

SECTION A: APPLICANT DETAILS

Please see attached (separate Excel file)

SECTION B: OUTLINE OF THE SCHOOL

Please see attached (separate Excel file)

SECTION C: EDUCATION VISION

CUMBRIA ACADEMY FOR AUTISM

“Creating life changing opportunity”

PROGRESS UPDATE FOLLOWING DfE INTERVIEW FEEDBACK IN WAVE 9

Cumbria Academy for Autism has continued to develop its proposal following interview with the DfE in summer 2015. A number of specific areas of our proposal have now been strengthened in response to DfE feedback:

Capacity and Capability

We have increased the strength of our pre-opening team with individuals who have relevant expertise for our proposal; this both closes gaps identified at our previous interview and also increases the number of hours available to the team by 44%. To summarise our strengthening of capacity and capability:

- We have now formalised arrangements with [REDACTED] and the Senior Leadership Team. The involvement of Lighthouse is significant to CAA and affords us the valuable opportunity to access a bank of specialist Secondary SEN and Autism expertise. Additionally [REDACTED] will continue to mentor the team through pre-opening, having taken Lighthouse School in Leeds through the Free School opening process previously.
- We recognise that at previous submission we lacked expert secondary education leadership in our group. Alongside the support from Lighthouse, we have now secured support from Westlakes Academy, a successful local secondary establishment. Their involvement has helped us to further clarify our curriculum offer at secondary level and has given us access to senior individuals who are experienced in delivering an academy through to opening and beyond, in a local context.
- [REDACTED] has joined our steering group and brings valuable expertise and knowledge to the group. His local knowledge of education and strategic vision for the locality are of significant benefit to the group as h [REDACTED].
- We have recruited [REDACTED]. [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

- [REDACTED]
- [REDACTED]
- Since interview, we have generated an outline project plan for pre-opening; this has an associated risk register with mitigating actions defined for key risks.
- During this planning process we have established that a more-realistic timescale for the opening of the school will be September 2017, with the capacity we have in our team.
- We will continue with our strategy to recruit our Principal and Business Manager early in pre-opening, along with the services of an external Project Management Team to bolster team delivery capacity.
- Our delay of one year is in line with DfE feedback and provides us with an additional 33 hours of capacity for delivery rising to 108 hours per week, with the afore mentioned roles in post (i.e. team time commitments plus additional hours from recruitment of full-time roles).
- In reviewing our capacity and capability from pre-opening to opening we have also decided to stagger our intake (in order to make the school transition easier for the leadership team to manage), steadily increasing our intake from 32 students in year one to full capacity of 56 students at year 4.

Education Plan

As requested by the DfE, we have refined our education plan, providing detailed exemplar timetables, staffing structures and how these two elements interact. As a result of this work, we have sought to demonstrate how we will deliver our education model on a whole school basis.

We have now galvanised our curriculum provision at secondary level, with a range of core GCSEs offered in house to be delivered alongside our life skills curriculum, through external ASDAN accreditation and unit award schemes.

For our Post-16 transition we have included additional detail on the pathways available to students. Through our partnership working with Westlakes Academy and the local colleges we intend to deliver additional learning opportunities and support CAA with transitional activities from Year 9 onwards.

We have also refined our application to demonstrate our “Stage before Age” pedagogy and how class groupings will work in practice. Furthermore we have undertaken benchmarking visits to three special schools to underpin this strategy. We have demonstrated how this will work in practice using ‘day in the life’ examples for our case study students, across each key stage of learning.

We have become an active member of the Cumbria Alternative Provision working group. Our strategic involvement in this is through a ‘Hub’ model that meets regularly to consider individual student cases and seeks to place them in the most appropriate provision. Our specialist offer is already emerging as a valuable part in the continuum of the Cumbrian offer to young people.

We are also an active member of the Western Association of Head Teachers and we work as part of that team to strategically shape educational provision on the West Coast.

Through a peer-to-peer accountability framework being developed by the Cumbrian Association of System Leaders (CASL) we will be able to provide support to schools with students who, while not meeting the criteria to attend CAA, are struggling in mainstream education; we can achieve this through our own advisory capacity.

Similarly we too, as part of that framework, are partnering with expertise in the county to evaluate our provision and thereby benefit from the range of outstanding provision from our current and emerging partners.

C.1 OUTLINE OF THE PROPOSAL

Cumbria Academy for Autism (CAA) proposes an aspirational special free-school for children and young people (CYP) with a primary diagnosis of Autism aged 4 to 19 years; students attending the school will be diagnosed as being ‘mid-higher functioning’ on the autism spectrum (see Table 4, section D1.4).

Located in West Cumbria we will deliver high quality education and intervention in a learning environment which will enable children to achieve their full potential in their future lives.

Cumbria – “a school which meets the needs and wants of our communities, our locality and our county”

Academy – “a place of higher learning”

for Autism – “specifically for children and young people with a diagnosis of Autism”

We fundamentally believe all autistic children with EHCPs are entitled to a personalised education that is tailored to their individual needs, since autism is a spectrum condition and cannot be dealt with via a “one size fits all approach.”

Currently in West Cumbria there is very limited provision available and 86% of autistic children with EHCPs are not in autism specific provision. As a consequence we believe they are falling significantly short of their attainment targets, in terms of both personal and academic outcomes and consequently their future life chances; this is underpinned by our research and data analysis.

We will aim to raise standards of achievement for those youngsters with Autism, by offering each student a bespoke education and individualised learning experience. A modified curriculum will offer a balance of academic learning, alongside the development of social and life skills to achieve vocational readiness; at the core of this curriculum offer will be GCSE and ASDAN qualifications in English, Maths, Dual Award Science, Computer Science and Life Skills.

The school will have a maximum of 56 places; **Cumbria County Council, our Local Authority, has committed to commission all available places in the school.**

Cumbria Academy for Autism will improve life chances and create opportunity for children and young people with Autism.

One case-study pupil “Tom” is representative of our anticipated cohort. At the age of 4, “Tom” entered mainstream education (with a statement of SEN for autism) in a local primary school. “Tom’s” spiky profile meant he had some ‘high-functioning’ traits, in terms of his apparently

strong verbal ability and academic potential, but these were contrasted against some profound areas of difficulty in terms of hypersensitivity, high anxiety, poor fine motor skills, behavioural issues and a complete lack of basic life skills such as toileting and dressing. The school was unable to meet his high-support needs and this resulted in “Tom” being disruptive in class and inattentive. He was unable to function at school and subsequently could not access his learning.

“Tom” was academically able, however he could not cope in the setting. He was informally excluded on many occasions and his progress fell behind peers, despite being assessed as above average in terms of academic ability on in-take. This is typical of Autistic children, like “Tom”. They will initially present with seemingly ‘high-functioning’ profiles, yet their cognitive ability will often mask more profound areas of difficulty and ‘lower-functioning’ traits.

CAA will provide a personalised learning environment that will meet the needs of pupils with spiky profiles, such as “Tom” and enable them to reach their full potential. It will offer the academic challenge that these children need alongside high levels of support and intervention to help the students learn to live and cope with their autism.

In summary learners at the school will:-

- Have a statement of SEN;
- Have a primary diagnosis of Autism;
- Be unable to function in a full-time mainstream due to their significant support needs;
- Not be eligible for generic special schools;
- Be considered as cognitively able, yet a significant proportion may also present with mild/moderate learning disability;
- Have spiky profiles of ability.

The rationale at Section C.2 evidences the need for Cumbria Academy for Autism in the context of those youngsters described above. It informs our vision which seeks to address the current challenges faced in providing an appropriate education for these children and fully meeting their needs. More detail regarding our anticipated cohort, their profiles and anticipated needs is provided in Section D Part-2.

C.2 RATIONALE

C.2.1 Why does Cumbria need CAA?

The School seeks to address a significant gap in education provision which exists for many CYP with Autism, in the West of the County. The rationale is multi-faceted and there are many reasons why West Cumbria needs Cumbria Academy for Autism. In summary:-

- Cumbria County Council are in full support of CAAs proposal and have agreed to **commission all 56 places** at CAA (please refer to letter of support at Section E);
- Cumbria County Council (CCC), our **Local Authority (LA)**, **recognise the need to improve “In County Autism Provision”**¹ and state there are “specific gaps in Autism Provision across Cumbria”²;
- Demand from parents of children with autism demonstrates there is a need for additional, improved provision in our area, at the time of writing we have **102 parents/carers on our database** requesting places at the school;
- West Cumbria has **no Autism Specialist Schools**, resulting in a gap in the continuum of provision between mainstream and generic special schools; evidence gathered from parents indicates local special schools do not meet the specific needs of autistic children because their generic intake of a wide range of disabilities can often be incompatible with the needs of an autistic child;
- In West Cumbria **only 32 CYP have access to Mainstream Autism Resourced Provision** (Please see section 2.3.3); there are an estimated 306 CYP with Autism in West Cumbria, aged between 4-19 years old and of these **236 have Statements of Special Educational Need (SEN) or an Education Health Care Plan (EHCP) for Autism**³;
- **Gaps exist for pupils** classified as having ‘Autism with Learning Disability and Support Needs’ and, ‘Autism with Support Needs but NO Learning Disability’. Together these two groups will be CAAs target cohort of students (please refer to C.2.4);
- Consultations with local schools have been overwhelmingly positive, with **letters of support being received from Head Teachers** confirming the need for CAA; additional letters of support have been provided by MPs, schools etc.

C.2.2 Autism in Cumbria

Autism is a lifelong developmental disability that affects how a person communicates with, and relates to other people. It also affects how they make sense of the world around them. Without the right support it can have a profound, sometimes devastating, effect on individuals and families⁴.

There are limited available statistics for autism prevalence in Cumbria. We believe there to be 916-962 children in the County with an Autistic Spectrum Condition.

The report “Prevalence of Child Disability in Cumbria” (August 2009, NHS Cumbria) applies a 1997 National Autistic Society report “How many people have autistic spectrum disorders?” to determine the estimated population of children with ASDs in Cumbria as 962, using the Cumbrian population of children aged 0-18 years. Since the 1997 NAS report, it has been

¹ Cumbria County Council, “Inclusive Cumbria”, Strategy for SEN provision, April 2003.

² More families appeal over autism provision, www.bbc.co.uk/news/education-31111461, 3 February 2015.

³ Cumbria County Council, Freedom of information Request, March 2015.

⁴ Autism Education Trust: <http://www.Autismeducationtrust.org.uk/about-aet/what-is-Autism.aspx> [accessed 02/01/2015]

recognised that the prevalence of autism has been increasing⁵. With this in mind, CAA has used the prevalence rate of 1.1%⁶ and we estimate that there are 916 children in Cumbria with Autism (based upon 83,300 children⁷ between the ages of 4-19). Of these we estimate West Cumbria (Allerdale and Copeland) to have 306 CYP between 4 and 19 years of age.

C.2.3 CAA will improve current Autism provision in Cumbria

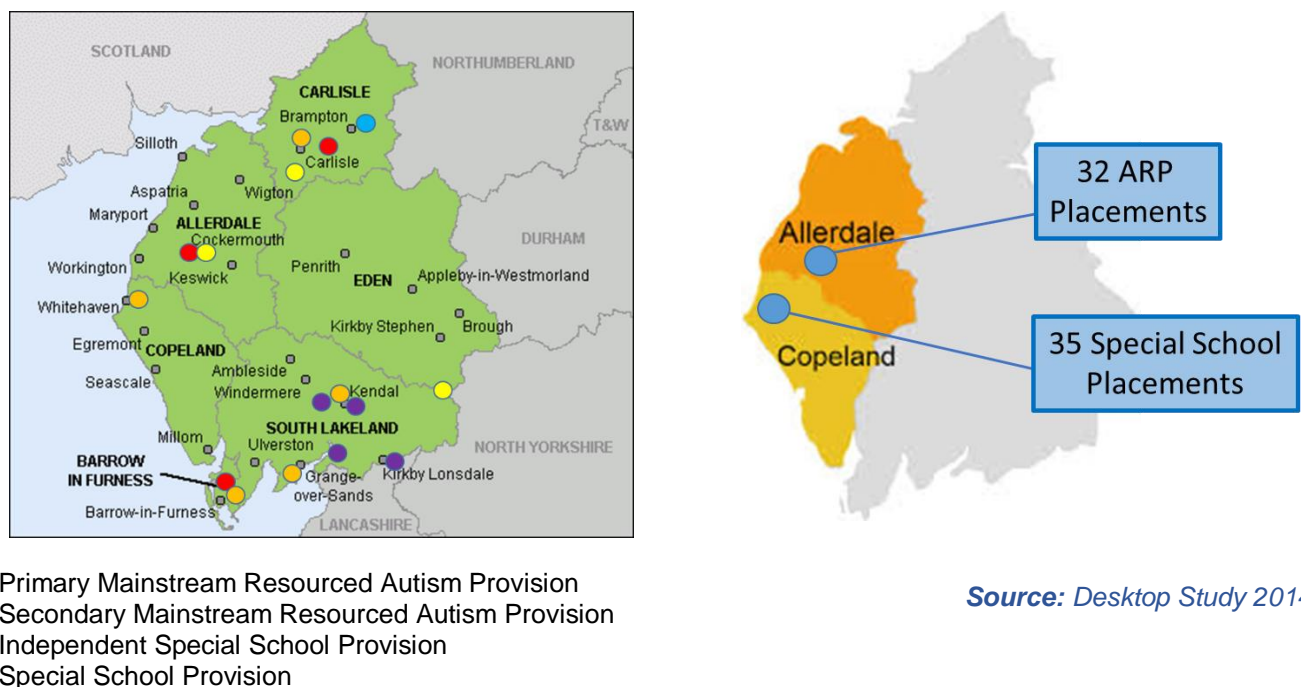
Cumbria is the third largest County in England and is predominantly rural with mountainous terrain⁸. The county covers 2,613 square miles and has a population 499,800 (in contrast to Greater London at 606 square miles and population of 8,196,700). Infrastructure is restricted in comparison to other areas of the UK with major towns located some distance from each other.

Government data from the January 2013 schools census⁹ identify that there are a total of 344 schools in Cumbria servicing a total of 72,560 pupils; 5 state special schools exist in the county servicing 465 pupils.

Comparing the geography of state special school provision in Cumbria to London, London has 0.22 Special Schools per square mile, whereas Cumbria has 0.002 Special schools per square mile.

Access to choice and availability of education provision is therefore restricted by the geography and the topography of the County; as a result of this mixed age-group or mixed ability classes can often be utilised in local schools, particularly for Primary School age-groups.

Figure 1 provides an overview of current 'autism specific' provision in Cumbria and demonstrates how 'The West' (Allerdale and Copeland) is geographically isolated.



Source: Desktop Study 2014

Figure 1: Map of Key Stage 1-5 Autism Specific Provision in Cumbria

⁵Autism Speaks: <http://blog.autismspeaks.org/2010/10/22/got-questions-answers-to-your-questions-from-the-autism-speaks%E2%80%99-science-staff-2/> [Accessed 5 April 2015]

⁶ <http://www.autism.org.uk/about-autism/myths-facts-and-statistics/statistics-how-many-people-have-autism-spectrum-disorders.aspx>

⁷ Cumbria Observatory: <http://www.cumbriaobservatory.org.uk> [accessed 02/01/2015]

⁸ www.wikipedia.org [accessed 24/05/2015]

⁹ <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2013> Local authority and regional tables SFR 21/2013

'The West' has two small Autism Resourced Provisions (ARP) at All Saints Primary and Cockermouth Secondary School (total of 32 CYP placed in these currently), which serve both Allerdale and Copeland. This is the only Autism specific provision for the two boroughs, which between them span a total geographical area of 762.5 square miles. Evidence from local parents indicates that children are being refused places at both resourced provisions in the West as they are full. Consequently, **Autism resourced provision in West Cumbria is at capacity.**

The local generic special school for West Cumbria, Mayfield (Severe Learning Difficulty (SLD) & Profound and Multiple Learning Difficulty (PMLD) is near Whitehaven in Copeland. 35 CYP with Autism are currently placed here in addition to the 32 in ARP¹⁰. This is not an autism accredited special school. No local authority schools are National Autistic Society (NAS) autism accredited in Cumbria.

Consequently, due to the limited provision available the vast majority of students are in mainstream settings. Our education survey tells us that in Cumbria, students with Autism in mainstream settings experience high levels of bullying, are at risk of exclusions and overall the majority of autism families are not satisfied with provision in mainstream settings for their children. Our results showed that of those children in mainstream primary settings, 53% had been bullied, rising to 57.1% at mainstream secondary schools. Our survey also showed that 11.8% of children had been formally excluded at least once and 20% had been informally excluded, equivalent to 1 in 5 children.

Only 28.6% of parents/carers surveyed were either satisfied or very satisfied with the secondary mainstream setting for their child compared to 25.6% at mainstream primary settings. Despite this, families have to settle for mainstream settings as there are limited alternatives available, other than home-schooling or moving away in search of appropriate provision.

The situation is further exacerbated for local Autism families in West Cumbria, who are unable to feasibly commute on a daily basis to the five private Independent Special Schools, which are all located on the periphery of the County and would involve 3 hour round-trip journeys for their children to access schooling.

As a result 6 children from the two Western Boroughs¹¹ are directed by the Local Authority (LA) to the high cost independent provisions via residential placements at an average cost to the Local Authority of £145k per annum per student¹²; the costs for these six pupils are comparable to the annual staffing costs of CAA operation (please see Section G).

The Cumbria County Council inclusion strategy, originally produced in 2003, cites one of their key issues for children with Autism is to create;

“...in-County provision for all young people with Autism”,

and concludes,

“This should be strengthened by supporting moves towards external accreditation or the development of specialist provision.”

With only 67 specialist placements available, for 306 CYP (4-19 years) with autism, there is a significant gap in autism provision in West Cumbria; **via its proposal, CAA will reduce this gap and provide parental choices where currently no other choice exists. CAA has the full**

¹⁰ Cumbria County Council, Freedom of information Request, March 2015.

¹¹ Cumbria County Council, Freedom of information Request, March 2015.

¹² Cumbria County Council Cabinet Paper: “Inclusive Cumbria – Developing Inclusive Provision, 18 December 2014.

support of Cumbria County Council and local heads through the Western Learning Alliance.

C.2.4 CAA will provide much needed capacity to service demand

Our local authority, **Cumbria County Council**, have agreed that there is a gap in provision and that **CAA will address this**. The council have reviewed detailed documentation regarding the proposal including the vision, rationale, education plan, governance and finances. They have as a result agreed to commission all 56 placed at the school.

In addition to the **102 expressions of interest received** by CAA, we have analysed the current local provision, relative to demand.

The strength of the number of expressions of interest in the academy, relative to the size of the available population identified in this analysis provides further evidence of the compelling need felt by parents in the local area for specialist provision such as that offered by CAA.

Data used in this section of the Rationale has been generated by Cumbria County Council via a Joint Strategic Needs Assessment ¹³(JSNA) undertaken in 2012, together with survey data generated by CAA, following a survey in December 2014 of parents/carers of children with Autism in Cumbria. A total of 71 responses were received.

The Cumbria County Council Joint Strategic Needs Assessment ¹⁴(JSNA) undertaken in 2012, uses a group classification to estimate levels of need of children with autism. These groupings are:-

1. Autism with Learning Disability and Support Needs;
2. Autism with Support Needs but NO Learning Disability;
3. Autism with NO Support Needs and NO Learning Disability;

Cumbria County Council’s JSNA of relative percentage prevalence based on these groupings is shown in Figure 2.

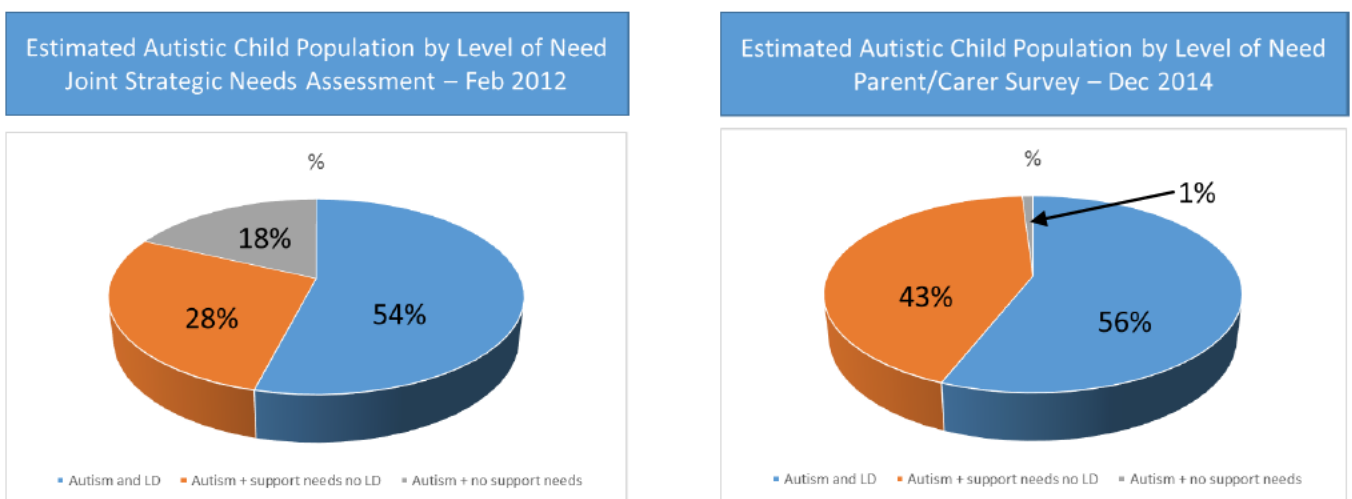


Figure 2: Comparison of LA data with CAA survey data regarding levels of needs of CYP with autism

¹³ "Joint Strategic Needs Assessment", [Marion Jones, Cumbria Observatory (2012)]

¹⁴ "Joint Strategic Needs Assessment", [Marion Jones, Cumbria Observatory (2012)]

The CAA survey responses identified 77% of children had statements for Autism Spectrum Disorders and 83% had been formally diagnosed. As part of the survey we asked respondents to report their child's level of need using the same classification system as the LA. Our survey results would indicate that a level of need exists, which is greater than previously estimated, that is contributing to the demand for appropriate local autism provision.

Those youngsters estimated as having 'Autism, Learning Disability and Support Needs' were broadly in line with Local Authority estimates (54% vs 56%), however those classed as having 'Autism and Support Needs with NO Learning Disability' were reported to be 15% higher than the LA estimates, suggesting more children and young people in Cumbria have additional support needs attached to their Autism, placing greater demand on current local provision.

Since Group 1 (Autism with Learning Disability & Support Needs) and Group 2 (Autism with Support Needs but NO Learning Disability) are the youngsters who need support and intervention to access learning, live and cope with their autism, these are the target cohort for the academy.

Limited data is available for the prevalence of Autism types and associated educational provision. O'Brien & Pearson (2004), citing a review of 23 autism prevalence studies by Frambonne (1999) quote 19.4% of children with autism functioned within the normal range of intelligence, 29.4% had a mild to moderate learning disability and 41.9% had a severe to profound learning disability.

Applying the estimates of O'Brien & Pearson (2004), we estimate that there are a minimum of 149 CYP of the total 306 CYP in West Cumbria who meet criteria for the academy, as those students with SLD & PMLD, who feature in Group 1, will continue to access provision in generic special schools where more profound and complex student's care needs can be met.

Cumbria Academy for Autism will provide much needed capacity in addition to the places available in West Cumbria Autism Provision and therefore close this gap.

C.2.5 CAA will improve Educational Standards & Outcomes for CYP with Autism

No performance outcome data is held by Cumbria County Council, specifically for children with Autism¹⁵. As a result, national data has been used for the purposes of understanding outcomes within this Rationale.

Performance outcomes for CYP with Autism both academically and into adulthood are poor in comparison to peer attainment levels:

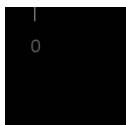
¹⁵ E-mail from Business Support Team Manager, Cumbria County Council Children's Services, 10 March 2015.



Academic Outcomes at Key Stage 1 – DfE Performance Statistics 2012/2013 - % of pupils at level 2 or above. Children with Autism are shown in blue.



Academic Outcomes at Key Stage 2 – DfE Performance Statistics 2012/2013 - % of pupils at level 4 or above. Children with Autism are shown in blue.



Academic Outcomes – DfE Performance Statistics 2012/2013 – % of pupils obtaining 5 GCSEs or more (A*-C inc Maths and English)

Figure 3: Comparison of 2012/2013 academic outcomes for children with autism against all other children

DfE statistics show that academic outcomes are significantly lower for CYP with Autism. Figure 3 highlights the gaps in academic outcomes across education for those with autism compared to those of all other children from Key Stage 1 to 4.

“A quarter (27%) of young people with autism said they are not currently in education, employment or training (NEET), compared with 14% of the general population of young people”,
 (Ambitious About Autism, 2014)

Furthermore, only 15% of adults with Autism are in full-time employment¹⁶.

As a result of performance and outcomes for those with Autism being significantly lower, this in turn reduces future opportunities, employment potential and life chances.

Consultation sessions with local Head Teachers have identified full support for our proposals and their experiences have mirrored the data we have presented above (Please refer to Section E). Unfortunately, local detailed data on outcomes and attainment has been suppressed, making it impossible to obtain. This is due to the county having many small schools and therefore concern from schools that pupils may be identifiable within small cohorts, contravening the Data Protection Act.

¹⁶ www.autism.org.uk, National Autistic Society, accessed 8 April 2015.

Taking our analysis into account, we will aim to improve the education performance and subsequent post-education opportunities between children with autism and their peers, essentially 'bridging-the-gap' which our LA agrees exists in autism provision locally.

The accepted quality benchmark for provision of education for pupils with Autism is accreditation via the National Autistic Society (NAS). At the time of writing (twelve years into the local SEN strategy) no LA maintained special schools in Cumbria have achieved autism accreditation via the NAS and no dedicated maintained autism specific schools exist.

Cambian Whinfell (an Independent autism and complex needs school located in South Cumbria) which holds NAS accreditation, has achieved an 'Outstanding' rating in its latest Ofsted inspection¹⁷. This represents the benchmark to which our school will measure itself.

In contrast, the LA maintained ARP for West Cumbria achieved 'Good' status.

Cumbria Academy for Autism will seek autism accreditation from the NAS and pursue an Outstanding Ofsted rating. It will build on the NAS principles where children at autism-specific schools benefit from **smaller classes** taught by teachers who **understand autism** and are better able to meet their needs and improve their outcomes. We will provide advantages in these areas, not currently experienced within local mainstream provision.

Autism specific schools are also able to offer a modified national curriculum that provides greater freedom to balance academic learning with developing social and life skills designed to prepare pupils to be as independent as possible in adulthood. These are the foundations from which our vision and curriculum is built.

The appropriate inclusion of pupils into general society is an important stepping stone towards people with autism being included in their local community. We will therefore put significant emphasis on community-based learning and shared learning activities, with partner organisations, so that our students can feel part of their community and develop life skills.

These principles have been presented to local parents and teachers via consultation workshops and surveys, with parents providing the following data:

- 97.5% would consider an Autism Free School for their child
- 77% respondents are not satisfied with availability of suitable educational settings
- 89% respondents do not feel there are sufficient placements in their locality

Additionally, the following feedback regarding the quality of local provision has been obtained:

- "We are only satisfied with the school our son attends after a long time contesting the provision offered by Cumbria County Council";
- "My child attends independent special school (LA funded) as no LA school can meet his needs."
- "My child's primary resourced setting is meeting his needs but I have no options available for KS3 other than home-schooling or moving away".
- "I feel the provision for autism in my area is extremely lacking";
- "Desperate for a school that fits my child's needs";
- "My child attends mainstream at the moment but needs moved asap and I can't get him in anywhere";
- "Our child has been unable to access education for eight years of his school life";

¹⁷ "Cambian Whinfell raises the bar with 'Outstanding' Ofsted report", <http://www.cambiagroup.com>, accessed 6 April 2015.

- “Lack of education and training about autism for school staff is a major issue. A school for autism would ensure all children on the spectrum were fairly treated”.

The vast majority of those surveyed had either been unable to source appropriate local provision, had fought to obtain appropriate provision and support or had children in unsuitable placements but were unable to remove them due to no alternative local placements being available.

C.2.6 CAA will benefit from Academy freedoms

Without the free school’s policy, Cumbria Academy for Autism would not be afforded the opportunity to develop this much needed specialist provision.

The ability to provide a bespoke modified curriculum, tailored to the needs of local autism students, is an opportunity to make a real difference to the learning experiences of these youngsters. We will be innovative in our education provision.

The free schools process also enables us to develop an ‘all-through’ provision, which is perfectly suited to students with autism, removing the difficult and challenging transitions across education, whilst providing consistency and stability throughout.

We will offer a longer school day to ensure all of our students have access to enrichment activities, some of which will see parents enjoying quality time with their children, such as our family swim sessions, creating valuable family time in a supportive and understanding environment.

As a centre of excellence we will look to broaden our impact beyond the school walls by offering training opportunities to schools, employers and parents. We will become a hub for our County. A place recognised for its knowledge and expertise in Autism.

Furthermore all-through education enables us to provide the early intervention required to improve outcomes for our students (please refer to Section D for additional information), delivering support in line with individual needs, preparing them for adulthood and life beyond education.

C.3. VISION

Cumbria Academy for Autism is passionate about our vision to form a special free school in West Cumbria which creates life changing opportunities for our students. Our vision is to be a NAS accredited, Ofsted outstanding-rated, Centre of Excellence for Autism in West Cumbria.

Additionally, we have a broader shared vision for improving education in West Cumbria through our involvement as members of the West Cumbria Alternative Provision Working Group; we are determined to improve Autism provision beyond our school walls and it is this underpins our centre of excellence model.

We reflect this vision in our mission statement:

To provide children and young people with autism in the Cumbria, the opportunity to reach their full potential in life by preparing them for adulthood, so they may lead fulfilled, happy and purposeful lives.

C.3.1 Our Vision for Our Students

Our values strongly underpin our vision, as they hold '**AUTISM**' at the very core of the school; they ensure our students are always central to every decision we make and everything that we do:

- | | |
|-------------------------------|--|
| A <i>Ambition</i> | <ul style="list-style-type: none">• For every student, every member of staff and for the school;• Believing each individual with autism has the opportunity to make a positive difference in this world;• Setting challenging goals for students, staff and the school to ensure continuous progress;• To offer a wide range of academic and 'life-skills' qualifications available to our students reflecting the differing needs of our diverse cohort. |
| U <i>Understanding</i> | <ul style="list-style-type: none">• Recognising everyone needs compassion, empathy and patience, promoting tolerance and acceptance. |
| T <i>Tenacity</i> | <ul style="list-style-type: none">• To be determined and resilient in character;• We will expect this of our staff and develop this in our students. |
| I <i>Inspiration</i> | <ul style="list-style-type: none">• Being a positive and empowering school that encourages and celebrates success in all individuals and respectfully promotes autism in the wider community;• To be a 'centre of excellence' where knowledge and learning is disseminated throughout the locality, with satellites for learning and sharing knowledge, ultimately improving the lives of those with autism. |
| S <i>Support</i> | <ul style="list-style-type: none">• For our students, their families, our staff and our community;• Forging links with local schools, academies, colleges and organisations to share knowledge, resources and information with mutual benefit;• To work closely with our students to ensure all outcomes are in line with their aspirations for the future, whilst supporting their transitions into adulthood. |
| M <i>Morality</i> | <ul style="list-style-type: none">• Creating respectful, honest students with strong British values, to enable them to become respectable adults and good citizens. |

We have prioritised 6 key objectives, central to the life of the school and the successful delivery of our vision, and informed by our values:-

- 1. Personalised education:** We will create life changing opportunities by providing individualised learning experiences for each of our students. Each young person with autism has unique needs, consequently requiring tailored approaches to learning. Therefore, our highly personalised support plans will use teaching methods and interventions specific to the individuals' needs to ensure learning is relevant and effective.
- 2. Purposeful learning:** Whilst working towards nationally recognised qualifications, such as GCSE's and ASDANs, additionally life skills will form an integral part of all learning. This provides our students with real life experiences to promote future independence, thus enabling choice and control over decisions about their lives. Work placements, travel training and an in-house life-skills apartment are some examples of how we will achieve this objective.
- 3. Excellent teaching:** Our qualified, experienced and dedicated Teachers and Support Staff will deliver a bespoke package of education enabling our students to develop and thrive. An academic led approach will be supplemented by a team of professionals and therapists, to advise teaching staff, plan intervention and inform learning. This will enable us to deliver learning strategies which meet the needs of our students, who will present with extremely uneven profiles of ability.
Teaching groups of no more than 8 with high staff to student ratios (1 Qualified Teacher, 1 HLTA & STA), will provide an essential supportive learning environment to ensure academic progress is achieved alongside the development of essential life skills.
- 4. Enhanced learning environment:** We recognise that the physical environment is paramount to removing barriers to learning. The vast majority of children with EHCPs in Cumbria are educated in mainstream (circa 72%), where the setting is often overwhelming and impacts on their ability to successfully function at school, over and beyond their own areas of difficulty. We will therefore offer an enriched autism-friendly learning environment through a combination of exceptional facilities at the Academy alongside the unique outdoor experiences Cumbria has to offer.
- 5. Consistency of approach:** We will work very closely with families providing training, workshops, support groups and advice so that our students receive consistency in all areas of their lives, bridging the gap between home and school. The decision to create an all-through provision will also allow for consistency in so much as it removes the often difficult and disruptive transitions across key stages 1 to 5. The school can then focus on preparing students for a successful transition into adult life.
- 6. High expectations:** We have high levels of aspiration for every student both academically and socially. This extends beyond those children who will attend the school. CAA will become a "centre of excellence" where knowledge and learning is disseminated to the broader teaching community, throughout the locality, to improve the lives of children beyond the boundaries of our school gates. We will forge close links with schools, businesses and local projects through a variety of supported work and training placements that will not only promote inclusion of our young people in society but will also enable their achievements to be recognised and celebrated within their community. Many

children with autism experience mental health problems such as anxiety and high levels of depression¹⁸ and through this approach we will develop high self-esteem in our students.

As evidenced in the rationale, autistic children have lower levels of attainment than their peers and statistics show employment opportunities are poor (Please refer to Section C.2.5). Additionally the children also leave school with limited life skills and vocational readiness. Our ambition is that through our personalised education and the achievement of these key objectives, we will allow our students to realise their full life potential.

C.3.2 Our Shared Vision for Education in West Cumbria – Building Sustainable School Improvement through Systems Leadership and Collaboration.

We understand that one-size individual school models does not build capacity or sustainability in education; they may have a positive effect for the limited number of pupils attending the school, however the impact is localised to the school cohort.

We recognise leadership plays a significant contribution to sustainable education and that this must go beyond the school walls. For education to truly be successful in West Cumbria a collaborative approach is required, where leaders engage with each other for the greater good of all children in education.

We have engaged locally and are members of the West Cumbria Alternative Provision Working Group (see letter of support in Section E) and working together, we are applying a Systems Leadership model where we regard school leadership as essentially an ethical activity, primarily concerned with providing children the opportunity to achieve the best start in life possible.

The AP Group is currently working on a concept of a “Learning Hub” where the members hold collective responsibility for the performance of all schools in our group and not just individual schools. The AP Group have taken the principles of the Education White Paper: “The importance of teaching: the schools white paper 2010”:

- We have engaged as a group of schools and we are committed to supporting each other.
- We understand that Schools working together lead to better results for pupils.
- We are positioning CAA to be an Autism Centre of Excellence and we will use our position in the network to offer placements to those children who would most benefit from attending our school, this will be done by collaborative involvement of the AP Group for placement of pupils; we anticipate initiating the centre of excellence model in year 3, once CAA have achieved a minimum “Good” Ofsted status and the Senior Leadership team are satisfied that our internal performance is reflective of a “centre of excellence”.
- For those children who are in other schools we will use our centre of excellence model to train their teachers such that the provision for children with Autism improves across West Cumbria.

¹⁸ <http://www.autism.org.uk/working-with/health/mental-health-and-asperger-syndrome.aspx>

C.4. ASPIRATIONS AND OUTCOMES

Success and achievement will look very different for each of our students and all personal outcomes will be driven by the opinions, hopes, dreams and aspirations of the young people and their families. However, based on the nature of autism, and its triad of impairments, the educational outcomes we seek are common across all of our students. We have defined these desired outcomes of Cumbria Academy as:

- *Academic attainment through appropriate challenge* – All students will leave CAA with qualifications relevant to their levels of ability;
- *Life-skills with a focus on independence, personal care and vocational readiness* – Students will transition into adulthood with clear pathways for progression and be prepared for life beyond school as far as is possible;
- *Communication* - Students will attain written and spoken communication skills to the best of their ability;
- *Social and emotional skills and wellbeing* – Students attain a skill-set that helps them cope with their autism and manage their sensory problems, behaviour and anxieties;

Our key aspirations are set out below, detailing those targets which will be used to measure both the success of our students and the success of the school, demonstrating how we intend to meet our objectives and deliver our vision for CAA.

Objective 1: Personalised education	
<p>Aspiration – Children flourish as a result of their time at CAA. We are able to meet the needs of all students at Cumbria Academy for Autism. Children enjoy a settled education and develop to the best of their ability.</p>	<p>SMART target: An IEP target success rate of greater than 85%; SMART target: Demonstrable continuous student progress as identified through teacher’s meticulous records of behaviour and academic progress for each student; SMART target: Identical to, or lower than, peer NEET levels which are currently reported at 8.3% for all 16 and 17 year olds across Cumbria.</p>
Objective 2: Purposeful learning	
<p>Aspiration - Academic achievement for all Students at CAA. CAA will endeavour to raise academic performance levels for its students by mirroring the high standards which NASAT (National Autistic Society Academies Trust) sets for its outstanding autism schools.</p>	<p>SMART target: 100% of children achieve appropriate external accreditation e.g. GCSE’s and ASDANs; SMART target: CAA students working at National Curriculum levels will be expected to achieve greater than 2 sub-levels of progress every year, with those students working at P Levels expected to make in excess of 1 level of progress, in line with National Autistic Society Academies Trust expectations for their outstanding autism specific schools.</p>
<p>Aspiration – Students leave the school prepared for adult life. We aim for every student to have a smooth, successful transition in adulthood and a clear plan/pathway set for further education, employment or training. Through CAAs comprehensive life skills curriculum students will make</p>	<p>SMART target: A programme of travel training for pupils from Key Stage 1 onwards, where 100% of students are travel trained by the end of Key Stage 4, using the ‘Brake’ road safety teaching resources; SMART target: Students in KS3 and above spending a minimum of 2 hours every school week on work-related activities and/or community based projects, as part of CAAs vocational and transitional programme; SMART target: A work experience placement programme in local businesses and organisations where 100% of students complete a work placement;</p>

successful and confident transitions into adulthood.	<p>SMART target: A 'life and living skills' programme including domestic financial management, shopping and cooking that prepares students for adulthood where 75% of students pass a relevant accredited course;</p> <p>SMART target: 100% of children have a programme of learning inclusion, whereby pupils will be working towards the point where they can learn in group settings while taking turns and sharing with others.</p>
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Objective 3: Excellent teaching

<p>Aspiration – For the school to provide high quality, effective teaching.</p> <p>Students receive a challenging and rewarding education and will be engaged in their learning by a team of highly experienced and qualified teachers, all trained in autism.</p>	<p>SMART target: All lessons are judged as “good” or “outstanding” through both internal assessment and by Ofsted;</p> <p>SMART target: 100% of teaching staff will be autism trained;</p> <p>SMART target: The school will achieve value added scores which are greater than 1000.</p>
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Objective 4: Enriched learning environment

<p>Aspiration - Students benefit from their surroundings.</p> <p>The school environment is autism friendly and the unique outdoor experiences in Cumbria are used to enhance learning.</p>	<p>SMART target: Autism access award granted by end of year 2 of operation and upheld through ongoing audits;</p> <p>SMART target: 100% of children participate in outdoor learning every school week;</p> <p>SMART target: All IEPs include the input of Therapists.</p>
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Objective 5: Consistency of approach

<p>Aspiration – Students feel settled in school.</p> <p>Pupils look forward to attending school and teaching staff personally know all students and family members.</p>	<p>SMART target: Pupil attendance >94%;</p> <p>SMART target: Annual staff turnover is less than 5%.</p> <p>SMART target: 80% of parents and carers attend parents evenings and student progress meetings;</p>
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Objective 6: High expectations

<p>Aspiration – To be an autism specialist school.</p> <p>An essential part of the school's success will be its ability to be a centre of excellence in Cumbria, where partnerships with local organisations and schools will serve to raise awareness of autism and acceptance of our students within the wider community.</p>	<p>SMART target: By Year 2 of operation CAA will achieve and maintain NAS accreditation year on year as a measure of its success as an autism specialist school;</p> <p>SMART target: The school is recognised as a centre of excellence by local education professionals;</p> <p>SMART target: A minimum of 4 training opportunities per year will be offered to Cumbrian schools;</p>
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<p>Aspiration – Students hold themselves in high esteem. PHSE and Citizenship will teach students to respect themselves, others and the environment.</p>	<p>SMART target: All IEPs contain specific actions to achieve and maintain high self-esteem;</p>
<p>Aspiration – Autism Provision in West Cumbria improves beyond our school walls through our centre of excellence model. An essential part of the school’s success will be its ability to be a centre of excellence in Cumbria, where partnerships with local schools improve student outcomes for their students who have autism.</p>	<p>SMART target: A statistically significant improvement in outcomes for the students of teachers who attend training at CAA. This will be measured via value added score for the students of teachers who receive support from our out-reach work. The submission of these data will be a requirement of those who participate.</p>

Table 1: CAA Outcomes and Targets

Please refer to Section D2 for further detail about target setting at CAA.

SECTION D: EDUCATION PLAN - PART 1

Our proposed intake is outlined in Table 2:

	2017	2018	2019	2020	2021	2022	2023
Reception	0	2	4	4			
Year 1	4	4	4	4			
Year 2	4	4	4	4			
Year 3	4	4	4	4			
Year 4	4	4	4	4			
Year 5	4	4	4	4			
Year 6	0	4	4	4			
Year 7	4	4	4	4			
Year 8	4	4	4	4			
Year 9	4	4	4	4			
Year 10	0	4	4	4			
Year 11	0	0	4	4			
Year 12	0	0	4	8			
Year 13/14							
Totals	32 64% Capacity	42 78% Capacity	52 93% Capacity	56 100% Capacity			

Table 2: Proposed pupil numbers from opening (2017) through to 'steady-state' (2020)

We propose intake in line with parental demand and recognise the fact that our LA will be reluctant to commission intake places in Year 6 and Year 11. We continue to engage with parents and carers who have expressed interest in places at CAA to ensure demand remains current and valid. We have recently resurveyed our demand and will rework intake to reflect any changes. Data collection is currently ongoing as at 26/2/2016.

Due to high levels of demand in our first year we will reduce intake for the younger age pupils starting at the school in subsequent years, to meet the LAs agreed capacity. We will address this through our strong working relationship with Cumbria County Council to ensure sustainability of the school.

PART 2

D1. The Curriculum Plan

In response to DfE feedback we have strengthened our education plan in the following ways:

- We have evidenced deliverability of our model by providing detailed timetables for both pupils and staff;
- We have formalised links with our partner schools, namely Lighthouse & Westlakes Academy, and sought advice to strengthen our KS4 and Post-16 curriculum offer;
- We have increased the capacity of our teaching staff;
- Demonstrated through the use of case studies, how our curriculum offer will enable students to make academic progress to achieve their potential.

D.1.1 Rationale

The curriculum at Cumbria Academy for Autism is designed to deliver improved life outcomes for children and young people with Autism and thus create 'life changing opportunity' as set out in our vision for the school. It will prepare students for adulthood by offering them a learning experience which explicitly teaches valuable life skills alongside core academic elements of learning.

The curriculum will have an academic focus but will be supplemented by high levels of intervention and therapy. It will be teacher led with significant input and guidance on the delivery of learning for each child from in-house professionals and therapists, who will continuously assess, monitor and evaluate the performance of every student ensuring that their Individual Education Plans (IEPs) reflect their individual requirements and are constantly relevant, effective and current.

Early intervention can greatly increase the chances of success for those with Autism. Therefore, by offering placements from 4 years old upwards, CAA can ensure that children in West Cumbria can access specialist intervention from the very beginning of their education. In the Treehouse response to the Allen Review, they report that:

*"Early diagnosis and intervention can help to reduce poor outcomes for young people with autism, such as the high levels of exclusion and bullying and can reduce the lifetime costs of autism by supporting young people to access the workplace and live more independently."*¹⁹

CAA is about improving life chances and providing opportunity to individuals with Autism and the age range of the school reflects this. All-through provision offers these individuals the stability and consistency they require to develop and thrive. Most individuals with Autism find change and disruption to routine extremely challenging and often distressing.

*"Reality to an autistic person is a confusing, interacting mass of events, people, places, sounds and sights... Set routines, times, particular routes and rituals all help to get order into an unbearably chaotic life. Trying to keep everything the same reduces some of the terrible fear."*²⁰

By removing the often difficult transitions across education, students at CAA will work towards the single transition into adulthood. The planning and preparation towards this transition,

¹⁹http://www.ambitiousaboutautism.org.uk/lib/liDownload/125/Allen_review_response_FINAL.pdf?CFID=25112463&CFTOKEN=28867503

²⁰ Jolliffe (1992) in Howlin (2004), p.137.

however, will be crucial to avoid any negative impact on the young person which could result in regression. For that reason, the CAA curriculum is built around preparation for life beyond school, through explicit teaching of life skills, work related learning and an enrichment programme integral to school life.

D1.2 Organisation

Classes will be structured by broad groupings, based on stage rather than age, across key stages and ability. Students will be organised into groups of approximately 8 led by one Qualified Teacher, a HLTA and an STA. Our model therefore defines the following structure:

Stage	Number of Teaching Groups
Early Years and KS1	2 teaching groups
KS2	2 teaching groups
KS3	2 teaching groups
KS4	1 teaching group
KS5	1 teaching group

Table 3: Teaching Group Structures at CAA

This teaching model reflects best practice in similar National Autistic Society schools. It is appropriate for CAA as it provides the flexibility required for delivery of personalised learning and the high levels of support, which our students require for success. It should be noted that the actual class sizes for any given school year will be defined by the range of abilities of our children at that time and we have ensured that we have enough capacity within our staffing structure in order to flex around this; we expect this flex to be +/- 1 student per class.

The very purpose of personalised learning is to enable a child or young person to achieve or exceed expectations. Planning for progression and differentiation are fundamental to this.

For individuals with autism, who will have differing profiles of need, this is paramount to their success and achievement.

Teaching staff will work closely with our therapeutic team to fully understand and profile children's learning styles, areas of difficulty and areas of talent. This knowledge of each child's current progress will be achieved through focussed assessment and is essential for the planning and successful delivery of personalised learning. As individual learning objectives and targets are established teachers can then carefully plan and structure lessons.

Teaching groups will be organised to cater for individual students' needs. Teaching groups will be flexible to ensure effective learning by grouping students based on 'stage' as opposed to 'age'. This pedagogy allows for flexible and relevant grouping to take place, ensuring effective learning. Further 'in class' grouping can then be undertaken with those children who have similar learning objectives, specific skills or learning strategies.

For core learning, students will be grouped according to the 'stage' before 'age' pedagogy. The curriculum will be suitably differentiated to provide challenge for students using a combination carefully selected and considered methods, ranging from online learning platforms for self-directed learning, grouped guided learning strategies, paired working and one to one teaching sessions. Delivering the curriculum in this way will allow CAA to cater for the needs and interests of the full range of learners.

CAA proposes to follow local arrangements for terms times and holiday periods, as many of our families have additional children in other local schools. Likewise, we propose for start and finish times to match those of local schools and our day will commence at 9:00am and finish at

4:00pm. This includes one hour after school of enrichment activities which we consider to be an integral part of the school day, however, parents may collect their children at 3.00pm especially the younger pupils who may find the extra hour too long. School transport will be from 4.00pm.

The free school process has enabled us to develop this unique curriculum model, to offer our students the personalised approach to learning required for them to succeed. It has enabled us to be innovative in its development, with a result which is tailored to meet the needs of our anticipated student cohort and ensure them the greatest chances of success in their learning and development of essential life skills, required for the transition to adult life.

D1.3 Curriculum Principles

The curriculum at Cumbria Academy is underpinned by 10 key principles which are derived from the School’s objectives (please refer to Section C). This will ensure effective delivery of the vision, providing a coherent framework for learning and subsequent achievement of our aspirations and outcomes. The diagram at Figure 4 sets out our key principles and demonstrates how they link with our objectives.

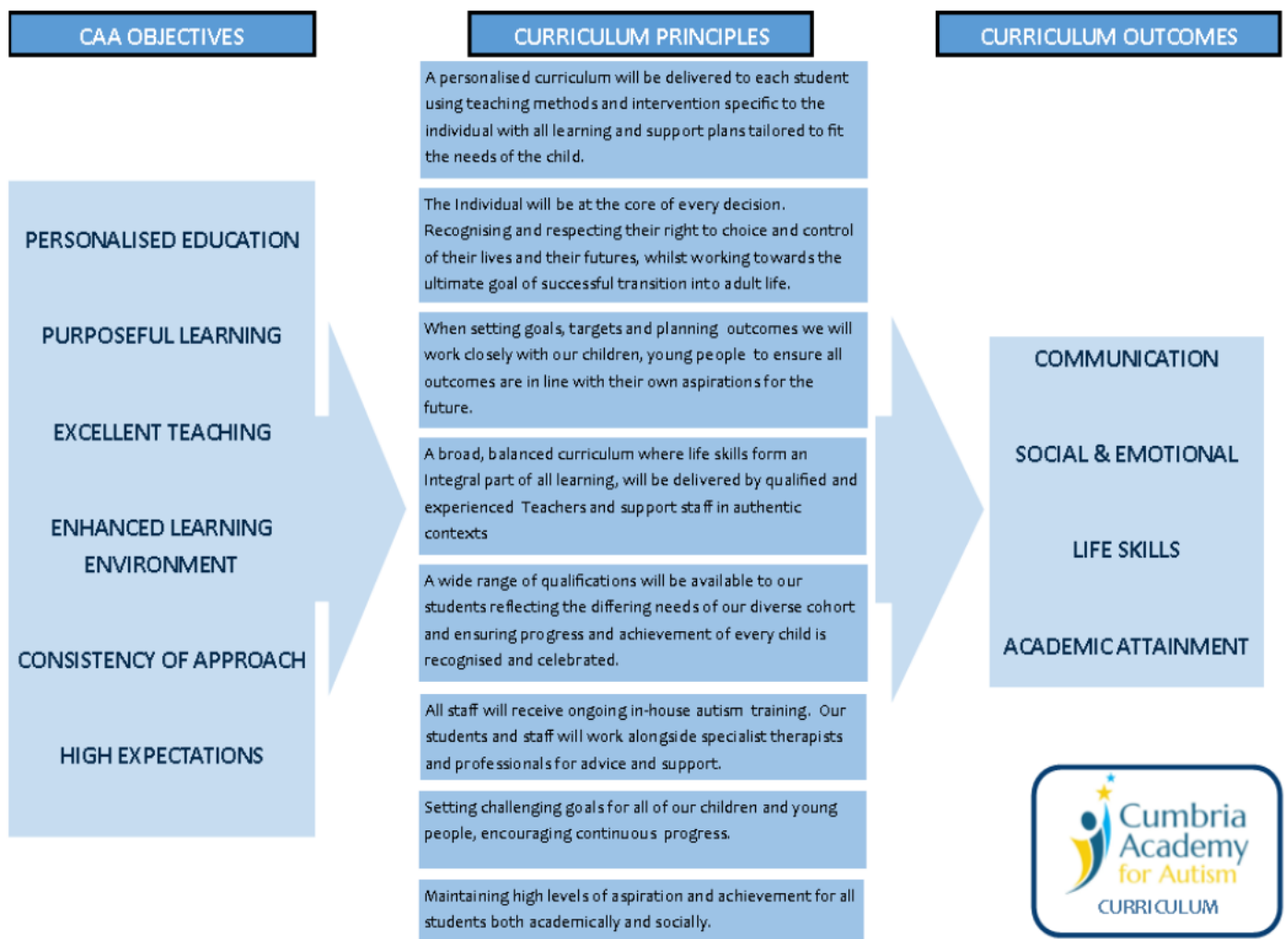


Figure 4: Curriculum Principles & Outcomes

The principles behind our curriculum have been determined by the needs of our students, as we will now explain.

D1.4 Expected Pupil Intake

Cumbria Academy for Autism (CAA) proposes an aspirational special free-school for children and young people (CYP) with a primary diagnosis of Autism aged 4 to 19 years; students attending the school will be diagnosed as being at the ‘mid-higher functioning’ part of the autism spectrum.

Table 4 summarises the cohort of learners at CAA and its position in the Cumbria County Council Local Offer using the descriptors of the Cumbria County Council’s JSNA and Frambonne (1999) described in section C2.4.


Autism Spectrum	Cumbria County Council Joint Strategic Need Classification	Autism type (Frambonne, 1999)	Destination of Student
 Low Functioning Mid Functioning High Functioning	Autism and Learning Difficulty	Severe to Profound Learning Disability (41.9%)	State Special School e.g. Mayfield of James Rennie
		Mild to Moderate Learning Disability	Cumbria Academy for Autism
	Autism & Support Needs, No Learning Difficulty	Normal Range of Intelligence	Or Local Autism Resourced Provision
	Autism & No Support Needs		Mainstream School

Table 4: Student intake at CAA and its place in the LEA Local Offer

It is expected that the differential between local ARP and CAA will be determined by the level of support required by the student, with those students requiring greater support than is available in the ARP being directed to CAA; this is of course complimentary to the wishes of parents in requesting places.

We understand that students with autism are individual learners. For each student there will be a highly individual profile that emerges which will have implications for learning. CAA recognise it is important that the profile of each individual is accurately recorded capturing both their strengths and challenges to ensure realistic and appropriate expectations are set.

The profile of a child with autism can be mixed or ‘spiky’ meaning that there are inconsistencies in performance across a range of developmental and curricular areas. They may have strengths and abilities appropriate to or beyond their developmental age. In some areas, conversely, skills may be far below their developmental stage. The pupil may be inconsistent in the execution of tasks; they may demonstrate competency but then appear to have lost the skill or the motivation to carry out the task therefore autism is central to the curriculum design for the student. **It is these youngsters, with inherently ‘spiky’ profiles that will form the cohort for CAA.**

It is therefore essential to consider how to work with the child’s autism in such a way that takes account of how to use strengths in their profiles, placing emphasis on the identification of skills, talents and abilities. It is important to capitalise on these skills to the benefit of the student and develop areas of strength.

CAA recognises that each student will be different and this lies at the heart of our personalised curriculum; profiling provides a route to contributing to the social and emotional wellbeing of individuals, recognising sources of their anxiety and utilising motivators as strategies for dealing with them. Profiles will be developed and updated throughout the year as part of the curriculum and IEPs.

Through detailed surveys, workshops and consultation with local parents, young people and schools we have developed a clear understanding of our prospective students, which ensures we offer an education which is appropriate. The results from our surveys and subsequent data analysis have identified our students will typically have the following difficulties:

Gender	Male	85%	Female	15%				
Diagnosis	Autism	62%	Asperger's	10%	ASD	13%	Other or not diagnosed	15%
Other Disabilities	ADHD	20%	Dyslexia	13%	Dyspraxia	18%	Epilepsy	8%
Learning disability	Yes	63%	Unsure	16%	No	22%		
Delay in	Gross motor skills	39%	Social skills + interaction	97%	Hearing	8%	Self-care	82%
	Fine motor Skills	57%	Cognitive	48%	Visual	7%		
Behavioural needs	Yes	69%	Few	20%	No	12%		

Table 5: Expected Student Profiles at CAA

We will introduce two case studies of children with contrasting 'spiky' profiles, which have been identified from our consultations, and later outline, within our definition of our curriculum plan how we will deal with their needs. This will demonstrate how we can customise core curriculum elements to the needs of each child. To ensure confidentiality, names have been changed.

For the purposes of our discussion we will assume that the pupils are identical in age and would form part of the same year group. They are representative of the population of children that will attend CAA. They are **diagnosed with Autism and have EHCPs**. Each of the children have been classified against the Cumbria County Council Joint Strategic Needs Assessment ²¹(JSNA) undertaken in 2012 outlined in section C; these groupings were:-

1. Autism with Learning Disability and Support Needs, *where the target cohort for CAA will be those in this group with mild-moderate learning disabilities;*
2. Autism with Support Needs but NO Learning Disability, *a target cohort for CAA;*
3. Autism with NO Support Needs and NO Learning Disability; *CAA will not target this grouping.*

²¹ "Joint Strategic Needs Assessment", [Marion Jones, Cumbria Observatory (2012)]

Case Study 1 – “Tom”

We met “Tom” earlier in Section C. “Tom” is considered as academically able in that he performs well at maths and science and presents with apparently strong verbal ability. For this reason “Tom” was directed to a mainstream placement at the age of 4.

However, it quickly became apparent that “Tom”, had poor language comprehension which was masked by his verbal capability. He had extremely poor fine motor skills, which impacted on his ability to write and subsequently demonstrate knowledge. “Tom” also lacked basic functional life skills and was unable to toilet himself properly, dress and was unable to use a knife and fork or drink from a cup.

“Tom” displayed high anxiety and had difficulty managing his emotions. He was hypersensitive to smells, sounds and textures which would frequently trigger challenging behaviour. The physical environment of the mainstream classroom was overwhelming for “Tom” and as a consequence he could not access his learning. Furthermore, the school found it extremely difficult to meet his uneven profile of abilities despite their best efforts. As a consequence “Tom” was regularly excluded from school and the placement broke down.

Council Group Classification (See Section C.3): Autism with Support Needs and NO Learning Disability

Case Study 2 – “Elizabeth”

“Elizabeth” is a quiet child and is a calm, well-behaved pupil in the classroom and her teachers find her to be ‘no-trouble’.

Despite this “Elizabeth” who has moderate learning difficulties and speech and language delay, has hyposensitive tenancies resulting from her autism which are the cause of her apparent ‘well-behaved’ nature. The fact that she sits well in class masks the underlying fact that she is in fact under-stimulated and not accessing learning. The rates of slow progress are assumed to be due to her learning disability and not as a consequence of her needs being overlooked.

Elizabeth is not disruptive and her presence at school does not impact on the other class members therefore she continues to be educated in a mainstream setting. She is however, socially isolated at school as she finds it difficult to interact with her peers and she is not progressing. “Elizabeth” is not happy at school yet she cannot communicate this sufficiently and therefore, makes herself physically sick when she becomes stressed or unhappy. Her teachers have raised her frequent vomiting with her parents and questioned whether she has an underlying medical condition rather than questioning whether “Elizabeth” is actually coping at her school.

Council Group Classification (See Section C.3): Autism with Support Needs and Learning Disability

For these students, the current available options in West Cumbria are limited. As a consequence of the locality in which they live, they are unable to access alternative provision suited to the needs of an autistic student. West Cumbria has only one generic special school, a small primary and a small secondary resourced provision. CAA will provide a continuum of provision for autism students in West Cumbria, bridging the gap between mainstream and special schools and subsequently meeting the needs of those students described above.

CAA will improve the life chances of learners at the school who will have a diagnosis of Autism and a statement of SEN, be unable to function in a full-time mainstream due to their significant support needs yet not be eligible for the only generic special school in West Cumbria. They will present with ‘spiky’ profiles of ability.

D.1.4 Type of Curriculum

As we have identified, our students have very different learning needs and therefore it will be essential to modify and supplement the National Curriculum guidelines.

The National Curriculum was established to ensure that all pupils were entitled to the same range of educational opportunities by providing a curriculum that was: broad, balanced, differentiated and relevant.

We will provide an ‘Autism Specific’ modified National Curriculum with a focus on life skills, enhanced and enriched offering a range of experiences and activities. All learning will be suitably

differentiated to ensure it is accessible and will be delivered in a way understandable to each student leading to achievement of outcomes.

Whilst we will actively promote experiences to develop student's strengths, focus will also be on strategies to counteract their difficulties. Objectives in these priority areas will be set out in each student's IEP and will be addressed through specific teaching sessions and across the whole curriculum.

The curriculum at CAA will take into account of the wide range of pupils' ages and special educational needs. Educational practice will be well supported by suitable policies and schemes of work based on the National Curriculum, examination boards' syllabi and associated guidance.

As is appropriate for children with special educational needs, there will be a strong emphasis on the basic skills of literacy and numeracy together with strategies to develop pupils' communication skills.

The content of individual programmes will remain largely focused on literacy, numeracy and life & communication skills, supplemented by thematic work which will include all other subjects of the curriculum. All pupils will be working towards the point where they can learn in group settings while taking turns and sharing with others.

The rigidity of students with autism means that their learning is often compartmentalised. Skills are learnt in isolation which can lead to great difficulty relating the experience to different settings. Understanding abstract ideas and imaginative thought are also difficult. This will have implications for the context in which teaching and learning take place.

We recognise skills will need to be practised in a variety of situations in order to make them transferable, relevant and useful. Attention will also be given to developing problem solving strategies as well as teaching specific skills.

The curriculum will be suitably adjusted to meet students' specific needs and to the requirements and objectives specified in their statements. In line with our principles and objectives we will personalise the curriculum to deliver the designated outcomes for each student.

A summary follows of how the curriculum is organised around outcomes and highlights how the education offer provides flexibility and scope for personalised learning and individual education pathways. More detailed explanations regarding curriculum content and delivery are then provided in Section D.1.5.

Academic Attainment

As appropriate for our students, CAA will offer a flexible, differentiated curriculum and range of qualifications to meet individual need e.g. ASDAN, GCSE's with the addition of 'A' Levels, Vocational Qualifications and Apprenticeships through links with local employers and FE colleges. We will offer a core of 5 exam subjects plus 3 from optional choice groups.

Typically, the Key Stage 5 provision will be for those pupils who are deemed not to be yet ready for a full-time course at a college of further education, or permanent employment or training placements. They will benefit from part-time attendance at further education provision or work experience placements, supported by CAA. Vocational Qualifications, 'A'-Levels and Apprenticeships will be offered through links with local employers and FE colleges to provide a focused vocational/transitional programme of learning.

Communication

Results from our education survey showed that although 74% of respondents considered their child to be verbal, 68% of those surveyed considered Speech and Language therapy to be a priority for their child.

Therefore, for some of our students, although speech may appear well developed, they will lack comprehension, have an inability to hold a meaningful conversation and struggle to process and follow instruction. Non-verbal clues such as facial expression, body language and gesture along with social timing are often misinterpreted or missed completely.

Other students may, however, present with limited language and verbal ability and will require significant input from our speech and language therapist.

A varied approach to communication will be adopted and will include speech, symbols, Objects of reference, Makaton, and IT across the curriculum. The aim of these will be to develop non-verbal and verbal communication abilities as well as social interaction, attention and understanding and are therefore highly relevant to all students at CAA. PECS (Picture Exchange Communication System) and autism specific IT communication packages will be used in all curriculum areas to support those pupils with limited or no verbal language.

Social & Emotional Wellbeing

Autistic students rigidity of thought and inflexibility can extend into every area of the person's thinking, language and behaviour and make it hard for them to understand and interpret other people's thoughts, feelings and actions and struggle to predict what will happen next and cope in new or unfamiliar situations.

CAA recognises that our learners need to learn how to socially interact, they need to be explicitly taught skills such as reading facial expressions, empathy and conversation. Students may have difficulty recognising or understanding other people's emotions and feelings, and expressing their own.

A variety of programmes, such as Sulp²², will be used on a 1-1 basis and in small groups. Extending learning into the community and increasing awareness and coping skills will be a key feature of the school. Regular visits offsite will support the transfer of skills across different settings and increase opportunities for pupils to socially interact with a wider group of people. In addition to using local facilities, students will visit leisure and play facilities, farms, towns, cinemas and restaurants. We will seek to involve the community and forge links with other schools, FE colleges, cultural venues such as the Sands Centre in Carlisle and Rosehill Theatre in Whitehaven.

Sensory difficulties affect a person's reaction to sensory stimuli in the world around them. This can impact on behaviour, daily living and their ability cope in certain situations. Sensory Profiling will be delivered under the NAS endorsed SPELL²³ framework.

Sensory difficulties will be addressed and managed by staff with the support of the occupational therapy team. A sensory profile assessment of each student will be carried out to identify individual needs and where appropriate a bespoke sensory diet will be

²² <http://www.autismtoolbox.co.uk/resources/interventions-and-approaches/social-use-of-language-program-sulp/>

prescribed. Awareness and understanding of the sensory issues related to autism will enable staff to understand and manage difficulties faced by students.

Throughout the school, there will be a comprehensive programme of personal, social, health and citizenship education (PSHCE) which will have an excellent impact on developing pupils' social, emotional and personal skills.

Life Skills

The school will provide a focused vocational/transitional programme of learning for all students beyond KS3. Appropriate careers education will be provided from Year 10 onwards. Our students will also pursue suitable courses that include shopping and cooking as part of the 'life and living skills' accredited courses.

All pupils will enjoy a range of physical and sporting opportunities, both in the school and out in the community. We believe that regular and frequent exercise have a positive impact on behaviour which in turn benefits communication, interaction and the ability to access all aspects of the curriculum. Our close proximity to the Lake District will be fully utilised for regular outdoor learning and adventurous activities. The mountains, lakes and vast areas of space will provide our students with much needed respite from the over stimulus of daily life.

All our children and young people will take part in regular swimming lessons. We strongly believe this to be an important life skill. We also recognise many individuals with autism gain great sensory release from swimming and water based activities.

D.1.5 Curriculum Model and Content

Learning goals will be consistent with CAA Objectives & Outcomes, across all key stages and each student will be encouraged to:

- Listen attentively
- Develop an enquiring mind with the confidence to explore through trial and error
- Learn to communicate effectively in verbal and written form
- Learn to acquire information from various sources and to record findings in various ways – including the use of IT
- Understand mathematical ideas
- Learn to apply numerical skills
- Understand basic scientific ideas
- Gain a basic understanding of historical and geographical skills and knowledge
- Acquire the control of tools, IT equipment and technology
- Learn about different religions and philosophical perspectives
- Appreciate the joys and benefits of physical education and experience a range of sporting activities
- Use music, drama and art/craft forms as a means of creative expression and enjoyment.
- Learn how to spend their leisure time imaginatively, independently and co-operatively in formal and non-structured environment
- Learn self-help skills and be made aware of the rewards and dangers of society in preparation for adult life

Early Years

Our youngest children's learning will be based upon the Early Years Framework, which encompasses six broad areas of learning (Personal, Social and Emotional Development; Communication, Language and Literacy; Mathematical Development; Knowledge and Understanding of the World; Physical Development and Creative Development) A high emphasis will be placed on developing both social and communication skills and play/self-help skills in a nurturing and stimulating setting.

Primary aged pupils

Our primary aged pupils will be taught in two key stages. A topic based curriculum will provide a vehicle through which children can develop skills using repetition and practice in a variety of different settings This will give pupils a wide range of learning experiences and enable them to generalise skills.

Each child's timetable will be individualised and highly structured with an emphasis on literacy, especially communication and numeracy skills. Learning will be personalised by small step targets being taken from each student's IEP and linked into programmes of study. It may also include significant levels of physical activity to address a pupil's sensory needs.

All pupils will be encouraged to develop their 'learning to learn' skills, with high expectations of personal behaviour. We will help children to develop strategies to self-regulate, using a range of resources and techniques.

Subjects such as History, Geography and RE will be taught in a rotation equivalent to an hour per week over the year.

All class based teaching will provide a high level of structure with a strong emphasis on visual supports and displays essential to create a secure and purposeful learning environment for our students.

Key Stage 3

During Key Stage 3 lessons will be planned using the National Curriculum as a starting point; all lessons will be highly differentiated according to the abilities of the particular group of students in any lesson. Although pupils will have a class base and a form teacher they will start getting used to subject and specialist teachers visiting their classrooms to deliver lessons. There will be a strong emphasis on transition, managing change and independent living skills as we start to prepare our students for life beyond school.

Students working towards ASDAN Awards such as The Diploma in life skills or Transition Challenge will be able to build portfolios of evidence towards their modules through a variety of activities designed to develop and accredit independent living and personal skills.

The students in Key stage 3 will be given many opportunities to practice what they learn in the school setting, and in the world outside school. This will be achieved through involvement with the immediate community around school, educational visits, use of local sports facilities where appropriate involvement with peers in the local comprehensive mainstream and special schools.

Key Stage 4 and 5

In Key Stage 4 teaching will be structured and focused to cover the National Curriculum, taking into account individual difference, ability and interests in learning. The curriculum will be designed to make learning more related to skills required for a better quality of life for our students and will specifically promote the learning of literacy, numeracy, Computer Science and life skills throughout the curriculum. The school will work with a variety of exam boards details of which are set out in Table 8 (Qualification Offer). In addition, students will be offered options in a range of subjects and skills at different levels. RE and PSHE will be taught separately to life skills, citizenship and work related learning schemes. PE will be taught to all pupils as a foundation for keeping fit and healthy as well as an important option for leisure and social activities outside school life.

Core learning will include English, Maths, Double Science and Computer Science delivered alongside life skills to prepare students for vocational pathways beyond CAA. Additionally we will offer two option groups to our students as shown in Table 6 below:

OPTION 1	OPTION 2
Geography	Food Technology
History	Electronics
Applied Art and Design	Travel and Tourism

Table 6: CAA Key Stage 4 Options

The students in Key Stages 4 and 5 will be given many opportunities to practice what they learn in the school setting and in the world outside school. This will be achieved through involvement with the immediate community around school, structured work experience locally, use of local sports facilities and involvement with mainstream peers in a local schools and colleges.

D.1.5.1 Pathways

To help ensure that each learner receives the right balance of life skills and academic learning we will offer three pathways. We will choose the most appropriate pathway with them, taking into consideration their personal interests, individual skills and subjects they excel in. Likewise we will also consider pathways in line with student needs and areas of difficulty.

Pathways, or progression routes, will help us to plan our individualised curriculum for each learner that best meets their needs.

Pathways are not fixed. We will continually monitor and review progress to ensure each student is on the most appropriate route. Students can move from one pathway to another at any time, if this is deemed best for them but we want their chosen pathway to be ambitious but also achievable. The timescale covered by a Pathway is 5 years, ending in the transition of our students to Post 19 placements in either Education, Employment or Training.

As our students progress into Key Stage 5, the preparatory transitional work carried out over previous years will see some individuals transfer to split placements at local providers. This process will be carefully managed and supported. Every student will spend at least 50% of their week with CAA though as they continue to access life skills learning, therapy services, careers advice, managed EHCP transitions to adulthood and employment skills.

Figure 5 provides an overview of the possible progression routes for students at CAA detailing the potential 'core' academic qualifications and life skills accreditation at each stage.

Routes	YELLOW	BLUE	GREEN
Year 10	ASDAN Award of Personal Effectiveness (AoPE) Level 1 Maths & English (Access Level) (ASDAN Computing module) AoPE Science Modules	ASDAN Award of Personal Effectiveness (AoPE) Level 1 Maths & English (Access Level) (ASDAN Computing module) AoPE Science Modules	GCSE Maths, English, Double Science, Computer Science + 2 options ASDAN Award of Personal Effectiveness (AoPE) Level 1
Year 11	ASDAN Award of Personal Effectiveness (AoPE) Level 1 Maths & English (Access Level) (ASDAN Computing module) AoPE Science Modules	ASDAN Award of Personal Effectiveness (AoPE) Level 2 Maths & English (Access Level) (ASDAN Computing module) ASDAN Transition Challenge & Workright AoPE Science Modules	GCSE Maths, English, Double Science, Computer Science + 2 options ASDAN Award of Personal Effectiveness (AoPE) Level 2 ASDAN Transition Challenge & Workright
Year 12	CAA PLACEMENT <i>CAA 100%</i> ASDAN Award of Personal Effectiveness (AoPE) Level 2 Maths & English (Access Level) Computing Short Course & AoPE Science Modules	SPLIT PLACEMENT <i>CAA 50%, COLLEGE 50%</i> ASDAN Certificate of Personal Effectiveness (CoPE) Level 1 Maths & English (Intermediate Level) Computing Short Course & CoPE Science Modules	SPLIT PLACEMENT <i>CAA 50%, 6th FORM 50%</i> A/S and A Level options supported at partner school ASDAN Certificate of Personal Effectiveness (CoPE) Level 1
Year 13	CAA PLACEMENT <i>CAA 100%</i> ASDAN Award of Personal Effectiveness (AoPE) Level 2 Maths & English (Access Level) Computing Short Course & AoPE Science Modules	SPLIT PLACEMENT <i>CAA 50%, COLLEGE 50%</i> ASDAN Certificate of Personal Effectiveness (CoPE) Level 2 Maths & English (Intermediate Level) Computing Short Course & CoPE Science Modules	SPLIT PLACEMENT <i>CAA 50%, 6th FORM 50%</i> A/S and A Level options supported at partner school ASDAN Certificate of Personal Effectiveness (CoPE) Level 2
Year 14	CAA PLACEMENT <i>CAA 100%</i> ASDAN Certificate of Personal Effectiveness (CoPE) Level 1 ASDAN Transition Challenge & Workright		
Post 19 Transition	Continued Life Skills at College/ Work Placement	FE College/Work Placement/Employment	University/FE College/Employment

Figure 5: Curriculum Pathways

Green Pathways: Learners who are on a predominantly academic (e.g. 'A' Level) pathway will have the opportunity to study 'A' levels of their choice at Westlakes Academy.

Blue Pathway: For students on vocational pathways (e.g. apprenticeships, work placements) the option to attend local FE colleges part-time or attend the GENII training centre will be offered.

Yellow Pathway: For our students who are unable to cope with a split placement or require greater continued support from CAA, we can offer full time placements to them up to 19 years old. These students will need to concentrate on their communication, on skills that will make them as independent as possible in adulthood, on social skills and functional literacy and numeracy.

D.1.5.2 Timetables

In response to the DfE's request, we have included comprehensive timetables to demonstrate how our school week will be structured; these are outlined on the following page. Additionally, deliverability of our model is evidenced in the form of detailed staff timetables (see section D3.1).

The timetables show class groupings which are modelled on the following:

One Foundation Stage/KS1 class. The EYFS will be followed for those pupils in the Reception year and for KS1 children who did not reach expectations in Foundation Stage. The specialist Early Years teacher will be supported by at least one STA and one HLTA and this will increase as numbers reach capacity.

Children in this class will have a dedicated outside provision which will offer opportunities to develop gross motor skills, environmental awareness and social skills. Children in KS1 will follow an adapted National Curriculum with individual learning programmes designed to ensure children make the best possible progress in line with their academic and social/emotional abilities.

Key Stage 2. The time-table is modelled on two teaching groups of 8 pupils in this Key Stage (Years 3 to 6). Each group will have a qualified teacher, one HLTA and one STA. The classes will primarily be grouped by 'stage rather than age' providing the flexibility required to allow pupils to be taught in other groupings dependent upon their academic or social needs. For example, the whole Key Stage may be taught phonics by ability group allowing pupils to learn at an appropriate level not just by age. In other lessons able Year 3 or 4 children may work with older pupils where they have a higher ability level than their peers, e.g. in maths. All pupils will follow an adapted National Curriculum with individual learning programmes designed to ensure children make the best possible progress in line with their academic and social/emotional abilities.

Key Stage 3. Again the time-table is modelled on two teaching groups of 8 pupils in this Key Stage (Years 7 to 9). Each group will have a qualified teacher, one HLTA and one STA. The classes will primarily be grouped by 'stage rather than age' providing the flexibility required to allow pupils to receive learning dependent upon their academic or social needs. For example, the whole Key Stage may be taught Language and Communication by ability group allowing pupils to learn at an appropriate level not just by age. In other lessons able Year 7 or 8 children may work with older pupils where they have a higher ability level than their peers, e.g. in maths. All pupils will follow an adapted National Curriculum with individual learning programmes designed to ensure children make the best possible progress in line with their academic and social/emotional abilities. Pupils in this Key Stage will begin working towards ASDAN Life Skills qualifications.

Key Stage 4. This Key Stage is modelled on a group of 8 pupils with a teacher, a HLTA and an STA. The curriculum will primarily be working towards ASDAN and /or GCSE qualifications and accreditation in core subjects, option subjects and Life Skills.

Post 16 Education. This Key Stage is modelled on 8 pupils with a teacher, a HLTA and an STA. The curriculum will primarily be working towards ASDAN and /or GCSE qualifications in core subjects plus Life Skills. The emphasis of Life Skills at this stage will be working towards independent living, higher education and/or readiness for work. For those students where it is appropriate, use of a dual placement approach with partner schools can be offered.

Subjects and activities at CAA are defined in the following table:

Subject/other activity (e.g. enrichment)	Hours per week					%Teaching Time					Comments
	KS 1	KS2	KS3	KS4	KS5	KS1	KS2	KS3	KS4	KS5	
ENGLISH BASIC SKILLS + COMMUNICATION	5	5	5	5	5	18	17	17	17	17	Expressive and Receptive Communication as an integral part of English supported by the Speech and Language team this will be a key aspect of everything we do at CAA
MATHS	3.75	5	5	5	5	14	17	17	17	17	Number skills and basic Maths for life
SCIENCE	1	2	2	2		4	7	7	7		Topics covered relevant to age, interest and ability
INFORMATION TECHNOLOGY	1	1	2	2	2	4	4	7	7	7	Utilised in all areas of the curriculum. Students will also learn to use a variety of programs (word, excel, publisher)
PE	2	2	2	2	2	7	7	7	7	7	Swimming lessons, outdoor education centre activities (climbing, canoeing) walking, dance, leisure sports (cycling tennis, golf etc.)
ARTS*	1	1				4	4				Drawing, painting, photography, computer graphics, drama as Topic, Life Skills or Enrichment activity in secondary phase.
RE*	1	1	1	1	1	4	4	4	4	4	Covering religious festivals gaining basic knowledge/understanding of other religions as part of the Life Skills Curriculum.
MUSIC*	1	1	1			4	4	4			Individual instrumental tuition as required. percussion instruments, group singing.
PSHE*	2	2	2	2	2	7	7	7	7	7	This will include emotional well-being, behavior and relationship education (including SRE).
HUMANITIES*	1	1	1			4	4	4			History and Geography linked to student's interests and National curriculum.
LIFE SKILLS <i>May include PSHE, RE, Arts, Humanities AND Music</i>	4	3	3.75	5.5	2	14	10	13	19	7	Students will learn specific and essential life skills equipping them to function as independently as possible.
SENSORY ISSUES	2.5 as required by individuals					8.50%					1-1 support as well as small group activities. Individual bespoke sensory diets.
OUTDOOR EDUCATION	As part of our enrichment programme and many areas of the curriculum.										Many areas of our curriculum will be adapted so learning can take place outside of the classroom environment linking pupils and the natural world.* In addition we will cover the more obvious areas: horticulture, gardening, forest skills and outdoor adventurous activities.
WORK RELATED LEARNING*			1	3	10			4	10	34	By KS5 work related learning will form the bulk of the curriculum preparing students for life beyond school.
ENRICHMENT	8.75	7.5	5	5	5	32	26	17	17	17	

Table 7: Subjects and activities at CAA

**The above time allocations will vary depending upon the age of the student, the topic focus for the term and the individual needs of the pupil. These will be integrated into other areas of the curriculum, mainly Life Skills, or humanities where appropriate but will be the key aspect of learning for individuals based upon their needs, times are therefore an indication only. Times are given as an indication for each week but this is taken as an average over the year, e.g. where a KS3 ASDAN unit has a particular focus on Art 2 hours per week may be allocated to this but during the following unit they may be no Art in the curriculum at all. The Long Term Curriculum Plan will ensure coverage of statutory subjects are met.*

Our curriculum subjects are further described below:

English.

Developing non-verbal, verbal and written communication will be a priority for all of our students.

Language and communication are the building blocks for the development of relationships, social interaction and the ability to access the curriculum. Therefore we feel it is essential our English curriculum covers all aspects of communication and social skills. We believe development in these areas to be crucial. A Speech and Language therapist will be employed to work with class based staff, support workers and parents to ensure that appropriate programmes are implemented for individuals to develop their language and communication skills.

Literacy skills will promote learning across the whole curriculum and underpin student's progress and participation in all aspects of their school life.

Individual assessment and discussions with family will enable us to make appropriate and informed decisions regarding which communication system to use with each child. Many of our children will need augmentative (additional) communication systems such as PECS, Makaton or personal computer tablets.

Reading & Writing.

Although some children with Autism may show some expected phonic skills for their age, most, particularly those with language impairments, will lack basic phonic skills. These children may employ strategies to avoid the tasks presented, give unrelated responses, or no response at all.

Using whole word recognition can often be a more successful method of teaching high frequency words. Reading for understanding is especially challenging for individuals with autism. Even fluent readers are challenged by the complex cognitive demands of reading comprehension. Students understanding will be checked frequently using various methods such as generating and asking questions. Speech and Language specialists will recommend materials for individual students to supplement learning rather than students all following the same reading scheme.

Some students will have delays in their fine motor skills making writing more difficult. Those still presenting with a 'palmer grasp' will be encouraged to use writing slopes, easels and blackboards.

Strategies such as 'funky fingers' or 'finger gym' will help support this development and ease transition to effective pencil grip for handwriting. We will look to use these alongside 'Smart Moves' as a package of support to develop motor skills and co-ordination. Basic typing programmes will be used to develop students IT ability so they can chose to type rather than write in certain situations.

All students will work towards nationally recognised qualifications in English at a level which is challenging but appropriate to their skills.

Mathematics.

Our students will be encouraged to use and apply their mathematical skills across the curriculum in meaningful situations.

Basic numeracy skills such as making comparisons, identifying differences, investigating relationships and establishing connections will provide students with powerful ways of exploring, investigating and understanding the world. The skills developed through numeracy encourage

logical reasoning and it is not uncommon for students with autism to have strengths in mathematics.

All pupils will follow the National Curriculum programmes of study which will be differentiated to allow them to learn at their own pace. Concepts will be broken-down into manageable chunks and pupils will be supported to help them make sense of experiences by learning to recognise changes in patterns, quantity, space and time which will help them to approach problems and new situations logically.

All pupils will work towards nationally recognised qualifications in Mathematics which are challenging but appropriate to their skills.

Life skills.

Learning the self-help skills essential for independent living can be challenging for even the most academically able pupils with autism.

We will work intensively with our students throughout their school career to develop their Life skills and equip them for life beyond education.

Our dedicated life skills flat comprising of a bedroom, bathroom and kitchen will enable students to learn basic living skills such as laundry, cooking, cleaning, and getting dressed, shaving and personal hygiene.

In addition essential skills for independent living such as shopping, ordering at a restaurant, paying bills, making healthy choices, exercise, advocating for themselves, navigating their community, and making and keeping friends will be taught as part of our curriculum.

Students will be given regular supported opportunities to practice their skills in real life situations and within the community.

All intervention will include plans for teaching the missing skills and fading the assistance until the task can be carried out independently and without support.

Key Stage 1 and 2

We will teach children explicit self-help and personal care skills starting with basic and fundamental tasks like hand washing, teeth brushing, and fastening buttons. Students will spend time in the life skills flat learning household chores such as washing up, cleaning, tidying and basic food/snack preparation.

We will incorporate numeracy, literacy and social development where possible/appropriate, for example a simple task like making a sandwich might include writing a shopping list, reading recipes, going to the supermarket and handling money in a real situation.

Activities should be fun to maximise engagement and tasks should be broken down into small, logical and manageable steps forward or backward chaining where necessary to build confidence. We will actively encourage involvement from families to help students practice new skills at home.

Key Stage 3

As Students progress through KS3 significant amounts of their weekly timetables will be allocated to transitional and vocational/work related activities.

Pupils will learn more advanced life skills such as managing money, using a telephone, and opening a bank account. They will be given regular opportunities to rehearse new skills in the classroom as well as practice them within the community. Activities will also be integrated and reinforced within core learning where possible e.g. math's lessons will teach handling and management of money.

Travel training will teach students to use public transport safely and with confidence. Initially staff may accompany students for their whole journey this will be tapered off over time in line with pupils' ability. As pupils grow in confidence staff will follow closely behind or only go on part of their trip until students are ready to travel alone.

Key Stage 4

Personal safety, Social and emotional Development, Community awareness and Preparation for work will be our main areas of focus for KS4.

Students will be encouraged to participate in a range of different activities that will promote enriched social interactions and provide opportunities to develop time keeping, planning & organisational skills, and handling stress and conflict resolution.

Students will access entrepreneurial opportunities as part of the schools enrichment programme. Enterprise is a skill where students will learn to take risks and show initiative, requiring determination and energy to overcome hurdles they will face.

The type of business and the level of adult support required will be dependent on the student's abilities .A basic example might be a stall at a local farmers market selling produce grown at the school allotment. However students may prefer to use areas of particular interest to them to inspire their venture.

Post-16

Students being supported into apprenticeships, work placements, further education and community projects reflect the reduction in placement capacity at this end of the school.

Most students will be supported through a gradual transition process that will ease them into adulthood and prepare them for future life.

PSHE and Citizenship.

Students with autism require a differentiated PHSE curriculum in order to help them understand themselves as developing individuals physically, socially and sexually and as members of their communities.

We recognise our pupils will need support to learn the basic rules and skills for keeping themselves healthy and safe and for following appropriate behavior rules. In particular, teachers and support staff will need to help them understand other people's feelings so they can become aware of the views, needs and rights of other children and older people. They may also need particular help to learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.

Learning will be based on SEAL and Citizenship schemes of work. All students will follow modified Life skills, Personal Safety and Sex and Relationships programmes as a core aspect of the curriculum. Specific programmes may need to be put in place to teach skills and concepts which children without autism acquire as a matter of course.

Anti-bullying will focus on how to express concerns, who to ask for help and how to cope in the wider community.

Computer Science.

Developing skills and capability in Computer Science will help all students become part of the rapidly changing world in which technology is a vital key. Computer Science will help pupils develop their broader communication and literacy skills. Results from our survey showed 91.8% of respondents rated Computer Science as a priority.

Personal computers will be used to help pupils organise their lives through the use of personal timetables and diaries. Everyday life skills using Computer Science will be taught, such as text messaging, surfing the Internet and safe use of social media

Computer Science, especially the use of computers and entertainment systems, will provide engaging, motivating and meaningful leisure activities which pupils can learn to access independently to structure their leisure time enjoyably and appropriately.

Computer Science will be used to help pupils take greater responsibility from their own learning, plan and organise their ideas and produce and present work of a high standard and to encourage creativity.

Music.

Music will be tailored to the individual needs of the students and taught by specialist teachers.

Our music curriculum will provide the opportunity to develop their music skills in the four key areas of performing, composing, listening and appraising.

Music is a unique form of communication which allows creativity to develop as pupils explore new ideas. It also provides opportunities to personalise skills such as imitation and coordination. Some music lessons will be taught in small groups but much will be through individual instrument lessons.

Music performances will take place during class assembly time to share progress with peers. Visiting musicians will be welcomed to allow pupils to experience live music.

Physical Education (PE).

Children with autism struggle with competitive activities and often do not understand the concept of teams. Our PE curriculum will be highly modified to reflect the needs of our students as a result of their autism whilst providing them with many exciting opportunities to develop their physical skills.

All students will also be given regular opportunities to engage in water based activities aimed at increasing confidence. We will use a variety of pools, including the sensory pool at the Calvert Trust, in order to ensure we meet the needs of those students with sensory issues relating to the acoustics of larger pools.

We will use our grounds and the Lake District as resources to include Forest Skills and Outdoor Adventurous Activities as regular features of our PE curriculum that will include walking, canoeing, climbing, bouldering, field games, kayaking, horse riding and much more.

We will aim to inspire students to develop a love of the outdoors which will lead to lifelong leisure activities and possible vocational opportunities.

Work-related Learning.

Work related learning will be planned as an integral part of the curriculum for pupils aged 14-19 years. The aim will be to use work experiences as a context for learning during which students will learn about the world of work, different work experiences and careers education. During these sessions students will develop skills for lifelong learning, including employability skills which will be delivered through a broad range of activities such as work-related application, careers education and understanding the economy as how to handle money.

The Wider Curriculum.

Several of the topics will be fundamental learning and as such will be covered regularly through the year for all age groups. These will include:

- My Community
- My Relationships
- Being Healthy and Staying Safe
- Myself
- Leisure and Pastimes
- Gardening and Plant Growth

Key Stages 1-2

For students aged 5-11 years the curriculum will be cross-curricular topic based to provide a broad and balanced entitlement which includes music, PE and art lessons. Each topic will have a lead subject taken from the National Curriculum programmes of study in Science, Geography, History, RE (Cumbria Agreed Syllabus), Art, Design Technology, Music.

The topics will also provide opportunities to practice and personalise core curriculum skills, knowledge and understanding. Pupils will be encouraged to use their communication system and computer science to further enhance their meaningful access to the topics.

Students will access topic content on an individual basis or in small groups. Each pupil will have personal learning objectives, targets and support when participating in these activities.

Decisions about the amount and balance of time allocated to cross-curriculum topics will be made on an individual basis.

Other topics covered during Key Stages 1-2 will include:

- Holidays and celebrations
- Animals and their habitat
- Our Bodies
- Water
- Materials
- Light and Sound
- Out School
- Forces
- Clothing and Materials
- People who help us
- Working in my Community

Key Stages 3- 4

Students in Key Stages 3 and 4 will work towards the ASDAN qualifications, GCSE and also vocational qualifications.

The ASDAN Transition Challenge will provide a framework of activities to develop and accredit independent living and personal skills for pupils with more severe learning difficulties. More able students will work toward their ASDAN Diploma in Life Skills qualification based around the development of personal, social and employability skills.

Both awards work through areas of activity relating to statutory programmes of study for Key Stages 3 and 4 National Curriculum subjects which are complimented by activities which will contribute to the skills required for adult life. In addition GCSES will be taken, where appropriate.

The Key Stage 3 and 4 topics will include:

- Making Choice
- Mini-Enterprise
- Positive Feelings
- Solving Problems
- Healthy Living

These topics will provide young people with opportunities to experience the curricular pathways open to them. They are designed to support young people, and their families, in making informed decisions about their options post 16. This will be important as students start to think ahead to their adult life and future employment opportunities.

Key Stage 5 and Transition

Post 16 students will undertake a transition programme to help establish relationships with various organisations and develop relationships which will support them as they move into adult life. These programmes will be personalised to ensure:

- high quality information on options;
- evaluation of different provision;
- advocacy and self-advocacy
- multi-agency transition procedures
- participation of young people and their families.

Through their individual timetables we will help them prepare for adult life. There will be continued emphasis on key life skills focusing on 5 main areas: Independent Living, Personal and Social Development, Community Awareness, Personal Safety and Preparation for Work. Each timetable will have planned opportunities for the teaching of PSHCE, Communication skills, Physical and Sensory activities as appropriate. Regular assessment will provide clear outcomes for the student which will show a progression of skills and knowledge.

D.1.6 Qualifications

Through monitoring and assessment of our students, we will determine the most appropriate education pathway. This may be a direct GCSE pathway or ASDAN pathway and could likely be a combination of both, due to our students having spikey profiles of ability as we have discussed. An overview of the main exams and/or qualifications towards which our students will work is shown in table 8 below:

	Subject Area	Qualification/Accreditation	Course Delivery
CORE SUBJECTS	English	Single GCSE English	CAA Specialist English teacher
		ASDAN English Level 1 (access level)	CAA Specialist English Teacher
		ASDAN English Level 2 (intermediate level)	CAA Specialist English Teacher
	Mathematics	GCSE Maths	CAA Specialist Maths Teacher
		ASDAN Maths Level 1 (access level)	CAA Specialist Maths Teacher
		ASDAN Maths Level 2 (Intermediate level)	CAA Specialist Maths Teacher
	Science	GCSE Double Science Award	CAA Specialist Science Teacher
		ASDAN Science Short Course Modules leading to CoPE	CAA Specialist Science Teacher
	Computer Science	GCSE Computer Science	CAA Specialist Computer Science Teacher
		ASDAN CoPE Computing short course	CAA Specialist Computer Science Teacher
	Life Skills	ASDAN CoPE Level 1 & Level 2	CAA Teachers and HLTAs
		ASDAN AoPE Level 1 & Level 2	
		ASDAN Wider Key Skills Levels 1 & 2	
		ASDAN Transition Challenge	
ASDAN Towards Independence modules			
RE/PHSE	ASDAN Modules: 2 – Citizenship & Community 4 – Independent Living 7 – Health & Fitness 8 – Work Related Learning & Enterprise 10 – International Links 12 – Beliefs & values	CAA Teachers and HLTAs	
	ASDAN Islam & Citizenship Short Course		
	ASDAN Personal Finance		
OPTION 1	Geography	GCSE History ASDAN Level 1 & 2	CAA Teachers
	History	GCSE History ASDAN Level 1 & 2	CAA Teachers
	Art & Design	GCSE Applied Art & Design ASDAN Level 1 and 2	CAA Teachers
OPTION 2	Electronics	GCSE Electronics BTEC – Electronics & Engineering (Level 1)	CAA Specialist Science Teacher
	Travel/Tourism	GCSE Travel & Tourism BTEC – Travel & Tourism	CAA Teachers
	Food Technology	GCSE Food Technology ASDAN Hospitality (Level 1 & 2)	CAA Teachers

Table 8: Qualification & Accreditation Offer at CAA

GCSE

Some of our students will embark on a two-year GCSE course, at the start of year 10. CAA Students will be offered 5 core subjects of English; Maths; Science (Dual Award); and Computer Science and a choice of two options, and Life skills Learning.

ASDAN

Although we will broadly follow the National Curriculum albeit, modified and adapted to meet the needs of our students, we will look towards ASDAN to ensure achievement and progression is recognised for those individuals where GCSE qualifications are not appropriate.

ASDAN specialises in producing curriculum resources which promote the development of Personal, Social, Citizenship, Independence skills and skills preparing the learner for working life.

The ASDAN awards and qualifications offer enrichment and progression for learners across the ability spectrum, which is ideal for our cohort of students with their varying levels of uneven ability. We feel that ASDAN complements our curriculum whilst providing nationally recognised accreditation.

All ASDAN awards and qualifications are activity based, enabling learners to develop and learn new skills in real life contexts central to our success as a school in delivering purposeful learning. The development of functional literacy and numeracy skills are embedded in all ASDAN activity. This style of learning is very significant for learners who find it difficult to engage in formal structured Literacy and Numeracy (sessions. It is much more exciting for a learner to engage in an activity which provides motivation and stimulation. For example ' Plan and make a journey'; this activity can readily develop both Numeracy and Literacy skills, in a real and relevant context. ASDAN short courses and EBacc subjects can be used as credits towards the Certificate (or Award) in Personal Effectiveness (CoPE OR AoPE).

ASDANs Special Needs provision

Transition Challenge

This programme has been developed for students at Key Stage 4 (14-16 yrs), but we would consider using it beyond this age group if it was felt to be appropriate for the needs of our learners. Transition Challenge provides a framework of activities for developing and accrediting independent living, and personal skills and is a perfect fit with our objectives for purposeful learning.

Towards Independence

This is a programme which has been developed for post-16 students and it contains a series of modules which can be built into a profile of achievement. The module themes range includes: Meal Preparation, Self Advocacy, Getting Ready to Go Out, Going to College, Animal Care, Multi Sensory Experiences. Towards Independence offers formal recognition for small steps in achievement towards a larger goal and again links into our objective of purposeful learning.

Workright

This programme will be used for students aged 14+. The aim of the programme is to develop a range of basic transferable employability skills.

ASDAN Certificate in Life Skills

For those students at CAA achieving any of the above awards with little support, (or for those who are looking for something more challenging) we will offer progression onto the ASDAN Certificate in Life Skills, which is an Entry level qualification.

It is made up of 6 units: Community, Citizenship, Home Management, Computer Science, Personal Care and Preparation for Working Life.

D.1.7 Enrichment

The enrichment curriculum is a supportive structure which promotes the development of human resources and capabilities. It enables learners to apply knowledge, understanding and skill in a manner which causes success in society and facilitates patterns of lifelong learning and active citizenship. Examples of our specialist curriculum activities include:

- Life skills programme
- Swimming
- Work related learning
- Involvement Scouting/ Duke of Edinburgh Award Scheme.
- Sex and relationship and drug related education
- Social skills programmes
- Citizenship programme
- School Council
- Healthy eating and cooking activities
- PSHE focus weeks
- Activity weeks
- Forest Schools and Outdoor Learning
- Vocational/work experience
- Riding for the disabled

Many students at CAA will have poor, or in some cases, essentially non-existent independent play and leisure skills.

It will be important to first teach them how to engage in individual activities then how to stay engaged and transition independently.

As developing play and leisure skills can be especially challenging for children with autism we will use specific play and leisure skills programmes as part of the curriculum.

Staff will use leisure time to encourage communication and social interaction. Our Primary aged pupils will have access to a play area, climbing frame, bikes, scooters, balls, sand and water.

Many of our younger students will initially need to be taught how to use different pieces of equipment safely and appropriately. Programmes will be designed to develop turn taking, waiting and sharing skills as well as how to decide upon, or follow, a rota of different activities within a playtime to encourage variety.

Secondary age students will be able to choose whether to spend their breaks outside playing active games and sports, or whether to select leisure activities inside, such as playing musical instruments, playing chess, reading etc.

Longer breaks, such as lunch times, will involve enrichment activities such as, cycling, singing, computer and gardening clubs. Children will be able to choose whether to attend enrichment

activities based upon their interests and things they enjoy doing. All pupils will be encouraged to try new activities a few times before they decide whether they find it enjoyable. Every opportunity will be provided to help them communicate their personal preferences.

Enrichment activities are planned throughout the school day, with a specific hour at the end of each day, as our education survey showed that a high proportion of parents and carers did not require or want breakfast or after school clubs. Since students with autism find unstructured times of the day particularly difficult, offering enrichment opportunities during lunch and break times will provide much needed structure and routine for our students. By proposing a longer day to include enrichment opportunities we are also able to offer opportunities for family engagement in school based activities.

D.1.8 Student Transitions

Periods of change will be extremely difficult for our students. The need for structure and routine provides the consistency that autistic individuals need to minimise anxiety and stress. Transitions will be particularly challenging, and will require careful planning and preparation to ensure the greatest chances of success for our students.

We recognise that students will need to be well supported both during transition on entering CAA and leaving CAA and that clear strategies will be required.

Transitions - entering CAA:

As part of our admissions process, prospective students will undergo full assessment (please refer to Section D2 – baseline assessments) by our team of therapists to provide an accurate picture of their profile of needs.

Following this a transitions meeting will take place with the parents/carers, the young person (if this is deemed appropriate), a previous school representative (again if appropriate), a member of the senior leadership team at CAA and a representative from the therapy team. Together they will review the findings from assessment and discuss key challenges.

A documented plan will be developed, tailored to reflect potential difficulties which may arise throughout transition, alongside a clear plan to manage those areas of challenge.

Prospective students will be encouraged to visit their new school and these initial visits will focus on areas of interest as determined at the transition meeting, with the aim of providing positive experience.

A final transition date will be agreed and teaching and support staff will be fully prepared to ensure students are successful from the moment they enter the school.

Transitions - leaving CAA:

We aim for our students to be with us through to Post-16 provision. Ultimately the transition they will make on leaving CAA will be into adulthood. This will likely be the single most important transition they make throughout their lives.

A measure of CAAs success, in creating life changing opportunity, will be through the successful transition of students into the pathway of their choice, whether that means further education, a work placement, an apprenticeship or other purposeful destination in line with their own wishes.

The years of preparation at CAA, in terms of the vocational readiness through work related learning, the independence through teaching of life skills and the attainment through academic challenge will serve as a toolkit for our students to enter adulthood and life post education.

Preparation for this single transition begins at CAA from the moment our students enter the school, with students developing their own skills set to take them forward.

The SENCO and post 16 student mentor will work with individual young people, their families and teachers from Year 9 onwards as they to work towards a comprehensive Transition Plan which will take them into adult life.

A whole range of information will be provided to young people and their families to support their transition. This will be supplied through literature, presentation, web-based content and individual meetings with experts. This may involve:

- Connexions
- Housing
- Carers
- Befriending
- Benefits
- Providers of Care
- Leisure
- Enterprise Scheme and work experience
- Sexuality
- FE Colleges
- Wills and Trusts
- Personal Independence Payments
- Adult residential and day services

Supported visits will take place, throughout the transition period, to ensure the students are familiar with their new surroundings and meetings with future providers will take place, with CAA staff, the student and their families and the staff at the new setting.

As with the transition on entering CAA, a clear plan will be in place with timescales set for each student to move on to avoid uncertainty and unnecessary anxiety for the individual. A transition passport will be prepared, unique to each student, which communicates their needs, wants, hopes and aspirations.

Through our careful and comprehensive transitions process we will aim to provide our students with the greatest chances of success for their futures beyond CAA.

D2. MEASURING PUPIL PERFORMANCE EFFECTIVELY AND SETTING CHALLENGING TARGETS

Each student will have an individual learning profile and their own set of attributes, strengths and weaknesses. All learners at CAA will have a Statement of Special Educational Needs detailing their specific abilities and attainments following their statutory assessment. We will have a duty to take account of this assessment information when planning for our students to ensure the identified needs are being met and when setting challenging targets for pupils. Individuals with autism will perform differently in different situations, therefore baseline assessment information will be vital as soon as transfers to CAA take place and before the young person has settled in as it may be quite different than that which was presented at their previous setting.

Improvements in behaviour and attention control will be particularly noticeable when they are in a learning environment structured to the needs of autism. Assessment will be an integral part of teaching and learning; reporting will outline students' progress to a range of audiences, including

parents. We acknowledge the importance of outcomes aspired to by children and their families, therefore valuing their involvement in the assessment, planning and reviewing process. Education, health and care plans will provide single integrated assessment that will inform personalised strategies that have also involved the student and their families.

We have used parental survey data to provide a basis for planning for CAA targets, using the estimations of attainment by those parents who provided responses to the survey to represent base data for the typical a cohort of pupils that CAA will receive upon intake. Table 9 details current levels of attainment for the prospective cohort:

Current % Attainment of Proposed Intake (from Parents' Survey)					
Subject Area	Excels	Above	Expected	Below	Delayed
Reading Comprehension	16.5	9	11	30	34
Writing	7	8	8	33	44
Maths	12	18	14	22	34
Computer Science	25	15	26	18	17
Science (Based on average from Maths and Computer Science)	19	16	20	20	25

Table 9: Current Attainment of Prospective Cohort

Following analysis of the known attainment of the proposed intake we have set the following targets to show the impact of CAA upon academic outcomes for pupils:

Targets based on Proposed Intake to show VA at CAA				
Stage	Measure	Reading %	Writing %	Maths%
KS1	Current	36	23	44
	CAA Target	45	30	55
	National Autistic Results	38	30	38
	National Average Results	97	93	96
KS2	Current	36	23	44
	CAA Target	50	40	60
	National Autistic Results	48	40	40
	National Average Results	92	92	92
GCSE	Current	No LA data for autistic pupils' GCSE results		
	CAA Target	49% 5 GCSE (or equivalent) at A-C grade		
	National Autistic Results	25% 5 GCSE at A-C grade		
	National Average Results	62% 5 GCSE at A-C grade		

Table 10: Target Attainment of Prospective Cohort

The aims of assessment at CAA are detailed in Section D2.2

The progress of CYP with autism will not always be linear and some skills will be learned in different sequences than may be expected. Careful use of a range formative and summative assessment will therefore be closely monitored by CAA's senior management team.

Assessment will take place across many areas including social communication, emotional well-being and independent living skills. This will be necessary because:

- assessment needs to take place across many areas of functioning e.g, physical, social, emotional and cognitive aspects of development;
- autism is a spectrum condition and therefore it is not possible to assess one child against another even with just one aspect of development;
- progress in social, personal and health educational areas can be vitally important in giving them access to the best possible opportunities at school, college and ultimately in adult life;
- the development of a functional communication system will be essential to be able to access educational opportunities;
- reliable, honest assessment of student attainment and achievements will be essential if we are to be accountable to parents, the Local Authority, other outside agencies, exam boards and the DfE.

Specific performance targets for CAA support our vision and are set in line with our curriculum principles and desired student outcomes: academic attainment, life skills, communication and social & emotional wellbeing.

D.2.1 Measuring Performance and Setting Targets

The following table sets out how CAA will use targets to measure individual and whole school performance:-

Outcome	SMART Target	Other Comments
<p>Academic Attainment Our academic attainment outcome is underpinned by our aspirations of academic achievement for all students and our desire for all children to flourish as a result of their time at CAA. Students receive a challenging and rewarding education and will be engaged in their learning by a team of highly experienced and qualified teachers, all trained in autism. CAA will endeavour to raise academic performance levels for its students by mirroring the high standards which NASAT (National Autistic Society Academies Trust) sets for its outstanding autism schools. Pupils' will make excellent progress from their starting points. This will be achieved through:</p> <ul style="list-style-type: none"> Teachers termly use of the B squared assessment tool to make individual assessments on every student in relation to the P-level or National Curriculum level that they are working within; Data being used to monitor individual progress and, in line with the Progression Guidance, will allow for attainment tracking and setting of challenging targets. <p>This will enable our students to 'bridge the gap' which exists in academic performance levels of CYP with Autism compared to their peers.</p>	<p>100% of children achieve appropriate external accreditation e.g. GCSE's and ASDANs. 75% of pupils who achieved Level 4 at KS2 to achieve Level C at GCSE in that subject area.</p> <p>CAA students working at National Curriculum levels will be expected to achieve greater than 2 sub-levels of progress every year, with those students working at P Levels expected to make in excess of 1 level of progress, in line with National Autistic Society Academies Trust expectations for their outstanding autism specific schools</p> <p>An IEP target success rate of greater than 85%</p> <p>Demonstrable continuous student progress as identified through teacher's meticulous records of behaviour and academic progress for each student</p> <p>All lessons are judged as "good" or "outstanding" through both internal assessment and by Ofsted</p> <p>100% of teaching staff will be autism trained</p> <p>The school will achieve value added scores which are greater than 1000.</p> <p>90% of pupils to attend mainstream college, university or meaningful employment after completing Year 13.</p>	<p>B Squared Small Steps assessment will be used to track pupil progress. This tool breaks down EYFS, P Levels and National Curriculum into small steps using detailed assessment breakdown to track progression through each level. Formative and summative assessment targets will be set at standards which ensure current performance gaps are closed with relative peer attainment where relevant.</p>
<p>Life Skills The ultimate focus of CAA will be for every student to have a smooth, successful transition in adulthood and a</p>	<p>Demonstrable continuous student progress as identified through teacher's meticulous records of behaviour and academic progress for each student</p>	<p>Due to the diverse cohort of students at CAA, it is important that the school measures success in terms of its overall</p>

<p>clear plan/pathway set for further education, employment or training. Through CAAs comprehensive life skills curriculum students will make successful and confident transitions into adulthood. This will be delivered through:-</p> <ul style="list-style-type: none"> • A programme of learning inclusion, whereby pupils will be working towards the point where they can learn in group settings while taking turns and sharing with others; • Students in KS3 and above spending a minimum of 2 hours every school week on work-related activities and/or community based projects, as part of CAAs vocational and transitional programme; • A programme of travel training for pupils in order for them to be independent in this area by the end of Key Stage 4; • A work experience placement programme in local businesses and organisations; • A 'life and living skills' programme including domestic financial management, shopping and cooking that prepares students for adulthood. 	100% of students being travel trained by the end of Key Stage 4	<p>effectiveness. Comparative Value Added measures will ensure that the school is recognised for its positive impact on pupil progress. As an initial measure CAA will seek to perform above average benchmark value added scores for schools. These scores are shown as measures based around 1000 for both KS2 to KS4 and KS3 to KS4. Measures above 1000 represent schools where pupils on average made more progress than similar pupils nationally, while measures below 1000 represent schools where pupils made less progress²⁴. High value added scores will be achievable due to CAA strong individual educational plans, its child-centred ethos and the overall investment in each student.</p>
	100% of students completing a work placement in a local business or organisation	
	75% of students pass a 'life and living skills' accredited course	
	Students in KS3 and above spending a minimum of 2 hours every school week on work-related activities and/or community based projects, as part of CAAs vocational and transitional programme	
	100% of children have a programme of learning inclusion, whereby pupils will be working towards the point where they can learn in group settings while taking turns and sharing with others	
	Identical to, or lower than, peer NEET levels which currently stand at 8.3% for all 16 and 17 year olds across Cumbria ²⁵ .	
	Value added score of greater than 1000 (see note below)	
<p>Communication</p> <p>Outcomes will link to the Speech, Language and Communication needs of each student. For some of our students they will appear, to the casual observer, to talk quite well. What they find much harder, though, are the more subtle aspects of language they will increasingly encounter as they move up through</p>	Set communication goals on each student's IEP being achieved 85% of the time	

²⁴ http://www.education.gov.uk/schools/performance/archive/schools_05/sec4.shtml [accessed 10/01/2015]

²⁵ <http://timfarron.co.uk/en/article/2015/1031959/91-of-cumbrian-16-and-17-year-olds-in-education-employment-or-training-mp> (12th March 2015)

<p>school and into adult life – things like figures of speech, abstract concepts and complex sentence structures. These higher level language skills underlie the ability to:</p> <ul style="list-style-type: none"> ▪ Make inferences, draw conclusions and interpret evidence; ▪ Argue a case, explain your reasoning and express opinions; <p>Use and understand irony, sarcasm and word play</p>	<p>All communication related goals in IEP's include the input of the Speech and Language Therapist</p>	
<p>Social and Emotional Well-being The school environment will be autism friendly and the unique outdoor experiences in Cumbria will be used to enhance learning. We intend that this mixture of indoor and outdoor experience will mean that pupils will look forward to attending school and teaching staff will personally know all students and family members. This approach will be used to meet our aspiration that students hold themselves in high esteem, coupled with the therapeutic methodologies that will form part of all IEPs and comprehensive PHSE and Citizenship will teach students to respect themselves, others and the environment.</p>	<p>All IEPs contain specific actions to achieve and maintain high self-esteem</p> <p>Autism access award granted by end of year 2 of operation and upheld through ongoing audits</p> <p>100% of children participate in outdoor learning every school week</p> <p>All IEPs include the input of Therapists</p> <p>Pupil attendance >94</p> <p>Annual staff turnover is less than 5%.</p> <p>80% of parents and carers attend parents evenings and student progress meetings</p>	
<p>Additional measures that underpin the CAA vision: Autism Specialists An essential part of the school's success will be its ability to be a centre of excellence in Cumbria, where partnerships with local organisation and schools will serve to raise awareness of autism and acceptance of our students within the wider community. From a specialist knowledge base, understanding of CYP with autism can be shared and built upon.</p>	<p>By Year 2 of operation CAA will achieve and maintain NAS accreditation year on year as a measure of its success as an autism specialist school</p> <p>The school is recognised as a centre of excellence by local education professionals</p>	<p>The National Autistic Society have developed an Autism Accreditation²⁶ quality standard. This scheme provides an Autism-specific quality assurance programme for hundreds of organisations throughout the UK and across the world. It is recognised as a unified standard of excellence that aims to continuously improve the quality of service provision for people with Autism and Asperger syndrome.</p> <p>Only Witherslack Hall Private Residential School holds Autism Accreditation in South Cumbria. James Rennie School at Carlisle is working towards accreditation, but with the exception of these two education establishments, no other schools in Cumbria hold this accolade. In order to achieve this, all teachers and staff at CAA will receive a continuous program of Autism training.</p>

²⁶ <http://www.Autism.org.uk/our-services/Autism-accreditation/accreditation-register/accreditation-north-west-england.aspx> [accessed 02/01/2015]

	A minimum of 4 training opportunities per year will be offered to Cumbrian schools	Knowledge of Autism will consistently inform curriculum planning, teaching, assessment and support. For CAA to achieve and maintain this standard, it would be considered a definitive measure of success for the school in demonstrating excellence in providing Autism support and intervention for its students.
<p>Aspiration – Autism Provision in West Cumbria improves beyond our school walls through our centre of excellence model.</p> <p>An essential part of the school’s success will be its ability to be a centre of excellence in Cumbria, where partnerships with local schools improve student outcomes for their students who have autism.</p> <p>SMART target: A statistically significant improvement in outcomes for the students of teachers who attend training at CAA. This will be measured via value added score for the students of teachers who receive support from our out-reach work. The submission of these data will be a requirement of those who participate.</p>	Teachers and support staff attending course led by CAA will be asked to produce a ‘case study’ as a means of evaluating the impact of the course. They will be asked to provide a base-line assessment prior to support work with the pupil. Following attendance at a CAA course a programme of work will be carried out by the member of staff and then further assessment completed at the end. The target will be for 80% of pupils to have progressed one NC sub-level as a result of the programme.	Initial Teacher Training students from The University of Cumbria will have a short course delivered by staff from CAA. The success of this will be measured through their ability to demonstrate knowledge and understanding of Autism during their school placements, as mentioned in their placement reports. This will transfer to future teachers starting their careers competent in the teaching and learning of students with autism.

Table 11: CAA Performance Measurement

D.2.2. Assessment and Data Tracking

Baseline Assessment Period

Baseline assessment of each CYP will take place during the first term at CAA. This will be a baseline to measure success against, and enable us to understand, how autism impacts upon the individual CYP in terms of identifying their profile of strengths and difficulties. It will not be to assess for suitability of placement as that will have been carried out during the admissions process. Identifying each CYP's specific needs will inform personalised intervention programmes and identify specific priorities for learning. We will work with our therapists and professionals to ensure we access a wide range of appropriate and relevant assessment methods but at this stage we propose to use those methods set out used are set out in the table below for both baseline and periodic assessment of our students.

Area of Need	Assessment	Staff Responsible	Parents/Commissioner engagement
Cognitive Ability + Comparative Attainment <i>All pupils</i>	Wechsler Individual Assessment Test (WIAT) and/or Wechsler Scale for Children (WISC) Prior to Annual Review of Statement each year	Educational Psychologist	Report at Review meeting
Communication <i>All pupils</i>	Pragmatic Language Assessment (PLSI) and Non-verbal Language Assessment (PVCS) – on entry as a baseline and at the end of each intervention course OR annually prior to Annual Review B-squared Autism Profile updated each half term	Speech and Language Therapist Teachers	At Annual Review Meeting Parents via Home-School book and at Termly IEP meeting
Social and Emotional <i>Individuals as identified</i>	Emotional regulation (SCERTS) – Counsellor to work with children and their families in half-termly blocks Anxiety (SCAS -Spence Children’s Anxiety Scale) as identified B-squared Autism Profile updated each half term	Teacher/Counsellor Educational Psychologist Teachers	Parents at course review meeting Feedback to parents following assessment Parents via Home-School book and at Termly IEP meeting
Physical <i>Individuals as identified</i>	Sensory Profiling – Dunn Assessment Motor ABC – following a course of dyspraxia sessions for individuals	Occupational Therapist	Report to parents at the end of the course and in Annual Review
Academic + Life Skills <i>All pupils</i>	R – Baseline assessment on entry and EYFS Profile	Teacher	Parents information included in Learning Journey and Profile
	Y1 – Phonic screening where appropriate Teacher tracking – Pscale/B-squared or ongoing EYFS Profile	Teacher	Annual written report and termly IEP review
	Y2 -KS1 Standardised Assessments Phonics screening where appropriate Ongoing Teacher tracking – Pscale/B-squared or NC expectations	Teacher	Annual written report and termly IEP review
	Y3/4 – Ongoing Teacher tracking – Pscale/B-squared or NC expectations	Teacher	Annual written report and termly IEP review

	Y5/6 -Ongoing Teacher tracking – Pscale/B-squared or NC expectations KS2 SATs (where appropriate) Asdan ‘New Horizons’ introductory units in PSHE and Citizenship and ‘Personal Progress’ units in Literacy, Maths, Beliefs +Values and Developing Computer Science skills for individuals as appropriate	Teacher Teacher	Annual written report and termly IEP review Parents will support development of portfolio at home.
	Y7/8/9 - Ongoing Teacher tracking – Pscale/B-squared or NC expectations KS3 SATs (where appropriate) Asdan ‘New Horizons’ units in PSHE and Citizenship and ‘Personal Progress’ units , ‘Independent Living Skills, Personal Development, Community Participation and Preparation for Work for individuals as appropriate	Teacher	Annual written report and termly IEP review Course assessment results Parents will support development of portfolio at home.
	Y10/11 – GCSEs where appropriate Ongoing teacher assessment - Pscale/B-squared or NC expectations Asdan- CoPE/AoPE and Transition Units Level 1 vocational qualifications.	Teacher(s)	Annual written report and termly IEP review Exam and course work results reported to parents
	Y12/13 –‘A’ level and GCSE as appropriate Apprenticeships and vocational courses Asdan Transition Units plus any units mentioned earlier which are still ongoing or have become relevant.	Teacher(s) Post 16 lead teacher College staff	Annual written report and termly IEP review Exam and course work results reported to parents

Table 12: Assessments at CAA

Aims of Assessment

At CAA we will use assessment in a meaningful and purposeful manner, it will not be purely 'assessment for assessment sake'. Understanding each student's Autism and meeting their individual needs will be key to the success of the pupils, the school and its overall performance. Comprehensive assessment will also allow for benchmarking and successful forward planning.

Assessment will be an integral part of the teaching and learning to be used as a tool for a variety reasons including:

- to ensure effective teaching and learning
- to provide a broad and balanced curriculum
- to recognise and celebrate all CYP's achievements
- to inform pupils, staff, parents, LA of progress and achievement
- to ensure continuity and progression
- to ensure that planning and target setting is informed by assessment and that work is differentiated accordingly
- to provide CYP with the opportunity to review their work, to self-assess and set future targets
- to raise the expectations of CYP, teachers, and parents in an effort to achieve the highest possible standards for each CYP
- to identify areas of difficulty so that intervention strategies can be used
- to provide information that can be used to valuable CAA's performance over time
- to track CYP's progress and identify those at risk of underachievement and identify possible solutions

- To provide learning opportunities that are stimulating, challenging, purposeful and within the CYP's capabilities.

Figure 7 sets out how the purpose of CAA Assessments and how they inform the personalisation of students learning and the resulting outcomes.

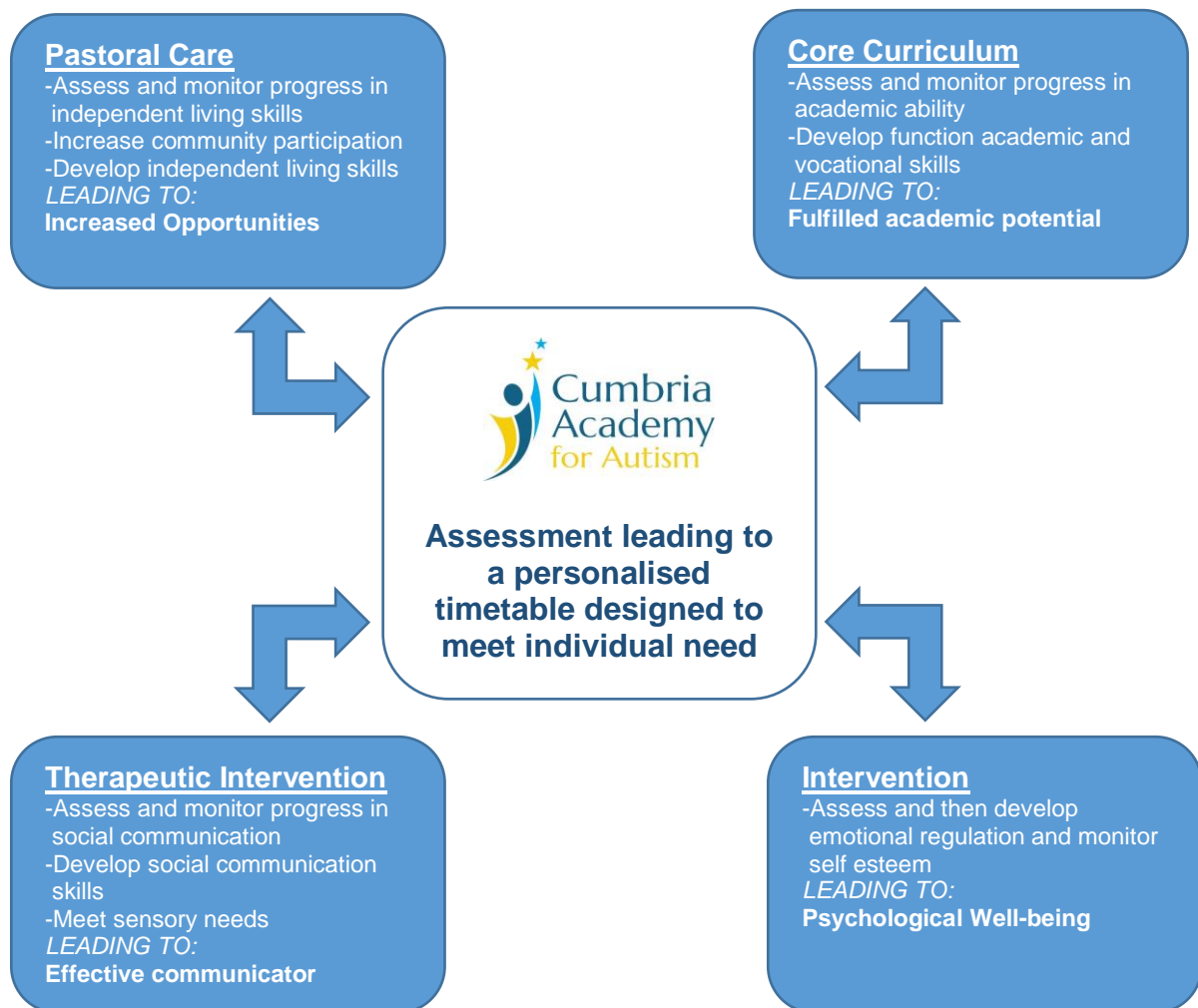


Figure 7: CAA Assessment

Early Years Foundation Stage Assessment (EYFS)

CAA will follow EYFS guidance to deliver and assess pupils in Reception class. These pupils will have individual assessment files called 'Learning Journeys' in which Foundation Stage key worker staff will record daily achievements. The Learning Journey books will then be monitored weekly by the Foundation Stage leader who will use the information towards the Early Years Profile which, at end of the year, will be summarised with the results being reported to parents, LA and DfE.

The Early Years Profile will be monitored by the LA and CAA will take opportunities to join in moderation of such profiles with other schools when the opportunities arise. In addition to this national form of early assessment CAA will also begin folders to show Developmental Learning Outcomes which will move with pupils as they progress through the school to track progress in life skills and self-help skills.

Assessment at Key Stages 1-3

The National Curriculum will be used to assess all CYP's ongoing progress where appropriate. For those CYP working below NC level P Scales (pre-national curriculum) will be used, or PIVATS for those making slower progress. Teacher assessment will inform the level that each CYP is given and this will be tracked for each area of the National Curriculum using BSquared's Connecting Steps programme on a half-termly basis.

Individual progress will be monitored each term by the SENCO and Head of Primary/Secondary School. A class review will then take place with the SENCO and class based staff, plus relevant school based therapists, to review progress and identify the next steps in individual intervention and support that will be needed. APIES (Attendance, Physical, Intellectual, Emotional and Social barriers to learning) barriers to learning may be used at this stage.

Assessment data will be imported onto the school management system each term to allow for annual whole school monitoring. This information will then be used for statutory reporting at the end of each Key Stage as well as for individual, group and subject specific tracking and reporting to take to parents, governors, LA or DfE, as appropriate. CYP's attainment will be tracked over time using the school's MIS. Levels and progress will be shared each term with parents at IEP review meetings. Parents will have input into these and be consulted on next steps for Personal, Social and Emotional targets.

At the end of Key Stage 1, 2 and 3 CYP will complete National Standard Assessments, either as a task or test dependent upon age and whether appropriate. Disapplication from these assessments may take place where they are not appropriate for individuals, in these cases teacher assessment using PIVATS and ongoing Assessment for Learning data will be used.

All CYP in these Key Stages will continue to have the Developmental Learning Outcomes folders, begun the Foundation Stage, for assessing progress in life skills and self-help skills. SEAL and PSHCE progression levels will be used to inform these. IEP Targets will be set as part of the baseline period, these will be reviewed each term when new targets may be included if the CYP has met their target before the annual review takes place. New targets will always be agreed with parents before being implemented.

Assessment at Key Stage 4 and Post 16

At Key Stage 4 some of our CYP will be working towards GCSE's, those for whom this is appropriate will link with local schools and colleges to enable them to access relevant subjects. All CYP will be assessed according to their achievements through alternative skills

- work experience programmes using ASDAN Transition Bronze and Silver
- skills units will also be used to enable students to gain accreditation for life skills and vocational skills

Post 16 students will continue to be assessed using the ASDAN programmes. Functional skills (ASDAN) and Adult Steps will be used to assess progress in English and Maths each term. Progress will be monitored by the SENCO and Post 16 mentors to discuss future programmes of work.

Key Stage 4 and Post 16 students will also use the ASDAN Transition for:

- Vocational skills, e.g., Careers and Experiencing work, Employability, Event Volunteering, Hospitality, Workright, Animal Care, Hair and Beauty
- Functional skills, e.g. Wider Key Skills, Personal Finance, Personal and Social Development, Foodwise, Sex and Relationships, Personal Effectiveness, Beliefs and Values
- Everyday Literacy and Numeracy
- Various sports such as cricket, football, Adventure and Residential
- Science, Geography, History etc.

Data Tracking

We have budgeted for a Management Information System to effectively and reliably manage data and measure our performance. Successful achievement of targets will require a clear understanding of how each student is progressing.

Baseline assessment data will be captured upon entry to the school and through frequent assessment and monitoring, records will be updated to provide an accurate and current picture of progress; this will be the responsibility of the Deputy Head (SENCO).

Assessment data will be analysed in two ways:

1. *Progress of Each Student* - We will measure the progress of a student as they progress through successive iterations of their IEP and as they progress through the school. We will act upon data generated to ensure that students continuously improve and attain the stretching targets we set. Student progress will be measured monthly by teachers and therapists; this data will then be reviewed on a term basis by the Deputy Head.
2. *Whole School Progress* – We will measure progress against specific topic areas across all student IEPs and we will use this data to ensure that trends in student performance are understood and we can act upon the data in order to drive continuous improvement in our education delivery. System Health data will be reviewed on a term basis by the Deputy Head (SENCO), with issues escalated to the Head Teacher in order to drive improvement actions.

In each of the above instances, data will be presented via percentage of IEP objectives delivered in the period, relative to those set. Delivery against these targets will be set as staff performance appraisal objectives and in order to maintain stretching standards IEPs will be signed off by the Deputy Head (SENCO); this will ensure that deliberate distortion (or gaming) of the measure does not occur in order to inflate perception of teacher performance.

Monitoring and Evaluation

To achieve continuous improvement, monitoring and evaluation will form a key part of a range of quality processes required at the school, which will also include development planning, school improvement strategies and the continued professional development of staff.

The monitoring and evaluation of the effectiveness of provision for our learners will be carried out in the following ways:

- Classroom observation by the Head Teacher
- Ongoing assessment of progress made by intervention groups, therapists and professionals
- Work sampling
- Scrutiny of planning
- Teacher/tutor interviews with the Head Teacher

- Informal feedback from all staff
- CYP interviews when setting new IEP targets or reviewing existing targets
- CYP progress tracking using assessment data whole-school processes, monitoring IEPs and IEP targets, evaluating the impact of IEPs on CYP's progress
- attendance records
- Regular pupil progress meetings
- Head teacher's report to parents and governors

CAA Whole School Monitoring and Evaluation

Month	Evaluation undertaken by:						Links to CPD	Underlying assessment data used
	Governors	Head	SLT	Middle Leaders	Class Teachers	Therapeutic staff		
August	Feedback meeting with Head and SENCO to analyse end of year results	Analysis of end of KS results. Data to governors.	Analysis of progress over year of cohorts + individuals; feedback to governors.	Core subject results analysed by subject leaders and fed back to SLT.	Individual pupil progress fed back to Head/SENCO.	Analysis of intervention progress and IEP success.	Progress in subjects leading to whole staff Performance Management targets. Areas identified for CPD.	Whole school results; individual results; IEP targets; year on year tracking.
September	Governors Agenda to include Review of Heads Report	Monitoring of planning and lesson observations linked to this. Report prepared for Governors to include monitoring and evaluation of teaching	SENCO to ensure that support staff are being utilized to support personalized learning. SENCO to evaluate new IEPs and personalized learning plan when written.	Monitoring subject specific planning	Planning linked to individual IEPs New IEPs and personalized learning plan written	Work with class teachers to ensure planning is linked to IEPs.	Therapeutic staff train class teachers and support staff in specific packages needed.	IEPs used to identify personalized learning and lead planning. Feedback from parents, review of previous targets.
	Head's Performance Management targets and review	Staff Performance Management targets set Head and Middle Leaders – ALL teachers SENCO and Educational Psychologist – support and therapeutic staff					Targets for whole school development and individual targets	Professional standards
October <i>Half termly tracking of progress</i>		Analysis of Baseline results to inform teaching programmes.			Baseline assessment complete.	Work with Head and SENCO to analyse baseline results		Baseline results for Reception class and any new intake.
	Update sections of School Self Evaluation Form based on analysis of end of year results.						Areas for whole school CPD added to Management Plan	End of year results and feedback from Head/SENCO
					Update individual profiles + B-squared Connecting Steps	Evaluate progress of individual support packages and next steps written	PPA evaluation to inform next half term's teaching and learning.	B-squared Connecting Steps; NC progress tracking; EY profile; P-scales; Asdan short courses; GCSE modules
November		Lesson observations and work scrutiny.	Support staff observations and record scrutiny.		Ongoing tracking and individual targets.		Progress against Performance Management targets reviewed	NC tracking; P-scales
December <i>Half termly tracking of progress</i>					Update individual profiles + B-squared Connecting Steps	Evaluate progress of individual support packages and next steps written	PPA evaluation to inform next half term's teaching and learning.	B-squared Connecting Steps; NC progress tracking; EY profile; P-scales; Asdan short courses; GCSE modules
January		Monitoring of planning and lesson observations linked to this.	SENCO to ensure that support staff are being utilized to support personalized learning.	Monitoring subject specific planning	Planning linked to individual IEPs	Work with class teachers to ensure planning is linked to IEPs.	Therapeutic staff train class teachers and support staff in specific packages needed.	IEPs used to identify personalized learning and lead planning.
	Governors Agenda to include Review of Heads Report	Report prepared for Governors to include monitoring and evaluation of teaching	SENCO to evaluate new IEPs and personalized learning plan when written		New IEPs and personalized learning plan written			Feedback from parents, review of previous targets.
	Update SEF and check school website is up to date.	Review Annual Census to check for any actions needed.					Training required for Admin staff?	Annual Census and associated data

February <i>Half termly tracking of progress</i>		Lesson observations and work scrutiny.	Support staff observations and record scrutiny.		Update individual profiles + B-squared Connecting Steps	Evaluate progress of individual support packages and next steps written	PPA evaluation to inform next half term's teaching and learning.	B-squared Connecting Steps; NC progress tracking; EY profile; P-scales; Asdan short courses; GCSE modules
March	Prepare and analyse Parent's Survey	Analyse results from Parent's and Pupil's surveys	Prepare Pupil survey		With support staff work with individuals to complete Pupil survey.		Progress against Performance Management targets reviewed	NC tracking; P-scales
April <i>Half termly tracking of progress</i>					Update individual profiles + B-squared Connecting Steps	Evaluate progress of individual support packages and next steps written	PPA evaluation to inform next half term's teaching and learning.	B-squared Connecting Steps; NC progress tracking; EY profile; P-scales; Asdan short courses; GCSE modules
		Monitoring of planning and lesson observations linked to this.	SENCO to ensure that support staff are being utilized to support personalized learning.	Monitoring subject specific planning	Planning linked to individual IEPs	Work with class teachers to ensure planning is linked to IEPs.	Therapeutic staff train class teachers and support staff in specific packages needed.	IEPs used to identify personalized learning and lead planning.
	Governors Agenda to include Review of Heads Report	Report prepared for Governors to include monitoring and evaluation of teaching	SENCO to evaluate new IEPs and personalized learning plan when written		New IEPs and personalized learning plan written			Feedback from parents, review of previous targets.
May		GCSE exams, Asdan course assessment, KS2 and KS3 SATs					All teachers trained in delivery of appropriate standardised assessments	National assessments where appropriate
June <i>Half termly tracking of progress</i>		Monitor assessments taking place		Monitor assessments taking place	Phonics screening where appropriate for Y1 and 2	KS1 SATs where appropriate		
				Update individual profiles + B-squared Connecting Steps	Evaluate progress of individual support packages and next steps written	PPA evaluation to inform next half term's teaching and learning.	B-squared Connecting Steps; NC progress tracking; EY profile; P-scales; ASDAN short courses; GCSE modules	
July	Head's Performance Management review	Staff Performance Management reviews against targets Head and Middle Leaders – ALL teachers SENCO and Educational Psychologist – support and therapeutic staff					Review against targets set	Professional standards
			SENCO to evaluate new IEPs and personalized learning plan when written		New IEPs and personalized learning plan written			Feedback from parents, review of previous targets.

Table 13: CAA Monitoring and Evaluation

We recognise that as a new school we initially will not have historical data from which we can evaluate our school's progress and performance. As the school grows, however, that data will become available and we will use past performance as a benchmark for improvement at the school, through RAISE online.

From the outset we will use comparable national measures, to understand:

- Whether our students have made substantial and sustained progress throughout year groups across many subjects, including English and mathematics;
- Whether each of our students, from their individual starting points make expected or greater progress in English and in Mathematics, compared with national figures;
- Whether the attainment and progress of our students at least matches or is approaching those of **other pupils nationally** and in the school;
- Whether the learning of groups of pupils is consistently good or better.

Both the CAA senior leadership team and the governing body will review performance data in relation to the above, to identify whether in fact the school is performing well and what areas require improvement.

In addition they will seek to understand overall effectiveness of CAA by reviewing financial performance, attendance records, staff development, child protection, ethos, curriculum and teaching and learning in line with those key targets as set out at section D.2.1.

Monitoring & improving the quality of teaching

Monitoring of teaching is aimed at continuous improvement and sharing of good practice. The monitoring and evaluation of teaching at CAA will additionally use:

- Teaching staff meetings, focused on pupil and class progress;
- Cross marking to calibrate assessment;
- Analysis of student performance results and subsequent professional discussion;
- Agreeing targets for both individual students and group, with subsequent attainment review;
- Use of parental and student questionnaires, where possible for feedback;
- Benchmarking performance against our partner schools;
- Looking to work with other Autism Schools to establish a Federation of Autism School Leaders and therefore providing broader benchmarking opportunities;
- Using out-reach work via our Centre of Excellence to learn from other local schools.

Since CAA has a flexible staffing model, where teaching staff will work with different individuals and groups of students across the week, it also allows for teachers to gauge progress in students, and subsequently understand performance in relation to the rest of the school.

All data and information, via the school's management information system, will be fed back to the Senior Leadership Team for review before being presented to the governing body for additional scrutiny.

Through robust reporting and strong accountability measures (please see Section F), we will endeavour to maintain high levels of aspiration for CAA in line with our key objectives

D.2.3 Pupil Pathways through the Curriculum – Case Study Examples

Having discussed the CAA curriculum, we have now defined a specific menu of learning approaches that can be applied according to student needs.

As we have already established, and in line with our curriculum principles, learning will be personalised, purposeful and highly structured providing students with access to a differentiated National Curriculum, informed by best practice. Our in-house Speech and Language Therapists, Psychologists, Occupational Therapists and Counsellors will ensure the curriculum is tailored to the needs of the individual.

IT and the use of communication systems will underpin the learning and teaching across the school. Visual timetables and Learning Boards will be used in each class. The curriculum and its development will be relevant, progressive and age appropriate.

We will now return to the two case studies introduced earlier to demonstrate how that customised approach can be applied to our pupils at each Key Stage3, the examples are taken from a typical Tuesday on the timetable.

Case Study 1 – “Tom”

Profile Summary on entry

Academic Attainment: Performs well at maths and science;

Life Skills: Poor fine motor skills; lacks basic functional life skills and was unable to toilet himself properly, dress and unable to use a knife and fork or drink from a cup;

Communication Skills: Apparently strong verbal ability but poor language comprehension

Emotional & Social Wellbeing: High anxiety and had difficulty managing his emotions; hypersensitive to smells, sounds and textures

Entry Assessment & Plan

Pre-entry meetings with educational and therapy team and parents. Series of observations in home or in neutral locations to allow the team to make initial assessment of needs. Gradual introduction to school environment.

Potential Education Pathways

Academic Attainment: Starts out with intention of a combined GCSE/ASDAN pathway. Use of scientific subjects to encourage learning and reinforcement of positive behaviours, within the broad National Curriculum framework; emphasis on closing English comprehension gap and writing skills by supplementing with SLT and OT. Applying topic based learning that improves writing skills and comprehension. Work with counsellor and educational psychologist on defined programme of work to assist in social and emotional issues.

Life Skills: Initially concentrating on fine motor skills development and hand-eye coordination, moving towards eating, drinking and bathing; once fine motor skills have improved then use this as a foundation to improve writing and then written communication.

Communication Skills: Work with SLT and teaching staff to improve understanding of vocabulary using socially speaking approach

Emotional & Social Wellbeing: Work with therapist to understand cycle of anxiety, triggers and develop coping strategies initially, moving to strategies to overcome anxieties. Use this approach to support coping with

Case Study 2 – “Elizabeth”

Profile Summary on entry

Academic Attainment: Moderate learning difficulties; academic delay.

Communication Skills: Speech and language delay; not happy at school yet she cannot communicate this sufficiently;

Emotional & Social Wellbeing: Is a quiet child and is a calm, well-behaved pupil in the classroom; hyposensitive tenancies; under-stimulated and not accessing learning; socially isolated at school as she finds it difficult to interact with her peers; makes herself physically sick when she becomes stressed or unhappy.

Entry Assessment & Plan

Pre-entry meetings with educational and therapy team and parents. Series of observations in home or in neutral locations to allow the team to make initial assessment of needs. Gradual introduction to school environment.

Potential education pathways

Academic Attainment: Predominantly ASDAN pathway with ongoing assessment over time as she progresses to identify suitability for GCSE attainment in certain subjects. Initial concentration on developing speech and language – this will be starting point, in order to minimise this barrier and then allow movement onto other areas of academic achievement within the broad National Curriculum framework;

Life Skills: Developing basic life skills through areas of interest to be able to grow communication skills through role play and explicit teaching. Use role play and social stories to teach understanding of different emotions.

Communication Skills: Work with SLT and teaching staff to improve understanding of vocabulary and use ‘socially speaking’ approach in small group situations;

Emotional & Social Wellbeing: Work with therapists and SLT to enable student to be able to express emotions; work with counsellor and educational psychologist to understand cycle of anxiety, triggers and develop coping strategies initially, moving to strategies to overcome anxieties and concerns that lead to vomiting. Feed strategies to teaching staff for individual curriculum planning through IEP.

Further to DfE feedback we have developed ‘Day in the Life’ examples (see tables below) for our two case studies. These evidence our commitment to personalised learning, detailing how it will be realised and demonstrating how we will succeed in meeting each individual’s needs. It also highlights how mixed ability classes will operate at CAA.

YEAR 1	Case Study 1 - "Tom"	Case Study 2 – “Elizabeth”
Language and Communication	At the start of each school day Tom and one other pupil will be met by the STA who will talk about the routine for the day and any issues brought in through the Home-School book. This will ensure that Tom is ‘learning ready’ for the day to help reduce his anxiety. Tom will focus on developing comprehension skills to match his verbal communication. He will begin the lesson with ‘Funky fingers’ dyspraxia exercises before moving on to phonics and comprehension exercises. He will finish with small group Social Language games.	At the start of each school day Elizabeth will be met by the Speech Therapist who will talk about the routine for the day and any issues brought in through the Home-School book and then work on her daily 20- minute therapy session. Elizabeth will then work with the HLTA on early phonics through play with a peer to encourage interaction and early reading. This will involve listening, repeating, matching games and written exercises.
Assembly	During Primary assembly Tom will be supported by the STA to help him interact and focus on listening attentively.	Elizabeth attends assembly with her peers.
Break	At the start of morning break Tom will be encouraged to use the toilet independently. Class support staff will consider the weather before Tom goes outside to play due to his hypersensitivity. He will be encouraged to play on activity equipment with his peers to develop gross motor skills and sociability.	During morning break Elizabeth will be supported by the STA to play social games such as the Wendy House or circle games. The STA will support a similar group of children from R-Y2 in these activities.
Maths	Tom reached the expected level in Maths at the end of FS, he above the level of his peers in this subject and therefore works in a	Elizabeth did not reach the expected level at the end of FS stage and is therefore working on basic number lines and matching. She is currently working

	small group with some Year 2 pupils and the class teacher. He follows the KS1 National Curriculum for maths and is currently working on everyday money problems. Next week the group will visit the shop to look for prices on everyday items.	on 'one more than/one less than' for numbers up to 20. She works with another pupil supported by the HLTA for the first part of the lesson and then joins in activities with the class teacher in a group of four from R-Y2.
Lunch	Tom finds the dining room very distressing and because of his poor basic skills some children find sitting with Tom a cause for anxiety. He therefore eats in the KS1 social area with another child and an STA.	Elizabeth joins her class group in the dining room for lunch where they are supported by their designated Lunch-time supervisor who is trained to develop social skills and good eating habits in children.
Enrichment	Tom is currently enjoying lunch-time enrichment sessions with his friend as they set out and play with the wooden train track. The lunch-time supervisor encourages them to talk together to agree track layout before playing.	Elizabeth enjoys attending the drawing club on Tuesdays. Here she can sit quietly and relax as she sketches her favourite cartoon characters from 'Frozen' and 'Peppa Pig'. This helps Elizabeth to have 'chill out' time without over-stimulation.
Life Skills	In Life Skills this term the class are learning about personal health and hygiene. This week Tom will work with the HLTA to learn where germs can be found and the importance of washing hands carefully. His group of 3 will take a walk around the area identifying places where dirty hands may have touched then feed this back to the others to encourage cleaner hands.	In Life Skills this term the class are learning about personal health and hygiene. Elizabeth will work independently on the computer today on the Dental Buddy Early Years resource for tooth hygiene. Her and three other children will be supported by the Deputy (who is teaching the class for this session).
Break	During afternoon break Tom will use the classroom computer to play adventure games.	Elizabeth will play outside during this break where the HLTA lead social interaction during active play on the adventure equipment.
Topic	The topic this term is 'Where I live'. The children have already been for a walk to the local shops and this week will visit the parish church to ask the vicar about her job. They have worked in pairs to write questions and will use the ipads to record the visit for use later in class.	The topic this term is 'Where I live'. The children have already been for a walk to the local shops and this week will visit the parish church to ask the vicar about her job. They have worked in pairs to write questions and will use the ipads to record the visit for use later in class.
Home or Enhanced Provision	Tom attends Family swimming on Tuesdays with his mum and older brother.	Elizabeth goes to Cookery Club on Tuesdays. She enjoys making things to take home. Her mum usually attends the Parent Support Meeting so that she can meet Elizabeth after school on Tuesdays.

YEAR 4	Case Study 1 - "Tom"	Case Study 2 - "Elizabeth"
Language and Communication	At the start of each school day Tom and one other pupil will be met by the STA who will talk about the routine for the day and any issues brought in through the Home-School book. This will ensure that Tom is 'learning ready' for the day to help reduce his anxiety. Tom will then join the class teacher and a small group for a phonics and comprehension session using 'Readwriteinc' resources. Tom will begin work on an Asdan Literacy unit working towards an Entry 1 qualification in Personal Progress next term.	At the start of each school day Elizabeth will be met by the HLTA who will talk about the routine for the day and any issues brought in through the Home-School book and then work on her daily 20-minute Social Use of Language session with 2 others. Elizabeth will then work with the STA on differentiated phonics and comprehension as she is working at the same phonics stage as her peers. Elizabeth will begin work on an Asdan Literacy unit working towards an Entry 1 qualification in Personal Progress next term.
Assembly	During Primary assembly Tom will be supported by the STA to help him interact and focus on listening attentively.	Elizabeth attends assembly with her peers.
Break	During break Tom will be supervised by the STA to use the Adventure Trail to encourage social interaction and gross motor skills.	Elizabeth and a friend now enjoy using the library once a week during morning break. They share books with each other and listen to 'Story time' led by an older pupil under the supervision of an STA.

Maths	Tom continues to work above expectations in maths. He now works with the Y5/6 pupils in the other KS2 class following the KS2 National Curriculum. He is currently working on multiplication and division problems using 2 and 3 digits using standard computation processes. Tom will be assessed against national criteria at the end of KS2.	Elizabeth has made progress in this subject but as she is below expectations for her age she is now working on a Maths Recovery programme with the HLTA for 6 weeks and then will move on to an Asdan Mathematics unit towards an Entry 1 qualification in Personal Progress.
Core Skills	Tom is working on his handwriting skills today. The class teacher is leading this with a small group.	Elizabeth spends this session on Tuesday with the Occupational Therapist in the Sensory Room working on relaxation exercises to help her anxiety.
Lunch	Tom finds the dining room very distressing and because of his poor basic skills some children find sitting with Tom a cause for anxiety. He therefore eats in the KS2 social area with another child and an STA.	Elizabeth joins her class group in the dining room for lunch where they are supported by their designated Lunch-time supervisor who is trained to develop social skills and good eating habits in children.
Enrichment	Tom enjoys joining in with the cycle track activities at this time. This has helped his gross motor development and social awareness.	Elizabeth has been joining in with craft activities and currently enjoys making Hama Bead designs during enrichment sessions.
Music	Tom finds class music session very difficult so spends this session having a 30-minute therapy session with the OT to develop his fine motor skills. He then works with the STA on a computer based music programme called 'Compose'.	Elizabeth enjoys listening to music and loves singing. She is currently working with the class teacher and a small group to learn 'Sing-Up' songs which the two classes from KS2 will sing for a parents' assembly.
Break	Tom remains on the computer during this break period. When he has finished his work on music he will play on adventure games, such as Minecraft.	Elizabeth uses the Adventure Trail during this break period. The STA is encouraging her to socialize with her peers to talk about what they will do, how they will do it etc.
Science	Tom is working above expectations in Science. He now works with the Y5/6 pupils in the other KS2 class following the KS2 National Curriculum. His small group are currently working with the class teacher on Forces and Motion. They are developing their own rocket design and launching system prior to competing in the Energas 'Rocket Challenge' next term.	Elizabeth is working with another pupil and the School Nurse to make a 'Healthy Eating' poster for the dining room. They have been looking at the 'Eat Well Plate' and thinking about how this matches the meals pupils select from school lunches. This will form part of her evidence towards the Asdan New Horizons 'Healthy Eating' unit.
Home or Enhanced Provision	Tom continues to attend Family Swimming with his mum and brother.	Elizabeth has recently started to attend Family swimming with her Grandfather.

YEAR 7	Case Study 1 - "Tom"	Case Study 2 – "Elizabeth"
Maths	At the start of each school day Tom and one other pupil will be met by the STA who will talk about the routine for the day and any issues brought in through the Home-School book. This will ensure that Tom is 'learning ready' for the day to help reduce his anxiety. Tom continues to work above expectations in maths and is working with a KS2 group who will undertake national assessment at the end of KS3 and begin work towards GCSE.	At the start of each school day Elizabeth will be met by the HLTA who will talk about the routine for the day and any issues brought in through the Home-School book. Elizabeth continues to add numeracy units to her Asdan Personal Skills folder. She is currently working on the Shape unit.
Assembly	During Secondary assembly Tom will be supported by the STA to help him interact and focus on listening attentively.	Elizabeth attends assembly with her peers.
Break	Tom enjoys working at the construction table with a friend during morning break. They are	Elizabeth has started to use the cycle track since she got a bike for her birthday. This has helped her gain confidence in her own physical ability.

	currently using k'Nex to make working model fairground rides.	
Language and Communication	Tom spends the first part of this session with the HLTA on one-to-one work to develop his reading skills which are beginning to hamper his progress in Maths and Science. He then continues work on his Asdan Literacy unit 'Developing Communication Skills'.	Elizabeth continues to make slow progress with basic Literacy skills. To give these a boost she is having Reading Intervention with the STA during Literacy sessions for 6 weeks.
Life Skills	KS3 work towards the Asdan 'Beliefs and Values' short course accredits which count towards their Personal Skill Qualification. Tom is working with the class teacher in a small group on the 'Values, Beliefs and Decision-making' unit.	KS3 work towards the Asdan 'Beliefs and Values' short course accredits which count towards their Personal Skill Qualification. Elizabeth is working with the class teacher in a small group on the 'Values, Beliefs and Decision-making' unit
Lunch	Tom finds the dining room very distressing at times but is trying to join the main class group in the dining room. This is taken on a day by day basis. If he is feeling anxious he eats in the KS3 social area with another child and an STA.	Elizabeth joins her class group in the dining room for lunch where they are supported by their designated Lunch-time supervisor who is trained to develop social skills and good eating habits in children.
Enrichment	Tom enjoys joining in with outside gym equipment at this time. This has helped his gross motor development and social awareness.	Elizabeth continues to enjoy craft activities and currently enjoys making friendship bands and loom bands. She plans to sell these for Children in Need which staff are helping her include in an Asdan
PE	PE for KS3 this half term is Indoor Climbing at the local climbing wall. Tom was very excited about this but found listening carefully to instructions difficult at first and needed close support from the STA to ensure that he knew how to proceed safely. He is now progressing well and the activity has helped his verbal comprehension.	Elizabeth found the openness of the climbing wall area over-whelming at first and she really didn't like the noise and echoes. She now arrives early and listens to instructions prior to the rest of the class, she then finds that if she has started the activity before the others arrive she is able to cope for a short while. She then returns to school before the others and has a calming session in the sensory room with the OT.
Break	This is taken up travelling to the climbing wall	Sensory room
Computer Science	Tom working above expectations in Computer Science and is expected to go on to study GCSE in the subject. He is currently working on developing Social Networking skills a part of the Digital Literacy section of the KS3 curriculum. All of the work that he does on this can be added to his Asdan Personal Skills folder as a 'Developing Computer Science Skills' unit and also 'Keeping Safe unit in the Independent Living Skills section. Tom needs support from the class teacher to comprehend some of the abstract phrases in common use on social networking links.	Elizabeth is currently working on developing Social Networking skills a part of the Digital Literacy section of the KS3 curriculum. All of the work that she does on this can be added to her Asdan Personal Skills folder as a 'Developing Computer Science Skills' unit and also 'Keeping Safe unit in the Independent Living Skills section. She does not always find inputting text easy and works closely with the HLTA for support on this.
Home or Enhanced Provision	Tom attends Technology Club where he continues with his K'Nex models.	Elizabeth attends Cookery Club and is beginning to consider a vocational course in this area.

YEAR 10	Case Study 1 - "Tom"	Case Study 2 – "Elizabeth"
Language and Communication	At the start of each school day Tom and one other pupil sit together to talk about the routine for the day and any issues brought in through the Home-School book. They share this with the STA. Tom is able to communicate when he is 'learning ready' for the day. Tom has begun a short course in English through Asdan in preparation for beginning a GCSE course as his confidence grows.	At the start of each school day Elizabeth still needs the reassurance of the HLTA to talk about the routine for the day and any issues brought in through the Home-School book. A short session with the Counsellor on the days she attends the academy is helping her anxiety as she discusses issues from mainstream link days and talks about her course work at the academy. Elizabeth has started the Asdan short course in English and will add this to her CoPE folder. She is unlikely to study GCSE English.
Assembly	Tom can now attend assembly independently and knows that when he is not able to cope he can quietly leave and work quietly in the KS4 open area.	Elizabeth attends assembly with her peers.
Break	Tom has begun to be aware of his own personal fitness and spends break time on the outside gym equipment.	Elizabeth has found that her continued interest in craft activities can be shared with younger pupils. She now spends two break periods each week supporting KS1 pupils with craft.
Maths	Tom is working towards GCSE maths. He is particularly strong in this subject.	Elizabeth has started the Asdan short course in Maths and will add this to her CoPE folder. She needs individual support from the HLTA at the start of each lesson as she finds it difficult to retain processes that she learned in the previous lesson.
Core Skills	Tom is working with a small group supported by the HLTA. He is currently developing his questioning and answering skills, particularly learning how to deal with ambiguity.	As the expectations of work have increased Elizabeth has found the anxiety levels increasing and this has impacted upon her speech. She spends this session with the Speech and Language Therapist.
Lunch	Tom is trying to join the main class group in the dining room. This is taken on a day by day basis. If he is feeling anxious he eats in the KS4 social area with another child and an STA.	Elizabeth joins her class group in the dining room for lunch where they are supported by their designated Lunch-time supervisor who is trained to develop social skills and good eating habits in children.
Enrichment	Continuing with his fitness drive Tom has joined the Orienteering group.	As Elizabeth is still focused on a career in catering she has volunteered for work experience in the school kitchen. This experience has been carefully planned to enhance her portfolio of work.
Science	During Science lessons Tom has GCSE work to complete. He experiences the practical aspects of laboratory work and then completes written work supported by an STA.	Elizabeth is working on the Asdan short course 'Foodwise' which will count towards her CoPE portfolio. Her current unit is 'The Food Industry' which is an e-learning unit. Elizabeth is supported by the HLTA when needed.
Break	Tom uses this time to continue with his control models which are part of his chosen GCSE Electronics Course	Elizabeth often chooses to spend this time in the sensory room to help her 'chill out'.
Life Skills	Tom has started Asdan's CoPE course and is currently on track for Level 2 (equal to GCSE grade B) He is working on the Environment unit at present working in the school allotments and supporting KS1 Forest School activities.	Elizabeth is working in a small group with the class teacher on the Independent Living Skills section of Asdan Personal Progress Units. They are currently working on the 'Personal Presentation' unit in readiness for Work Experience placements.
Home or Enhanced Provision	Tom attends Gardening Club	Elizabeth is attending the Travel and Leisure Club who are planning a visit to the bowling alley.

YEAR 13	Case Study 1 - "Tom"	Case Study 2 – "Elizabeth"
	Link day at Sixth Form College	Vocational day at FE College
Language and Communication	Tom gained an E grade in English at GCSE and is now working to improve this grade to support his University application. He is given individual support by the SENCO who supports him at his Link school	Elizabeth continues to work towards Asdan Literacy units when on day release at the college. She is currently completing the 'Providing Personal Information' unit which will support her applications for apprentice work in local hotel kitchens.
Break		
Maths	Tom is now studying A Level maths with his peers at the Sixth Form College. He receives support with reading and writing where necessary but this is becoming less of a challenge as he uses IT to support him.	Elizabeth continues to work on basic maths skills as part of her vocational course. When she is at the academy she is following the Asdan 'Understanding what money is for' unit. Her work in the catering department has helped her understanding of measures and sorting and sequencing. The everyday practical applications have really helped sharpen her understanding in these areas.
Lunch	Tom is able to use the 6 th Form Common room or the SEN suite if he feels he needs a more relaxing environment.	Elizabeth usually finds the College Library a calming place to spend her lunch time. She can also use the IT Suite.
Sciences	Tom is studying 'A' level Physics and Electronics he spends the afternoon on these at the Sixth Form College supported by an STA from the Academy.	Elizabeth is following a Level 1 Professional Cookery/Food and Beverage Course at the FE College. When she has completed this course she hopes to gain an apprenticeship in a local hotel.
Other information	When the students are attending CAA they continue their academic and vocational work with support. There is also an emphasis on readiness for 'moving on' in preparation for the world of work or higher education. The students are given life skills in independent living, travel, social awareness and making the right choices. They are able to follow Asdan Personal Effectiveness units and use short courses towards a portfolio for either a Certificate (CoPE) or Award (AoPE) to build on work already done. There is also a strong transition programme for parents and students to work together in readiness for post school education and care. This helps parents understand the social care packages that are available as their children become independent adults.	

Table 14: Day in the Life Case Studies

D3. STAFFING STRUCTURE

D.3.1 Staffing Structure

Please refer to Figure 8 for an overview of the organisational structure of CAA.

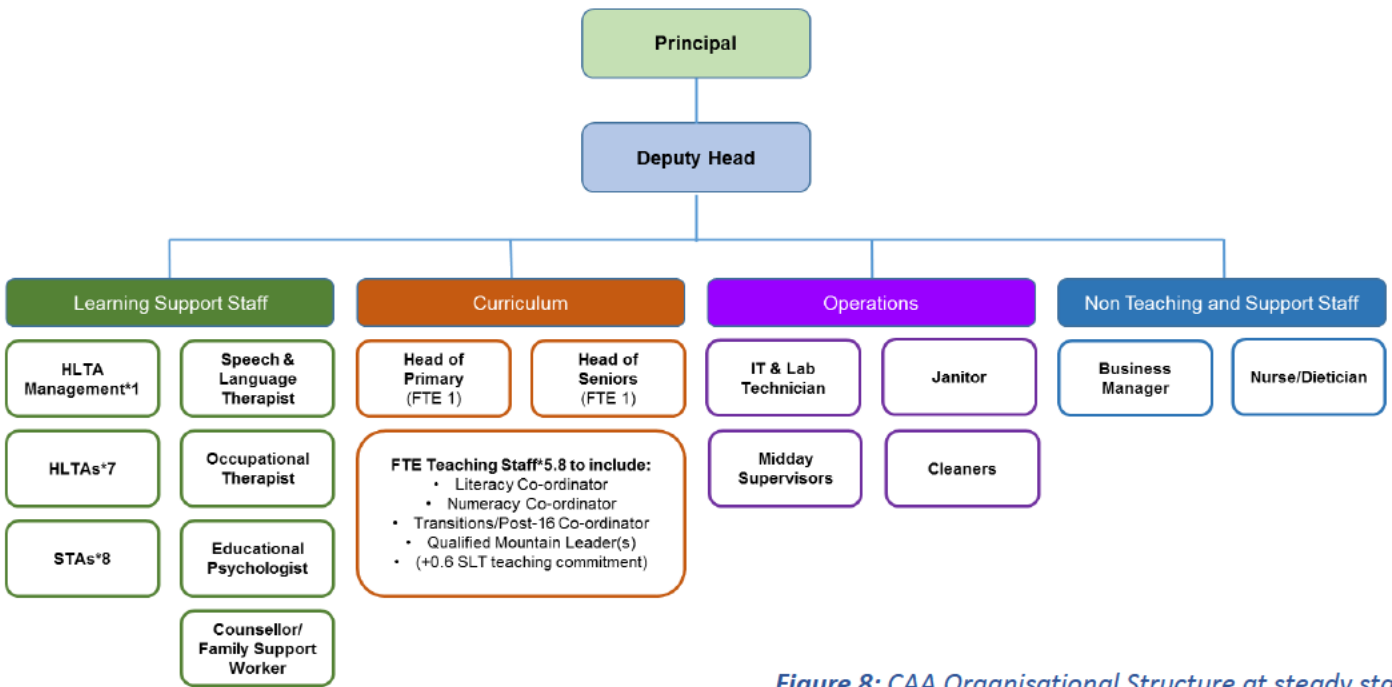


Figure 8: CAA Organisational Structure at steady state

The following timetables demonstrate how Teachers will be deployed on a day to day basis. This evidences the deliverability of our model as requested by the DfE in their feedback.

These timetables, for our teachers, have been carefully developed to enable CAA to deliver the intended learning opportunities to its students and accurately reflect the delivery of subjects as set out in our Pupil timetables (shown on Section D1.5).

Each teacher will be supported by a HLTA, an STA and a team of support staff including Speech Therapist, Educational Psychologist, Nurse/Dietician, Occupation Therapist, Counsellor and support staff trained in a variety of interventions such as Reading Intervention and Maths Recovery.

STAFF TIMETABLE - MONDAY														
Time	Head	Deputy	1	2	3	4	5	6	7 (Part Time)	8 (Part Time)	9 (Part Time)	10 (Part Time)	11 (Bought In)	
Specialism		SENCO	Early Years	Primary	Primary + PE	English	Maths	Maths	16+ Education	English	ICT	Science	Specialists	
8.45														
9.00	Meet and greet	EY/KS1 Language + Literacy	EY/KS1 Language + Literacy	KS2 Language + Literacy	KS2 Language + Literacy	16+ Language + Literacy	KS3 Maths	KS3 Maths	PPA	KS4 Language + Literacy				
9.15														
9.30	Management													
9.45														
10.00	Assembly	Assembly	Assembly								Assembly			
10.15			Break	Break								Break		
10.30	Management													
10.45														
11.00	EY/KS1 Maths		EY/KS1 Maths	KS2 Maths	KS2 Maths	KS3 Language + Literacy	KS4 Maths	KS4/ Post 16 Maths			KS3 Language + Literacy			
11.15														
11.30			Lunch	KS2 Core Skills	KS2 Core Skills	KS3 Core Skills	KS3 Core Skills	KS4 RE/PHSE	16+ RE/PHSE					
11.45														
12.00			Lunch											
12.15														
12.30			EY/KS1 Enrichment	KS2 Enrichment	KS2 Enrichment	Lunch								
12.45														
1.00														
1.15														
1.30	Management		EY/KS1 PE	PPA	KS2B PE	PPA	KS3B Life Skills	KS2B Life Skills	16+ Life Skills		KS4 Computer Science	KS3A Science		
1.45														
2.00			Break		Break	Break					Break	Break		
2.15														
2.30			EY/KS1 Life Skills	PPA	KS2A PE	PPA	KS3A Life Skills	KS2B Life Skills	KS4 Life Skills		16+ Computer Science	KS3B Science		
2.45														
3.00														
3.15														
3.30														
3.45			Stay and play		Forest Schools		Lego Club	Cookery	Travel and Leisure					
4.00														

STAFF TIMETABLE - TUESDAY														
Time	Head	Deputy	1	2	3	4	5	6	7 (Part Time)	8 (Part Time)	9 (Part Time)	10 (Part Time)	11 (Bought In)	
Specialism		SENCO	Early Years	Primary	Primary + PE	English	Maths	Maths	16+ Education	English	ICT	Science	Specialists	
8.45														
9.00	Meet and greet	EY/KS1 Language + Literacy	EY/KS1 Language + Literacy	KS2 Language + Literacy	KS2 Language + Literacy	16+ Language + Literacy	KS3 Maths	KS3 Maths	PPA	KS4 Language + Literacy				
9.15														
9.30	Management													
9.45														
10.00	Assembly	Assembly	Assembly								Assembly			
10.15			Break	Break								Break		
10.30	Management													
10.45														
11.00	EY/KS1 Maths		EY/KS1 Maths	KS2 Maths	KS2 Maths	KS3 Language + Literacy	KS4 Maths	KS4/ Post 16 Maths			KS3 Language + Literacy			
11.15														
11.30			Lunch	KS2 Core Skills	KS2 Core Skills	KS3 Life Skills	KS3 Life Skills	KS4 Life Skills	16+ Life Skills					
11.45														
12.00			Lunch											
12.15														
12.30			EY/KS1 Enrichment	KS2 Enrichment	KS2 Enrichment	Lunch								
12.45														
1.00														
1.15	College visit to support 16+ pupils	KS1 RE/PHSE	PPA	KS2A Music	KS3A PE	Support packages	KS2B Science	PPA	KS5 CoPE		KS3B Computer Science	KS4 Science		
1.30														
1.45														
2.00	Break	Break	PPA	Break	Break	Break	Break	PPA	Break		Break	Break		
2.15														
2.30	College visit to support 16+ pupils	KS1 Topic	PPA	KS2B Music	KS3B PE	Support packages	KS2A Science	PPA	KS5 CoPE		KS3A Computer Science	KS4 Science		
2.45														
3.00														
3.15														
3.30	Parent's support group		Cookery	Gardening	Primary family swimming	Computer Club	Technology	Music	Travel and Leisure			KS4 Science		
3.45														
4.00														

STAFF TIMETABLE - WEDNESDAY													
Time	Head	Deputy	1	2	3	4	5	6	7 (Part Time)	8 (Part Time)	9 (Part Time)	10 (Part Time)	11 (Bought In)
Specialism		SENCO	Early Years	Primary	Primary + PE	English	Maths	Maths	16+ Education	English	ICT	Science	Specialists
8.45													
9.00	Meet and greet												
9.15		EY/KS1 Language + Literacy	EY/KS1 Language + Literacy	KS2 Language + Literacy	KS2 Language + Literacy	16+ Language + Literacy	KS3 Maths	KS3 Maths		KS4 Language + Literacy			
9.30	Management												
9.45													
10.00	Assembly		Assembly										
10.15			Break			Break					Assembly		
10.30	Management		Break	Break									
10.45													
11.00	EY/KS1 Maths		EY/KS1 Maths	KS2 Maths	KS2 Maths	KS3 Language + Literacy	KS4 Maths	KS4/ Post 16 Maths		KS3 Language + Literacy			
11.15													
11.30			Lunch	KS2 Core Skills	KS2 Core Skills	KS3 Core Skills	KS3 Core Skills	KS4/16+ Core Skills		KS4/16+ Core Skills			
11.45			Lunch										
12.00													
12.15			EY/KS1 Enrichment	KS2 Enrichment	KS2 Enrichment	Lunch							
12.30													
12.45													
1.00													
1.15			EY/KS1 Computer Science	KS2B PE	PPA	KS3B Technology	PPA	KS2A Life Skills/ RE/PHSE	16+ Life Skills/ Humanities			KS3A Science	Option 1
1.30	Management												
1.45													
2.00			Break	Break	PPA	Break	PPA	Break	Break		Break	Break	Break
2.15													
2.30			KS1 Life Skills/ Topic	KS2A PE		KS3A Technology		KS2B Life Skills/ RE/PHSE			16+ Computer Science	KS3B Science	Option 1
2.45													
3.00													
3.15													
3.30			Stay and play	Gardening	Cookery	Computer Club	Lego Club	Music					Option 1
3.45													
4.00													

STAFF TIMETABLE - THURSDAY													
Time	Head	Deputy	1	2	3	4	5	6	7 (Part Time)	8 (Part Time)	9 (Part Time)	10 (Part Time)	11 (Bought In)
Specialism		SENCO	Early Years	Primary	Primary + PE	English	Maths	Maths	16+ Education	English	ICT	Science	Specialists
8.45													
9.00	Meet and greet												
9.15		EY/KS1 Language + Literacy	EY/KS1 Language + Literacy	KS2 Language + Literacy	KS2 Language + Literacy	16+ Language + Literacy	KS3 Maths	KS3 Maths		KS4 Language + Literacy			
9.30	Management												
9.45													
10.00	Assembly		Assembly										
10.15			Break			Break					Break		
10.30	Management		Break	Break									
10.45													
11.00	EY/KS1 Maths		EY/KS1 Maths	KS2 Maths	KS2 Maths	KS3 Language + Literacy	KS4 Maths	KS4/ Post 16 Maths		KS3 Language + Literacy			
11.15													
11.30			Lunch	KS2 Life Skills	KS2 Life Skills	KS3 Core Skills	KS3 Core Skills	KS4/16+ Life Skills			KS4/16+ Computer Science		
11.45			Lunch										
12.00													
12.15			EY/KS1 Enrichment	KS2 Enrichment	KS2 Enrichment	Lunch					PPA		
12.30													
12.45													
1.00													
1.15			KS1 Life Skills/ Technology	KS2A Life Skills/ Technology	KS3A PE	Support packages	KS2B Science	Management time	FE College/A level or Technology		KS3B Computer Science		Option 2
1.30	Management												
1.45													
2.00	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break
2.15													
2.30	Management	Management	KS1 Music	KS2B Life Skills/ Technology	KS3B PE	Support packages	KS2A Science	Intervention	FE College/A level or Technology		KS3A Computer Science		Option 2
2.45													
3.00													
3.15													
3.30	Health and Support group meeting		Cookery	Gardening	Forest Schools	Computer Club	Technology	Music	FE College or Technology or Enhanced provision				Option 2
3.45													
4.00													

STAFF TIMETABLE - FRIDAY													
Time	Head	Deputy	1	2	3	4	5	6	7 (Part Time)	8 (Part Time)	9 (Part Time)	10 (Part Time)	11 (Bought In)
Specialism		SENCO	Early Years	Primary	Primary + PE	English	Maths	Maths	16+ Education	English	ICT	Science	Specialists
8.45	Meet and greet												
9.00		EY/KS1 Language + Literacy	EY/KS1 Language + Literacy	KS2 Language + Literacy	KS2 Language + Literacy	16+ Language + Literacy	KS3 Maths	KS3 Maths		KS4 Language + Literacy			
9.15													
9.30		Management											
9.45	Assembly		Assembly									Assembly	
10.00			Break									Break	
10.15	Management												
10.30													
10.45													
11.00	EY/KS1 Maths		EY/KS1 Maths	KS2 Maths	KS2 Maths	KS3 Language + Literacy	KS4 Maths	KS4/ Post 16 Maths	Vocational/ Learning Studies	KS3 Language + Literacy			
11.15													
11.30													
11.45													
12.00													
12.15													
12.30													
12.45													
1.00													
1.15													
1.30													KS3B Music
1.45	Management												Break
2.00													
2.15													
2.30													KS3A Music
2.45													
3.00													
3.15													
3.30													
3.45													
4.00													

Figure 9: Staff Timetables

D.3.2 Staffing Model

Table 15 below provides a breakdown of our teaching and support staff. (Please refer to Section D – Part 1).

	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21
Principal (incl. teaching commitment 0.3)	1	1	1	1
Deputy Head/ SENCO (incl. teaching commitment 0.3)	1	1	1	1
Head of Primary - Teacher	1	1	1	1
Head of Seniors - Teacher	1	1	1	1
Additional Teachers (FTE)	3	4.4	5.4	5.8
HLTA Management	1	1	1	1
HLTAs	5	6	7	7
STAs	3	4	7	8
Speech & Language Therapist	1	1	1	1
Occupational Therapist	0.5	0.5	0.8	0.8
Educational Psychologist	0.5	0.5	0.8	0.8
Counsellor	0.5	0.5	0.8	0.8
Nurse/Dietician	0.0	0.2	0.2	0.2
TOTALS	18.5	22.1	28	29.4

Table 15: Staffing Model Years 1-4 of operation

Our teaching model (Please see Figure 10: Core Teaching Demands) shows that when CAA reaches capacity there will be 8 pupils in each teaching group with a FTE Qualified Teacher, Higher Level Teaching Assistant and an STA. This will allow for flexibility so that teachers may teach the whole class with the HTLA and STA working alongside with individuals, or more often smaller groups will be taught by the teacher or HTLA allowing one-to-one work to be carried out by the other class staff or therapeutic staff. This staffing ratio will also allow for one-to-one work during transitions or when behavioural issues arise.

The model provides the flexibility for pupils to work in variety of teaching situations dependent upon their needs. Where several pupils have a similar IEP target they will be grouped together and this target will be displayed on the learning board. The teacher will then focus on this learning objective leaving the support staff free to work with other members of the class on their individual targets or one-to-one support packages.

Pupils and parents will be fully aware of IEP and learning targets and know the next steps needed to achieve these. Staff will work with pupils to encourage them to take responsibility for their personal learning and to take pride in their achievements.

D.3.3 Staff roles, experience and expertise

The staff appointed to work at CAA will all have demonstrated during their recruitment process that they:-

- Are passionate about the best outcomes for autistic pupils
- Will be enthusiastic about working in our new school
- Have the dedication to provide positive input into our shared vision
- Have, or are willing to work towards, a qualification in the education of autistic children
- Possess a calm, caring nature which will benefit our pupils
- Have proven experience of working with, and supporting, parents
- Can bring innovative ideas for enhancing the wider educational experience of our pupils.

The first appointment made will be that of the Principal who will have a pivotal role to play in the recruitment of the staff team. The person appointed will need to demonstrate their knowledge and understanding of successful school leadership, ideally across both phases and in Special Schools. They will also be able to demonstrate their knowledge of SEN through the work of the SENCO, ideally with experience as a Specialist Advisory Teacher for Autism. Although this will probably be an experienced Head those with Leadership and management experience seeking their first Headship will also be considered. The Head will lead by example and will aim for all staff, themself included, to hold a NAS recognised qualification. The Head will have demonstrated during the recruitment process that they fully support the aims and vision of CAA. They will have excellent written and oral communication skills which will be essential during the opening process of the Academy when publicity will be paramount. The Head will have demonstrated their ability to communicate well with staff, pupils, parents, governors and the wider community which will lead to strong working relationships within CAA. In addition to an excellent understanding of current educational and SEN matters they will have a firm grasp of school financial matters, safeguarding, Health and Safety and procurement.

To ensure that we are able to recruit a suitable person to meet our aspirations for our Principal we have used the DfE guidelines for working out the Indicated School Range (ISR). We feel that the

Head Teacher's salary range of L14-20 (please see benchmarking information in Section G) is incentive to encourage suitable applicants, especially when coupled with the exciting professional prospects of working in the first Special Free School in Cumbria. The opportunity to live and work in the Lake District and to develop Life and Leisure Skills for pupils in this area is an added incentive which we feel will encourage suitable applicants for the post. We think it would be good practice to allow the Principal to work with the students and get to know them.

The Principal will be supported by a Deputy, who will also be the SENCO. As this is the SENCO role there will be an expectation that the person appointed will already hold an NAS recognised qualification. The SENCO will be directly responsible for liaison with therapeutic staff and support staff to ensure that IEPs are appropriate and that interventions are timely. Also supporting the leadership team will be a Business Manager. The person appointed to this post will carry out secretarial work and financial matters in line with the work of a Bursar. This will be a crucial role in the Leadership Team and as such is a full-time post on a suitable salary for the responsibility. The person appointed will have a secure understanding of school management systems, using IT, excellent communication skills and experience of school finance, including payroll.

The Leadership Team will be supported by Middle Managers who will be appointed from year one in order to help the smooth development of the school in subsequent years. The structure of CAA's staffing model shows that we aim to have a Head of Primary and Head of Secondary to lead the teaching teams. Our recruitment process will include the appointment of core subject leaders to these two posts. The teachers appointed to these positions will have experience of teaching children with autism, preferably in a special or enhanced provision school. They will be able to lead teams of teachers and support staff by using Baseline Assessment to plan teaching programmes, organise teaching groups and plan interventions. They will work closely with the SENCO and therapy specialists to ensure that all CYP have the best individual teaching and learning programme. The Heads of Phase will ensure that statutory assessments are carried out where appropriate and that student progress is tracked and reported by all class teachers.

The intake model, at D-Part 1, would result in the teaching demands shown in Figure 10:

Year 1 - 2017

	<i>Intake by Year Group</i>	<i>Staffing by Key Stage</i>	<i>Teaching Groups</i>
R			
EYFS/KS1	1 4	1 FTE Teacher, 2 HLTAs, 1 STA	1
	2 4		
	3 4	2 FTE Teachers, 2 HLTAs, 1 STA	2
KS2	4 4		
	5 4		
	6 4		
KS3	7 4	2 FTE Teachers, 2 HLTAs, 1 STA	2
	8 4		
	9 4		
KS4	10		
	11		
KS5	12		
	13/14		
	32 64% capacity	(5.6 FTE) 5 FTE Teachers plus 0.6 SLT teaching time 6 HLTAs 3 STAs	5 Teaching Groups

Year 2 - 2018

		Intake by Year Group	Staffing by Key Stage	Teaching Groups
EYFS/KS1	R	2		
	1	4	2 FTE Teachers, 2 HLTAs, 1 STA	2
	2	4		
KS2	3	4	2 FTE Teachers, 2 HLTAs, 2 STAs	2
	4	4		
	5	4		
	6	4		
KS3	7	4	2 Teachers, 2 HLTAs, 1 STA	2
	8	4		
	9	4		
KS4	10	4	1 Teacher, 1 HLTA	1
	11			
KS5	12			
	13/14			
		42 78% capacity	(7 FTE) 6.4 FTE Teachers <i>plus</i> 0.6 SLT teaching time 7 HLTAs 4 STAs	7 Teaching Groups

Year 3 - 2019

		Intake by Year Group	Staffing by Key Stage	Teaching Groups
EYFS/KS1	R	4		
	1	4	2 Teachers, 2 HLTAs, 1 STA	2
	2	4		
KS2	3	4	2 Teachers, 2 HLTAs, 2 STAs	2
	4	4		
	5	4		
	6	4		
KS3	7	4	2 Teachers, 2 HLTAs, 2 STAs	2
	8	4		
	9	4		
KS4	10	4	1 Teacher, 1 HLTA, 1 STA	1
	11	4		
KS5	12	4	1 Teacher, 1 HLTA, 1 STA	1
	13/14			
		52 93% capacity	(8 FTE) 7.4 FTE Teachers <i>plus</i> 0.6 SLT teaching time 8 HLTAs 7 STAs	8 Teaching Groups

Year 4 - 2020

		<i>Intake by Year Group</i>	<i>Staffing by Key Stage</i>	<i>Teaching Groups</i>
EYFS/KS1	R	4		
	1	4	2 Teachers, 2 HLTAs, 1 STA	2
	2	4		
KS2	3	4	2 Teachers, 2 HLTAs, 2 STAs	2
	4	4		
	5	4		
	6	4		
KS3	7	4	2 Teachers, 2 HLTAs, 2 STAs	2
	8	4		
	9	4		
KS4	10	4	1 Teacher, 1 HLTA, 1 STA	1
	11	4		
KS5	12	4	1 Teacher, 1 HLTA, 2 STAs	1
	13/14	4		
		56 100% capacity	(8.4 FTE) 7.8 FTE Teachers <i>plus</i> 0.6 SLT teaching time 8 HLTAs 8 STAs	8 Teaching Groups

Figure 10: Core Teaching Demands

Our financial model in section G shows that we have budgeted for the higher end of the main teaching scale for teachers in CAAs first year of operation. This is to allow us the flexibility, when recruiting, to appoint the most suitable teachers and not just what we can afford. When appointed the remaining teachers we will consider the subjects which the senior and middle Managers are able to lead and thus cover the remaining subjects during the recruitment process.

In addition we will have as a desirable element in our recruitment adverts:

- Mountain Leadership and Outdoor Activities qualifications
- Post 16 education and vocational skills leadership
- ASDAN assessment experience

The support staff will be led by one HLTA manager. The individual appointed to this role will work closely with the SENCO and therapeutic staff to ensure that all support staff understand the individual needs of the children they are working with and are able to provide appropriate support packages. HLTA staff will be expected to help the class teacher with planning and assessment, liaise with parents and take control of the class when the teacher is working with individual or small groups, carrying out planning and preparation or meeting parents. The STA will work with individuals or small groups under the direction of the SENCO, class teacher or HLTA.

Our class based staff will be supported by a Therapeutic Team which will include an Educational Psychologist, a Speech and Language Therapist, Occupational Therapist, a Counsellor and a Nurse/Dietician. We feel that these posts are essential to help us achieve our vision for the best possible outcomes for children with autism. As Cumbria is a large, geographically difficult county for transportation access to these specialists is very difficult. Many pupils in mainstream schools cannot access the appropriate specialist support which can lead to failure of their placement. At CAA we feel the needs of the pupils will be sufficient to require all of the above staff on a part-time basis. They will work alongside classroom staff to provide the appropriate individual support for our pupils.

Our engagement with Cumbria County Council has made us aware that there are currently recruitment problems with educational psychologists to the County. During these discussions we have been approached by the LA with regards to the possibility of shared recruitment as an incentive to attract a high-calibre candidate to the County. The part-time role thus reflects the option of a job share with Cumbria County Council’s Children’s Services.

D4.THE SCHOOL WILL BE WELCOMING TO PUPILS OF ALL FAITHS/WORLD VIEWS AND NONE

CAA is committed to serving its community and surrounding areas. We recognise the multi-cultural, multi-faith nature of the United Kingdom and understand the crucial role our school plays in promoting these values.

We will encourage admissions from all Autistic pupils entitled to education under British law regardless of faith, ethnicity, sexuality, political or financial status.

This statement outlines the key British Values we will actively promote:

The Cumbria County Council Joint Strategic Needs Assessment (2014) reports that:

“Cumbria has a much less smaller proportion of residents from Black and Minority Ethnic (BME) Groups than the national average (3.5% compared to 19.5%)”

D.4.2 Local Context

Table 16 provides a breakdown of ethnic groups across Cumbria, compared to national averages. A further breakdown by borough is also shown. The boroughs of ‘Allerdale’ and ‘Copeland’ (The West) are the target areas for CAA.

Despite these figures being significantly lower than national averages we still fully recognise the multi-cultural, multi-faith nature of the United Kingdom and understand the crucial role our school plays in promoting British values. For this very reason ‘Morality’ is a key aspect of our vision for CAA as we want our students to become good British citizens, to be tolerant and respectful of others and to make positive contributions to society. This is also the expectation of all staff.

	White: British	White: Other	Mixed / Multiple Ethnic Group	Asian / Asian British	Black / African / Caribbean / Black British	Other Ethnic Group
England & Wales	80.5	5.5	2.2	7.5	3.3	1.0
Cumbria	96.5	2.0	0.5	0.8	0.1	0.1
Allerdale	97.6	1.3	0.4	0.5	0.1	0.1
Barrow-in-Furness	97.1	1.3	0.5	0.9	0.1	0.1
Carlisle	95.0	3.1	0.5	1.2	0.1	0.1
Copeland	97.3	1.2	0.5	0.9	0.1	0.1
Eden	97.0	1.9	0.4	0.6	0.0	0.1
South Lakeland	95.6	2.8	0.6	0.8	0.2	0.1

D.4.2 How CAA will be inclusive

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. At CAA these values will be reinforced regularly in the following ways.

These values will be taught explicitly through Personal, Social, Health and Emotional (PSHE) and Religious Education (RE). We will also teach British Values through planning and delivering a broad and balanced curriculum.

The school will take opportunities to actively promote British Values through our assemblies and whole school systems and structures such as electing and running a successful School Council. We will also actively promote the British Values through ensuring our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

At CAA we will uphold and teach pupils about British Values which are defined as:

Democracy

Rule of Law

Individual Liberty

Mutual Respect

Tolerance of those with different faiths and beliefs

Our curriculum will be broad and balanced to enable pupils to be prepared for life in modern Britain. At the heart of this will be a focus on 'Life Skills' within Spiritual, Moral, Social and Cultural Education.

Democracy

Democracy will be an important value at our school. Pupils will have the opportunity to have their voices heard through the School Council, class discussions and Pupil Questionnaires. The elections of members will be based on pupil votes – following campaigns for elections and polling day. Local councillors will be invited to talk to pupils about the electoral process, especially during local and national elections. Opportunities to share debates with School Councils from other schools will be sought to enable pupils to develop a wider view of the democratic process and the views of others.

The children will actively work to live and learn CAA's school rules and the positive traffic light style behaviour system that will be displayed in each classroom and actively used to influence, reward and acknowledge others' behaviour. This will be celebrated weekly with parents as 'stars of the week'.

During PSHCE sessions, and the general life of the school, pupils will be taught about individual liberty and the importance of freedom in democratic countries. They will learn the reasons for individual freedom being taken away and the impact of this. They will be given opportunities to reflect upon this through recognising school sanctions and rewards, for example. The older pupils will begin to consider the issues that individuals encounter in non-democratic countries. Opportunities will be taken to consider the importance of individuals who have played major roles in bringing about the democratic process.

The Rule of Law

The importance of laws and rules, whether they are those that govern the class, the school or the country, will be consistently reinforced throughout regular school days. Our positive behaviour system will be aligned to an agreed set of standards and expectations and have a clear path of consequences mapped out for children to follow should they make the wrong choice. Standards and expectations will be clear. Pupils will be taught the value and reasons behind laws and rules, that they govern and protect us, the responsibilities that this involves and the consequences when the laws/rules are broken. Visits from the authorities such as the police and PCSOs and fire service will be regular parts of our calendar and help reinforce this message.

Autistic children have a very strong sense of right and wrong. For this reason they often find it difficult to understand why others 'bend' or break rules, which in turn can lead to anger and frustration. Time will be spent enabling pupils to consider such situations during Life skills sessions, or during 'Social Use of Language' for example. Pupils will be provided with real life scenarios to enable them to learn how to put rules into context, for example, understanding that dropping litter, although bad for the environment, is not as severe as traffic speeding or robbing a bank, and that punishments will also vary according to severity. Opportunities will be taken in real life situations for pupils to discuss rule breaking and logical consequences.

Individual Liberty

Within school, pupils will be actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we will educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment, a planned curriculum and empowering education. Pupils will be encouraged to know, understand their rights and exercise their personal freedoms and will be advised how to exercise these safely. This will include our e-safety teaching and dedicated PSHE lessons. Pupils will be given the freedom to make choices e.g. signing up for enrichment clubs, choosing the level of challenge in lessons and will be becoming increasingly more involved in child led learning (life without levels).

Safeguarding and Health and Safety will not be just policies on a shelf but real life procedures which will be as important to pupils as they are to staff. Pupils will be taught through PSHCE and Life Skills that they have the right to feel safe and be treated with respect by peers and adults, both at school and at home. They will be given opportunities through Programmes such as *Kidsafe* and *Childline* to learn how to talk to trusted adults when they feel uncomfortable or threatened.

Pupils and parents will be offered opportunities to learn how to use the internet safely, parents will be provided with support to learn how to use filters for example. Pupils and parents will be provided with information about cyberbullying and on-line grooming to help them make safe choices for children to develop individual liberty in a safe manner.

The transition process at CAA will be an integral and developmental part of the Life Skills curriculum. Teaching pupils to become independent is a crucial element of our curriculum. This will involve transport training, beginning with basic road safety but developing into 'road-wise' cycle training, travelling on public transport, planning safe journeys leading ultimately to driving lesson support for those whom it is appropriate. Our 'Life Skills Flat' will help pupils develop independent living skills such as shopping for and cooking a meal, performing laundry tasks and caring for the home environment. These will be important as pupils prepare for further education, working away from home or life in sheltered accommodation.

As older pupils become more independent they will be encouraged to use the 'Autism Alert Pack' which is recognised by police and social carers in West Cumbria. This is mini-information pack, designed for adults, for situations when communication may be difficult. Developed by the NAS in consultation with people with autism or Asperger syndrome and their families. The pack includes a key facts leaflet about autism and a credit-card style insert for emergency contacts.

Mutual Respect

Respect will be a central value across the school. The pupils will know and understand that it is expected and imperative that respect is shown to everyone whatever difference we may have. Respect at CAA will underpin our work every day both in and out of the classroom. Children and adults alike, including visitors will be challenged if they are disrespectful in any way. Positive Behaviour values will be highly visible in and around the school and will be seen in pupil's work, posters, signs and rewards.

A key aspect for developing mutual respect will be through the RE curriculum. Pupils will follow the Cumbria Agreed Syllabus (SACRE) which will involve at least 4% curriculum time. For the younger pupils this may be as part of their topic work and for older pupils it will be as part of their ASDAN accreditation through short courses such as 'Faith and Beliefs'. Spirituality will be considered through understanding of different faiths, sharing similarities and differences and learning about, and experiencing other cultures. As Cumbria is culturally isolated we will provide such experiences through visits to larger communities in the UK, for example, an 'Interfaith Visit' to Bradford to experience different places of worship. Twinning with schools in other parts of the world will also be explored, for example, schools in Japan can share their experiences of being part of a Nuclear Science industry which is the same as West Cumbria but can then share their differences in religion, food, culture and environment. By meeting and talking to people from other cultures and religions the pupils will gain an understanding of the lives of others and develop respect for their lifestyles.

CAA will welcome pupils from a range of cultures and religions without discrimination, in fact each difference will be welcomed as an opportunity to broaden the understanding of all pupils and to develop mutual respect for others. Visitors will be encouraged to share their religions and cultures. Religious festivals will be taught as part of the RE curriculum and used as opportunities not only to learn about different religions but also to learn about different customs, food and worship.

Behaviour and Anti-Bullying Policy

Tolerance of those with different faiths and beliefs will be achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community, wherever possible.

Assemblies, visitors leading workshops and discussions involving prejudices and prejudiced based bullying will be followed and supported by learning in RE and PSHE through a broad and balanced curriculum covering a range of faiths, cultures and religions. We will use the opportunities such as the Olympics and World Cup to study and learn about life and culture in countries who participate. Celebrations of an international nature, as a whole school, will encourage children to research and discover differences and similarities between us and other countries.

SEAL, Kidsafe and Childline materials will enable pupils of different ages to discuss how to deal with bullying. Pupils will be provided with opportunities to discuss what to do if they are the victim of bullying, but also how to deal with bullying if they observe it, or if they are the cause of bullying.

Through PSHCE and Life Skills sessions pupils will learn how to speak out and report bullying, how to avoid situations which may lead to bullying and also how to help and support friends who are being bullied, either in face-to-face situations or online.

Pupils at CAA will be encouraged to show their individuality without fear of bullying. Autistic children often demonstrate differences through their likes and dislikes. At CAA we will embrace their individuality without fear of discrimination or loss of individual liberty. We accept that Autistic children often have a particular like or dislike, for example around food, clothing or noise, and will acknowledge their individuality without prejudice by accepting that they may 'bend' the school rules on uniform or require a special diet, or quiet space. This will be done with respect and without discrimination and be accepted by all pupils, staff and parents without discrimination bearing in mind the safety of the pupil at all times.

D5. ASSESSING AND MEETING THE NEEDS OF ALL PUPILS

Cumbria Academy for Autism will be committed to giving all CYP every opportunity to achieve the highest standards by striving to minimise the impact of autism on their learning outcomes both academic and social.

We will do this by taking account of CYP's varied needs and life experiences. We will offer a curriculum tailored to individual need and ability, we will have high expectations of all our learners. Given the size and nature of our school some groups may be underrepresented, for example, the ratio of males to females diagnosed with ASC may result in the proportion of girls in the student cohort being smaller than would be the case in a mainstream school. The spikey academic profiles of autistic learners, and relatively small size of the projected annual cohort, means that analysis of group performance will not be generally meaningful. CAA will ensure that it promotes the inclusion of all our learners, irrespective of ethnicity, attainment, age, level of disability, gender or background.

CAA aims to be an inclusive school and will actively seek to remove the barriers to learning and participation that can hinder or exclude individual, or groups, of CYP. We will seek to ensure quality of opportunity is a reality for all our learners by paying attention to the needs of different groups and individuals. We will strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs. It will be our responsibility to aim to ensure that all our CYP's have the maximum opportunity to attain and achieve in line with, and sometimes above their mainstream peers. Accurate assessment of need, and carefully planned programmes, will be essential ingredients of success for these pupils.

Through our SEN and inclusion policy and practice at CAA we will aim to:

- provide curriculum access for all
- set realistic targets which both challenge and support all CYP
- reach high levels of achievement for all
- meet individual needs through a wide range of provision
- attain high levels of satisfaction and participation from pupils, parents and carers
- carefully map provision for all CYP to ensure that staffing deployment, resource allocation and choice of intervention is leading to at least good learning outcomes
- ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all CYP

- promote CYP's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others
- prepare our CYP for the post-school challenges and opportunities in terms of employment, qualifications, social and leisure opportunities.
- ensure they have the skills, knowledge and understanding to lead happy and productive lives as adults and potential parents.

We will meet these needs by:

- setting appropriate learning challenges;
- responding to the diverse needs of learners
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities to meet the needs of individuals or groups of pupils

Learning and teaching styles

CAA will aim to give all students the opportunity to succeed and reach the highest level of personal achievement. Each student will have an IEP and a Developmental Learning Outcomes folder. We will also make ongoing assessments of each CYP's progress and teachers will use this information when planning their lessons. This will enable them to take into account the abilities of each young person. For some CYP, we will adapt programmes of learning from a previous phase delivered in age related interest level.

Teachers will modify their learning and teaching expectations as appropriate for individual levels of impairment. For example, students may be given additional time to complete certain activities or modify teaching materials. When the attainment of a CYP falls significantly below the expected level - using formative and standardised assessments - teachers will enable the CYP to succeed by planning work that is in line with their individual needs.

Where the attainment of a CYP significantly exceeds the expected level of attainment, teachers will use materials from a later key stage or extend the breadth of work within the area or areas for which the CYP demonstrates a particular aptitude.

Teaching and support staff will be familiar with the equal opportunities legislation covering race, gender and disability. They will ensure that all CYP:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of social and cultural backgrounds without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that enable them to succeed
- participate fully regardless of disabilities or medical needs

Management of Inclusion within School

The head teacher and the governing body will be responsible for the ongoing implementation of the SEN and Inclusion Policy. The Head Teacher will be responsible for reporting regularly to the governing body on the ongoing effectiveness of the SEN and inclusion policy. All staff in school will have a responsibility for maximising achievement and opportunity of all our learners –

specifically, all teachers/tutors are teachers of special educational needs. Staff will be aware of their responsibilities towards all learners and a positive and sensitive attitude will be shown towards all pupils at all times.

The head teacher will be responsible for co-ordinating, monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. The head teacher will be actively involved in and informed of the progress of all learners and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system, maintenance and analysis of a whole-school provision map for learners (this may be devolved to another member of staff (with the Governing Body's approval)
- pupil progress meetings with individual teachers/tutors
- discussions and regular meetings with pupils and parents.

Special Educational Needs Coordinator

The SENCO, will oversee the day- to-day operation of SEN policy and practice in the following ways:

- Maintenance and analysis of whole-school provision map for all CYP;
- Maintenance of a list of CYP detailing specific needs on the Autistic Spectrum;
- Liaising with and advising teachers/tutors;
- Managing other classroom staff involved in supporting CYP;
- Overseeing the records on all CYP;
- Liaising with parents, in conjunction with class teachers/tutors;
- Contributing to the in-service training of staff;
- Implementing a programme of Annual Review for all CYP;
- Overseeing the smooth running of transition arrangements and transfer of information for pupils transitioning to and from CAA;
- Monitoring the school's system for ensuring that all Social Communication, Behavioural, SaLT and Individual Education Plans etc have a high profile in the classroom and with CYP and families;
- Evaluating regularly the impact and effectiveness of all additional interventions for all learners;
- Meeting with each class teacher/tutor to review and revise learning objectives for all learners;
- Liaising sensitively with parents and families of pupils regarding their progress;
- Attending area SENCO network meetings and training as appropriate;
- Liaising with CAA's SEN and Inclusion Governor, keeping him/her informed of current issues regarding provision for learners (nationally, locally and within school);
- Liaising closely with a range of outside agencies to support our learners, including, Autism Partnership, Children and Young Peoples' Service, Local Health Trust(s), Education Welfare Service, Virtual School for Looked After Children etc.

Addressing Impairment

The academy will be committed to providing an environment, within its resources and Health and Safety consideration, which allows students full access to all areas of learning. CAA will use specialist desks, chairs and other furniture / equipment as and when necessary for pupils with specific physical and sensory needs. Teachers and support staff will ensure that the work undertaken by CYP:

- takes account of their pace of learning and the equipment they use;

- takes account of the effort and concentration needed in oral work or when, for example, using vision aids;
- is adapted, or offers alternative activities, in those subjects where CYP are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies.

CYP who are very able and/or talented

CAA will recognise CYP who are 'talented', referring to CYP who excel in one or more specific fields, but who may or may not perform at a high level across all areas of learning or, 'very able' referring to CYP who have a broad range of achievement which CAA assesses to be at a very high level. The areas of learning are as follows:

- Physical talents sports, games, skills, dexterity;
- Visual/performing abilities dance, movement, drama;
- Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions;
- Computer Science skills Programming, gaming;
- Specific Subject knowledge Geographical, historical, facts and figures;;
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Social awareness sensitivity, empathy;
- Creativity artistic, musical, linguistic.

We will respect the right of all CYP in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults

The aims of CAA make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our CYP every opportunity to achieve the highest of standards. This will happen for our very able and/or talented children in the following way;

Identification

Before identifying any CYP as 'very able' in a particular area, we aim to ensure that all CYP have had the opportunity to learn and succeed in this area. This will make the identification process fair. Identification of CYP as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this CYP is showing ability in a particular area'. Identification as 'very able' or 'talented' at CAA will not necessarily mean that in another school or context the child would also be identified as 'very able', as this is dependent on the context and the child's needs at the relevant time.

A 'very able' or 'talented pupil' should be identified using a variety of methods.

The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination

- peer nomination
- self nomination

Each year the school will draw up a register of ‘very able’ and/or ‘talented’ children, this list will be kept under review. Provision for ‘very able’ and/or ‘talented’ children, in addition to all other pupils will be tracked and monitored.

Provision

The teachers/tutors at CAA will have high expectations and plan carefully to meet the learning needs of all CYP. We will give all CYP a wide range of opportunities to practice, reinforce, generalise and apply their skills; show what they know, understand and can do.

We will achieve this in a variety of ways when planning for CYP’s learning by providing:

- a common activity that allows the CYP to respond at their own level;
- an enrichment activity that broadens a CYP’s learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for CYP to progress through their work at their own rate of learning.

CYP will meet a variety of organisational strategies as they move through the school. Each strategy will support all CYP in their learning, but will give due regard to the more able and very able learner.

Individual Education Plans

IEPs are one of a range of target setting, teaching and reviewing tools which will be used alongside programmes constructed by our Therapy staff. Our IEPs will:

- be a planning, teaching and reviewing tool which will enable us to focus on particular areas of development for CYP. They will be a working document which can be constantly refined and amended;
- only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all CYP. Targets will address the underlying reasons why a pupil is having difficulty with learning;
- be accessible to all those involved in their implementation – pupils will have an understanding and “ownership of the targets”;
- be based on informed assessment and will include the input of outside agencies and pupils’ families;
- have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly;
- be time-limited; there will be an agreed “where to next?”;
- have SMART targets set for or by the pupil;
- specify how often the target(s) will be covered;
- state what the learner is going to learn – not what the teacher/ tutor is going to teach and will be clear about what the CYP should be able to do at the end of the given period;

Targets for an IEP will be arrived at through:

- Discussion between teacher/tutor and SENCO / Head Teacher
- Discussion with parents/carers and pupil
- Discussion with another professional

- Our IEPs will be reviewed at least termly by class teachers in consultation with the Head Teacher / SENCO / parents or carers

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all CYP will be involved in monitoring and reviewing their progress through the use of layered targets. Layered targets are very small objectives that aim to address precise and highly focussed points of behaviour or learning. They may stand alone as single targets or may provide incremental layers of success that build, layer on layer, to the achievement of a larger or broader target. We will endeavour to fully involve all CYP by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- monitor their success at achieving the targets on their Individual Education Plan.

Partnership with Parents/Carers

CAA aims to work in partnership with parents and carers. We will do so by:

- making parents and carers feel welcome;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- instilling confidence that the school will listen and act appropriately, focusing on the child's strengths as well as areas of additional need, allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- aiming to work closely and effectively with all other agencies supporting children and their parents;
- agreeing targets for all pupils, in particular, those not making expected progress and, for the pupils identified as having special educational needs, involving parents in drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of the local Parent Partnership Services;
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language;
- Providing family learning opportunities and support at home by CAA Staff or other delegated agencies.

Summary

At Cumbria Academy for Autism we will value each learner as a unique individual. Through our values and objectives, we will always continue to strive to meet the needs of all our students and seek to ensure that we are fully inclusive.

SECTION E: EVIDENCE OF DEMAND AND MARKETING

PART 1

Cumbria County Council have agreed to commission all 56 places at CAA. Parental demand is as a result of those people who have expressed an interest in Cumbria Academy for Autism via the website and have expressed that they will request CAA is added to their child's statement of SEN/EHCP.

Table 17 outlines a summary of the applications received, from parents with children who have statements of SEN or EHCPs, from the CAA website. We have aligned our intake with parental demand.

	Year 1: 2017			Year 2: 2018		
	A. Proposed No. places with EHCP	B. LA Demand	C. Parent Demand	A. Proposed No. places with EHCP	B. LA Demand	C. Parent Demand
Reception	0	40	0	2	10	0
Year 1	4		3	4		4
Year 2	4		2	4		5
Year 3	4		6	4		4
Year 4	4		3	4		2
Year 5	4		5	4		2
Year 6	0		9	4		6
Year 7	4		8	4		1
Year 8	4		8	4		5
Year 9	4		6	4		3
Year 10	0		4	4		0
Year 11	0		2	0		2
Year 12+	0		1	0		0
(age 16-19)	0	2	0	1		
	0	0	0	0		
Totals	32	40	59	42	50	35

Table 17: Demand vs. estimated pupil intake and growth forecasts 2016-2019 (Section D-Part1). All pupils included in table (with statements/EHCP only) – information contained is where a parent has said they will be requesting for CAA to be added to their child's statement.

The information provided at in Section E, Part 2, details how we have made information available for parents/carers to enable them to make a decision regarding Cumbria Academy for Autism.

These demands are therefore specific to our school and show that parents made an informed decision about supporting our application.

Year 1 Parental demand figures represent the 65% of responses who meet criteria for admission and have expressed interest in naming Cumbria Academy for Autism in their child’s Statement of SEN or EHC Plan.

Cumbria County Council, have agreed to commission up to 3-5 pupils per year group, excluding Year 6 and Year 11 in the first year of CAA operation. We have proposed a flexible model to meet need and demand, however, where demand is in excess of 8 pupils per year group we have reduced proposed intake figures to reflect Council’s decision.

PART 2

E1. EVIDENCE OF NEED – PUPILS WITH STATEMENTS/EHCPs

E.1.1 Contextual Evidence of Need for Cumbria Academy for Autism

The results of Desktop research, parental surveys, Local Authority consultations, parent consultations and teacher consultation workshops have demonstrated an overwhelming need for an Autism-specific free-school in Cumbria.

Section C provides greater detail regarding the lack of provision locally for CYP with Autism in West Cumbria, however, Table 18, shown below highlights the shortage of provision. The reader is reminded that other than those 67 placements stated below there are no other options locally for specialist provision.

Projected Total No. of CYP aged 4-19 with Autism in Allerdale & Copeland	306
No. of CYP aged 4-19 with Statements of SEN/EHCPs in West Cumbria (excluding those CYP on School Action/School Action plus – now SEN Support)	236
<i>Less No. of Placements currently available for Autism students with Statements of SEN/ EHCPs in West Cumbria:-</i>	
<ul style="list-style-type: none"> • Mainstream Autism Resourced Provision (primary and secondary) 	32
<ul style="list-style-type: none"> • West Cumbria Generic Special School Autism placements 	35
Remaining No. of CYP with Statements/EHCPs currently without access to specialist provision	169

Table 18: Shortfall in current provision

Referring back to the rationale in Section C it is clear that for the majority of autism students this is not an appropriate setting. Referring back to the survey findings cited in Section C.2.2, it is evident that mainstream placements in Cumbria are not suitable settings for the vast majority of these children. When we then consider that 169 children, who also have EHCPs in place, signifying that they will have significant support needs arising from their autism, we believe it is unacceptable for them to be denied access to specialist provision.

Communication impairments affect all students, even those who are highly verbal and academically very able. It is common for students to struggle to comprehend general information or follow nonspecific instruction in a whole class situation. Student's lack of social empathy and the difficulties they experience with social imagination impact on their ability to work in larger groups and interact and communicate effectively with their peers. Rigidity of thought makes it very difficult for them to deal with change or understand situations from another person's perspective.

Section D illustrated how students with autism require a highly differentiated autism specific approach to learning. When delivered in an appropriately modified physical environment it will allow students to fully access the curriculum and have the opportunity to reach their full potential.

It is proven that the physical environment impacts greatly on students with autism. Sensory difficulties can lead to overstimulation causing great distress resulting in difficult, challenging and disruptive behaviour. Students also greatly benefit from a highly structured, organised environment in order to enable them to cope and manage anxiety.

This is why Cumbria Academy for Autism is so desperately needed.

E.1.2. Local Authority Demand

Our local authority, Cumbria County Council, have expressed support for CAA (please see confirmation letter on Page 91) and if they have agreed to commission all 56 places.

We first made contact with our local authority in late October 2014. At this point contact was made by email with [REDACTED], highlighting the gap in education provision for autistic children in West Cumbria. Contact was also made with [REDACTED]

We met [REDACTED], at the Cumbria Parent Carer Forum in November 2015. The session covered the local offer and we used the opportunity to discuss issues with autism provision locally.

We then engaged with Children's Services, initially with [REDACTED] then directed to [REDACTED], in November 2014.

We met with [REDACTED] on 18th December 2014 at [REDACTED], and presented the key findings of the feasibility study and an overview of our proposal (appendix 2). During the session we discussed how the gap in provision, sat strategically in the context of current provision and agreed the cohort. Mr Barrett then offered to obtain information and data for the proposer group.

We reconvened in January 2015, this time at Barrow Council Offices, where [REDACTED] provided information on top-up fee ranges for local SEN provision and basic outline data regarding CYP with Autism in Cumbria. CAA then provided an update on the progress of the proposal. [REDACTED] then asked for the proposer group to liaise with local schools and provide feedback.

We have also engaged with [REDACTED], who later provided data on current destinations of CYP with autism in Cumbria.

Further correspondence has taken place by telephone, official letters and email since then. On Friday 1st May 2015 a full proposal (75 pages) for Council with an executive summary, written by

CAA, was officially submitted to the LA for final decisions to be made regarding overall support and commissioning of places.

We also provided an executive summary for Council with additional information regarding postcodes for demand requests to enable Council to calculate the subsequent transport budget. After LA consultations with the Western Heads Alliance and Council, a decision was reached on 22nd May 2015, to fully support the proposal for CAA and written confirmation was subsequently received on 27th May 2015.

Our local authority are extremely supportive of our plans and have been pleased to see us work collaboratively and openly with both themselves and local education providers.

We have continued to liaise with [REDACTED] and update him on our progress at regular intervals. We met again in September 2015 to discuss DfE feedback and also to ascertain whether Council were still supportive following our bid being unsuccessful in Wave 9.

An updated commissioning letter has since been received to demonstrate continued commitment and support from our local authority one year on.

Cumbria County Council

• Lonsdale Building • The Courts • Carlisle
Cumbria • CA3 8NA •

24th February 2016

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

Dear Sir/Madam

Confirmation of Support for Cumbria Academy for Autism

We confirm that the Local Authority of Cumbria County Council has been engaged with Cumbria Academy for Autism's application. We understand that Cumbria Academy for Autism is a proposal for a Special Free School which will cater for the needs of local children with a primary diagnosis of autism from the ages of 4 to 19 years old. We also understand Cumbria Academy for Autism is proposed to open in September 2017.

I am pleased to confirm that the bid leaders of the Free School Application for the Cumbria Academy for Autism have actively engaged with the Local Authority and other educational establishments in the west of the County where they are intending to establish the school. The applicants have been invited to join the West Cumbria Head Teachers' Group and become involved in discussions about provision. Heads have noted that the proposed school would complement existing provision in the west of the County.

We confirm that we agree that the type of proposed provision is consistent with the local area needs and we will consider naming Cumbria Academy for Autism in line with our statutory duties in appropriate pupils' statements of SEN or EHCPs. We anticipate demand for all 56 places at the school and we anticipate naming Cumbria Academy for Autism on the Statement of Special Education Needs or EHCPs of approximately 40 pupils for the first academic year following the school's opening and a further 8-10 by Year 2, rising to full capacity figures of 56 by Year 4.

We agree to pay the top up fee of £13,500 per day pupil.

If you have further questions please contact me.

Yours faithfully

Together we can achieve the very best for every child, young person and their family in Cumbria

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cumbria.gov.uk



E.1.3 Parental Demand

We have engaged with local families from the outset, through social media, workshops, events and surveys. A summary of activities and subsequent outcomes now follows.

Parental Demand – Feasibility Survey

Summary results from the initial survey:

- 97.5% would consider an Autism Free School for their child
- 77% respondents are not satisfied with availability of suitable educational settings in their area
- 89% respondents do not feel there are sufficient placements in their locality
- Only 52% of parents were satisfied with their current child's school setting; 18% of parents were dissatisfied

The initial survey feedback identified three main areas of concern. For each of these areas, comments have been included that were written by parents as part of the survey response:

1. Current School Dissatisfaction

“Have two children who go to separate generic special school, not suited to their needs”;

“Our child has been unable to access education for eight years of his school life”;

“My child attends mainstream at the moment but needs moved ASAP and I can't get him in anywhere”;

“I would like my child to have education in a safe and enjoyable atmosphere and be happy which he currently isn't. The local authority don't seem to be doing enough if anything for my child”;

2. A shortage of Availability of Local Provision

“I feel the provision for autism in my area is extremely lacking”;

“Desperate for a school that fits my child's needs”;

“I would love to see this school get the go ahead, there is not near enough support in this area for our children”.

“We are only satisfied with the school our son attends after a long time contesting the provision offered by Cumbria County Council”;

“My child's primary resourced setting is meeting his needs but I have no options available for KS3 other than home-schooling or moving away”.

“My child is extremely well cared for at his current primary school. I am however deeply concerned with the lack of high school provision for when my son gets older. There currently is nothing suitable for my son in the area and I know it would be (another) battle with the LEA to get my son into a school suitable further afield”

“My child is at an independent special school, place gained through an appeal to the SEND Tribunal”;

“There's very little educational provision for children on the autistic spectrum. You have to be prepared to ask, beg, fight for any info or support unless it's from other parents (a massive help I have found) or from NAS”;

3. Autism Awareness Requires Improvement

“Lack of education and training about autism for school staff is a major issue. A school for autism would ensure all children on the spectrum were fairly treated”.

“Not enough specialists in area to deal with children in spectrum. Also poor responses from SEN education people”;

“Would be a great idea for a school that just deals with autism as we haven't got anything at all also we haven't got trained specialist teachers that know what to do with a child with autism, about giving them sensory needs as well as calm time”.

Parent Demand – Initial Parent Consultation Workshop

Feedback from parental consultation has been overwhelming and the collaborative nature in which this application has been put together could not have been possible without the input of a significant number of dedicated individuals who have invested time to build this proposal.

The first parent consultation took place on 10 December 2014 and was attended by over 40 parents. As the workshop followed soon after the completion of the initial feasibility survey, the workshop was aimed at gathering opinion from parents as to whether it was feasible to pursue an application for a specific autism free school for Cumbria.

The workshop took the form of an overview of the initial survey feedback and parents were introduced to the free schools process and principles (a copy of the presentation is held within Appendix 1). Additionally, three questions were asked of parents, who were split into groups: the answers to some of the questions are summarised below:

- *Q1. Thinking about the survey results, please share with the group some of your own personal or professional experiences, which would explain why 97.5% of respondents would consider a free-school for their child?*
- *Q2. Please give examples of what schools are getting right and where they are going wrong with regards to education provision for autistic children?*
- *Q3. Discuss what you would like an Autism Free School to offer? This could be in terms of teaching, support, facilities, resources, curriculum, qualifications, outcomes etc.*

The output from parents has been used to build the principles of the CAA application. Additionally, 14 parents/carers expressed a wish to be actively involved in Steering Group following 12th December 2014 meeting; they will support us with marketing events and consultations during the pre-opening stage.

Parent Demand – Autism in Education Survey

A subsequent conversation between [REDACTED], lead to a decision to investigate whether it would be feasible to start an Autism special free school in the area to close the gap. [REDACTED]

Following a period of research into free schools and autism provision, an initial feasibility survey was launched via social media to understand from parents with children with ASD as to whether there was any demand for such a provision in Cumbria. 71 responses were received over a 6 day period, where 77% of children had statements of SEN and 90% formally diagnosed with Autism.

A further, more detailed survey was launched in February 2015 (See Appendix 5 for results), covering more detail in order to establish understanding of need more specifically; the data generated as part of this survey has been used to underpin all sections of this submission. 85 responses were received over a two week period, where 78% of children had statements of SEN and 83% formally diagnosed with Autism.

Parent Demand – Public Consultations

Public ‘drop-in’ consultations were held at four locations across both boroughs, to ensure local residents were given an opportunity to engage with lead representatives of the proposer group.

These were held on:-

- Monday 20th April 2015 at Keswick Children’s Centre from 2pm until 6pm
- Wednesday 22nd April 2015 at Millom Network Centre from 1pm until 5pm
- Thursday 23rd April 2015 at Cockermouth Children’s Centre from 1pm until 6pm.
- Friday 24th April 2015 at Whitehaven Library from 1 pm until 5pm.

The venues were set-up with displays predominantly addressing the vision, key features, core values and anticipated cohort. There was also a rolling power point presentation set-up which explained more about the rationale behind the academy. Lead representatives were then on hand to discuss the proposal further with individuals.

A total of 98 local parents, carers and professionals attended our events across West Cumbria.

The vast majority of those were parents and carers of children with autism, all of whom had a variety of different needs and questions.

We met parents who were just starting out on their journey, with young children and new to diagnosis, some who were desperately seeking support and general advice, as well as information about the school.

We spoke to several parents who had children attending the local generic special school, who all agreed although their children were very well cared for either felt they were not progressing or questioned the suitability of the generic physical environment in terms of noise and sensory needs.

The majority of parents had children who were in mainstream provision from schools across Allerdale and Copeland most questioned the level of support their children were receiving. All agreed the support was not autism specific. Some felt the schools were doing their best to accommodate the needs of their children but lacked the knowledge and resources needed.

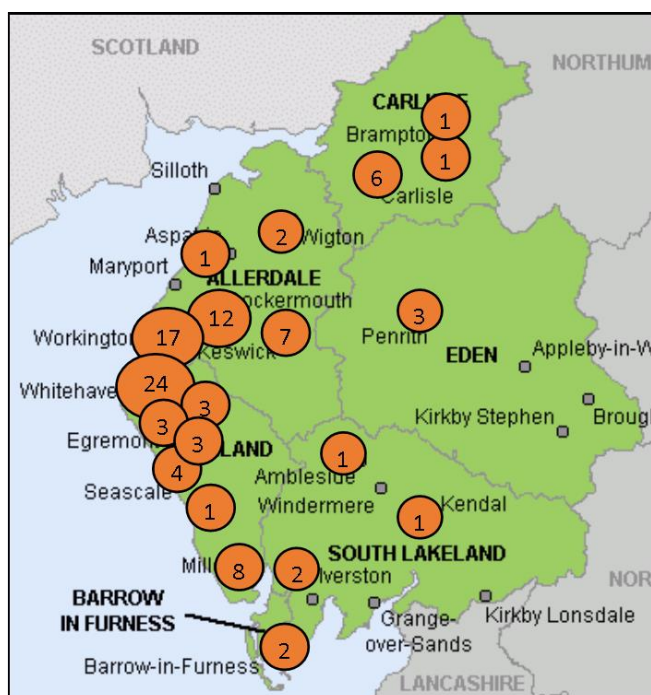
²⁷ <http://www.bbc.co.uk/news/uk-england-cumbria-32043184>, 25th March 2015

All of the parents, grandparents and carers we spoke to felt the proposal for Cumbria Academy for Autism was very exciting and much needed.

We were extremely pleased to see well known and respected local health professionals in attendance the Whitehaven session, including a Speech and Language Therapist and an Occupational Therapist. They came to show their support and to find out more in depth information about the proposal.

Parent Demand – Cumbria Academy for Autism Website

As part of the development of the proposal, the next stage was to establish material demand gather specific information on applications and expression of interest from parents; this was achieved by parents registering via our website. Via social media, the local press and our feature on the BBC, we raised awareness of the school and the need to evidence local demand for the proposal to be successful.



The numbers contained within the circles, represent the number of people who have expressed interest in their child attending CAA. Total responses of 102 as at 8 February 2016.

Figure 11: Demand map for CAA – Source: CAA Website expressions of interest.

At the time of writing 65% of expressions of interest on our website have said that they will be adding CAA as the place they would like their child to attend as a future school this level of demand flows through to the demand tables in Section E Part 2. A further 28% of demand requests are classed as “possible” placements. The remaining 7% of responses were either considered invalid or ‘out-of-county’. All demand received has been mapped geographically, as shown at Figure 9.

Expressions of demand from local parents and carers, to say that it would either be their first choice of school or that they would name the school on their child’s EHC plan, have been received via the website’s online demand form (Please see figure Y).

Since our submission in Wave 9, we have continued to engage with parents and carers who specifically expressed interest in places to ensure that our understanding of demand remains current.



We are currently seeking support for a new school in our area.

Cumbria Academy for Autism proposes to be an exceptional special free-school for children and young adults aged 4 to 19 years with a primary diagnosis of Autism.

Our learners will have a Statement of Special Educational Need (SEN) or Education Health Care Plan (EHCP) and will have been identified as being unable to function in a full-time mainstream placement, however as they do not have a severe learning disability may be unsuitable or not meet criteria for a generic special school.

Cumbria Academy for Autism will offer a flexible, differentiated curriculum and range of qualifications to meet individual need. i.e. ASDAN, AQA, GCSE's, 'A' Levels, Vocational Qualifications and Apprenticeships.

We recognise the physical environment is paramount to removing barriers to learning. Our classrooms will be small and designed to be low in arousal, Breakout Rooms, Sensory Rooms, Relaxation Pods and a Sensory Garden will provide our students with an essential and supportive learning environment.

Life skills will be an integral part of learning. Our children and young people will be provided with regular opportunities to prepare and practice real life situations such as travel training, shopping and managing money, to promote future independence.

Please register your interest in sending your child to the Cumbria Academy for Autism and for the Local Authority to name Cumbria Academy for Autism in your child's Statement of SEN or EHCP by completing the online form. This can be found at our website www.cumbriaacademyforautism.co.uk by clicking the 'register your interest' tab.

Please be advised we may share this information with the Department of Education as part of our application for a new school.

Thank you.

www.cumbriaacademyforautism.co.uk
autismfsc@gmail.com
Cumbria Academy for Autism - Company Number: 9481079

Figure 12: Cumbria Academy for Autism Flyer

Figure 12 above is an image of the flyer we used to advise parents of the school's offer, enabling them to make an informed decision regarding placing their child at the school, and Figure Y provides images of the website content, used as the primary method of marketing Cumbria Academy for Autism, and the actual online demand form. These can be accessed at www.cumbriaacademyforautism.co.uk

Cumbria Academy for Autism
Creating the changing opportunities for the Children and Young People with Autism in West Cumbria.

We believe all autistic children, given the right environment, are capable of excellence in all areas of their academic and personal lives, both now and in the future.

LOCATED IN CUMBERIA
Cumbria Academy for Autism will create the changing opportunities for the Children and Young People with autism in West Cumbria. We will provide individualised learning experiences for each of our students.

UNIQUE ENVIRONMENT
We recognise the physical environment is so essential to removing barriers to learning. Cumbria Academy for Autism offers enriched learning through a combination of recreational facilities and unique outdoor experiences.

CHILD-CENTRED
We will work very closely with children, so that our students receive consistency in all areas of their lives, bridging the gap between home and school. The school will exist for the sole purpose of meeting the needs of our students with Autism.

PROMOTE INCLUSION
By bringing clear links with schools, businesses and local projects we will not only promote inclusion of our children and young people in society but will also enable their achievements to be recognised and celebrated within their community.

From The Blog

Parental Support Petition - Cumbria Academy for Autism

We are currently seeking support for a new school in our area.

Cumbria Academy for Autism proposes to be an exceptional special (free-school) for children and young adults aged 4 to 19 years, with a primary diagnosis of Autism.

Our learners will have a statement of SEN or EHCP and will have been identified as being unable to function in a full-time mainstream placement, however as they do not have a severe learning disability, may be unstable or not meet criteria for a generic special school.

Cumbria Academy for Autism will offer a flexible, differentiated curriculum and range of qualifications to meet individual need (i.e. ASD/N/AQA GCSE's, A Levels, Vocational Qualifications and Apprenticeships).

We recognise the physical environment is paramount to removing barriers to learning. Our classrooms will be small and designed to be low in arousal. Breakout Rooms, Sensory Rooms, Relaxation Pods and a Sensory Garden will provide our students with an essential and supportive learning environment.

Life skills will be an integral part of learning. Our children and young people will be provided with regular opportunities to prepare and practice real life situations such as travel training, shopping and navigating money, providing future independence.

Please register your interest in sending your child to the Cumbria Academy for Autism for the local Authority to name Cumbria Academy for Autism in your child's Statement/EHCP by completing the form below. Please be advised we may share this information with the Department of Education as part of our application for a new school.

Parental Support Petition

Final address:

Please provide your child's date of birth:

What is your postcode (this will not be published):

What type of SEN diagnosis has your child received? (ASD/N/A, Autism, Aspergers, PDA, Other please specify):

Do you have written confirmation of your child's diagnosis? (If yes, please state from whom?) (Frederickson, Child Psychologist, etc):

If you would currently like a Statement of SEN or EHCP with you request Cumbria Academy for Autism to be named on your child's Statement of SEN/EHCP?

If your child does NOT currently have a Statement or EHCP will Cumbria Academy for Autism be your first choice of school?

59KIP
CARTRUCK CODE

Figure 13: Website Home page and online demand form

Demand from Local Education Providers

Over the past 18 months we have held 6 separate Heads consultations across West Cumbria:

- West Cumbria Secondary Head Teachers Consortium
- West Cumbria Alternative Provision Working Group
- Millom Heads
- South Copeland Heads
- Whitehaven Heads
- Maryport Heads

The consultations initially began with a presentation by the CAA proposer group, outlining the vision, key features and rationale. A group discussion then followed where lead representative and local Head Teachers discuss the proposal in greater detail, feedback and opinions.

Workshops have been extremely successful and Headteachers have commented:-

“After having listened to a presentation on the proposed Cumbria Academy for Autism, I would like to say that I believe the creation of such an establishment would be a wonderful asset in the education of children in West Cumbria.

As a Head teacher I know just how hard schools work to be fully inclusive as possible, but what we are lacking in this area is a facility for students who really struggle in mainstream school life.

From speaking to Head teacher colleagues about the proposed academy, I know that there is great demand for this type of educational establishment in the area.

I wish to give my wholehearted support to this venture and seriously hope that Cumbria Academy for Autism does open to provide a facility for students who need such a placement.”

Further consultations were held and on each occasion we received unanimous support for the proposal from all Head’s in attendance. Again we heard how they worked tirelessly to be as inclusive as possible but for many of their students with Autism, a mainstream setting was not a suitable environment for them.


Our determination to actively pursue our broader vision for improving education in West Cumbria and engage with the educational leaders in the West has resulted in the key leaders of CAA being invited to join the Alternative Provision Working Group (see attached letter for details). Together, the AP group members have developed the concept of a “Learning Hub” and we have discussed a collective admissions process to ensure all student placements are ‘best-fitted’ to the needs of our children. This approach is grounded in our understanding that one-size individual school models do not build capacity or sustainability in education; the AP Working Group leadership will play a significant contribution to sustainable education in West Cumbria.

We have engaged locally and are members of the West Cumbria Alternative Provision Working Group (see letter of support in Section E) and working together, we are applying a Systems Leadership model where we regard school leadership as essentially an ethical activity, primarily concerned with providing children the opportunity to achieve the best start in life possible.

Discussions at group meetings have identified a shared opportunity working with the West Cumbria Learning Centre (Pupil Referral Unit), benefiting both organisations; for example,

conversations have been held regarding a child with Autism, currently placed at the PRU, and how he could be transitioned over to our Academy, along with his autism trained support worker, at opening. The PRU have currently allocated an entire room and two members of staff to try to meet the needs of this one child as there is no other available provision for him.

Our membership of this group opens up opportunities for further partnership working and forms the foundations of our local contacts for the delivery of our centre of excellence approach where we will work to improve the outcomes of children with Autism in other schools.

ST. JOSEPH'S

St. Joseph's Catholic High School
Business & Enterprise College
'Living, Loving and Learning through Christ'

26th January 2016

HOUSE OF COMMONS
LONDON SW1A 0AA
James R. Reed
Member of Parliament for Copeland

To whom it may concern

The West Cumbria Alternative Provision Working Group comprises Headteacher representatives from primary and secondary schools across West Cumbria, together with representatives from the local FE college, the senior leadership of Cumbria LA, Inspira, the West Cumbria PRU and the West Cumbria Achievement Zone. The aim of the Group is to identify gaps in alternative provision in the area, and to work collaboratively to extend the range, quality and effectiveness of provision beyond the mainstream for children and young people, including the development of a Learning Hub from September 2016.






The Group wholeheartedly supports the application of Cumbria Academy for Autism to open an autism free school in West Cumbria, as we believe it meets an urgent need and complements the overall work and aims of the Group. Key CAA leaders have become active members of the AP Group, and all sides can see real opportunities in collegiate and partnership working, including the sharing of ideas, expertise and resources in pursuit of better outcomes for all the young people of West Cumbria.

Yours sincerely

[Redacted Signature]

James Reed
Member of Parliament for Copeland

Harrington Road WORKINGTON Cumbria CA14 3EE Telephone: (01900) 873290 Fax: (01900) 734360 Email: office@st-josephs.cumbria.sch.uk

 ITT Programme Partner School The Jesuic PGCE    

Political and Professional Support

A number of other significant stakeholders have been engaged as part of this process. For instance following a meeting on 13 March 2015, with the Local MP Sir Tony Cunningham, he granted his full support to CAAs application. Sir Tony stood down as MP for Workington at the General Election in May 2015; support has continued with his successor: Sue Hayman.

Additionally Jamie Reed, MP for Copeland and former and Shadow Health Minister, has offered his full support.

One of the co-founders of the [REDACTED], has also provided support, linking us with contacts at Autistica and [REDACTED] at NAS Academies Trust.

Consequently NAS have helped to guide us with the strategic thinking behind CAA and have discussed the CAA proposal in detail.

Autistica have supplied information to us for development of the rationale and have offered future assistance and advice.

The most significant support, however, is that from both Lighthouse School and Westlakes Academy. Together these two respected and successful organisations have not only helped guide and advise us through the proposal stage but additionally have pledged to support CAA through to opening and beyond.

Letters of support are included in the following pages.



HOUSE OF COMMONS

LONDON SW1A 0AA

Jamieson R. Reed

Member of Parliament for Copeland

January 2016

TO WHOM IT MAY CONCERN

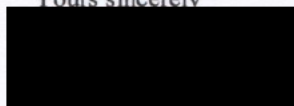
Cumbria Academy for Autism (CAA)

I am writing in support of the proposal being submitted to create an Academy for Autism in West Cumbria.

I believe there is a genuine need for such an establishment which will meet the needs of the children and young adults diagnosed with Autism, living in my constituency, who are unable to take part in a full-time mainstream school setting.

I welcome this proposal and hope the application will be successful.

Yours sincerely



Jamie Reed
Member of Parliament for Copeland

Constituency Office: Phoenix House, Jacktrees Rd, Cleator Moor, Cumbria, CA25 5BD.
Telephone: 01946 816723.



HOUSE OF COMMONS

LONDON SW1A 0AA

SUE HAYMAN MP

Workington Constituency

29 January 2016

Cumbria Academy for Autism
c/o Lynne Thornton
Willowdene
The Green
Little Broughton
Cockermouth
CA13 0YG

Dear Lynne

I am writing to confirm my full support with respect to the freeschool application to establish Cumbria Academy for Autism in West Cumbria.

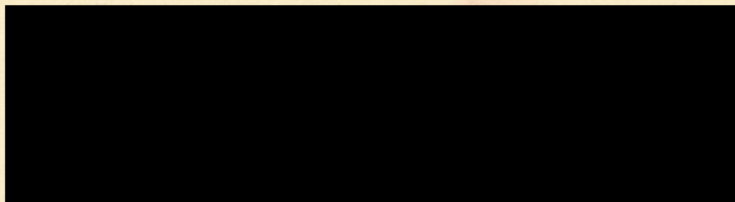
I recognise that the new 56 place specialist facility would create a continuum of provision which does not presently exist for the many children and young people with Autism in the locality.

The proposed academy will provide much needed specialist and high quality provision for children aged four to nineteen with high needs resulting from their autistic spectrum disorder.

I am also aware of the significant engagement with parents and carers, local schools, colleges and the Local Education Authority which has resulted in vast local support for the proposed freeschool.

I wish you all the very best in achieving a positive outcome with this application and hope to see the Academy open in September 2017.

Kind regards



Constituency Office:
Moss Bay House, 40 Peart Road,
Derwent Howe, Workington, Cumbria, CA14 3YT
Tel: 01900 65815
Email: sue.hayman.mp@parliament.uk

24 February 2016

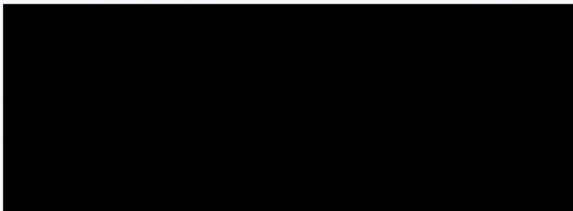
To Whom It May Concern

Dear Sir/Madam

West Lakes Academy is a successful and heavily over-subscribed sponsored academy that is actively engaged in supporting other schools and educational providers on the West Coast of Cumbria.

In resubmitting their bid, the Cumbria Academy for Autism has sought secondary education leadership experience in their group and we are happy to provide a Secondary education advisory through myself, Principal of West Lakes Academy, as part of the pre-opening group. I am an experienced secondary leader who has opened, managed and led academies since 2009. We have the capacity to support the bid and strengthen the academic component of CAA's proposal, helping to define their Key Stage 4 and Post-16 curriculum offer. Additionally I will advise the team through pre-opening as a representative for the whole school, who are extremely supportive of CAA. We will continue to support the CAA by offering the time of our Vice Principal, SENCo, ASDAN co-ordinator and school colleagues to help them progress. West Lakes Academy has an active SEN department and has been recognised by ASDAN as an outstanding centre for their qualifications.

West Lakes Academy sees the inclusion of this new free school as an essential part of building a continuum of provision that meets the needs of children, schools and families on the West Coast of Cumbria and we are continue to support and advise it.



West Lakes Academy, Main Street, Egremont, Cumbria CA22 2DQ

01946 820356 • contactus@westlakesacademy.org.uk • www.westlakesacademy.org.uk

25 February 2016

[REDACTED]
Cumbria Academy for Autism

Dear [REDACTED]

We are writing to confirm our support from myself and the senior leadership team at Lighthouse School in your bid and hopefully pre-opening phase and beyond to ensure you and your community have the opportunity to establish a successful autism school allowing students to flourish. To date I have been very impressed with the work you have all been doing and am proud to be part of your team.

I am sure that through this process there will be an enduring relationship established between our schools and that over time your teams will in turn contribute to further developing our own provision and we will continue our support to you and your wider team as required.

Our support can take many forms but I think the areas that we can bring most benefit are highlighted below:-

- Myself, Chair of Governors for Lighthouse School, will continue to be part of the pre-opening team in the capacity of mentor; in this role I will provide valuable guidance to CAA, having taken Lighthouse School in Leeds through the Special Free Schools opening process previously and supported Forest Bridge School through to opening. My capacity to help will allow for up to 5 hours per week via email, facetime, document reviews and some face to face sessions.
- Principal of Lighthouse School, Louise Greatrex will review the development of your curriculum during the pre-opening period and will mentor the Head of CAA through pre-opening and the first year of operation. Louise will bring her secondary SEN leadership experience to close the gap on our pre-opening team with respect to Secondary SEN experience.
- The team will also receive support and guidance from the SaLT and Wellbeing Manager, who together form the Senior Leadership Team at Lighthouse School.

We very much look forward to continuing the journey with you and it has been a pleasure to help and support you to date.

Yours sincerely
[REDACTED]

Lighthouse School, Leeds
Arthington House, Hospital Lane, Cookridge, Leeds, LS16 6QB
☎: 0113 457 0605 Email: admin@lighthouseschool.co.uk
www.lighthouseschool.co.uk

Lighthouse School is a Free School and Company Limited by Guarantee Company Number: 7591868

[REDACTED], of the Autism Schools Trust (Rise School), provided support in the early stages of our proposal, giving us feedback and advice whilst we developed the vision and rationale behind CAA.

Sally at Grove House School (special free school currently in pre-opening) has also been extremely supportive and has been a point of contact for advice and guidance throughout the development of our proposal.

Engagement with Local Organisations

We have been supported by several local organisations who have helped to engage with local families by links through social media, opportunities to attend gatherings to discuss the proposal with parents and carers and also in signposting us to relevant contacts. The following local groups have been particularly supportive with the proposal:-

- Cumbria Parent Carer Forum
- NAS Barrow in Furness Branch
- Cumbria Autism Support Group – Allerdale & Copeland
- Westhouse
- Inspira

Through these links with local networks we have now reached 1442 followers on social media as at 26th February 2016 and the number continues to grow.



Dear Sir/Madam

Re: Cumbria Academy for Autism

It is my pleasure to write a letter of support for the Cumbria Academy for Autism.

This facility will provide children and young people who cannot function in a mainstream or specialist education setting to have a tailored learning experience which will enable them to fulfill their potential and prepare for adulthood and become active citizens in their own communities.

Inspira is a social enterprise offering careers information advice and guidance and personal development opportunities for young people and adults across Cumbria. We work with a diverse range of young people and their families, including those with additional learning and support needs to make the transition from school into post learning. We would like to work with the Cumbria Academy for Autism to ensure that young people are aware of the range of options that are available to them, and through person centered and careful transition planning with parents and professionals, are enabled to access an appropriate placement.

I have met with Lynn Thornton and other supporters advocating for a Cumbria Academy for Autism and I am convinced that they will create an environment in which children and young people will not only develop like their peers, but thrive and fulfill their full life potential.

In conclusion, we fully support the initiative that we believe will provide autistic children with the right kind of nurturing environment to achieve success in both their academic and personal lives.

Yours faithfully

[REDACTED]

SECTION F: CAPACITY & CAPABILITY

Following our interview with DfE in wave 9 and subsequent feedback we have increased the strength of our pre-opening team with individuals who have relevant expertise for our proposal; this both closes gaps identified at our previous interview and also increases the number of hours available to the team. In summary we have now increased pre-opening capacity by 44% with a weekly commitment of member hours rising from 75 to 108. As a consequence of this additional support, we have utilised the time during our resubmission period, to work on the usual pre-opening scope and which has been brought forward to accelerate the pre-opening phase.

To summarise our strengthening of capacity and capability:

- We are working closely with Lighthouse School, who are a special free school in North Yorkshire for Secondary age children for Autism. As a partner school they have a shared ethos and values to those of CAA. Their support has enabled us to strengthen our curriculum offer at Key Stage 3 and 4 and has offered valuable insight into the practicalities of successfully delivering an autism specific learning environment. The support of the Lighthouse School team takes the following forms:
 - [REDACTED], is part of the pre-opening team in the capacity of mentor to the pre-opening team; in this role [REDACTED]
[REDACTED]
[REDACTED]
 - [REDACTED] will review the detailed development of our curriculum during pre-opening and will mentor the Head of CAA through pre-opening and the first year of operation. [REDACTED]
[REDACTED] to close the gap on our pre-opening team with respect to Secondary SEN experience.
 - We are also receiving support and guidance from their [REDACTED]
[REDACTED].
- We recognise that at previous submission we lacked expert secondary education leadership in our group and have therefore engaged with a Secondary education advisor, [REDACTED], to our pre-opening group. [REDACTED] is an experienced secondary leader and has opened academies. He is working with us to strengthen the academic component of our proposal and has helped define our Key Stage 4 and Post 16 curriculum offer and additionally will advise the team through pre-opening as a representative for the whole school, who are extremely supportive of CAA. We will continue to meet with his Deputy Head, SEN Manager and school colleagues as we progress. Westlakes Academy has an active SEN department and has been recognised by ASDAN as an outstanding centre for their qualifications.
- We have recruited [REDACTED]. [REDACTED]
[REDACTED]
[REDACTED].
- [REDACTED]
[REDACTED]

[REDACTED]

- [REDACTED]

Since interview, we have also developed an outline project plan for pre-opening; this has an associated risk register with mitigating actions defined for key risks. During this planning process we have established the following timescales for opening (for more information, see section H):

- Procurement and conversion of an existing building – opening September 2017
- Procurement of land and erection of temporary accommodation - opening September 2017
- Procurement of land and erection of a permanent, new building - opening September 2018

We will continue with our strategy to recruit our Principal and Business Manager early in pre-opening, along with the services of an external Project Management Team to bolster team delivery capacity. Our delay is in line with DfE feedback and provides us with an additional hours of capacity for delivery with the aforementioned roles in post.

F1a). PRE-OPENING SKILLS AND EXPERIENCE

Name	Member of core applicant group (Y or N)	Where live?	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	40+ (full-time) Voluntary Role

<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>12-15 hours per week Voluntary Role</p>
<p>Andy [REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED] Autism.</p>	<p>10 hours per week Voluntary Role</p>

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5-6 hours per week Voluntary Role
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2-3 hours per week Voluntary Role
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1-2 hours per week Voluntary Role
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2-3 hours per week Voluntary Role

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2-3 hours per week Voluntary Role
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2-3 hours per week Voluntary Role
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1-2 hour per week Voluntary Role
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1-2 hours per week Voluntary Role

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1-2 hours per week Voluntary Role
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	

Table 19: CAA Steering Group Members and roles

Pre-opening working groups

We propose to establish working groups (sub-committees to the main steering group) throughout pre-opening to ensure effective and efficient use of resources and skills and to effectively delegate tasks and actions between all relevant, specialist members of the steering group.

A minimum of one core member (please refer to ‘roles’ in table above) will sit on each working group alongside the relevant specialists with their specific areas of expertise. Having at least one core group member ensure delivery of the vision and provides clear lines of communication back to strategic level and enables effective decision making to take place at operational level but in line with the strategic vision for the school. At this stage we anticipate 4 key groups as follows as shown in Figure 12. These groups will convene on a regular basis to allocate tasks and make decisions and monitor progress.

We also recognise that instances will arise where temporary groups are required for specific tasks e.g. public consultations, media activities, marketing, OfSTED pre-opening preparation etc.

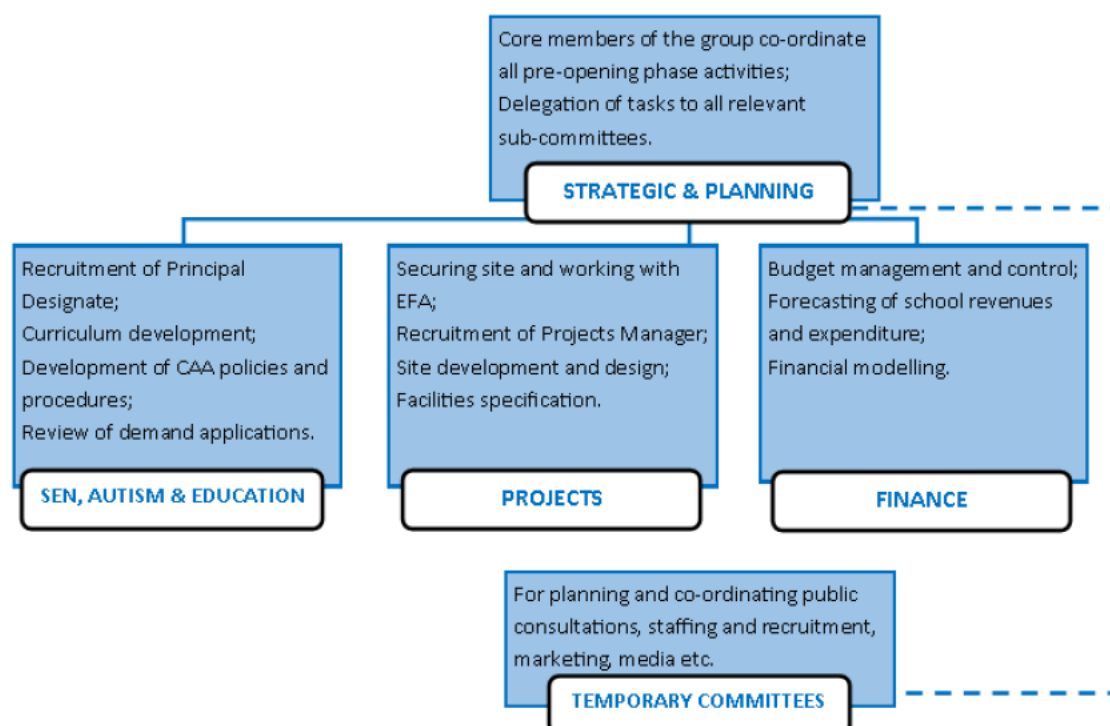


Figure 14: Proposed structure during pre-opening

F1(b) SKILLS GAPS IN PRE-OPENING

Skills/experience missing	Plans to fill gap
Project/Site Manager	Projects working group will develop a specification for a projects manager to undertake paid activities for the development of a school site. Our Projects specialist will advise and guide us through the contractual appointment of a paid manager required for the duration of pre-opening. We have already approached Sellafield Limited with a view towards accessing a seconded Project Manager and Project Implementor for the duration of pre-opening. A bid has now been submitted through the socio-economic policy for support.
Academy Finance and Legal	We have again approached Sellafield Limited with a view towards receiving support on academy finance and systems, for the duration of pre-opening. A bid has been submitted through the socio-economic policy for support.
Secondary expertise on your governing body.	We will recruit an additional Governor who will cover the secondary portfolio, using our contacts within the Secondary Western Heads Group and Alternative Provision Working Group.
Recruitment of staff in Pre-opening	Due to high levels of staff recruitment required towards the end-phase of pre-opening, we will require support from our partner schools. A recruitment timetable will be developed for managing staff appointments.
Premises and location solutions	We recognise that there will be assistance from the DFE and EFA on this if the proposal is successful.
Training and Development Capacity Role	We see training as an essential part of our vision for supporting integrated outstanding practice within the new school and with our partners. We will use NAS in-house autism training initially for all staff members. By Year 3 we intend to have our Senco trained as a 'trainer' to deliver courses on behalf of CAA.
Further connection and support from other national and local autism providers to share and gain best practice	The school will seek accreditation from the NAS and continue to engage with Autistica.

Table 20: Skills Gaps in Pre-Opening

This process is currently ongoing and we are utilising contacts from existing networks and our connections with the local community.

F2. ACCOUNTABILITY AND DECISION-MAKING (POST OPENING)

CAA will have a governance structure with clear roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school.

Figure 15 shown below, demonstrates the lines of accountability and the hierarchy of governance proposed for CAA. A strong governance structure will be central to the success of CAA particularly during its initial growth phase in Years 1-4.

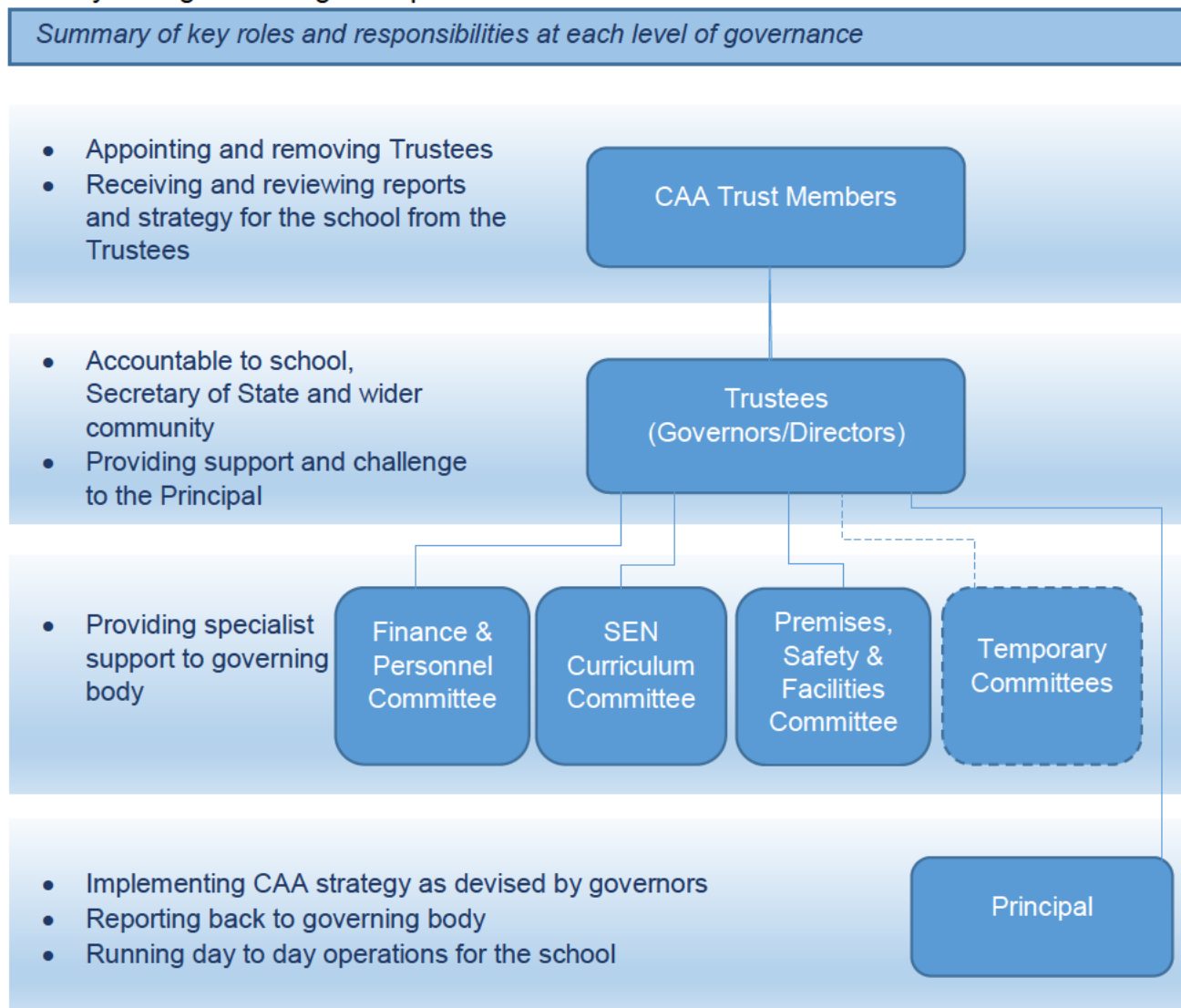


Figure 15: Proposed governance structure for CAA

F.2.1 Roles and Responsibilities

F.2.1.1. Members: We recognise that the DfE advise in the ‘Academies Financial Handbook’ recommend at least 5 members in total. A decision to have five members also ensures that members can take decisions via special resolution without requiring unanimity and facilitates the majority decision being taken by ordinary resolution, where a majority of members are required to agree.

The CAA Trust is made up of 5 members: [REDACTED]

The primary duties of the CAA Trust will include:

- Compliance with relevant section of the Company Act 2006 and related statutes;
- Establishing and running a school which provides a broad balanced curriculum, subsequently advancing education;
- Co-operating with other academies, maintained schools and statutory bodies;
- Researching new techniques in education and publishing the results;
- Holding the assets of the Academy;
- Amending the Articles as required.

The CAA Academy Trust has a strategic role in ensuring the success of the school and driving improvement. The Trust will ensure plans are in place for each academic year to monitor and evaluate performance of the School and its governors.

The CAA Trust calendar will provide for:

- An Annual General Meeting (as set out in Governors Calendar below);
- Finance items as agreed with the bursar (Finance Director);
- Asset Management plan review;
- Meetings of no less than 3 per annum (i.e. 1 per school term).

How will the CAA trust hold the governing body to account?

The Trust will use a variety of information including audited accounts, school performance statistics and the register of interests, to monitor the performance of the governors and ensure they are managing the academies affairs effectively and in line with the members' responsibilities of compliance, duty of prudence and duty of care.

So, for example, the audited accounts will enable members to monitor the solvency of the Academy, identify a significant surplus/deficit of cash at CAA and ensure that, where required, governors are taking appropriate action to address the situation and have a clear plan of action to resolve the situation. If they find the governors are not acting appropriately or do not have a considered, viable plan for the members to resolve the academies financial affairs they can take action to remove the governor(s).

Where members find a governor has not acted in the interests of the Academy or members are not satisfied with the management of the academies affairs, then they can seek, by majority vote, to dismiss that governor 'or governors' as they see fit. New governors will then be appointed to fulfil the vacant positions.

F.2.1.2. Trustees: At this level of the governance structure, these individuals will fulfil three specific statutory roles, as follows:-

1. *As a Trustee* – In line with CAAs charitable status they will serve to ensure compliance, duty of care and duty of prudence;
2. *As a Director* – CAA is a Company Limited by Guarantee and as such the trustees will act in line with company's constitution, promote the success of CAA, exercise independent judgement, care, skill and diligence. They will avoid conflicts of interest and not accept benefits from third parties;
3. *As a Governor* – They will ensure clarity of the vision, ethos and strategic direction of the school. They will hold the Principal to account for educational performance of the school and its pupils and will oversee the financial performance of the school to ensure money is well spent.

The primary duties of the CAA Board of Governors (trustees) will include:

- Ensuring the quality of educational provision, autism provision and the achievement of successful, purposeful transitions into adulthood for academy students;
- Challenging and monitoring the performance of the academy;
- Managing the academy trust's finances and property;
- Employing staff;
- Setting the admissions policy in accordance with the DfEs Admissions Code and setting up an admissions appeals committee;
- Observing the law on exclusions as though they were a maintained school;
- Responsibility for setting pay for staff;
- Reporting to the CAA Trust.

CAAs constitution provides scope for a maximum of 12 governors to be in post at any one time. We will recruit governors in line with anticipated skills gaps, through a structured recruitment process (please refer to section F3b for details).

Our initial proposal is for our board of governors to be ideally consist of 11 members to facilitate majority decision making. These roles will include a Chair of Governors, 2 Parent Governors (elected by Parents/Carers), a Staff Governor (elected by Staff) and the Principal (ex-officio governor), alongside six additional Governing Body members.

The CAA Governing Body Calendar will provide for:

- An AGM will be held in the Autumn Term. The first AGM will be held within 18 months from the date of incorporation (before 10th September 2016) and thereafter no more than 15 months between AGMs.
- The Governing Body will meet on a half-termly basis, with a minimum of four meetings per year.
- Finance items as agreed with the Bursar/School Business Manager/Finance Officer
- Other regular items from the school's agenda e.g. residential visits
- Submission of reports to the Trust
- Policy Approvals

Governor recruitment is discussed at Section F3b below, but will be paramount to the appointment of successful governors for the school, as will formal induction and the provision of ongoing training. We feel it is particularly important for our governors to have basic autism awareness training, alongside recognised governor training.

The role of a governor at CAA, particularly with Academy Status, brings significant workload and CAA recognise the additional duties and responsibilities of being outside of local authority control for example, admissions, appeals, finance and accounting, HR & Estates Management. This is reflected in the specific roles we have created for the governing body and the intention to establish spate committees to ensure CAAs legal, statutory and moral requirements as an education establishment are fully met.

How will CAA governors hold the Principal accountable?

It is vital that all governors recognise the lines of accountability between themselves and the Principal. The Chair of Governors especially will need to support the Principal however, must recognise that they are there to provide scrutiny and challenge with the overriding aim of continuously improving school performance.

At CAA the Board of Governors will monitor performance to understand:

- Attainment of pupils across key groups in terms of highest and lowest performance, addressing underperformance by considering the schools own performance data against national performance outcomes for children of similar ability and SEN profile;
- How successful autism provision is at CAA in terms of its NAS Autism Accreditation award being maintained and developed;
- The quality of teaching across the school by reviewing DfE performance tables for CAA against comparative schools and RAISEonline to assess school performance;
- How to raise standards for all CYP with autism at CAA
- The financial performance of CAA through scrutiny and analysis of all financial data including budgets, accounts and forecasts (internal data) and also use national (external data) figures on schools to assess how CAA spends its money (£ per pupil) i.e. value for money for the school budget;
- Whether the school is achieving its ethos of supporting and caring for all students. This will be monitored through data and figures on attendance, behaviour and bullying at CAA;
- How parents and carers feel about CAA by requesting feedback forms;
- Whether CAA is successfully implementing policies through governor visits to the school.

Understanding these areas will enable the Board of Governors to challenge the Principal and ensure accountability.

The Chair of governors, and one other governor will be involved in the Principals performance management, which will be led by an external consultant (paid role). The reports will be fed back at full governor meetings.

F.2.1.3. Academy Secretary

We will also employ an Academy Secretary (Clerk), who will work for both The CAA Academy Trust and The Governing Body.

As a secretary to the Trust, they will be required to maintain registers and notify Companies House of changes (e.g. to members or directors). They will advise new trust members of additional duties and responsibilities and submit annual returns to Companies House.

As a secretary to the Governors, they will provide administrative support to the governors and committees, ensure the governing body is properly constituted, collate, record and manage all information e.g. registers, minutes, correspondence, memberships and statutory documents and policies and also maintain records relating to the governors in terms of training, attendance, DBS checks and advise on succession planning. Due to the nature and scope of responsibility for the Academy Secretary we will develop a formal job description and formally recruit the Academy Secretary in a paid role.

F.2.1.4. Committees (working groups): CAA propose to have three permanently established committees, namely, an 'SEN Education' sub-committee, a 'Finance & Personnel' sub-committee and a 'Premises & Facilities' sub-committee. They will be required to meet termly as a minimum. Additionally there will be provision made for temporary sub-committees to be formed for particular issues e.g. exclusions, application appeals etc. Committees will be comprised of governors (as the majority) along with specialist advisors or occasionally external consultants should the need arise e.g. a specific health and safety issue requiring specialist input. These committees will have specific powers delegated to them for decision-making and will report back findings and conclusions to the main governing body where if necessary (e.g. failure for committee to agree) final, collective decisions will be made. A summary of the responsibilities for each committee follow (these summaries are not exhaustive).

Finance & Personnel Committee

This committee will meet termly (3 times a year) as a minimum and will develop 5 year budgets and monitor annual budget expenditure, Capital Expenditure, staff costs and the preparation of academy accounts. They will also organise external auditors to approve the accounts prior to submission to the CAA Trust.

This committee will also review HR policies, monitor the school development plan (in terms of personnel and finance), the school staffing structure and undertake performance management review of the Principal and monitor school staff performance management. They will also review and set pay policy, oversee safer recruitment and carry out a training review.

SEN Curriculum Committee

This committee recognises 'Autism' is integral to CAAs curriculum delivery and development. Therefore the combination of SEN/Autism specialism and education knowledge and experience is in the best interests of the students.

The committee will review, analyse and benchmark academic results, agree targets for subsequent periods, monitor how needs are being met of the CYP at CAA for example reviewing incidences of challenging behaviour.

They will review all teaching and learning policies and monitor the progression or achievement of Autism accreditation through NAS (National Autistic Society).

They will also review safeguarding policy at the school and advise/liase with the Personnel committee on appropriate recruitment procedures to ensure child protection.

Premises & Facilities Committee

This committee will review the building and grounds development plan and the asset management plan. They will also be responsible for overseeing the health, safety and welfare policy at CAA, along with overseeing site inspections and health and safety audit results.

They will also review accessibility plans for all school buildings and undertake energy monitoring.

Temporary Committee

Temporary committees may occasionally be required to deal with a specific issues e.g. application appeals, specific health and safety incident etc.

They will be established as and when required.

F.2.1.5. Senior Leadership Team

The senior leadership team (SLT) will be accountable to the governing body via the Principal Designate. They will prepare, maintain and produce information for the governing body to assist them in meeting their statutory duties.

F.2.2 Conflicts of Interest

Conflicts of interest may arise where a governor may benefit or gain an advantage from a decision made by the governing body.

An example may be where a governor is connected, or has connections to, a supplier from whom the Academy has a contract for the supply of goods or services. In this instance the governor must declare this as a conflict of interest and it will be recorded in the register of interests. That governor will then be requested to sit out of any discussions or decision making processes relating to this. This will provide for transparency and integrity of the governing body and demonstrate to the CAA Trust that the governors will always act in the best interests of the Academy.

All governor meetings and agendas (including committees) will provide for a declaration of business interests and/or conflict of interests. This will give governors the opportunity to declare any new business interests or potential conflicts of interest arising from the meeting agenda and ensure the registers are accurate and up to date.

F3. POST-OPENING EXPERTISE

F3 (a) Proposed Governors

Three of the trust members will serve as Governors. [REDACTED]

[REDACTED]. Involvement of some trust members in the governing body ensures the vision can be successfully delivered and will provide stability for the school during the growth period. We are aware that the ratio of members to governors is greater than recommendations initially, however, as the Academy reaches 'steady-state' (Year 4) it is [REDACTED]. This will provide for a degree of separation between the two layers of governance and to secure accountability going forward. We are continuing to appoint individuals to the governing body, to strengthen our pre and post-opening expertise through additional skills and knowledge. Their relevant areas of expertise are set out below in Table 21:

F3 (b) Skills gap for governing body

Governor Recruitment

We recognise the importance of a strong governing body to the success of the school and will therefore undertake a governor recruitment day. [REDACTED] is arranging the use of the Calvert Trust facilities (A national charity providing outdoor adventure for people with disabilities) where we will assess the characteristics and capabilities of individuals who have volunteered to be considered for governor roles in addition to their documented qualifications and experience. This will ensure we create a strong, coherent governing body that works well together and understands where people's skill sets lie over and above their areas of documented expertise and qualifications.

We have started to advertise amongst local networks for potential candidates for governor roles and have been fortunate to have already received applications from individuals with significant project management experience, community involvement and education backgrounds. As our portfolio of candidates grows we will invite the group to the governor recruitment day. The day's activities will begin with an overview of the responsibilities of being a Governor for an Academy, it will move on to discuss the vision and ethos of CAA and following lunch will be followed by a session of team building activities to identify where individual strengths and weaknesses lie. Where individuals are unsuccessful we will request their involvement in our working groups/sub-committees in accordance with their areas of expertise. The panel of trust members will reconvene to discuss performance of individuals and will make a decision regarding subsequent appointments.

A formal recruitment process demonstrates our commitment to creating a strong, highly skilled board of governors as we are passionate about success for CAA and want our governors to recognise how valuable they are to the progress and achievement of the school. We are looking to fill 5 specific governor roles in SEN Education, Post16 Transitions, Safeguarding/Health and Safety, Finance and Facilities/Estates through this process. In particular we will aim to appoint a qualified accountant to the role of Finance Governor, however, should this prove difficult we have made provision to employ an accountant to provide financial scrutiny and advice. We will recruit governors in accordance with skills gaps. Using the National Governors Association 'Governing Body Skills Audit' we will assess current skills, knowledge and experience to identify areas of weakness and strength.

F4. A CREDIBLE PLAN FOR RECRUITING A HIGH QUALITY PRINCIPAL

The recruitment of the principal will be central to the success of the school and therefore the overriding criteria throughout our recruitment programme will be the Standards of Excellence for Head Teachers. The high standards and goals set for the school will only be achievable with the right individual in place. The recruitment process will be thorough and will demonstrate an understanding of how the candidate will fit with the vision for CAA. They will be responsible for driving the vision and creating life changing opportunity for our students.

F.4.1. Identifying a High Quality Principal

What does CAA require of its Principal and Why?

- *Autism knowledge and experience:*

For CAA, as an Autism specialist school, it is essential for the principal to have experience of working with CYP on the autistic spectrum and to demonstrate passion and empathy for those individuals with this disability. They will also have awareness of the daily barriers individuals with Autism face in trying to access education and cope with life in general and wish to champion students in the school to achieve to the best of their abilities. An autism qualification to degree level would be preferable, but we would be willing to consider personal and professional

development opportunities for a prospective principal, recognising that experience of working with CYP with Autism can be as valuable, if not more so, than an academic qualification in Autism alone.

- *Professional Qualifications:*

In line with legislation for special schools and due to the variety of difficulties many of the students face in accessing learning, it is paramount that all teachers are qualified and experienced to provide our pupils with the greatest chances of success. Special Education is a specific area of education which uses unique instructional methods, materials, learning aids, and equipment to meet the educational needs of children with learning disabilities. CAA therefore considers the recruitment of qualified teachers to be central to ensuring the progression required for the students at the school and to close the gap in attainment between those CYP with Autism and their comparative peers.

For this reason the Principal Designate will be required to set this standard and will therefore also hold teaching qualifications. We would also look for a Principal with the National Professional Qualification for Headship (NPQH) as a desirable qualification to demonstrate they had the capability to lead a school effectively, succeed as the Head and lead continuous improvement in teaching. Holding an NPQH will ensure that the candidate understands the requirements for educational excellence; operational management and strategic leadership. A grounding in these is essential to the ability of the Principal to work effectively with the governing body in successful implementation and delivery of the agreed strategies.

- *Leadership Skills:*

They will have strong leadership skills and be driven by the desire to improve our students' life outcomes and fulfil the schools ambition to see 86% (in line with current peer NEET levels) of all student's progress into further education, employment or training. They will also need to be able to work with the governing body to ensure growth of the school and achievement of outcomes. The first few years of operation will require a level of commitment and determination that only the most dedicated and motivated individual will be capable of. An unwavering tenacity and the ability to face and overcome challenges. Therefore, a strong track record as a Head or member of a Senior Leadership Team with NPQH would be considered essential to the role.

- *Shared Vision*

Above all the Principal will have to demonstrate an absolute commitment to the school's vision and core values.

Summary Job Description for Principal Designate at Cumbria Academy for Autism:

To lead an aspirational special free school with the ultimate aim of creating life changing opportunities for all students with Autism.

Currently an experienced Headteacher, or rising senior leader with an NPQH, you have experience of leading and inspiring multi-disciplinary teams to deliver excellent teaching and learning in a school for pupils with Autism and associated special educational needs.

With an innovative approach you will constantly drive for improved performance of both the school and its pupils and will provide support to them and their families. Demonstrating excellent communication and interpersonal skills you will be the principal conduit of the relationship between CAA, commissioners, parents and carers and the community.

Likewise you will inspire and motivate a team of highly skilled teachers, staff, therapists and professionals to ensure the vision, ethos and goals of CAA are embraced by the whole school team.

Working with the Governing Body, Board of Trustees and senior staff you will help develop, implement and evaluate, strategic and operational plans. You will also ensure a consistent and continuous school-wide focus on pupils' achievement with an overriding emphasis on improving

their adult life chances through the provision of high quality learning, development and teaching of life skills and careful transitional and vocational planning.

You will be an advocate for our students, championing their achievements and rewarding their successes.

Accountable to:

The CAA Governing Body and CAA Academy Trust through the Chair of Governors

Core Purpose of the Principal's Role:

- Provide leadership and direction in line with CAAs vision and Ethos;
- Effectively manage teaching, learning and autism intervention;
- Promote excellence, equality and high expectations of all pupils;
- Deploy resources to achieve the school's aims;
- Evaluate school performance and identify priorities for continuous improvement;
- Carry out day to day management, organisation and administration;
- Secure the commitment of the wider community;
- Create a safe and productive learning environment which is engaging and fulfilling for all pupils.

Key Responsibilities of Principal Designate at CAA:

Provide Strategic Direction for CAA

- Work with the CAA Academy Trust and governing body to build, communicate and implement a vision of excellence and equality that is shared, understood and acted upon effectively by all;
- Lead creative and innovative contributions within the school community to translate the vision into agreed objectives and operational plans which will promote continuous school improvement and achievement of outcomes;
- Motivate and work with a multi-disciplinary team of staff and professionals to create a shared culture and positive climate.

Effective Management of CAA as an Organisation

- Develop and maintain that reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements and reflect the school's core values (please refer to Section D);
- Produce and implement clear, evidence-based plans and policies for the development of the school and its facilities, recognising national and local initiatives and government policy.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals, priorities and aspirations for all students at CAA;
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the quality and use of resources is monitored, evaluated and reviewed to advance education for all students and provide value for money.

Lead Autism Education Provision at CAA

- Provide a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning and development of life skills, in terms of value added scores, academic attainment and achievement of individual targets;
- Ensure that both 'Autism' and 'Learning' are at the core of all strategic planning and resource management;

- Demonstrate high expectations and challenging targets in line with CAAs Vision, for the students recognising and rewarding individual success;
- Implement strategies that secure high standards of behaviour and attendance for CYP with Autism.
- Determine, organise and implement a broad, balanced yet flexible curriculum where life skills are integral to all learning and where the individual student's difficulties and strengths are recognised and provided for, using an evidence-based approach to inform future teaching and delivery of learning;
- Implement an effective assessment framework to monitor students, staff and whole school progress and inform CAA of subsequent strategic planning;
- Take a strategic role in the development of new and emerging technologies, autism interventions and innovative teaching practices to enhance and extend the learning experience of pupils;
- Monitor, evaluate and review classroom practice and promote improvement strategies where necessary.

Development of Self and Others

- Regularly review own practice, set personal targets, taking responsibility for own personal development;
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance reviews;
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;
- Acknowledge the responsibilities and celebrate the achievements of individual staff and work teams at CAA;
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities disseminating knowledge of CYP with Autism and creating a school where an understanding of CYP with Autism is shared and built upon.

Secure Accountability for CAA

- Apply principles and practice of quality assurance systems, including self-review, self-evaluation, performance management and stakeholder and community involvement;
- Use a range of evidence, including performance data and external evaluations to improve aspects of school life, including challenging poor performance;
- Fulfil commitments arising from contractual accountability to the CAA Trust and Governing Body;
- Create a school culture which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation;
- Work with the CAA Trust and Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities;

Collaboration

- Ensure learning experiences for pupils are linked into and integrated with the wider community, with a strong focus on continuously developing opportunities for progression of students beyond CAA;

- Collaborate with other agencies in providing for the academic, vocational, spiritual, moral, social, emotional and cultural well-being of pupils and their families and also to facilitate successful transitions;
- Create an effective partnership with parents and carers to support and improve pupils' achievement, personal development and promote consistency of approach regarding learning and autism intervention, outside of school;
- Co-operate and work with relevant agencies to protect students at CAA.

F.4.2 Recruiting a high quality Principal Designate

We recognise the timeline will vary according to the candidate. For existing Head teachers a full-terms notice period would normally be expected which lengthens the recruitment process.

Recruitment of a senior leader or existing Deputy Head would see the timeline for recruitment reduce as they would only be required to provide a half-term notice period to leave their current post.

Subject to DfE approval from Wave 11 by July 2016, the recruitment programme for our Principal Designate would commence immediately. Table 22 sets out the anticipated timeline for recruitment of a Principal Designate.

Mid July 2016 Develop Recruitment Package	<ul style="list-style-type: none"> • Create detailed job description • Set-out key responsibilities and requirements of role
Mid-Late July 2016 Advertise Post	<ul style="list-style-type: none"> • Set closing date for applicants • Advertise nationally and locally • Advertise in The TES, Guardian (Autism Section), local media and via the CAA website.
Mid August 2016 Receive and Review Applications	<ul style="list-style-type: none"> • Pre-opening Education Working Group to undertake screening (review and assess all Applications) • Select Interview Candidates (Inform unsuccessful candidates) • Obtain at least one reference prior to interview (as required by law for education establishments) • Invite to Interview
September 2016 Interview and Appointment	<ul style="list-style-type: none"> • Hold two-day interview (Please refer to Figure 4) • Panel Reconvene for decision-making and appraisal of interview following interviews • Position Offered • Feedback to unsuccessful candidates
Early October 2016 Acceptance and Notice Period	<ul style="list-style-type: none"> • Candidate Accepts • Provides Notice to leave current post
January 2017 CAA Principal Designate Appointed	<ul style="list-style-type: none"> • Position filled (assumes full term notice period)

Table 22: Timeline for Recruitment of Principal Designate

It will be extremely important to have a robust interview structure to ensure CAA appoint the best candidate for the role of Principal Designate. The proposed structure for our interview process is set out at Table 23.

Interview DAY ONE:	<p>Lesson Observation</p> <ul style="list-style-type: none"> • To be held at the Calvert Trust Facilities in Keswick. A range of activities/tasks will be organised which are observed by different individuals (e.g. governors, steering group members). These activities will be set-up to show how the candidate relates to autistic children amongst other desirable skills sets. Within these we will hold a leadership task, a financial task, which will be created to look at the candidate's ability to manage and interpret data, and a further task to demonstrate curriculum awareness and planning. • A scoring matrix will be used to assess each candidate's level of skill and ability. Feedback from governors and pupils will form part of the assessment. • A question will be set by CAA Educational Lead at the end of the first day to commence Day two of the interview process.
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Interview DAY TWO:	<p>Formal Interview</p> <ul style="list-style-type: none"> • Candidates present their responses to prepared question set on day one at the beginning of their interview. This acts as an ice breaker. • Candidates will also have been requested to prepare a presentation in advance of their interview to demonstrate how they can present the vision of CAA to others. • They will also be set a written task to evidence how they can manage staff/governor/parent relationships • The day will conclude with a formal interview.
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Table 23: Two-day Interview Structure

Following appointment it will be the duty of the pre-opening group to provide the principal with an induction session. Here they will meet the team, receive an in-depth briefing regarding progress to that point and be delegated responsibilities and receive actions, essentially becoming a core part of the pre-opening working group. Their attendance will be required at all working groups and strategic meetings where they will be expected to provide valuable input to the pre-opening process and closely support the education and finance leads.

How will CAA attract the right calibre of candidate?

We have defined our salary ranges for our Principal slightly higher than nationally recognised levels as an incentive. The salary level has also been set in context to pay-scales lower down the organisation, to ensure no overlap occurs between roles i.e. Deputy Head salary scale will not overlap the lower end of the Principal’s salary range.

The Salary offered recognises the responsibilities of the role and is set at a level which will attract national, as well as local, applicants (Please refer to Section G). They will undertake an extremely rewarding position in shaping the futures of CYP with Autism in Cumbria in exchange for their energy, knowledge and expertise. A national applicant may also find the possibility of a life-changing move to the Western Lake District extremely exciting as a personal opportunity to lead a particularly fulfilling role in a beautiful part of the UK. We feel the location, the scope of the role and salary, combine to create a life-changing personal and professional opportunity attracting the right calibre of candidate.

In return for their enthusiasm and dedication to the role we will offer them the opportunity to shape the future of CAA, to develop and influence local and national provision and to make a positive and lasting impact on the lives of CYP with Autism during their school years and into adulthood.

F.4.5 Financial Viability

Section G demonstrates that the Principal Designates salary is affordable and allows for progression and development in the role.

Using nationally recognised formula (ISR – Indicated School Range) we have arrived at a salary range in Group 3 which equates to L14-L27 Leadership Range for a Head. Anticipating a starting level of L14 (subject to skills and experience), in which case using a 7 point progression scale we would offer progression through agreed performance outcomes of L14-L20.

SECTION G: BUDGET PLANNING AND AFFORDABILITY
G.1 CAA BUDGET PLAN

Please see attached (separate Excel file)

Overview of CAA Budget Plan

We recognise the important of robust, prudent budget plans as being central to the successful operation of the school. It is also important that our finances represent value for money, to ensure we offer high quality education which fits strategically within the context of the current local provision for autistic students.

We have therefore, developed our financial model to balance the needs of our students alongside existing local authority fee structures.

G.1.1 Operating Income

G.1.1.1 Core Income

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Large redacted text block]

[Redacted text block]

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G.1.1.2 Additional Income

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G.1.2 Expenditure Assumptions

G.1.2.1. Benchmarking data

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G.1.2.2 Education Staff

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²⁸ <http://www.nwemail.co.uk/news/cumbria-families-fears-over-mental-health-needs-1.1152378>, accessed 26th April 2015 and <http://www.nwemail.co.uk/news/cumbria-child-mental-health-service-blasted-1.1203977>, accessed 26th April 2015

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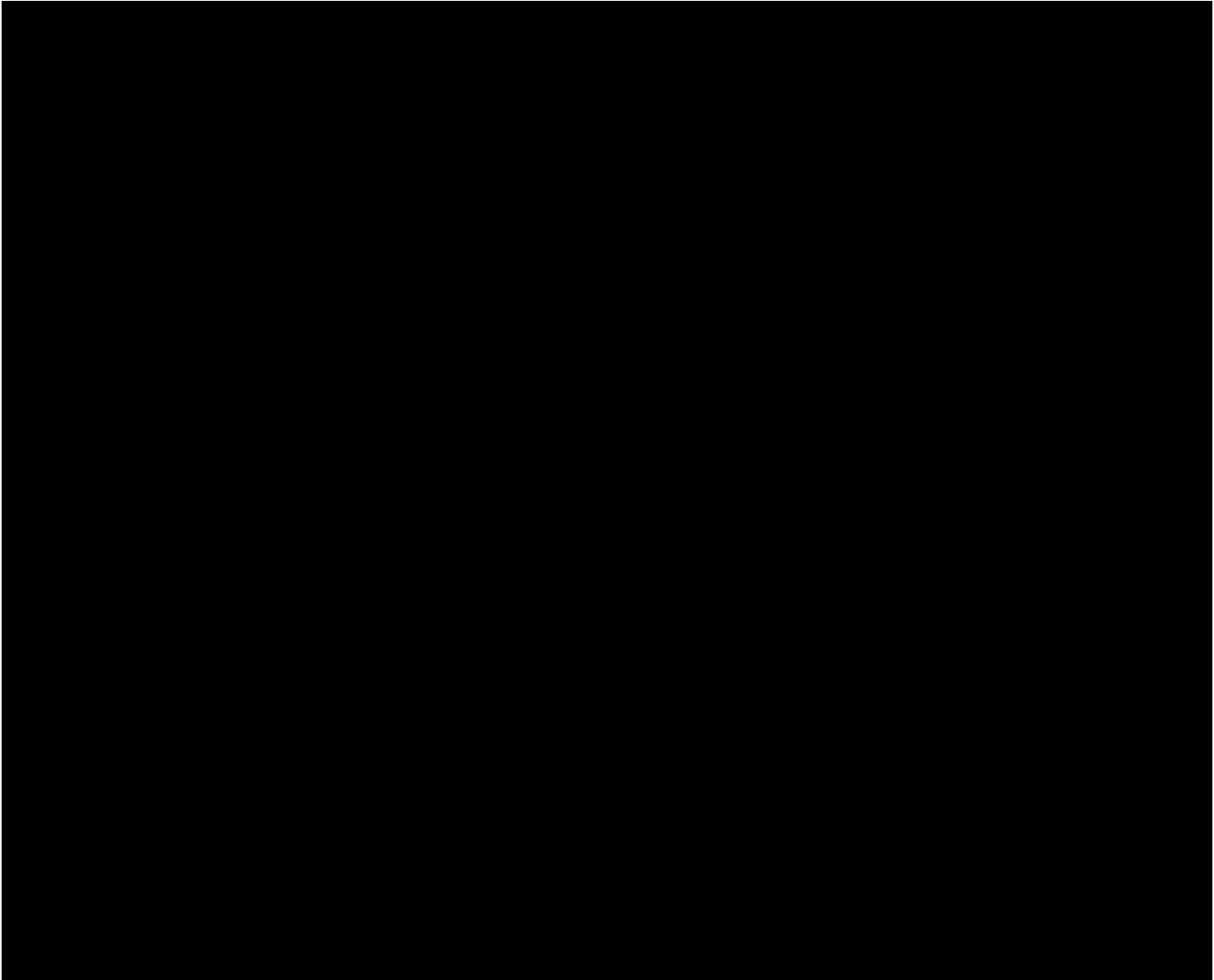
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SECTION H – Premises

H1.1 Summary of Need

Cumbria Academy for Autism is a Special free school proposal for students aged 4-19 with a diagnosis of Autism. The school has a proposed capacity of 56 placements.

We have engaged locally and are members of the West Cumbria Alternative Provision Working Group and working together, we are applying a Systems Leadership model. We understand that one-size individual school models does not build capacity or sustainability in education; they may have a positive effect for the limited number of pupils attending the school, however the impact is localised to the school cohort.

The AP Group is currently working on a concept of a “Learning Hub” where the members hold collective responsibility for the performance of all schools in our group and not just individual schools. As part of our proposal for the development of a suitable site for our school, we have identified an opportunity to consider siting options at Lillyhall, Workington where opportunities for apprenticeships further education and employment exist. Additionally, siting close to the West Lakes Learning Centre (Pupil Referral Unit) would also be beneficial, due to the fact that they are also a member of the “Learning Hub”.

The PRU are currently planning to expand their capacity (to a 90 place unit) and are looking for larger premises; if the DfE were open to a shared land search, this would be beneficial to both parties. Whilst a shared search could be of benefit, we would be looking for both sites to be separate, due the complex needs of our students.

We are therefore in the early stages of exploring opportunities to acquire a site which could benefit both organisations. The PRU have engaged Capita to undertake searches on their behalf.

H1.2 Pre-Opening Timescales

The aim is for CAA to be ready for opening by the start of academic year 2017-18, however this is dependent upon chosen site. Four strategic options have been established for the opening of CAA and these are presented in order of preference below:

- Option 1: The conversion of an existing building to form the school – estimated opening date September 2017
- Option 2: The construction of a temporary facility on land purchased for future development for a purpose-built school - estimated opening date September 2017 for the temporary facility and a future opening date for the permanent facility to be agreed with the DfE
- Option 3: The construction of a purpose-built permanent school - estimated opening date September 2018
- Option 4: The construction of a temporary facility on land (potentially leased) and future refurbishment of Mayfield School - estimated opening date September 2017 for the temporary facility and a future opening date for the permanent facility to be agreed with the DfE (likely to be September 2019)

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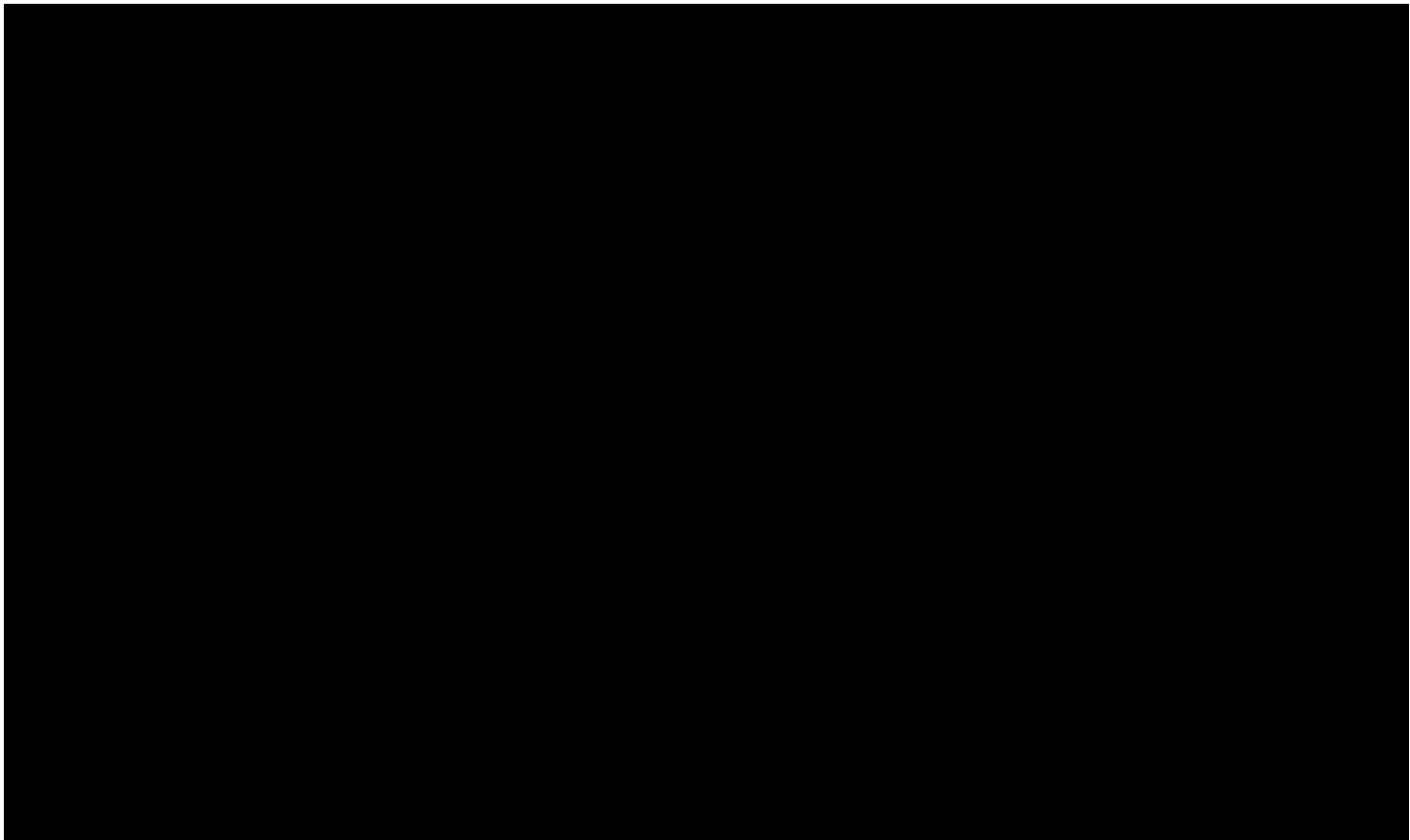
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