be interwoven throughout the curriculum. This will give learning a natural depth and technological breadth that establishes a pattern to continue throughout a pupil's learning journey. PSHE will be part of the core curriculum. This reflects and addresses the difficulties experienced by pupils with autism. Both PSHE and communication will be key areas – skills learnt will be transferable and necessary in accessing other aspects of the curriculum.

Curriculum enrichment will be provided by a supplementary sensory curriculum which will include sensory integration activities for pupils as appropriate. Music and art therapy will regularly be provided to meet pupils' emotional needs. Speech and language therapy will be prioritised in order to develop all possible aspects of communication. Pupils will be offered opportunities to manage their own anxieties with support through approaches such as yoga/meditation classes and mindfulness training. The use of an engaging and adaptive environment will also do this through forest skills, outdoor learning, sensory rooms and free flow learning environments.

The curriculum will place significant emphasis on learning and practising skills in the community through regular outings and experiences. Doing so helps pupils to generalise learned skills and become responsible citizens who can play their role in their community. The school will have access to mini-buses to support trips into the wider community and is geographically located within walking distance of local shops and cafes which will be used to practise skills learned in class, as well as for example, travel training.

The Primary Curriculum

Early Years Foundation Stage

The Early Years Foundation Stage curriculum will be as that in the primary phase of our partner schools. Pupils will be able to choose and plan their own learning journeys with skilled intervention from adults. The provision will be set up to ensure that all six areas of learning are covered by all children, who will be able to work in depth at their own levels.

There are 7 areas of learning that shape educational programmes. The three prime areas are:

1. Communication and literacy
2. Physical Development
3. Personal, social and emotional development

These are strengthened by a further 4 specific areas:

1. Literacy
2. Mathematics
3. Understanding the world
4. Expressive arts and design

There will be a focus on the direct teaching of play skills, communication, independent skills and phonics using letters and sounds. Access to outdoor learning will integrate with class-based learning, the outcome of which will be for children to maximise the depth and

breadth of their learning potential. Each area of learning involves participating in both adult and child initiated activities. Play is the foundation for learning and is considered essential for building children's development and confidence, and we will be sensitive to recognising emerging responses and skills in pupils. The Edison Curriculum will form part of the curriculum and assessment structure for pupils and teachers. It supports attainment for the former by creating goal-setting opportunities whereas for the latter it supports attainment in providing the assessment tools, planning options, and overall framework to see next steps in the context of the whole learning paradigm.

Key Stage 1 and Key Stage 2

Within Key Stage 1 and 2 we will provide access to curriculum themes covering the areas of:

Key Stage 1

Core Subjects

Communication
English
Mathematics
Science
Independent living skills

Key Stage 2

Core Subjects

Communication
English
Mathematics
Science
Independent living skills

Foundation Subjects

Art and design
Computing
Design and technology
Geography
History
Music

Art and design
Computing
Design and Technology
Geography
History
Music

Physical Education

Physical Education

Religious Education and the Development of British Values
Personal Social and Health Education (PHSE)
Social and Emotional Aspects of Learning (SEAL)

Our primary curriculum will be personalised based on the needs, skills and strengths of the individual pupils placed at the School. We will provide a theme based curriculum which will mirror the Early Years Foundation Stage in approach whilst teaching the demands of the primary National Curriculum. There will be an emphasis on the development of literacy, numeracy, communication, computing and personal and social effectiveness. We know that children with autism learn at their own pace and for this reason our foundation curriculum continues into Key Stage 1 for pupils where it is needed. Those who achieve the Good Level of Development will progress to Key Stage 1 curriculum.

We are committed to providing a solid foundation in literacy and mathematics in order to promote effective learning across the whole curriculum. Themed teaching will be adopted for the delivery of the primary curriculum. Themes for the Foundation and Key Stage 1 group might include: Ourselves and our groups (Communities, school, UK and beyond) Celebrations (Cultures, history, parties, food and Christmas) Toys and Games (Play,

building toys, board games, rules, and social skills), Spring (weather, plants and animals), Superheroes and Animals. Also there will be Cultural Diversity.

Key Stage 1 Years 1-2

We have prioritised English due to the difficulties all pupils' experience in communication. Developing speaking and listening skills, as well as reading (with comprehension) will support pupils' life skills and their access to learning in other areas. In Key Stage 1, the curriculum is delivered through a play based, child interest led approach which enables children to choose activities and subjects appropriate to their interests, skills, and abilities. Once established, pupils will learn the skills to both make decisions and communicate effectively in order to maximise their educational progress. Key skills will be planned through this curricular approach to enable children to make enhanced progress in all aspects of the National Curriculum.

Edison will be used to structure goal-setting and each pupil's Personalised Learning Plans. The Edison Curriculum will also be used to help guide this process and maximise the learning opportunities of children who are working below level 1 of the National Curriculum on P-levels. Due to the difficulties that pupils with autism can have in generalising learning, the school will use themes to link learning and add meaning and context. Art Therapy, Performing Arts and Dance will be offered for pupils who will benefit from exploring their emotions using these media. Physical activity is encouraged in structured PE lessons and regular soft play sessions. These physical activities reflect elements of the SGS College Physical Exercise Regime for young people with autism.

Key Stage 2 Years 3-6

The timetable for Key Stage 2 is the same as that for Key Stage 1 except for the addition of Languages. This provides continuity, an essential feature for pupils to feel secure in assessing (and helping to implement) how their interests and skills can be finely woven into their educational development. Throughout SGS Free School's curriculum this focus will help give the child awareness that though they may sense their difference from most children this is one of degree rather than kind. Consequently they can feel themselves to be as much part of society as anyone else, an environment in which they can feel at home and participate fully, independently, and responsibly. The PLP, central to this structure, will be able to adapt, following review, from term to term in order to accommodate differing rates of development. Children will be given appropriate goals and guided to find the right ability range for them at any one time. If a pupil's abilities change rapidly over a relatively short period we will phase pathways in gradually so as not to disturb their well-being. The SGS Free School will recognise the value of continuity in providing a secure environment for a child's natural development to proceed unchecked both whilst at the school and beyond it.

Following the 'New Horizons' ASDAN course for those pupils aged 9 to 13 who are working below level 1 of the National Curriculum. This programme will allow them to progress in key areas (such as Preparing for Adulthood). It will also provide a stepping-stone to V Cert Qualification courses in Key Stage.

Pupils with autism tend to be highly visual learners and both motivated and skilled in Computing. We will, therefore, prioritise Computing as a curriculum subject and as a tool for learning. KS1 and KS2 pupils will have full access to Computing equipment and individual laptops or tablets if these are required as an augmentative communication tool.

Each curriculum theme will incorporate curriculum areas and provide many opportunities

to link literacy and numeracy helping children to achieve a range of learning goals. Themes can be repeated to provide learning tasks at different levels of ability. There will be opportunities to allow pupils to select or add to the curriculum themes through discussions at the School Parliament.

Secondary Curriculum

Within Key Stages 3 and 4, we will provide access to curriculum themes covering the areas of:

Key Stage 3

Core Subjects

English
Mathematics
Science
Independent Living Skills

Foundation Subjects

Citizenship
Geography
History

Modern Foreign Language⁷ (MFL)
Computing
Design and technology
Art and design

Key Stage 4

Communication

English
Mathematics
Science
Independent Living Skills

Foundation Subjects

Citizenship
Understanding the World
(Includes History, Geography and Modern Language)

Computing

Performing Arts (Music, Art and Drama)

Vocational
(Digital Technology, Engineering and Construction)

Physical Education

Sex Education and Relationships

Personal Health and Social Education

Social and Emotional Aspects of Learning

Religious Education and the Development of British Values

Pupils will also follow accredited courses across Key Stage 3 and Key Stage 4.

Particular emphasis during secondary education will be given to preparing pupils for independent life after they leave SGS Free School. Our aim will be to develop each individual to be able to work and study integrated with others, facilitating our pupils' ability to access mainstream provision post-16.

Pupils will follow a core curriculum centred around English and Mathematics with access to other statutory subjects. This access will be at a level appropriate to the pupil's ability

⁷ At key stage 2 the subject title is 'foreign language'; at key stage 3 it is 'modern foreign language'

profile. For pupils who continue to require a full time placement at SGS Free School, there will be a tailored individual curriculum which will incorporate the statutory curriculum described above. A wide range of courses will be available. Pupils will follow a learning pathway which will provide access to a suite of accredited qualifications. These pathways are described below, however, there will be flexibility for pupils to access subjects across a number of pathways where appropriate. Careful consideration will be given to the most appropriate subject choices for pupils, based on their ability to access Level 1, Level 2 and the EBAC. This subject choice determines their post-16 pathways.

Personalised Learning Plans (PLPs) follow from Key Stage 2, reviewed with the teacher, pupil and parent/carers, to indicate an appropriate pathway to fulfil their specific needs and aspirations. Again, these will be monitored and reviewed six times a year and adapted to meet the changes revealed.

For pupils who are entering the SGS Free School at Key Stages 3 or even 4, a baseline assessment will be conducted in the first three weeks to provide information which will be used to draw up a PLP with parents/carers. This data provides the baseline from which expected progress will be mapped across KS3 and 4 and will determine the most appropriate pathway. The National Curriculum will be the basis of this provision but access will be determined by the pupil's specific need.

A T-TAP assessment will determine individual transition skills and provide a record of skills that will be required for each pathway taken. At Key Stage 4 pupils are likely to follow divergent courses in line with their abilities. The provision will include access to Entry Level 1 and Level 2 course. The curriculum will focus on nationally recognised qualifications – GCSEs, COPE, V Cert Qualifications and BTECs.

Where appropriate pupils will have access to the EBAC with this provision supported by mainstream partners. Subject provision will provide a broad and balanced suite of qualifications and will take account of Progress and Attainment 8 where appropriate. There will be a key focus on maximising skills in English and mathematics to provide the best progression pathways Post 16. There will also be a strong emphasis on Science and Computing. The curriculum will also widen to encompass common practical skills such as handling a budget, cleaning, making snacks and community skills. We will prepare pupils for living as independently as possible in adulthood.

Teaching staff would 'double-up' on their subject knowledge so that they could provide two subjects such as English and Computing or Mathematics and Science, Food Technology, Creative Media, Photography, Art. This 'doubling-up' would be a focus within the recruitment process in identifying teachers' first and second subject specialism. Rigorous recruitment and high quality professional development would ensure that standards remain high in the delivery of a second subject by a member of staff.

Optional Programmes at Key Stage 4

SGS Free School has the expectation that all pupils can achieve to the very best of their ability. As many courses as possible will be nationally accredited, such as GCSE or V Cert Qualifications (vocational) awards, for whom this career path is more appropriate. The Key Stage 4 curriculum will focus on preparing pupils to become as independent as possible and achieve, academically and socially, to the best of their ability.

In addition, there will be four options available to those pupils who continue to require a full time placement at SGS Free School. These will provide access to a suite of accredited programmes within the qualifications framework.

The four learning pathways to be offered are:

Understanding the World

Pupils will have the opportunity to study History, Geography, Modern Foreign Language (MFL) and to understand further different cultures of the world.

Creative and Performing Arts

This pathway will focus on creative and performing arts to develop imagination and creativity. This will help to foster empathy and a more outward looking approach.

Vocational

Access to a range of qualifications includes: construction, manufacturing, photography, animal care, sports performance and management and digital technology including gaming and cyber security. Examples of possible qualifications are V and BTEC Certificates, Extended Certificates and Diploma in Engineering.

An essential part of this pathway will be vocational work experience and supported internships. The role of the Learning Supporter will be critical in working with placements according to the different stages of pupil confidence and social interaction.

Citizenship.

This pathway will allow the pupil to explore and develop their social responsibilities and communication and interaction skills.

Topics might include: supported work in the community, animal care, social awareness as well as exploring topical subjects in the media. Pupils will be encouraged to research topics and to understand and celebrate the differences between people of different background, religion and interests. Other options could include enterprise skills where pupils can plan, research, make and sell items to the local community.

Post-16 Curriculum

One of the main aims of the SGS Free School is to support the progression of children and young people throughout their education to enable them to participate actively in adult life, encouraging confidence and the development of independent living skills.

In order to achieve this ambition, we will provide supported access to mainstream provision at post-16 via a “Resource Base” model of delivery. The SGS Free School will become a member of the Concorde Partnership (see Annex E for letters of support from all Principals/headteachers) which opens up access to an extensive and varied range of courses leading to accreditations at all levels. The Concorde Partnership already provides shared Post-16 provision across five establishments – including the provision of transport between sites if appropriate. All courses provided by the Concorde Partnership demonstrate a coherent learning pathway from KS4 to KS5 and access to specialist and high quality teaching. Our pupils will therefore have the same access to post 16 courses that other pupils placed at South Gloucestershire mainstream schools and the UTC already have.

The Concorde Partnership provides an extensive programme of Level 3 courses – vocational and academic - which pupils will be able to access at the different sites with specialist facilities whether studios, laboratories, theatres or sports fields. Subject choice is extensive and reflects new technologies and growing links with industry ranging from Engineering and Electronics to Food Technology and Resistant Materials as well as Mathematics, Environmental Science and geography and Media. The aim of the Concorde Partnership is to provide a wide range of opportunities matched to student needs commissioned according to what students need and want to study. The range of courses reflects the changing demands of universities and the local and national labour market. The progression routes would then be to Higher Education, Apprenticeships, employment or Further Education.

Post-16 provision at SGS Free School will be based on a resource base model with the main delivery taking place through the Concorde Partnership. This will enable our pupils to achieve qualifications whilst at the same time accessing specific, tailored support from SGS Free School staff, who, as well as being specialists in autism, know the individual pupils and best approaches and learning styles to use.





SGS Free School will provide a safety net, a safe haven for pupils when feeling anxious as well as an individual support programme depending on individual need. This could include further opportunities to achieve the requisite English and Mathematics standards post-16; specialised therapies, Independent Living Skills, further work or community experience, outdoor activities, special interest or supported self-study.

Other examples of curriculum provision Post 16 that can be accessed through The Concorde Partnership including SGS College would include the Foundation Studies Programme - an extensive range of courses at Entry and Level 1.

The aim of the Programme is to provide learners with the skills needed to progress into further education training or employment. These are supported by relevant vocational experience and qualifications and based in a pupil's Graduation Plan. The continuous supportive environment of assessment and monitoring means the curriculum can be tailored to learners' strengths, interests and future employment plans.

The programme could include: Animal Management and Conservation, Art & Design, Creative Media Production, Performing Arts, Information Technology, Business Administration, Construction (maintenance), Bricklaying, Carpentry, Electrical, Painting & Decorating, Plastering, Plumbing, Childcare, Hair & Beauty, Beauty Therapy, Hairdressing, Health & Social Care, Public Services, Sport

There are also a range of programmes focussed on improving English and mathematics alongside a range of vocational subjects including:

-  Employability – focus on developing Employability and Workskills
-  Gateway to College – aim of a smooth transition from previous education to further College courses
-  Horticulture & Environment – developing self-confidence, independence and workskills
-  Passport to Independent Living – focus on preparing learners for a smooth transition into adulthood

However, a small number of Post-16 pupils may still not be ready to access this provision directly and so will benefit from having further time at the SGS Free School. These pupils

will remain at the school for Year 12 and continue a much more supported personalised learning programme.

The key driver for the design of the curriculum post-16 will be to equip pupils for the next stage of their education, training or employment. We will plan for future transitions by supporting pupils to acquire the necessary life skills to prepare them for future educational institutions, such as in SGS College, University and work with training providers as appropriate. Please note SGS College is an Associate Faculty of the University of Gloucestershire.

Employability and Skills

SGS Free School will work in genuine partnership with parents/ carers and pupils in making plans that will allow each pupil to have as fulfilling and independent a life as possible as they approach adulthood. Parents/carers will be central to these transition plans. The range of ability and independence of each pupil will differ, sometimes considerably, to those in the partner schools and SGS College, yet the School will view the transition plan process itself to be part of a pupil's 'training' in living as fulfilling and independent a life as possible. Our ambition is that pupils will graduate with the knowledge, skills and confidence to achieve outside school just as they have been able to do within it. We see our Aspirations as not simply pertaining to SGS Free School but to the whole life-cycle, from Early Years to Graduate "old" age.

There will be opportunities to work as individuals and as part of a team. From an early age we will develop leadership and responsibility through the curriculum which will help pupils to develop as effective contributors. Pupils will be encouraged to mentor each other and there will be opportunities for older pupils to work alongside younger ones to develop the skills of both. There will be a 'buddy' system to support our pupils across the school and particularly during inclusion activities and the transition from primary to secondary. We will create a School Parliament with representatives from each primary and secondary year group.

All pupils at Key stage 4 and Post 16 will have access to the Careers Advisor and Work Experience Co-ordinator, through the Careers Guidance Service SGS College provides to 22 local schools.

Core Subjects across Key Stages 1-4

Literacy and Communication

All aspects of language and literacy are taught daily throughout the school in themes and as a discrete subject as English in Key Stages 3 and 4. In KS4 pupils are encouraged to use their literacy skills to understand the world around them.

All pupils at Key Stage 3 and 4 will follow a personalised National Curriculum or the Edison Curriculum Framework. This will maximise opportunities for inclusion with their mainstream peers and ensure entitlement to a broad and balanced curriculum. Our aim is to teach every child to read using a range of autism friendly approaches to bring language alive. We will use a range of techniques (whole word visual sight recognition, augmented communication approaches and focus on special interest books as some examples) and whilst phonics can be used we are aware that children with autism do not always benefit from such an approach.

There will be a strong emphasis on all aspects of the pupils' communication verbal, non-

verbal and written. Speech and Language Therapist will collaborate with teaching staff to help develop each pupils' learning and communication. Our pupils will need help with many aspects of social language in order to interact effectively with others, to take turns in conversation, to understand jokes and idioms, to make up their own stories and to predict what might happen next in a story. Some children may need to use augmentative methods of communication, such as visual support materials, for example, gesture, photographs or symbols. To help the development of communication skills, pupils will be able to access the television studio, part of the SGS College's Performing Arts facilities.

Areas to be covered will include: listening, responding to others, understanding instructions, taking part in debates, structuring written communication, understanding different writing styles, formal writing, importance of reading across the curriculum, communication to support independent living, awareness of media communications, understanding health and safety information, how communications support life styles, drama, creative writing and careers awareness. The social use of language will be taught.

Accredited courses will be offered which will match the varying needs and abilities of the pupils. This will be achieved through in-house tuition and via a small number of pupils attending mainstream lessons to participate in their KS3 and GCSE groups where appropriate.

Mathematics

All pupils will experience Mathematics on a daily basis. This may take the form of a lesson or activities using Mathematics within their local community as part of their life skills. In offering pupils a wide variety of experiences to practise their skills we will aim for all to become as numerate as possible in environments where it is necessary for daily living. Staff will use a variety of resources. The ability to understand and use mathematics and data is of paramount importance both in everyday life and in work. However, our approach will recognise that each pupil will have different abilities and interest in Mathematics.

Basic numeracy can be a relative area of strength for some children with autism as numbers are ordered, predictable and the way in which they are used in calculations follows consistent logical rules. Problem solving and reasoning can be more of a challenge, given difficulties in flexible thinking, social understanding and verbal reasoning. Numeracy will be targeted from the start with real life examples of shape, simple addition and use of money as a starting point. Some (but not all) autistic pupils can develop considerable skills in the area of mathematics and this will be nurtured working through the National Curriculum, adapting to meet the needs of the pupils.

Science

All pupils will have access to Science each week. They will be taught using a variety of teaching methods that make lessons interactive, explorative and involve pupils investigating themselves and the world around them. This subject gives the pupils the opportunity to explore and learn through practical work developing an active curiosity and investigative skills. Pupils will have the opportunity to study the National Curriculum with a link to the SGS College's facilities to enable the embedding of practical skills and the ability to learn through experiment.

The SGS Free School will have links and access to additional resources through the Concorde Partnership including the Bristol Technology and Engineering Academy (UTC) as well as the Berkeley Green UTC which specialises in advanced engineering and cyber security.

Computing /ICT

Computing has become central to our lives. In teaching Computing we equip pupils to participate in a world of rapidly changing technology. We enable them to find, explore, analyse, exchange and present information and to develop the necessary skills for using information in a discriminating and effective way. This is a major part of enabling children to be confident, creative and independent learners. With its emphasis on programming and other aspects of Computer Science it helps to develop a distinct way of thinking which can often reflect a strength for children with autism as it requires solving problems by applying a set of rules or following a prescribed process. Computing is important in preparing pupils for learning, living and working and also so that pupils with autism can achieve well and enjoy this particular area of the curriculum.

Computing can be a motivator for learning, supporting self-directed learning for even the youngest pupils. We will need to manage access to ensure that learning is developed as an outcome and that obsessive behaviour or over access is avoided. There will be high expectations for standards of Computing teaching and learning and to achieve this it will underpin every area of the curriculum. We will embrace new and creative technologies, especially those that promote social interaction and will teach pupils to be safe and confident users of the internet and Computing. For those pupils not yet accessing the National Curriculum, we will follow the Edison schemes of work with additional differentiated material as needed.

"Many autistic children are gifted and intelligent. Somewhere which gave an emphasis to Mathematics, computing and science would be amazing."

South Gloucestershire Parent

Key Subjects across the Curriculum

Religious Education and Development of British Values

This subject develops a respect for different beliefs, allowing pupils to reflect on their shared human experiences and feelings of joy and sadness, thankfulness and need, promoting reflection, values and concerns and explores the spiritual area of experience.

Personal, Social and Health Education

Child Initiated Learning supports the pupils to become more independent, making and taking responsibility for choices, taking control over their environment, increasing their confidence and forming relationships with others.

Pupils with autism will need significant input and support to develop an understanding of the needs, views and feelings of others and to form relationships with adults and make friends with peers. This is likely to be an area for development throughout their school life and an area of difficulty existing into adulthood.

We will start in the primary years to support pupils to develop greater emotional regulation of their behaviour by the identification of inappropriate behaviour, modelling appropriate behaviour with verbal instruction and reinforcement. We will provide a relationship and sex education programme which will include tolerance and respect, tailored to the age and the physical and emotional maturity of the pupils. We ensure that both boys and girls know

about puberty and how a baby is born, enabling pupils to be able to manage both physical and emotional changes We will provide a curriculum that covers teaching children about reproduction, sexuality and sexual health. Throughout we will need to encourage the pupils to recognise and understand their own feelings. We will explore the difficulties of entering independent social relationships, helping pupils to understand the complexity of teenage relationships.

Case study (Speech and Language Needs)

- [REDACTED]
- [REDACTED] speech and language therapy twice a week
- All her teachers, learning supporters and parents have been trained by the Speech and Language Therapist (SaLT) and agreed strategies are used across the curriculum.
 - The SaLT has worked with her key learning supporter to develop a language programme that is followed daily.
- [REDACTED] has an Ipad which she uses daily. This has a variety of software to support communication including 'Read, Write, Gold', 'Write on line' and 'Communicate in print'. [REDACTED] uses symbols to scale her level of frustration.
- She attends a weekly social skills group with 3 other pupils.
 - The SaLT has regular contact with parents and during her transition to SGS Free School worked [REDACTED] and her parents in the home. Targets and strategies were agreed.
- [REDACTED] speech and language progress is formally reviewed 3 times a year with the SaLT, parents and her key teacher.
- [REDACTED] received 70%, 1:1 support in her first term; this has now reduced to 50%.
- [REDACTED] at the end of year 7
- [REDACTED] frustration has significantly reduced. The weekly SaLT with agreed strategies has [REDACTED] she is confident to communicate her feelings through scaling
- Her attendance has improved to 95% and her PASS scores (Pupils attitudes to self and school) have improved across the board. She says she likes school 95% of the time
 - Parents report a happier child with less frequent outburst and meltdowns
 - The agreed strategies between home and school are working well and [REDACTED] accelerated progress (6APS) in reading and writing and (8APS) in Mathematics
 - The social skills group is supporting [REDACTED] in communicating with peers. Parents were delighted when she was able to ask [REDACTED] to come for tea. This was an important milestone for [REDACTED]

Understanding the World

Our pupils will need support to help them to make sense of the world, particularly the social world. They may need encouragement to investigate new objects and materials and to use all their senses effectively. They are likely to have difficulty generalising knowledge and concepts from one context for another. Children with autism are likely to have significant difficulty in seeing things from other points of view so they are likely to need support to appreciate the cultures and beliefs of others. We will teach this in a factual manner as much possible, providing rules for them.

We recognise that pupils with autism often become disoriented in new and altered environments. Therefore we will teach Geography to enable pupils to experience, explore and investigate the world with curiosity and confidence. A practical and progressive model will be implemented which trains pupils to begin with their own space, extending then to immediate surroundings, their class, their family, their school, their local community and thence to the wider world. The School will seek to guide each pupil, step-by-step, in extending awareness of their own experience outward to become aware of the world beyond it.

The teaching of the History subject gives the opportunity to develop an awareness of concepts such as "time" and "the past". In this way, pupils may be helped to have a greater understanding of the present and the future and develop a sense of chronology.

Expressive Arts and Design

Our pupils will usually find imaginative play and activities difficult. We will use singing, music, dance, art and drama and use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to develop expressive art skills.

Physical Education

Physical Education will clearly be important especially because of the recognised benefits of exercise on anxiety and behaviour for individuals with autism. We will look to extend physical development by accessing resources in the college. We intend to provide access to: gym, outside fitness area and running track and create a balanced programme of exercise. This will enable pupils to be extremely active and improve their fitness alongside the more therapeutic and calming exercises.

Independent Living Skills

These are the essential skills for pupils to understand the world in which they live and to be able to ensure their own wellbeing and safety. It is important that pupils strive to be as independent as possible so that they are able to cope and make real life choices in the future. Children with autism often struggle to cope in everyday situations so there is a need support them to develop communication skills and the highest level of social understanding. We will offer a full range of personal development programmes which will help pupils reach their full potential and become more independent. These will include healthy living, cooking and shopping skills, drugs, smoking and alcohol awareness, road safety, money management, personal hygiene, personal safety including internet use, and interacting with the local community

In addition to these, pupils will have the chance to spend some time, including overnight stays, at St Rose's School in Stroud which has independent living facilities. Here they can learn to use a range of equipment that will enhance their living skills, helping independence and the development the skills they will need later in life.

"As I get older I feel more and more isolated",

Autistic pupil in South Gloucestershire.

Enrichment

Enrichment programmes will be delivered mainly by our teachers and Learning Supporters but supplemented as needed by specialist staff from our partner Abbeywood Community School or SGS College. The School will be able to access the facilities of SGS College, nationally-recognised in its provision of a wide range of sporting opportunities. Similarly, the School will be able to access SGS College's outstanding Arts and Performing Arts facilities, including theatre and sound/music recording. Both curriculum areas were deemed to be outstanding at the recent Ofsted inspection in November 2014.

There will be a choice of activities based on the interests of the pupils. These indicative activities can be grouped into three main areas:

1. Sports – Gym and Keep Fit, Yoga, Walking, Dance, Athletics, Climbing and outdoor pursuits, Bowling, Games such as golf, tennis and badminton, and Duke of Edinburgh Award schemes.
2. Arts – Painting and drawing, Graphic design, Ceramics, Textiles, Photography. Music,
3. Design and Technology – Working with wood and metal, Fashion Design, 3D printing, Basic engineering methods, Construction techniques including painting and decorating
4. Social communication activities: eg board games, chess, interactive and team games, interactive computer games, cooking, gardening, support with learning.

Delivery Methods

Structure to the Day

We will have a clear routine so the children recognise the structure of the day. However, the timetable will be flexible to support our theme working and enable pupils to work in different groupings as appropriate. Personal timetables will reflect this.

Staff will need to be highly skilled at managing and monitoring personalised learning programmes which underpin the *stage not age* approach. Small groups, working together constructed through ability, aptitude and interest will be fundamental to the curriculum delivery. Some themes and some learning activities will be able to be delivered on a variety of levels to larger groups – others will need to be tailored to much smaller groupings where targeted interventions and higher ratios of staff to pupils will be needed to secure success. Outstanding teaching is characterised by sophisticated skills in matching work to pupils' ability – and then skilfully monitoring progress and adapting the learning opportunities accordingly during the lesson. Rigorous recruitment and continuing professional development programmes will enable staff to continue to refine and develop their successful approaches in order to accelerate progress even more effectively.

Sustaining concentration and attention will be developed through a curriculum with short activities, using TEACCH and Attention Autism strategies to provide visual reinforcement. Lessons will be scheduled in 30 minute blocks, with 15 minute micro lessons for some subjects. Languages at KS3 will be delivered through regular short slots to allow regular practice of new vocabulary and embedding of language skills. At all Key Stages, literacy and numeracy will be timetabled in the morning when pupils are less tired and more likely to access these.

The core hours will be 8:30 to 4:30 with the first half hour of the day, being an opportunity for pupils to visit the breakfast club, concentrate on appropriate 'play activities' or individual exercises to release any anxiety caused by leaving home and travelling to school. Mid-

morning, lunch and mid-afternoon breaks will be built into the day to allow for release of anxiety built up during the learning time.








Similarly at the end of the day, 3:30 to 4:30 pm, there will be an opportunity to understand and to develop the social interaction skills required to participate in enrichment activities as well as clubs.

"Having the time to calm down after school for about 30 minutes was very helpful. This allows the parents to take a much calmer child home because the child has had a chance to run around and burn some energy or deal with any issues of the day and not bring it home to the rest of the family."

"Children find it difficult to join clubs so perhaps the school can support parents in this area."

"Work is at school and home is play. Therefore, homework is done at school."

South Gloucestershire Parents

-  Watching films help me, I like to watch them over and over again. When I watch films I feel calmer and they cheer me up if it is a comedy. Wallace and Gromit calm me down
-  Bouncy Castle would be good, somewhere to have fun
-  Touch, See, Smell and Taste, sensory things in lessons
-  Quiet room with books where I can go instead of the playground
-  Café for lunch if hall is too noisy
-  Have a Buddy Bench, you sit there if you are angry, lonely, upset and need help. Peer mentors come to you.
-  Somewhere to practice work skills such as answering phones

Comments from consultation with pupil with autism in South Gloucestershire.

Integration

A key priority will be to plan whole school and individual inclusion and access, whether that is a group from the School taking part in a local community volunteering project or an individual accessing a mainstream provision on a weekly or daily basis. Our School will be a member of the Concorde Partnership where we plan to offer inclusion opportunities. This might include our pupils attending particular subjects at a mainstream school therefore extending our curriculum offer or a pupil from a Resource Base attending SGS Free School for a specific curriculum area (e.g. a social skills group, sports and vocational opportunities).

In addition, learners will be able to visit local schools to take part in, for example, annual public events such Autism Awareness. These joint activities will be beneficial for learners and will help to raise the awareness about autism in the local community.

Environment




The School will have access to a range of therapeutic and special facilities such as:

-  Kitchen
-  Art studio
-  Music space
-  Digital technology resource centres
-  Sports Hall
-  Science lab
-  Sensory space
-  Calming space
-  Outdoor keep fit facilities
-  Sensory garden

Outside Activities

Learning outside of the School will be planned utilising such organisations as Forest Schools⁸ with its focus on communication, language and social interaction and the provision of free flow outside classrooms for use by all children from EYFS to year 6.

Play will be an integral part of the learning process with the following encouraged and developed through this medium:

-  Anticipation of events
-  Recognition of the role of others
-  Imaginative activities.

“Space where children have freedom to play safely and independently”

“Primary Play pod would be good.”

“Play time and lunch time is another opportunity to learn.”

South Gloucestershire Parents

Managing Transition

Making transitions can be even more difficult for pupils with autism and pupils' emotional, educational and social well-being can be detrimentally affected if handled poorly. We want to get these transitions right, so all staff will be involved, from the Senior Leadership Team as well pupils. Successful transitions require building excellent links with external agencies, parents, and carers. The School will identify three major periods of transition: into SGS Free School, from secondary to post 16 and into adult life.

Entry to the School

Each prospective pupil will be visited in their current environment by the Higher Learning Supporter, (Family and School Liaison). Any assessment will include behavioural and learning elements. The Principal will have overall responsibility for ensuring that transition is successful. For each pupil, a Graduation Transition Plan (GTP) will be drawn up involving the pupil's current placement, the Higher Learning Supporter, (Family and School

⁸ Please note SGSAT is planning to develop a Forest School Centre at Forest High School, a member school of the Trust.

Liaison) the pastoral teacher for the pupil, the pupil's parents or carers and the pupil. Each plan will detail what support each child will need. This will include knowledge of their interests and especially particular behaviours that allow them to be at ease. At least two visits to SGS Free School will be planned before starting.

Parents/carers will be involved throughout the transition process. They will be part of the PLP meeting and invited to accompany their child on visits to the school. Being familiar with the teacher accompanying the transition, and in liaison with them, parents/carers will be asked to monitor the effects of the transition, especially detailing any concerns about the pupil's emotional responses

Post-16 Phase

Post 16 the SGS Free School will provide support tailored to the individual needs of the pupil at the start of the day, at lunchtime and after school. Pupils will be able to return to the school outside these times when anxiety is high. This will allow our Learning Support staff to review the causes and to recommend to both the pupil and the mainstream teachers and teaching assistants approaches and coping strategies to use to avoid recurrence of the increased anxiety. The pupils can be supported by a Learning Supporter in accessing the lessons and in coping with the travel arrangements. Pupils will be prepared for the transition through KS4 and will have opportunities to visit the different sites and even to sit in on lessons to gain a better understanding of the course. They will be fully supported in this process and the transition will be introduced in small steps (supported by the family) to ensure success.

It is likely that our pupils will need varying levels of support in accessing courses through the Concorde Partnership and this will depend on the pupil themselves (e.g. ability, confidence, anxiety), the chosen course, the travel arrangements and the duration of the course. Pupils will be able to access a high level of individual support from their Learning Supporter who can support in classes and travel. We would look to reduce the level of support in Year 13 as the young person becomes more confident, however, a high level of support can remain if needed. Some pupils with autism can find physical education, especially team sports difficult and therefore physical education will be provided via the School with access to the sports facilities at the WISE Campus (SGS College). The level of support required will be discussed through the SEN Annual Review process and in liaison with the local authority. As with other special schools in South Gloucestershire, the level of support required will be linked to the appropriate local authority SEN funding band.

Our partnership with SGS College will enable us jointly to identify college pupils who can become peer mentors for pupils in years 11 and support the transition process in year 12. The pupils will be chosen as having good, empathetic personalities and will be taking post 16 programme in the same subject(s) as our pupils but be one of two years ahead in their studies. The college pupils will receive tuition in mentoring, their role and the expectations. These sessions will be led by staff from SGS Free School.

Transition to Adult Life

We feel it is imperative to start to raise awareness of adulthood and the independency that it brings as soon as possible from year 9 onwards.

Preparing children with autism for adult life needs to focus on five key areas:

1. World of work

- 🔗 Opportunities for work experience and working on community projects whilst at our School
 - 🔗 Bespoke 1:1 careers guidance provided by SGS College Career Guidance Service
In addition to its internal career service, SGS College has also established a schools-based careers service which is in its third year of operation developed in partnership with local school. It serves 22 schools in Gloucestershire, South Gloucestershire, Bristol and North Somerset.
 - 🔗 The School will develop relationships with both Project Search in Bristol and SGS College to facilitate supported internships.
 - 🔗 If employment has been secured, we will provide an opportunity to work with the employer on a placement prior to leaving school.
 - 🔗 Promote the need for employers to give a comprehensive induction such as accompanying the young person to the canteen on their first day.
 - 🔗 Explore and develop an understanding of the 'social rules' of work.
2. Continuing with full-time education
 - 🔗 Arrange for visits to the college or university prior to the pupil joining a post-18 programme; this is particularly important if the provider is from the Concorde Partnership.
 - 🔗 Identify how pupil will be supported through college or university staff as well as considering establishing peer mentors.
 3. Living on own
 - 🔗 Encourage achievement of a reasonable level of independent living skills such as cooking, money management, paying bills and travelling before leaving school.
 - 🔗 Support the pupil obtain driving skills if appropriate.
 - 🔗 Enable pupil to know who and how to access services for help with day to day activities, such as doctors, bank, the Council.
 4. Social interaction through leisure activities
 - 🔗 Develop and encourage interests and hobbies, identifying how these can be continued on leaving school.
 - 🔗 Consider how involvement in the community could continue.
 - 🔗 Further develop understanding of relationships.
 5. Adult roles within family
 - 🔗 Ensure adequate understanding of relationships including marriage, partnerships and sexual relationships.
 - 🔗 Explore the role of a parent.
 - 🔗 Discuss how pupil could support his/her parents in the future.

Graduation Plan

Key to ensuring the pupil can explore the necessary requirements, in order to plan and achieve their aspirational goals is the **Graduation Plan**. It will include:

- 🔗 Impartial advice and guidance at Open Events, Interviews and Schools Liaison Events
- 🔗 Regular 1:1 meetings with tutors to assess progress against, and review targets on, the Long Term Development Plan
- 🔗 Access to careers advice and exposure to external providers (where appropriate)
- 🔗 Exploration, research and discussion relevant to appropriate and realistic progression pathways
- 🔗 Follow-up communication upon progression from SGS Free School

Case Study Primary Progression

Case Study Secondary Progression

D2. Measuring pupil performance effectively and setting challenging targets





Assessment and tracking system to ensure effective pupil performance







The SGS Free School will measure pupil performance robustly. This will be achieved by setting aspirational and challenging targets and through the implementation of an Assessment Policy based on the recently published Final Report from the Commission on Assessment without Levels (chaired by John McIntosh - 2015)⁹ and best practice developed by our Outstanding partner school – Uplands Special School in Swindon.

As a small nurturing school we will have an in depth knowledge of each and every pupil's learning style, ability, strengths and their progression against all targets.

We share the Commission's view that "assessment and pedagogy are inextricably connected" and therefore our Assessment Policy recognises that our pupils have differing needs and as such will require access to different curriculae and pedagogic approaches.

Our Assessment Policy is based on the three broad overarching forms of assessment:

1. Formative assessment will be used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly:
 -  Q&A sessions during class, marking of pupils' work
 -  Observational assessment
 -  Scanning work for pupil attainment and development
 -  Regular oral and written feedback giving clear guidance on what the pupil needs to do to improve their learning. Time identified in lessons for pupils to act on feedback

This will allow teachers to understand pupil performance on a continuing basis enabling the identification of when pupils are struggling, when they have consolidated learning and when they are ready to progress. This will not only ensure that differentiation is in place and appropriate support or extension are provided but also enables teachers to evaluate their own teaching and to plan future lessons accordingly.
2. Summative assessment enables our teachers to evaluate both pupil learning at the end of a theme (based on progress outcomes) and the impact of the teacher's own teaching (based on class/group-progress outcomes). This will help teachers to plan for subsequent teaching and learning and SLT to evaluate performance at both a pupil and group level. Where underperformance is identified this can be rapidly addressed.
 -  Short end of topic or unit tests
 -  End of term/year exams
 -  Ongoing reviews for pupils (review of the PLP, Annual Reviews)
3. Nationally standardised summative assessment will include:
 -  National Curriculum tests at the end of Key Stage 2
 -  National Curriculum teacher assessments at the end of Key Stage 1
 -  Accreditation at the end of Key Stage 4 & 5

⁹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/461534/Commission_report_.pdf

The Personalised Learning Plan (PLP) meeting, taking place each term (six times a year), will review pupil level assessment data and progress against targets as well as report all developments for the pupil's SEN Annual Review. The PLP meeting will convene by the end of each term with the necessary adjustments planned and disseminated to all relevant staff and parents/carers in time for implementation in the new term.

Two key mechanisms for reviewing progress and tracking pupil performance will be *Curriculum Boards* (six times per year) and *Parents and Carers Meeting* (three times per year), for the latter please refer to Liaising with and Reporting to Parents and Carers section below.

There will be two Curriculum Boards, one for primary and one for secondary phases. These meetings will involve the senior lead for the phase, either the Principal or Vice Principal and relevant teachers. The Curriculum Board will consider if the curriculum is fit for purpose, identify improvements which could be made, consider pupil performance data at both cohort and pupil level and determine what interventions are required to ensure all pupils make expected progress. Particular consideration will be given to vulnerable pupils including Looked After Children, Black and Minority Ethnic and those in receipt of pupil premium. Pupils not attaining their termly PLP targets will be placed on a "learning risk" register and will receive additional support through a Higher Level Learning Supporter. The school intends to use a management information system such as SIMS to record progress against targets, both academic, behaviour and attendance.

Ambitious and realistic targets for pupil performance, behaviour and attendance

Research from Autism Education Trust (AET)¹⁰ indicates that success for pupils with autism reflects across a broad range of aspects: pupil performance, vocational skills, behaviour, attendance, independent living skills, self-esteem, functional academic skills, emotional regulation, sensory and relationships. Success across such a broad range is essential for the School to achieve its aim of *inclusion for life*. Our choice of appropriate targets adopts this approach. Targets have been benchmarked based on expected progress of pupils in mainstream schools and information provided by the National Autistic Society (NAS) in terms of expectations for pupils with autism. Our School intends to invite schools to form a Benchmarking Group with appropriate local special schools such as Culverhill School, Uplands School (Swindon) and the new Bristol Autism Free School to ensure that our performance is rigorously moderated against the best for this cohort of pupils. This Benchmarking Group will also allow us to set, in line with recent DfE guidelines and with local schools an agreed Progression Management System from which to set challenging targets to drive continuous pupil improvements and seamless transitions.

Section C1 lists our high level targets and our pupil aspirations which are provided below alongside our targets:

Aspiration 1 (AS1): Educated in Excellence

Pupils with autism can be ambitious educational achievers, making greater than expected progress in knowledge and skills by becoming active, imaginative and successful learners who can set their own goals and strive to realise them.

 100% of pupils will make accelerated progress in EYFS from their baseline

¹⁰ Referred to in NASAT Assessment Policy from the National Autistic Society

- 85% of pupils are meeting national age related expectations at the end of key stages 1 and 2 (KPI)
- 90% of pupils at the end of key stage 3 meet national age related expectations (KPI)
- 90% of pupils make at least expected progress in English and mathematics between the end of key stage 2 and the end of key stage 4
- 90% of pupils who are able to access Progress 8 measures do so at zero but our aspiration is that this is exceeded
- 100% of pupils who are not entered for GCSE (or equivalent) obtain an Entry Level Qualification or receive ASDAN certification.
- 100% of pupils achieve functional literacy and numeracy by the end of Key Stage 4.(KPI)
- Over 90% of post-16 pupils achieve appropriate nationally recognised qualifications including vocational ones.(KPI)
- 95% of pupils achieve their termly Personal Learning Plan (PLP) targets for academic progress and personal development and their longer term plan for academic attainment.
- 90% reduction in the number of incidents of challenging behaviour(KPI) ¹¹
- Zero fixed term exclusions and zero permanent exclusions (KPI)
- 100% of pupils will participate in an enrichment programme tailored to their individual needs and provided as part of the extended school day

Aspiration 2 (AS2): Educated for Life and Living

Pupils with autism can emerge from compulsory education with values, beliefs and skills from which to make informed decisions and communicate them to others. We foresee our pupils graduating from with an understanding of their strengths and limitations to a degree whereby they can access appropriate support, enabling them to live independently and enter into healthy interpersonal relationships.

- Pupil attendance to be above 96%
- Incremental increase in attendance for individual pupils where school refusal and non-attendance has been an issue. Their attendance will improve rapidly and be in line with the national average as soon as possible. ¹²
- 85% of pupils will successfully implement their targets in their Behaviour Management and Wellbeing Plan and learn to manage their own behaviour so as to live with dignity and as independently as possible.
- There will be a 70% reduction in the number of pupil specific incidents of challenging behaviour. For the small minority of pupils whose extreme behaviour is managed with restrictive physical intervention a rigorously monitored restraint reduction programme will ensure a rapid reduction and timely elimination of the use of restraint procedures. ¹³
- 98% of pupils capitalise on strengths and areas of interest, enabling pupils to excel in these areas and use these as a basis for informing transition and career planning. ¹⁴
- 100% pupils gain the skills needed for team work, team leadership and the acceptance and acknowledgement of responsibility for themselves and others

¹¹ Baseline taken on entry and reviewed on an annual basis. Data collected from Team Teach incident logs and Behaviour Management and Wellbeing Plans

¹² Baseline taken from previous school attendance level and progress recorded every term

¹³ Data collected from Team Teach incident logs and Behaviour Management and Wellbeing Plans

¹⁴ Measured through the review process for the PLP

- 95% of pupils learn the necessary social skills to enable them to form appropriate relationships and prepare them for adult college or working life.¹⁵
- 95% of parents/carers state that they can see an improvement in their child's behaviour, level of anxiety and social skills¹⁶(KPI)

Aspiration 3 (AS3): Educated for Employment

We believe that pupils with autism have the ability to excel in differing working environments, working alone and in collaboration with others as their work requires. We see our graduates as energetic, talented, and possessing a can-do attitude that enables them to find job satisfaction, enjoyment, and an understanding of how to make a unique contribution as an employee.

- Dependent on the nature of each cohort, we will aim to exceed the national average (currently circa 15%) of pupils with autism who find and sustain employment at the end of statutory school¹⁷
- 90% of pupils successfully complete a careers programme with the careers adviser
- 98% of pupils complete a supported work placement
- 98% of pupils access regular opportunities to apply and practise skills in the local community

Aspiration 4 (AS4): Educated for Society

We believe that pupils with autism can be responsible and active contributors to their local, national, and international communities. Central to this is an awareness and respect for all others in our society and supporting to contribute to political, social, economic and cultural life.

- 99% participation in employment, supported internships or mainstream education, no NEET(KPI)
- 75% of post year 8 pupils take part in a placement with a community group or employer
- 80% of pupils undertake charity and community service.
- 100% pupils gain enjoyment from learning and recognise the contribution they make to the school and community¹⁸
- By year 13, 60% of pupils have the opportunity to be advocates for people with autism and present to their local community and beyond.

¹⁵ Measured through the review process for the PLP with the involvement of the SaLT

¹⁶ Measured through an annual parent/carer survey

¹⁷ Benchmarked against NAS research data

¹⁸ Data collected through ongoing discussion with pupils and an annual pupil survey

Review success measures and targets to improve the School's performance

Governor involvement will be essential in securing the high standards expected throughout the school. They will be responsible for holding Senior Leaders to account and reviewing success against targets to improve the school's performance. Their role as governors and the scrutiny they provide will be in line with the DfE Governors' Handbook September 2014. The Executive Headteacher of the SGS Academy Trust will work with the Principal to support and challenge performance. This is vital as we want our School to be judged to be outstanding as soon as possible. Self-evaluation of the performance of the school will take place against the four key judgment areas of OFSTED before making a judgment about overall effectiveness. This judgment will draw on peer review with our partner school, Uplands Special School. This will focus on the quality of teaching and learning and ensure that pupil outcomes identify good or better progression within subject areas and within key stage groupings. Data underpins the security of self-evaluation so the Annual Performance Data Report, considered by the SGS Academy Trust and Governors will include the following types of data tables and analysis for all Key Stages:

Table D6

Example tables from the Performance Data Report:

| End of KS3 Lit | Overall | | | | |
|----------------|---------|----|-----|----|-----------|
| Cohort | No. | LQ | Med | UQ | Judgement |
| Year 9 | | | | | |
| Boys | | | | | |
| Girls | | | | | |
| LAC | | | | | |
| BME | | | | | |
| P. Premium | | | | | |

Given our small numbers per cohort the data will be presented at pupil level and where appropriate at a cohort level. Key Stage 1 Summary 3-year 2017-2019 comparison - To get an overall headline figure of progress we will consider pupil data at the end of the key stage over 3 years and benchmarked against other similar schools.

| Results | | 2017 | | | 2018 | | | 2019 | | |
|----------|-------------|------|----|----|------|----|----|------|----|----|
| Quartile | | LQ | MQ | UQ | LQ | MQ | UQ | LQ | MQ | UQ |
| | English | % | % | % | % | % | % | % | % | % |
| | Mathematics | % | % | % | % | % | % | % | % | % |
| | Science | % | % | % | % | % | % | % | % | % |












| Quartile | | LQ | MQ | UQ | MQ and above |
|----------|-------------|----|----|----|--------------|
| | English | % | % | % | |
| | Mathematics | % | % | % | |
| | Science | % | % | % | |

In line with OFSTED, we are looking at 75% of pupils to have made progress in the Middle Quartile or above. The greater the number in the Upper Quartile, the more a judgement would lean toward “outstanding” assuming teaching supports this judgement.




Use of appropriate data to inform teaching and drive progression and attainment for all pupils

SGS Free School performance data will be collected in a variety of ways:



Early Years, Key Stage 1 and Key Stage 2

-  The Early Excellence Baseline Assessment
-  Early Years Foundation Outcomes Framework
-  Edison Assessment Framework – data collected from the Edison schemes of work assessments
-  Statutory Assessments: Reading, writing and mathematics
-  Baseline assessments and teacher assessments – reading, writing and mathematics
-  Screening – Childhood Autism Rating Scale (CARS)
-  PEP- 3 (Psycho-educational Profile third edition) – PEP-3 is used to assess the skills and behaviours of children with autism and communicative disabilities who function between the ages of 6 months to 7 years. The profile will plot uneven development, emerging skills, and autistic behavioural characteristics.
-  B Squared will be used to benchmark/assess pupil progress using the updated objectives and outcomes from the National Curriculum and developing year based breakdowns. B-Squared breaks down the curriculum into smaller, achievable steps therefore allowing percentage measures of progress. With these indicators, appropriate targets can be established and monitored from early P Levels through to secondary (end of Key Stage 3). Overall school targets will also be compared nationally and appropriate targets established to highlight the progress of the School. .
-  CASPA (Comparison and Analysis of Special Student Attainment) – CASPA offers a means of benchmarking performance and tracking pupil progress.
-  Sensory Profile - to identify potential areas of difficulty across the seven areas of sensory processing.
-  Progress against targets in the Personalised Learning Plan, Education, Health and Care Plan (EHCP) and Behaviour Management and Wellbeing Plan





Key Stage 3 and Key Stage 4 data collected will include

-  Accredited courses including GCSEs and V Certificates. Pupils' progress will be measured across 5 subjects: English (language and literature), mathematics, Science and Computing. Where a pupil can achieve Progress 8, progress will be measured across Progress 8 but this is anticipated to be a very small cohort of pupils who will access additional subjects through the schools in the Concorde Partnership.
-  Edison Assessment Framework – data collected from the Edison schemes of work assessments
-  TEACCH Transition Assessment Profile (TTAP) – is a tool to prepare pupils with autism for a successful, semi-independent adult life (i.e., personal development, recreational living, adult integration into employment and residential arrangements, etc.). It will also help the School identify the pupil's transition goals, strengths and weaknesses. The “Cumulative Record of Skills” (CRS), along with two data collection





forms, provides an efficient method of ongoing assessment in community-based learning and will be used to facilitate educational and transitional planning.

-  B Squared, CASPA and Sensory Profile (as above)
-  Progress in targets in the Personalised Learning Plan, Education Health and Care Plan (EHCP) and Behaviour Management and Wellbeing Plan (BMWb)

Key Stage 5

-  Accredited courses including A levels, GCSEs and V Certificates and other vocational qualifications such as BTEC first diplomas and diplomas
-  TEACCH Transition Assessment Profile (TTAP)
-  B Squared, CASPA and Sensory Profile (as above)
-  Progress in targets in the Personalised Learning Plan, Education Health and Care Plan (EHCP) and Behaviour Management and Well Being Plan

Reviewing Progress

-  Educational progress: this will be reviewed at the Curriculum Boards where progress is below or above expectations will be highlighted to identify additional support or amendments to the Personalised Learning Plan that may be needed.
-  Behaviour and Communication reviews: these will mainly take place three times a year at the parent/carers' meeting in order to take account of behaviour both inside and outside school.
-  Community Involvement: this will be reviewed three times a year at the Curriculum Board with actions taken to encourage greater involvement as needed.
-  Satisfaction Surveys, there will be three annual surveys to inform the school's self-evaluation and improvement planning processes – parents/carers, pupils and staff.


These processes will be monitored by senior leaders according to their roles and responsibilities.

A chart to explain the assessments process is shown in Table D7.

Focus on measuring and improving quality of teaching in the classroom

Our vision for Excelling in Teaching and Learning has two key aspirations – Educated in Excellence and Educated in Learning and Research. Working towards these aspirations will ensure that outstanding progress is made by pupils because of the quality of teaching and learning. These targets are complemented by our aspirations for the organisation of the school as described in Section C.

We will set challenging targets for the quality of teaching:

-  *85% of lessons observed will be good or outstanding in the first year and in future years rising to 100% (KPI)*

To help us to deliver this target, we will implement a rigorous and robust monitoring framework. This framework will be a blend of formal planned lesson observations (3-4 times a year as part of our formal performance management system) with learning walks and “drop ins” to monitor specific aspects of teaching and learning.

Our formal performance management process is designed to challenge and support staff to seek continual improvement. If any teaching is observed to be less than good, a performance plan will be implemented to support the teacher to make rapid improvement. The teacher will receive support and coaching with opportunities to observe outstanding teaching. Timescales for improvement will be agreed with weekly review discussions.

Performance management targets will also include a focus on achieving good or better curriculum based learning outcomes. Leaders (curriculum leads and SLT) are responsible for monitoring these processes.

Our Quality Assurance processes will link with those of the Olympus Academy Trust and the Concorde Partnership. This will ensure: a seamless system across a range of providers, production of benchmarking data, challenge and peer review, moderation across providers. It will also ensure that our School remains very much in touch and fully engaged in target setting, pupil performance and the implementation of the national curriculum.

 *Graded at least Good at our first Ofsted and Outstanding by our second inspection (KPI)*

Liaising with and reporting to Parents/carers

There will be three parental consultation meetings each academic year. These provide an opportunity to understand progress being made, difficulties encountered, changes proposed and celebration of success. The meetings provide an opportunity to discuss the behaviour and to agree coping strategies to reduce the likelihood of this behaviour re-emerging or continuing both at school at within the home.

The vision for school embraces parents and carers as key partners and influencers for the School. We will adopt the Nolan principles of Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty and Leadership.

There will be two governors nominated by parents to represent them on SGS Free

“Pro-Active support from professionals instead of me having to turn into a dragon to get what should be automatically provided.” South Gloucestershire Parent






School Governing Body. One will cover primary education and the other secondary, please refer to section F2.

In addition, we launched the Parents and Carers Ambassadors in September 2015 to work with us during the Pre-Opening phase to ensure that the parent/carers' voice and indeed views of children influence the creation of the School. So far we have 8 nominations to become Parents and Carers Ambassadors. The Parent and Carers Ambassadors Panel will be chaired by a Parent Governor and will report to the Chair of SGS Free School Governing Body.

Table D7 Assessment, Accountability and Accreditation provides further detail as to how assessment tools will be used.

| Assessment | When? | How often? Who is overseeing? | Key Stage | Details |
|---|---|---|----------------|--|
| Pre-placement assessment (primary & secondary) | Prior to placement | Principal Pre-placement Assessment Team | All Key Stages | To assess pupils in their current setting |
| Screening CARS Standard and HFA | Prior to Placement | Pre-placement assessment Team | All Key Stages | Standard High Functioning Parents or Carers questionnaire |
| PEP-3 | On entry Early Years KS1/2 An entry and bi annually | Bi-annually Principal, KS 1/2 | KS1/2 | Will assess each pupil's needs across a range of areas to allow individual planning based on emerging skills. Reports on programmes given to teachers and parents/carers |
| Sensory Assessment | On entry in all Key Stages and then annually As required | Annually Principal KS 1/2 Vice Principal for KS 3/4/5 | All | Used to plan and review the 'sensory diet' for each pupil. Report and programmes to teachers |
| Baseline curriculum assessments and teacher assessments Early Excellence | Termly assessments involving input from pupils and parents/carers | Principal KS 1/2 Vice Principal for KS 3/4/5 | All | EHC Plan – PLP and Annual Review |
| B-Squared (Connecting Steps) | Teachers to input data 6 times per year | Per term Principal for FS, KS 1/2 Vice Principal KS 3/4 Teachers | All | Will track progress for each pupil across national curriculum areas using end of key stage objectives and in some subjects' end of year objectives. |
| School progression tests | Formal tests at KS1 and KS2 | Once per year in Years 2 and 6 Principal. | KS1 and 2 | Assess pupil progress using benchmarked assessment materials with external cross moderation |
| Phonic screening check | Once | Year 1 Principal | KS1 | A national check on development of phonics for all pupils |
| TTAP | Once | Vice Principal | KS3 | Will provide an assessment to plan transition to KS4 and adulthood. |
| CASPA | Data coded termly Annually | Principal | All | Will feed back to SLT, teachers, and Executive Principal/Governors and Trustees |
| Behaviour | Ongoing throughout | Termly – 6 times a year | All | Track challenging behaviour Number of incidences of restraint using Team Teach Level of use of calming room Fixed term exclusions |
| Attendance | Ongoing throughout | Termly – 6 times a year | All | Provide data on: Authorised and unauthorised absence Number of persistent absentees |

There will be a Parent and Carers web-based portal to facilitate two way communication between parents/carers and the School. The portal will allow:

-  Instant messaging including photos and videos of pupil activity during the day. This will help develop continuity between school and home. Sharing of pupil and parents views
-  Sharing of any concerns or successes by teachers, parents and carers
-  Recording notes of meetings such as the Governing Body and Parents and Carers Ambassadors Panel
-  Information sharing of such things as term dates or events being held
-  Provides a facility for parents and carers self-support by connecting parents and carers through social media.

Over 50% of children with autism are not in the kind of school their parents believe would best support them <http://www.autism.org.uk/about-autism/myths-facts-and-statistics/some-facts-and-statistics.aspx>

To help raise awareness, building strong partnerships between the SGS Free School and the family, parents and carers will be invited to participate in courses and learning activities arranged for the School's staff.

The School Parliament will provide an opportunity for pupils to represent their peers, promoting their interests, providing feedback and influencing new initiatives or facilities for the School.

D3: Staffing Structure

xOur kids do not need low paid carers, they need highly trained, highly skilled and knowledgeable teachers who will push them to achieve the most they can out of their education.

South Gloucestershire Parent

This is a view that we share. Our vision demands high quality trained expert and specialist professionals with caring and empathetic attributes who are also committed to challenging the youngsters to reach the highest achievements.

We are also fully aware that we need to recruit staff according to the phased growth of the school. After careful analysis of current pupil and future forecasts, we have outlined a process to show how we would be fully operational by 2019.

Figure D1 describes the proposed staff structure when the SGS Free School will be operating at full capacity.

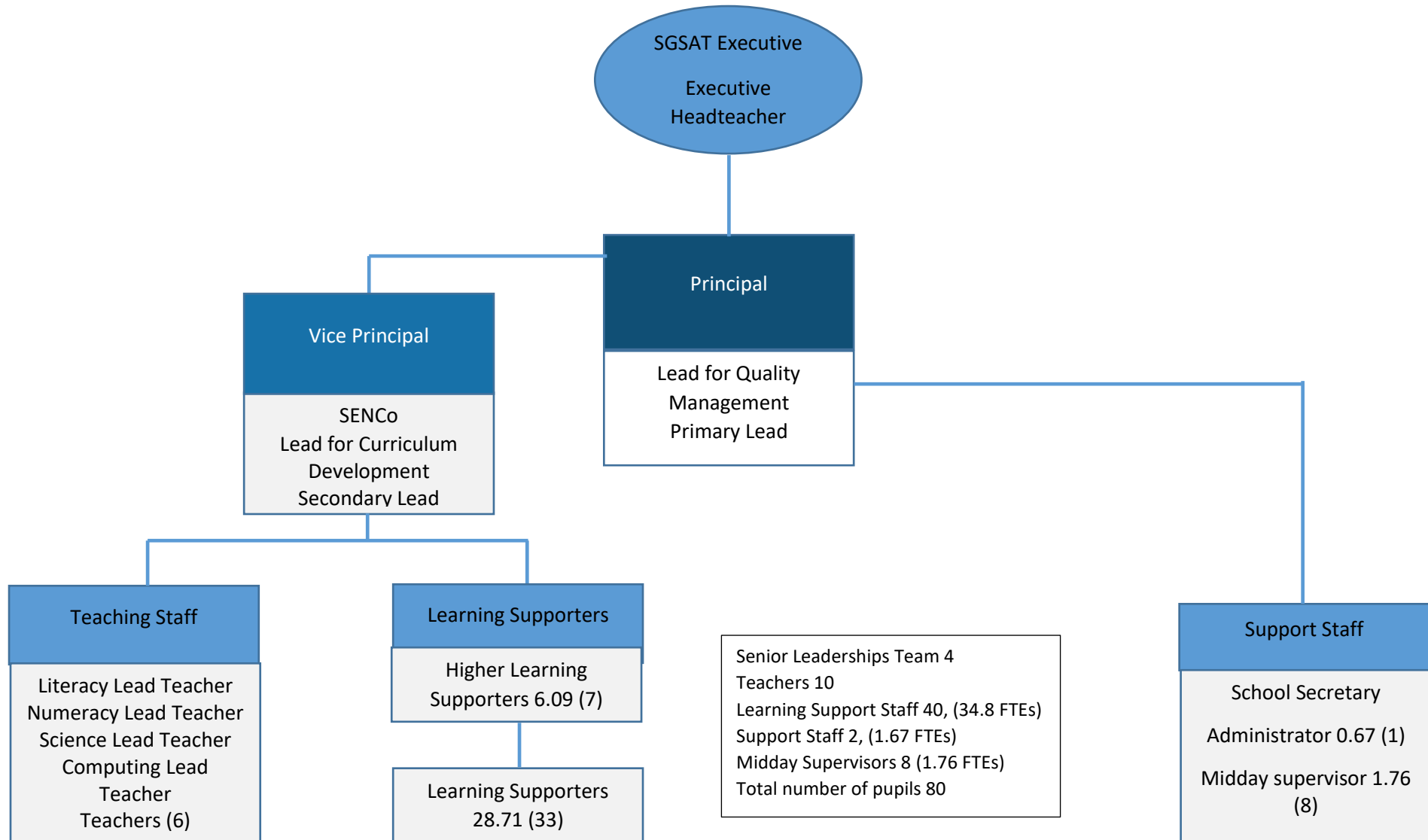
Table D8 describes how we intend to increase the staff of the School to match pupil numbers as it moves to full operation in 2019. We have modelled scenarios in case of pupil numbers. Please note in modelling for 70% of the planned intake in the first three years the number of teaching staff are reduced accordingly.

Table D8

| Staff | Sept 2017 | Sept 2018 | Sept 2019 |
|-----------------------------------|--------------|-------------|--------------|
| Total number of Pupils | 30 | 56.65 | 80 |
| Executive Team | 2 | 2 | 2 |
| Principal | 1 | 1 | 1 |
| Vice Principal | 1 | 1 | 1 |
| Teaching Staff | 3.5 | 7.8 | 10 |
| Literacy Senior Teacher | 1 | 1 | 1 |
| Numeracy Senior Teacher | 0.5 | 1 | 1 |
| Science Senior Teacher | | 1 | 1 |
| Computing Senior Teacher | | 1 | 1 |
| Teachers | 2 | 3.8 | 6 |
| Learning Support Staff | 12.18 | 25.29 | 34.8 |
| Higher Learning Supporter | 3.48 | 4.35 | 6.09 |
| Learning Supporter Pupil focussed | 6.09 | 12.24 | 20.01 |
| Learning Supporter Group focussed | 2.61 | 8.7 | 8.7 |
| Support Staff | 1.88 | 3.21 | 3.43 |
| Secretary | 1 | 1 | 1 |
| Admin staff | | 0.67 | 0.67 |
| Midday Supervisors | 0.88 | 1.54 | 1.76 |
| Total Staff | 19.56 | 38.3 | 50.23 |

Figure D1

SGS Free School Organisation Chart ~ at Full Capacity



During the time of growth, and if in the future numbers do not materialise as anticipated for some reason, we are confident that we will be able to maintain the quality and breadth of the learning experience for the pupils through the collaborative working and planned sharing of staff across the Olympus Academy Trust and SGS College which provides for the full 4-19 age range. (Please see letters of support in section G figures G2 and G3.).

Staff Roles and Required Experience

We will require all staff to have appropriate qualifications for their role

All staff will benefit from our programme of professional development including access to specific programmes to continue to develop specialist knowledge and expertise in autism. As parents and carers are important partners of the SGS Free School we will open up specific training programmes to them which will ensure a commonality of knowledge, language and behaviour throughout the school community.

There will be development programmes to enable progression within the Learning Supporters team to allow group supporter to acquire the skills, experience and aptitude to take up the more individual focussed role of pupil focussed Learning Supporter for those pupils on **enhanced** programmes.

Leadership

There will be an Executive Headteacher the Academy Trust who will oversee the work and core provision of all the schools in the Trust. If the Principal Designate is a primary specialist with experience of working with children with autism we would therefore appoint a secondary specialist Vice Principal and vice versa.

The role of the Executive Headteacher is to lead the strategic planning, use and development of the Trust's back office functions (including HR, legal, financial, estates and facilities management, marketing) in order to secure maximum educational benefits for all pupils. This role will also lead and implement the Quality Improvement Programme across the schools.

The Principal is accountable to the Executive Headteacher and will be responsible for the operational day to day running of the school and will be the overarching designated safeguarding lead for the school. The Principal will also have oversight of either the secondary or primary phase in terms of learning, progress. The Principal will have line management responsibilities including the commissioned services of therapy support.

The Vice Principal is accountable to the Principal and is responsible for oversight of a phase (either primary or secondary) for curriculum development and delivery and has line management responsibilities for members of staff.

As the school is small, even when full, the Leadership Team will also incorporate wider teaching staff to ensure capacity and lead wider whole school responsibilities according to skills, expertise and experience. This includes holding key statutory roles such as the SENCo, the Designated Teacher for Children in Care and the Safeguarding Lead. This will also create professional leadership opportunities and so enhance recruitment and retention. Over time, there could be the opportunity for staff to be seconded onto the leadership team for time specific periods to deliver innovative programmes according to the school's improvement and development journey.






Teaching and Support Staff

Teaching and Learning Responsibility (TLR) Allowances will be awarded as the school grows in accordance with the curriculum planning and implementation of the pupil support systems.

All staff will be required to be fully qualified teachers with knowledge and experience of AET standards a significant advantage.

Teachers will need to be able to deliver cross-phase. This will include teaching some accredited subjects at Key Stage 4. Individualised programmes featuring additional Key Stage 4 and Post 16 accreditation will be delivered through the shared Concorde Partnership curriculum prospectus. This will augment the breadth of the curriculum and will also offer pupils an opportunity, if appropriate, to study in a more mainstream environment.

When the School is at full capacity there will be four Lead Teachers and six teachers. Each Lead Teacher will take responsibility for one of the core subjects: English, Mathematics, Science and Computing. The other teachers will have areas of expertise covering:


-  Early Years
-  Humanities and Religious Education
-  Modern Languages
-  Design Technology
-  Creative Arts
-  Physical Education

It will be the responsibility of the Lead Teachers to ensure that the curriculum for their core subject is embedded through the curriculum of the SGS Free School. Over time, they will support the development of the teachers to enhance their understanding of innovative practices within the subject particularly in relation to children with autism.

Learning Supporters

There will be a strong and experienced team of HLTAs and Teaching Assistants known as Higher Learning Supporters and Learning Supporters recognising their important role in supporting learning in all aspects of school life.








In the team there will be:

-  **7 Higher Learning Supporters** who will have a curriculum support lead role and will supervise Learning Supporters.
 - 5 - will have a lead role in terms of developing, establishing, monitoring and reviewing support at each Key Stage including Post-16 and the programme delivered through the Concorde Partnership.
 - 1 - will also have the lead role in managing and coordinating the transition process as pupils join the School. She/he will support parents/carers as well as liaise with the pupil's current school or setting to understand the support strategies and interventions which will be needed to support a successful transition
 - 1 – will have a lead role to co-ordinate and be responsible for support given to pupils on placements either with employers or community groups. This will involve liaising with the host organisation before, during and after the

placement to ensure that staff have received adequate information and support to help ensure that the placement is valuable and effective

The Learning Supporters team will be pivotal to the success of the SGS Free School by supporting the achievement of positive outcomes for our pupils, both academically and also in developing appropriate behaviours and managing anxiety as well as helping to ensure that pupils enjoy, achieve, are safe and develop a successful role in our community. We intend to augment the recruitment of new Learning Supporters by seeking, for example, entrants at graduate level in psychology. This will help to enhance the professional and specialist knowledge and expertise of the team. There will be a further 33 Learning Supporters as the school grows.

The role of the Learning Supporter will include:

-  Support at the start and end of the day – including some enrichment activities
-  Support in lessons across all Key Stages
-  Individual support for pupils on the enhanced programme
-  Support and delivery of therapy programmes (e.g. SaLT, OT and Physio)
-  Liaison with parents/carers
-  Support to access provision provided through the Concorde Partnership
-  Supporting pupils on work or community placements

Support Staff

In addition to the range of functions provided by the “back office”, a secretary and an administrator (term time) will provide support to the teaching and management staff.

During the lunch break there will be a team of 8 Midday Supervisors to oversee pupil activities which could include supportive play or more 1:1 support for those pupils who need more individualised interventions.

Specialised Therapies



Specialised therapists such as speech and language therapists, CAMHS, educational psychologist, nurse, and occupational therapist will be commissioned as required. This is already accepted practice in schools in South Gloucestershire. The main specialised support will be from speech and language therapists who will assess communication ability, identify ways of developing better communication skills and advise teachers on appropriate learning strategies for with individual pupils. It is anticipated that when SGS Free School is at full capacity there will be one speech and language therapist (SaLT) employed five days a week during term time.

D4 Meeting Pupil Needs

Strategy to assess and meet the needs of all children

Pupil Cohort – Types of Need

The SGS Free School will cater for pupils from KS1 to KS5 who have autism specifically high functioning autism (HFA) or Asperger's Syndrome. The pupil cohort can broadly be defined as two groups:

-  Those with HFA or Asperger's Syndrome as their primary need
-  Those with HFA or Asperger's Syndrome as their primary need but also present with other additional needs

All pupils will have a Statement or EHC Plan. The majority of pupils will have a diagnosis as a result of a multi-agency assessment. A very small number may be part way through the diagnosis process – a pre-screening process will be implemented by the school for this group of children.






The spectrum of abilities, medical and emotional needs of pupils with autism can differ greatly. We have built a curriculum which addresses the difficulties faced by pupils with autism acknowledging that their needs change over time. There is a focus on communication, social skills and emotional well-being which is centred in a curriculum which promotes achievement across a broad range of subject areas. Where ever possible our curriculum will mirror our partner schools in the Olympus Academy Trust in order to support inclusion opportunities for the pupils and curriculum development opportunities for the teachers (PA1).

An extended school day encompassing enrichment activities will benefit pupils by creating a culture of learning as a life skill which is particularly pertinent for pupils with autism as they can have great difficulty generalising new knowledge and skills. SGS Free School seeks to instil this attitude for learning within each pupil and enable them to transfer learning into the home, local community, and beyond.

Understanding the special educational needs of our pupils

We will adopt a Graduated Approach of Assess, Plan, Do, Review¹⁹ as outlined in the 2015 SEN Code of Practice. Regular assessment, monitoring, evaluation and progress will be recorded in the pupil's Personalised Learning Plan. Our assessment of SEN need is based on a three stage model and ensures that needs are assessed accurately and that interventions are implemented by the staff group to support good progress. Our approach:

Stage 1 – baseline assessment







-  **Observation and assessment** - Undertake an assessment prior to starting at the School. Our staff will visit the child at home and in their current school (where possible). Our assessment team can draw from our teachers, Family and School Liaison Learning Supporter, SaLT, OT and Educational Psychologist.
-  Review all reports and assessments completed by other professionals
-  Talk to the child/young person and family in depth
-  The child will attend some introductory days at the School
-  Assessment tools will depend on the age of the child and may include:

¹⁹ Based on the DfE 2015 SEN Code of Practice.

- Previous school's assessments data
- Developmental checklists (including PEP-3 and T-TAP)
- Achievement assessments including reading, spelling, numeracy and listening comprehension (WIAT – from age 4+)
- Speech and language assessments, such as CELF 4

Stage 2 – child-centred outcome setting

We are keen to adopt a child-centred approach to outcome setting so we can ensure that the outcomes are meaningful for the child and family. These outcomes will cover a wide range of needs not just academic and will be listed on the Personalised Learning Plan. This will be achieved by:

-  Step 1: Check what matters to the pupil
-  Step 2: Prioritise the outcomes
-  Step 3: Consider what success looks like
-  Step 4: The barriers or blockers
-  Step 5: Action and record
-  Step 6: Review

Stage 3 tracking and on-going assessment

We will track progress across a full range of targets and outcomes. These will be reviewed by the teacher and Learning Supporters on a weekly basis. Information will be shared with the child where appropriate and always with the parents/carers. Where individual pupil therapy sessions are recommended– all targets will be integrated into the Personalised Learning Plan.

Six times a year, a more formal review of targets and outcomes will be completed and recorded. The pupil and parents/carers will be part of the process. Success will also sometimes be recorded using video footage which will be posted immediately on the Parent Portal so that parents/carers can reinforce the celebration of success at home.

Pupil Groupings

Our learning is organised within key stages so pupils will be placed in a Key Stage rather than a year group. They will have an individual programme, working in small groups and on an individual basis if required. Groupings within the Key Stage will be designed based on the ability and achievement levels of the pupils. For example, a pupil with a strength in maths can work with other older pupils and be challenged to make greater progress. The curriculum can be differentiated at an individual pupil level to support and scaffold areas that are challenging and require additional support to make good progress.

We are aware that some of the pupils coming to our School will have further additional needs (eg enhanced placements). Autism friendly approaches based on structure and routine will be adopted (based on the TEACCH approach and AET standards) in order to meet these additional needs. All support will be personalised with one to one

support being provided for those pupils on the enhanced programme via the team of pupil focussed Learning Supporters.

At least one in three adults with autism are experiencing severe mental health difficulties due to a lack of support.

Rosenblatt M (2008) "I exist: the message from adults with autism in England"

EAL Pupils

It is expected that there will be a small number of EAL pupils. For example, our parent consultation sessions highlighted a group of Polish families with autistic children. We will work with our SaLT and the parents/carers to encourage them to use language and picture symbols to communicate English words that match key words used in the primary language. PECS will be employed to monitor progression of language and communication skills. If a child has greater verbal ability we would encourage parents to speak to them in English as much as possible, giving them exercises to develop their language skills. Skills in EAL teaching for those with autism will be a criterion used in assessing applications for new posts and we will aim to have in-school expertise. If further training is required this will be undertaken and reviewed on a regular basis. We will bring in experts in the field, including a SaLT and specialists in EAL delivery for children with autism (PA2-4).

Support for Girls

Our consultation with families in the local area and the current national figures would suggest that girls will be in the minority in SGS Free School. Research has highlighted that the needs of girls with autism are different from boys' needs so we will ensure that opportunities specific to their requirements are included in their PLP. We are aware that girls' more developed language skills can mask underlying difficulties. Girls will be given opportunities to mix with those of similar ages in our partner schools in order to provide them with a wider peer group and role models. Girls will have different needs in PSHE and Sex and Relationship Education and so we will therefore work closely with parents and each pupil to ensure consistency across environments and respect for cultural differences (PA1-4).

Gifted & Talented Pupils

Careful consideration will be given to the particular needs of such pupils. We see our responsibility as ensuring the provision of a curriculum differentiated to meet the needs of the most able pupils. Opportunities will exist to take options in the wider partner schools and college so that the pupil will have all the necessary conditions to attain the highest formal qualifications possible commensurate with their abilities and interests (PA1-4).

Children in Care

Our SENCO will have the lead role for Children in Care and will ensure that all staff are fully aware of the additional needs of children in care, ensuring that a Personal Education Plan (PEP) is in place and up to date. Progress will be monitored and advice sought from the Virtual Head Teacher based within the local authority if needed.

Ongoing and regular contact will be maintained with carers and the family - where appropriate (PA1-4).






Pupil Premium

Our SENCO will coordinate interventions and programmes designed to deliver accelerated progress for pupils in receipt of Pupil Premium funding. The SENCO will also monitor and report progress to the Governing Body. Our initial analysis suggests that there will only be a small number of pupils receiving Pupil Premium. (PA1-4).

Language and Communication

SGS Free School will work closely with parents/carers and SaLTs in order to design and implement programmes to increase the language and communication skills of pupils. The 'Think Social' System will provide a structured teaching and learning system to support development of language and understanding and will be used throughout the school (PA1).

All staff will adopt "language and communication friendly" teaching techniques including:

-  Supplementing instructions visually (either with the written word, symbols, pictures, real objects or in some cases Makaton sign language).
-  Monitoring the use of language to avoid use of idioms, homophones and other language confusing to pupils with autism and provide explanations/rationale to enhance social understanding (PA2+4).
-  Presenting all work activities in a visually clear way in small, achievable steps.
-  Using augmentative communication systems where appropriate
-  Using information technology will be important and the SGS Free School will keep up to date with new technologies in order to develop the communication skills and opportunities for them. Some pupils may use iPads as their augmentative system.

A Speech and Language Therapist will provide direct interventions when appropriate and programmes will be integrated into the curriculum throughout the day. They will also regularly train and update staff and parents.

Sensory Integration and Diet

Research in autism highlights the need to address the sensory needs of pupils with autism. Intense sensory perceptions can be painful, confusing and impact on a pupil's ability to focus on any learning task. Sensory learning will be integrated into the curriculum and individual priority objectives will be developed through topic-related activities. Progress will be monitored, assessed, and future intervention schemes planned. This will be overseen by the PLP Review Meeting. (PA2).

The School will offer each pupil a 'sensory diet'. A full sensory assessment will be conducted on entry into the School so that any difficulties in sensory processing can be identified. Parents and carers will also be consulted as part of the assessment. Each pupil will then have a plan – which may include individual activities such as sensory integration, as well as a complete package of tolerances/intolerances and careful and supported access to de-sensitisation strategies. For some pupils this may involve the use of headphones, weighted jackets, 'chewy tubes' or 'move and sit' cushions. Sensory integration 'swings' will be available and staff will be trained (in conjunction with an OT) to deliver sensory integration. An Occupational Therapist will be commissioned for regular advice.

Some pupils will have restricted dietary choices and we will work closely with parents/carers and the provider of school meals to support pupil's access to a healthy, nutritional and varied meal each day. (PA2).

Environment and Information Technology

The environment at SGS Free School will be tailored to the needs of pupils with autism. Due to their sensory needs and reduced lack of understanding of their environment, the interior of the building will be designed with visually recognisable pathways and low-arousal environments. The classrooms will have clearly designated spaces with individual workstations for each pupil in line with TEACCH methodology. All resources and areas will be visually clear and the school will have a calming room in all phases. We are aware that computers can act as a motivator in terms of learning for children with autism and also provide opportunities to test and retest skills in a safe environment and by doing so prepare pupils for future adult life (PA1-4). There will be safe access to digital technology and each pupil (at an appropriate age) and monitoring use to prevent inappropriate access to the internet.

Discrimination

SGS Free School is opposed to all forms of discrimination based on a person's ethnic origin, class, religion, nationality, age, gender, disability, ability or sexuality. We will collectively (staff and governors) work towards ensuring that our practices both within and outside the classroom are anti-discriminatory. All staff and governors will promote equal opportunities and educational inclusion. We will strive to have a school community where everyone is valued equally because of, rather than despite, their individual differences.

All incidents of racial discrimination will be recorded and action will be taken to address the particular incident and underlying issues. The curriculum will support multiculturalism and diversity and all resources used will reflect our own community and the wider South Gloucestershire and Bristol community.

Other Agencies

We have already been able to share our planning with Clinical Commissioning Group lead representatives so they are aware of our broad commissioning requirements and how the SGS Free School would provide additionality to the continuum of provision for autism in South Gloucestershire.

Our commitment to work with social care, the 0-25 integrated SEN service team and the public health team will be managed thorough our close liaison work with the local authority and our understanding of the Education Health Care needs assessment and Education Health Care Plan process.

We have explored local health providers and are confident that we can commission therapy support from the local NHS Trust and/or other private providers (e.g. Virgin Health or Talk Speech Therapy). All providers listed in the table below are already in place in South Gloucestershire schools. The Table D9 highlights services we could access based on the needs of the pupils. Services will be commissioned on an annual basis through a Service Level Agreement (SLA). The quality of the service will be reviewed formally on an annual basis (between the Principal and provider) with informal reviews completed each term. All clinical supervision of therapists will be inclusive of the SLA and provided by the host employer (ie health provider).

Table D9

| | |
|--|--|
| Speech and language therapist/ OT/Physio | North Bristol Trust / Virgin Health/ Talk Speech Therapy |
| Educational Psychology Service | South Glos Council Vulnerable Children's Traded Service – platinum package (9 days) per year |
| Ethnic Minority and Traveller Achievement Service - EMTAS | South Glos Council Vulnerable Children's Traded Service |
| Specialist teachers for SpLD, ASD, Behaviour and Education Welfare Service | South Glos Council Vulnerable Children's Traded Service |
| Therapeutic Services - counselling | South Glos Council Vulnerable Children's Traded Service |
| Play Therapy | Sole provider (Carrie Kingston) |
| Music Therapy | Music Space |

Behaviour and attendance

We see behaviour and attendance as key to successful learning in an environment which is safe, low anxiety and supportive. We will have a robust Behaviour and Attendance Policy. We do not intend to use exclusion to manage challenging behaviour as we feel it is unlikely to be meaningful for our pupils. Pupils with autism often exhibit behaviour which is inappropriate and challenging. We will view all behaviour as a form of communication and so will adopt strategies to manage pupils' behaviour in a consistent way and help them to become calm children leading to becoming responsible citizens.

One in five children with autism has been excluded from school, many more than once.

<http://www.autism.org.uk/about-autism/myths-facts-and-statistics/some-facts-and-statistics.aspx> once.









Our staff team will be skilled in observing behaviour using functional analysis to ascertain the antecedents of any challenging behaviour. Through the adoption of Team Teach, we will use de-escalation techniques to limit challenging behaviour incidents. Any incidents that do occur will be recorded and evaluated with the SaLT, to ensure that lessons are learnt and instances are reduced in the future.

We will endeavour to “design out” challenging behaviour by the adoption of a flexible curriculum with high levels of physical activity so that we can manage the pupil's energy levels, moods and changes in behaviour. Our aim is to support the pupils to develop greater emotional regulation and this is further supported by the development of language and methods to express anxiety and frustration (PA2-4, TA1-2).

All staff will be trained in Team-Teach techniques and have the skills to manage behaviour safely. Calming rooms will be provided in each phase of the school. Teachers and the SLT will liaise also with 0- 25 Team and Child and Mental Health Service (CAMHS) to ensure the safety of its pupils at all stages of their learning. Close liaison with the family and carers will be maintained at all times.

Staff will teach all pupils how to recognise and deal with their own emotions, as well as identifying and responding to others' emotions. Children will be given the freedom to

express their own emotions and staff will support this by directing them to visual cues in order to do so. Examples of these include using Feelings Charts and Emotional Barometers. Some pupils will have struggled to develop good “How to Learn” behaviours. So part of the transition period at the start is not only to complete baseline assessments but to undertake a detailed analysis of the pupil’s learning to learn skills. These include the following:

-  Attending
-  Sitting
-  Waiting
-  Responding
-  Changing behaviour based upon feedback
-  Learning from prompts
-  Remaining Calm
-  Managing anxiety

We will provide programmes to target and teach these skills, recognising that some pupils will find them hard to master. As with all our programmes we will build incrementally, based on the pupil’s interests and strengths.

We also recognise working with pupils with complex needs in relation to autism can be very stressful and have an emotional impact on those teaching and supporting. We will ensure a team approach whereby staff are supported and given opportunity to debrief and have regular opportunities for supervision. This is especially important when an incident of challenging behaviour has occurred. Staff will be clear on how to record incidents and be given time in which to analyse the event as well as offered support by a member of the senior team to ensure their safety and wellbeing at the time and in the future. Table D12 lists some of the intervention strategies we will use to manage challenging behaviour and support emotional wellbeing.

Attendance

Attendance will be monitored in each lesson and a register of attendance completed twice a day. Absence of all pupils will be followed up on the first day with a phone call to the parents and carers. Parents will be requested to report absence by 9.00 each morning by leaving a message on the answer phone service.

Where attendance is below 96% the School will respond with support by:










-  Working with parents/carers offering strategies, a friendly, listening ear, support in the home, visual structures and routines, home visits
-  Liaising closely with Local Authority professionals such as Education Welfare, Inclusion Support and Educational Psychologists
-  Liaising with health professionals such as Paediatricians and CAMHS
-  Implementing a therapeutic curriculum

Table D12

| | |
|-------------------------------|--|
| <i>Positive Attention</i> | In order to reinforce appropriate behaviour staff will use positive attention strategies, including: <ul style="list-style-type: none"> • praise and affirmation that children are on target • happy expansive body language • pointing out good role models |
| <i>Responding to Triggers</i> | Staff will be aware of certain triggers for some children's behaviours, and also to be aware of behaviour beginning to escalate. They can diffuse situations by: <ul style="list-style-type: none"> • adapting the timetable to respond to individual needs distracting the child & offering an alternative activity • giving a timescale for desired activity/object • giving reminders of rewards for good behaviours |
| <i>Rewards</i> | <ul style="list-style-type: none"> • used to encourage appropriate behaviour. • involving food will be agreed with parents. • some children will be able to understand a token system e.g. exchanging tokens/coins for bigger rewards. • accompanied by immediate verbal praise, visual if possible • children should be involved in identifying their own targets and rewards, as appropriate |
| <i>Reducing Anxiety</i> | Staff will recognise that all children with an autism can be extremely anxious at times. Staff will help to reduce this through: <ul style="list-style-type: none"> • massage/pressure – shoulders, head, back, hands • touch – reassuring hand-holding/linking arms etc. • using quiet, calm voices, offering quiet safe places to go • giving the child choices • offering headphones with soft music playing, ear defenders • offering familiar, calming activities |

A statement or EHC plan review and/or access to the Education Welfare Service will be implemented for persistent non-attendance and action taken if required.

Many children with autism become very anxious at the thought of going to school; we will support these pupils in the following ways and strategies:

-  Provide support if they are struggling to get their children to school.
-  Provide flexible starts and ends to the school day to reassure the pupil if there are high levels of anxiety.
-  Our Learning Supporter will visit the home and provide a bridge between the School and home.
-  Offer a tailored personalised curriculum that engages the pupil and ensures that anxiety levels are kept as low as possible.
-  If difficulties arise we will problem solve with the parents/carers and child to support the pupil's attendance

Safeguarding

Over 40% of children with autism have been bullied at school

<http://www.autism.org.uk/about-autism/myths-facts-and-statistics/some-facts-and-statistics.aspx>

We are aware that children with disabilities (including those with autism) are at higher risk of experiencing abuse and neglect than those without disability, but they are less

likely to be subject to child protection plans (Ofsted 2012)²⁰ and so we will be vigilant and take the required action (referral to safeguarding team in South Gloucestershire local authority). We will work with our pupils to develop their understanding of being safe and how to better understand risk and unsafe situations. This is a complex area for children with autism and they will need targeted teaching and programmes to ensure a higher level of safety given their disability.

We can confirm that all requirements of the DfE's statutory guidance, *Keeping Children Safe in Education – Statutory guidance for schools and colleges March 2015*, will be in place and reviewed regularly by the SLT. The Principal will be responsible for Safeguarding across the School. The Literacy Lead Teacher will hold the responsibility and carry out the functions of the Designated Teacher for Safeguarding. We confirm that we will ensure all staff have up to date safeguarding training in line with the guidance of the Local Safeguarding Board (LSB). All safer recruitment processes will be implemented in line with safeguarding regulations and the LSB.

This will ensure that:

- Staff have access to up to date information on safeguarding, including specific understanding of safeguarding issues related to autism, the types of abuse and what to do if you suspect abuse
- Access to a programme of safeguarding training which is provided to all staff on induction, reviewed on a regular basis and refresher courses offered and completed
- Compliance with all policy, processes and procedure of the Local Safeguarding Board
- The management of safeguarding is robust (and in line with all aspects of the DfE statutory guidance)
- Processes are clear and robust in terms of all allegation of abuse made against teachers or other staff at the School.

The high level of staffing will ensure that pupils are observed and any inappropriate behaviour addressed quickly, sensitively, and effectively. Wherever appropriate, risk assessments will be in place with mitigating activities to support Safeguarding. Play and lunch times will be staggered so young children are not mixing with older children. Safeguarding is a defining principle for our school.

"Yes a school for autism would be ideal. Autism is very complex, it is unlike any other SEN conditions in my opinion and a school tailored specifically to our children's needs would be amazing and life-changing for them. I have seen how our son has thrived over the last two terms because he has been in a school where they completely understand his needs however it is small and cannot accommodate all the children in the county and also there is a pressure to eventually join the mainstream children in class. A school needs to be built in our area which is just for autism, where our children will be given the best possible chance in life -with our autistic children an excellent specialist education is absolutely key to their development."

South Gloucestershire Parent

²⁰ Ofsted (2012). *Protecting disabled children: thematic inspection*

Section E – Evidence of Need

Evidence of Need Part 1

Table E1: For pupils with statements of SEN or with Education, Health and Care (EHC) plans

| | Year 1 | | | | Year 2 | | | |
|------------------|--------|----|-----|---|--------|----|------------------|---|
| | A | B | C | D | A | B | C | D |
| Reception | 4 | 4 | 1 | | 4 | 4 | | |
| Year 1 | 5 | 5 | 3 | | 7 | 7 | 1 | |
| Year 2 | 4 | 4 | 11 | | 6 | 6 | 3 | |
| Year 3 | 4 | 4 | 5 | | 7 | 7 | 11 | |
| Year 4 | 4 | 4 | 9 | | 6 | 6 | 5 | |
| Year 5 | 4 | 4 | 12 | | 6 | 6 | 9 | |
| Year 6 | 5 | 5 | 6 | | 6 | 6 | 12 | |
| Year 7 | 0 | 0 | 9 | | 6 | 6 | 6 | |
| Year 8 | 0 | 0 | 7 | | 0 | 0 | 9 | |
| Year 9 | 0 | 0 | 7 | | 0 | 0 | 7 | |
| Year 10 | 0 | 0 | 9 | | 6 | 6 | 7 | |
| Year 11 | 0 | 0 | 5 | | 0 | 0 | 9 | |
| Year 12 | 0 | 0 | 9 | | 6 | 6 | 5 | |
| Year 13 | 0 | 0 | 7 | | 0 | 0 | 9 | |
| Totals | 30 | 30 | 100 | | 60 | 60 | 93 ²¹ | |

Year 1

| Education Phase | Number of Pupils | % of Places | Number of Children column C | % of Parent Demand |
|------------------------|------------------|-------------|-----------------------------|--------------------|
| Reception, years 1 & 2 | 13 | 43 | 15 | 15 |
| Key Stage 2 | 17 | 57 | 32 | 32 |
| Key Stages 3 and 4 | 0 | 0 | 37 | 37 |
| Post-16 | 0 | 0 | 16 | 16 |





Year 2

| Education Phase | Number of Pupils | % of Places | Number of Children column C | % of Parent Demand |
|------------------------|------------------|-------------|-----------------------------|--------------------|
| Reception, years 1 & 2 | 17 | 28 | 4 | 4 |
| Key Stage 2 | 25 | 42 | 37 | 40 |
| Key Stages 3 and 4 | 12 | 20 | 38 | 41 |
| Post-16 | 6 | 10 | 14 | 15 |

²¹ Please note in table E1 the number of supporting parents reduces in year 2 as some of the children will be over 19

Evidence of Need –Part 2

Key Aspects

-  We have **letters of support** from two local authorities, South Gloucestershire and Bristol City Councils, covering a total of **30 pupils in Year 1 and 60 in Year 2**.
-  Gloucestershire County Council has given the proposal their support but due to distances involved have not make a commitment for places.
-  Following extensive consultation, **100 parents** have given commitments to the School for their children with autism.
-  **Current provision in South Gloucestershire is full** with increasing number of out of area placements and an additional 100 places forecasted for children with autism.

E1 – Valid evidence of need for provision for pupils with a statement of SEN or an Education Health Care Plan

Local Authority Demand

We have worked very closely with South Gloucestershire Council, from the conception of this proposal, which originated from their review of Special Educational Needs²² within the local authority. Together with SGS College they have co-chaired our Educational Development Group. They have supported the development of our vision and our curriculum strategy. They have been integral to this application.

We have received a letter of support from Director for Children, Adults & Health for South Gloucestershire Council, please refer to figure E1, which identifies their commitment to place 25 pupils at the SGS Free School in its first year of operation with a further 25 pupils in the second year. Also we have had confirmation that when the School is at full capacity they envisage funding 50 pupils on standard provision and 30 on enhanced with top up funding being [REDACTED] and [REDACTED] accordingly.

We approached other neighbouring authorities, Bristol City Council, North Somerset Council and Gloucestershire County Council as soon as we had developed our vision sufficiently enough to be able to explain our proposal. The Key Messages document in figure E2 was developed for this purpose. We have received support from both Bristol City Council and Gloucestershire County Council.

²² South Gloucestershire Strategic Review of Special Educational Needs, August 2014



Department for Children, Adults and Health

Date: 21st September 2015

Your Ref:

Our Ref:

Enquiries to:

Tel:

E-mail:

Dear Sir/Madam

Confirmation of support for The SGS Special School

South Gloucestershire Council fully supports South Gloucestershire and Stroud College's application to establish a Free Special School in South Gloucestershire.

We understand that The SGS Special School is a free special school for approximately 80 boys and girls aged 4-19. The expected location will be in the Filton area with the proposed opening of the school being September 2017. The school will provide a personalised curriculum and culture that fully develops pupils' individual strengths, skills and interests. The school will provide for those children with a Statement of Special Education Needs or an Education Health Care Plan (EHCP) with autism identified as their primary Special Educational Need.

We confirm that there is a significant need for this type of proposed provision in the local area and we will consider naming The SGS Special School in line with our statutory duties in pupils' statements of SEN or EHC Plans where appropriate. We anticipate naming The SGS Special School on the Statement of Special Education Needs or Education Health Care Plans of approximately 25 pupils for the first academic year following the school's opening and on a further 25 for the second year, making a total 50 pupils referred by the Council.

The school will receive funding from the Education Funding Agency (EFA). The EFA will deduct this funding from South Gloucestershire's Dedicated Schools Grant (DSG). The level of funding will reflect South Gloucestershire's Funding Formula. Currently this will be at a rate of [REDACTED] per planned place plus a top up for each pupil attending the Free School. The top up will be dependent on the individual pupil's needs and will be according to the Banding System which South Gloucestershire has implemented for funding for high need pupils in specialist provisions. These bands vary in funding levels. It is anticipated that the majority of pupils allocated to the school would be in Band 8 or Band 9 - the current value of these bands for each place is [REDACTED] respectively with the cohort for planning purposes split 5:3 between these levels.

The Council is working in partnership with SGS College to support the moving forward of this project and very much looks forward to the successful opening of the new provision.

Yours faithfully



Key Messages

Free School for Autism March 2015

The development of a new special school for children on the autism spectrum (AS) is being planned in South Gloucestershire. If the DfE approves the new Free School, it will open in **Sept 2017**. As it is a Free School, the project must be approved by the Department for Education in order to move forward. Free Special schools are new independent state funded schools. A Free School is a form of academy.

The SGS School, named after the main sponsor will be a **Free School for young people with a Statement of Special Education Need (SEN) or an Education Health Care Plan (EHCP)**. Parents whose children have Statements of SEN can request that the Free School is named on their child's Statement, but the final decision about which school to name rests with the Local Authority.

The project is being **proposed** and sponsored by **South Gloucestershire and Stroud College (SGS College)** and supported by the wider **Concorde Partnership** which consists of a group of secondary schools in South Gloucestershire (Bradley Stoke Community School, Abbeywood Community School and Patchway Community College). In addition, the project group are working in partnership with **the local authority, existing South Gloucestershire special schools (Culverhill, Warmley Park, New Siblands, New Horizon's Learning Centre and SGEOTAS)** and local resource bases (**Abbeywood Academy 11-16, Hanham Woods Academy 11-16, Chipping Sodbury School 11-16, Blackhorse Primary 4-11 and Charborough Road Primary 4-11**). SGS College has been awarded development funding from the New Schools Network, a charity that supports the development of Free Schools across England.

The school will be for approximately **80 boys and girls** from age **4 – 19** with autism. All children will have a **Statement of Special Educational Needs or an Education Health Care Plan** which identifies needs relating to the autism spectrum.

The pupils who will attend the new special school **will have autism as their primary SEN**. Any learning difficulties will be associated with their autism. Pupils who have severe learning difficulties as their primary need with autism as a secondary area will continue to be placed at New Siblands and Warmley Park Special Schools. Pupils who have complex learning difficulties as their primary need with autism as a secondary needs will continue to attend Culverhill Special School. Places will continue to be provided for pupils with speech, language and communication needs and autistic spectrum who can access a mainstream school curriculum at the area's resource bases. The local authority and all schools will work together to ensure a smooth and clear pathway is available for parents and children.

The actual **site has not yet been** agreed but it is expected to be in the [REDACTED] of South Gloucestershire and the site will be agreed by the DfE and SGS College.

Parents can **express an interest** in the school but at the moment they cannot request a place. This is because we need to ascertain the demand for the school but cannot offer places until the project is approved by the DfE. If all goes to schedule and the new school is approved, then the new facility will open September 2017.

It is very helpful to have contact from parents that may be interested in this proposed school as the school is more likely to be approved if there is **strong parental support and demonstrated demand for the school**. In addition, we are also looking for interested parents who would be willing to join the Governing body of the new school.

Parental expressions of interest can be made by contacting [REDACTED]
[REDACTED]



BRISTOL
2015 EUROPEAN
GREEN CAPITAL

Reply to
Telephone
Fax
E-mail
Our ref
Date

Dear Sir, Madam

Confirmation of support for The SGS Special School

We confirm that the Local Authority of Bristol City supports The SGS Special School's application. We understand that The SGS Special School is a free special school for approximately 80 boys and girls aged 4-19. It will provide a personalised curriculum and culture that fully develops pupils' individual strengths, skills and interests. The school will provide for those children with a Statement of Special Education Needs or an Education Health Care Plan with autism as their primary SEN. The expected location will be in the Filton area with the proposed opening of the school being September 2017.

We anticipate naming The SGS Special School on the Statement of Special Education Needs of approximately 5 pupils for the first academic year following the school's opening and then a further 5 in the second year making 10 in total.

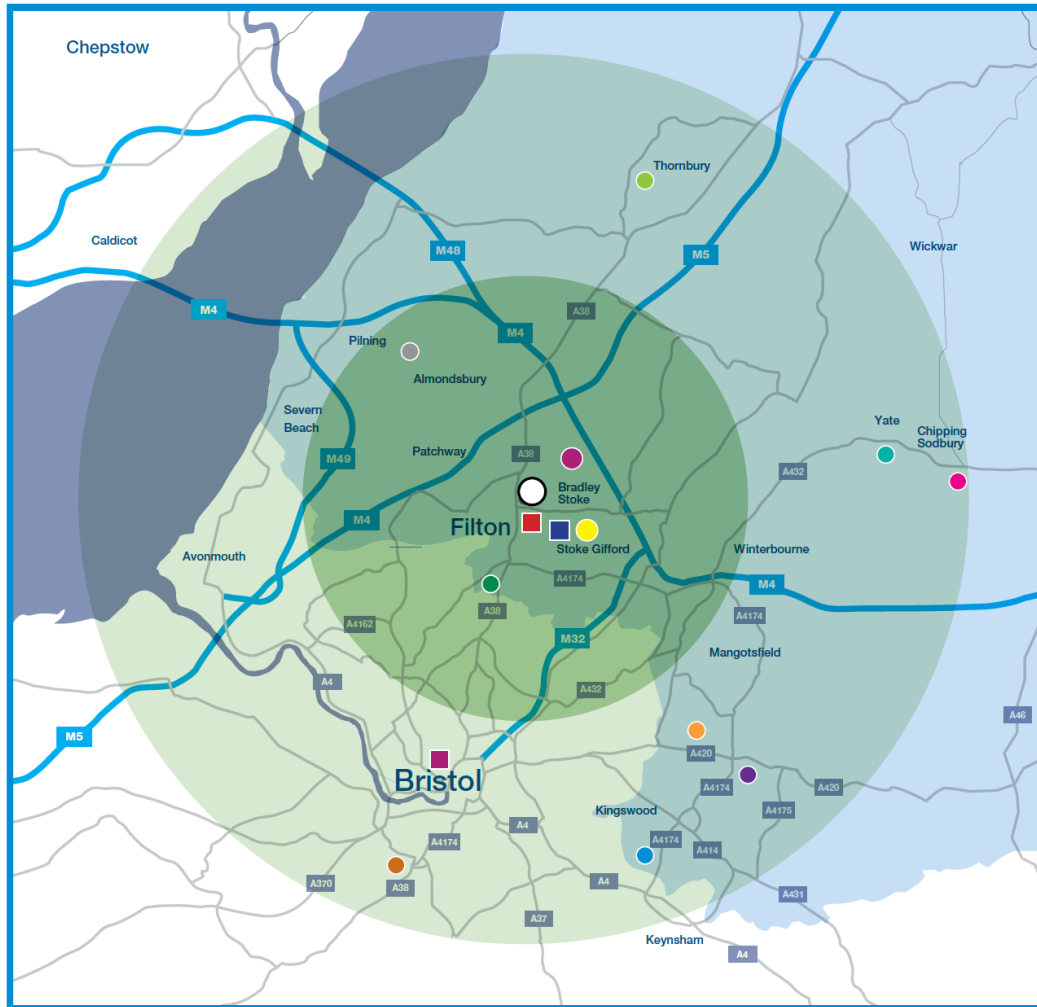
We agree to pay the appropriate top up fee per pupil based on the standard and enhanced placements. Funding will be based on the individual needs of the pupil.

Yours sincerely,

People Directorate

Website
www.bristol.gov.uk

SGS College - Free School Application Map



KEY TO MAP:

- | | | | | | |
|---|--------------------------------|---|---------------------------------|---|---|
|  | SGS Free School - Filton |  | Charborough Road Primary School | <u>Bristol Autism Schools:</u> | |
|  | SGS College - Filton Campus |  | Culverhill School |  | NAS Anderson School |
|  | SGS College - WISE Campus |  | New Siblands School |  | Bristol Autism School |
|  | SGS College - Queens Rd Campus |  | Hanham Woods Academy |  | - 15 minute commute from proposed Free School |
|  | Abbeywood Community School |  | Chipping Sodbury School |  | - 30 minute commute from proposed Free School |
|  | Bradley Stoke Community School |  | Warmley Park School | | |
| | |  | New Horizons Learning Centre | | |

KEY STAKEHOLDERS:

- South Gloucestershire Council
- Bristol City Council
- South Gloucestershire Parents and Carers Forum





Working together to help improve and shape services for families with additional needs and disabilities

Date 2/10/2015

Dear [REDACTED]

I would like to confirm that myself and the South Gloucestershire Parents and Carers Forum fully support the proposal to form a new school for children with autism living in South Gloucestershire.

Being a parent myself with a child who needed specialist provision and had to drive 30 miles each way to get an education I know the benefits this type of provision can have on children who are not able to cope in the current provision that is available in our local area. Without the specialist provision my son had I can honestly say we wouldn't be celebrating his recent transition back into mainstream 6th form and his current A level results and we wouldn't be looking at universities now for him, thankfully I can say he has shown his potential and we are looking for universities. He has the opportunity now of a very positive future.

From my voluntary work with parent's carers over the last 10 years I know that Parents desperately need this new provision from the various engagement events we have run and though the conversations we have with our community. The forum was delighted to hear about the proposed SGS Free School.

This provision is needed urgently to ensure that our children receive the specific support they need early enough and at the right time and deserve to develop the skills and expertise to lead a rewarding life, to live independently and so that like my Autistic son and all the other young people in our area can be an active and valued member of their local community.

[REDACTED]

[REDACTED]

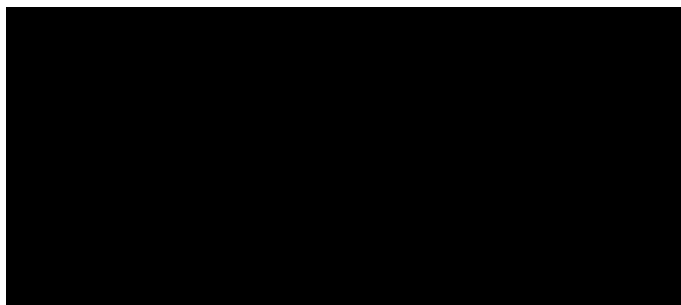
[REDACTED]



Working together to help improve and shape services for families with additional needs and disabilities

We appreciate the involvement we have had in creating the proposal and very much welcome the opportunity to work with you and South Gloucestershire and Stroud Academy Trust to develop this further both during the pre-opening phase and when the School is open.

Yours sincerely



[Redacted line of text]

[Redacted line of text]

[Redacted line of text]

In the letter from the Service Director, Education and Skills, at Bristol City Council they have identified commitment to place 5 pupils in the first year and a further 5 in the second year of operation. This is particularly significant in so far as this reflects that there is unmet demand within this authority even with the opening of the new Bristol Autism Free School in South Bristol. Please note the **Bristol City/South Gloucestershire border is within a mile of the proposed location of the SGS Free School, making the School accessible to pupils living in North Bristol**, please see a map of the area, figure E4. The letter has been included in Figure E3.

Whilst Gloucestershire County Council have not committed to places they have indicated their support for this application. Their letter can be found in Annex E.

We have received support from the four local MPs, Jack Lopresti, Charlotte Leslie, Chris Skidmore and Luke Hall.

Also we have support from our colleagues from the Concorde Partnership and Special Schools and Resource Bases in South Gloucestershire. Letters from the following can be found in Annex E.

-  Abbeywood Community School
-  Blackhorse Primary School
-  Bradley Stoke Community School
-  Bristol Technology and Engineering Academy
-  Charborough Road Primary School
-  Concorde Partnership
-  Culverhill School
-  Patchway Community College
-  SGS College

Demand from Parents

We have developed a strong relationship with South Gloucestershire Parents and Carers Forum, please see letter of support, figure E5. We commissioned them to promote the proposal to local parents of children with autism, arrange and co-host focus groups and host a parent survey on their website. These gave us an opportunity to hear feedback on vision and the curriculum and facilities we are hoping to offer.

With [REDACTED], we attended a parents' support meeting held by local branch of National Autistic Society to present and discuss the new School.

Also we met with [REDACTED] to explain and discuss our vision for a new school.

Finally we manned a stall at a SEND event in North Bristol where parents had the opportunity to find out about the proposal

Annex E contains the programme of these events together with the presentation used to introduce the concept. Comments made at the events have been captured and can be found in Annex E. Also the leaflet we developed to promote our proposed new free school can be found in figure E6.

At the events after explaining the concept and the process we asked parents to complete a feedback form which helped to identify parents committed to the School.

A New School for South Gloucestershire

The SGS Special School

The development of a new school for children on the autism spectrum (AS) is being planned in South Gloucestershire.



The development of a new special school for children on the autism spectrum (AS) is being planned in South Gloucestershire. The SGS School, will be a Special Free School for young people with a Statement of Special Education Need (SEN).

The school will be for approximately 80 boys and girls from age 4 - 19 with autism. All children will have a Statement of Special Educational Needs or an Education Health Care Plan which identifies needs relating to the autism spectrum.

The project is being proposed and sponsored by South Gloucestershire and Stroud College (SGS College) and supported by the wider Concorde Partnership which consists of a group of secondary schools in South Gloucestershire (Bradley Stoke Community School, Abbeywood School and Patchway Community College).

In addition, the project group are working in partnership with the local authority, existing South Gloucestershire special schools (Culverhill, Warmley Park, New Siblands, New Horizon's Learning Centre and SGEOTAS) and local resource bases.



SGS College has been awarded development funding from the New Schools Network, a charity that supports the development of Free Schools across England.

Parents can express an interest in the school by completing the on-line survey on our website. This will help us appreciate the demand from local parents and families of children on the autistic spectrum. However our application to form a new school is still to be approved. If all goes to schedule and the application is successful, then we are planning on opening the new facility for a September 2017 intake.

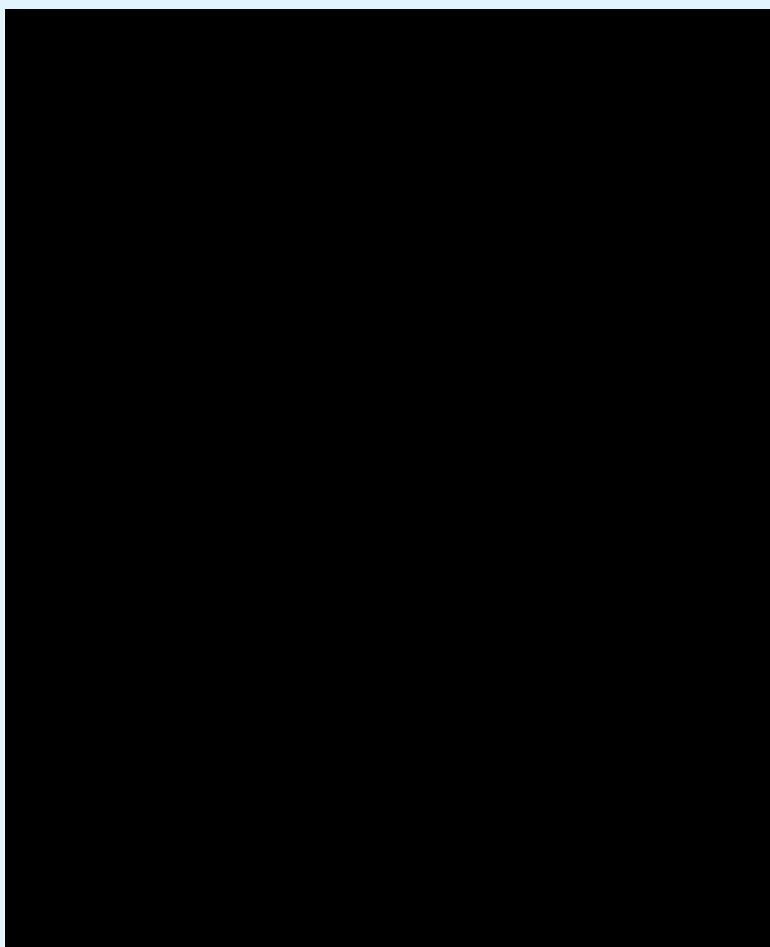
It is very important for us to have contact with and views from parents that are interested in this initiative so that we can ensure that the proposal meets the needs of local parents. In addition, we are also looking for interested parents who would be willing to join the Governing body of the new school.

Parental expressions of interest can be made by contacting









We will be running a number of consultation events with Parents, as listed below, to provide and collect information. To book a place at one of these events and complete a survey, please go to: [REDACTED]

Consulation Event Dates:



From the online survey we received 83 replies, 65% of which indicated that they would ask for their children to attend the School.

The following is a summary of the survey:

-  90% of people responding were female
-  95% of respondents were white (British/Irish/Other)
-  89% had children diagnosed as having autism
-  69% had children with a statement or EHCP with another 12% in the process of obtaining one
-  53% of their children were in mainstream provision with another 4% in specialist provision out of area
-  94% believed there was a need for a new school catering for children with autism














From the online survey and our consultation events 84 parents have indicated that they wish their child to attend the proposed SGS Free School. As the wording of the question on the survey and the original support form did not indicate a strong enough commitment we have since amended this; an example of the revised commitment has been included in figure E7. Annex E contains comments made from parents completing the survey and from the focus groups.

In June we issued a press release following the submission of the original application with an article about the proposal appearing Filton Voice which covers the proposed location of the SGS Free School. Also we created a Facebook page for the School which has reached 1421 people with 93 likes.

During the resubmission period, we arranged an additional parents and carers event on 25 September where we launched the Parents and Carers Ambassador initiative. At the event we receive further support from 16 new parents giving a total of 100 parents completing the support form. Also we have eight parents and carers wishing to be Parents and Carers Ambassadors for the school.

In June we held two consultations with pupils of Abbeywood Community School and Culverhill School. A summary of the views expressed can be found in Annex E.

What is the one thing that is important for you?

-  Game Room
-  Chill Out Room
-  Careers Room
-  Sensory Room
-  Play pod for older children too
-  Basketball
-  Options, different things I can do depending on how I feel
-  Have fun
-  Be proud of school
-  Education, wide choice, English, Art and Music
-  Toy cupboard
-  Assemblies
-  Film Club

Comments from consultation with pupil with autism in South Gloucestershire.

Figure E7

Support for The SGS School

The SGS School is being proposed to provide personalised curriculum and culture for pupils with a Statement of SEN or Education Health Care Plan with autistic spectrum as the primary need. We are planning to open the new school in September 2017. Please complete the following to acknowledge your support and to enable us to update you on progress. We may share this information with the Department for Education as part of our application for a new school.

Please print:

| THE APPLICATION FOR THE NEW SCHOOL IS STILL TO BE APPROVED | | | | | | | | | | | | | | | |
|--|-----------|---|--|---------------------------|---|---|---|--|---|---|----|----|----|----|----|
| How appropriate do you feel this facility would be for your child? (please tick under appropriate box) | | | | | | | | | | | | | | | |
| Would not be right for my child | | | Possibly would meet my child's needs, please send me more details as the proposal is developed | | | | | Feel it would be beneficial for my child, please send me more details as the proposal is developed | | | | | | | |
| | | | | | | | | x | | | | | | | |
| Do you support this proposal? (please tick under appropriate box) | | | | | | | | | | | | | | | |
| No | | | Not sure, need more information | | | | | Definitely | | | | | | | |
| | | | | | | | | x | | | | | | | |
| Contact Details | | | | | | | | | | | | | | | |
| For parents: please indicate your child's current year group, (please tick appropriate box) | | | | | | | | | | | | | | | |
| Nursery | Reception | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | | | | x | | | | | | | | | | | |
| Type of SEN | | | | House Number and Postcode | | | | Email address | | | | | | | |
| ASD | | | | [REDACTED] | | | | [REDACTED] | | | | | | | |

If this application for a new Special School is successful, I would request that my local authority names SGS School on my child's statement or Education Health Care Plan.

| | | | |
|---------|------------|--------|---------|
| Signed: | [REDACTED] | Dated: | 23/6/15 |
|---------|------------|--------|---------|

Contextual Evidence of Need

The demand for a new school for children with autism in South Gloucestershire has been fully explored in section C. This is summarised below.




-  **Current capacity is full.** Table E2 shows the planned capacity versus estimated occupancy September 2015 for Special Schools and Resource Bases in South Gloucestershire catering for children with autism.
-  There is **no dedicated resource for post-16 children with autism**. Warmley Park School has an autistic strand, more from necessity than design.
-  Special Education Needs review²³ identified:
 - **Increasing number of placements** for children with autism **out of area**, presently 14 placements
 - Forecast of an **additional 40 pupils** with autism due to increasing birthrate
 - **60 additional pupils** with autism forecasted as a result of new housing developments within South Gloucestershire
 - The local authority is already experiencing difficulty moving pupils to different provision in the area due to provision being at full capacity, 'bed blocking'.

Table E2

| School/Resource Base | Age | Planned Places | Estimated Occupancy September 2015 |
|--------------------------------|-------|----------------|------------------------------------|
| Culverhill School | 7-16 | 135 | 135 |
| New Siblands | 7-16 | 100 | 100 |
| Warmley Park School | 2-19 | 120 | 120 |
| Abbeywood Resource Base | 11-16 | 25 | 26 |
| Blackhorse Resource Base | 4-11 | 22 | 22 |
| Charborough Road Resource Base | 4-11 | 20 | 20 |
| Hanham Woods Resource Base | 11-16 | 25 | 25 |
| Chipping Sodbury Resource Base | 11-16 | 8 | 9 |

²³ ²³ South Gloucestershire Strategic Review of Special Educational Needs, August 2014






Table E3

| Name of resource base | Designation of resource base | Planned Places | Vacancies Sept 15 | No of pupils with ASD identified on their statement (or EHCP) as primary need. | | | |
|-------------------------------|-------------------------------|----------------|-------------------|--|------|------|------|
| | | | | 2012 | 2013 | 2014 | 2015 |
| Charborough Rd Primary School | Speech and Language | 20 | 0 | 237 | 258 | 266 | 269 |
| Blackhorse Primary | Social communication – autism | 22 | 0 | | | | |
| Abbeywood Secondary | Social communication-autism | 25 | 0 | | | | |
| Hanham Woods Secondary | Social communication –autism | 25 | 0 | | | | |
| Chipping Sodbury Secondary | Social communication - autism | 8 | 0 | | | | |
| Total | | 100 | 0 | | | | |

The provision in South Gloucestershire for children with average ability and autism as their primary special educational need is provided at mainstream schools and then if the pupil requires additional support at the following schools in their resource bases. Table E3 highlights **the year on year increase of the number of pupils with a statement or EHCP where autism** is identified as their primary need. Census data suggest that the number is predicted to continue to increase resulting in significantly greater demand for places with children being placed on a waiting list or being forced to stay within mainstream schools where needs are not being fully met or placed in out of area independent provision.

Section F: Capacity and capability

Key Aspects

-  We will build on the **very strong collaboration** currently between South Gloucestershire Council, South Gloucestershire Special Schools and Resources Base heads, the Concorde Partnership, Olympus Academy Trust, South Gloucestershire and Stroud College and South Gloucestershire Parents and Carers' Forum to support the core team organising and completing the pre-opening phase for the new SGS Free School.
-  The sponsor for the SGS Free School is South Gloucestershire and Stroud Academy Trust (SGSAT). The Trust will provide operational support to the School.
-  Following the skills gap analysis of our core team for pre-opening we will employ [REDACTED] until the actual Principal Designate is in post to ensure that we have the appropriate level of input from educationalists experienced in leading a special school for children with autism.
-  We will have the following skills accessible for the whole pre-opening period
 - Expertise in **leading** Special School for autism with experience of opening new schools ~ **0.6 FTE** provided by [REDACTED].
 - Special education expertise ~**0.4 FTE** covered by [REDACTED].
 - Financial management expertise ~ **0.2 FTE**, [REDACTED]
 - Project Management ~ **1FTE** [REDACTED]
 - Marketing ~ **0.05 FTE** [REDACTED]
 - Human Resources ~ **0.2 FTE** [REDACTED]
 - Quality Assurance and Safeguarding ~ **0.1 FTE** [REDACTED]
-  We are proposing to recruit the Principal Designate **two terms early**,

Section F1 The necessary experience and credentials to deliver the school to opening

The core team has been developed around a shared vision and commitment to improving the provision of specialist education focussed on the growing number of children with autism within South Gloucestershire who are not supported as they should be. Responding to a clearly identified need, articulated by the local authority through their recent SEN Review²⁴ the core team both understand the need for this provision but also have the passion and energy to develop and deliver outstanding education that positively impacts lives whilst leading and managing within an

²⁴ South Gloucestershire Strategic Review of Special Educational Needs, August 2014

educational delivery context. The core team have immense expertise in managing complex funding agreements, delivering building projects to time and budget, addressing provision gaps, developing pupil centred curriculum, enabling outstanding outcomes for learners and demonstrating outstanding leadership and management whilst working closely in partnership to provide the best possible outcomes for learners.

The core team working to [redacted] and the SGSAT will be:

- [redacted]
- [redacted]
- [redacted]
- [redacted]

From the preliminary work as part of the consultation process and the development of the application, the core team have worked cohesively and collaboratively with a common goal of addressing a clear gap in provision in the most innovative and effective way. This cohesive approach will continue post-application through steering groups, design user groups and then the shadow governing body²⁵ before the formation of the full local governing body. The core team has immense experience in establishing new organisations and delivering outstanding provision for individuals that has a hugely positive impact on the communities that we serve.

The team is supported by our partners, [redacted]
[redacted]
[redacted]
[redacted] has extensive experience of establishing and leading a successful cross-phase Multi-Academy Trust, opening new schools and securing rapid improvement. The formal partnership that the School will have with the organisations that he leads are critical to the success of the School from the start enabling the enhanced curriculum and important collaborative work for both staff and pupils. As an outstanding leader of an outstanding specialist provision, [redacted] will provide important challenge and support at all levels of leadership as well as establishing the formal collaboration between the schools.

We have met with both [redacted]
[redacted] to understand the key aspects and challenges of Pre-Opening. From these helpful discussions and building on our experience of the Pre-Opening requirements for SGS Berkeley Green UTC we have developed a high level Pre-Opening Project Plan please refer to Annex F.

From this high level plan we conducted an assessment of the skills we would need pre-opening; this skills assessment is summarised in Table F1.

The Pre-Opening of the School will be led by [redacted]
[redacted] with support from the following people for each main activity.

- [redacted]
- [redacted]
- [redacted]
- [redacted]

²⁵ Shadow Governing Body is the term we are using to describe the group of identified future governors formed before the actual local governing body is formed.

 [Redacted text]
 [Redacted text]
 [Redacted text]
 [Redacted text]
 [Redacted text]

Table F1

Pre-Opening Skills Audit

| Skill/Experience | Member of Team | Member of Proposed Governing Body |
|--------------------------------------|--|--|
| Opening new schools | [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] | [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] |
| School leadership | [REDACTED] [REDACTED] [REDACTED] | [REDACTED] |
| Project Management | [REDACTED] | [REDACTED] |
| Marketing | [REDACTED] [REDACTED] [REDACTED] | [REDACTED] |
| Admissions | [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] | [REDACTED] |
| Demand | [REDACTED] | [REDACTED]s |
| Curriculum design | [REDACTED] [REDACTED] | [REDACTED] [REDACTED] |
| Financial systems and management | [REDACTED] | [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] |
| HR | [REDACTED] | [REDACTED] |
| Capital Projects and site management | [REDACTED] | |
| Governance | [REDACTED] [REDACTED] [REDACTED] | [REDACTED] [REDACTED] |
| Quality Management and Assurance | [REDACTED] [REDACTED] [REDACTED] | [REDACTED] [REDACTED] |
| MIS systems | [REDACTED] | [REDACTED] [REDACTED] |
| Parental concerns | [REDACTED] [REDACTED] | [REDACTED] |
| Autism | [REDACTED] [REDACTED] | [REDACTED] [REDACTED] [REDACTED] |
| Safeguarding | [REDACTED] [REDACTED] | [REDACTED] [REDACTED] |



Sponsor of the SGS Free School

The sponsor for this new Free School is South Gloucestershire and Stroud College Academy Trust (SGSAT) with [REDACTED]. SGSAT, was established in 2014 at the direct request of the Regional Schools Commissioner, in recognition of the outstanding provision with respect to leadership and management at South Gloucestershire and Stroud College – itself a new college formed by the merger of two successful colleges in 2012.

In the role of [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

South Gloucestershire and Stroud College

Supporting


| Measure | Percentage of respondents who support the measure |
|---|---|
| Supporting local businesses | 85% |
| Reducing car use | 82% |
| Supporting local farmers | 78% |
| Supporting local artists | 75% |
| Supporting local sports teams | 72% |
| Supporting local schools | 70% |
| Supporting local health services | 68% |
| Supporting local community groups | 65% |
| Supporting local environmental groups | 62% |
| Supporting local conservation areas | 60% |
| Supporting local heritage sites | 58% |
| Supporting local museums | 55% |
| Supporting local libraries | 52% |
| Supporting local parks and green spaces | 50% |
| Supporting local walking and cycling routes | 48% |
| Supporting local public transport | 45% |
| Supporting local housing | 42% |
| Supporting local social services | 40% |
| Supporting local mental health services | 38% |
| Supporting local substance misuse services | 35% |
| Supporting local drug and alcohol services | 32% |
| Supporting local gambling services | 30% |
| Supporting local gambling services | 28% |
| Supporting local gambling services | 25% |
| Supporting local gambling services | 22% |

[REDACTED]

Education Development Group

Building on the existing a strong partnership between the South Gloucestershire Council, the SGS College and local schools, the Education Development Group was formed to develop the vision with its supporting curriculum for the new school. As we move into the pre-opening stage we will consult with this expert group on curriculum and premises development.

Members of this Group are as follows:

-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]

Parents' Voice

We have received considerable support from [Redacted], an organisation for families with children with additional needs or a disability. This support will continue during the pre-opening phase.

As well as providing advice and views from a parent, [Redacted] will promote the proposal to her members, support focus groups and post information on the Forum's website.

Operational Support

Members of the Executive Team for SGSAT and specialised senior managers from SGS College have contributed to this application and will support the formation of the School during the pre-opening phase, please refer to table F1(a). Their CVs have been included in Annex F.

Support from Employed Consultants

Whilst we will undertake an opening tendering process for the procurement of appropriate educational specialists to support the pre-opening of the School we have

identified three possible people to employ members of our core team for the pre-opening of the School.

These are

[REDACTED]
[REDACTED]
[REDACTED]

Table F1 (a) Pre-opening skills and experience

[illegible]

| Name | Member of core applicant group (Y or N) | Where live (town/city) | Role(s) in pre-opening | Summary of relevant expertise | Available Time (hours per week) |
|---------------------|---|------------------------|------------------------|-------------------------------|---------------------------------|
| Support from SGSAT | | | | | |
| [REDACTED] | N | Oxford | [REDACTED] | [REDACTED] | 1.5 |
| [REDACTED] | N | Staplow, Herefordshire | [REDACTED] | [REDACTED] | 2.5 |
| [REDACTED] | N | Tutshill Chepstow | [REDACTED] | [REDACTED] | 3 |
| Operational Support | | | | | |
| [REDACTED] | N | Ledbury | [REDACTED] | [REDACTED] | 2 |

Table F1 (b) Skills gap in pre-opening

Possible Skills Gaps

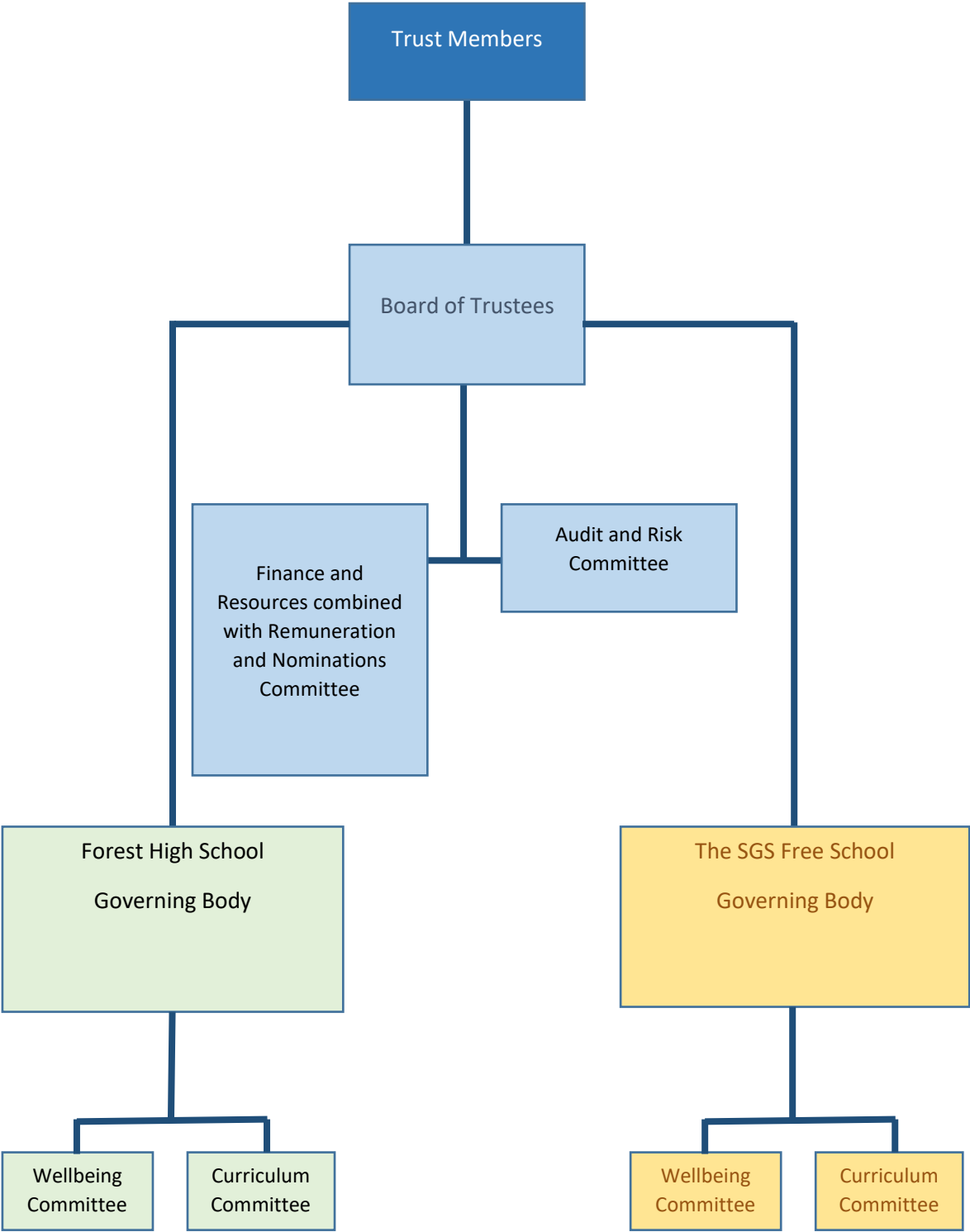
As can be seen we have an extensive pool of expertise to draw from during the pre-opening with any skills gaps being covered initially from covered by SGSAT, South Gloucestershire Council and our education partners.

| Skills/experience missing | How you plan to fill the gap |
|----------------------------|------------------------------|
| No gap has been identified | |

We will carry out an audit every year of Trustees and school governors' skills. Similarly Trustees and governors will regularly review the skills of the Executive team with the Principal regularly monitoring the skills being provided by SGSAT.

Section F2 A governance structure, roles and responsibilities that will ensure accountability and effective decision making

The Governance of The SGS Special School and its fit within South Gloucestershire and Stroud Academy Trust is summarised below.






Structure of Governance

South Gloucestershire and Stroud Academy Trust (SGSAT) is an Academy Trust sponsored by South Gloucestershire and Stroud College. It is currently responsible for the Forest High School, an 11-16 school in Cinderford, Gloucestershire, which transferred into SGSAT on March 1 2015 with SGSAT removing the existing Headteacher immediately and following national recruitment replacing with the new [REDACTED], on May 1 2015. Recently a new head for the school has been recruited. The SGSAT has a three year improvement plan in order to move this significantly under-performing school to Good.

The vision for the Trust, *Broader, Further, Higher*, supports that of the SGS Free School by focusing on the development of the whole child by promoting and nurturing the academic, moral, social, physical and creative growth of our pupils. The Trust's Strategy has been included in Annex F. The vision acknowledges the growth in pupils at local special schools and the desire to invest in local provision as opposed to high-cost out of area placements with re-integration issues associated with them.

Three of the Trust's Strategic Priorities have driven the design of the proposed SGS Free School:

-  To be visionary and innovative in providing educational opportunities by anticipating and meeting demand
-  To enhance the quality of the experience we provide for our learners and our staff
-  To develop responsive partnerships with all our learners, employers, public services, the local community and with other education providers

Principal Sponsor

SGS College Corporation as principal sponsor is responsible to the Department for Education for the performance and finances of the schools within SGSAT.

Challenge and Support

SGS Corporation will ensure that the reporting mechanisms from the Board of Trustees allows them to fulfil their responsibilities to the Department and others as well as allowing them to challenge strategically and influence change within the operation of the Trust.

The Corporation will receive and note the annual report and accounts for the Trust.





Members

The Members are the subscribers to the Trust's memorandum of association, unless they have resigned or been removed. As an Academy Trust, SGSAT should have between three and five members. SGS College Corporation, as principal sponsor has appointed three members however we anticipate that this will increase to a total of five members as the Trust develops.

Currently the Trust's Members are [REDACTED]. The Members meet each year with the majority of their decisions being agreed by written resolution.

The Members will

-  provide oversight and challenge,

-  appoint or remove Trustees and will have an overview of the governance arrangements, considering if that there is appropriate representation from each constituent school,
-  consider and approve any changes to the articles of association, subject to the constraints of charity and company law,
-  receive the statutory accounts and appoint external auditors, ensuring solvency and compliance with charity and company law as well as the funding agreement agreed with the Secretary of State
-  and hold the Trustees to account.

Challenge and Support

The Members review the governance of the Trust, by studying its business through meeting agendas and minutes, ensuring that it is effective in its ability to strategically influence the operation of the Trust's schools, to make effective decisions reflecting appropriate regularity, propriety and value for money and to ensure the continued solvency of the Trust and its compliance with charity and company law.

The Members review the effectiveness of the Trust, identifying skills or performance gaps and appointing or replacing Trustees as appropriate. Also they support the Trust's operation ensuring that it is appropriate and correct by appointing the Trust's external auditors.






Trustees





The Trustees collectively are known as the Board. They have three core functions: set strategic direction, create robust accountability and ensure best use of financial resources. They have delegated authority from the Education Funding Agency, operating within agreed limits. They have the power and authority to establish committees and to delegate power to them.

Currently, as a new trust the number of Trustees is small. However it is intended to increase this to a number which is still relatively small, 9, to ensure clarity of purpose and ease of decision making. In event of further growth of the Trust with new schools joining or being established, the Trustees will review and may revise the size and composition of the Board, Local Governing Bodies and Board Committees.









[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]. The Board meet at least three times each year.

They:

-  Oversee the strategic direction and leadership of the Trust.
-  Enter into the funding agreement with the DfE
-  Determine the governance and control framework of the Trust, including election of the Chair and Vice Chair of the Board of Trustees, appointment of the Clerk, Chief Executive and Accounting Officer, Chief Financial Officer and the Principals of member schools
-  Approve scheme(s) of delegation and accounting policies
-  Are accountable for the performance of member schools, holding their boards accountable for their operation. They appoint Principals of member schools

-  Drive continuous improvement through regular review planning and evaluation activities
-  Manage all investments, borrowing and development of the business
-  Approve a balanced budget, and any significant changes to that budget, and budget forecast.
-  Prepare an annual report and accounts.

The Board will oversee the strategic direction and leadership of the Trust with emphasis on scrutiny and financial propriety. The Board is accountable for the following aspects in each of the member schools:

-  Admissions Policy,
-  Staffing Policy,
-  Financial Procedures,
-  premises,
-  strategic Curriculum developments,
-  wellbeing and safeguarding of all pupils,
-  reporting of issues to bodies such as Ofsted,
-  and accountable to DfE for results, finances and management of Trust and member schools.

Whilst the Board can delegate powers to the local governing bodies the responsibility will still remain theirs so there will be a need to ensure that the Local Governing Bodies have the ability and capacity to fulfil these delegated duties. The Board will be responsible for the selection, recruitment and development of local governors and board committee members. There will be common arrangements for the selection, co-option and appointment of Trustees, Governors and committee members, setting out the terms of office and the arrangements for retirement.








The Trustees, Governors and committee members have a duty to act at all times in accordance with the position of trust that they hold, ensuring that in conducting the Trust's business they ensure the Trust's interests as a whole are protected. The Trust's Code of Conduct will apply to all Trustees, Governors and committee members with any breach of conduct will be investigated by the Clerk to the Trust, the Chair of Trustees, any other relevant chair and the Chief Executive.

The Board will annually self-assess the effectiveness of the Board, Local Governing Bodies and Board Committees. Also the Trust will consider the use of external challenge and validation of this assessment as appropriate. The skills, knowledge and experience of the Trustees, local governing bodies and the committees will be regularly reviewed to ensure that each group is as effective as possible with any identified skills gaps being met through good succession planning, appointments or co-option. Training and development will be arranged to meet any knowledge or skills need identified from this self-assessment. The School will review training and development courses offered by National Governors Association as well as those from the Association of Colleges, utilising these as appropriate as well as considering bespoke programmes if necessary.

The work of the Trust and its member schools' governing bodies will be supported, as required, by external experts being asked to be members of sub-committees or by external consultants commissioned to support the development of a specific aspect of the work of the governors.

Each member school will be responsible for their day to day operations in meeting Trust's policies and accountabilities. Also they will be responsible for proposing the contribution their school will make to the Trust's strategic plan which includes financial plan to the Board for approval. Member schools can propose and negotiate the sharing of services including teaching staff as appropriate between schools. Each school is responsible for the appointment of their staff and proposing to the Board changes to their governing body.

Powers delegated to the Local Governing Bodies include:

-  Producing financial plans for approval and composing financial forecasts to monitor in-year expenditure against the agreed annual budget
-  Committing expenditure within the agreed budget
-  Recruiting staff with the exception of the Principal
-  Liaising with union and staff representatives Training and Development of staff and parents and carers
-  Staff changes, with the exception of the Principal, including promotion, pay awards and ceasing of employment within the agreed budget
-  Proposing the annual strategic plan, which includes confirmation of the contribution of the School to the Trust's Strategy, annual objectives, curriculum developments, annual targets for KPIs and Pupil Centred Targets, Quality Improvement Plan based on annual self-assessment and annual budget.
-  Proposing changes to the Governing Body







Challenge and Support

The SGS Academy Trust Board in delegating some of its powers to the member school's governing bodies needs to ensure that they receive regular performance reports with respect to both financial performance and effectiveness of the Education Offer with respect to appropriateness in meeting demand, facilitating learner success and reflecting good quality. They need to challenge their member schools to deliver Outstanding, as judged by Ofsted, value for money provision which is continuously developing and is innovative.

The Board will delegate some of its work to Board Committees, please see later, receiving recommendations from these to support the decisions made by the Trustees.

The Board will agreed an annual Strategic Plan with each member school which confirms the direction of the school's endeavours for the year.

The Board will provide challenge to both the member school's governing bodies and the Board Committees by scrutinising each quarter:

-  Meetings' agenda and minutes
-  Financial reports and forecasts including profit and loss accounts and cash flows
-  Performance reports, each quarter, against the School's KPIs and strategic targets in the School's annual Strategic Plan
-  Review progress against Pupil Centred Targets, identifying 'hot spots'
-  Level of satisfaction by reviewing minutes of the Parents and Carers Ambassador Panel, parents and pupil surveys and the level of complaints
-  Receiving the School's Self-Assessment Report and monitoring the achievement of the School's Improvement Plan

The SGS Free School Governing Body

The Trust places great emphasis on local governance with the expectation that its school governing bodies will have professional people as members used to questioning and challenging as part of their daily roles. A SGS Free School Governor, typically the Chair, will be appointed to be a Trustee of SGSAT.

The SGS Free School governing body's core role is to monitor the delivery of the mission and vision against the Trust's standards and to engage with stakeholders both internally and externally to ensure that their needs are being met. They will monitor the financial performance of the School against the School's agreed annual budget, making recommendations as appropriate to the Board. They oversee all matters concerning the provision ensuring that it is both efficient and effective in meeting learners' expectations. Also they will appoint senior posts holder, Vice Principal however the Principal will be appointed by the Board.



The Trust believes that a relatively small Governing Body ensures that governors focus on challenging management to maximise their impact and in so doing provide good direction and leadership to the school's executive team. So the School will have its own governing body comprising of 12 members; the majority of whom will be experts inherently interested in influencing the direction of local special educational needs provision.

The majority of governors will be appointed by the Trustees however there are three elected posts, two parent and one staff governor, to ensure that the learner voice is heard. The Principal of the SGS Free School will be an ex-officio governor of the School.





The SGS Free School's Governing Body will meet at least three times a year, more often in the first year of operation with fortnightly meetings anticipated during the pre-opening phase. These formal meetings will be supplemented by governor visits to the School and monthly performance data being shared with the governors.




The governors will be invited individually and collectively to attend Voice of the Pupil forums held three times a year for each Key Stage so that they are aware of views of pupils. Records of all of these focus groups will be included in Governing Body papers.

Also governors will be able to participate in the Satchel Project. Satchel is a form of shadowing which allows participants to develop a better understanding of the School through spending a period of time with staff and pupils and observing everything that is done in relation to the day-to-day routine. The aims of the project are:

-  To enable governors to experience the daily life of the School in order to better understand pupil and staff satisfaction as well as challenges that should be addressed, and;
-  To raise issues for change and to address solutions as a collaborative partnership between pupils, staff and governors.

An assessment of the skills required by the SGS Free School's Governing Body to carry out its delegated duties identified the following requirements.

-  Leadership challenge
-  Curriculum development support and challenge
-  Quality assurance challenge
-  Financial challenge

-  Human resource management challenge
-  Representation from our stakeholders and sponsors, that is SGSAT, SGS College, Special Schools within South Gloucestershire, Parents Groups and South Gloucestershire Council
-  Representation from parents of pupils and staff of the School

It is proposed that the Governing Body for The SGS Free School will be:

-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]








CVs for the named governors above have been included in Annex F.

Challenge and Support

The Board will require the Governing Body to deliver the annual Strategic Plan for The SGS Free School this in turn will necessitate the governors to inspire the Executive Team to drive change and improvements as well as delivering the annual Funding Agreement, maximising the drawn down of funding from the EFA.

Governors will work with the Executive Team to create a suite of monthly reports which will help them discharge their delegated duties in ensuring financial solvency and Outstanding quality of provision. The governors will establish appropriate external benchmarks to assess and validate performance which will help to identify and drive improvements.

This suite of reports will include the following information:

-  Financial performance: Profit and Loss Accounts, Cash Flow Statements, End of Year forecasts
-  Whole School performance: KPIs, Achievement of Aims of Strategic Plan
-  Curriculum Board minutes and reports
-  Pupil Centred performance: Progress towards targets, pupil feedback and surveys
-  Parents and Carers Engagement: minutes of Parents and Carers Ambassador Panel, parents' surveys and level of complaints
-  Quality Improvement: progress report against Improvement Plan
-  Reports from the School Parliament

Also the governors will receive and ensure that action is taken concerning any audit of the School's provision and management.

Board Committees

The Trustees have the power to establish committees and to delegate power to them to carry out a range of functions for the Trust as a whole including scrutinising and

reviewing performance. The Trustees believe that accountability should lie close to the activity and so have delegated powers to the Local Governing Bodies establishing two committees at this level to oversee Wellbeing, sustainability of provision, progress against KPIs, self-assessment and quality improvement as well as Curriculum Committee responsible for ensuring that the curriculum is meeting demand, meeting pupils' and parents' expectations and delivers exceptional progress for all pupils. Each of these local committees will be chaired by a Trustee to ensure clear communication and challenge with committee reports being presented to the Board.

At Trust level there will be a further two committees, an Audit and Risk Committee that covers all the work of the Trust and its member schools; ensuring appropriate accountability of the use of government funds and a Finance and Resources Committee which initially will have additional responsibilities for Remuneration and Nominations. As the Trust takes on more schools and more trustees are appointed then separate committees will be established making three committees eventually at Trust level.

Audit and Risk Committee (Trust level): This committee's core functions include internal controls, external and internal audit, fraud and risk management as well as recommending the appointment of the external auditors to the Trust's Board.


Finance and Resource Committee (Trust level): This will cover all financial services and oversees budget formulation, monitoring and treasury management. They will be responsible for ensuring value for money and effective procurement with a wide brief covering new technologies, health and safety, facilities management, environment and sustainability and human resources. Initially the Trust will established a combined committee with responsibilities for Remuneration and Nominations with two separate committees formed as the Trust grows. Remuneration and Nominations will oversee recruitment and selection of governors and committee members, skills audits, succession planning, training and development as well as the performance review of all governors and committee members.






Wellbeing Committee for the SGS Free School: The focus for this committee will be to ensure that the School is effectively meeting its strategic aims. Key activities will include: commenting on and agreeing the annual self-assessment for the School, agreeing the Quality Improvement Plan and monitoring progress against it, monitoring performance against KPIs, receiving reports from the School Parliament and Parents and Carers Ambassadors Panel and reviewing Safeguarding and Equality issues ensuring appropriate changes are made to policies and procedures.

Curriculum Committee for the SGS Free School: This committee will be responsible for strategic curriculum management and development, receiving minutes and reports from the Curriculum Boards, reviewing the spread of RAG ratings for pupil tracking recommending actions to remove hotspots and confirming the strategic direction for curriculum developments.

The Principal of The SGS Free School

The Principal of the SGS Free School will report to [REDACTED]. [REDACTED] will be the accountable officer for all aspects of the School's operation, including:

-  financial performance ensuring value for money and that appropriate surplus is made,

-  performance against KPIs and Pupil Centred Targets,
-  curriculum developments,
-  quality improvements,
-  safeguarding,
-  and upholding the reputation of the Trust through the operation of the School.

Conflicts of Interests

No Member, Trustee, Governor, employee or related individual or organisation, including those of member schools, should use their connection to SGSAT for personal gain including payment with terms that are preferential to any other individual or organisation. Similarly no payments to Members, Trustees and Governors should be made by the Trust unless permitted by the articles. It is the responsibility of the Board to ensure that these requirements for managing conflicts of interests are applied across SGSAT.

The Trust will require Members, Trustees, Governors and Employees disclose the nature and extent of any interest, financial or other, in a third party and if present at a meeting of the Trust or any of its committees at which supply, contract or other matter with this interested party will not take part in any discussion or vote and will withdraw from the meeting. The Clerk will maintain a register of interests of the Members, Trustees and Governors and senior employees.

The definition of interests will include directorships, partnerships and employments or relationships with senior individuals within businesses that provide goods or services; trusteeships and governorships including at other educational institutions and charities.

The register will record the name and nature of the business, the nature of the interest and the date the interest began. Relevant interest of the members and trustees will be published on the SGSAT website. SGSAT will make appropriate disclosures in their annual accounts to record any transactions to connected parties ensuring that the highest standards of accountability and transparency are evident.

With respect to the proposed membership of the shadow governing body for SGS Free School, the two employees of SGS College will not have a role in the decision making with respect of any conflict of interest between the School and one of its contractors.

Table F3 (a) Proposed trustees

[illegible]

| Name | Where live (town/city) | Role on board of trustees | Role(s) in pre- opening | Summary of relevant expertise | Available Time (hours per week) |
|--------------------------|---------------------------|--|--|--|---------------------------------------|
| [REDACTED] | Pucklechurch | [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] | [REDACTED] [REDACTED] [REDACTED] | [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] | 1 |
| [REDACTED] | Bradley Stoke | [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] | [REDACTED] [REDACTED] | [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] | 1 |
| [REDACTED] [REDACTED] | Ledbury | [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] | [REDACTED] [REDACTED] [REDACTED] | [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] | 1 |










Table F3 (b) Skills gap for Board of Trustees

| Skills/experience missing | How you plan to fill the gap |
|---------------------------|------------------------------|
| | No gap identified |

Section F4 Recruiting a high quality Principal

Crucial to the success of the SGS Free School is the recruitment of a special person with substantial track record and a flair for leadership and management who will endorse our ethos. The Principal will be committed to the highest achievement for all and be a creative and enthusiastic educationalist. He or she will lead through a management structure which will enable staff to develop to the best of their potential. The team is familiar with recruiting all levels of staff and headhunting the best candidates.

The Principal will report to [REDACTED].
The Principal's the main roles and responsibilities will be:







-  provide **outstanding leadership and strategic direction**, ensuring the highest expectations and standards in teaching, learning, behaviour, employer and community engagement and cost-effective resource management
-  articulate the vision for the School to pupils, parents and carers, staff, stakeholders and the public; advise the Governing Body on possible **strategic direction and development**
-  **effectively manage teaching and learning** for all ages and abilities
-  promote excellence, equality and **high expectations of all pupils** in both their accredited learning and extra-curricular activities; ensure that pupils achieve more than was than they thought possible.
-  **deploy resources** to achieve the Trust's aims, including the spiritual and emotional well-being, health and happiness of young people; ensuring effective use of the School's resources
-  evaluate performance effectively and identify priorities for continuous improvement; raising the **performance of the school to levels consistently above** benchmarked performance
-  carry out day-to-day management, organisation and administration; providing **direction for staff**; monitoring and evaluating staff performance
-  collaborate and lead in **community initiatives** securing the commitment of the wider community
-  create a **safe and productive learning environment** that is engaging and fulfilling for all pupils and exploit modern technologies and education initiatives to enhance achievement

Key to the success of our school and our pupils is to appoint a Principal with the optimum level of experience, knowledge and interpersonal skills. Essential is to identify an individual with considerable expertise in leading SEND, particularly autism, provision in a successful special school. Proven ability of raising standards for all pupils support their transition to and from the school is crucial with experience of opening a new school or facility preferable.





In summary there are three aspects of experience needed, leadership and management, special school and autism and we appreciate it will very difficult to find candidates with this breadth of experience. So we will ensure that we identify a suitable qualified teacher with SEND expertise and proven leadership ability at deputy head or assistant/vice principal level. If the Principal does not have the requisite level of awareness of autism we would ensure that other senior posts such as the Vice Principal and/or Lead Teachers had an in-depth knowledge and experience of children with autism.

Desirable personal qualities and expertise are as follows.







Experience:

-  Has held a senior leadership role in a special school
-  Expertise in curriculum planning, learning strategies, teaching and assessment in relation to pupils with autism
-  Able to effective use of data to monitor, evaluate and improve the quality of learning experience for pupils with autism
-  Demonstrated ability to motivate pupils with autism by raising aspirations, achievement and attitudes
-  Promotor of inclusion for all pupils and safeguarding of vulnerable children
-  Experience of managing of effective transitions to and from school for pupils with autism








Leadership abilities

-  Inspirational to motivate and drive exceptional success through the endeavours of pupils, parents and carers and staff.
-  Strategic thinker able to develop and articulate vision, aims and ethos of the school to all key stakeholders: pupils, staff, parents and carers, employers and the community.
-  Strong leadership capabilities particularly in developing a new team; motivating and encourage all pupils, staff and other key stakeholders.
-  Consultative yet decisive approach.

Management and communication skills

-  Good knowledge of and ability in opening new schools and planning school improvements.
-  Ability to evaluate performance, setting challenging targets, identifying improvement initiatives whilst ensuring effective professional development of staff to meet current and future requirements
-  Motivate and lead change
-  Good understanding of financial management.
-  Conversant with latest educational developments, particularly with respect to autism, with the ability to identify and lead the introduction of best practice.
-  Strong advocacy skills to promote effectively the SGS Free School externally gaining support from a wide range of stakeholders.

Personal qualities

-  Charisma to lead, motivate and inspire whilst empathetic to the needs of others including pupils with autism.
-  Excellent communication skills with strong networking abilities across a wide range of partners, stakeholders, staff, parents/carers and pupils.
-  Target driven whilst able to cope and adapt to pressure.
-  Good listener and able to adapt to changing situations.
-  Enthusiastic and can inspire others.
-  Integrity, warmth and a good sense of humour.
-  Ability to work with pupils displaying challenging behaviour.

Recruitment Process

Generation of applications

The proposed salary, [REDACTED], has been set at a level we believe will attract candidates with the desired level of skills and experience after analysing the salaries of other local special schools including Culverhill School and Bristol Autism School. Appropriate relocation expenses together with local government pension will be promoted in advertising the post.

As well as advertising in the Times Educational Supplement we will post the vacancy online via such websites as ETeach as well as the SGS College website, Facebook LinkedIn and Twitter pages.

If these promotional activities fail to attract the right calibre of candidate then we will use recruitment agencies experienced in this sector such as TES Prime, Capita Education or Veredus.

Also we will engage headhunting agencies as appropriate.

Promoting the Role

Information about both the role and the proposed new school will be available for all recruitment enquiries covering the vision and ethos of the SGS Free School, how the school fits with South Gloucestershire and Stroud Academy Trust, SGS College and with the Concorde Partnership and the proposed innovative offer for pupils with autism, as well as prospective candidates being able to engage directly with the Trust by contacting [REDACTED] to further understand the role.

The interview process will test the breadth and depth of candidates' experience, skills and personal characteristics. Governors (including the autism expert) and the Executive Headteacher will be involved in the recruitment process.

We expect to recruit the Principal in June/July 2016 and hope he/she can commence duties at least two terms ahead of opening in January 2017. The timeline for the appointment of the Principal is as follows



| Timescale | Activity |
|-------------------------|---|
| February 2016 | Liaise with key employer partners to finalise the job description and person specification for the recruitment campaign. Identify appropriate recruitment consultant to partner in the search, advertising and selection process. |
| March 2016 | Appoint recruitment consultant |
| May 2016 | Marketing campaign to begin, with publicity in educational and industry press. |
| June 2016 | The formal Application process will begin: headhunting (if used) and advertising in TES |
| July 2016 | Shortlisting and interviews |
| July 2016 | Commence another round of generating applications if we have not been able to attract the right calibre of candidate. |
| Mid July 2016 | Three day formal selection process for short listed candidates, including a variety of events, for example: psychometric testing, structured interview, presentation, group discussion. |
| July 2016 | Formal offer of employment made to Principal Designate |
| End of July 2016 | Three day formal selection process for short listed candidates from second campaign if first has proven unsuccessful. |
| August 2016 | Formal offer of employment made to Principal Designate if second campaign is needed. |
| August to December 2016 | During the Principal Designate's notice period, subject to ongoing commitments, he/she may work several days a month on School's work |
| January 2017 | Principal Designate starts working full time |

The identification of the successful candidate will be made by a Trustee, members of the Shadowing Governing Body such as [REDACTED] with their specialised knowledge of leading a Special School and curriculum delivery for children with autism and by [REDACTED].

The Principal will play a key and active part in the Pre-Opening phase. Key tasks for the Principal in her/his first six months have been summarised in figure F1.

Figure F1

Principal's Tasks During Pre-Opening

| Activity | Tasks |
|-------------------------|--|
| Staff Recruitment | <ul style="list-style-type: none">  Confirm staffing structure when at full capacity and staffing for initial years  Define management and lead responsibilities  Establish job descriptions  Code of conduct policy in place |
| Human Resources Policy | <ul style="list-style-type: none">  Create appraisal and pay policies  Establish monitoring of teacher performance and ensure shared and understood |
| Safeguarding | <ul style="list-style-type: none">  Principal trained in safer recruitment  Literacy Lead Teacher as safeguard lead, trained  Policies and procedures created |
| Management of Behaviour | <ul style="list-style-type: none">  Staff Team Teach trained  Assertive Discipline Policy in place |
| Pupil Support | <ul style="list-style-type: none">  Establish process for reviewing statements and EHCPs  Define SENCo role  Define policy and procedure for pupil premium interventions  Looked After Children Personal Education Plans |
| Special Therapy support | <ul style="list-style-type: none">  Establish process for commissioning support from Speech and Language Therapist as well as other therapists such as educational psychologist, nurse, CAMHS, physiotherapist and occupational therapist  Identify possible source for these therapies |
| Curriculum Development | <ul style="list-style-type: none">  Confirm timing of the day, including breaks and lunchtimes  Establish timetables  Create lesson plan format  Write Schemes of Work procedure  Confirm qualifications and examination boards  Define format for Personalised Learning Plans |
| Management Systems | <ul style="list-style-type: none">  Identify and implement MIS system to monitor and track pupil performance  Identify financial systems and controls  Introduce appropriate ICT system including digital technology for use by pupils and staff  Establish parent and carers portal |
| Parents and Carers | <ul style="list-style-type: none">  Establish terms of reference for and promote Parents and Carers Ambassador Panel  Create home/school agreements  Create Parents and Carers Charter, explaining how they will be involved in the education of their children |
| Governors | <ul style="list-style-type: none">  With Shadow Governing Body confirm responsibilities and ways of working  Confirm reporting mechanisms and format of reports  Identify reporting mechanism to Trust's Board |





Section G Budget planning and affordability



Section G1-Accurate Financial Plans

Preparation of Financial Plan

The financial plans, Annex G, have been produced by utilising:

-  The **experience of the core team** to identify required ratios of pupil to teacher/teaching assistants and current costs of providing specialist therapy support.
-  South Gloucestershire Council financial planning team.
-  The financial team of both SGS Academy Trust and SGS College. Considerable support has been given by 

- [REDACTED]
- [REDACTED]
- Current salary levels established by using appropriate spine points level on the leadership and teaching spine with non-teaching staff levels identified by using the current South Gloucestershire salary scales. The **salaries** have been validated by comparing with those of **Culverhill School**.
 - The suggested **ratios** contained in the financial model have been set by benchmarking similar activities for **Culverhill School or SGS College** as appropriate.

Our financial plan has been based on the assumption that the School will benefit from a range of services provided by SGS Academy Trust, including:

- catering,
- premises,
- marketing,
- business management,
- human resources management,
- management information
- financial management
- and quality assurance support.

The back office support provided by SGSAT helps the School offer **excellent value for money** whilst also ensuring that the School **only incurs these operational costs when needed**, helping to reduce costs in line with income should the planned pupil numbers not be realised. Also it ensures that funding is focussed primarily on front line services and support for learners.

We have received letters of support, Section E, which have identified top up funding from both South Gloucestershire Council and Bristol City Council. These together with the planned pupil numbers, including the split between standard and enhanced provision have been used to identify the average top up funding across all pupils for years 1 to 3.

Brief explanations have been given for each line of expenditure in the financial forecast in Annex G. The following are fuller descriptions of assumptions used in the model.

Income

- We have assumed that we achieve the anticipated referral numbers (please see letters of support, Section E Figures E1 and E3, **30** in the **first year** of operation with **60**, in the **second year** of operation. We have modelled that we achieve full capacity in year 3.
- We have focussed the **first year** of operation on the **primary phase including reception and key stage 1** as this is where the most significant demand is and this phased approach will allows us to focus on developing the curriculum for early years and primary phases initially.
- Similarly we plan to have a lower cohort of pupils on **enhanced provision** initially, **7 in year 1**. This will help us to understand the additional support needed for these pupils by accommodating a small group of pupils initially.
- As the School becomes more established we plan to recruit **another 30 pupils through two intakes September and April in the second year of operation**.

Here we have assumed that the April intake will be 5 pupils on enhanced provision. This will make the intake of **enhanced pupils in year two, 10.**

- In the **third year** we plan to recruit a **further 20 pupils, with 15 on enhanced provision.**
- We are comfortable with this phased approach, to achieving full capacity, as it enables the School to grow, develop and to adapt in a manageable way.
- We have used the average top up funding based on the ratio of standard to enhanced pupils for the years concerned using the appropriate top up funding, please see Table G1

Table G1

| Year | Primary | | | | |
|--------|------------------|---------------|------------------|---------------|------------------------------|
| | Standard | | Enhanced | | Average Funding for the year |
| | Number of Pupils | Total Funding | Number of Pupils | Total Funding | |
| Year 1 | 5 | £10,000 | 5 | £10,000 | £10,000 |
| Year 2 | 5 | £10,000 | 10 | £20,000 | £15,000 |
| Year 3 | 5 | £10,000 | 20 | £40,000 | £25,000 |

| Year | Secondary | | | | |
|--------|------------------|---------------|------------------|---------------|------------------------------|
| | Standard | | Enhanced | | Average Funding for the year |
| | Number of Pupils | Total Funding | Number of Pupils | Total Funding | |
| Year 7 | 5 | £10,000 | 5 | £10,000 | £10,000 |
| Year 8 | 5 | £10,000 | 10 | £20,000 | £15,000 |
| Year 9 | 5 | £10,000 | 20 | £40,000 | £25,000 |

Staffing

- There will be **10 teaching staff** with a teacher pupil ratio of 1:7 for pupils up to the age of 16. Post-16 learning delivery will be provided by our partners from within the Concorde Partnership.
- Each teacher will have a group of **8 pupils assigned to them for pastoral care** and these will include post-16 pupils to ensure that each pupil has a designated teacher from the School to support their well-being and personal development regardless of where learning is delivered. These groups will be based around Key Stage level as opposed to the Year Group for the individual. Also for Post-16 pupils they will be part of the tutorial system at the partner who is delivering their learning programme.
- Whilst the curriculum will be personalised we intend, wherever possible, to **teach** to groups of **seven pupils** who have similar abilities, skills and interests.
- Central to our vision and philosophy, will be to ensure that pupils have the dedicated and focussed in-class support that they need. So we have modelled on 40 Learning Supporters, **7 of whom will be Higher Level Learning Supporters**, taking a leading role in the delivery of learning, please refer to Table G2.

- Each Higher Level Learning Supporter will supervise a group of Learning Supporters.
- We have identified lead/senior roles for managing delivery and driving improvements across the School. These are summarised in Table G2 and G3 below.
- Learning Supporters will act as the main point of contact for both the pupil and parent, each will be the nominated personal contact for a group of pupils or for an individual pupil on enhanced provision.
- Our administration support has been kept to the minimum and therefore we will only be employing a school secretary supported only during the 'term time' by an administrator.

Table G2

| Post | Leading on | Member of School's Leadership Team |
|---|---|------------------------------------|
| Principal | Early Years and Primary phase and quality management | Yes |
| Vice Principal | Curriculum development and secondary phase. Also SENCo for the School | Yes |
| Literacy Senior Teacher | Will be the Designated Teacher for Safeguarding | Yes |
| Higher Learning Supporter Family and School Liaison | Learning Support, offer and activities | Yes |

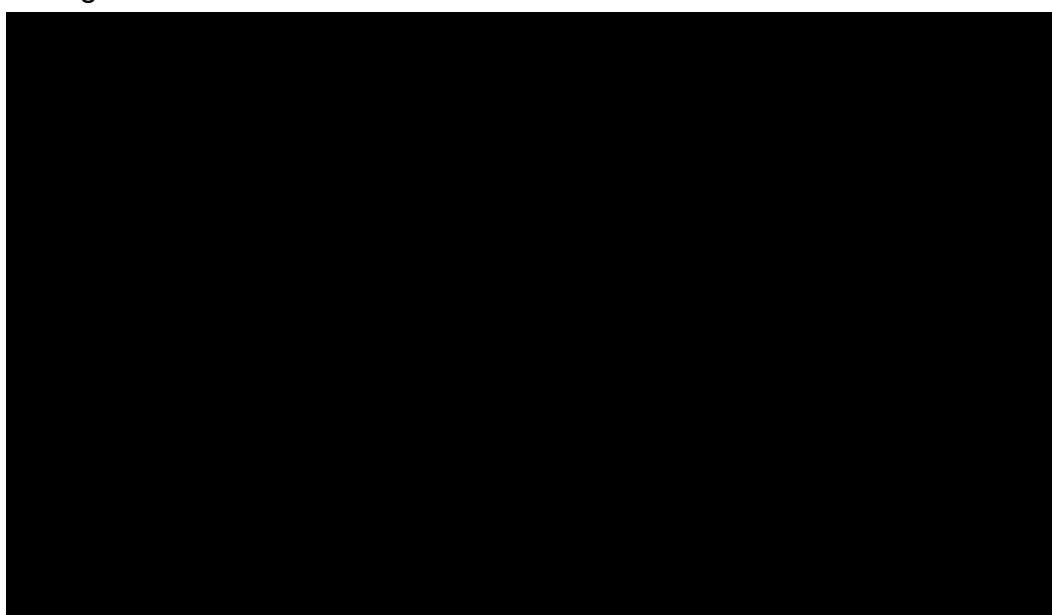
Table G3

| Post | Responsible for |
|---|---|
| Literacy Lead Teacher | S/he will drive the literacy skills development for the whole school, advising on how literacy can be embedded across the curriculum |
| Numeracy Lead Teacher | Driving initiatives, to improve numeracy skills or to further develop the skills of talented pupils in this subject, across all key stages. |
| Science Lead Teacher | Ensuring that science is introduced and developed across the curriculum, advising and designing appropriate themes for key stages 1-2 and an innovative curriculum for secondary pupils supporting the further development of talented pupils in science. |
| Computing Lead Teacher | Ensuring digital technology is completely embraced across the curriculum for all pupils as well as leading on the curriculum development will ensure there is sufficient challenge to further develop talented pupils in Information Technology |
| Higher Learning Supporter – Family and School Liaison | Responsible for supporting pupils as they make the transition into school as well as supporting and advising parents and carers |
| Higher Learning Supporter Key Stages (5) | Responsible for and directing support for pupils at each key stage |
| Higher Learning Supporter Placements | Responsible for providing appropriate support to both the pupils engaged on placements and supported internships as well as supporting the host employer or community group |

- Staffing costs have been set as follows and summarised in table G4

- Principal, Vice Principal, Lead Teachers and teachers will be on teachers' pension scheme whilst the rest of the staff will be on Local Government pension scheme.
- Employer National Insurance have been calculated with regard to HMRC guidance.
- The standard day for a full time member of staff is 8:30 am to 4:30 pm. A teaching year equates to 38 weeks.
- A member of the teaching or learning support staff has 5 inset days a year with administration staff having 2 inset days a year.
- Annual leave entitlement is pro-rata from a full time allowance of 4.8 weeks for less than 5 years services and 5.8 for more than 5 years' service. Please note for the purpose of budgeting we have assumed all have more than 5 years local government service.

Figure G1



Other Staff Costs

- We have assumed that any supply teaching will be covered either in-house, by the Principal or the Vice Principal or from our partners, the Olympus Academy Trust and the SGSAT, supported by the Higher Learning Supporters as appropriate.
- For employee expenses, we have used the suggested ratio of [REDACTED] per pupil.
- We are committed to development and training and have identified costs of [REDACTED] per member of staff FTE.
- Recruitment costs will be covered by SGSAT.
- Insurance we have used the suggested [REDACTED] per pupil.
- We have included pay progression budget representing 2.5% of the wage bill to cover cost of living increases as well as advancement on the salary spine if appropriate.
- Specialised therapists, these costs cover educational psychologists, physiotherapists, Children and Adolescent Mental Health practitioner and nurse etc. to support other needs pupils may have. The expenditure has been based on the following costs:
 - Educational psychologist, at [REDACTED] a day

- Occupational therapist, [REDACTED] a day
- Speech and language therapists the School will budget for 38 weeks at [REDACTED] a day with one therapist being employed when the School is at full capacity.
- We have included delivery costs based on equivalent of two full time teachers at SGS College in connection to the co-delivery of post-16 programmes. Please note for the first year there will not be any post-16 pupils.

Premises

- Building maintenance and improvement we have used [REDACTED] per pupil to represent the costs for a refurbished building, we have benchmarked this against SGS College's costs.
- Ground maintenance and improvement, these costs recognised that the School will have a sensory garden and an outdoor keep fit area and are based on current local rates.
- For cleaning and caretaking we have used [REDACTED] per pupil based on current cost for the building.
- Similarly for water and sewerage we have calculated this based on [REDACTED] per pupil which reflects these costs for Culverhill School.
- Energy costs have been calculated on the basis of [REDACTED] per pupil, the current ratio for Culverhill School.
- Rates we have looked at the current discounted charity rate value for a similar sized property in the area.

Educational Resources

- For learning resources non ICT, we have used [REDACTED] per pupil which reflects Culverhill School's expenditure.
- We have used the suggested ratio of [REDACTED] per pupil to calculate ICT learning resources expenditure.
- For examination fees this has been based on the costs for students at SGS College applied across the planned pupil numbers for years 11 to 13.
- We have modified the ratio for administrative resources from [REDACTED] to [REDACTED] as we anticipate making economies of scale through group purchase within SGS Academy Trust.

Professional Services

- The following professional services will be provided by SGSAT.
 - Legal advice
 - Clerk to governing body
 - Auditing
 - Marketing
 - Financial management
 - Human Resources Management
 - Quality Assurance Management
 - Facilities management, include capital projects
 - Curriculum development and management advice

Full time staff

| Post | Spine Position | Basic Salary | Allowances |
|---|---|--------------|----------------------------------|
| Principal | Level 21 (leadership spine) | ████████ | ████████ |
| Vice Principal | Level 9 (leadership spine) | ████████ | ████████ |
| Literacy Lead Teacher | M6 (teachers' spine) | ████████ | ████████ ████████ ████████ |
| Numeracy, Computing and Science Lead teachers | M6 (teachers' spine) | ████████ | ████████ |
| Teachers | M4 (teachers' spine) | ████████ | ████████ |
| Secretary | South Gloucestershire Council Employees Salary Scales Grade H10 s.c.p. 20 | ████████ | ████████ |

| Role | Spine Position ²⁸ | Basic Salary | Daily Hours | Hours per week | Working weeks per year | Number of Inset weeks | Annual Leave Entitlement ²⁹ (weeks) | Total weeks | FTE |
|---------------------------------------|------------------------------|--------------|--------------|----------------|------------------------|-----------------------|--|-------------|------|
| Higher Learning Supporters | ■■■■■ ■■■■■ | ■■■■■ | 8:30 to 4:30 | 37.5 | 38 | 1 | 6.6 | 45.6 | 0.87 |
| Learning Supporters Pupil focussed | ■■■■■ ■■■■■ | ■■■■■ | 8:30 to 4:30 | 37.5 | 38 | 1 | 6.6 | 45.6 | 0.87 |
| Learning Supporters Group focussed | ■■■■■ ■■■■■ | ■■■■■ | 8:30 to 4:30 | 37.5 | 38 | 1 | 6.6 | 45.6 | 0.87 |
| Administrator | ■■■■■■ ■■■■■ | ■■■■■ | 9:00 to 3:30 | 30 | 38 | 0.4 | 5.2 | 43.6 | 0.67 |
| Midday Supervisors | ■■■■■■ ■■■■■ | ■■■■■ | 12 to 2:00 | 10 | 38 | 4 (Retainer) | 1.7 | 43.7 | 0.22 |

²⁷ Reflects role as safeguarding champion

²⁸ South Gloucestershire Council Employees Salary Scales have been used

²⁹ This includes Bank Holidays and Statutory days entitlement

Other Costs

- As suggested we have included 1% of income as a contingency
- Depreciation, based on three year cycle for IT equipment and 5 five year cycle for other assets.
- Support from SGSAT has been set as being 5% of the School's income in line with the approach from SGS Academy Trust for all member schools.
- Minibuses, calculated on the basis of [REDACTED] per month per minibus, with 2 minibuses when at full capacity
- Activities Programme, this expenditure has been calculated on the basis of [REDACTED] per pupil pre-16 and [REDACTED] per pupil post-16.

On the basis of the above assumptions, we are anticipating a modest surplus of 3% each year when the School is at full capacity.

To ensure value for money we will:

- Deploy the staff effectively with a focus on developing **high quality teachers** as this is the single most important feature of successful education. We will invest a great deal of effort in ensuring that the structure is correct and in recruiting the right people.
- We have followed the practice in high quality schools where **more income** is spent proportionally on staff directly **supporting the learning** than on management and support staff.
- We will work with SGS College, who run training programmes and apprenticeship schemes for teaching assistants, to ensure that we have access to good training and development programmes to support our need for well trained and experienced Learning Supporters.
- We will operate efficiently and effectively, helped by the high quality operational support provided by SGSAT.
- We will have in place a strong Trust Board who will challenge the budgeting and spending of the School through the monitoring of monthly management accounts and key performance indicators.

G2 – The School will be viable within the expected levels of funding available both while it builds up and when it is at full capacity

The financial forecast shows that the School is projected to show a **surplus in every year**, including the first year of operation. The only source of income we have shown is the funding for the pupils including the top-up funding from the local authorities. The planned pupil numbers are realistic based on the commissioned places from the local authorities and also demand identified from the consultations with parents and carers.

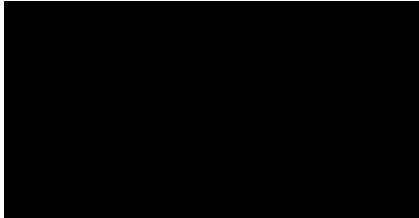
As this is a small school, with a strong focus on personalised curriculum and support for its pupils, we have a very lean management structure. The Principal will be responsible for liaising with SGSAT in connection with back room services as well as directly managing the administration support team. The Vice Principal will lead a team of 10 teachers and 40 learning supporters. The School will invest in its staff by offering attractive salaries and providing an appropriate staff development opportunities.

When the School is at full capacity, the forecasted surplus and contingency fund equates to 3.7 pupils on standard provision **or** 3 pupils on enhanced provision. This means that the School could break even if it under-recruited by 7% pupils on standard provision **or** 10% of pupils on enhanced. That is this level of under-recruitment can be accommodated without having to seek to reduce costs.

Due to the way we have organised support, through either contracting out to SGS Academy Trust or through direct commissioning, we have the ability to reduce the operating costs and the specialised therapy support in line with the number of pupils enrolled.

Table G5 summarises the savings which could be made each year to accommodate 30% under-recruitment and Table G6 describes the changes to the phased staffing structure following these savings. Within this modelling we have maintained our principle of small teacher to pupil ratios 1:7 and high level of learning and specialist therapy support.

[illegible]



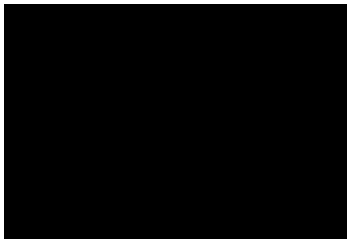
16th September 2015

The SGS School – Free School Application

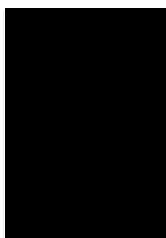
I would like to confirm our willingness to consider sharing of posts between The Olympus Academy Trust and the proposed new free school, The SGS School, to cover spikes in demand. With a small special school, such as the proposed SGS School, it is essential to be able to attract high quality teachers who are experienced in working with children with autism and the majority of whom will be seeking full-time roles. At the same time there will be occasions, particularly for teaching posts such as Maths, Science or indeed Languages, when the funding has been affected by a spike or dip in demand and does not cover a full post. It would be possible to manage situations where funding does not cover the breadth of curriculum needed with secondments of staff or joint funding of posts between the Olympus Academy Trust and the SGS School, especially as Abbeywood Community School and Charborough Road Primary School within our Trust both have Resource Bases which cater for children with speech, language and communication issues i.e. predominantly autism. This would support the professional development of our staff as well as raising their awareness of partner provision.

We are fully supportive of this approach.

Yours sincerely,



21 September 2015



The new name for Filton
and Stroud Colleges

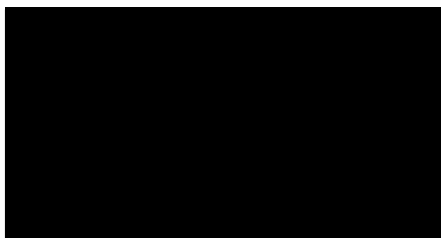


The SGS School – Free School Application

In support of the SGS School, SGS College will be pleased to share staff and joint funded posts with The School.

We know it will be essential to attract high quality teachers who are experienced in working with children with autism, and it is anticipated the majority of these staff will be requiring full-time roles. However, funding in any one year, may not cover full posts due to fluctuations in demand. On these occasions I confirm that SGS College would be pleased to work with the SGS School seconding teaching or joint funding of posts to cover any funding shortfall.

Yours sincerely



"Outstanding by standing out"



Table G6

| Staff | Sept 2017 | Sept 2018 | Sept 2019 |
|---------------------------|-------------------|-------------------|-------------------|
| 70% of forecasted pupils | 21 | 42 | 56 |
| Executive Team | 1 | 1.5 | 1.5 |
| Principal | 1 | 1 | 1 |
| Vice Principal | | 0.5 | 0.5 |
| Teaching Staff | 3 | 6 | 8 |
| Literacy Senior Teacher | 0.5 | 1 | 1 |
| Numeracy Senior Teacher | 0.5 | 1 | 1 |
| Science Senior Teacher | | 1 | 1 |
| Computing Senior Teacher | | | |
| Teachers | 2 | 3 | 5 |
| Learning Support Staff | 7.83 | 21.05 | 26.10 |
| Higher Learning Supporter | 1.74 (2) | 3.48 (4) | 5.22 (6) |
| Learning Supporter Pupil | 4.35 (5) | 12.35 (14.2) | 13.92 (16) |
| Learning Supporter Group | 1.74 (2) | 5.22 (6) | 6.96 (8) |
| Support Staff | 1.88 | 3.21 | 3.43 |
| School Secretary | 1 | 1 | 1 |
| Admin staff | | 0.67 | 0.67 |
| Midday Supervisors | 0.88 (4) | 1.54 (7) | 1.76 (8) |
| Total Staff | 13.71 (18) | 31.76 (29) | 39.03 (50) |

() number of staff

Table G7 Staffing Ratios for 70% Pupil Recruitment

| Number of pupils | Teacher to Pupil Ratio | Learning Supporter Pupil Ratio | Speech and Language Therapy Spend per pupil |
|-------------------------------|------------------------|--------------------------------|---|
| 100% Pupil recruitment | 1:7 | 1:1.95 | ████ |
| 2017 | 1:7 | 1:2.33 | ████ |
| 2018 | 1:7 | 1:3.30 | ████ |
| 2019 | 1:7 | 1:1.87 | ████ |

The analysis in Table G7 shows we can maintain the teacher to pupil ratio and the amount of average spend on Speech and Language Therapy per pupil whilst accommodating an under-recruitment of 30% of the intended number of pupils. The Learning Supporter to pupil ratio is affected however within this we maintain 1:1 pupil to learning supporter for the enhanced pupils.

We are confident that our vision, education plan and resulting financial projections are realistic and achievable offering good value for money through our partnering activities.

Section H Premises

Our chosen location is part of the SGS College estate on the [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

The proposed location for the SGS Free School is easily accessible by road and public transport and is very close to the main Ring Road for South Gloucestershire, linking to the rest of South Gloucestershire and North Bristol as well as being linked to Bristol and both M4 and M5 by A38.