



Department
for Education

Free school application form

Special free schools

Published: December 2015

Insert the name of your free school(s) below using BLOCK CAPITALS

BRUNEL ASC FREE SCHOOL

Contents

Application Checklist	Page 3
Declaration	Page 5
Section C – Vision	Page 7
Section D1 The Curriculum Plan	Page 18
Section D2 Measuring student performance effectively and setting challenging targets	Page 35
Section D3 a staffing structure that will deliver the planned curriculum within the expected income levels	Page 41
Section D4 the school will be welcoming to students of all faiths/world views and none	Page 46
Section D5 the particular needs of the children coming to the school have been carefully considered and will be met appropriately	Page 49
Section E1 – Evidence of Need provide valid evidence that there is a need for this school in the area	Page 56
Section F – Capacity and Capability F1 (a) Skills and Experience of the team F2 – governance structure, roles and responsibilities that will ensure accountability and effective decision making in the Academy Trust and drive improvement in the new Free School	Page 66
Section G – budget planning and affordability	Page 71
Annexes	
CV's	Page 73
Letters of Support	Page 86
Potential Site Maps	Page 108

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input type="checkbox"/>	X
2. Have you provided information on all of the following areas (where appropriate)?		
Section A: Applicant details	X	<input type="checkbox"/>
Section B: Outline of the school	X	<input type="checkbox"/>
Section C: Education vision	X	<input type="checkbox"/>
Section D: Education plan	X	<input type="checkbox"/>
Section E: Evidence of need	X	<input type="checkbox"/>
Section F: Capacity and capability	X	<input type="checkbox"/>
Section G: Budget planning and affordability	X	<input type="checkbox"/>
Section H: Premises	X	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	X	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	N/A	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	X	<input type="checkbox"/>
6. Independent schools only*: Have you provided a copy of the last two years' audited financial statements or equivalent?	N/A	
7. Independent schools only*: Have you provided a link to your school's most recent inspection report and completed an externally validated self-	N/A	

assessment and governance assessment?		
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	N/A	
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	N/A	
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	X	<input type="checkbox"/>
11. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	X	<input type="checkbox"/>

Section I of your application	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days <p>by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	X	<input type="checkbox"/>

Declaration

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

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

- The requirements outlined in the background information and glossary document;
- The funding agreement with the Secretary of State;
- All relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- For children with an education health and care plan ('EHCP') naming the school, the requirements pertaining to children with SEN within the special educational needs and disability (SEND) code of practice, including the duty to admit a child where the school is named in an EHCP;
- For schools where the Secretary of State agrees in the funding agreement that they can also admit non-statemented students with special needs, the school must, in respect of these students, comply with the School Admissions Code, the School Admissions Appeals Code and the admissions law as it applies to maintained schools. 16-19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed: 

Position: 

Print name: 

Date: 01.03.2016

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

Please tick to confirm that you have included all the items in the checklist:	<input type="checkbox"/>
---	--------------------------

Section C – Vision

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

The Brunel ASC Free School application is supported by the following documents which can be accessed via the link using the password below:

<http://www.uplands.swindon.sch.uk/Brunel-ASC-Free-School-Application/index.asp?PCID=>

Password: [REDACTED]

Supporting Documents:

1. SD 1 – Ofsted Report Uplands School July 2014
2. SD 2 a & b – Swindon School Place Planning Reports November 2015
3. SD 3 – Uplands Place Planning Data and Forecasts
4. SD 4 (a – c) – ASC Service User Data Feb 2016
5. SD 5 – Swindon SEN Review of specialist provision
6. SD 6 – Uplands Curriculum Policy
7. SD 7 – Uplands Teaching and Learning Policy
8. SD 8 (a – f) – National Autistic Society Accreditation documents
9. SD 9 – Uplands Assessment, Reporting and Recording Policy

Education Vision

Our vision is to provide an outstanding special school for students aged 11 – 19 years, with Autistic Spectrum Condition (ASC) and/or Social Communication Interaction Difficulties (SCID) as their primary need, who live in Swindon and its surrounding areas.

The Brunel ASC Free School will be a research focussed, forward-thinking, innovative and aspirational school with our students, their families, and their communication and interaction needs, at the centre of all we do. The school will have a culture of inclusion and adaptability, putting our students and their families first, enabling us to meet all our aspirations for them.

The Brunel ASC Free School will be a positive choice for families with high ambitions for their young people with communication challenges. It will offer a motivating personalised curriculum and culture that fully develops students' individual strengths, skills and interests enabling them to make far greater progress than is currently expected. This new school will equip students with the skills to enable them to make appropriate life choices, achieve their aspirations, build and maintain social relationships and therefore make a positive contribution to society. Students will feel enabled to actively engage in their learning and feel safe at the school. They will develop techniques to manage their sensory needs and reduce anxiety enabling them to understand the world around them and to maximise their capacity to achieve. The Brunel ASC Free School will recognise and acknowledge the social inclusion challenges our students and their families face. We will aim to improve social skills and self-esteem so that ASC learners can look to the future with confidence through an individual approach to the holistic needs of all our students. We will promote social understanding through all we model and teach and as a result our students will develop

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

a greater range of social competencies. This will equip our learners with skills that will enable them to engage and interact with life in the wider world and to help them transition successfully into adulthood.

This can be summarised by the following mission statements:

Learning for Life ...

An inclusive and aspirational community where Learning for Life is holistic, individualised and specifically tailored to the needs of young people with communication difficulties.

Through our innovative and personalised approach we ensure high expectations, high aspirations, and high outcomes for all students.

Our mission is based on a real expectation of community inclusion and an aspiration to achieve life and work skills leading to a sustainable and fulfilled future. The Brunel ASC Free School will embed characteristics of perseverance and resilience for the often complex wider world.

The aims of our Learning Vision are:

- To establish a community that will explicitly develop communication skills, social interaction, self-regulation and flexibility of thought.
- To enable students to make exceptional progress through ensuring high quality, specialist and consistent teaching and learning and appropriate accreditation pathways.
- To provide specialised, low arousal learning environments that respond to individual needs and accommodate the sensory needs of our learners
- To promote the core learning and life values of independence and interdependence

Rationale:

The reasons for proposing a new special Free School for students with autism and/or social communication and interaction difficulties (SCID) in Swindon are both Uplands School capacity specific and also due to wider Swindon ASC student pressures. There is an immediate provision pressure for Uplands in September 2017, which continues to grow over the next 4 years. This Uplands pressure is coupled with Swindon growth and the increasingly challenging needs of complex ASC and SCID students.

Key factors are as follows (Refer to Supporting Documents (SD) 2 a/b & 5):

- **Uplands Special School place pressures** are continuing to increase with a capacity of 125 places in September 2017 and forecast to grow to 172 places required by September 2021. This pressure is evidenced in Swindon's strategic school place planning (**Refer to SD 2 a/b**) and further supported in the recently commissioned report to cabinet on specialist provision in Swindon (**Refer to SD**

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

5).

- **Wider demand exceeds current capacity** – some students with autism are unable to maintain a mainstream place at a school or a Specialist Resource Provision (SRP) even with a high level of support. There are already waiting lists for current provision. Secondary SRPs are experiencing significant difficulties meeting the increasing complex needs of the ASC students in a mainstream setting and Swindon Alternative Provisions are full.
- Learners with autism and/or SCID are often **failing to make expected progress** and are underachieving. Unfortunately, the result is that many leave compulsory education without proper qualifications and under confident. Our aim is to show young people their value, worth and potential to contribute to society.
- Swindon has experienced a **significant increase over the last five years** in the number of students with statements of SEN and Education and Health Care Plans. This increase has a disproportionate number of children who are considered to have ASC and/or SCID as their primary Special Educational Need. Currently 4.5% (859 children) of primary students have a diagnosis of ASC and 3.7% (433) of secondary students.
- **Swindon is a growing authority with place pressures in all sectors.** Swindon is 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. Swindon Local Authority is experiencing an increase in the number of primary and secondary school aged-students and forecasts that by 2026 there will be 8471 additional students, implying a minimum of 380 ASC students in Primary and Secondary (based on 4.5%).
- In Swindon there are a significant percentage of students with ASC and/or SCID, currently 13%, **who are not in education or awaiting placement.**

Uplands Place Pressures (Table C1)

Date	Tadpole Site Capacity	Pan - 139 DfE as of Sept. 2016	Predicted Student numbers	Pressure on Places	Notes/Comments
Sep-16	142	139	142	0	3 places over pan of 139
Sep-17	125	139	140	-15	125 is actual Tadpole site capacity
Sep-18	125	139	139	-14	
Sep-19	125	139	162	-37	
Sep-20	125	139	166	-41	
Sep-21	125	139	172	-47	

Brunel ASC Free School Designation and Stepped growth:

The Brunel ASC Free School will provide a balanced and innovative curriculum for 50

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

students with complex learning needs. The school, with a proposed opening of September 2017, will be for both boys and girls aged 11 -19 and will offer a personalised, supportive and ambitious curriculum focused on the individual needs of its students, all of whom will have a Statement of SEN or EHC plan, with ASC and/or SCID identified as their primary special educational need.

The Brunel ASC Free School will provide a unique local provision to meet a clear local need and bring positive outcomes, opportunities and benefits for the students and their families for the long term. Our students 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 designation will be described as follows:

The Brunel ASC Free School will meet the needs of students 11 – 19 with autism and/or social communication interaction difficulties as their primary need. Most students will have a learning difficulty (LD) and some may also have additional challenges and complex needs. Such students are likely to experience significant, complex, persistent and enduring difficulties. Their range of needs may also be multi-layered and interconnected, combining mental health, anxiety, attachment, relationships, behavioural, physical, medical, sensory, and communication features. The Brunel ASC Free School’s tailored and personalised learning programmes will ensure that students are able to effectively access and engage with learning, and ultimately achieve meaningful accreditation and skills.

The growth of the Brunel ASC Free School will be phased over 4 years (refer to Table C2 below) commencing at 20 in September 2017 and reaching our maximum of 50 in September 2020. There will be the capacity for further growth to a total of 64 places (indicative of 8 places per year group), after September 2020, should additional demand across Swindon and its surrounding areas be identified.

Student Growth Rate (Table C2)

Date	ASC Free School Numbers	Uplands Pressure	Available places to meet Swindon need
September 2017	20	15	5
September 2018	30	14	16
September 2019	40	37	3
September 2020	50	41	9
Further Capacity			
September 2021	58	47	11
September 2022	64	47	17

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

Delivering the Vision:

The Brunel ASC Free School will be an integral part of the newly formed Brunel SEN MAT (refer to Diagram 1, Page 16) which has Uplands Special School as its sponsor and bench-mark.

Uplands is an 11 to 19 generic special school in Swindon, Wiltshire. Uplands is an Ofsted 'outstanding' organisation (July 2014) and also winner of both the TES Alternative Provision of the Year (June 2015) as well as Overall School of the Year (June 2015). Uplands school is an extremely successful school and this is largely due to the value it places on sharing and applying knowledge of best practice in order to deliver outstanding outcomes. It is a school that supports others to become outstanding across the South West. Last year alone the school supported over 15 schools and colleges, delivered at 10 conferences and mentored numerous Headteachers new to the role.

Uplands school will be converting to academy status imminently and be the sponsor school in the newly formed Brunel SEN MAT.

The newly formed Brunel SEN MAT (BSM) will strategically lead on the delivery of the Free School. The credentials and experience within the Brunel SEN MAT are exceptional with the breadth and depth required to ensure sustainability and effective growth. The Brunel ASC Free School will be modelled on the outstanding principles of Uplands School with both the pedagogy and practice replicated to ensure outstanding outcomes.

██████████ has sanctioned the Brunel ASC Free School application and has provided a letter to validate the capacity and capability within the bid. ██████████ is confident in Uplands school's experience and credentials to deliver the Brunel ASC Free School to opening. **Please refer to Diagram 2 (page 17) for the Brunel SEN MAT Leadership Structure which evidences the capacity and capability.**

Ofsted July 2014 (Refer to SD 1) Quoted:

"The leadership of the Executive Headteacher and Operational Headteacher are highly effective. They are fully supported by senior managers so that staff know their responsibilities and fulfil them with determination and vigour."

"Governors know the school well. They are highly effective in challenging and holding Leaders to account."

"Since the previous inspection, leaders and managers have maintained the school's strengths and improved the governance and teaching."

The Brunel SEN MAT and Swindon Local Authority have identified a strategic need for additional provision for students with autism and/or SCID 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, with significant additional pressure predicted over the next

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

few years. In addition to this, the intention is, that the Brunel ASC Free School has the possibility of serving neighbouring authorities such as Wiltshire and Gloucestershire.

Tables C3 and C4, below, detail the present provision and their capacities. Table C3 lists the current special schools (all designations and age ranges) in the local authority and Table C4 the SRPs (secondary only).

Table C3

Special Schools (All designations and age ranges)	Type	Age	Planned Places 2015/16	Planned Places 2016/17 or Sept 2017??	Overall Grade Ofsted
Chalet Special School	Autistic Spectrum Disorder	Primary	57	57	Good
Crowdys Hill Special School	Complex Needs	11 -16	128	163 (11-18)	Good
St Lukes Special School	Social, Emotional and Mental Health	11 – 16	77	77	Require Improvements
Nylands School	Severe learning difficulties/autism	Primary	36	42	Good
Brimble Hill Special School	Severe Learning difficulties/PMLD	2-11	70	77	Good
Uplands Special School	Severe Learning difficulties/PMLD	11-19	138	138	Outstanding
Total			506	554	

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

Table C4

Secondary Specialist Resource Provision (SRP)	Type	Age	Planned Places 2015/16	Occupancy Sept 2015	Ofsted for host school
Lydiard Park Academy	ASC	11-16	15	15	Good
Ridgeway	ASC	11-16	12	12	Good
Kingsdown	ASC	11-16	15	15	Requires improvements
Commonweal	SpLD	11-16	30	30	Good
Commonweal	PD	11-16	19	19	Good
Total			91	91	

The Brunel ASC Free School will enable the continued reduction in out of borough placements. Uplands Learning Mentor Programme (LMP) has already significantly reduced out of borough placements and enabled the return of a number of students to Swindon.

Furthermore reliance on out of borough placements has the following disadvantages:

- 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 to the DSG which reduces funding for local specialist provision.
- Placements are often some distance from home with social isolation from families and their community.
- Additional transport cost are often incurred, placing additional pressure on a finite high needs budget.
- Difficulty in ensuring the quality of provision as contact with the local authority officers is less.

Statistically (Refer to SD 4 a - c):

- Currently there are significant numbers of ASC students in Swindon at risk of placement breakdown, which is as high as 27% for those placed out of borough.

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

Under-pinning Principles and Beliefs:

Principle 1 - We believe that students should develop values, beliefs and skills from which to make informed decisions and have the skills and confidence to communicate them to others. We will show an understanding of their strengths and how they can access appropriate support, enabling them to live independently and enter into appropriate interdependent relationships

Principle 2 - We believe that students with autism and/or SCID have the potential to excel in differing working environments, working alone and in collaboration with others as their work requires. We see our students 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.

Principle 3 - 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 student.

Principle 4 – We believe that high quality and well trained staff are essential to student's success. The staff team will be selected for their high levels of empathy and their calm approach to managing students who can be both challenging and vulnerable. They will have knowledge and expertise of working with students with autism and/or SCID. They will provide an outstanding teaching and learning environment through activities that are highly motivating and matched to each student's needs. Rigorous monitoring, regular observations, and performance appraisals will ensure staff maintain outstanding standards and maximise each student's attainment opportunities.

Principle 5 – Outstanding leadership and management is essential to sustain a high quality provision. All staff, whatever their level of responsibility, will become experts in their field and key influencers in helping our students become ambitious educational achievers. Staff will be equipped with the skills to maximise outcomes and train others as appropriate.

Expected Outcomes

The Brunel ASC Free School will enable its students to attain far better learning and life outcomes than expected. We will be aspirational for all our students and will challenge them to achieve and lead a fulfilling life and to be fully included in the wider community.

Key Performance Indicators (KPI)

We have identified ten key performance indicators. These are as follows:

1. *95% of students at the end of key stage 3, 4 & 5 will achieve at least expected progress, and 40% will exceed expected progress, based on their starting point. (KPI 1)*
2. *100% of students who have achieved 1A in literacy or numeracy at the end*

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

*of KS3 (based on Progression Guidance upper quartile expectation) will achieve literacy and numeracy certification, within the QCF by the end of **Key Stage 4**. (KPI 2)*

- 3. 100% of students who have not achieved Level 2 in literacy or numeracy at the **end of Key Stage 4** will continue to make progress in literacy and numeracy, within the QCF until the end of **Key Stage 5**. (KPI 3)*
- 4. 95% of students at the end of **Key Stage 4** will have achieved level 1 or 2 qualifications or an Entry Level qualification which shows progress from starting points. For a small minority of students where the QCF is unsuitable, they will follow a nationally recognised award. (KPI 4).*
- 5. 95% of students at the end of **Key Stage 5** will have achieved level 1 or 2 qualifications or an Entry Level qualification which shows progress from starting points. For a small minority of students where the QCF is unsuitable, they will follow a nationally recognised award. (KPI 5).*
- 6. Zero fixed term exclusions and zero permanent exclusions (KPI 6)*
- 7. 96% attendance in the first year leading to an embedded culture of excellent attendance. (KPI 7)*
- 8. 100% participation in employment (paid or voluntary), supported internships or further education at the end of KS 5. (KPI 8)*
- 9. 85% of lessons observed will be good or outstanding in the first year with year on year improvement in subsequent years. (KPI 9)*
- 10. Graded Outstanding at our first inspection. (KPI 10)*

Diagram 1: BRUNEL SEN MULTI-ACADEMY TRUST – GOVERNANCE STRUCTURE

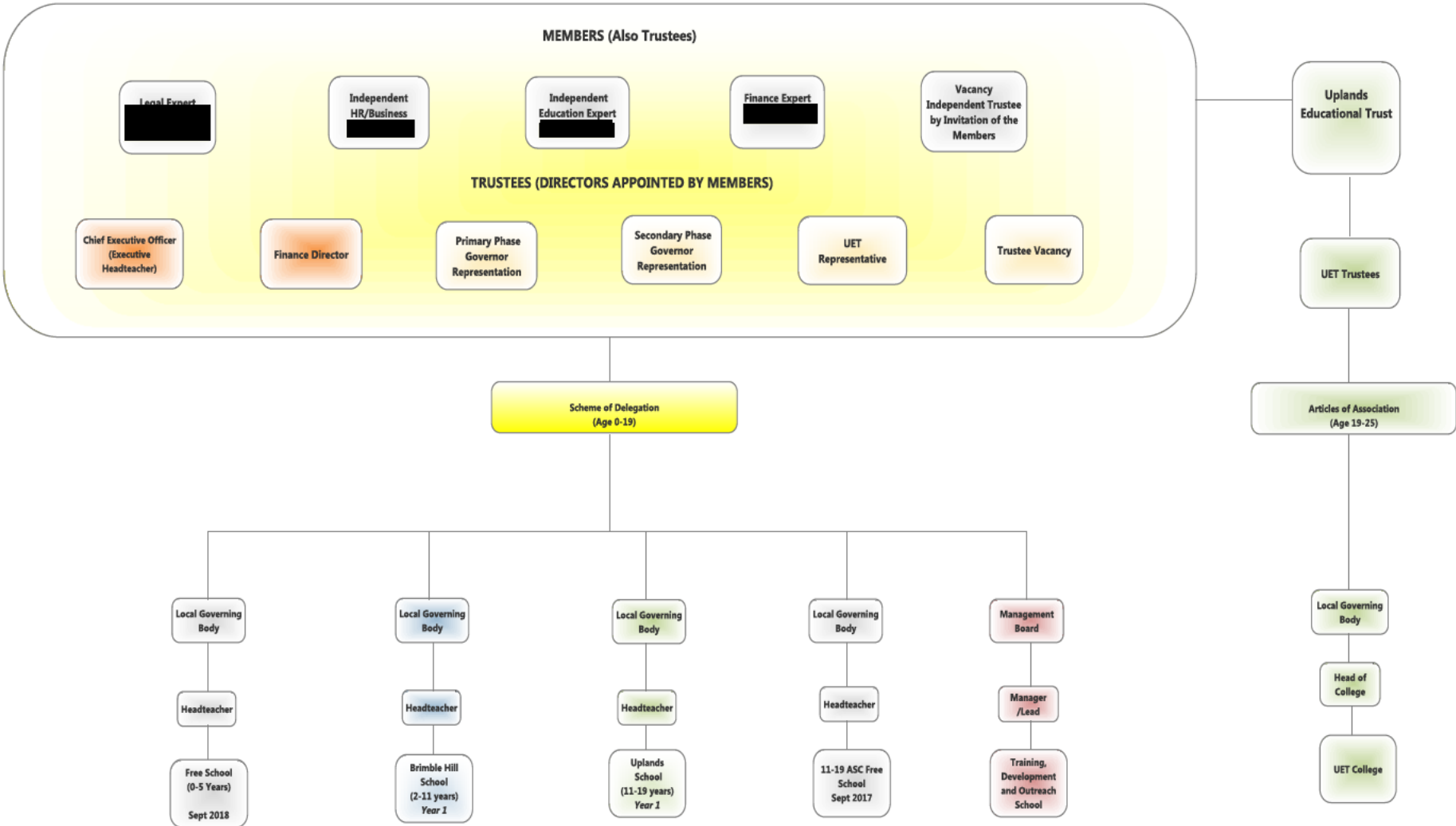
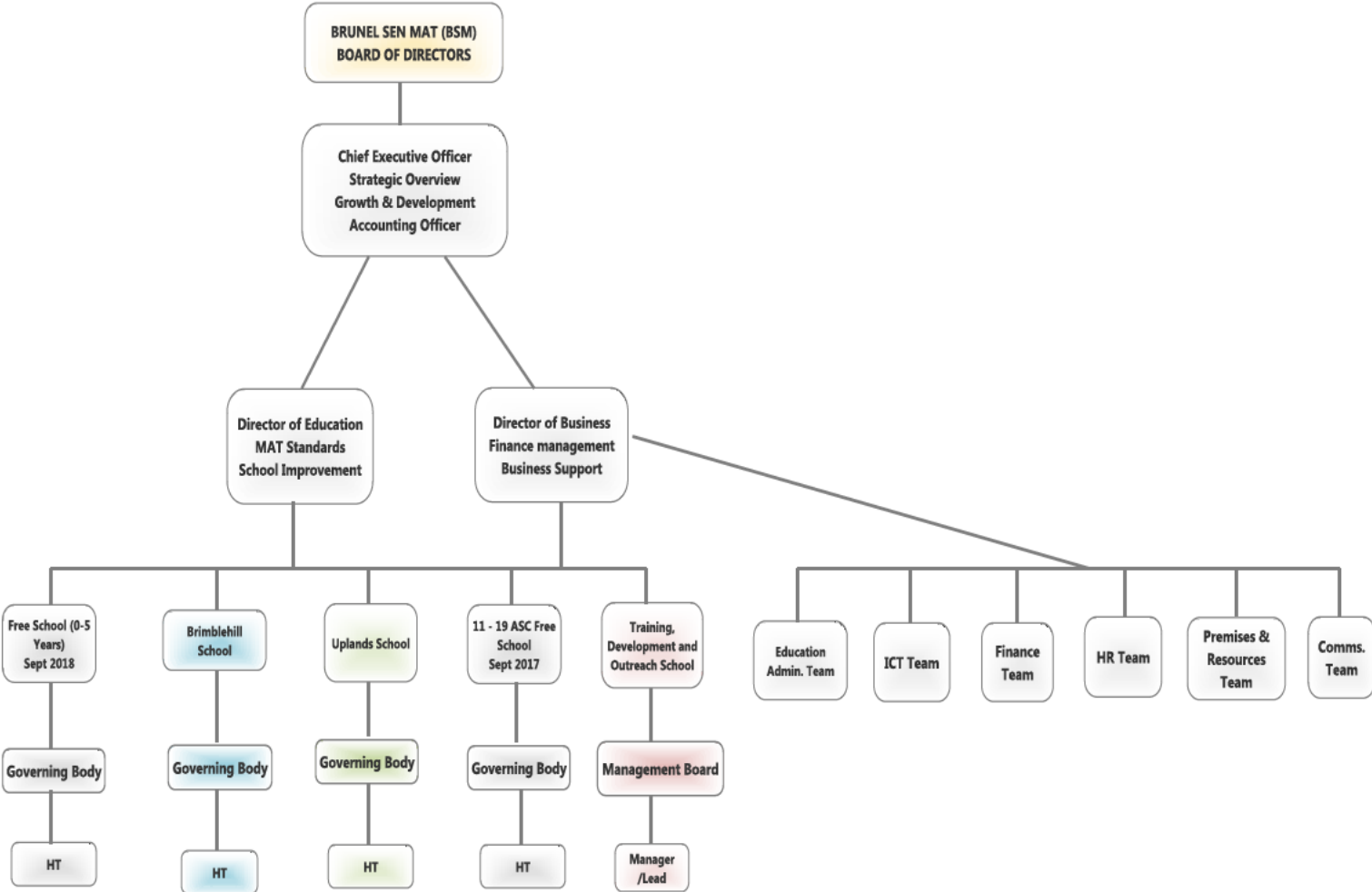


Diagram 2: BRUNEL SEN MULTI-ACADEMY TRUST LEADERSHIP STRUCTURE



Section D – education plan: part 1

Table D1

	Current students	2017	2018	2019	2020	2021	2022
Year 7		4 (new intake)	4	4	6	2 (6*)	0 (6*)
Year 8		1 (Upl. LMP)	4	6 (+2)	6 (+2)	6	6
Year 9		2 (Upl. LMP)	4 (+3)	6 (+2)	6	6	6
Year 10		2 (1 Upl. LMP + 1 New intake)	4 (+2)	6 (+2)	8 (+2)	8 (+2)	6
Year 11		2 (Upl. LMP)	4 (+2)	6 (+2)	8 (+2)	8	8
Year 12		2 (Upl. LMP)	4 (+2)	4	8 (+2)	8	8
Year 13		2 (Upl. LMP)	4 (+2)	4	4	8	8
Year 14		5 (Upl. LMP)	2	4	4	4	8
Totals		20	30	40	50	50 (54)	50 (56)

Progression to Full Capacity

Please refer to Section C “Brunel ASC Free School Designation and Stepped growth” and tables C1 and C2. Also refer to SD 2 a/b, 3 and 5.

The student number forecasts in the above table (Table D1) are based on the following assumptions:

- The first year intake of 20 students will include 15 Uplands students currently on the Learning Mentor Programme (LMP) transferring to the Brunel ASC Free School. Uplands can no longer accommodate these students as Sixth Formers need to be returned to the Uplands School site.
- The first year intake will have additional capacity of 5 places (4 Year 7 intake and an additional place in year 10)
- Each subsequent year will have an increase of 10 students per year, reaching 50 students by September 2020. The additional places are based on a managed year 7 intake of 4 students in September 2018 and 2019, increasing to 6 students in September 2020.
- Additional places will be available in years 8 – 11 during the first 3 years of growth.
- Once established we will have three main intake points, Year 7, Year 10 and Year 12. However this will not prevent us from accepting other suitable students in any other year group.
- It is worth noting that additional capacity (beyond 50 students) will be required from September 2021. The maximum capacity for the Brunel ASC Free School is 64 students, indicative of 8 places per year group.
- 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 students in each year group. However, differences in intake numbers will not affect our curriculum delivery because of our *Stage not Age* approach to learning (based on the successful Uplands Special School model).

Section D – education plan: part 2

Table D2 – Key Stage 3

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Key Skills	12	Mandatory	Includes Literacy, ICT, Numeracy and Communication
Personal & Physical Development (PPD)	8	Mandatory	Includes Personal, Social, Health Education (including sex education) and Citizenship (Personal Social Health and Citizenship Education {PSHCE}), Transitions, Physical Education and Physiotherapy.
Knowledge & Understanding of the World*	7	Mandatory	Includes Religious Education (RE), History, Geography and Science. *Note all students exempt from Modern Foreign Languages
Creative Arts	3	Mandatory	Includes Music, Drama, Art and Design Technology.
Total =	30		

Table D3 – Key Stage 4

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Key Skills	12	Mandatory	Includes Literacy, ICT, Numeracy and Communication
Personal & Physical Development (PPD)	10	Mandatory	Includes Personal, Social, Health Education (including sex education) and Citizenship (Personal Social Health and Citizenship Education {PSHCE}), Transitions and Careers, Physical Education and Physiotherapy.
Knowledge & Understanding of the World*	6	Mandatory (RE & Science)	Includes Religious Education (RE), History, Geography and Science.
Creative Arts	2	Voluntary	Includes Music, Drama, Art and Design Technology.
Total =	30		

Table D4 – Key Stage 5

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Key Skills	12	Mandatory	Includes Literacy, ICT, Numeracy and Communication
Personal & Physical Development (PPD)	14	Mandatory	Includes Personal, Social, Health Education (including sex education) and Citizenship Education (Personal Social Health and Citizenship Education {PSHCE}), Transitions and Careers, Physical Education and Physiotherapy. Work Placements mandatory.
Knowledge & Understanding of the World	2	Embedded	Includes Religious Education (RE), History, Geography and Science.
Creative Arts	2	Embedded	Includes Music, Drama, Art and Design Technology.
Total =	30		

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and student intake

Section D1: The Curriculum Plan (Refer to SD6)

Key Features of the curriculum (including Pedagogic Styles and Methodology)

- Individualised learning programmes supported by a learning mentor and based on known motivators to promote the core values of independence and interdependence.
- The curriculum offer will be delivered using methods endorsed as good practice for young people with autism (www.autism.org.uk 2016), supported by the Sponsor school's expertise in autism appropriate pedagogy. The Sponsor school has NAS accreditation and this endorsement would be sought by the Free School.
- Strong emphasis on functional literacy and numeracy leading to nationally recognised external qualifications.
- Extensive opportunities for work related learning in for example retail, catering/hospitality, horticulture, animal care and work experience in KS4/5 leading to a supported internship or pre-apprenticeship.
- At post 16, a wide range of BTEC subjects offered at Level 2 and/or Level 3 together with other forms of accreditation for those for whom a BTEC is not

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and student intake

appropriate.

- Bespoke off-site packages offered for students who need this initial approach, with flexible re-integration into group and class work.
- Equal value given to developing the interpersonal and life skills required for independence through the support of their Learning Mentor enabling the students to build lasting and effective relationships and engage in their communities
- Students will be grouped by stage not age in order to achieve 'best fit' in terms of skills and personalities.
- Access to IT and computing as a subject where this is a motivator. Technology is a key skill for all students and enhances 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 student's learning journey.
- An individualised sensory programme offered where needed including options such as yoga, mindfulness, art and music therapy together with physical packages to help with self-regulation.

Rationale for the Curriculum and our chosen styles of Pedagogy

Brunel ASC Free school's curriculum reflects the particular needs of students with a statement of Special Educational Need (SEN) or EHCP with autism and/ or a social communication and interaction difficulty (SCID). We will cater for those students working below age related expectation and are unable to access a mainstream school due to their autism or communication difficulty. We will provide a holistic learning experience for students from 11-19 to enable students to fulfil their individual educational and social potential.

The Brunel ASC Free school will provide a personalised curriculum using a range of tried and tested ASC strategies such as, SPELL, visual supports, social stories, (www.autism.org.uk 2016), comic strip conversations (Gray 1998) and in some instances TEACCH (Mesibov and Shea 2010) or elements of this approach. Some students may need access to social communication groups or other individualised speech and language strategies. If required, to encourage engagement, elements of the REACH programme (Bernie 2007 p 2) could be used together with aspects of intensive interaction (Nind and Hewett 1994). Careful consideration will be given to the sensory needs of each student and a sensory programme designed to support self-regulation will be devised wherever needed.

The success of our existing model has been predicated on our ability to reflect on and select the most effective strategies for each of our diverse group of learners and therefore engagement levels have been very high. This flexible approach to a pedagogical style, that will suit the individual learner, will be replicated in the Free School.

There will however, be some common themes that will be identifiable in each programme i.e.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and student intake

- A holistic approach
- A personalised approach
- Trans-disciplinary
- Technological
- Micro-evaluative (Hanbury, 2012,p 98)

A trans-disciplinary model is considered essential when supporting young people with complex needs. Support and advice will be regularly sought from a range of professionals such as occupational therapists, art and drama therapists, community nurses and educational psychologists to ensure the holistic approach. Technology has a valuable place within the curriculum both as a motivational subject and as a tool to enhance communication and self-regulation skills. When students have 'shut down' in a face to face encounter they may well be able to communicate again using ICT as a tool. Micro-evaluative means that the learning mentors and their senior leaders will be reflecting daily on what is working well and where changes may need to take place. This will avoid unnecessary escalations due to anxiety and ensure sufficient rigour and challenge is in place for every student.

The additional strength of the Learning Mentor Programme is that by having consistent and predictable 1-1 support these learners, some of whom have had a very challenging and negative experience of school to date, are able to re-engage with learning in a way that meets their needs as they are at the centre of all decision making. Their Learning Mentor is not only able to provide a tailored learning experience but is also able to provide expert pastoral care and act as a role model for these young people. The existing model also minimizes the element of competition which can often get out of hand and result in exclusions for young people with this level of need. Our model values personal goals and promotes and evaluates them and '*by focusing on personal academic goals and individualised progress reports, parents and teachers encourage students to do their personal best, rather than competing against peers.*' (Tucker 2013, p 76)

References:-

Bernie, C and Angelini J (2007/2008) *Play Trial* Available at <http://www.complexneeds.org.uk/> (Accessed: 15 Feb 2016)

Gray, C.A., 1998. Social stories and comic strip conversations with students with Asperger syndrome and high-functioning autism (pp. 167-198). Springer US.

Hanbury, M (2012) *Educating Students on the Autistic Spectrum – A Practical guide* 2nd edn. London: Sage

Mesibov, G.B. and Shea, V., 2010. The TEACCH program in the era of evidence-based practice. *Journal of autism and developmental disorders*, 40(5), pp.570-579.

National Autistic Society: Strategies and approaches (2 016)
<http://www.autism.org.uk/about/strategies.aspx> (Accessed: 15 Feb 2016)

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and student intake

Nind, M and Hewett, D (2001) *A practical Guide to Intensive Interaction*. Kidderminster: BILD Publications

Tucker, K (2013) *Positive and Negative Effects of Competition on Academic Achievement*.

Therapy Services:

The Statement or EHC Plan will indicate the required therapies necessary for each student's learning and attainment.

We will follow the guidance identified in the Education, Health and Care Plans and statement reviews in working with our students. We will liaise with other identified professionals in order to provide the services required. We currently use and will continue to use within the Free School the following:

- Educational Psychology
- Clinical Psychology
- Social Care – Disabled Children's Team/ Adult Social Care
- Psychotherapy
- CAMHS, Deaf CAMHS
- Learning Disability CAMHS
- Community Nurse
- Family Support Workers
- Youth Offending Team
- Speech and Language Therapy (SaLT)
- Anger Management
- Physiotherapy
- Occupational Therapy
- ASC service.
- Local Police Team (sessions on keeping safe)
- Art Therapy

Speech and Language Therapy:

All students will have some difficulties in communication and social skills. We, therefore, will employ the services of a Speech and Language Therapist (SaLT) to work with students, staff, and parents/carers in developing Personalised Learning Plans (PLPs) for all students to develop their communication skills. The SaLT will advise for the assessment, diagnosis and intervention for students with a wide range of communication difficulties. These may include

- Communication difficulties associated with Autism and Learning Difficulties
- Understanding language
- Expressive difficulties
- The structure of language

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and student intake

- Communicating both verbally and non-verbally

For verbal students, work on speech clarity may be appropriate where we concentrate on individual sounds. We follow the developmental speech sound system and work on the physiology of making speech sounds - working on sounds in isolation as well as in words and phrases.

The following methods will be employed to bring this development about and encourage communication through a wide range of skills – both verbal and non-verbal:

- Picture Exchange Communication System (PECS)
- Signalong
- Social Stories™
- Comic strip conversations
- Tacpac® (Tactile and Communication Pack)
- Intensive Interaction
- Social imagination and interaction groups
- Whole school language program to include a sound, word and corresponding sign of the week. This can be individualised to help with language confidence and comprehension as well as nurture a whole school bond and recognition of working together.
- Speech Aides
- Individual Communication Books
- Face expression, body language, eye pointing and vocalising.

The Learning Environment:

All students will have access to a range of on-site/ off-site facilities. As well as classrooms, this will include sensory rooms, cooking rooms, in and outdoor physical education facilities and art rooms. In addition, best use will be made of Swindon's community resources including farm and horse riding facilities, retail facilities for work related learning, libraries and sports facilities.

Given the range of ASC need, areas for group work and individual study will also be provided. To reduce anxiety the learning environment will have visually recognisable pathways and clearly designated spaces, this will enable the ASC young person to successfully transition to activities throughout the day.

Engaging all stakeholders to support the Curriculum:

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 progress in learning. We shall encourage parents and carers to share observations and concerns, helping to develop appropriate strategies focussing on the needs of the individual student. Also we will encourage parents, carers, employers and voluntary

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and student intake

groups to participate in training alongside school staff thus supporting the young person to thrive in their local community.

We will provide an outstanding teaching and learning environment through activities that are highly motivating and matched to each student's needs. Rigorous monitoring, regular observations, and performance appraisals will ensure staff maintain outstanding standards and maximise each student's attainment opportunities. Staff will receive high quality training each year from our partner MAT school, Uplands, and nationally recognised experts.

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. Brunel ASC Free School will use existing links with public and private (employer) bodies within the local community to continue to raise awareness of how to support our students. Through work placements and supported internships our students will forge effective links with the local community which we hope will last long after they have left school.

Post-16 Curriculum:

The Free School 6th Form Programme aims to provide a holistic programme of study for young people with autistic and complex learning difficulties. We aim to provide challenging, relevant and fun learning experiences which support individual progression and enable them to achieve life outcomes.

The aims of the Sixth Form are to:

- Prepare young people for adulthood with high aspirations for a fulfilling adult life
- Provide individual pathways suited to the needs of each young person
- Provide outstanding teaching, learning and support by staff skilled in SEN strategies
- Ensure all students experience success in as many ways as possible

In the 6th form we encourage success through:

- gaining a broad range of knowledge, skills and positive attitudes
- making upward and lateral progression in literacy and numeracy – always aiming towards level 2
- showing progression through gaining nationally recognised qualifications from the Qualification and Credit Framework or similar awards
- achieving personal life outcomes detailed on individual Education Health and Care Plans
- completing successful work experience placements
- contributing in a meaningful way and to the benefit of the local community through charity or enterprise projects
- developing as a person and having an awareness of spiritual, moral, social and cultural issues and concepts
- being aware of, tolerant of, and respectful towards, cultural, racial and religious diversity
- contributing to the school and wider community democratic processes

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and student intake

- taking part in, and being challenged through, enrichment activities such as residential trips, Duke of Edinburgh, clubs, school and wider community events

The 6th Form curriculum is comprised of 7 main elements:

1. Work, Careers and Enterprise
2. Independent Living Skills
3. Community and Relationships
4. Good Health and Healthy Living
5. Key Skills: Literacy, Numeracy and ICT
6. Spiritual, Moral, Social and Cultural Education
7. Enrichment: residential, Duke of Edinburgh, clubs, school council, community projects and participation

All students will follow an accreditation pathway determined by:

- aspirational outcomes, needs and provision recommended in their Education, Care and Health Plan
- attainment in literacy and numeracy at the end of key stage 4
- attainment in qualifications at the end of key stage 4

External accreditation includes but is not limited to:

- OCR Live and Living Qualifications: Entry 1 – Entry 3
- OCR Cambridge Progression Units: Entry 1 – Level 2
- Functional Skills up to level 2
- ASDAN Towards Independence Awards
- Vocational BTECs

Alternatively, students may follow a bespoke package towards individually chosen qualifications such as a relevant GCSE through an individual tutor package

Progression:

It is expected that students will progress from the 6th form to further education, voluntary or paid work and will aspire to independent living and participating in local community groups.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and student intake

Free School – 6th Form Curriculum Map

Work	Independent Living	Community and Relationships	Good Health
<p>Careers knowledge and skills Searching and applying for jobs, Interviews Rights, responsibilities and work conduct Health and safety at work Meeting targets, solving problems and working as a team/meetings ICT at work Work experience placements Producing and selling products Alternatives to paid work Communication at work Leadership Break/lunchtime routines Qualifications/Awards: Vocational BTEC E3 – L1 Life and Living E1 – E3: <i>Work</i> Towards Independence Work package</p>	<p>Household budgets Shopping Food preparation and storage Time skills Horticulture Local and emergency services Using ICT in the home: computers, mobile phones, electrical equipment Personal care routines Safety in the home Safety in the community: Travel training Qualifications/Awards: Home Cooking Skills L1 Life and Living E1 – E3: Home Management L1 Level 1 Jamie Oliver Cookery Basic Food Hygiene Level 1 Towards Independence –</p>	<p>Sex and Relationship Education Using local facilities Charity work in the community Performing in the community Community joint project work Geographical awareness Leisure in the community Emotional literacy Communication and interaction Qualifications/Awards: Life and Living E1 – E3: <i>Community</i> Towards Independence Community package</p>	<p>Family and relationship Healthy Living and exercise Healthy living and diet Alcohol and substance education Safety in the home, community and at work Emotional health Coping with anxieties and change Self-regulation and Self -management Qualifications/Awards: Life and Living E1 – E3: <i>Personal Development</i> Towards Independence Health package</p>

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and student intake

	Home Management package		
<p>Literacy: Speaking and listening Reading Writing Qualifications/Awards: Cambridge Progression Units: E1 – L2 Functional Skills L1- L2 Towards Independence – Literacy package</p>	<p>Numeracy: Number Handling data Measure shape and space Qualifications/Awards: Cambridge Progression Units: E1 – L2 Functional Skills: L1- L2 Towards Independence – Numeracy package</p>	<p>ICT: Safety and social media Using ICT to communicate Finding and using information Qualifications/Awards: Life and Living: E2 – E3 <i>Using ICT Safely</i> Functional Skills L1-2 Towards Independence - ICT package</p>	

Spiritual, Moral, Social and Cultural Education: British Values

Qualifications/Awards:

Life and Living: E1 – E3 – *Personal Development and Wellbeing, Community and Environment*

Towards Independence – Creative, The Wider World and Popular Culture, Coping with People

Employability and Skills

Employability skills are considered central to the offer of the Brunel ASC Free school. Research demonstrates (Lee and Carter 2012 p988) that the following factors need to be in place in order to enhance the opportunities for students with SEN to contribute meaningfully to their communities.

They are:

- (a) individualised, strengths-based transition services and supports;
- (b) positive career development and early work experiences;
- (c) meaningful collaboration and interagency involvement;
- (d) family supports and expectations;
- (e) fostering self-determination and independence;
- (f) social and employment-related skill instruction;
- (g) establishing job-related supports.

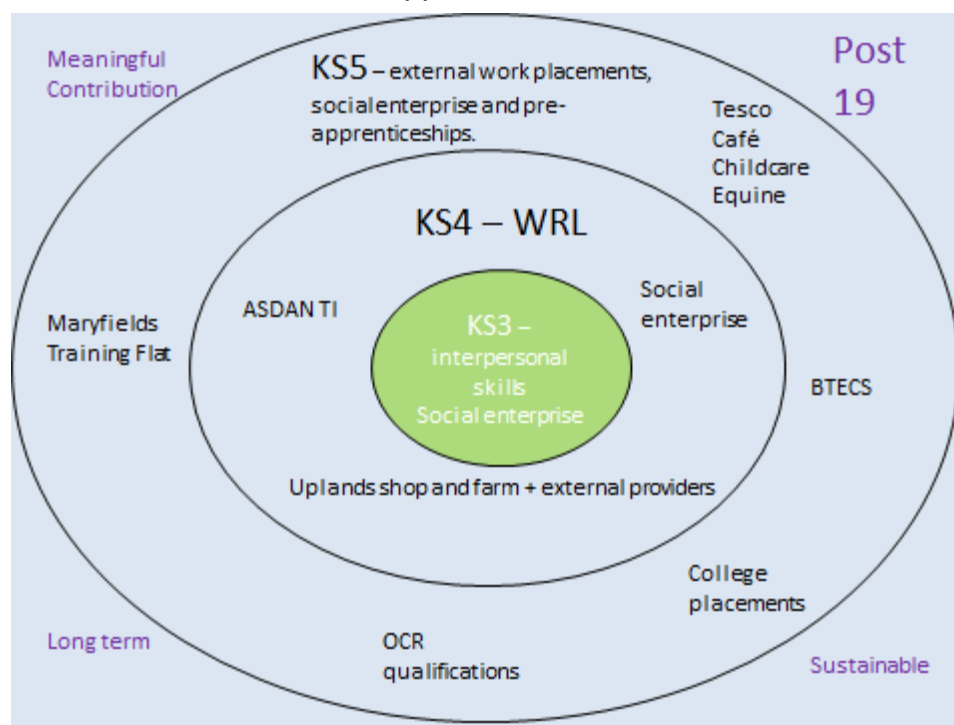
D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and student intake

Our Free school will aim to achieve the above by ensuring that students will have access to the same range of work related learning opportunities that are available to students at Uplands School. As at Uplands, the ethos is that developing work skills starts in Year 7 and develops throughout the student's school experience, and this aspect of the curriculum is given equal weighting with the academic subjects.

In KS3, students will focus on developing the interpersonal skills that will enable them to engage successfully in more formalised work settings. They will practise these skills both at the farm and whilst undertaking a range of retail tasks in our Uplands Charity shop based in Redhouse. Students will also have the opportunity to develop their interdependence through working together on enterprise projects and by taking part in the school council.

In KS4 students will be given the opportunity to take on a more formalised range of retail tasks in the shops and at the farm, and some students will work towards ASDAN TI awards. In KS5 the ambition is that all students will undertake a long term work placement as part of their programme of study, leading to a supported internship or a pre-apprenticeship. Students will be supported by a job coach in these roles. Discussing work related learning opportunities is a key aspect of our regular conversations with parents and carers and forms a central part of the annual review process. Work Related Learning (WRL) targets are always aspirational and our early interventions result in a proven track record of success within the Sponsor school.

The diagram below summarises the approach:



References:- Lee, G.K. and Carter, E.W., 2012. Preparing Transition-Age Students with High-Functioning Autism Spectrum Disorders for Meaningful Work. *Psychology in the Schools*, 49(10), pp.988-1000.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and student intake

Core Subject Delivery

1. 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. Both Key Stages are encouraged to use their literacy skills to understand the world around them.

All students at Key Stage 3 and 4 will follow a personalised National Curriculum. Our aim is to teach every student to read using a range of autism friendly approaches to bring language alive. We will use a range of techniques 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 students' communication verbal, non-verbal and written.

2. Mathematics

All students 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 students 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 student 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 students 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 students.

3. Understanding the World (including Science and ICT):

We develop knowledge and understanding of other cultures and their values through the teaching of History and Geography, ICT and Science. The teaching of History gives an opportunity for students to develop an awareness of 'time' and the 'past'. In this way, students may be helped to have a greater understanding of the present and the future and develop a sense of chronology. Students with ASC often become disorientated in new and altered environments; Geography enables students to investigate the world with curiosity and confidence.

For many of our students who are on the autistic spectrum, ICT is key in terms of using it as a communication aid, for research and to enable them to access the curriculum. ICT is embedded throughout the curriculum; however, students have access to bespoke sessions on e-safety to ensure they are aware of the dangers when using the internet.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and student intake

Students have access to a topic based science curriculum. This enables the students to access a range of experiences, and helps them to broaden their knowledge and understanding of the world around them, including the wider world. Examples include the biology of the human body, looking at metals, and substances, and plant life.

Experiences that are supported in the wider community through close mentoring support include, working in the school shops and accessing local businesses to meet ASDAN and BTEC requirements. Students with Autism are likely to have difficulty in seeing things from other points of view, so are likely to need support in appreciating the cultures and beliefs of others.

Enrichment – The Wider Curriculum:

Enrichment opportunities in the Brunel ASC Free school will be offered in partnership with our Sponsor school at Uplands. In line with our student centred approach, individuals will be encouraged to take up the activities they find motivating and if they have an area of special interest that is not covered, careful consideration will be given to developing an enrichment activity in this area. The initial offer will include:

- A residential trip focusing on outdoor pursuits
- Duke of Edinburgh award
- Trampolining
- Dance and performing arts
- Choir and music opportunities as well as sound and music recording
- Fitness, including team sport opportunities and gym membership
- Design and technology – working with metal and wood
- Gaming and computer programming
- Horse riding and equine studies
- Food hygiene and first aid
- Land based opportunities (Farm)

Students will be encouraged to select and develop an area of interest and these activities will also provide opportunity to develop interpersonal skills and build peer to peer relationships.

Structure of the day:

All ASC students need a clear routine so they recognise the structure of the day. The timetables indicate what activities will occur and in what sequence, and allow students to predict and prepare for what will happen next.

The school day begins for the majority of students at 9.10am and ends at 3.15pm. However, we do acknowledge that for some of our learners, due to difficulties with sleep patterns and the side effects from sleep medications, they may start later and finish later e.g. 10.10am to 4.15pm. Occasionally, there are also students whose bespoke package means that the learning mentor will start at 8.30am, and go into the family home with the therapy dog, and will work on morning routines, to motivate the learner to get up and get ready for the school day. The school day is flexible in meeting the individual needs of the learner; however, all learners have access to the same amount of learning hours.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and student intake

Timetables are published at the start of each term and shared with students and circulated to parents. All timetables are bespoke and supported by an identified Learning Mentor; subjects are taught as 1:1 or in small classes. The curriculum is tailored to meet individual needs; learning and progress are monitored and teaching guided by analysis of what has been learnt as well as student learning needs. Timetables are generally structured to promote enrichment/ practical activities in the afternoon, with the more academic core subjects taking place prior to the lunch break.

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 smaller groups or individuals where targeted interventions and higher staff to student ratios will be needed to secure success.

‘Personalised timetables reassure the students and guide them through the day’
(*Excelling through Inclusion*, Ofsted publications, 2009)

Given the differing nature of all our students- rewards and sanctions are agreed and are in response to a specific student’s needs, rather than a blanket/ one size fits all approach.

At the beginning of the day (9.00 am) students arrive, they are welcomed by their Learning mentor – some students may need breakfast- a run through of the days’ timetable and any changes/ appointments that will affect them takes place. Some students need time to settle prior to lessons and seek a quiet place. Many students will have ‘jobs’ that are part of their daily routine i.e. returning the register, collecting the lunches or assisting in the school shop in the morning.

The day is broken into four lessons (two in the morning/ two in the afternoon) with some lessons effectively being ‘doubles’ such as swimming or ‘farm times’. There are occasions where staff will aim to enrich student learning through visits to off-site experiences such as museums, the theatre or relevant social events, these are planned and risk assessed in advance and student attendance will reflect need, ability and student benefit.

Mentoring to Support Curriculum Access:

The underpinning ethos of the Uplands LMP has been guided by research into the needs of those students with special needs, who exhibit an array of behavioural difficulties – many of whom have a diagnosis of ASC and/or SCID. This has been implemented by the deployment of specialist teaching assistants (Learning Mentors), led by experienced teaching professionals in the field of SEBD and ASC. These principles and practice will be embedded in the Brunel ASC Free School practice.

The UNISON research into the value and best use of teaching assistants reinforces our ethos:

- “Give reassurance and one-to-one attention and support to the students with the lowest confidence and self-esteem, plus advice and organisational support”;
- Provide pastoral care and act as positive role models for students with gaps in their family structure;
- Increase confidence to work independently before post-16 choices;

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and student intake

- Support SEN and other vulnerable students to learn alongside their peers;
- Provide additional adult time for students and “put across learning in a different way which helps some children”;
- “Definitely in a special school. They have a different relationship with students and are able to give „whole child“ support as well as being a stable liaison with parents”;
- Valued part of the assessment of children;
- In a secondary, TAs becomes expert in a student’s complex needs to advise different subject teachers;
- Provide intimate care and medical support.

(‘*The Evident Value of Teaching Assistants*’ – 2013, UNISON, Education and Children’s services)

As mentioned previously, the current profile of our students is predominantly ASC with associated behavioural difficulties. This would be typified by the following problems (Triad of impairments):

- Social interaction
- All aspects of communication – verbal and non-verbal
- Flexibility of thinking and behaviour, including problems with imagination

(*Challenging Behaviour and Autism* – Whitaker, 2005, The National Autistic Society)

Within **the Learning Mentor Programme**, each of our learners is treated as an individual, they have:

- A timetable that is unique to them.
- They follow a curriculum that is tailored to meet their needs.
- An identified learning mentor who is trained and familiar with ASC/ BESD
- An environment that is supportive and resilient to their demands.
- A range of facilities/ activities/ resources available to engage and sustain interest.
- At Post 16, BTEC courses that are relevant to their needs and future aspirations.
- A mix of practical/ sporting and academic activities that can be used to motivate and reward.
- A flexible curriculum that encourage off site/ social engagement.

The benefits of having a bespoke provision are several – primarily it enables the reduction of student conflict/ competition. (Our students have a history of perceived failure at school, often stemming from being belittled/ compared to their peers and either opting out/ or reacting against by lashing out). No student is put into a position of having their work compared to another’s. Within the Learning Mentor Programme (LMP), the ethos is one of setting individual goals – and not to repeat the negative experiences of previous educational placements

‘Academic competitions can be disadvantageous for students when they lead to fear, anxiety and disappointment. Students might worry that they won’t measure up or will disappoint their teachers or parents. To help reduce anxiety, teachers

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and student intake

often promote friendly, age-appropriate games, grade-level-specific exams and academic competitions that encourage students to beat their own previous individual scores. By focusing on personal academic goals and individualized progress reports, parents and teachers encourage students to do their personal best, rather than competing against peers'

(Positive & Negative Effects of Competition on Academic Achievement, 2013, Kristine Tucker, Demand)

Managing Transition:

Making transitions can be even more difficult for students with autism and students' 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 students. Successful transitions require building excellent links with external agencies, parents, and carers.

The Brunel ASC Free School will access expertise and direct support from the outstanding Transitions Team at Uplands School. The central Transition service (Central Service of The Brunel SEN MAT) will support the development of effective processes within the new Free School and deliver front line and statutory responsibilities (refer to Diagram 4 (page 71) Central Support Services).

The Transition Team will manage macro and micro transitions with a clear focus on two crucial transition periods: into the Brunel ASC Free School and into adult life.

Individual transition plans will be created through the EHCP review process with a totally person centred approach to capturing anxieties and aspirations of the student and their families.

Transition to Adult Life

We feel it is imperative to start to raise awareness of adulthood and the independency that it brings from as early as year 7.

Preparing young people with autism and/or SCID for adult life needs to focus on five key areas:

1. World of work
 - Opportunities for work experience and working on community projects.
 - Bespoke 1:1 careers guidance
 - The School will have established relationships with both Swindon College and UET College to ensure supported internships are appropriate and accessible for our students.
 - 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 range of colleges in Swindon for post 19 study.
 - Identify how student will be supported through college and share this

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and student intake

information with the chosen college.

3. Living in Supported Housing
 - Encourage achievement of a reasonable level of independent living skills such as cooking, money management, paying bills and travelling before leaving school.
 - Enable student 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 student could support his/her parents in the future.

D2 – measuring student performance effectively and setting challenging targets

D2 – measuring student performance effectively and setting challenging targets

The Brunel ASC Free School will have a robust and rigorous assessment, recording and reporting system, based on the principles and successful practice of our Outstanding partner MAT school – Uplands Special School (Sponsor school in the Brunel SEN MAT). Please refer to Uplands School Assessment Policy (**Refer to SD 9**) for further detail.

The Brunel ASC Free School believes that assessment, reporting and recording lies at the heart of the process of promoting young people's learning and as a consequence is an integral part of both the curriculum and teaching and learning practices.

The Free school aims to:

- Monitor progress and support learning
- Recognise the achievements of students
- Guide future planning, teaching and curriculum development
- Inform parents and the wider community of student achievement
- Provide information to ensure continuity during transitions

As a small nurturing school we will have an in depth knowledge of each students' learning style, ability, strengths and progression against all targets. The Brunel ASC Free School will have a robust assessment, recording and reporting system in place to ensure progress is made by all students and where data is used to guide future planning.

D2 – measuring student performance effectively and setting challenging targets

Table D5 (below) Assessment, Accountability and accreditation provides further detail as to how assessment tools will be used.

Key Performance Indicators (1 – 5) – Student Progression Outcomes:

Based on these principles and under-pinned by the outstanding practice of our MAT partner, Uplands School, the following progression Key Performance Indicators have been established to ensure challenge and that the Brunel ASC Free School achieves an Outstanding Ofsted judgement.

KPI 1 – Key Stage 3 Progression

*95% of students at the end of **key stage 3, 4 and 5** will achieve expected progress, and 40% will exceed expected progress, based on their starting point. (KPI 1)*

The following criteria (Table D5) are based on the National Progression Guidance and challenging target setting as defined in the Uplands School Assessment Policy. Examples of analysis based on these aspiration criteria are evident in the Uplands School SEF and Ofsted Report July 2014.

Table D5

Judgement	Requirements for Judgement		
	Lower Quartile (%)	Median (middle 50%)	Upper Quartile (%)
Outstanding	LQ 5%	Median + UQ > 95%	UQ ≥ 40%
Good towards Outstanding	LQ < 10%	Median + UQ > 90%	UQ ≥ 35%
Good	LQ < 15%	Median + UQ > 85%	UQ ≥ 30%
Needs Improvement	OR	LQ > 20%	Median + UQ ≥ 80%
Needs Improvement		LQ < 25%	Median + UQ ≥ 75%
Inadequate	LQ > 25%	OR	Q < 25%

KPI 2 – Key Stage 4 Literacy and Numeracy Progression

*100% of students who have achieved 1A in literacy or numeracy at the end of KS3 (based on Progression Guidance upper quartile expectation) will achieve literacy and numeracy certification, within the QCF by the end of **Key Stage 4**. (KPI 2)*

The Brunel ASC Free School will deliver the Cambridge Progression Award in literacy and numeracy, which is recognised on the QCF Entry Level 1 up to Level 2

D2 – measuring student performance effectively and setting challenging targets

KPI 3 – Key Stage 5 Literacy and Numeracy Progression

*100% of students who have not achieved Level 2 in literacy or numeracy at the end of KS4 will continue to make progress in literacy and numeracy, within the QCF until the end of **Key Stage 5**. (KPI 3)*

In addition to this 100% of students who have achieved a level 2 qualification in literacy and or numeracy by the end of KS 4 will follow a Functional skills qualification pathway which broadens their knowledge and application of literacy and numeracy in daily life

KPI 4 – Key Stage 4 Qualifications

*95% of students at the end of **Key Stage 4** will have achieved level 1 or 2 qualifications or an Entry Level qualification which shows progress from starting points. For a small minority of students where the QCF is unsuitable, they will follow a nationally recognised award. (KPI 4).*

Students in KS4 will follow a broad based qualification pathway.

Examples include;

- Broad based BTEC Work Skills
- OCR Life and Living
- ASDAN Towards Independence

KPI 5 – Key Stage 5 Qualifications

*95% of students at the end of **Key Stage 5** will have achieved level 1 or 2 qualifications or an Entry Level qualification which shows progress from starting points. For a small minority of students where the QCF is unsuitable, they will follow a nationally recognised award. (KPI 5).*

Students in KS5 will have the opportunity to progress through a range of vocational pathways, linked to work aspirations

Examples include;

- Vocationally focused BTEC
- OCR Life and Living
- ASDAN Towards Independence

Key Performance Indicators (6 – 7) – Quality Outcomes:

KPI 6 – Exclusions

Zero fixed term exclusions and zero permanent exclusions (KPI 6)

D2 – measuring student performance effectively and setting challenging targets

The Brunel SEN MAT promotes a culture of non-exclusion and both Uplands School and Brimble Hill School (founding schools in the MAT) have a record of zero per cent exclusion (fixed or permanent) for the last 7 years.

This culture will be promoted with students and families in the Brunel ASC Free School and will support the reduction of anxiety associated with the ineffective strategy of exclusion to foster improved behaviour.

KPI 7 – Attendance

96% attendance in the first year leading to an embedded culture of excellent attendance. (KPI 7)

Robust and rigorous systems will be in place to track individual attendance, to identify individual and whole school trends and to create action plans to improve attendance/lateness.

KPI 8 – Destinations of Leavers

100% participation in employment (paid or voluntary), supported internships or further education at the end of KS 5. (KPI 8)

Since UET established a post 19 College in September 2013, 100% of all Uplands leavers have continued in education either at Swindon College or UET College, with a small minority in Sept 2013 attending out of borough provision. It is anticipated that this will be replicated in the Brunel ASC Free School, with Supported Internships or supported employment also included as a direct destination.

KPI 9 – Teaching and Learning

85% of lessons observed will be good or outstanding in the first year with year on year improvement in subsequent years. (KPI 9)

All lessons will be observed 3 times per year and externally moderated by Ofsted trained consultants. The quality of Teaching and Learning will be the responsibility of all staff and be integral to performance appraisal.

KPI 10 – Ofsted (external validation)

Graded Outstanding at our first inspection. (KPI 10)

Within the Brunel SEN MAT, our sponsor school, Uplands, has been rated outstanding by OFSTED (July 14). Our systems and processes shall mirror those at Uplands and our effectiveness monitored robustly three times a year by the Director of Education for the Brunel SEN MAT, and judgements validate by external advisors.

D2 – measuring student performance effectively and setting challenging targets

Further Supporting Outcomes

- 90% of students achieve all of their educational yearly outcomes, as set out in their Education, Health and Care Plan (EHCP)
- 90% of students at the end of KS5 have achieved their educational long term outcomes, as set in their EHCP
- 80% of students will complete an external supported work placement (linked to EHCP outcomes)
- 100% of students will complete a supported work placement (linked to EHCP outcomes)
- 33% of students should have attended a short voluntary residential extra-curricular programme by the end of KS5 (figures based on previous four years uptake)
- 100% of students will have participated in a group or individual task or project that benefits their wider community by the end of KS5

Table D6

Assessment process & tools	When	Who is involved	Stage	Details/Purpose
Pre-placement assessment (KS3-5)	Prior to confirmed placement	-Transitions team -Teachers -Provision/school lead -Learning Mentors -Feeder institution -Parents -Professionals	3 & 5 or as appr.	To establish current attainment levels in current setting; to establish if the placement will meet the learner needs; to identify an appropriate pathway linked to individual outcomes
Cognition & learning	On entry	-Teachers -Learning Mentors	KS 3-5	Baseline assessment in literacy and numeracy. Used to inform qualification pathway, end of KS targets. Reading level assessment. To establish current reading level and to look for specific reading related difficulties (dyslexia)
School progression	End of Key Stage	-Senior Leadership Team (SLT) -Teachers	KS3-5	Targets will be set at the beginning of each key stage and monitored 3 times a year, data is analysed to inform future intervention needs. Assessment decisions are moderated both internally and with external partners. Qualification assessment decisions are moderated internally. Progress towards outcomes are monitored termly and annually.
B-Squared	3 times a	-Teachers -Learning mentors	All	Literacy and Numeracy Progress will be recorded using BSquared. For

D2 – measuring student performance effectively and setting challenging targets				
	year			students working at above level 5 or entry level 3 a bespoke tracking system will be used.
Literacy/ numeracy accreditation	Key stages 4 and 5 as appropriate	-Teachers -Learning mentors	4 & 5	All students will be expected to follow a qualification pathway from entry 1 upwards to level 2 in literacy and numeracy. Starting level to be determined by end of key stage 3/4 levels (Possible assessment method; Cambridge Progression online tests). If students enter KS5 having achieved level 2 in either literacy or numeracy they will follow a level 2 functional skills qualification Teacher formative and summative assessment
Qualifications	KS 4 & 5	-Teachers -Learning Mentors		All students will be expected to follow a qualification pathway from the Qualifications and Credit Framework from Entry 1 upwards to Level 3, starting point determined by attainment achieved at KS 3 or 4 in literacy and numeracy.
Communication and interaction	Prior to confirmed placement and reviewed as appropriate	-Transitions team -Teachers -Provision/school lead -Learning Mentors -Named learning mentor -Feeder institution -Parents -Multi-agency professionals (Autism Support Service, Speech and Language)	3 & 5 or, as deemed appropriate	To establish needs and whether placement is appropriate; to identify an appropriate pathway linked to individual outcomes; to plan additional pathway support, services, environment and resources to meet student needs
Physical and sensory	Prior to confirmed placement and reviewed as appropriate	-Transitions team -Teachers -Provision/school lead -Learning Mentors -Named learning mentor -Feeder institution -Parents -Multi-agency professionals (Occupational and Physiotherapists, Health Professionals)	3 & 5 or, as deemed appropriate	To establish needs and whether placement is appropriate; to identify an appropriate pathway linked to individual outcomes; to plan additional pathway support, services, environment and resources to meet student needs
Social & Emotional	Prior to confirmed placement and reviewed as	-Transitions team -Teachers -Provision/school lead -Learning Mentors -Named learning mentor	3 & 5 or, as deemed appropriate	To establish needs and whether placement is appropriate; to identify an appropriate pathway linked to individual outcomes; to plan additional pathway support,

D2 – measuring student performance effectively and setting challenging targets				
	appropriate	-Feeder institution -Parents -Multi-agency professionals (CAMHS)		services, environment and resources to meet student needs. Boxall Profiling
Behaviour Watch	On-going Termly report	Senior Leadership Team -Teachers -Learning Mentors	On-going	Tracking individual behaviours to identify individual and whole school trends – to enable identification of appropriate interventions and to inform strategic school planning
Attendance	On-going Termly report	-Teachers -Senior Leadership Team	All	Tracking individual attendance, to identify individual and whole school trends and create action plans to improve attendance/lateness – reason for and impact of illness
Annual Review	Annually and on individual basis	-Teachers -Parents/Carers -Professionals: -Education, Social Care, Health	All	Review of progress towards long term and yearly (IEP) outcomes described in Education Health and Care Plan
Note: Data will be shared with parents, carers, Governors and other relevant agencies. Data will be used to inform future school strategic planning.				

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels
<p><i>“High quality and well-trained staff are vital to supporting the complex needs of my son” – Swindon Parent of ASC student in year 8.</i></p> <p><i>“we want his education to be delivered by staff who will understand and work with his autism to get the best from him” – Swindon Parent of ASC student in year 10</i></p> <p>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.</p> <p>We are also fully aware that we need to recruit staff according to the phased growth of the school. After careful analysis of current student and future forecasts, we have outlined a process to show how we would be at capacity of 50 students in September 2020. Table D6 describes the stepped student growth and the intended staffing increase to match this growth in numbers.</p> <p>The following should be noted to understand the growth pattern and level of need:</p> <p>The initial year has 15 students with very complex needs that are indicative of Band 1+ (Top-up of £20,440). The new intake of students may have the same profile of complex needs, but it is hoped over time this level of need would be broader with students with less complex needs being placed at the school. This would result in a lower band</p>

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

allocation (Band 2 and 1) which would be reflected in the student to staff teaching ratios.

Table D6 – Brunel ASC Free School Staffing Growth

Staff	Sep-17	Sep-18	Sep-19	Sep-20
Leadership Team	2	2	2	2
Headteacher (Non-Teaching)	1	1	1	1
Assistance HT (Teaching)	0	0.5	1	1
TLR (Teaching Lead)	1	0.5	0	0
Teaching Staff	1	2	3	4
Literacy Lead	0.5	1	1	1
Numeracy Lead	0.5	0.5	1	1
Teachers	0	0.5	1	2
Learning Support	18	22	27	33
Senior Learning Mentor	2	2	2	2
Learning Mentors	16	20	25	31
Support Staff	0.8	0.8	1	1
Receptionist	0.8	0.8	1	1
Total Staff =	21.8	26.8	33	40
Teaching Staff =	20	25	31	38
Student Number =	20	30	40	50
Staff:Student Ratio (Teaching only) =	1.00	1.20	1.29	1.32

The Brunel SEN MAT will provide the executive management; financial accountability and quality assurance of standards (refer to BSM Leadership Structure, page 17).

Diagram 3 (page 45) describes the proposed staff structure when the Brunel ASC Free School will be operating at full capacity in September 2021. The Free School leadership team is supported and monitored by the MAT Leadership Team

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 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.

Leadership

Please refer to Diagram 1 (page 16) and Diagram 2 (page 17).

The Brunel SEN MAT (BSM) will be a well establish entity at the point of opening of the Free School. The leadership of the BSM is an exceptionally experienced and well

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

proven team, with clear roles and responsibilities for delivering on all standards and financial accountability.

The Chief Executive Officer (CEO) will lead on the delivery to opening of the Free School and once open will report on the standards and strategic development to the BSM Board and the Regional Schools Commissioner (RSC). The CEO will monitor and direct the work of the Director of Education and Director of Finance.

The Director of Education will be responsible for ensuring educational standards are met and work directly with the Headteacher to secure the highest quality of teaching and learning and achieve the KPI 10 – Ofsted outstanding. This role will also lead and implement the Quality Improvement Programme across the schools within the BSM.

The Director of Finance will lead on the effective delivery and use of the BSM Trust's back office functions (including HR, legal, financial, estates and facilities management, marketing) in order to secure maximum educational benefits for all students.

The Headteacher is accountable to the CEO and the Director of Education 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 Headteacher will be responsible for the quality of teaching and learning, and student achievement. The Headteacher will have line management responsibilities including the commissioned services of therapy support.

The Assistant Headteacher (AHT) is accountable to the Headteacher and is responsible for curriculum development and delivery and has line management responsibilities for members of staff. The AHT is also responsible for behaviour and attendance.

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

All staff will be required to have knowledge and experience of working with special educational needs, in particular ASC and/or SCID.

Teachers will need to be able to deliver cross-phase. This will include teaching some accredited subjects at Key Stage 4 and 5.

When the School is at full capacity there will be 2 Lead Teachers and 2 additional teachers. Each Lead Teacher will take responsibility for literacy or numeracy. The other teachers will have areas of expertise covering:

- Science
- Humanities and Religious Education
- Design Technology and ICT
- PSHCE

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

- Vocational Learning
- 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 Free School. The Senior Leadership Team and Lead Teachers will support the development of the teachers to enhance their understanding of innovative practices within the subject particularly in relation to children with autism and/or SCID.

Learning Mentors

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

In the team (at capacity in September 2020) there will be:

- **3 Higher Level Learning Mentors** who will have a Key Stage lead role and will supervise the Learning Mentors in the Key Stage.
- There will be a further **30+ Learning Mentors** as the school grows. The Learning Mentors team will be pivotal to the success of the Free School by supporting the achievement of positive outcomes for our students, both academically and also in developing appropriate behaviours and managing anxiety as well as helping to ensure that students enjoy and develop a successful role in our community.

Support Staff

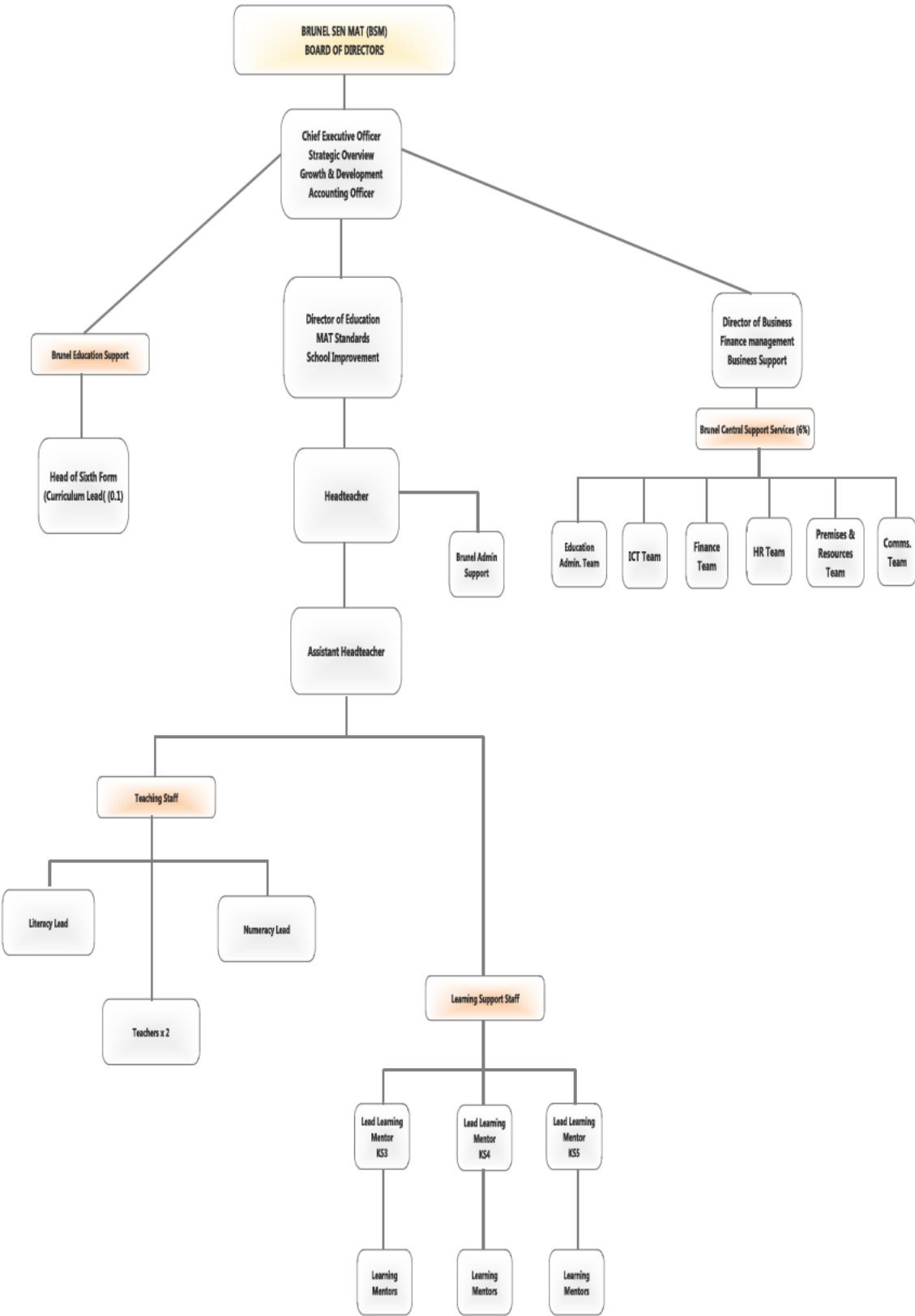
In addition to the range of functions provided by the BSM Central Support Services a receptionist (term time) will provide support to the teaching and management staff.

During the lunch break there will be a team of 4 Midday Supervisors to oversee student activities which could include supportive play or more 1:1 support for those students 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 extensive use of therapy services is embedded in Uplands School and in the current Learning Mentor Programme. This outstanding practice will be replicated and enhanced at the Brunel ASC Free School.

Diagram 3: BRUNEL ASC FREE SCHOOL STAFF STRUCTURE



D4 – the school will be welcoming to students of all faiths/world views and none

D4 – the school will be welcoming to students of all faiths/world views and none Spiritual, Moral, Social and Cultural Development in the Free School (Promoting British Values)

The Free School recognises that the personal development of students, spiritually, morally, socially and culturally plays a significant part in their ability to learn and develop as a human being. Elements of Spiritual, Moral, Social and Cultural Education (SMSC) may be particularly difficult for students with autism and/or complex learning difficulties and is therefore an extremely important element of the Free School programme offer. For example students may have severe problems understanding the normal process of reciprocal communication, an inability to fully understand other people's emotions or reactions or the nuances of social relationships. Rigid thought patterns, an inability to understand day to day concepts, jargons and abstract information may make socialisation difficult. In addition, sensory disturbance may affect the ability to empathise with others therefore making acceptance and cultural understanding very difficult.

The SMSC programme at the Free School aims to develop knowledge and understanding, skills and positive attitudes and behaviours. In light of its' importance for the personal development of this particular student group, the SMSC programme will be delivered formally and informally. It will be delivered at unstructured times, through group work and through individual intervention and from Key Stage 3 to Key Stage 5 inclusively as well as in a range of settings, for example through class and off site activity. Teaching and learning strategies, following recommended pedagogical principles for students with autism, will be employed.

SMSC at the Free School embraces a multi-faith and diverse cultural approach and is not specifically related to any one faith group or culture.

In developing moral codes it is recognised that staff employed at the Free School have their own value and belief systems, and whilst it is understood that these qualities should be acknowledged, they should not overtly influence teaching and learning.

Spiritual development

Spiritual development is personal development relating to the spirit or soul and relates in many ways to the intangible. This is often a difficult concept for students with autistic related and/or complex needs.

The Free School aims to develop:

- the ability to reflect about beliefs, values and more profound aspects of human experience using their imagination and creativity
- curiosity in learning
- acceptance of the intangible
- a sense of enjoyment and fascination in learning about selves, others and the world
- imagination and creativity
- the ability to embrace an alternative agenda to their own

D4 – the school will be welcoming to students of all faiths/world views and none

Moral development

Moral development is about helping students acquire their own moral code that is socially acceptable.

The Free School aims to develop:

- aspirations of being truthful, reliable, considerate and respectful to others
- the ability to respect the rights and property of others
- the wish to help those less fortunate and weaker than ourselves
- the ability to understand cause and consequence
- the concept of right and wrong and that right and wrong can be context specific rather than black and white
- self-regulation and self-discipline
- an interest in investigating and offering reasoned views about moral and ethical issues

Social development

Social development involves learners working effectively together and participating successfully in the Brunel ASC Free School and the wider community as a whole. Social development helps the students to gain personal and interpersonal skills that allow them to form successful relationships and become a positive team member.

The Free School aims to develop:

- the ability to socialise with others in a range of settings, a willingness to participate socially in a variety of settings, cooperate with others and resolve conflict effectively
- an ability to use social, context specific language and to adapt language to different settings
- an ability to understand and use social systems, cues, norms, rules and behaviours

Cultural development

Cultural development is about becoming aware of the diversity of other cultures, both within modern Britain and throughout the world and being able to regard people of all faiths, races and cultures with respect and tolerance.

Accepting that other people have different ways of life, different beliefs and values, different cultural activities and different ways of thinking may be fundamentally difficult for young people with autism and complex learning difficulties. For this reason it is of prime importance that students learn explicitly about such differences and are taught the skills and attitudes that will promote a cohesive society.

The Free School aims to develop:

- self-esteem, self-knowledge and self-confidence
- the ability to distinguish right from wrong and to respect the civil and criminal law of England
- the ability to take responsibility for own behaviours, show initiative and make positive contributions to the school and wider community

D4 – the school will be welcoming to students of all faiths/world views and none

- a broad general knowledge of, and respect for, public institutions and services in England
- an appreciation of their own and other cultures and increased tolerance
- respect for other people, for democracy and participation in democratic processes

Methods of promoting SMSC (Examples include but are not exhaustive)

Daily reflection

Break Buddies

Leadership roles

Community services: Charity Shop, Coffee Shop, Enterprise projects

Community Events – Fund Raising

Out of School and in School Clubs

Golden Time

School Council and democratic processes

Community election, contribution to panels and groups

School rule

Assemblies

Celebration for events throughout the year

Rainbow weekly theme

Student of the Week

Humanities – History – Citizenship – RE - Science

Reward Systems – Merits

Qualification work linked to SMSC OCR Life and Living Units – World of Work –

Emotional Well-Being

Residential

Duke of Edinburgh

Work experience placements

Staff and British Values:

Teachers will be expected to uphold public trust in the profession and maintain standards of ethics and behaviour within and outside of school.

Admissions and support for students:

The Free School will not give priority to any applicant on the basis of religion or membership of any cultural group. Where students are speakers of other languages provision will be made for them to support their language difference. For example, bi-lingual staff will be recruited whom can translate for students and support with learning where language and not a learning difficulty, is the main barrier to communication and learning.

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

Strategy to assess and meet the needs of all students

Student Cohort – Types of Need:

The Brunel ASC Free School will meet the needs of students 11 – 19 with autism and/or social communication interaction difficulties as their primary need. Most students will have a learning difficulty (LD) and some may also have additional challenges and complex needs. Such students are likely to experience significant, complex, persistent and enduring difficulties. Their range of needs may also be multi-layered and interconnected, combining mental health, anxiety, attachment, relationships, behavioural, physical, medical, sensory, and communication features. The Brunel ASC Free School's tailored and personalised learning programmes will ensure that students are able to effectively access and engage with learning, and ultimately achieve meaningful accreditation and skills.

All students will have a Statement or EHC Plan.

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"

The spectrum of abilities, medical and emotional needs of students with autism and/or SCID can differ greatly. We have built a curriculum which addresses the difficulties faced by students with autism and/or SCID 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 Brunel SEN MAT, in particular the sponsor school Uplands.

Student Groupings:

Our learning is organised within key stages so students 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 students. For example, a student with strength in maths can work with other older students and be challenged to make greater progress. The curriculum can be differentiated at an individual student level to support and scaffold areas that are challenging and require additional support to make good progress.

A range of autism friendly approaches based on structure and routine will be adopted, SPELL, visual supports, social stories, (www.autism.org.uk2016), comic strip conversations (Gray 1998) and in some instances TEACCH (Mesibov and Shea 2010)

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

or elements of the approach in order to meet these additional needs. All support will be personalised with one to one support being provided for those students with complex needs.

EAL Students:

It is expected that there will be a small number of EAL students. 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 student 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 students with autism and/or SCID.

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 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 individual programmes. 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 student to ensure consistency across environments and respect for cultural differences.

Gifted & Talented Students:

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

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. On-going and regular contact will be maintained with carers and the family - where appropriate.

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

Student Premium:

Our SENCO will coordinate interventions and programmes designed to deliver accelerated progress for students in receipt of Student Premium funding. The SENCO will also monitor and report progress to the Governing Body.

Language and Communication:

Then Brunel ASC 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 students.

All staff will adopt “language inclusion” teaching techniques, including:

- Using visual supports, alongside of speech, when giving instructions – these can take the form of written words, symbols, photos, real objects or Signalong signs.
- Monitoring the use of language appropriate to individual students – may need to avoid idioms, homophones and other language that may be confusing to students with Autism.
- When giving instruction or information, language should be concise and non-repetitive – considering key words to convey information required.
- Presenting all work activities in a consistent visually clear way – in small and achievable steps.
- Technology to be used to develop communication skills when appropriate. Speech Output Devices may be appropriate to develop communication and provide a voice. Other forms of technology, such as an iPad, can be used to aid comprehension and language development.
- Provide opportunities to develop communication skills and enhance understanding - whether 1:1 or in small groups. Intervention groups may include Social Interaction, Signalong, PECS, Emerging Vocalisation and Speech Clarity.

SaLT 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 students with autism. Intense sensory perceptions can be painful, confusing and impact on a student’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.

An Occupational Therapist will be commissioned for regular advice and to provide integrated support. Where necessary a full sensory assessment will be conducted so that any difficulties in sensory processing can be identified. Parents and carers will also be consulted as part of the assessment. Where appropriate, students will then have a plan – which may include individual activities such as sensory integration, as well as a

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

complete package of tolerances/intolerances and careful and supported access to de-sensitisation strategies. For some students this may involve the use of headphones, weighted jackets, 'chewy tubes' or 'move and sit' cushions. For others this may involve participation in regular exercise regimes including swimming, using exercise machines or heavy work activities which support proprioceptive and vestibular development. Some students will have restricted dietary choices and we will work closely with parents/carers and the provider of school meals to support student's access to a healthy, nutritional and varied meal each day.

Environment and Information Technology:

The environment at Brunel ASC Free School will be tailored to the needs of students with autism and/or SCID. 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 student (if required) 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 students with autism and also provide opportunities to test and retest skills in a safe environment and by doing so prepare students for future adult life. There will be safe access to digital technology and each student and monitoring use to prevent inappropriate access to the internet.

Discrimination:

The Brunel ASC 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 multi-culturalism and diversity and all resources used will reflect our own community.

Other Agencies:

Our sponsor school, Uplands, already accesses the full range of provision to enable ASC students to thrive. Agencies used include SaLT, Physiotherapists, Occupational Therapists, Clinical nurses, Educational Psychologists and Social Services. Many of the services are co-located within the Uplands School site and we have already consulted with the services and commissioners to use the same services for the Brunel ASC Free School.

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

Behaviour:

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 students. Students 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 students' 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 student's energy levels, moods and changes in behaviour. Our aim is to support the students to develop greater emotional regulation and this is further supported by the development of language and methods to express anxiety and frustration

Improvements in Behaviour and Attendance (Case Study – Uplands LMP):

The students who join the Learning Mentor programme (LMP) at Uplands have a chequered past of school attendance, in some cases less than 50%. The attendance rates in the LMP programme currently stand at over 96%; our students enjoy school and want to be here. To ensure that we are the right place for a student, an initial assessment period of 6 weeks is implemented- this enables staff to assess a student's needs, reflect on the history and past experiences of a student, determine their social, educational, and medical needs in line with what we can provide to ensure the placement is in their best interests.

Attendance is monitored through SIMS- where any patterns or inconsistencies in attendance can be identified. Exemplary attendance and behaviour is rewarded/ acknowledged through certificates and the opportunity for specifically agreed rewards.

Our behaviour targets for each student are regularly monitored and analysed using spider grams adapted from the Boxall behaviour profiling system. The data collected informs staff of areas of student need, so they can develop strategies to address them. Throughout a student's time at the school, behavioural progress can be shown. These targets and progress are shared with students and parents/ carers through informal means and in the more formal setting of parent teacher meetings.

In addition to the specific target setting, behaviour is monitored by 'Behaviour Watch' a computer based monitoring system for schools.

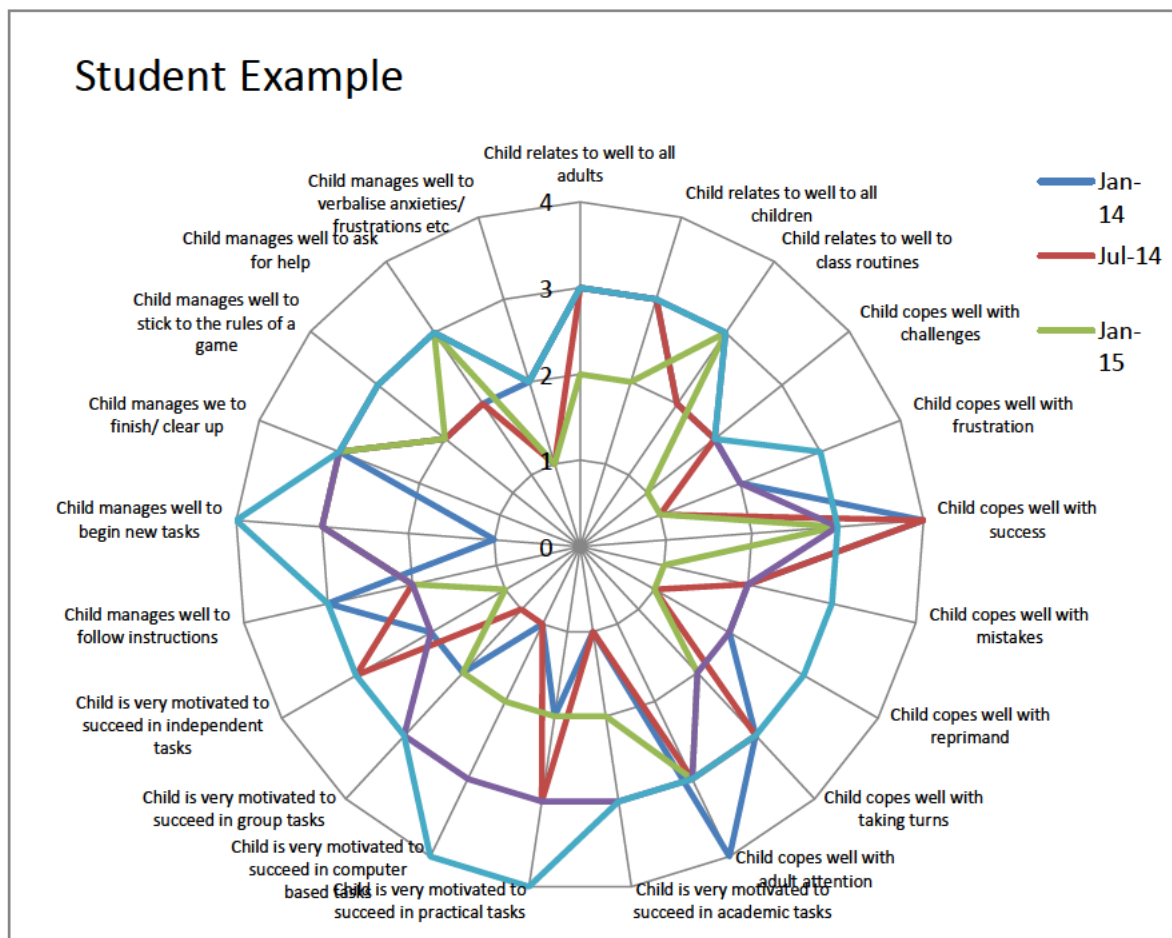
D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

We do not exclude students; we see all behaviours as communication and adapt our strategies to manage student behaviour. The school has adopted the ‘Team Teach’ model of behaviour management, focusing primarily on de-escalation and engagement in lessons to manage behaviours. In the event of this approach being unsuccessful, all our staff are fully trained in ‘Team Teach’ physical management techniques – we have a bank of advanced trainers on site to provide instruction, guidance and additional support. The instances of staff using physical management have dropped to negligible in recent years.

Behaviour is monitored through the use of Behaviour Watch and through the behavioural profiles (spider-grams). Statistics show that comparative data taken from Behavior Watch for the same time period from (Sept –May 2013/2014 & Sept-May 2014/2015) show that LMP had 136 (31%) of negative behavioral incidents during the period 2013 /2014 and only 27 (4%) for the same time period 2014/ 2015 showing a reduction of behavioral incidents of (109) 27%.

The Behaviour Spider gram

Bi-annually staff (as a group), complete the student behavior spider gram data to inform progress with their student. The questions are based on the Boxall behavioral profiling system and provide insight to how we are working towards meeting the needs of students.



(Example of a student behaviour Spider gram)

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

Acknowledging that our staff can draw upon their professional judgments to assess a student, empowers them and gives them a sense of worth- it also recognises the important relationship a learning mentor has with their student.

We as a school recognise that working with students with challenging behaviour and complex needs can be stressful and have an emotional impact on those who teach and support them. We ensure that a team approach to problem solving, regular supervision and professional development supports our staff.

Attendance will be monitored in each lesson and a register of attendance completed twice a day. Absence of all students 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

Improvements in Attendance/ Engagement: (Uplands School – Case Study):

Over the past years we have seen significant gains in engagement and attendance

Attendance for students who access the Learning Mentor Programme continues to be above 96% (Sept – May 2013 /2014). Attendance has increased by 2.1% in comparison for that of the same time period for the last academic year (Sept – May 2013/2014 = 93.9%).

We shall continue to use the same processes to support behaviour and attendance in the Brunel ASC Free School.

Safeguarding:

We acknowledge that disabled children (including those with autism) are more likely to experience abuse than non-disabled children (National Service Framework for Children 2004), and the presence of multiple disabilities appears to increase the risk of both abuse and neglect.

The Brunel ASC Free School, can confirm that all requirements of the DfE's statutory guidance 'Keeping Children Safe in Education July 2015' and the 'No Secrets – Safeguarding Vulnerable Adults' guidance (Post 18 students) will be in place and reviewed regularly by the SLT. The Headteacher will be responsible for safeguarding across the school and will be the designated safeguard lead (DSL) as well as the single point of contact (SPOC) in terms of PREVENT. The Assistant Headteacher will act as the Deputy DSL.

We confirm that we will ensure that all staff have up to date safeguarding training in line with the guidance of the Local Safeguarding Children's Board (LSCB) and the Local Safeguarding Adults Board (LSAB) for our post 18 students. All safer recruitment processes will be implemented in line with safeguarding regulations and the LSB.

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

This will ensure that:

- All staff have access to up to date information on safeguarding, including specific understanding of safeguarding issues related to disability (including 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 allegations of abuse made against teachers or other staff at the school.
- There are clear reporting and recording processes in place
- Each student's chronology is maintained and updated in accordance to policy and procedure

The high level of staffing will ensure that students are well supervised; observed and any inappropriate behaviour is addressed quickly, sensitively, and effectively. Where appropriate, risk assessments will be in place with mitigating activities to support Safeguarding and where appropriate, will be shared with multi agency partners who are involved with specific cases, and with the local authority. As we are a school that caters for 11 to 19 year olds, we will also ensure that all staff understand the differences in procedures for safeguarding children (11 to 17) to safeguarding vulnerable adults (18 +) . Safeguarding a defining principle for our school.

Section E – evidence of need

E1 – provide valid evidence that there is a need for this school in the area

Parental Quotes ...

“P joined Uplands after five years in a mainstream secondary setting where he made no academic progress in 5 years. In the term that P has been with Uplands, there has been a marked improvement in his mental well-being. His communication skills have developed so that he is now able to have a short relevant conversation with others. He feels less isolated and he is communicated with appropriately by staff so he is able to learn and begin the journey of moving towards independence. I believe this would not have been possible outside a non-autistic environment.”

“Our son has ASD and LD and we would love him to transition to an ASC specific school for secondary. He has found the last year in his mainstream primary really hard. We know he will need specialist support for secondary and we want his education to be delivered by staff who will understand and work with his autism to get the best from

E1 – provide valid evidence that there is a need for this school in the area

him.”

“I want my son to have a chance to make progress with his learning and learn to manage his emotional outbursts so he can have a chance to be successful in the future as an adult. I believe the specialist support that can be offered by the ASC Free school, run by autism experts would help that to happen.”

“I would like C to learn to manage her emotions and have opportunity to regularly practise her social skills as much as academic learning. She needs life skills more than anything if she is to be able to live independently.”

Please refer to the following supporting documents (SD) for section E1:

- SD 2 a/b - Swindon School Place Planning Reports November 2015
- SD 3 – Uplands Place Planning Data and Forecasts
- SD 4 a - c - Swindon ASC Service User Data February 2016
- SD 5 - Swindon SEN Review of Specialist Provision

Statistical Evidence:

The evidence of need for a secondary ASC and SCID specific special school in Swindon has been steadily growing over the last decade and has more recently (over the last 3 – 4 years) become a significant pressure, due to the significant increase in ASC and Communication Difficulties instances and diagnosis. The evidence of demand is clear and articulated by a range of stakeholders, including parents/carers, students, professionals and local and national support agencies.

The documented evidence referred to in SD 2 a/b & 4 a/b demonstrates a sustained and cumulative growth in the ASC school population numbers. The figures and percentages used are based on voluntarily shared (declared) information and the actual numbers or percentages are very likely to be much higher.

The following facts from the ASC Service Survey Data (SD 4 a/b) validate the evidence base stating that the number of ASC students in Swindon is significantly increasing:

- The percentage of primary school population with a diagnosis of ASC has risen from 1.4% in May 2013 to 2.3% in May 2015.
- The percentage of secondary school population with a diagnosis of ASC has risen from 1.5% in May 2013 to 2.5% in May 2015.
- The percentage of primary school population with a diagnosis of ASC or core Social Communication Interaction Difficulty (SCID) has risen from **3.4% in May 2013 to 4.5%** in May 2015. Based on Swindon LA school census data this is indicative of 609 students in May 2013 and 859 in May 2015 (**increase of 250 students in primary alone**).

E1 – provide valid evidence that there is a need for this school in the area

- The percentage of secondary school population with a diagnosis of ASC has risen from **3.1% in May 2013 to 3.7%** in May 2015. Based on Swindon LA school census data this is indicative of 370 students in May 2013 and 433 in May 2015 (**increase of 63 students in Secondary**).

The ASC Service Survey Data (SD 4 c) raises further concern about the number of Swindon students at risk of a placement breakdown or exclusion. Particularly for Secondary aged students and those placed out of borough.

- The percentage of secondary Swindon students at risk of placement breakdown, not in education or at risk of permanent exclusion was 6% in 2012 – 2013, which has risen significantly to 13% in 2014 – 2015.
- The percentage of Swindon students placed in out of borough at risk of placement breakdown or exclusion was 5% in 2012 – 2013, which has risen very sharply to 27% in 2014 – 2015.

Case studies of Student placement breakdown due to need for ASC and/or SCID specific specialist provision at secondary transition:

Case Study 1 - *Student C has a diagnosis of ADHD and significant Social Communication and Interaction Difficulties. He also has a learning difficulty. C attended mainstream school full time for most of KS1 but his attendance dropped off after the transition to KS2 which he found traumatic; by the end of his year 4 he was only attending school very sporadically. CAMHs are involved as C has a profile of acute anxiety, low mood, poor self-esteem and possible depression. At the beginning of year 6 in an effort to support C to re-engage with education in a different environment he was moved to be on roll at a Primary SEMH Special School but unfortunately has not yet been able to attend. The only educational activity that C does participate in are two weekly therapeutic sessions at the Autism Resource Centre (ARC) in Swindon which are managed by the Swindon's ASC Outreach service. It is acknowledged by parents and professionals that C would benefit from a measured and highly supported transition to an ASC specific specialist setting for his secondary education.*

Case Study 2 - *Student O is now in year 9. He was diagnosed with ASD, ADHD and a learning difficulty when he was 8. Although O's primary years were sometimes quite volatile his primary mainstream placement was maintained and it was anticipated that O would be well placed in a secondary SRP for his secondary education. The SRP placement seemed to start well with O attending 90% of the main school lessons for the first term but without obvious warning things started to disintegrate after the first October holidays and by the end of the term 2 O's levels of anxiety were so extreme that he was remaining in the SRP base and not attending lessons at all. Intensive support from the Educational Psychologist and the ASC advisory service ensued but O failed to settle and by the beginning of his year 8 he moved to a specialist EOTAS setting. While the situation stabilised initially and O started attending some small group lessons, this could not be sustained, his outbursts intensified, levels of anxiety escalated and O felt unable to return to school. Since being at home for over 6 months now, O has become withdrawn, isolated and depressed. He wants to re-engage with learning but is negative about his chances of success. Going forward, O will require a carefully managed transition back into education access to a mentoring model of support and a range of therapeutic interventions that can work alongside his learning programme.*

E1 – provide valid evidence that there is a need for this school in the area

There is improvement in the primary ASC students at risk, despite significant increases in numbers (246 students known to the ASC Service in 2012 – 2013 increased to 440 students in 2014 – 2015). The percentage of students at risk of placement breakdown, out of education or at risk of exclusion has decreased from 13% in 2012 – 2013 to 10% in 2014 – 2015. This is due in part to effective intervention of the ASC Service and the development of the Autistic Resource Centre (ARC) for primary students.

But more significantly to the placement of primary ASC students in an ASC specific special school. The Chalet School in Swindon is a very effective specialist provision for ASC students with a tailored curriculum and learning environment.

Chalet ASC Primary - Ofsted April 2014

“Teachers use highly structured learning programmes or sensory approaches to engage students who are working at early developmental levels. Staff have a clear understanding of how autism affects students’ learning and how this can be minimised, so that students are better able to communicate, interact and tolerate change more readily.”

Local Authority Demand and Support:

Please refer to Annex 4 – Letter of Support from Swindon Borough Council

We have worked very closely with Swindon Borough Council, to understand the demand on SEN places in Swindon, both in specialist settings (SRPs) and special school provision.

The significant growth of Swindon over recent years and the continued growth over the next few years have put enormous pressure on special school places and meeting the needs of SEN students in mainstream schools. The increasingly complex needs of students with ASC and/or SCID have further compounded the pressure both in terms of financial demands and capacity issues.

The Swindon school place planning demand pressure can be summarised as follows:

21,400 additional new houses by 2026

- Resulting in 24 additional school forms of entry
- Resulting in 8471 additional school places required

We have received a letter of support from Swindon Borough Council (Refer to Annex 4) which identifies their total commitment to the Brunel ASC Free School establishing an ASC specific Free School in Swindon. The SBC letter of support confirms that there is a need for this type of school in the local area and will be naming it within EHCP of Swindon students. Top-up funding will be agreed on a case by case basis and indicative of the level of SEN.

We approached other neighbouring authorities, Gloucester Council and Wiltshire County Council to share our vision and delivery plan. Both authorities are in support of the proposed Free School and will consider the placement of students based on their current admissions policy with neighbouring boroughs. The feedback was both positive and encouraging, as they are clear that their students placed at Uplands school are

E1 – provide valid evidence that there is a need for this school in the area

receiving an outstanding education.

We have received support from our local Swindon MPs (Annex 5):

Justin Tomlinson (Member of Parliament for North Swindon)

Robert Buckland (Member of Parliament for South Swindon)

*“Due to the rapid growth of Swindon as a town, as well as the increasingly challenging needs of complex ASC students, there is pressure for local provision. This especially the case as Uplands now finds itself at maximum capacity. We therefore think that a new special Free School for students with autism, as proposed in the **Brunel Free School application, is essential for ASC students in Swindon and beyond.**”*

This is evidence in the following letters of support:

- Annex 4 - Swindon Borough Council Letter of Support
- Annex 5 - Justin Tomlinson MP (Parliamentary Under Secretary of State for Disabled People) and Robert Buckland MP (HM Solicitor General for England and Wales) Letter of Support

Swindon Partnership Support:

Uplands School and Uplands Educational Trust have an excellent reputation of collaborative working and sharing of good practice. Through this strong partnership working we have securely established relationships with a range of Swindon providers and professional organisations. This would be an integral aspect of the Brunel ASC Free School with a clear expectation that they would also ensure effective community and partnership engagement.

Also we have support from our professional colleagues from Swindon Health and Social Care and a range of educational partners: The SGS Free School, UET and other specialist ASC providers in Swindon.

This is evidenced in following letters of support:

- Annex 6 – Swindon Autism Resource Centre (ARC)
- Annex 7 – EOTAS Swindon
- Annex 8 - Uplands Educational Trust (UET) College
- Annex 10 – South Gloucester Council
- Annex 11 – Brimble Hill School
- Annex 12 – Chalet School

Parent/Carer Demand and Views:

Uplands School and the associated partners, UET and the ASC Support Service all have strong positive relationships with parents/carers and a proven ability at ensuring families and the children are at the heart of all we do. Communication is essential to ensure effective partnership working with all stakeholders.

To independently gather the views of parents/carers we commissioned a survey based on current provision and levels of satisfaction and to determine the support for an ASC

E1 – provide valid evidence that there is a need for this school in the area

specific secondary special school in Swindon.

From the online survey we received 186 responses. The survey addressed current provision for secondary ASC students and their preference if an Autism Specific Special was an option (SD 4a & b).

The following is a summary of the survey (Refer to graph E1):

School/Provision Currently attending

- **13% My child is not attending school/awaiting placement**
- 2% Elective home education
- 22% Special School
- 11% Unit Base/Special Resource Provision(SRP) attached to a mainstream school
- 52% Mainstream School

Preference of placement given the inclusion of an Autism Specific Special School

- 1% Home Education
- 6% Non-Autism Specific Special School
- 29% Unit Base/Special Resource Provision (SRP) attached to a mainstream school
- 15% Mainstream School
- 50% Autism Specific Special School

From the online survey and our consultation events there is clear evidence that parental preference is for an ASC Free School and that there would be demand for places.

A notable concern from the data is the high percentage (13%) of students in Swindon with ASC and/or SCID that are currently not attending school or awaiting a placement. There is evidence to suggest (Refer to SD 5) in the Swindon SEN Review and the ASC Service Survey Data (Refer to SD 4 a/b) that this is due to mainstream placements having broken down. These students need ASC specific provision to ensure their needs are met in a bespoke tailored learning environment.

The responses to the second question, which includes an ASC specific special school, clearly indicate that Swindon families would choose an ASC specific special school over any other type of provision.

The Swindon Parent & Carers Group (Refer to annex 9) unreservedly support the Brunel ASC Free School bid and will support the pre-opening team in ensuring stakeholders are kept informed as the process progresses. They are clear about the need for an ASC specific special school and the benefits to families and young people.

Swindon PAC quote:

“The new provision is urgently needed to ensure that the young people when reaching

E1 – provide valid evidence that there is a need for this school in the area

19 have received the correct support required to prepare them in readiness for further education and adult life.”

This is evidenced in following letters of support:

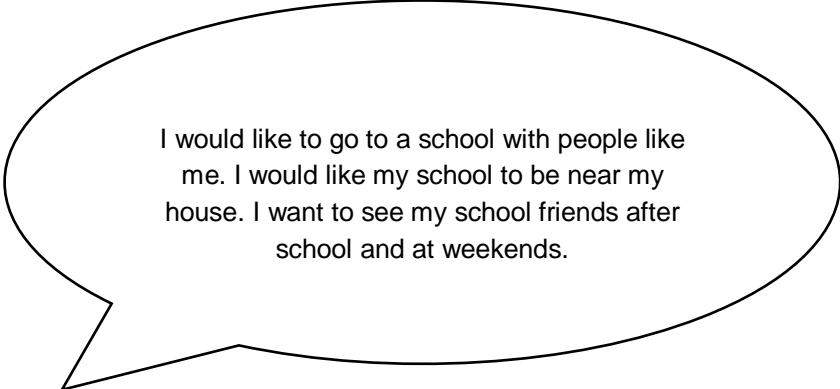
- Annex 9 – Swindon Parent and Carers Group (PAC)
- Annex 13 – Parent to Parent (Swindon Autism Support Group)
- Annex 14 – Parent/Carer letter 1
- Annex 15 – Parent/Carer letter 2
- Annex 16 – Parent/Carer letter 3

Student Demand and Views:

Here's our list of things we want in the new school;

- Sensory room and places to go to be alone or get calm.
- Gym and snooker tables.
- Somewhere to cook our lunch and eat with our friends if we want.
- Adults who understand autism who will talk with me whenever I need it so I can feel less angry.
- Teachers who have quiet voices, are good at their subjects, know how to help people understand things and who will not keep leaving to find other jobs. Also adults who are not bossy and let me work in my own way.
- Good subjects to learn like woodwork with drills, cooking, playing board games, Science and technology, engineering, computers, drama, maths and English.
- Social times with organised activities. And other times to just sit around without adults.

What the students say: A good school for me would be.....



I would like to go to a school with people like me. I would like my school to be near my house. I want to see my school friends after school and at weekends.

E1 – provide valid evidence that there is a need for this school in the area

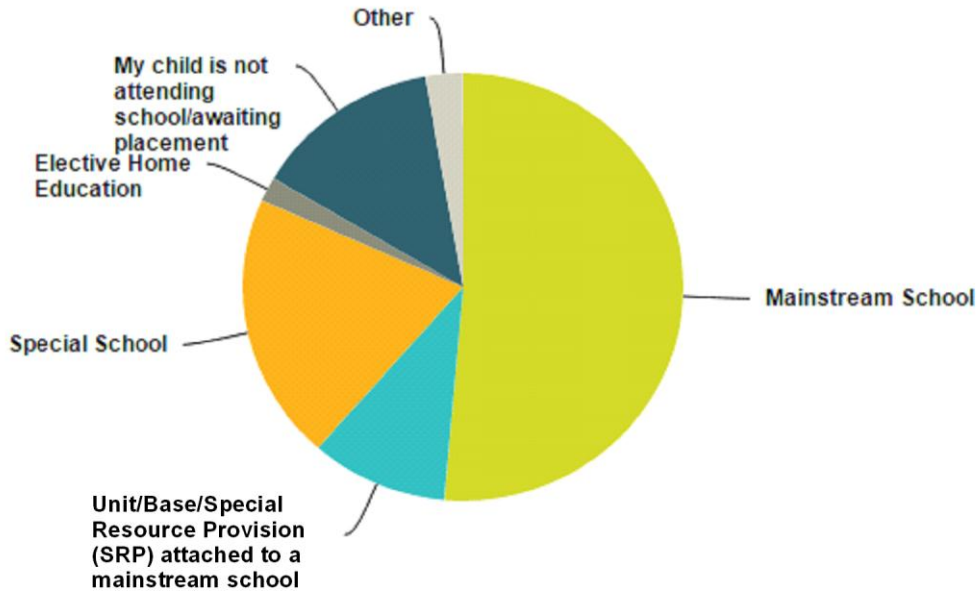
It's good to be able to wear ear plugs and listen to music WHILE I'm working. I've got a busy head – loads of colours and pictures and stuff. I don't concentrate easily and the music in my ear helps me to think. Actually, staff here let me doodle too- no one gets stressy. I don't talk sometimes and I go off for walks sometimes. That helps.

I prefer being in a classroom with not many other people. I like a table to myself. In lessons I use schedules. I like knowing and understanding what I should be doing. I find it easier if I have a list. I like doing jobs that need doing. I also like to stand up and write.

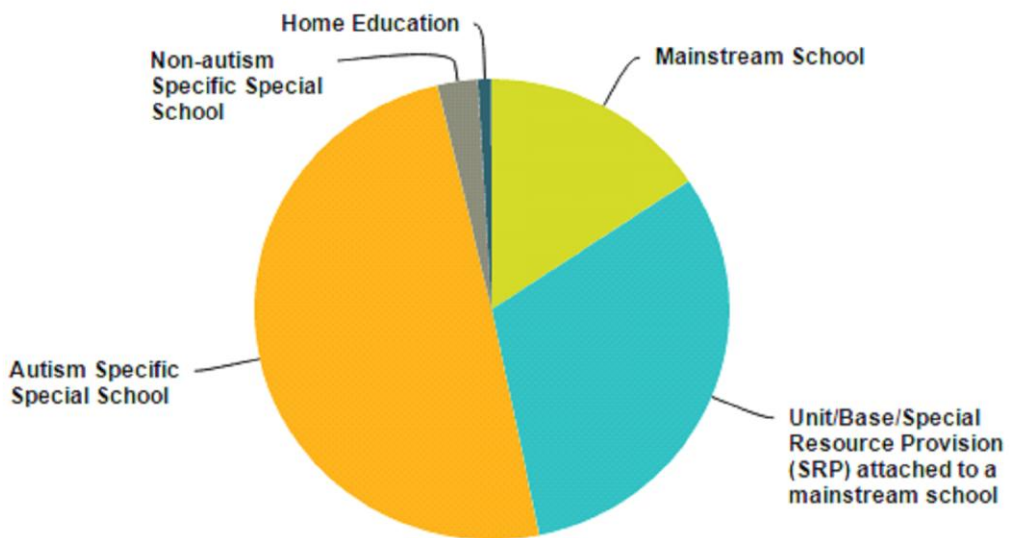
I want a school where they help us with social times. I like the snooker table- I can play and listen to what people are saying and I don't have to look at them. I can't look and speak at the same time.

E1 – provide valid evidence that there is a need for this school in the area

Where does your child currently go to school?



If you had the following choice of school placement for your child, either now OR at the next key transition point (e.g. Primary to Secondary transfer) which would you select?



E1 – provide valid evidence that there is a need for this school in the area

Contextual Evidence of Need:

The demand for a new school for children with autism and/or SCID in Swindon has been fully explored in section C and further validated in section E1.

The demand is clearly evidenced and supported from all stakeholders.

This can be summarised as follows:

- Uplands School place pressures in September 2017 (15 students) will continue to significantly increase over the next 4 years with a place pressure predicted by Swindon Borough Council of at least 47 secondary aged students (Refer to SD 3).
- Swindon place pressures in all sectors for all education sectors – 21,400 new houses by with a pressure of requiring 8471 school places.
- Swindon has experienced a sustained and disproportionate increase in ASC and/or SCID students over the last 5 years. This trajectory is predicted to continue over the next 5 years.
- 13% of Swindon’s ASC students are out of education and not having their needs met.
- Parent/Carer support for an ASC specific secondary school in Swindon is very strong with 50% indicating that given a choice they would prefer an ASC specific special school for their child.

Please tick to confirm that you have provided evidence as annexes:

Yes

Section F – capacity and capability

F1 (a) Skills and experience of your team

F1 (a) Skills and experience of your team

The skills and experience of the pre-opening team along with their capacity are detailed below:

Uplands School and the Brunel SEN MAT have a proven ability to deliver on all aspects with regards capability and experience. This has been validated by the [REDACTED] [REDACTED] (letter of support Annex 17). This proven capacity, capability and experience lies within the current Senior Leadership structures of Uplands School and Uplands Educational Trust (UET) and is not dependent upon the conversion to a MAT to provide this additional capacity.

The capacity to deliver to opening and through the pre-opening stage is secured through current Uplands and UET senior leadership expertise. This will be delivered by the secondment of [REDACTED], who will work under the direction of [REDACTED], the [REDACTED]. The capacity created will be in the region of two days per week as required. [REDACTED] role, under the direction of [REDACTED], will include the development of supportive collaborative partnerships with other ASC Free School providers and those in the pre-opening stage. This will be pertinent to our partnership with SGS Free School, South Gloucestershire in wave 10 and also the application in wave 11 for an Alternative Provision Free School by Schools Capital Trust. The secondment will have no detrimental impact on the Senior Leadership of Uplands School or UET as [REDACTED] has been previously been deployed within the ASC support service for 2 days per week, therefore this is spare capacity.

The role of Principal Designate has been identified from within current Senior Leadership. [REDACTED] is currently an [REDACTED] at [REDACTED] and the [REDACTED] for the [REDACTED] (refer to Annex 3 – CV). At the point of the Brunel ASC Free School opening, the students from Uplands School LMP will transfer to the Free School along with the LMP staff team. This transfer will result in a reduction of student numbers at Uplands School and the transfer of staff will therefore have no impact on capacity. Please refer to page 65 – Contextual Evidence of Need and Section C which clearly describes the Uplands student place pressure for September 2017.

Uplands School has cultivated a culture of sharing good practice and supporting other schools to improve and this would be replicated in the Brunel ASC Free School. Uplands currently operates a training and outreach programme and last year provided training to over 15 schools and colleges, as well as providing speakers for numerous conferences and mentors for new and aspiring Headteachers. In addition, Uplands School is part of the Mulberry Bush and Swindon Teaching School Alliances.

Structures within the school support the ability of effective trainers to deliver outreach. TAs, HLTAs, teachers and leaders are trained to fore fill multiple roles so that staff can be effectively covered in their absence.

F1 (a) Skills and experience of your team

Current Expertise & Recent School Improvement Experience:

Name: [REDACTED]

Title: [REDACTED]

Qualifications: [REDACTED]

Previous Employment History: [REDACTED]

[REDACTED]

[REDACTED]

Significant Achievements: [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Recent School improvement: [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Name: [REDACTED]

Title: [REDACTED]

Qualifications: [REDACTED]

Previous Employment History: [REDACTED]

[REDACTED]

[REDACTED]

Significant Achievements: [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Recent School improvement: [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

F1 (a) Skills and experience of your team

Name: [REDACTED]

Title: [REDACTED]

Qualifications: [REDACTED]

Previous Employment History: [REDACTED]

Significant Achievements: [REDACTED]
[REDACTED]

Recent School Improvement: [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Name: [REDACTED]

Title: [REDACTED]

Qualifications: [REDACTED]

Previous Employment History: [REDACTED]
[REDACTED]

Significant Achievements: [REDACTED]

Recent School improvement: [REDACTED]
[REDACTED]
[REDACTED]

Name: [REDACTED]

Title: [REDACTED]
[REDACTED]

Qualifications: [REDACTED]

Previous Employment History: [REDACTED]
[REDACTED]

Significant Achievements: [REDACTED]

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

Recent School Improvement: [REDACTED]

F1 (b) Skills gap analysis

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Experiencing of delivering a Free School to opening through the pre-opening stage.	Pre-opening team - Operational understanding of process and delivery practice	<p>This gap has been identified and capacity created from within the Senior Leadership Team of Uplands School. The Brunel SEN MAT has created the opportunity to review the SLT within Uplands School and re-define roles. As a result of this restructure 2 additional part-time roles have been created within the Brunel SEN MAT development team (Diagram 1 & 2 pages 16 & 17)</p> <p>Director of Education (0.4) – [REDACTED] (Refer to annex 2 & F1a)</p> <p>Growth and Development Lead (0.4) – [REDACTED]</p> <p>Chief Executive Officer (CEO) – [REDACTED] (Refer to annex 1)</p> <p>This MAT development team will lead on the Free School opening, forming the basis of the Pre-opening Team.</p> <p>Pre-opening Lead – [REDACTED] (annex 1 and section F1a)</p>

[Add more lines as appropriate]

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Please refer to the Brunel SEN MAT structure and governance (Page 16).

The intended Local Governing Body for the Brunel ASC Free School will be governed by the same scheme of delegation as the other schools within the MAT.

There is no intention to amend the articles of association or have any special resolutions.

We have identified potential for a conflict of interest whereby a consultant (not an employee) who carries out performance reviews for senior staff across the Brunel SEN MAT is interested in becoming a Member. Should this occur, the BSM will ensure that they adhere to the strict guidelines regarding the payment of a Member according to the Articles of Association.

The BSM will ensure that the 'At cost' principles from the Academy's Financial Handbook 2015 apply and the position will continue to be monitored. Any agreement with an individual or organisation, including a Member of the Trust, will be properly procured through an open and fair process and will be supported by a statement of assurance from that individual to the Trust confirming that their charges do not exceed the cost of the goods or services, and on the basis of an open book agreement, the supplier must be able to demonstrate clearly that their charges do not exceed the cost of supply.

The Member will also be required to absent themselves from parts of meetings where there are discussions of his/her remuneration, employment and payment/benefit, performance of the contract or any other matter relating to payment or conferring of any benefit. The Member may not vote on any of these matters and will not be counted as forming part of the quorum present at the meeting. All decisions will be minuted and recorded.

All Members, Trustees, local governors and senior employees must complete the Trust's register of interests to help manage conflicts of interest.

We will ensure that there is a satisfactory declaration procedure in place so that there is no cause for concern with the EFA.

Section G – accurate financial plans that are consistent with the rest of the application, demonstrate financial viability, and are based on realistic assumptions about income and expenditure

Section G – budget planning and affordability

Please refer to Diagram 4, page 72, Central Education Support Services

All Financial management & monitoring responsibilities will be managed by the central services team, the centralised business support function responsible for providing business support to all organisations under the Brunel SEN MAT. The level of financial delegation will be defined by the Scheme of Delegation between the MAT and the Brunel ASC Free School.

Through having a centralised structure the organisations are able to draw down upon expertise and resource that may not exist within individual organisations. The main benefit of having a centralised team include

- Allowing individual organisations to focus upon teaching & learning and school improvement whilst being supported by the central services team.
- Employees are able to share knowledge and expertise and the leadership will be able to adopt best practice from across the organisations to ensure processes are efficient.
- The team can provide cover if staff are absent removing the risk of having a single point of failure if a key employee is unexpectedly absent

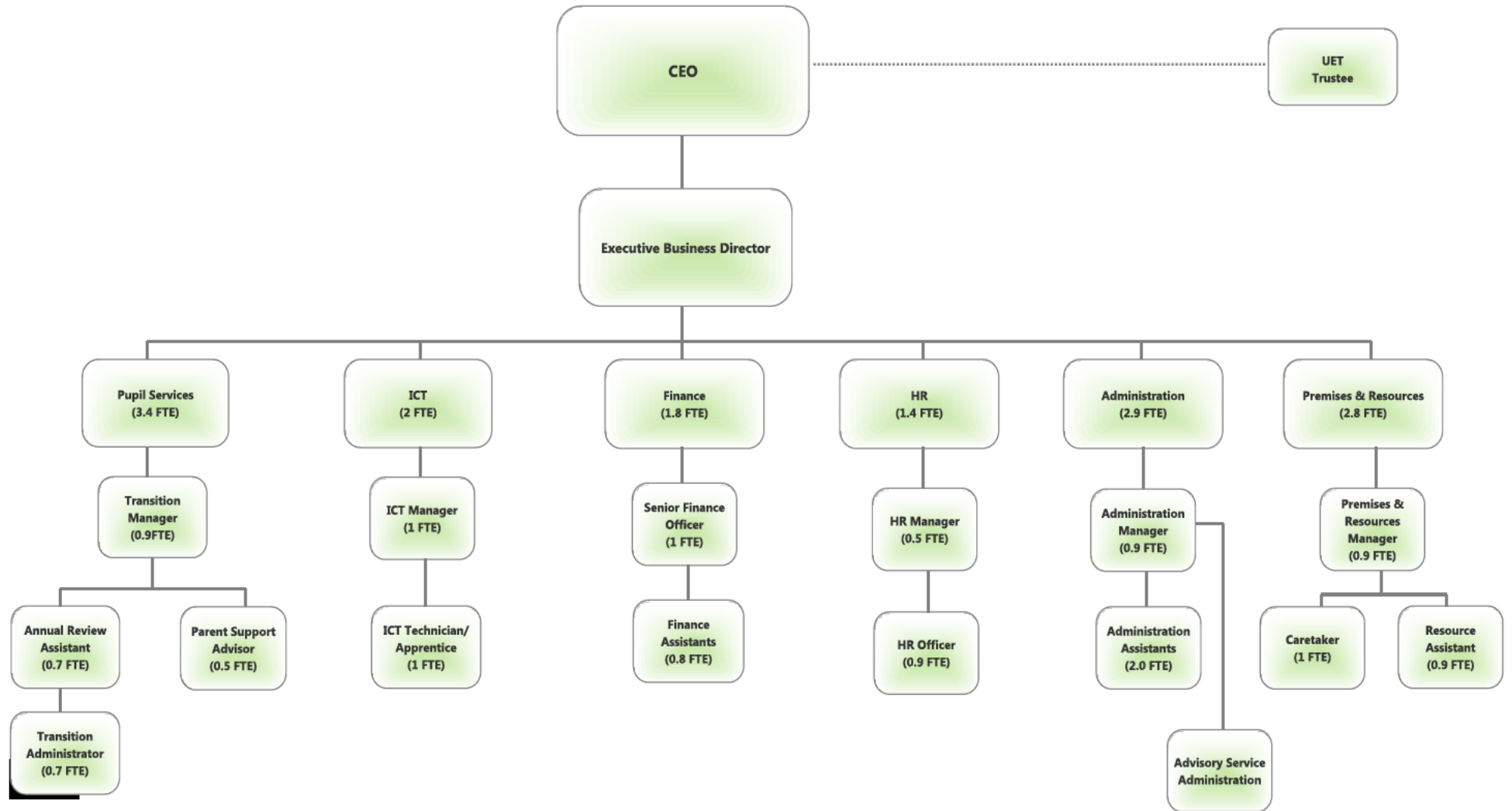
There will be a series of Service Level Agreements between the MAT and the Free School defining the level and scope of support required.

Current charges for the central support team are anticipated to be no more than █████ of the school's main income. The charges will be reviewed annually as part of the MAT's overall review of budgets and charging policies.

The Chief Financial Officer is a registered CIPFA Accountant and attends regular training to ensure compliance with the Academies Handbook and Charity Commission Regulations.

The capacity of the Central Support Services team will be flexed to ensure that the team can meet the individual needs of each organisation

Diagram 4 – Central Education Support Services



Annexes

1. CV – [REDACTED]
2. CV – [REDACTED]
3. CV – [REDACTED]
4. Letter of support from Swindon Borough Council
5. Letter of support from [REDACTED] and [REDACTED]
6. Letter of support from Swindon Schools ASC Advisory and Outreach Services
7. Letter of support from EOTAS
8. Letter of support from Uplands Educational Trust (UET) College
9. Letter of support from Swindon Parents and Carers Group
10. Letter of support from SGS
11. Letter of support from Brimble Hill School
12. Letter of support from Chalet School
13. Letter of support from Parent 2 Parent
14. Letter of support from [REDACTED]
15. Letter of support from [REDACTED]
16. Letter of support from [REDACTED]
17. Letter from [REDACTED]
18. Map showing the preferred site for the Brunel ASC Free School
19. Map showing additional potential sites for Brunel ASC Free School

Annex 1. CV Template

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

CV template


		<p>[Redacted text block]</p>
5a	For education only: if you are in a leadership position in your	<p>[Redacted text block]</p>

CV template

	<p>latest school (where available):</p> <ul style="list-style-type: none">the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualificationsIf these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing students for later lifeschool's best 8 value added scores for the years you were in post, if applicable	<ul style="list-style-type: none">[Redacted][Redacted][Redacted]
--	---	--

<p>5b</p>	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score	
-----------	--	--

CV template

	<p>per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none">• If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing students for later life	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p>
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p> <p></p> <p>[Redacted]</p> <p>[Redacted]</p>

CV template

		<p>[Redacted text block]</p>
8	Reference names(s) and contact details	<p>[Redacted reference names and contact details]</p>


Annex 2. CV Template

CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	Details of your last three roles including: <ul style="list-style-type: none"> • name of school/organisation • position and responsibilities held • length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
4	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	[REDACTED] [REDACTED] [REDACTED]

CV template

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

CV template

	for later life	
6	Brief comments on why your previous experience is relevant to the new school	<p>[Redacted]</p> <ul style="list-style-type: none">[Redacted][Redacted][Redacted][Redacted]
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<p>[Redacted]</p>  <p>[Redacted]</p>
8	Reference names(s) and contact details	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

Annex 3. CV Template

CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
3	Details of your last three roles including: <ul style="list-style-type: none"> • name of school/organisation • position and responsibilities held • length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED] [REDACTED] [REDACTED] [REDACTED]
		[REDACTED] [REDACTED] [REDACTED] [REDACTED]
		[REDACTED] [REDACTED] [REDACTED]
4	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, 	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

CV template


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

CV template

	<p>school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing students for later life</p>	
--	---	--

6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted content]</p>
---	---	---------------------------

CV template

		<p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p>
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> 
8	<p>Reference names(s) and contact details</p>	<p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p>

Annex 4.



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



Date: 26th February 2016

Dear Sir Madam

Confirmation of support for Brunel SEN MAT free school application

Swindon Borough Council fully supports Brunel SEN MAT application to establish a free school in Swindon.

We understand that Brunel SEN MAT intend to submit an application to establish an autistic Free School will provide a curriculum for 50 boys and girls aged between 11 and 19, with autism as their primary Special Educational Need.

We confirm that there is a need for this type of school in the local area and anticipate naming Brunel SEN MAT within a statement or Education Health and Care Plan. We understand Special free schools have different funding arrangements to mainstream schools and in both special and alternative provision free schools, funding is comprised mainly of two elements:

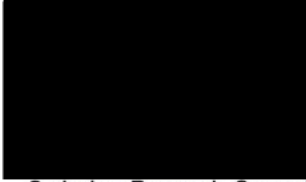
- base funding received directly from EFA;
- and top-up funding agreed on a case by case basis with the authority/ies or school(s) that commissions places within the provision.

A free school may also receive funding for commissioned services (such as home tuition) from a local authority or school. Base funding for special free schools is [REDACTED] per FTE place. When a free school is open, the EFA will decide on the number of places to be funded each year, based on the free school's plans and the number of pupils actually attending the school. We expect that this funding will be paid by the EFA directly to the free school and not recouped from the Local Authority Dedicated Schools Grant.

The Vision for Education in Swindon
For every child, irrespective of background, to fulfil their potential through the best education possible

Swindon Borough Council's Cabinet will also consider a report to support the application for a new free school at its meeting on 18th March 2016. The Council is working in partnership with Brunel SEN MAT to move this project forward and look forward to the opening of the new free school.

Yours faithfully

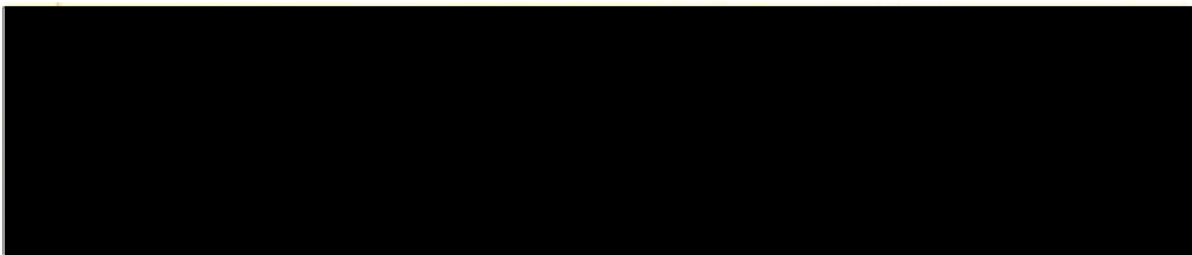


Swindon Borough Council

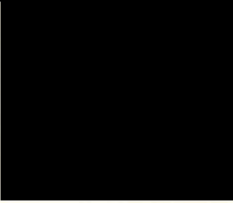
The Vision for Education in Swindon

For every child, irrespective of background, to fulfil their potential through the best education possible

Annex 5.



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



25th February 2016

Dear Sir/Madam

Confirmation of Support for the Brunel ASC Free School Application

As the [redacted] for Swindon, we can confirm that we both support the bid for the Brunel ASC Free School. We understand that the application looks to provide an outstanding special school for students aged 11 – 19, with autism as their primary Special Educational Need, who live in Swindon and its surrounding areas.

The school's sponsor will be Uplands School, an exceptionally outstanding school which we have both supported in a number of different capacities as MPs. Uplands is a very successful school which bases its values on sharing and applying knowledge of best practice in order to deliver outstanding outcomes.

Due to the rapid growth of Swindon as a town, as well as the increasingly challenging needs of complex ASC students, there is pressure for local provision. This is especially the case as Uplands now finds itself at maximum capacity. We therefore think that a new special Free School for students with autism, as proposed in the Brunel School application, is essential for ASC students in Swindon and beyond.

Yours sincerely



Annex 6.



ARC Highworth- KS1
ARC Second Sight- KS2
ARC Underground- KS3/4
ARC Liberty- Girls Group

23rd February 2016

Statement in support of the proposed Brunel ASC Free School

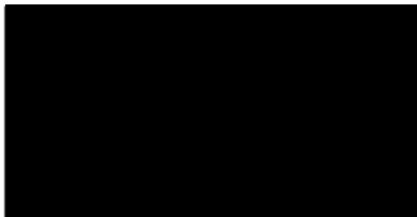
I would like to take this opportunity to offer the full and unreserved support of the Swindon Schools ASC Advisory and Outreach Services to the proposal by Uplands Schools to establish an ASC Free school.

The work of this service is to give advice, guidance and active support to all schools in Swindon who have pupils on roll affected by ASC/Social Communication Interaction Difficulty. As part of that brief we also manage ARC settings which offer a range of short term therapeutic and social skills interventions to pupils who may be experiencing particular challenges associated with their autistic profiles which impact on their ability to access learning or engage in school based activity. These challenges range from difficulty for pupils managing their levels of stress and anxiety as they endeavour to cope with the day to day expectations school and classroom life, toleration of the busy and sensorily overwhelming mainstream school/classroom environments, and struggles managing social interactions with peers and adults. Many of the children we work with are either on reduced attendance timetables, subject to PEX or unable, because of significant mental health needs, to feel able to attend school at all.

An ASC specific school in Swindon would enable the provision of a learning and social environment that could be tailored to meet the individual needs of a wide range of ASC/SCID affected learners. Alongside a flexible curriculum offer, the school could be structured to accommodate the sensory, social interaction and transition needs of its cohort and establish an environment for learning that would take full account of the high levels of anxiety and emotional needs that may have proved such barriers to the maintenance of placements in mainstream and SRP's previously.

As well as seeking to address growing placement pressures arising from the increasing numbers of students identified as requiring specialist ASC/SCID provision, parental preference for an ASC specific provision has been well documented both through recent survey, information from engagement events, feedback to the ASC advisory service and communications from parent support groups. In addition, an ASC Free school would also reduce the need for families and the LA to seek specialist provision out of Swindon for hard to place pupils. Our experience is that placements in Independent Schools away from Swindon do sometimes themselves come under strain and stress and are hard to support from such a distance. In the last 12 months four such placements for ASC pupils have broken down and it currently remains a challenge to find suitable alternative schools/settings.

Finally, the reputation of Uplands School as an outstanding and exemplary provider of education for ASC LD pupils is second to none. I can think of no other organisation better placed in Swindon or the area to establish a quality first, aspirational education environment that places the interests and positive outcomes for the ASC/SCID affected CYP, the family and the community at the heart of all that it seeks to do.



23/2/16

Annex 7.



25.02.16

To Whom it May Concern

My role within [redacted] is to support Swindon students with medical needs, by enabling them to access as much education as their health allows. I have supported students with ASD diagnosis or potential diagnosis to continue their education by providing tutors to teach the students within their own homes. All of the ASD students have been unable to manage in their mainstream setting, despite support from their schools. Whilst home tuition is a helpful and successful intervention as an interim measure, it is only a solution in the short term.

Students also require opportunities to socialise and interact with their peers. Whilst home tuition can meet some of their educational needs, it is not able to support their social needs. Being constantly at home can contribute to CYPs feelings of increasing isolation.

Whilst my home tutors are experienced in teaching students with a wide range of physical and emotional issues, they are not specifically trained in understanding the needs of ASD students. We have benefited from the excellent advice and guidance provided by Swindon's ASC team.

I strongly support the bid for ASC specific school provision in Swindon. This would provide a bespoke setting for ASC students who are unable to flourish in a mainstream setting. Students would be able to access a fuller academic curriculum, have opportunities to interact with peers and, all the while, be educated and emotionally supported by skilled staff. Their families and local communities would benefit from their progress and development.

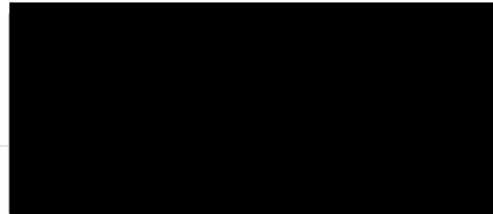
Further, professionals such as myself and mainstream schools would continue to learn and develop "best practice" through extending our collaborative working practices with an ASD school.

Yours faithfully

[redacted]

[redacted]

Annex 8.



Learning for life... Helping young people with special educational needs to help themselves

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

Date: 25th February 2016

Dear Sir/Madam,

Uplands Educational Trust (UET) College fully supports the newly formed Brunel SEN MAT's application to establish a Free Special School in Swindon.

We understand that the Brunel ASC Free School is a Free Special School which will be modelled on the outstanding principles of Uplands School with pedagogy and practice replicated to ensure outstanding outcomes. The school will provide education for students aged 11-19 with autism as their primary Special Educational Need who live in Swindon and the surrounding areas.

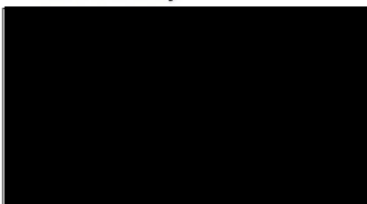
UET College recognises that there is a need for a new special Free School for students with autism in Swindon due to capacity at Uplands School and wider Swindon ASC pressures. UET College have provided a satellite provision for Uplands School since September 2013 however due to our own growth we will no longer be able to provide a satellite provision from September 2017 therefore further increasing this pressure.

We understand that the Brunel ASC Free School will provide a balanced and innovative curriculum for 50 boys and girls aged 11 – 19. All students will have a Statement of SEN or an Education, Health and Care Plan.

The growth of the Brunel Free School will be phased over 4 years commencing at 20 students in September 2017 and reaching a maximum of 50 students in September 2021. There will be the capacity for further growth to a total of 70 places, after September 2021, should additional capacity across Swindon be required for ASC students.

UET College are looking forward to continuing to work in partnership with the Brunel SEN MAT and the Brunel ASC Free School.

Yours faithfully



Learning - Working - Living

Uplands Educational Trust (registered in England and Wales with its registered office at: Uplands School, The Learning Campus,
Tadpole Lane, Swindon SN25 2NB)
Company Number:8011951 Registered with the Charity Commission with number: 1148086

Annex 9.



Date 26/2/2016

Dear [REDACTED]

I would like to confirm that the Swindon Parents and Carers Group (PAC) fully support the proposal to form a new free school for students aged 11 to 19 with Autistic Spectrum Condition (ASC) and/or Social Communication Interaction Difficulties (SCID) living in the Swindon area.

As PAC members are parents and carers of children and young adults who use specialist provision, we appreciate the benefits that the correct provision can bring when provided at the right time. From our voluntary work, holding events and engaging with parents and carers in the community across Swindon, we know how much this new provision is desperately needed with existing provision at capacity.

The new provision is urgently needed to ensure that the young people when reaching 19 have received the correct support required to prepare them in readiness for further education and adult life. To develop their skills and potential so they can maximise their independence and become an active and valued member of their local community and lead a rewarding life.

We welcome the opportunity to become involved with the Brunel ASC Free School, its students and families during its setting up and when the school is open.

Yours sincerely [REDACTED]

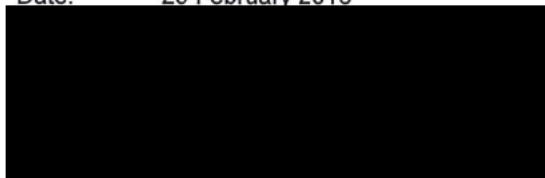
[REDACTED]



Department for Children, Adults and Health

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

Date: 29 February 2016



Dear Sir/Madam

Re Confirmation of Support for the Brunel ASC Free School application

I am writing on behalf of South Gloucestershire Local Authority and the South Gloucestershire and Stroud Academy Trust to express our strong support for the proposed Brunel ASC Free School. This is an exciting and much needed development of specialist provision in Swindon. We very much support this proposal to extend the outstanding provision that already exists at Uplands Special School.

As you will be aware, we instigated a partnership arrangement with [redacted] and Uplands Special School, as part of our own planning and delivery model for the SGS Free School for children and young people with autism. Our proposal (Wave 10) has now been approved. Our partnership ensures that we are able to draw on the expertise and proven track record of others as we move through the planning and delivery stages of setting up the new Free School well as ensuring that we can offer a broader curriculum which is often a restriction for a small special school.

Uplands Special School is integral to our partnership and we believe that the proposed Free School in Swindon can also benefit and draw on our wider partnership arrangements including:

- sharing in school/college leadership expertise across special and mainstream provision (including primary, secondary and college)
- drawing on practical expertise in the mainstream (5-19 age range) and special school settings; this includes target setting, positive progress and outcomes, curriculum development, robust and inspirational leadership and management
- access to the other partners including:
 - o The Olympus Academy Trust (OAT) based in South Gloucestershire which includes two primary and two secondary schools - two of the schools have expertise in autism through their 20+ place resource bases – one in the primary and one in secondary phase
 - o The Concorde Partnership comprising of three Academies as well as the UTC and FE college

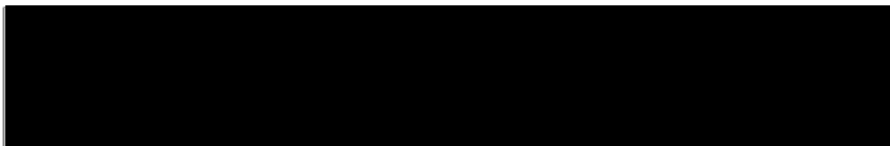
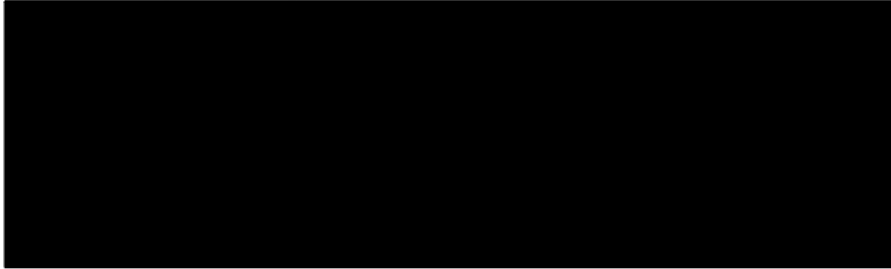


-
- access to shared training, CPD and teacher development opportunities
 - support from and access to experienced leaders with proven track records in delivering positive outcomes for children and young people

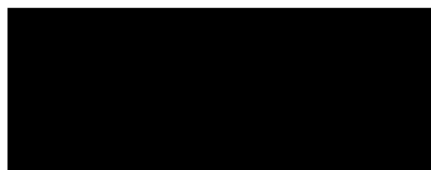
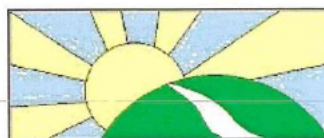
We are very happy to support this proposal and are fully committed to work with the Brunel ASC Free School in all phases of development.

Yours faithfully

Yours faithfully



Annex 11.



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

Date: 29th February 2016

Dear Sir/Madam,

Brimble Hill Schools fully supports the newly formed Brunel SEN MAT's application to establish a Free Special School in Swindon.

As a partner in the Brunel SEN MAT's and an oversubscribed primary school we are fully aware of the pressure on special school places within Swindon. The school currently provides education for students aged 11-19 with severe learning difficulties and autism but more recently the number of pupils with autism as their primary Special Educational Need who live in Swindon and the surrounding areas has increased.

There is a growing number of pupils with ASC who do not have access to appropriate provision and the new special Free School will provide an appropriate education based on the outstanding principles of Uplands School. We understand that the Brunel ASC Free School education for up to 50 boys and girls aged 11 – 19. All students will have a Statement of SEN or an Education, Health and Care Plan.

Brimble Hill School are looking forward to the formation of the Brunel SEN MAT and the opportunities this will give us to work together with Uplands School, the new ASC free school and Uplands Education Trust.

Yours faithfully



Annex 12.



THE CHALET SCHOOL

Date: 29th February 2016

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

Dear Sir/Madam,

The Chalet School, which is a small school for children aged 3 – 11 who have a diagnosis of autism and learning difficulties, fully supports the newly formed Brunel SEN MAT's application to establish a Free Special School in Swindon.

We understand that the Brunel ASC Free School is a Free Special School which will replicate Uplands' School pedagogy and practice to ensure outstanding outcomes for all students. The school will provide education for students aged 11-19 with autism as their primary Special Educational Need who live in Swindon and the surrounding areas.

There is a need for a new special Free School for students with autism in Swindon due to capacity at Uplands School and wider Swindon ASC pressures. Students leaving The Chalet School currently have the choice of 2 special secondary schools, Uplands & Crowdys Hill but there is limited capacity and more and more of our pupils need the Uplands provision. In 2017 this is unlikely to be available to them.

We understand that the Brunel ASC Free School will provide a balanced and innovative curriculum for 50 boys and girls aged 11 – 19. All students will have a Statement of SEN or an Education, Health and Care Plan.

The growth of the Brunel Free School will be phased over 4 years commencing at 20 students in September 2017 and reaching a maximum of 50 students in September 2021. There will be the capacity for further growth to a total of 70 places, after September 2021, should additional capacity across Swindon be required for ASC students.

We look forward to seeing the needs of more ASC youngsters in Swindon being met and exceeded by this additional outstanding provision

Yours sincerely



Annex 13.



Parent 2 Parent

Swindon

NAS supported Parent Support group for parents /carers of children with ASD, Autism, Asperger Syndrome, PDD nos, SCID or any associated ASC condition.

To whom it may concern

Swindon Parent 2 Parent was formed in 2010 by parents wanting to meet regularly with other parents struggling on a day to day basis to manage their parenting of their ASC diagnosed or undiagnosed child.

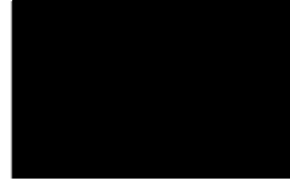
For many families, a main area of worry then as now has concerned their child's ability to be successful and happy in school and to be supported by skilled staff who really understand autism. In particular, several of our families would describe acute anxiety for their child in attending school and meltdown at home in the evening and weekends. Some of our youngsters present with very challenging behaviours and while we understand that it can be hard for schools to manage some challenging behaviours, constant exclusions and part time schooling just place additional stress and strain on our families. Some of our families now have children attending specialist schools up to a 3 hour round trip from Swindon and parents have had to fight for their children to attend specialist residential schools as no suitable ASC local provision could be found.

We can honestly say that the main 'hot' topic of conversation over the years both in our regular fortnightly meetings and at the various community events we have put on has been the lack of a suitable ASC specialist school for our growing numbers of very anxious high needs ASC/SCID children. It is therefore with real enthusiasm and excitement that we learn that Uplands school is hoping to establish its own ASC Free School. This would be fantastic!

Through this statement we confirm our full support for the proposal to establish an ASC specific secondary school. It is urgently needed and we hope such a school would give our ASC youngsters opportunity to receive the help they need to make progress with their education and develop life and social skills needed to live independent adult lives.

20th February 2016

Annex 14.



Parent support letter for an 11-19 ASC specific school

We are the parents of three [REDACTED] and [REDACTED]. All three have Ehlers Danlos syndrome, Alissa and Esme are diagnosed with Asperger's syndrome and Caitlin has chronic fatigue and social and communication difficulties.

Our eldest [REDACTED] has struggled with many difficulties from the early stages of [REDACTED] life and on a daily basis. Throughout the years myself, family and support network have tried many mainstream facilities and services. As a result we created methods to assist Alissa develop [REDACTED] coping mechanisms, sensory safe learning zones within this neurotypical environment. However, the mould did not fit and after many exhausting attempts, ideas and resources designed to help her, we are really struggling. Having thought long and hard we feel that the provision that would most suitable for our child's needs is an ASC specific school.

We are also desperately worried about our younger two children and what lies ahead for them. [REDACTED] is already only attending school very part time and we have tutors and the ASC outreach service working with [REDACTED] at home. At this point we realize that it is likely [REDACTED] will go on to need specialist provision too. An ASC secondary school dedicated to children like ours would be amazing.

Yours sincerely



Our suggestions for what an ASC specific school should include:

- ❖ Parents' involvement in the planning, setting up and running of the school.
- ❖ Professional adults with ASC to be invited to contribute ideas and suggestions. Role models for the students to aspire within themselves.
- ❖ Learners to be offered the chance to contribute ideas to school as a whole.

PARENT SUPPORT LETTER | 28/02/2016

- ❖ Learners to input in their own individual needs.
- ❖ Timetable to meet all ASC children's needs socially and emotionally.
- ❖ Timetable to meet educational needs and aspirations of children.
- ❖ Flexibility with timetable and targets.
- ❖ Extra curriculum activities which can work on life skills, communication, sensory issues and anxiety.
- ❖ Extra Curriculum activities changing regularly to meet the needs and demands of learners.
- ❖ Activities for Small group i.e. shopping, social outing, cooking and eating lunch together.
- ❖ Sensory room, Tranquility room and Lego room.
- ❖ Swimming pool.
- ❖ Allotment area and sensory garden.
- ❖ Animals area (walk a pigmy goat at lunch)
- ❖ The school designed for the users' needs within soft and hard facilities.
Soft i.e. visual aids
- ❖ Specialist staff within this sector. Investing in staff welfare, knowledge....
- ❖ IEP statements to show clear information, on how the needs of children are to be met and addressed.
- ❖ That there is lots of practical learning and still opportunities to sit exams and achieve GCSE's.

Annex 15.



I am a parent of a child with autism and I am writing to support any efforts that can be made to have a school for pupils with autism in Swindon.

In year 5 my [redacted] transferred to a mainstream school with a SRP. The school was very good at understanding [redacted] needs however [redacted] was unable to access mainstream classes, [redacted] was taught by [redacted] 1:1 using [redacted] interests to keep [redacted] engaged. Unfortunately [redacted] behaviour was becoming difficult to manage in a mainstream school and by year 6 [redacted] was on a part time timetable.

When the time came to choose a secondary school, I knew a mainstream school wasn't going to be able to meet [redacted] needs so I approached the then only school with a SRP for Autistic Spectrum Condition (ASC). During my tour and an in depth conversation with the manager, they told me that they would question if they were the right provision for [redacted] 'They are a mainstream school and [redacted] would have to attend mainstream classes at least 95% of the day'. This was not going to work for [redacted] as he hadn't been in a classroom for so long.

I knew at this point of secondary transfer that because of [redacted] complex needs and the fact that the SRP expressed such concern about having [redacted] that I was going to have to look at specialised provision. In Swindon there were only two special secondary schools and neither of them were suitable for [redacted] so I needed to look for a school outside of Swindon. Eventually I went to have a look with great trepidation due to the distance, at a school in Devon. Although this meant [redacted] would have to board termly it was the best placement to meet [redacted] needs. The school has a high staff ratio, all the staff are highly experienced in working with children who has ASC and complex needs. The class sizes are very small, five children in each class. The school day and timetable is adjusted for each child, this also includes the subjects they study. [redacted] was unable to take part in any assessments in his mainstream primary schools, but left eventually left school with four GCSE's including English and Maths. [redacted] has learnt how to listen to [redacted] body and use the techniques [redacted] has learnt to control [redacted] behaviour [redacted]

It was an extremely hard decision to make to send [redacted] away but I wasn't prepared to put [redacted] through a secondary school that was scared of [redacted] expected [redacted] to conform with the other mainstream children and was unable to meet [redacted] needs. I only wish that the school I eventually chose school was much closer. During this time [redacted] missed out on family life, [redacted] was only home for the holidays and I was only able to visit [redacted] once a term due to a seven hour round trip. Now [redacted] has finished school and is home attending a local collage on a



bespoke package, [REDACTED] has been struggling with the unpredictable family life. I hate to say it but I believe [REDACTED] has become a little institutionalised spending five years in a placement with a high level of structure and routine, without the nurturing that only a family can give is bound to have an effect. I could not move [REDACTED] as [REDACTED] needed the high level of support to enable [REDACTED] to complete his education. If there was a school in Swindon which provided the same level of expertise and support for children with complex needs with ASC I would have sent [REDACTED] there. This would have provided [REDACTED] with the education and high level of support [REDACTED] needed, as well as the keeping [REDACTED] with his family.

Yours truly,



Annex 16.



Dear Sir/Madam

██████ is almost █████ years old and █████ school life has been littered with failures. █████ social delay was picked up at preschool age by █████ 3rd nursery placement (the first 2 did not work out for █████ and entered █████ first Primary mainstream school undiagnosed and with no knowledge of autism. Further issues at school lead to █████ being referred to CAHMS during year one and we were told █████ was very likely to be diagnosed with Aspergers Syndrome (██████ also has other associated difficulties). Despite our best efforts, school continued to deal with █████ as if █████ was just naughty and we moved █████ to another local school just prior to confirmation of █████ diagnosis to give █████ a fresh start. The first two years were good, any issues dealt with and a SEN statement implemented. Sadly, this broke down in year three. █████ new teacher did not 'get' █████. █████ TA was brash, loud and in █████ face and carried out restraint handling without training. █████ was in pieces when we took █████ out of this school and we had to find another.

We were able to secure a place at a local SRP and █████ self esteem started to be rebuilt. █████ coped during the first year but after that struggled with the change in staff, struggled at break times, struggled with peers, could not cope with the step up in the pace of work in KS2. █████ had huge meltdowns at school, ran away from home, the police had to be involved (& social services) on a couple of occasions and the level of violence increased. █████ was suspended and could not cope in a mainstream provision, the confusing environment and █████ needed to be in a smaller class. █████ also had to control █████ temper or █████ would end up in serious trouble. █████ needed a lot of attention, firm boundaries and despite our efforts, we could not control █████ at home and █████ was a danger to us as well as █████. █████ was put on medication by CAMHS to reduce his anxiety.

Our only option was to look at an out of area residential placement. Luckily we secured a place at the one we wanted. It was, however,

heartbreaking to leave [REDACTED] far from home and to hand [REDACTED] over to be looked after outside of the family but [REDACTED] needed more intervention than we could give. This new school changed our lives and enabled us to breathe again. It had a 'can do' attitude, focused on determination and celebrated success. [REDACTED] came off [REDACTED] medication after 3 months of being there and the support we received was fabulous. [REDACTED] built good rapport with staff and they helped [REDACTED] with peer difficulties. The staff in the residential unit were really good at understanding the issues [REDACTED] had socially and a good deal of time was spent talking, playing and engaging the pupils in activities to build relationships. They also guided [REDACTED] around appropriate responses to problems and [REDACTED] calmed down and stopped using physical violence to control things. The school also identified [REDACTED] was struggling with dyslexia which was the source of great angst in the classroom. By employing different strategies in the classroom, [REDACTED] made progress again. [REDACTED] loved the outdoor classroom sessions, sport, trips to the cinema and playing dodgeball. [REDACTED] became braver, trying out new activities. [REDACTED] was also became much more empathetic.

Sadly, two years into this placement, there were problems within the LA and the management at the school was removed. Under a new regime, things slid rather quickly. OFSTED assessed the school as inadequate after previous outstanding gradings. The activities reduced, the farm school was closed down and access to vocational activities dwindled. We tried very hard to support the school but things came to a head when in October 2015 we discovered [REDACTED] was being bullied by a group of four boys. It was very upsetting but the school could not guarantee [REDACTED] safety and [REDACTED] was assaulted in a classroom with two members of staff present, neither intervened. [REDACTED] was hurting, angry and felt very let down by the Head who [REDACTED] felt did nothing when [REDACTED] had the chance to help [REDACTED]. The trust was breached and we had no where left to go with the safety concerns rising, plus, members of staff privately told us they were frightened of the ringleader so we withdrew [REDACTED] from school.

[REDACTED] stayed at home for three months. We knew we needed the right placement for [REDACTED] we needed to rebuild [REDACTED] self worth and esteem and we wanted [REDACTED] to be enthusiastic about going to school. [REDACTED] had counseling at CAMHS and we researched our options.

As there was still no provision for [REDACTED] within Swindon, we had to look outside. The progress [REDACTED] had made enabled us to consider a day placement and we chose a special school in Gloucestershire. Again, we built our case for the move and were supported by the Swindon ASC and SEN team as the current school was causing further concern for them. [REDACTED] now travels an hour each way by taxi and is enjoying school again, learning new skills and building trust. The Head is very motivational, [REDACTED] has a great team around [REDACTED] and has a presence that the young people there respect. Staff engage with the children and this helps them feel part of a good team. Incentives are used to encourage good behaviour, rules are clear and pastoral support is excellent. If a pupil needs to calm down or have quiet time, there are a number of options available plus a purpose built sanctuary room with lights, music, crash mats and a member of staff on hand to help.

It would be fabulous to have a provision like this within Swindon so that families get the right support and the LA can reduce the financial strain outsourcing must have on the budget. An ASC school suited to [REDACTED] must have an academic side that is supported by practical activities, such as cookery, outdoor classroom, go karting, trips, daily reward based incentives such as taking the school dog for a walk, archery, sport etc. This encourages progress and determination as well as developing vital life skills. The opportunity to learn things away from a desk is important. Resilience and understanding are key too as well as a chill out zone for the necessary 'down time'. Sport plays a strong part in this and builds team work. In addition, good home/school communication is vital as is safeguarding. In [REDACTED] school now, pupils are checked before going in for any weapons to ensure their safety, the safety of their peers and staff. This is very reassuring having had the experience previously of [REDACTED] being targeted by a dangerous pupil with threats to kill.

We would definitely support the need for an ASC secondary school in Swindon that goes that extra mile to equip our children for the next phase in their lives. The school would benefit from a large outdoor space ideally with an active 'Bear Grylls' personality in the staff team to help them build faith in themselves, links to apprenticeships and local employers, a vocational education opportunities including mechanics, woodwork, catering, farming etc. Swindon has a strong ASC team with a wealth of experience, but the need of a provision to put it all together in a school setting is long overdue. Very simply we have a chance to

invest in our young special children now to enable them to be all that they can be or fail to invest now and find that many of them will be reliant on state support for the rest of their lives. This is a great opportunity to demonstrate to a growing town that we do things right in Swindon.

We hope that no other parents and children have to suffer what we have to find the right educational placement as life is tough enough as it is.

Yours faithfully

A solid black rectangular box used to redact the signature of the sender.



Department
for Education

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Annex 17 – Capacity and capability Letter

1st March 2016

Dear [REDACTED]

FREE SCHOOLS CAPACITY

Thank you for your request for a letter outlining our assessment of Uplands School's (to become Brunel SEN Multi Academy Trust) capacity and capability to open a new Special Free School in Swindon.

I confirm that I am satisfied your school (and ultimately Multi Academy Trust) has capacity and capability to deliver the new free school should you be successful with your application. You are eligible therefore to follow the shorter application route for the capacity and capability sections (F1 and F2) of the application form. As discussed with Simon Foster from my office you should cover in the application how you plan to maintain capacity etc. should the issues with becoming a Multi Academy Trust not be resolved in the summer as expected.

The following link will direct you to the published free schools guidance documents <https://www.gov.uk/government/publications/free-school-application-guide> It is essential that you read the relevant assessment criteria booklet for your type of school before starting your application. Under each criterion there is a description of what you should include in your application.

Please can you include this letter when submitting your free school application to the department. Please note that this letter is not an endorsement of your application as a whole and does not imply your application will be approved.

The New Schools Network (NSN) is a DfE-approved charity that helps groups interested in applying with the process of submitting an application. You can access information about the services NSN offer at: www.newschoolsnetwork.org. If you have any questions or have any difficulties accessing advice or information, please contact [REDACTED] on [REDACTED] or [REDACTED]

I wish you the very best in developing your free school application further.

Yours sincerely,

[REDACTED]



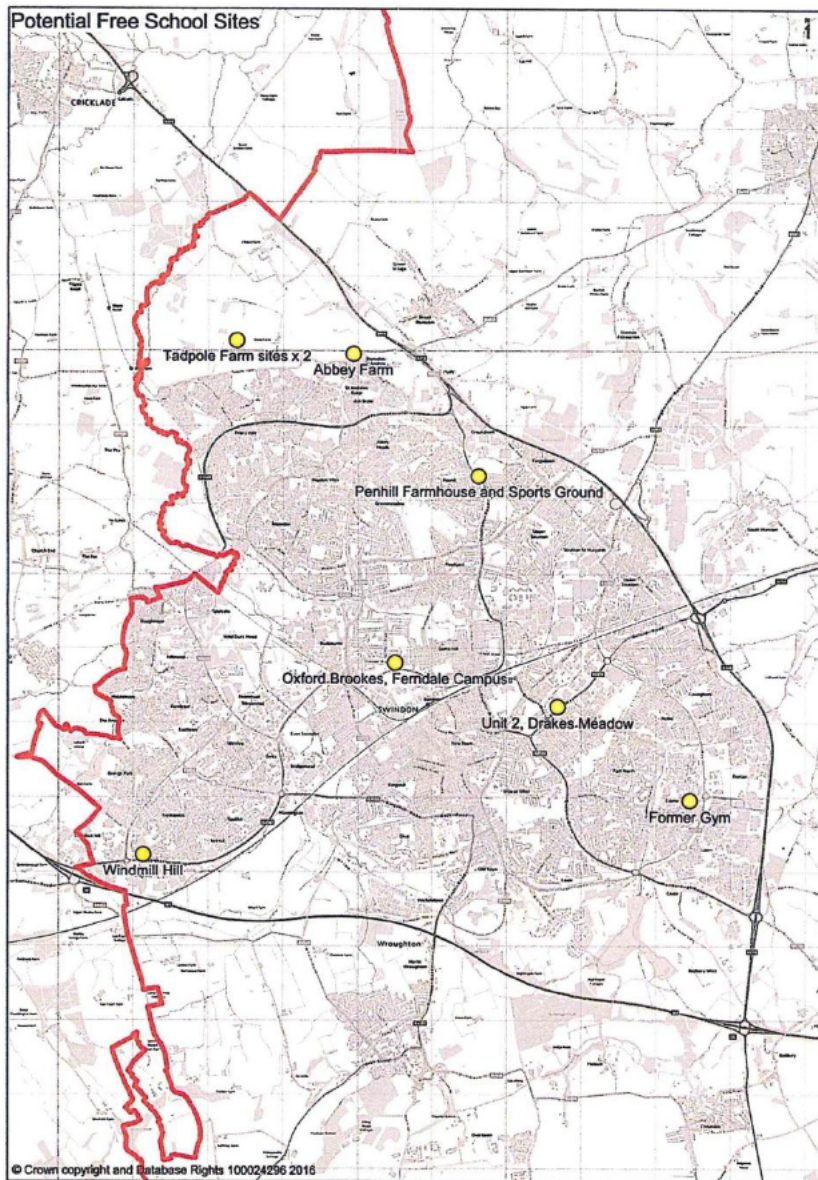
Annex 18 – Preferred Potential Free School Site

Clapham Hobbs

Located Centrally in Swindon and closely located to Uplands School, UET College and the Autism Resource Centre.

This site provides both a functional, vocational learning environment and effective out-door space. This building would meet the needs of our designated learners and is currently SBC owned.

Annex 19 – Additional potential sites



© Crown copyright 2015

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

Email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00221-2015



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk