



Department
for Education



Free school application form

Special free schools

Published: December 2015

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

THE AVENUE

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Application checklist

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

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

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

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

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

Declaration

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

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

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

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

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

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

Signed:

[Redacted signature]

Position:

[Redacted position]

Print name:

[Redacted name]

Date:

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

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

Section C – vision

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

The Avenue will be an inclusive school for children who have Autism and complex needs. With an educational provision based upon the principals of Applied Behaviour Analysis (ABA) and using Verbal Behaviour (VB) techniques, pupils at The Avenue will benefit from a highly personalised experience that effectively prepares them for adult life. All pupils will be stretched and challenged within a highly positive reinforcing, safe and happy school environment. Through this approach, coupled with our high expectations and effective partnership with parents, pupils who have a range of emotional and learning needs will make rapid progress.

The Avenue will be for girls and boys aged between 4 and 19, with a maximum capacity of 104 students. We propose that it opens in September 2017, with an initial cohort of up to 24 pupils between the ages of 4 and 14 (3 classes, one for Reception to Year 2, one for Key Stage 2, one for Key Stage 3). The Avenue would then grow to incorporate its full age range and reach capacity by 2021/22 (two EYFS/KS1 classes, four KS2 classes, three KS3 classes, two KS4 class, and two KS5 classes).

The Avenue will be situated on a site in the south-east of Brent where the EFA has already obtained outline planning permission for a new special school. The site was formerly the site of one of the schools supporting this application (Manor School).

Rationale

The Avenue is being proposed for two key reasons:

- To help meet the basic need for additional special school places within Brent to enable more children to attend local schools; and
- To provide an improved educational experience for children with autism and complex needs.

The need for additional special school places

There are currently four special schools in Brent. Despite recent expansions to all of these schools, which have added over 130 places, all 670 places at the schools are full. All four special schools are unable to permanently expand further, either due to site constraints or because the schools are already large by national standards for the types of pupils that they support. As part of the expansions, some SEN designations have been altered, reflecting the increasingly complex nature of the pupils that they

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

serve.

A November 2015 report to Brent Council's Cabinet showed that despite the expansions of the special schools, 409 Brent children with statements of SEN or EHCPs attend provision that is not maintained schools or academies within Brent, with 150 attending independent provision. Of the 150 attending independent provision, 76 have a primary need of ASD, and 14 more have speech, language, and community needs. Looking forward, the report stated that the number of children requiring special school provision is expected to increase further as the population continues to grow and the larger primary cohorts reach secondary age – by 2025 (just after The Avenue is projected to be full) the Council anticipated a shortfall in provision of almost 200 places. The Council has therefore adopted a strategy that includes supporting a proposal for a new 100 place special school that would focus upon ASD and SLD. This application responds to that requirement.

The educational need for an ABA/VB school

Despite research demonstrating the effectiveness of ABA / VB techniques, there is not a state funded school offering this across west or north London. Establishing The Avenue would improve the range of placements available to parents and create a centre of excellence. This would enable more pupils with autism and complex needs to fulfil their potential and increase their ability to live successfully within their communities as adults.

ABA is the science of applied behaviour analysis. It is a method of analysing behaviour in order to understand its function, and uses this information to guide teaching programmes and change the behaviour. The ABA curriculum initially provides a one-to-one intensive programme that is individualised and continually monitored, to ensure that each pupil reaches their full potential. The staffing will include specialist behaviour consultants as well as occupational therapists and speech and language therapists.

The educational experience at The Avenue will be highly personalised. While all pupils will be within one of three broad bands that reflects the level of support they require to maximise their progress, each pupil will have a Personalised Intervention Plan (PIP) that sets out the targets for the pupil and the strategies to be used to achieve those. Daily and weekly tracking of progress will inform formal termly reviews and reports to parents.

Pupils at The Avenue will be working from early P levels upwards, and pupils will commonly have quite different ability levels in different areas. Accordingly, the curriculum, timetable, and delivery methods will vary significantly even within a single class to ensure that each pupil progresses swiftly. Within Key Stages 4 and 5 there will

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

be a significant focus upon progression and preparation for adult life. This will include extensive activity in the wider community and/or in other educational settings as well as a range of accredited courses.

Targets

The Avenue will set ambitious targets for each pupil, and monitor their progress towards them, starting from baselines assessments completed on entry to the school. We will use daily and weekly assessment data to show us where progress has been made, and where we need to change our approach/motivators/reinforcers for that individual pupil. We will measure pupil achievement through the use of P levels and use of the ABLS and VB MAPP assessment system (explained in more detail in section D2) to provide us with an accurate overall view of progress. We expect pupil progress to be significantly faster than other schools for pupils with autism that do not use the ABA/VB methodology.

Section D2 sets out our targets in more detail since these include significant focus upon personal development and skills as well as academic progress.

Governance and Leadership

Brent Specialist Academy Trust has been established by Woodfield School (which is itself an academy trust) and individuals from Manor School and The Village School (which are both LA maintained community special schools). It has been established as a multi-academy trust to provide a trust that the maintained schools could convert into and / or Woodfield could transfer into if that was appropriate. The vision for the new academy trust is to fulfil the role of its company name – to be a trust for special schools in Brent.



Section D – education plan: part 1

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception		3	5	3	5	5	5	6
Year 1		3	6	6	5	6	5	5
Year 2		2	5	7	6	5	6	5
Year 3		2	6	7	8	8	8	8
Year 4		2	4	8	8	8	8	8
Year 5		2	3	5	8	8	8	8
Year 6		2	3	4	6	8	8	8
Year 7		6	7	8	8	8	8	8
Year 8		2	7	8	8	8	8	8
Year 9			2	8	8	8	8	8
Year 10				3	8	8	8	8
Year 11					3	8	8	8
Year 12						5	8	8
Year 13							5	8
Totals		24	48	67	81	93	101	104

This table is illustrative – the proposal once the school is full is to have broadly one class per year group from Year 3 onwards (with two classes for Reception to Year 2). These classes would be mixed age but broadly within Key Stages. During the growth of the school this approach would be flexible depending upon the ages and needs of the pupils who are admitted. The pupil distribution above has been financially modelled within section G.

Section D – education plan: part 2

D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

These tables outlines the broad structure of the curriculum for different key stages. Given the highly personalised nature of the provision, the detail would vary for each pupil. This is based upon 30 teaching sessions of 50 minutes per week.

Early Years to end of Key Stage 3

Subject/other activity	Sessions per week	Mandatory/ Voluntary	Comments
Literacy	5	Mandatory	
Maths	5	Mandatory	
Humanities and Science (Understanding the world)	4	Mandatory	
Technology	2	Mandatory	
Expressive Arts	4	Mandatory	
PE	3	Mandatory	
PSHE	5	Mandatory	This includes life skills
Structured play and investigation	2	Mandatory	For Early Years, KS1 and KS2
ASDAN	2	Mandatory	For KS3

Key Stage 4

Subject/other activity	Sessions per week	Mandatory/ Voluntary	Comments
Literacy	5	Mandatory	
Maths	5	Mandatory	
Towards Independence (ASDAN)	3	Mandatory	
Expressive Arts and Technologies	6	Mandatory	
PSHE and PE	5	Mandatory	This includes health, relationships and sex education
Citizenship, enterprise and the world of work (ASDAN)	6	Mandatory	

Key Stage 5

Subject/other activity	Sessions per week	Mandatory/ Voluntary	Comments
Communication, literacy and numeracy in everyday life	5	Mandatory	
Life and independence skills	5	Mandatory	
World of work	10	Mandatory	Including potential college placement
Food Technology	2	Mandatory	
Sport and Expressive Arts	8	Mandatory	Includes PE and Duke of Edinburgh

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

Pupils at The Avenue will have complex needs that include autism. The school's educational delivery will be founded on the principles of Applied Behaviour Analysis (ABA) using Verbal Behaviour (VB) techniques; through this methodology and a highly personalised curriculum we will ensure excellent progress for every pupil that reflects our high aspirations.

Through our holistic approach to learning, treating every interaction and part of the school day as a learning experience, we will broaden the experiences, knowledge, ability to communicate, confidence and independence of each pupil. Given the different needs of our pupils, this may mean that a pupil may be working within P scales in one curriculum area and within the National Curriculum for others. Pupils will learn individually, in groups, in the community and, where appropriate, in conjunction with other schools. Pupil progress will be tracked and monitored in a meticulous manner and data will be collected daily to ensure that teaching methods match the pupil's needs and to also ensure pupils learning is carefully tailored and planned for.

The Avenue aims to enable all of our pupils to access a first class curriculum centred on their needs. Pupils will be stretched and challenged within a highly positive reinforcing, safe and happy school environment.

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

1) Pupil cohort

All pupils at The Avenue will have a diagnosis of Autism and will have additional needs – for instance, 46% of children with a diagnosis of Autism will have epileptic seizures (NAS). A diagnosis of Autism means that all of our pupils have specific difficulty:

- With communication, social and interactional skills;
- In understanding and accessing the world around them;
- In learning in a typical school classroom setting; and
- With empathising and / or understanding others emotions, needs etc.

Pupils with Autism:

- Are often not socially reinforced i.e. they are most likely to find enjoyment, interest and engagement in objects/items rather than people. Typically developing children enjoy being around others, want to socialise, learn by copying others etc. Pupils with Autism do not develop these skills without explicit teaching;
- Have barriers that interfere with learning this may be a challenging behaviour but could be attention deficit, self-stimulation, repetitive behaviour etc. This makes learning within a group difficult;
- Do not often develop effective communication due to their lack of social reinforcement (see above). Typical children respond from birth to facial expression, the human voice, gesture etc. Children with Autism most frequently do not pick up on these cues and whilst they may be able to make noises, form words these are often just delayed echolalia and are not linked to an items, person, event etc; and
- Like routine and rituals. This often means they have difficulty in accepting change and often remain isolated from others as this enables them to carry out their preferred activity.

Initial assessments

An initial assessment will be conducted in both the current school setting, where appropriate, and home. The Lead Tutor, accompanied by another staff member, will assess the student using tools such as the ABLLS (Assessment of Basic Language and Learning Skills).

Previous school reports and those from other professionals, e.g. Educational Psychologists, Speech and Language Therapists etc. will be taken into account

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

wherever available.

All pupils will be baseline assessed using the ABLLS and P Levels/National Curriculum levels within their first two weeks of starting at The Avenue.

Levels of support

We expect our pupils to require one of three levels of support (this is reflected in our financial plans with different top-up fees). The level of pupil needs will be assessed prior to entry into The Avenue to ensure a smooth transition with learning being enhanced from the very beginning of entry. A multi agency team will complete a range of tests and observations to ensure that support levels are clearly identified and personalised intervention plan developed for each pupil.

Support Level 1 (SL1) – pupils needing full time 1:1 support (including weekly Occupational Therapy and Speech and Language Therapy). These pupils have:

- Autism, severe learning difficulties and/or complex needs (early P levels);
- require a high level of behaviour support;
- find accessing group work very challenging and/or have significant barriers to learning that makes learning effectively in a group environment difficult (pupils will access group/class sessions but need full support in group situations);
- may require a high level of medical care/support; and
- may, at times, require additional adult support beyond 1:1.

Pupils requiring SL1 will have access to ASDAN and vocational certification/qualifications at both KS3 and 4. They will need continued support as they move into their adult lives but should be able to access local colleges and provisions. SL1 pupils will need support in travelling and accessing the community.

Support Level 2 (SL2) – pupils needing 50% 1:1 support (including fortnightly Occupational Therapy and Speech and Language Therapy). These pupils:

- Have a Autism and a significant learning need (usually SLD);
- may require some additional behaviour support (at times 1:1 adult support but not full time);
- have some barriers to learning but have the required skills to access/learning fairly effectively in a group with a high level of pupil to staff support (will still require some support within group/class sessions); and
- Acquisition of skills is still more consistent when taught in a 1:1 context.

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

Pupils requiring SL2 will be able to access ASDAN, vocational and entry level certification and will be able to access college courses in a small group environment with some support. SL2 pupils will be able to access travel training with the aim to enable these pupils to travel as independently as possible using local transport. SL2 pupils will be able to access the community with some support at key times and will be able to access supported work schemes with group support.

Support Level 3 (SL3) – pupils who are able to learn, access and work effectively within group sessions for the majority of their school day and would benefit from group or indirect SaLT (may require occasional Occupational Therapy input). These pupils may have some learning difficulties (SLD/other) and/or barriers to learning but do not require 1:1 behaviour support.

Pupils requiring SL3 will be able to access ASDAN, AQA entry level and GCSE courses. SL3 pupils will be able to access local college courses with group support. They will be able to access travel training and the aim would be for them to be able to travel independently on familiar routes. SL3 pupils will be able to access the community with little individual support and should be able to access supported work schemes with little or no support.

We expect that the proportion of pupils within each support level will be approximately 25% SL1, 50% SL2, 25% SL3.

2) Setting high expectations and targets

On entry to The Avenue, every pupil will be assessed against ABLLS (The assessment of basic language and learning skills) criteria and VB-MAPP on entry to school. Every pupil will then have an Personalised Intervention Plan (PIP) that will address their specific educational and welfare needs (reference will be made to each child's Statement of SEN or EHCP). These PIPs will be reviewed at the end of every half term in consultation with staff, other professionals and parents. The targets within the PIP will reflect our high expectations and be suitably stretching and aspirational, ensuring that each pupil makes the best possible progress.

This individualised programme will enable The Avenue to also harness the gifts, special interests and talents of our pupils and ensure that those provide motivation to learn associated skills (for instance keyboard lessons for a pupil with highly developed musical skills), and can include self-help targets to reflect the complex learning difficulty or medical need of pupils. The key elements of planning the curriculum for each pupil

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

will include:

- Goals from ABBLIS and VB MAPP assessment;
- Functional communication/Literacy development;
- Numeracy development;
- Self-help skills;
- Social/play/interaction skills;
- Group interaction support needs;
- ASDAN/certification – from KS3 onwards;
- Snack and lunchtime (eating) support;
- Behaviour programmes to reduce barriers to learning;
- Occupational Therapy targets/input; and
- Speech and Language Therapy targets/input.

Every pupil will have a personalised VB programme for the daily, intensive teaching sessions every child will access. The key parts of this teaching programme will include:

- Developing a manding (requesting) repertoire;
- Developing a tacting (labelling) repertoire;
- Developing listening, communication and attention skills;
- Developing play and social skills (individual and group);
- Developing reading skills (symbol/letter recognition/phonics/decoding/sight recognition);
- Developing writing (phonics/blends/word building/multi-sensory/fine motor development);
- Developing skills to enable the pupil to access group sessions (attention/listening/concentration/turn taking);
- Developing numeracy and maths key skills; and
- Developing a pupils imitation/echoic skills (especially for pupils with more complex needs).

Having clear targets shared by all staff and parents enables us to identify and track progress. This enables us to identify when learning is as expected, better or not as expected. When a child meets a target a new target is immediately set thus ensuring continued learning and development of skills and knowledge.

If a pupil is not making expected progress staff and parents can discuss the reasons for this and alter the reinforcement, intervention or teaching methods accordingly. The relentless focus on pupil progress through the close monitoring of targets ensures that pupils are never 'left' for long periods of time before interventions are

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

changed/expanded if necessary. This ensures excellent outcomes for all pupils.

We will assess pupils using P levels plus (assessment will be recorded on our own data management system), ABLLS assessments, Speech and Language assessments, OT assessments, ASDAN assessment and the Verbal Behaviour MAPP. Data will be monitored on a daily basis with a cumulative graph completed at the end of every week to monitor progress. End of Term assessment reports will provide an overview of progress and achievement for parents and other professionals. When a goal is completed the relevant section of the ABLLS or VB-MAPP grid will be filled in and the next goal on the PIP will be introduced.

Annual Reviews/Transfer Reviews will be completed for all pupils: key staff, parents and Local Authority representatives will be invited to these meetings to discuss progress and plan for the next year's targets, both academic and personal development.

The PIP also provides the basis for working with parents and families as partners, to understand the curriculum, delivery methods and targets at school and how these can reinforce and support behaviours at home – for example, ABA/VB personalised programmes ensure over learning (repetition of skills on a regular basis in a variety of settings) which is highly effective for all pupils who have Autism/complex needs and most especially for pupils who have Autism and epilepsy as these pupils can sometimes find learning and maintaining skills difficult as the seizures caused by epilepsy can interfere with a pupil's short term memory.

Where parents or carers do not speak English, The Avenue will aim to use interpreters/translators to assist communication. Parents Meetings (Structured Conversations) will take place termly enable them to discuss their child's progress, plan for future targets, find out about how they can incorporate targets into the home environment and to ensure parents have the chance to ask questions and become as involved as possible in their child's learning.

Program at a Glance

The Program at a Glance will be drawn up based on the skills from the PIP that the pupil will be working on. The Program at a Glance will be found at the beginning of the pupil's folder and will act as quick guide to the pupil's individual programme for all the staff working with that pupil.

The program at a glance will identify the current programs a pupil is working on and in what setting they are to be worked on i.e. 'Intensive Table Teaching' ITT or 'Natural Environment Teaching' NET. It will also include information on how data should be collected for each program.

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

Academic Achievement (including qualifications)

The Avenue will adopt the following targets:

- 100% of pupils to make 3 levels of progress over Key Stage 2 and 3 to 4 in literacy and numeracy;
- 100% pupils to meet 90% of PIP targets every term;
- 100% of pupils by the end of Key Stage 3 to achieve New Horizons ASDAN qualification;
- 100% of pupils at by the end of KS4 to achieve the Numeracy and Literacy in Everyday Life award and Towards Independence;
- 100% of pupils by the end of 6th Form to have achieved at least 3 ASDAN short courses i.e. Sports and Fitness, Enterprise, Citizenship; and
- 100% of pupils by the end of 6th Form to have achieved ASDAN Workright and Employability certification.

3) How The Avenue will achieve outstanding outcomes

ABA / VB teaching methodology

Applied Behaviour Analysis (ABA) is a science. Its primary focus is on improving socially significant behaviour and to achieve this it systematically applies interventions based on the principles of learning. ABA involves the analysis of behaviour in order to understand its function and the environmental variables that maintain it. This information is used to guide teaching and change behaviour. ABA evaluates the relationship between the teaching intervention and change in order to demonstrate that any behavioural improvement was as a result of the teaching intervention and will result in further progress.

ABA is the only teaching approach for pupils with SEND with proven results supported by research (Howard et al). In the USA ABA approaches have been used successfully with children who have autism for more than 30 years. More recent studies have compared teaching approaches. Howard et al 2005 studied the effects of three teaching approaches on preschool age children with autism spectrum disorders. Learning rates were higher for the group that received intensive behaviour teaching indicating that "IBT (intensive behaviour therapy) is considerably more efficacious than "eclectic" intervention". Despite the outcomes of this research the majority of Autism/complex needs schools in the UK continue to use an eclectic approach.

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

The use of ABA at The Avenue

Teaching programs that make use of ABA are individualised based on the skills that are socially significant for a pupil and their family. Assessments and curriculums based on ABA including Skinners analysis of VB will guide the teaching and individual plans for the pupils who attend The Avenue.

Through the ABA methodology, The Avenue will

- Use 1:1 intensive teaching sessions of up to 15 minutes every hour (and at times more frequently). These intensive teaching sessions will then be followed by natural environment teaching in 1:1 sessions, in groups or in a small class setting, depending upon needs/abilities, which ensure generalisation of the taught skills;
- Provide settings and opportunities for pupils to generalise skills in group situations within school as well as out in the community; and
- Collect data daily to assist in the on-going monitoring and decision making regarding changes to interventions to ensure progress is maintained.

The Avenue will also use intensive interaction/attention groups alongside a very visual, highly motivating and reinforcing environment. Research and data identifies this approach as being highly effective and ensures progress for all pupils regardless of the severity/complex nature of their special education needs.

The Avenue's Effective Teaching Procedures:

- 1. We will pair the teaching environment with reinforcement:** Initially correlate the teaching environment with a high density of highly valuable reinforcement. The purpose of this pairing is to condition the teacher, the setting, and the instructional materials as conditioned reinforcers rather than conditioned aversives. The goal is for the instructional setting to signal an improving set of conditions rather than a worsening set of conditions.
- 2. We will mix and vary instructional demands:** Present instructional demands in such a way as to vary to the stimuli presented and the response required. Mixing demands in this manner may reduce the value of escape as a reinforcer as compared to conditions in which instructional demands are kept constant throughout the trial
- 3. We will reduce learner errors:** Use teaching procedures that ensure a high level of correct responding so as to lower the value of escape motivated behaviour and ensure that instructional demands are correlated with an improving set of conditions rather than a worsening set of conditions.

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

4. **We will intersperse easy and difficult demand:** Intersperse easy or known skills that have been correlated with a high density of reinforcement with relatively more difficult demands in order to reduce the value of escape as a reinforcer. During the instructional period the ratio of easy to difficult demands should be kept to 80% easy demands, 20% difficult demands.
5. **We will fade in the number of demands:** Begin each instructional period by initially presenting a low number of demands before reinforcement and then gradually increasing the number of demands presented across trials.
6. **We will fade in the effort of tasks:** Begin each instructional period with easy tasks and fade in the effort or difficulty of tasks over time. In other words, the pupil should contact reinforcement for accurate and fluent responding for easy tasks before being presented with a difficult task which may delay the delivery of a reinforcer.
7. **We will immediately deliver reinforcement:** During instructional periods reinforcement should be delivered immediately following correct responding on difficult or previously unknown tasks. Research has demonstrated a delay in the delivery of reinforcement may increase the likelihood of problem behaviour.
8. **We will pace instruction properly:** Instruction should be delivered at a fast pace in order to reduce the occurrence of problem behaviour and lower the number of errors. Instruction that is delivered in this fast paced manner has been demonstrated to reduce the value of escape as a reinforcer when combined with errorless teaching methods and the number and effort of demands are gradually faded in.
9. **We will teach to fluency:** Skills should be taught to fluency (speed and accuracy) not just to accuracy. Research has demonstrated that by teaching correct, fast responding, the value of escape as a reinforcer is decreased.

Teaching settings

Pupils will be taught in two settings; Intensive Table Teaching (ITT) and Natural Environment Teaching (NET).

During ITT, pupils will be taught in a 1:1, structured environment at the table. Environmental factors can be controlled in ITT so that the pupil is not distracted and can remain focussed on the skills being taught. A high level of social and tangible

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reinforcement will be presented to our pupils during ITT to ensure that they are aware of when they are responding well. This reinforcement will usually be unrelated to the skills being taught. At the table errorless teaching and prompt fading procedures will be used to maintain a high level of success for our pupils. We will mix and vary our demands and ensure a ratio of 20% acquisition to 80% maintenance skills.

NET will be used to generalise skills taught at the table and to improve communication and social skills. NET will include any time the child is working away from the ITT setting, including group lessons. NET will be based on the child's motivation and where possible the reinforcers used will be related to the activity e.g. the pupil is motivated by playing with balls, therefore the pupil will be learning to ask for a ball and the reinforcement will be receiving the ball.

Formal curriculum and enrichment

The purpose of the curriculum, and every interaction with and between pupils, at The Avenue is:

- To ensure that all pupils have an equal right to access all parts of the curriculum at a stage that is relative to their development;
- To promote the spiritual, moral, cultural and physical development of all pupils;
- To use scientifically proven behavioural interventions on a 1:1 adult/pupil basis targeted at clearly defined goals for each individual pupil, ensuring progression, continuity and coherence in learning;
- To enable each pupil to become as independent a citizen as possible; and
- To actively promote and increase public understanding of all those interested or involved in education within the school community.

Our curriculum will embrace all areas of academic learning at a level that meets each pupil's statement of educational needs. It will address the personal, social and health development of each individual as a matter of priority.

The curriculum will be underpinned by SMSC (spiritual, moral, social and cultural development) which will be delivered via activities within formal teaching sessions and via enrichment activities within the personalised programme for each pupil.

Formal curriculum

At every Key Stage pupils will spend at least 1 hour a week on PE/sports activities. At Key Stage 4 and beyond we will provide pupils with a range of PE/leisure options with an aim to ensure that every pupil accesses a PE, sport or leisure activity that can be

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transferred into a hobby/adult life i.e. swimming, aerobics, jogging etc.

Primary and Key Stage 3

The curriculum will have a key focus on communication and social skills, but will be based on the National Curriculum to reflect the curriculum used in maintained mainstream and special schools. This ensures that our staff/school will be able to work closely with other Local Authority schools within Brent LA. This will also enable pupils to work within two settings more easily (if appropriate) i.e. a dual placement or inclusion/integration programme.

The Avenue will assess pupils using P levels (extended by our staff) thus making it easier for parents and professional to understand the level that an individual is working within and provides a broad and balanced curriculum for all pupils.

Every pupil at The Avenue will have a highly personalised curriculum depending on each child's individual needs as identified through our assessment systems. The time spent on each curriculum area will differ depending upon the child's age, ability and ability to access group/class teaching.

Every pupil will access a daily 10/15 minute circle time session each morning and afternoon daily offering all pupils an excellent opportunity for group interaction, communication and reflection.

IT/computing will be taught across all subjects and every child will have access to their own ipad and/or laptop.

All pupils will have access to the following curriculum areas:

Key Stages 1, 2 and 3

Subject:	Number of sessions per week (average) – each being approximately 50 minutes
Literacy	5
Maths	5
Humanities and Science (understanding the world)	4
Technology	2
Expressive Arts	4
PE	3
PSHE (including life skills)	5
Structured play and investigation (until end of Key Stage 2 only)	2
ASDAN (only for KS3 pupils)	2

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Approximately 50% of the curriculum until the end of Key Stage 3 will be focussed on the core areas of the National Curriculum regarding literacy, numeracy, and understanding the world. The other 50% will be focussed on Intensive Teaching at the Table (ITT) and Natural Environment Teaching (NET) where pupils are taught how to generalise and use their skills in a variety of situations and settings.

Key Stage 4 (Years 10 and 11)

At KS4 the curriculum will be based on 6 key areas providing pupils with a clear focus on the development and use of key skills in everyday life preparing them for moving into the world of work. Our curriculum at this Key Stage will focus heavily on using learnt academic skills in everyday situations to enable the student to become as independent as possible and access activities and situations with as little support as possible. At Key Stage 4 40% of the timetable is concentrated on functional literacy and mathematical skills with 60% focussed on personalised learning (including ITT and NET), communication, the development of independence and vocational skills.

Pupils from KS3 onwards will be entered for a variety of nationally recognised and accredited certification depending upon their needs. All pupils will access the ASDAN certified schemes of work and at KS4 and onwards pupils will be able to access AQA level certification for a variety of subject areas. Links will local colleges to access NVQs and similar certification in a range of vocational based areas will also be provided i.e. horticulture etc.

Subject Area	Number of sessions per week (average)
Literacy and communication in everyday life	5
Maths and numeracy in everyday life	5
Towards independence (including Food Technology) – ASDAN accredited course	3
Expressive arts and technologies	6
PSHE and PE (including health and relationships and sex education)	5
Citizenship, enterprise & the world of work - ASDAN accredited course	6

Every pupil in Years 10 and 11 will also access a challenge week in the summer term where they plan for and participate in an outward bound journey.

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The majority of pupils at KS4 (Y10 and 11) will also access a college placement for at least 1 day per week in the spring or summer term. We will link with some of the other special schools in the north west London area for our pupils to benefit from the specialist courses they have already set up. For example some of our pupils will be able to access the SEN catering course at Acton College.

Key Stage 4 Progression Routes

The curriculum in KS4 will provide a number of pathways for pupils to follow based on an adapted National Curriculum and Vocational Education. Pupils will be studying set syllabus' towards external accreditation in English, Mathematics, Science, ICT, Art and Design including Textiles, Food Technology, PSHE, Physical Education, Religious Education and a Humanities subject on a pathway towards Entry Level Certification. Vocational Education will include; Hospitality and Catering, Horticulture, Hair and Beauty, Health and Social Care and Bike Maintenance through the ASDAN Unit award for Employability. Independent Living, Life Skills and Health and Fitness for Life will underpin all the pathways in the KS4 curriculum. Outcomes for pupils at the end of KS4 will enable them to transition into KS5 where the Unit Awards in Employability will develop into Certification. Enterprise and Work Experience will be linked to the Unit Awards and give pupils opportunities to work in the community linked to their vocational options.

Sixth Form

All teaching in KS5 will continue to focus upon:

- Developing functional skills for employment in literacy, numeracy and communication;
- Applying these skills through additional vocational options; and
- Developing skills for independence and where appropriate therapeutic support.

Pupils will receive tutoring for moving on and transition which is an essential part of the curriculum at this stage. Our goal at this key transition phase being able to help pupils and their families plan for the next step on their educational journey or into employment or transition to supported living. The curriculum will be focused on:

Subject Area	Number of sessions per week (average)
Communication, Literacy and numeracy in everyday life	5
Life and Independence Skills	5
World of Work/link to FE	10
Food Technology	2

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Sport and Expressive Arts (including Duke of Edinburgh)	8
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Pupils will have access to accreditation including ASDAN, entry level and level one qualifications, as appropriate to each individual.

As in KS4 the majority of pupils will also access a college placement for at least 1 day per week. In the Sixth Form this placement will continue throughout the year and will provide our pupils with access to specialist equipment/courses i.e. horticulture, catering etc. Acton College and North West London College can offer vocational training in hairdressing and construction. Green Corridor in Hounslow can offer environmental taster days. Woodfield School and Mencap can offer travel training. Westside (formally known as w13) can offer resources such as a recording studio, sports facilities etc. Remploy/Dimensions are also an agency that have good connections within Brent and arrange work experience opportunities for young adults with a range of special needs.

We also aim to open a café and school shop to enable our older pupils to practice their communication, literacy and maths skills in a very functional environment and to learn skills to prepare them for work/future life and once the school is established aim to open a charity shop in Kensal Rise or Kilburn.

Pupils will be encouraged to develop their independence through individualised step by step programmes designed to reduce the pupil's need for support i.e. their 'shadow' will be reduced until a pupil can complete a task independent from staff.

We will provide, depending upon the Support Level of the pupil, 1:1 support for some pupils (those with more complex needs, challenging behaviour and/or medical needs), small group support and/or larger class teaching (for the majority of our pupils there will be a combination of all of these built into the individual's timetable). For pupils with Severe Learning Difficulties will have academic content offering flexibility to work at levels typical of younger pupils whilst ensuring activities are age appropriate wherever possible. To achieve this we provide a varied and inventive alternative to the National Curriculum which would otherwise be impossible to access for these pupils. Curriculum goals are structured in small steps with a particular focus on communication, literacy, numeracy, and personal and social development. Understanding and skills are assessed in small steps across different situations using **AFLS™** - The Assessment of Functional Living Skills (see below) and 'P scales'. We will also follow an ASDAN qualification called "personal progress" which promotes independent living skills such as understanding what money is for, personal hygiene, and skills for the workplace.

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Informal curriculum

Break and Lunch Times

The Avenue will include break and lunchtimes as part of our teaching hours as these times are just as crucial for learning. Pupils with Autism/complex needs often need to be specifically taught positive eating/feeding routines, interaction and social routines in a planned and organised manner.

Pupils with Autism frequently have difficulty in eating a wide repertoire of foods as they often just like familiar items or are unwilling to try new foods/tastes. Many of our pupils will require eating plans, shared with parents, that builds up their food repertoire and helps to desensitise themselves to certain foods/tastes. This plan help pupils to eat a wide choice of healthy foods and enables them to access restaurants etc. as they grow older. We will also use eating times to put in place the Speech and Language oral motor plans that our occupational and speech and language therapists have written. These plans help the pupils to develop their oral motor skills that not only helps them eat independently and appropriately but also helps to strengthen the muscles, tongue and joints that support speech.

Break and lunch times also enable staff to help pupils generalise skills they may have been taught in a class/1:1 situation into a group play sessions. Staff will ensure that every playtime has a focus i.e. to learn the rules of a group game, and will assist every pupil to join in at a level appropriate of the individual. Playground teaching of interaction, communication and group skills enables pupils to be motivated by physical, fun games that are explicitly taught. As pupils' skills progress staff act as facilitators to help the pupils play the game as independently as possible. These skills can then be transferred and practiced in a variety of settings, including with pupils at mainstream schools for some pupils.

Enrichment

The Avenue will provide after school enrichment activities for pupils from Key Stage 2 onwards. These will focus on:

- sport/keep fit/dance;
- music tuition;
- gardening;
- art activities;
- self-help skills development (particularly cooking/home & life skills); and
- Girls group (statistically girls are likely to be a minority group).

This enrichment programme allows pupils to access and experience activities that will transfer into family life i.e. learning how to access/play a sport, learning how to access

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community based activities i.e. bowling, going to the cinema etc. The development of these skills/interests supports family life, and allows pupils to make choices and pursue interests so that they may become lifelong learners.

School staff will deliver most of the enrichment activities and this will be part of their directed hours. The school may wish to 'buy in' specialist support for some activities i.e. some sports, music etc. The use of school staff to lead or support these enrichment sessions is essential for continuity of teaching procedures and positive behaviour management.

The Avenue will endeavour to fundraise to minimise any charges for enrichment activities to prevent cost being a barrier to accessing these opportunities.

School Journeys

School Journeys will be offered to all pupils from Year 6 upwards and will offer pupils another new opportunity/environment in which to practice their skills, knowledge and understanding in a different setting.

- Year 6 pupils will have the chance to experience 1 or 2 nights away with the focus on developing independence and self-help skills;
- KS 3 pupils will be offered the chance to take part in a 2 or 3 night residential with the focus on adventurous/outward bound activities and the development of independence/self-help skills;
- KS4 pupils will access a challenge week in the summer term where they plan for and participate in a 3 or 4 night outward bound journey; and
- 6th Form pupils will be provided with the opportunity to take part in adventure camps/Duke of Edinburgh adventure trips as part of their 6th Form curriculum.

Parents will be asked to cover the costs for these school journeys but the school will always aim to keep costs as low as possible to enable every child to access this. Where a family may be experiencing extreme financial difficulties the school will aim to fund raise to cover costs.

Supporting transitions

We expect that the majority of our pupils will remain at The Avenue for their entire academic career, and that to support pupils to build the qualities needed in adulthood, the school needs to support pupils in managing transitions that people with autism generally find difficult. To ensure every pupil is supported during these transition times

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every pupil at The Avenue will have a key tutor who will be responsible for overseeing the pupil's individual programme and who liaises with parents on a day to day basis.

When a child moves into a new class/Key Stage, usually at the beginning of the Autumn Term, they will be provided with the opportunity in the month before the end of the summer term for a transition programme that will enable them to become familiar with their new class staff and pupils. They will access their new class for extended periods of time in the last four weeks of the summer term and at least one of the child's tutors will move with them into their new class. This again supports the child in their new environment and also ensures that tutors have the opportunity to work in different classes/age ranges thus supporting their own professional development.

Pupils (whenever possible), parents and professionals will meet in Years 2, 5/6, 9, 11 and 12 for Transition Review meetings. These meetings will plan for the pupil's needs at these key transition times. The professionals invited to attend, and where appropriate provide a report, these transition meetings will be Speech and Language Therapist, Occupational Therapist, Educational Psychologist, careers service representative, LA representative and any health care professionals working with the pupils i.e. CAHMS.

For those pupils for whom it becomes appropriate to change provision, the transition to another school or college would be carefully planned with a timetable for transition drawn up and agreed between school, parents, the pupil (as appropriate), careers advisors and other professionals/settings. This 'transition plan' would provide support through the process and may involve staff from the new school or college working with the pupil at The Avenue prior to transfer, and then staff from The Avenue providing some support after the transfer.

Teaching groups and classes

Classes will be organised within Key Stages, and will generally be grouped by age (with the anticipated equivalent of one class per year group). Within this class setting, the PIP ensures that each pupil has an appropriate curriculum, which may involve working with pupils from other classes for some activities. The Support Level for each pupil ensures that they receive the support that they need to make the best possible progress.

Within each class, the teacher will take responsibility for planning and teaching the class/group lessons and the lead tutor will ensure that each pupil has an individual programme identifying the key objectives for each child. These objectives will be addressed and taught both in 1:1 and group sessions depending on each pupils needs.

The class timetable will be organised into curriculum sessions with each pupil

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accessing individual, group or class teaching sessions depending upon their needs/ability. There will be times when all pupils come together as a whole class i.e. circle time. A carousel system will be used in each class to enable pupils to move around curriculum lessons, group sessions and individual teaching sessions depending upon their needs. This will be monitored by continual assessment of the pupil to ensure pupil learning/achievement is on track.

Support Level 1 pupils will have a Key Tutor who will work with the pupil during the morning sessions and in the afternoon the child has a second tutor. These two tutors will remain allocated to the pupil for one term. At the beginning of the next term the afternoon tutor will become the Key Tutor (morning) thus ensuring smooth transition whilst ensuring that the pupil never becomes too reliant on any one adult.

Support Level 2 and 3 pupils will also be allocated a Key Tutor who will monitor the pupil's programme and progress. Pupils within these bands will retain their Key Tutor for at least two terms.

Lead Tutors will monitor the work of the Key Tutors and be responsible for ensuring each pupil's programme is running smoothly. Lead Tutors will have up to 6 pupils to monitor at any one time. The Lead Tutors and the class teacher will liaise at least weekly to discuss each child's programme, progress, needs etc. to ensure the PIP is always central to individual, group or class teaching. This will provide smooth transitions between sessions/lessons for every pupil.

The timetable at KS1, 2 and 3 will be divided into small blocks of 1:1 teaching (approx. 15 to 25 minutes of teaching), small group teaching (approximately 20 – 50 minutes) and class teaching (approx. 20 – 50 minutes).

At KS4 and in the 6th Form blocks of teaching will be 45mins to 1 hour as pupils are older and the majority of subject areas need either more in depth study or need skills need applying therefore needing a longer teaching session.

Every pupil timetable will be individualised and pupils will access sessions/group teaching depending upon the individual needs of each pupil.

Support Level 1 pupils will access:

15 hours of group or class work per week

- focussed on combination of communication, social, literacy, independent/self-help skills, PE, maths, foundation subjects and interaction skills – fully supported (individual objectives and group objectives)

15 hours of 1:1 Intensive Teaching at the Table and Natural Environment Teaching (individual objectives) per week

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Support Level 2 pupils will access:

18 hours of group or class work per week

- focussed on combination of communication, social, literacy, independent/self-help skills, PE, maths, foundation subjects and interaction skills – partially supported (individual objectives and group objectives)

12 hours of 1:1 Intensive Teaching at the Table and Natural Environment Teaching (individual objectives) per week

Support Level 3 pupils will access:

25 hours of group or class work per week

- focussed on combination of communication, social, literacy, independent/self-help skills, PE, maths, foundation subjects and interaction skills

5 hours of 1:1/2:1 teaching for key skills – across the week

As identified above the length of lessons will depend upon the pupil's age and ability.

- For early learners (working at early P levels) the timetable would often be structured around short periods of group/class teaching i.e. 15 minutes, to ensure that the pupil is accessing the learning effectively and is positively interacting with others, learning how to turn take etc. These short, focussed sessions reinforce learning and positive behaviours; the group/class teaching sessions will be lengthened as pupils gain skills and are able to access group/class sessions;
- Pupils' have different abilities to concentrate for different topics – for instance, a pupil may access a daily 15 minutes targeted maths lesson as maths they find this curriculum area more challenging and would therefore benefit from this subject to be taught more in a 1:1/1:2 targeted teaching sessions but would be able to access a 50 minute literacy lesson as they have a keen interest in letters, books etc; and
- All pupils, however, may access lessons of up to 50 minutes in length if they have the ability to concentrate for extended periods of time, have 'good' listening, turn-taking, and communication/interaction skills.

Speech, Language and Occupational Therapy will be fully incorporated into each pupil's individualised timetable, including tutors delivering programmes developed by the therapists.

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Examples of two individual pupil timetables from within the same class:

Time	Pupil A – Assessed at P5 to P6 and able to attend for up to 20 mins on an adult led activity	Pupil B – Assessed at P4 and able to attend for up to 10 mins on an adult led activity
8.50am – 9:00am	Circle time and morning welcome – full class group	Circle time and morning welcome– full class group
9.00 – 9.20	OT session – 1:1 with focus on fine motor	OT session in small group with focus on gross motor
9:20 – 9:35	1:1 intensive teaching	Literacy group
9:35 – 10:15	Literacy group	1:2 turn taking, play and interaction group session
10:15 – 10:30	Snack and break time	Snack and break time
10:30 – 10:50	Maths group	1:1 intensive teaching
10:50 – 11:05	1:1 intensive teaching	Maths group
11:05 – 11:30	Communication and interaction group led by SaLT	1:1 Natural Environment Teaching
11:30 – Midday	Art – full class group	Art/messy play – full class group (with 1:1 support)
Midday – 1pm	Lunch and play/exercise time	Lunch and play/exercise time
1 – 1:25	1:1 intensive teaching	1:1 intensive teaching
1:25 – 1:45	1:1 Natural Environment Teaching	Science group (with 1:1 support)
1:45 – 2:05	Science group	Communication and interaction group led by SaLT
2.05 – 2.30	PE	Self help skills and independence
2:30 – 3pm	Food Technology – full class group	Food Technology – full class group (with 1:1 support)
2:45 – 3.10 pm	Circle and reflection time – full class group	Circle and reflection time – full class group

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Teaching week

At every Key Stage each pupil will have access to 30 hours of teaching and learning time. Break and lunch times are counted as teaching time as these sessions will be staff led focussing on the development of self-help, communication, interaction, play and independence skills. Targets for break and lunch times will be incorporated in each child's PIP.

Classroom organisation

Class Room Organisation and Specialist Rooms

Every class will have their own classroom/base. Each base room will be divided into 3 areas:

- The group teaching area;
- The Natural Environment Teaching area (NET) - with a variety of equipment to help pupils transfer taught skills into the natural environment i.e. art, messy play, sensory objects, books, age appropriate toys etc. This will have slightly different equipment in this area depending upon the age range of the pupils; and
- The Intensive Teaching at the Table area (ITT) – an area where pupils have a 1:1 table (shared by 2 pupils who access this at different times) for focussed/intensive teaching.

The school will have specialist rooms that, with the exception of the Secondary/6th Form Life skills Room, all pupils will be able to access.

The Avenue will also have a range of specialist rooms that would be expected to include art/design technology, small group rooms, food technology, science, PE, music, library, sensory room, soft play, and life skills room. There will be a specialist medical room.

The School Environment

Our school environment will be well organised and laid out to ensure every pupil, regardless of their physical needs, can access classes and specialist rooms with ease. Our furniture and learning resources will be purchased from specialist manufactures to ensure that it is fit for purpose, safe, suitable and hardwearing.

The Avenue will aim to make adaptations to the classroom and school environment to meet the needs of pupils. Many of our pupils will have a bank of objects that are highly

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reinforcing to them that we will endeavour to accommodate.

Our school will be painted in muted, 'gentle' colours to avoid overstimulation and to aid the calm atmosphere that will pervade. Classes will be clutter free and not too over-stimulating to assist pupils in focussing on teaching/learning, but will include resources and work on display to provide reasons for and a focus to communication (especially in the Natural Environment Teaching area).

Expectations of pupils

Attendance

We expect that attendance will be outstanding: The vast majority of pupils will have 94% attendance or better; higher than the national for SEND pupils.

We expect this because we know that good attendance is firmly linked with good achievement and outcomes. Parents of children with Autism/complex needs are very keen for their child to be attending school regularly and will support this approach.

We will do this by:

- 1st day of absence – if parents do not notify the school, the school will contact parents. If the pupil is on the Child Protection register, is an at risk pupil or a Looked After Child (LAC) the school will inform their Social Worker (SW)/EWO of any absence and ask them to make a home visit;
- Successive days of absence – the school expects contact from parents every day, and will contact parents if this is not provided;
- If the pupil does not return after 10 school days the school will refer the case to the EWO;
- Where a pupil has repeated absences on a regular basis, maybe with a distinct pattern we will raise our concerns with parents and monitor closely. We will work in partnership with parents to address any issues that may be arising i.e. behaviour within the home situation. If attendance is not improved we will refer this child to the EWO/Educational Social Work team for further support; and
- If a pupil is absence on a regular basis due to illness we will work with parents to maximise attendance and also to provide work and activities to undertake at home where this is practical. We will always expect to be given a medical note/letter if a child has a medical appointment.

If any child's attendance drops below 94% staff will work with the parents to address any issues that may be a barrier to attendance. All absences must be reported to the

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school. Attendance rates will be reported termly to Governors and to all parents. Positive measures will be put in place to encourage children to attend regularly and punctually.

Behaviour

We expect positive behaviour from all pupils that allows them and others to learn. We will complete a behaviour assessment/barriers to learning screening as part of each child's baseline assessment when they first enter the school. This will allow us to identify progress in all areas of behaviour, such as their ability to contribute positively in group sessions. Staff will take individual pupil data on any behaviours occurring and interventions will be put into place to assist with the reduction of these behaviours. Where necessary behaviour plans will be written for pupils. These plans will be shared with all staff and parents to ensure consistency across all settings. Our assessment/data collection procedures will enable us to clearly demonstrate when behaviours are reducing. If behaviours/barriers to learning are not reducing plans will be altered and different reinforcement will be used.

Behaviour data will be taken on an ABC (Antecedent, Behaviour, and Consequence) Data sheet. We will record any behaviour that could be described as a barrier to learning. i.e. behaviour problems, defective social skills, self-stimulation, defective mand. When recording behaviour data, we will not only record the form of the behaviour (what it looks like) but also the antecedent. This is what happened immediately before the behaviour occurred. This will give us information about why certain behaviours are occurring and will aid us in determining which interventions to put in place to reduce the problem behaviour.

Data from the ABC sheets will be collated at the end of each day. A summary of antecedents will be recorded so we can identify causes and track the impact of interventions.

Behaviour plans: positively addressing difficult behaviours

If a pupil presents a challenging behaviour that may cause a risk to themselves, staff or other pupils, a behaviour plan will be agreed upon by staff and parents.

This will include a risk assessment and a comprehensive break down of antecedent and proactive and reactive interventions to be put in place to deal with this behaviour. There may be data taken on the effectiveness of the intervention put in place or the frequency of behaviour related to a certain antecedent. The data will be carefully

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analysed to assess the effectiveness of the intervention put in place, and changes can be made as necessary.

Through the use of Applied Behaviour Analysis (ABA) The Avenue will actively encourage socially significant acceptable behaviours and reduce and replace socially significant unacceptable behaviours. This will be largely done through positive reinforcement. ABA encourages functional assessments of challenging behaviour. For example a scream in one context may have a different meaning in another context. While this policy will encompass all at our school, every pupil will have their own individual behaviour plan and risk assessment to enable their time at the school to be as positive and successful as possible.

Anti-Bullying

To maximise pupil progress, The Avenue will create an atmosphere which is caring, protective and supportive where no one feels humiliated, intimidated or abused. Recognising bullying in all its forms will be a vital part of this process. The Avenue will develop a culture of mutual respect and tolerance. Where there is any suspected or reported bullying, the school will investigate immediately and report back to pupils involved and their parents / carers; staff will be kept informed on a need to know basis. Staff will work with all pupils to increase their ability to communicate any concerns that they have about themselves or others. The school will expect the support of parents in any investigation and subsequent decision. Records will be kept of all investigations into suspected or reported incidents of bullying.

Expectations of staff

The class teacher and Lead Tutor will be jointly responsible for overseeing the personal, social, communication development and academic progress (plus vocational for secondary pupils) of every pupils in their class. They will plan, monitor and assess in partnership.

The Avenue expects that all teaching interactions will be at least “good”, and that staff will continually develop and improve their practice. Teachers and tutors will be expected to:

- Create lesson and learning plans that reflect our curriculum and the differentiated needs and abilities of children attending that lesson, and which include ABLLS or B-squared goals that relate to PIP targets;

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- Meet weekly to discuss the skills that will be targeted in the next week, so any skills that the pupil has not yet mastered can be introduced during ITT and NET. This provides greater opportunity to work on target skills and aids generalisation of skills across setting and tutors; and
- Continually monitor progress and adjust activities accordingly.

The Avenue will use a competency assessment for all Tutors at least termly, using the framework used at the Carbone Clinic, New York which sets out a detailed observation schedule that ensure Tutors are using highly effective ABA/VB teaching procedures. Feedback from these observations helps Tutors to develop their practice and improve their effectiveness. The competency observation framework will be used as a supportive mechanism, and provides an objective basis for supporting staff where required.

Teachers will also be monitored on a regular basis, with planning monitored weekly. Teachers will be formally observed using the Teachers Standards/Ofsted guidance to identify if their teaching is at least good. Support will be offered as necessary and pupil outcomes will be used as a reflection of the quality of their teaching. Support mechanisms will be put into place to support teachers and capability procedures will be followed for any teacher not performing as expected after support has been provided.

Working in partnership

The Avenue will develop strong partnerships with a range of professionals and professional organisations that are able to support our pupils, including public, private and voluntary organisations. We will learn from and with these organisations and individuals, involving them in our training and development as appropriate. This will include collaboration with other special and mainstream schools to enable individual pupils to access provision to reflect their talents and needs as well as hosting pupils from other schools on work experience or community places. The Avenue will be part of the Brent Schools Partnership that provides a programme of peer reviews and school improvement challenge and support.

The Avenue intends to be a centre of excellence for effective behaviour management and teaching and learning techniques based on ABA/VB and will host training opportunities for other schools and organisations to improve their competence in these areas.

Throughout the application process we have been in touch with and have liaised with parent groups within Brent. We aim to work in partnership with these parent groups to provide them with information, support and training as appropriate.

With the support of the careers service in Brent we will look to forge relationships with

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

local employers and businesses. This will assist us in providing work and vocational experiences for our secondary pupils and will assist in developing peoples understanding and knowledge of Autism.

Pupil and Parental Satisfaction

Working in close partnership with parents is essential to The Avenue as it ensure the best outcomes for pupils. At school level, parents' views will be incorporated into the school's School Improvement Plan and progress made in meeting these objectives will be reported to parents. For each pupil, parents will be asked for their opinions of their child's progress and achievement on a termly basis through parent questionnaires and at termly parent meetings.

Through regular contact and an open culture of communication, we hope to resolve any parental concerns quickly. Should this not be possible, our Complaints Policy will be available on the school website and from the school office.

Safeguarding

The Avenue will fully recognise its responsibilities for safeguarding and promoting the health and well-being of all the children in its care. The Avenue will adhere to statutory guidance and best practice published by the London and Brent Safeguarding Children Boards. The Executive Headteacher will be the designated Safeguarding representative for the school. There will be a nominated Trustee for Safeguarding.

We will strive to:

- Ensure we practice safer recruitment in compliance with the Standards for Safer Recruitment (including keeping an up to date Single Central Record);
- Establish a safe environment in which children can learn and develop;
- Ensure that all staff receive appropriate safeguarding training (during induction and on-going);
- Risk assess as and when needed (including site, activity, outing and pupil risk assessments);
- Raise awareness of safeguarding issues and equip children with the skills needed to keep them safe;
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can

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

approach if they are worried;

- Implement the Local Authority's procedures for identifying and reporting cases, or suspected cases, of abuse; and
- Support children who have been abused in accordance with the LA procedures.

Safeguarding through the curriculum

The Avenue curriculum will promote safeguarding. As the pupils grow older the curriculum will include topics such as Drugs, Relationships and Sex, radicalisation, forced marriage, and FGM. Topics such as Stranger Danger, road crossing etc. will be addressed across the school. We will ensure that relevant content is discussed with pupils and all pupils will be encouraged to explore and reflect upon these issues as appropriate to each pupil. Moreover, well designed resources and activities will help to develop skills of resilience and self-confidence that help to reduce vulnerability. These resources help to teach social, emotional and behavioural skills to all pupils helping to raise self-esteem. Children and young people with good self-esteem value and seek to protect themselves and others.

Pupils will be encouraged to use the internet as much as is possible, but, at all times, in a safe way. Pupils will be taught about internet safety, and will never be left unattended whilst online.

The Avenue will be committed to ensuring all staff are trained on a regular basis in regards to Safeguarding and will access the LA's Safeguarding training.

4) School practicalities

School day and year

The Avenue Day (6 hours per day = 30 hours of teaching time per week):

- 8.50 am opens to pupils for welcome session - first teaching session commences at 9am;
- 10.15 – 10.30 – snack and break;
- 12.00 – 1.00 – lunch and lunch play;
- 3.10 pm – school closes to pupils; and
- 3.15 – 4.15pm – 1 hour of enrichment for pupils from KS2 onwards (optional) to practice their skills knowledge and understanding in a variety of different settings/activities providing both an additional support for both pupils and parents.

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

Our Term Dates will be in line with Brent Local Authorities' maintained schools.

5) Progression from The Avenue

All pupils will integrate within the local community on a regular basis with trips to the shops etc. being an integral part of their timetable thus ensuring transfer of skills across settings. Pupils will be individually supported as necessary depending upon the pupil's risk assessment outcomes. The transfer of skills will become a focus for the pupils as they become older and start to become a young adult.

Pupils will have access into mainstream school settings as appropriate. For some pupils they may need to access mainstream settings to assist in the transfer of skills i.e. social/interaction and/or to access academic lessons and qualifications. Pupils will be supported as identified in their individual risk assessments. Pupils in KS4 and 6th form will have access to College days to access specialist courses and to help them generalise their skills in different settings. This may be undertaken alongside other special schools.

Work experience will also be provided from KS4 onwards within the school's café and shop to support the pupils in further developing their functional communication, literacy and mathematical skills to support them as they move into their adult lives. It will also support pupils with the development of skills to assist them in 'the world of work'.

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

At The Avenue we know that:

- High expectations are key to securing good progress; and
- Accurate assessment is essential to securing and measuring pupil progress; and
- Age and prior attainment are the starting points for developing expectations of pupil progress.

High expectations and good progress are an entitlement for all our pupils. For our pupils these entitlements are supported by the actions that we will take as a school to:

- Promote equality of opportunity and to anticipate and remove or minimise barriers for all our pupils; and
- Ensure that the necessary provision is made for all pupils.

1) Our targets

As a school, our targets include significant focus upon personal development and skills as well as academic progress and achievement.

The Avenue will adopt the following academic targets:

- All pupils to make 3 levels of progress over Key Stage 2 and 3 to 4 in literacy and numeracy;
- All pupils to meet 90% of PIP targets every term;
- All pupils of appropriate age to have achieved at least 2 accredited ASDAN and/or entry level qualifications;
- All pupils to achieve the Numeracy and Literacy in Everyday Life award and Towards Independence by the end of Key Stage 4;
- All pupils to have achieved at least 3 ASDAN short courses i.e. Sports and Fitness, Enterprise, Citizenship by the end of Sixth Form Form; and
- All Sixth Form pupils to achieve ASDAN Workright and Employability certification.

Our personal development targets will be:

- All pupils to eat healthily (having built up a wide repertoire of healthy eating habits) and exercise daily;
- All pupils to be toilet trained within the first year of arrival at The Avenue. NB -

D2 – measuring pupil performance effectively and setting challenging targets

For older pupils this may take up to two years;

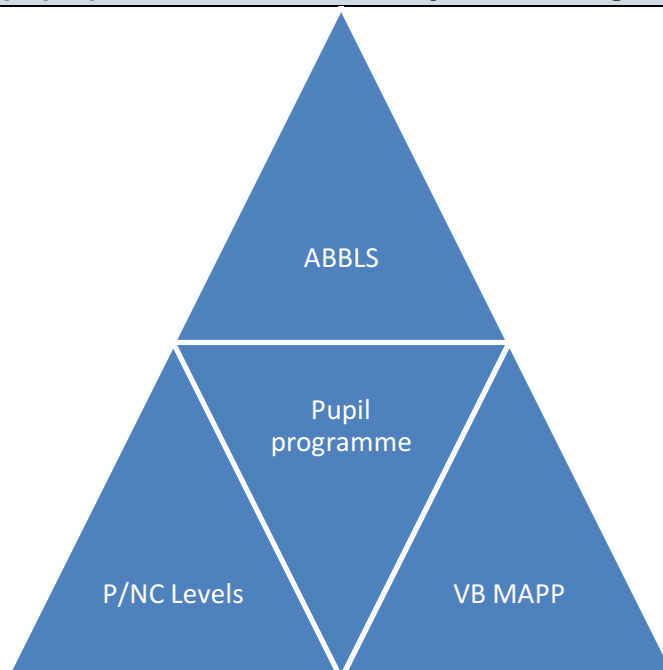
- All pupils to be able to demonstrate a broadening understanding of their world and be able to access different environments appropriately and without displaying challenging behaviours (some with additional support);
- All Sixth Form pupils to be able to demonstrate improving self-confidence and self-management of their own behaviour (some with regular positive reinforcement);
- Sixth Form pupils to have a hobby/interests that are transferable into their adult life;
- All pupils to be able to dress themselves and understand daily hygiene (some with prompts) by the end of Key Stage 4;
- All pupils to be able to understand and demonstrate important life skills i.e. how to make a drink/snack, by the end of Key Stage 4; and
- All pupils, whenever possible, to have learned how to use public transport (independent travel wherever possible), by the end of Key Stage 4.

We will aim for all pupils to leave The Avenue with skills, knowledge and understanding that will be transferrable into their adult life. To achieve this, we expect students to have a 94% attendance rate.

2) The Avenue System of Assessment

Our assessment system at The Avenue will be detailed and each pupil will be assessed using ABBLS, VB MAPP and P Levels or National Curriculum.

These assessments all feed into the PIP for each pupil and provide staff with a clear overview of each pupil's individual needs, both academic and social, and enable staff to monitor progress carefully and address all areas of need.



The Assessment of Basic Language and Learning Skills (ABLLS)

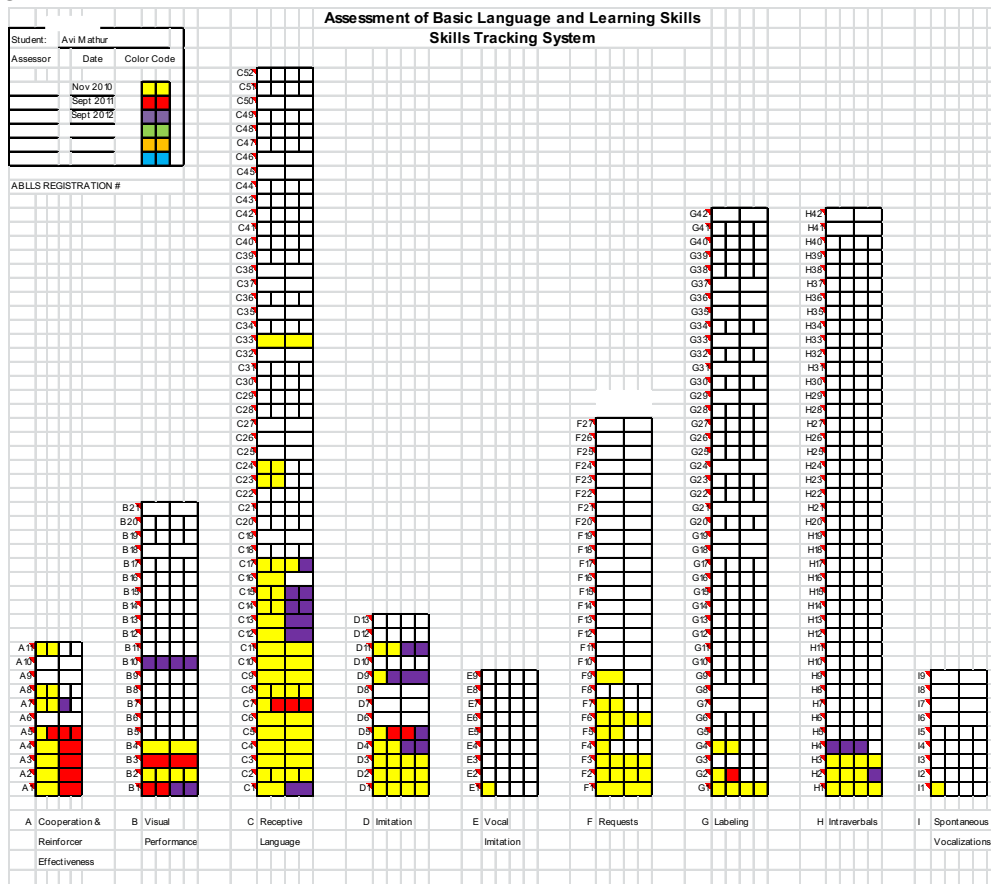
ABLLS is an assessment, curriculum guide and skills tracking system for children with Autism or other developmental disabilities. The ABLLS contains a task analysis of the many skills necessary to communicate successfully and to learn from everyday experiences.

At The Avenue we will conduct an ABLLS assessment on each pupil who joins our school. This will provide us with criterion-referenced information regarding our new pupil's current skills and in turn will provide a curriculum that can serve as a basis for the selection of the educational objectives to be included in the PIP.

The ABLLS assessment will then be updated on a six monthly basis allowing us to document the child's progress in the acquisition of skills. A different colour will be used for each update; this will give us an immediate visual understanding of how and at what the rate our pupils are progressing over time.

D2 – measuring pupil performance effectively and setting challenging targets

Example:



The Verbal Behaviour Milestones Assessment and Placement Program (VB-MAPP)

VB-MAPP is a language and social skills assessment program for children with Autism and other Developmental Disabilities based on B.F. Skinner's 'Verbal Behaviour' (1957).

'The Milestones Assessment' is the first component of the VB-MAPP. Similar to the ABLLS, this will provide a representation of the pupils existing verbal and related skills. However, unlike the ABLLS, these skills are broken down into three developmental levels: 0-18 months, 18-30 months and 30-48 months.

This will help us to introduce skills within the developmental levels so that our pupils will have solid foundations on which to build upon.

The second component is the Barriers Assessment. This will provide us with an assessment of 24 common learning and language acquisition barriers face by children with autism. By identifying these barriers, we will be able to develop specific interventions to help overcome these problems, leading to more effective learning.

D2 – measuring pupil performance effectively and setting challenging targets

At The Avenue we believe that this aspect of the VB-MAPP assessment is very important as often the program focus for a new pupil would not be skills acquisition but would be to gain instructional control and reducing problem behaviour. This component is an effective way to assess the pupil's progress in this area.

The VB-MAPP's Transitions Assessment will help us to identify whether a child is making meaningful progress and is acquiring the skills necessary for learning in a less restrictive environment. The transitions assessment will help summarise measures from other parts of the VB-MAPP as well as covering a variety of other skills that could affect transition.

Milestones Assessment					Key:	Score	Date	Color	Tester
Child's name: _____					1st test:				
Date of birth: _____					2nd test:				
Age at testing: 1 2 3 4					3rd test:				
					4th test:				

	Behavior Problems	Instructional Control	Defective Mand	Defective Tact	Defective Echoic	Defective Imitation
4	■				■	
3	■				■	
2	■	■	■		■	
1	■	■	■	■	■	

	Defective VP-MTS	Defective Listener	Defective Intraverbal	Defective Social Skills	Prompt Dependent	Scrolling
4				■		
3				■		
2	■	■		■	■	■
1	■	■		■	■	■

	Defective Scanning	Defective Conditional Discrimination	Failure to Generalize	Weak Motivators	Response Requirement Weakens MO	Reinforcer Dependent
4				■		
3				■		
2	■	■	■	■	■	■
1	■	■	■	■	■	■

	Self-Stimulation	Defective Articulation	Obsessive-Compulsive Behavior	Hyperactive Behavior	Failure to Make Eye Contact	Sensory Defensiveness
4	■	■				
3	■	■				
2	■	■		■	■	■
1	■	■		■	■	■

D2 – measuring pupil performance effectively and setting challenging targets

Barriers Assessment

Child's name:						Key:	Score	Date	Color	Tester
Date of birth:						1st test:				
Age at testing:		1	2	3	4	2nd test:				
						3rd test:				
						4th test:				

	VB-MAPP Milestones Score	VB-MAPP Barriers Score	Negative Behaviors and Instructional Control	Classroom Routines and Group Skills	Social Skills and Social Play	Independent Academic Work
5						
4						
3						
2	1	1	1	1	1	
1	2	2	2	2	2	
	3	3	3	3	3	
	4	4	4	4	4	
	5	5	5	5	5	

	Generalization	Range of Reinforcers	Rate of Skill Acquisition	Retention of New Skills	Natural Environment Learning	Transfer Without Training
5						
4						
3						
2	1	1	1	1	1	
1	2	2	2	2	2	
	3	3	3	3	3	
	4	4	4	4	4	
	5	5	5	5	5	

	Adaptability to Change	Spontaneous Behaviors	Self-Directed Leisure Time	General Self-Help	Toileting Skills	Eating Skills
5						
4						
3						
2	1	1	1	1	1	1
1	2	2	2	2	2	2
	3	3	3	3	3	3
	4	4	4	4	4	4
	5	5	5	5	5	5

P Levels/Assessment

Alongside the ABBLs and VB MAPP we will also monitor progression through our expanded assessment profile based on P Levels. Our assessment profile will be developmental and will provide a range of 'I Can' statements to assist staff in demonstrating the progress each pupil is making and assist them in target setting.

P Levels are differentiated performance criteria. They outline attainment for pupils working below the National Curriculum and describe some of the important skills, knowledge and understanding that pupils need to progress into the National Curriculum. At The Avenue we will use the P 1 to P12 assessment tool devised by Manor, TVS, Woodfield and the other Brent and Harrow special schools. This will enable us to moderate work within our own setting and with other schools.

3) The assessment processes

The Avenue will have a four stage assessment process:

- **Target setting** – sharing achievable but challenging targets. (Developmental age and prior attainment are key starting points for developing expectations in all students. From here we can then set challenging but achievable individual targets for all of our students.)
- **Tracking** –evaluating progress in relation to these targets over the course of a lesson, unit of work, term, year or key stage
- **Interventions** –planning appropriate learning to support children in meeting these targets based on information gained from tracking.
- **Checking/Review** – teacher reviewing whether targets have been met and progress has been made.

At The Avenue for group work we will use formative assessment. This is the on-going assessment that will be carried out by teachers both formally and informally. The results of formative assessments will have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations will be kept in teacher’s own record books, or the pupil’s own books.

Expected progress.

We have devised a ‘trajectory’ to help us predict a pupils steps of progress from their initial baseline. We expect that our highly specialist setting and interventions will support all pupils in making upper quartile (should) progress. all pupils to make :

Targets set are challenging, yet achievable, as we expect that our highly specialist setting and interventions will support all pupils in making upper quartile (should) progress. The following table **gives examples** of entry points and targets for their performance at the end of that key stage:

Key Stage	Entry level	Must / median based target	Should / upper quartile target	Could / exceeding target
KS1	P3i.0	P3ii.6	P4.0	P4.6
KS2	P4.0	P6.0	P7.0	P8.0
KS3	P6.0	P8.0	P9.0	P10.0

D2 – measuring pupil performance effectively and setting challenging targets

Moderation

Moderation and standardisation is critical to achieving accurate teacher assessment. It is important that when teacher/tutor assessments are carried out, there is evidence recorded to justify judgements made. The Leadership Team will moderate work and examples of work at different levels to ensure standardisation of assessment and that targets are being set appropriately.

We will also participate in moderation with all Brent and Harrow special schools and Treetops School in Grays (Thurrock LA), a school for pupils with Autism and a range of learning difficulties who use ABA/VB teaching methodology and assess their pupils using the same systems as The Avenue will.

Data collection

Skills: Data will be taken on all acquisition skills that the pupil is working on during ITT and daily data on behaviour and manding (requesting) will be recorded during NET. When a new skill is introduced it will be base lined three times to see if the pupil already knows that skill. If they receive three 'yes' in a row the skill will be considered mastered and will be added to the pupil's maintenance box. If it is found that the skill is not previously known it will be taught to the pupil during ITT sessions until they have received three 'yes' on the first probe of the day for three consecutive days. It will then be considered 'acquired'. The skill will then put into retention for 1 week and will be tested one more time to see if the pupil has retained that skill. If 'yes' the skill will be considered mastered and put into the pupil's maintenance box, if no, it will be taught again, but this time the pupil will need to receive four consecutive 'yes' before the skill is put into retention.

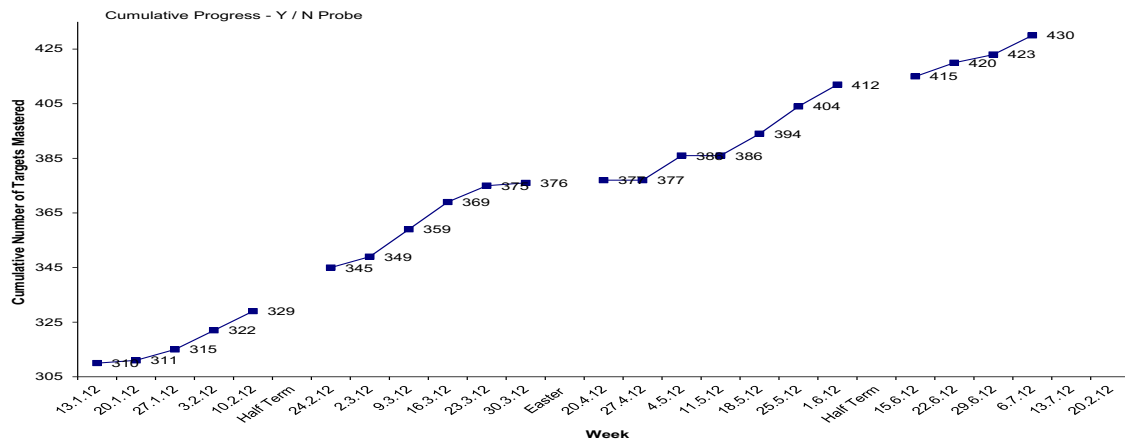
All skills will be recorded on a skills tracking sheet with the date the skill is introduced, the date it is acquired, the date retained and the number of that skill within that ABLLS goal. This will give us a quick reference of how many skills the child has achieved in that goal and when the ABLLS goal is mastered and the pupil can move on.

At the end of each week the number of skills acquired within each goal will be graphed cumulatively. The number of skills acquired within each section will also be graphed cumulatively i.e. Tacts, Receptives, MI, Intraverbals, and finally a cumulative graph for all skills acquired across all goals in all sections will be recorded.

Graphing the acquired skills will help us to assess whether a pupil needs more help in certain areas or when to introduce new teaching methods if progress isn't being made in certain areas.

D2 – measuring pupil performance effectively and setting challenging targets

Example of Cumulative Skills Graph:



Manding: During NET activities we will record every item our pupils' mand for and record the prompt level needed. The aim of a NET session will be to increase the number of items a pupil will mand for and to fade the prompt level needed so that the pupil can request items they want with no verbal prompts. We will ensure that our pupils are working on new mands by taking Y/N probe data on ten new mands daily and recording the cumulative number of new mands they have acquired per week. We will record the number of prompted and spontaneous mands per minute daily so we will be able to monitor the pupil's progress.

Progress tracking

Progress tracking and assessment will be a daily on-going process. These assessments will be updated in full termly.

The following daily/weekly data records will also kept for each pupil:

- Mand data - This records the times in a day that a pupil asks for an item. Mands may be recorded as prompted and unprompted mands, and data recorded and graphed. The level of prompt required is also recorded for some pupils;
- Probe data - This is recorded the first time a skill command is given in a day. The pupil must respond in time and correctly to score a Y and a criterion for mastery is set individually;
- Weekly targets mastered in each skill area are recorded and results graphed;
- Behavioural data is recorded individually. ABC data sheets are used for this;
- Video data is kept regularly on each pupil. The use of digital photography is also used as a method of recording some activities; and
- Pupils accessing the stepping stones, Early Learning Goals and P levels will be

D2 – measuring pupil performance effectively and setting challenging targets

formally assessed at the end of each term/year.

Once a pupil takes up a place at The Avenue their progress will be constantly monitored through daily data keeping, programmes, meetings and specialised assessment tools. This information will continually inform pupil's learning plans and also provide clear scientific evidence of learning and progress.

Daily data will be taken to ensure tracking of pupil progress. This will be graphed weekly and will then be added to the pupil's cumulative graph. If this data shows that progress is 'flat lining' then additional measures may need to be added to a pupil's programme.

Our data and assessment procedures will be able to track the progress of pupils with complex needs by focusing upon the acquisition of different skills across a wide range of learning areas.

Monitoring and Reporting Systems

The Leadership Team will track pupil progress on a weekly basis and will report to Governors on a termly basis through a data meeting (Standards Committee).

- **Weekly:** The teacher/Lead Tutors will be responsible for tracking individual pupil data on a weekly basis and will ensure any alterations to pupil's programmes are made immediately that data is shown to be 'flat lining'. The Leadership Team will review progress weekly.
- **Termly:** The Executive Headteacher will include pupil achievement/outcomes into her termly report to the Governing Body and will discuss pupil progress in detail with the Standards Committee. Parents will receive a termly report identifying their child's progress and will be given the opportunity of discussing progress/outcomes with key staff.
- **Annually:** Each pupil will receive an Annual Report. This will detail progress over the academic year and include reference to progress against ABBLs, VB-MAPP, P Scales and/or National Curriculum targets (recorded in Onwards and Upwards). Parents, the funding LA and other involved professionals are invited to review and discuss progress. A summary of the review is drawn up and sent to everyone. Parents and wherever possible pupil's views and feedback will be sought to assist us with the setting of future objectives.

4) Engaging Parents/Carers

Parents will be encouraged to come into school to discuss their child's progress as much as possible. Their views and ideas will be incorporated into their child's PIP and they will receive at least termly reports on progress. Every pupil will also have a Home/School book where both school staff and parents can comment on progress and share ideas for the child's programme.

New parents will have 1:1 meetings with key staff to assist them in understanding data collection, their child's individual education programme etc.

On-going parent Group meetings and training opportunities will also enable them to become more familiar with assessment procedures.

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

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

School success requires high quality staff. The Avenue will need to recruit high quality staff each year as it grows, and will be able to offer development opportunities as part of this growth to successful staff. [REDACTED]

[REDACTED], and the partnership with the supporting schools will enhance the attractiveness of The Avenue to prospective staff.

Every member of staff who is recruited, both teachers and support staff, will exemplify our expectations of success for all pupils and our relentless focus upon progress.

1) Staffing before opening

[REDACTED] from the time of its application being approved. This enables the supporting schools to ensure that The Avenue is set up with the cultures, processes, and systems required to ensure its success. [REDACTED]

The Head of School will be appointed to start at least a term before opening following open advert. The Head of School is anticipated to be an existing Deputy or Assistant Headteacher who has a track record of success and the potential to be an outstanding Headteacher. [REDACTED].

The Business Manager and Headteacher's PA would both start in post during the pre-opening phase.

This approach to staffing:

- Provides maximum community confidence in the school through [REDACTED]
- Enables the supporting schools to ensure that The Avenue is able to recruit the best candidates in the spring before opening, with [REDACTED] in particular able to consider joint appointments across The Avenue and Manor School to secure sufficient specialist expertise; and
- Ensures that the policies, systems and procedures of The Avenue build upon and reflect those of its sponsoring schools.

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

2) Staffing as The Avenue grows

For the first six years The Avenue will need to recruit additional staff to support the growth in pupil numbers. This provides a tremendous opportunity for staff to grow and develop, but requires agility in structures and individuals to manage significant organisational growth and change.

Leadership team (FTE)

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Notes
Executive Headteacher	0.4	0.4	0.4	0.4	0.4	0.4	L35
Head of School	1	1	1	1	1	1	L18
Deputy Head of School	0	0	1	1	1	1	L14
Assistant Head of School	0	2	2	3	3	3	L9

Teaching and therapy staff

The teaching and therapy staffing is based on:

- A teacher per class plus three tutors (giving an overall ratio of two pupils to every class based adult). As the school grows there are two additional teachers to provide PPA and cover, and three additional tutors, so as to maintain continuity for pupils. Each Key Stage has a Lead Tutor (two for KS2); and
- Dedicated behaviour consultants, speech and language therapists and occupational therapists within The Avenue to support pupils across the school. The provision in these areas increases as the school grows.

Teachers

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
EYFS / KS1	1	2	2	2	2	2
KS2	1	2	3	4	4	4
KS3	1	2	3	3	3	3
KS4	0	0	1	2	2	2
KS5	0	0	0	0	1	2
Cover	0	1	2	2	2	2

One teacher per Key Stage would have a TLR2 as Key Stage Leader.

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

Tutors

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Lead – EYFS / KS1	1	1	1	1	1	1
Lead KS2	1	1	2	2	2	2
Lead KS3	1	1	1	1	1	1
Lead KS4	0	0	1	1	1	1
Lead KS5	0	0	0	0	1	1
Tutor EYFS / KS1	2	5	5	5	5	5
Tutor KS2	2	5	7	10	10	10
Tutor KS3	2	5	8	8	8	8
Tutor KS4	0	0	2	5	5	5
Tutor KS5	0	0	0	0	2	5
Cover	0	1	2	2	3	3

Educational support staff

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Behaviour consultant	1	1	2	2	3	3
Speech and Language	0.5	1	1.5	2	2.5	3
Occupational therapist	0.5	1	1.5	2	2	2

There will also be an Apprentice linked to each Key Stage group.

Administrative staff

The administrative staffing structure consists of (FTE):

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Notes
Finance Director	0.4	0.4	0.4	0.4	0.4	0.4	Shared
Business Manager	1	1	1	1	1	1	
Headteacher PA	0.5	0.5	0.5	0.5	0.5	0.5	Shared
Finance Officer		0.9	0.9	0.9	0.9	0.9	
Data Officer		0.5	0.5	0.5	0.5	0.5	Shared
Reception /	0.9	0.9	1.8	1.8	1.8	1.8	

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

Admin							
Welfare Officer	0.5	0.5	0.9	0.9	0.9	0.9	
Family Liaison Officer	0.5	0.9	0.9	1.8	1.8	1.8	
HR Officer	0	0.9	0.9	0.9	0.9	0.9	
Site staff	1	1.9	1.9	1.9	1.9	1.9	
Housekeeper	0.9	0.9	0.9	0.9	0.9	0.9	
Personal Care Support	0.5	1	1.5	2	2.5	2.5	
Lunchtime support	1	2	3	3	3	3	1FTE = 4 at 0.25FTE
Progression support	0	0	0	0	1	1	

3) Resilience to reduced income

Section G outlines our financial plan in the event that The Avenue is full in each class each year. We have also modelled a 30% reduction in income (meaning that each class would have five or six students rather than eight). In this event, the staffing implications would be:

- Postpone and reduce the Finance Director role (postponed by two years and reduced to 0.2 from 0.4FTE)
- Postpone indefinitely the appointment of a Deputy Headteacher (previously scheduled for 2019/20);
- KS2 taught in three groups rather than four;
- KS3 taught in two groups rather than three;
- One less teacher in 2017/18 with Lead Tutors and Head of School leading more sessions; one further teacher deferred in 2018/19;
- One less Tutor per class per year;
- Third Behaviour Consultant not appointed;
- Second Family Liaison Worker post reduced to 0.5;
- Reduction in Personal Support and Lunchtime Support staff; and
- Removed Apprenticeship posts.

Section G details the financial impact of these changes – The Avenue is able to set a balanced budget each year on 70% of the expected income and still provide a broad and effective experience for our pupils.

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

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Pupils attending The Avenue will be admitted solely upon their educational needs and will therefore represent Brent's diverse community. Brent schools have a proven record of welcoming students from all backgrounds. The supporting schools have demonstrated that students from all backgrounds take pride in their schools and play a proactive role in all aspects of school life.

Staff at The Avenue will be appointed solely upon their qualifications, knowledge and expertise. Staff will be trained thoroughly and implement without exception our safeguarding policies. Training in WRAP, Prevent and FIDA (advanced level 3 prevent training) will be provided to all staff.

The British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs will be woven into the ethos of The Avenue. Staff at The Avenue will actively promote these British values in the following ways:

Tolerance of Different Faith and Beliefs through:

- Every day positive relationships, social interaction and respect of each other;
- Celebration of different faiths and beliefs including International Day, special assemblies, RE, songs, dances etc;
- Celebration of cultural differences including exposure to different foods, clothes, ways of life;
- Visits to places of cultural and religious significance to different groups of people; and
- Opportunities to have open dialogue with families to ensure that home and school values are aligned as closely as possible in the best interests of the child and all those supporting them.

Mutual Respect through:

- Positive staff, pupil, parent and community interaction;
- Our Code of Conduct;
- Our policies including our Equality Policy;
- Our safe and welcoming school environment;
- Our high quality relationships between staff and pupils and staff and parents;
- Frequent opportunities to build positive relationships with families through parents forums, Tamhs, Structured Conversations, home school link books;
- Staff modelling respectful relationships;
- SEAL/ PSHE in the curriculum; and
- Partnership with other schools/other countries

Individual Liberty through:

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

- Pupil Council including democratic election;
- Encouraging our pupils to develop their 'voice';
- Safeguarding policies and procedures;
- Staff and parent training;
- Pupil input into safeguarding issues;
- Pupil surveys; and
- Behaviour policy.

The Rule of Law through:

- School Council;
- Clear roles, responsibilities, boundaries etc;
- Curriculum focus i.e. People Who Help Us;
- Road safety focus in assemblies, PSHE, Citizenship, Class visits in the community;
- Good relationships with Local police providing learning opportunities for pupils; and
- Behaviour policy.

Democracy through:

- Promoting the rights of the child in assemblies and curriculum time;
- Developing social interaction and communication;
- School Council; and
- Pupil surveys.

All pupils will have two 15 minute spiritual, moral, social and cultural (SMSC) sessions every week (within the PSHE element of the formal curriculum) with reflection time that will address British Values.

This provision will be monitored by Leadership Team, Executive Headteacher and Governors to ensure that it reflects best practice and supports the development of our pupils into adults prepared for modern Britain.

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

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

The Avenue is being proposed to provide an ABA/VB provision that is currently unavailable to Brent children, and will improve provision for pupils with autism and complex needs. This proposal reflects the experience of the three supporting schools, and of [REDACTED]. Given the diversity of the needs of pupils, The Avenue will have a very personalised approach to the development of each pupil, and accordingly to their detailed curriculum and timetable that they follow. Assessments upon entry to The Avenue will form the baselines for individual targets that will be detailed in the Personal Intervention Plan (PIP) for each pupil. Data will be tracked daily and weekly to inform teaching methodologies and ensure that progress is rapid and sustained.

As set out in section D1, we expect our pupils to require one of three levels of support (this is reflected in our financial plans with different top-up fees). The level of pupil needs will be assessed prior to entry into The Avenue to ensure a smooth transition with learning being enhanced from the very beginning of entry. A multi agency team will complete a range of tests and observations to ensure that support levels are clearly identified and personalised intervention plan developed for each pupil.

Support Level 1 (SL1) – pupils needing full time 1:1 support (including weekly Occupational Therapy and Speech and Language Therapy). These pupils have:

- Autism, severe learning difficulties and/or complex needs (early P levels);
- require a high level of behaviour support;
- find accessing group work very challenging and/or have significant barriers to learning that makes learning effectively in a group environment difficult (pupils will access group/class sessions but need full support in group situations);
- may require a high level of medical care/support; and
- may, at times, require additional adult support beyond 1:1.

Pupils requiring SL1 will have access to ASDAN and vocational certification/qualifications at both KS3 and 4. They will need continued support as they move into their adult lives but should be able to access local colleges and provisions. SL1 pupils will need support in travelling and accessing the community.

Support Level 2 (SL2) – pupils needing 50% 1:1 support (including fortnightly Occupational Therapy and Speech and Language Therapy). These pupils:

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

- Have a Autism and a significant learning need (usually SLD);
- may require some additional behaviour support (at times 1:1 adult support but not full time);
- have some barriers to learning but have the required skills to access/learning fairly effectively in a group with a high level of pupil to staff support (will still require some support within group/class sessions); and
- Acquisition of skills is still more consistent when taught in a 1:1 context.

Pupils requiring SL2 will be able to access ASDAN, vocational and AQA entry level certification and will be able to access college courses in a small group environment with some support. SL2 pupils will be able to access travel training with the aim to enable these pupils to travel as independently as possible using local transport. SL2 pupils will be able to access the community with some support at key times and will be able to access supported work schemes with group support.

Support Level 3 (SL3) – pupils who are able to learn, access and work effectively within group sessions for the majority of their school day and would benefit from group or indirect SaLT (may require occasional Occupational Therapy input). These pupils may have some learning difficulties (SLD/other) and/or barriers to learning but do not require 1:1 behaviour support.

Pupils requiring SL3 will be able to access ASDAN, AQA entry level and GCSE courses. SL3 pupils will be able to access local college courses with group support. They will be able to access travel training and the aim would be for them to be able to travel independently on familiar routes. SL3 pupils will be able to access the community with little individual support and should be able to access supported work schemes with little or no support.

We expect that the proportion of pupils within each support level will be approximately 25% SL1, 50% SL2, 25% SL3.

Every pupil timetable will be individualised and pupils will access sessions/group teaching depending upon the individual needs of each pupil.

Support Level 1 pupils will access:

15 hours of group or class work per week

- focussed on combination of communication, social, literacy, independent/self-help skills, PE, maths, foundation subjects and interaction skills – fully supported (individual objectives and group objectives)

15 hours of 1:1 Intensive Teaching at the Table and Natural Environment

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

Teaching (individual objectives) per week

Support Level 2 pupils will access:

18 hours of group or class work per week

- focussed on combination of communication, social, literacy, independent/self-help skills, PE, maths, foundation subjects and interaction skills – partially supported (individual objectives and group objectives)

12 hours of 1:1 Intensive Teaching at the Table and Natural Environment Teaching (individual objectives) per week

Support Level 3 pupils will access:

25 hours of group or class work per week

- focussed on combination of communication, social, literacy, independent/self-help skills, PE, maths, foundation subjects and interaction skills

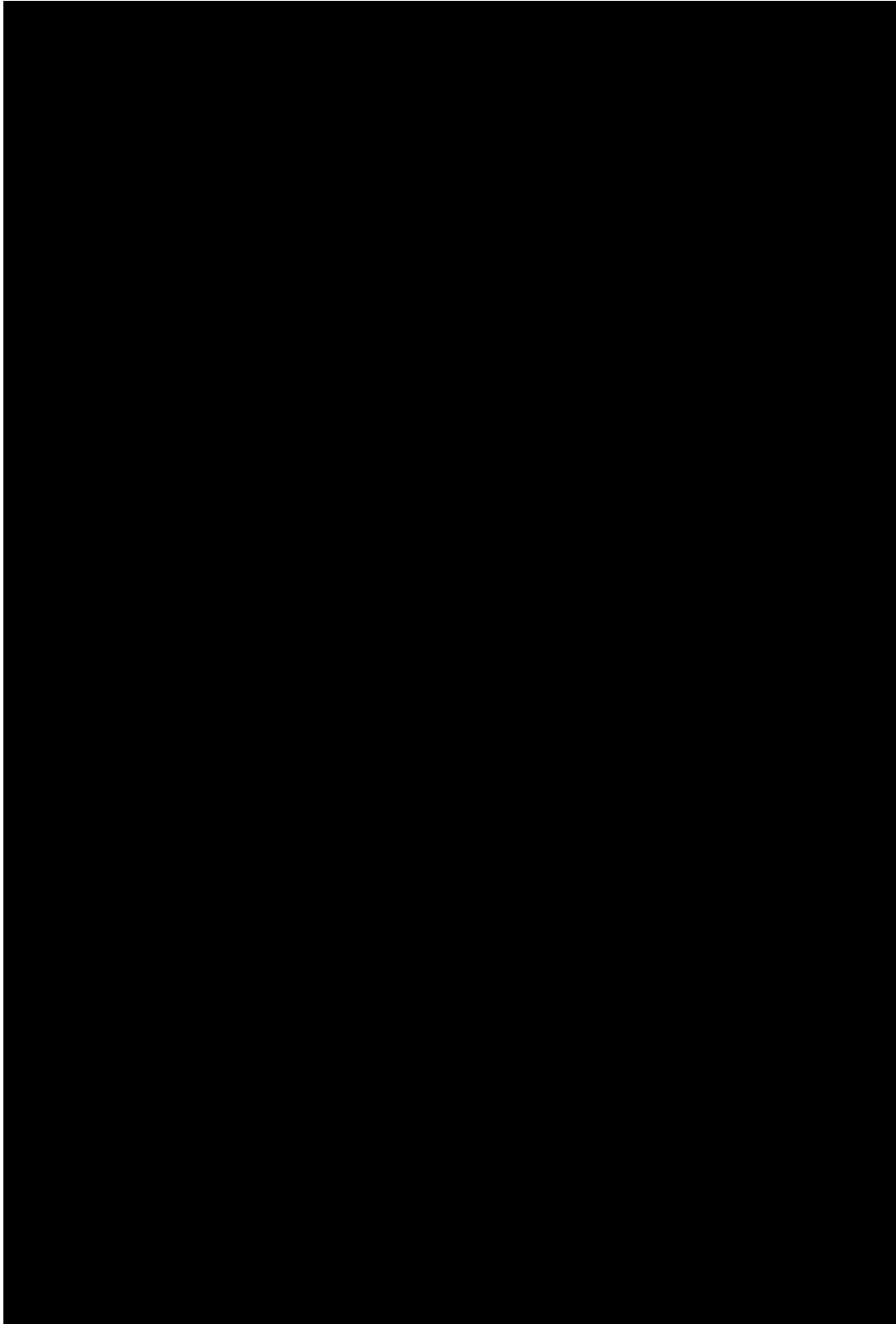
5 hours of 1:1/2:1 teaching for key skills – across the week

We will screen each pupil before entry to enable us to plan targets and programmes to support the pupils in a smooth transition. At the end of this section is an example of a screening form.

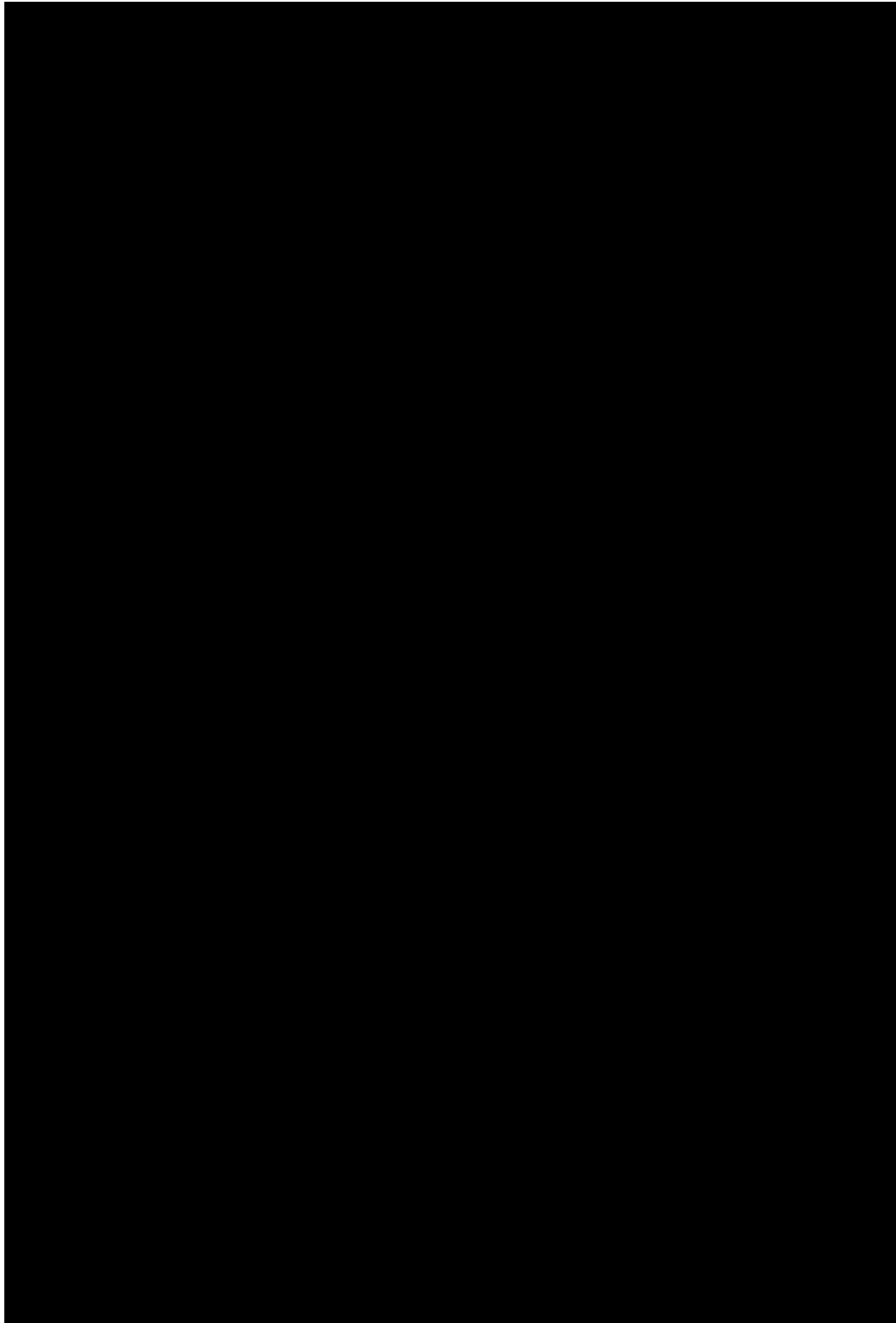
The staffing structure, including dedicated tutors, behaviour consultants, speech and language therapists and occupational therapists, will enable the specialist support requirements of individual pupils to be met quickly and effectively, continually focusing upon maximising progress towards targets within the PIP. These specialists will also work with colleagues in other organisations – such as Brent Council’s SEN and Children’s Services teams and in health – to meet the holistic needs of our pupils.

Section D1 explained how The Avenue will ensure pupils are safe, that behaviour expectations are high and pupils supported to manage their behaviours, and that attendance is high.

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



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



Section E – evidence of need

E1 - provide valid evidence that there is a need for this school in the areas

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The Avenue is a proposal that originated from discussions between the existing special schools in Brent, the Council, and parents. When Woodfield School converted to academy status in April 2014, the consultation that was held in November 2013 included comments from parents that they hoped the school would take advantage of academy status to apply for a free school to provide additional provisions since “those at Woodfield are the fortunate families and more deserve similar local opportunities”. This section details the need for more special school places, and for ASD and SLD pupils in particular, the demand for The Avenue specifically, and the support of Brent Council as the main expected commissioning local authority.

The need for additional places provided by The Avenue

There are four special schools in Brent, which are detailed in the following table. All four special schools have expanded in recent years, providing over 130 additional places in the last five years – the equivalent of another school. All four special schools are unable to permanently expand further, either due to site constraints or because the schools are already large by national standards for the types of pupils that they support. As part of the expansions, some SEN designations have been altered, reflecting the increasingly complex nature of the pupils that they serve.

School	Designations	Age-range	Total places
Manor School	ASD, SLD, SLCN, MLD	4-11	176
Phoenix Arch School	SEMH, ASD	4-11	48
The Village School	PD, SLD	3-19	270
Woodfield School	MLD, SLD, ASD	11-19	176

A report to the Cabinet of Brent Council in November 2015 (available at <http://democracy.brent.gov.uk/ieListDocuments.aspx?CId=455&MId=2767&Ver=4>) stated that:

- There are 1,726 Brent children with statements of SEN or EHCPs, of whom 409

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

attend provision that is not maintained schools or academies within Brent;

- Of these 409 children, 61 attend out borough maintained school or academy provision, and 150 attend independent provision;
- Of the 150 attending independent provision, 76 have a primary need of ASD (of which 58 are secondary aged), 32 have SEBD (28 secondary aged), and 14 with SLCN (12 secondary aged);
- The Borough's SEN transport budget is £1.3m;
- The number of children requiring special school provision is expected to increase further as the population continues to grow and the larger primary cohorts reach secondary age; and
- If the current pattern (which is in line with national averages) of 48% of children with statements / EHCPs require special school places, by 2025 there would be demand for 981 places, leading to a shortfall in provision of 198 places.

The report concluded that the Council should adopt a two pronged strategy:

- Support a proposal for a new special school for 100 places that would focus upon ASD and SLD (as detailed in paragraph 6.17 of the Cabinet report); and
- Provide an additional 40 places in additionally resourced provision in mainstream schools.

This application is to provide the new school that the Council require.

The demand for The Avenue from parents

Mindful of the challenges of finding an appropriate site within the Borough, the supporting schools engaged with parents only after the outline planning permission for the proposed site was approved in January 2016. The leaflet that was issued is attached to this application. The engagement process:

- Ran from 18th January to 19th February;
- Involved distributing the leaflet to the families attending the supporting schools, to the Council, and to residents close to the proposed site;
- Included three coffee morning 'drop in' sessions with two parents groups (One Voice and Brent Carers) who represent many of the families with children with special educational needs – these were held at the supporting schools and were attended by over 50 parents;

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

- Press Releases to raise awareness of the proposal;
- A website (www.theavenueschool.london) that provides information about the proposal; and
- An open meeting, held at Manor School on 4th February which was attended by 15 interested individuals.

The responses from this engagement are that:

- 39 parents completed questionnaires stating that they would consider requesting that The Avenue was named on their SEN Statement / EHCP, and 32 of these had children within the age-range that The Avenue anticipates accepting in its first two years; and
- 7 parents completed questionnaires stating that they would need more information before they would request that The Avenue was named on their SEN Statement / EHCP, and six of these had children within the age-range that The Avenue anticipates accepting in its first two years.

Comments on the questionnaires included:

“I believe this new school would be a great attribute to the outstanding over subscribed special schools in Brent. As a Mother with an autistic child who has one year left in his current school, I was very concerned about the next step as it is well publicised that the secondary special schools are already full. Therefore, I was ecstatic to here about this new school proposal which has given me hope again in regards to my son's future.”

“Another special school is needed in the Borough of Brent and further educational provision for 18-25 year olds.”

“I believe that this is much needed in Brent right now and I fully support the proposal for opening The Avenue.”

The teaching unions in Brent responded saying that they did not support free schools.

The discussion at the coffee mornings and the open meeting included consideration of:

- The overall provision for children with SEND and how The Avenue would be part of that. This included consideration of the focus of The Avenue upon children with complex needs including autism, and how those extra places would ‘free up’ places within existing special schools as some current pupils transferred to The Avenue. This in turn would allow the existing special schools to refocus their provision to a narrower range of pupil needs since it was recognised that the existing schools had changed in profile in recent years through their expansions and the demand for places. It was felt that establishing The Avenue would

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

enhance the overall expertise and resilience of provision, while increasing the number of places available for local families;

- The details of the ABA / VB approach and teaching methodology, including examples from [REDACTED] and from parents of children with autism;
- The growth of The Avenue from its first year of opening;
- Progression for children with SEND, including from Manor School (which is primary phase only) and progression into employment from all special schools through links with mainstream schools and colleges for courses at KS4 and KS5;
- The positive opportunities for staffing to be shared, in particular with Manor School [REDACTED] the proximity between Manor and The Avenue, and the existing ABA / VB expertise at Manor;
- The proposed site, which most attendees were not familiar with but were interested to know more about the potential facilities, its location, and the potential timetable for development. There was discussion about whether temporary facilities would be needed if The Avenue is to open in September 2017, and it was noted that there are proposed to be only three classes in the first year which would make identification of a suitable temporary site easier;
- The role and support of Brent Council for The Avenue, including the pupil transport policy that might be adopted for The Avenue; and
- Progression at 18/19 to adult life and how The Avenue and other special schools could develop further opportunities and provision for these pupils.

It was agreed that the Headteachers of the supporting schools would continue to update parents of children at those schools, and continue to liaise with Brent Carers and One Voice to enable families to be involved.

Commissioning of places by Brent Council

The Avenue is being proposed to help meet the demand for places from Brent residents, and it is expected that Brent Council would commission the majority of places.

The letter of support from Brent Council is attached. It confirms that the Council expects to place enough pupils to fill all of the available places in the first two years, with the top-up fees required by the budget that it outlined in Section G.

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



E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan

E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan

The Avenue would not admit students without a statement or EHCP.

Section F – capacity and capability

F1 (a) Skills and experience of your team

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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

[REDACTED] be recruitment for approximately four additional trustees if the application is approved. This would be skills set based recruitment following an open application process.

The Avenue will be able to access the expertise of staff and governors at the supporting schools throughout the pre-opening phase.

F1 (a) Skills and experience of your team

██████████ will be responsible for ensuring that The Avenue prepares effectively for opening, reporting to the Board of Trustees. This enables the supporting schools to ensure that The Avenue is set up with the cultures, processes, and systems required to ensure its success. It also enables the recruitment of a Head of School who has outstanding potential and can be supported and mentored ██████████

██████████.

The Head of School will be appointed to start at least one term before opening following open advert. This person would support ██████████ in preparing The Avenue, and would also have a part-time role across the sponsoring schools for the two terms prior to The Avenue opening to ensure that they understand their expectations, the processes and systems and are accountable for student outcomes. The Head of School is anticipated to be an existing Deputy or Assistant Headteacher who has a track record of success and the potential to be an outstanding Headteacher.

██████████ and the Head of School would be supported during the pre-opening phase by the Headteacher's PA from Manor and a Bursar.

This approach to staffing:

- Provides maximum community and parental confidence in the school through ██████████ so enhancing the probability of the school having a full intake at opening and enabling ██████████ to be involved in Annual Reviews where The Avenue may be named;
- Enables the supporting schools to ensure that The Avenue is able to recruit the best candidates in the spring before opening, with ██████████ in particular able to consider joint appointments across The Avenue and Manor School; and
- Ensures that the policies, systems and procedures of The Avenue build upon and reflect those of its supporting schools.

The organisation and operation of the Board of Trustees in the pre-opening phase is outlined in more detail in section F2 below. The Trustees include extensive experience of special school education, managing school finances, leadership, project management, marketing, human resources, and safeguarding and health and safety. The Trustees include a combined total of 45 years of Headship of successful special schools.

F1 (b) Skills gap analysis

Skills/experience missing	Where is the gap?	How and when do you plan to fill the gap
Experience of ABA/VB provision	Potential staff	<p>██████████. The Manor School also has a qualified ABA Consultant on their staff and have forged an excellent working relationship with Rainbow ABA School and in the opening stages aim to buy in services from their outreach team to support the opening of The Avenue</p>
Experience of opening a new school within the free school process	Trustees	<p>██████████ The Avenue is already in contact with special free schools which are further ahead in the process, and will continue learning from them, including having Governing Body 'lessons learned' sessions. The Trustees may procure a 'critical friend' service from a project management company to ensure that they comply with the free school process requirements.</p>
Experience of EFA whole school builds	Trustees	<p>All three supporting schools have gone through expansions and building projects in recent years, including a ██████████ whole school rebuild of The Village School that included being decanted offsite into temporary accommodation on a mainstream school site during the works – the Headteacher and Chair of Governors during that process are Trustees. The Trustees do not have experience of the EFA led capital process for free schools and would seek to understand that as quickly as possible to ensure that they engage effectively.</p>
Academy financial and legal structures and requirements	Executive Headteacher	<p>██████████ this is part of the rationale for the Business Manager at Woodfield being one of the Trustees to support ██████████ as ensure the necessary procedures / systems / documentation is in place. The Trustees anticipate seeking an additional Trustee with a financial or legal background.</p>

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

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

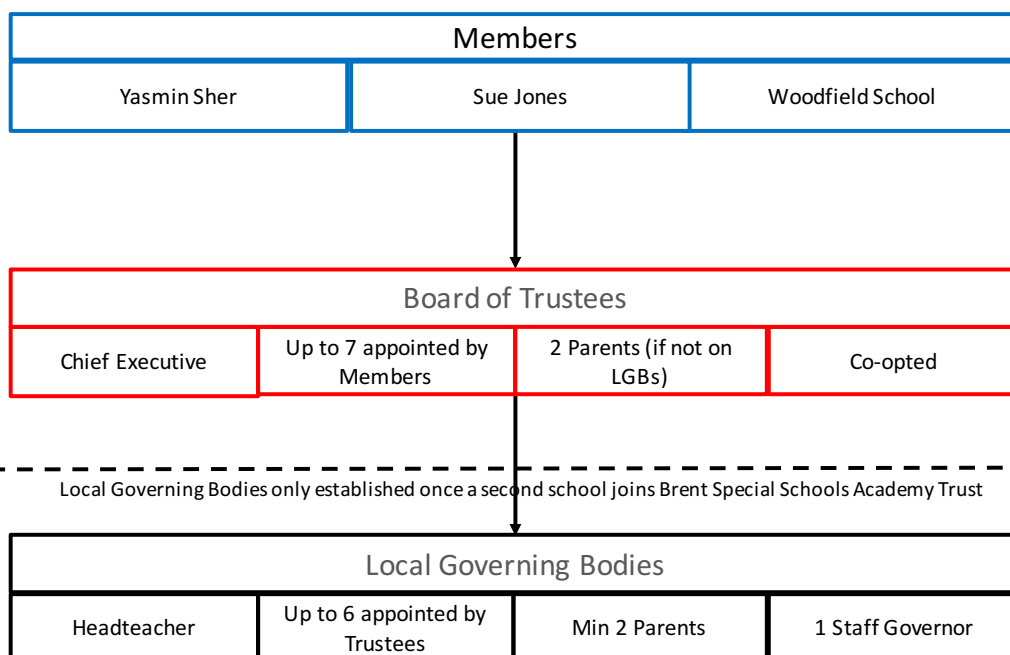
1) Legal structure

The supporting schools have established a new academy trust (Brent Specialist Academy Trust) for The Avenue. The members of this new trust are Woodfield School as an company (it is a stand-alone academy trust) and Yasmin Sher and Sue Jones as individuals (as outlined in table F1(a) above these individuals all have links with the sponsoring schools).

Brent Specialist Academy Trust has been established based on the DfE template Articles of Association for a multi-academy trust. Eversheds produced the Articles of Association and Memorandum, and incorporated the trust on behalf of the members.

The Articles of Association enable the Members to appoint up to seven Trustees, with the [REDACTED] being the eighth. The Articles provide for there to be two Parent Trustees if there are not Local Governing Bodies with at least two Parent Governors.

The following diagram summarises the governance structure.



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

This legal structure:

- Enables The Avenue to benefit from the expertise and resources of three supporting schools, who already work well together, sharing resources and providing challenge to each other;
- Reflects the partnership approach of the special schools to addressing the need for more special school places. With all three schools having valuable contributions to make, and the very strong rationale for [REDACTED], this structure is the most appropriate at this time; and
- Allows for the growth of the Trust in future including, if appropriate, any of the supporting schools to convert or transfer into the Trust.

2) Governance structure

Article 46 of the Articles of Association sets out that the Board of Trustees will consist of:

- Chief Executive / Headteacher (ex-officio);
- 2 parent trustees if there are not at least 2 parent governors on each Local Governing Body; and
- Up to 7 trustees appointed by the members.

The total size is therefore a maximum of 10 (while the Trust has only one school), with the members appointing the majority of Trustees based on their skill sets.

Article 59 allows the Board of Trustees to co-opt additional Trustees should it feel that is necessary.

While there is only The Avenue within Brent Specialist Academy Trust, the Trust would not establish a Local Governing Body. The six initial Trustees (as identified in the table in F1(a)) comprise the Chief Executive [REDACTED] and five appointed by the Members. The Trustees would then appoint additional Trustees from the community on the basis of skill sets following open recruitment. It is anticipated that approximately 4 additional Trustees would be appointed, with skills sets expected to include marketing, HR, legal, capital project (architect, surveyor, construction), ICT, or extensive community knowledge and / or knowledge of SEN, in particular autism. These further Trustees would provide additional independence and challenge.

3) Evolution of the Board of Trustees

The initial governors are:

[REDACTED]

Following approval of the application, the Members would recruit 4 additional Trustees from the local community based upon the skills sets identified in F1(b) as being desirable (Marketing and public relations; architecture / surveying / construction / furniture and equipment / interior design; legal; ICT; or local residents with extensive community knowledge and / or knowledge of SEN, in particular autism).

It is intended to have a Board of Trustees of approximately 10 in the period until opening.

Once The Avenue opens:

- Existing headteachers from the supporting schools would withdraw from the Board to enable their relationship with [REDACTED] to be as colleague and the members would appoint at least one replacement Trustee with senior special school leadership experience;
- The five Member appointed Trustees would evolve during the first year to ensure a suitable level of independence and challenge, with new Trustees being appointed based on skill sets;
- Members would appoint a staff governor; and
- 2 parent governors would be elected.

This process ensures a manageable evolution of the Board of Trustees from 'pre-opening' to 'opening'.

4) Roles and responsibilities

Brent Special School Academy Trust will have clearly defined roles and responsibilities.

There will be termly reports back to the Members and to the Trustees / Governors of the

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

supporting schools. The Members will also have an Annual General Meeting to receive the accounts and annual report.

The Trustees will adopt a Scheme of Delegation for the pre-opening period that will reflect the range of decisions that need to be made and the absence of significant staff to delegate decisions to – this is part of the rationale for the proposed approach to Board of Trustee operations until The Avenue is open that is explained below. In the spring before The Avenue opens the Trustees will adopt a Scheme of Delegation for the following academic year that will be suitable for a multi-academy trust with open schools.

5) Board of Trustees operations until the end of term 1 as an open school

The Board of Trustees will meet monthly from the point of DfE approval until the end of the first term when The Avenue is open. This will be a full Governing Body meeting, focused upon programme management. It would be a short meeting of no more than 90 minutes each time. There would not be any sub-committees, but individual Trustees would adopt a portfolio approach to working with [REDACTED] that reflects their skills. This approach:

- Ensures that all Trustees are continuously involved in the project;
- Ensures that everyone remains aware of the overall programme and deadlines and that any change required is quickly identified and considered; and
- Ensures that the Trustees can react quickly to any new situations, and ensure that they are able to engage effectively and quickly with the DfE and EFA in a manner that includes all Trustees (so not relying on ‘Chairs’ action’ or delegations too extensively).

6) Conflicts of interest

The Avenue is being established by local schools. We understand a conflict of interest to be between the interests of Brent Special School Academy Trust / The Avenue and the personal or professional interests of individuals. The following table outlines potential conflicts of interest and the proposed way of managing these.

Potential conflict	Proposed approach / mitigation
Success of The Avenue threatens either numbers or pupil profile at a member	Members have submitted this application in the knowledge of the proposed size of

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

school	The Avenue and in light of the Council’s projected demand for special school places – it is not expected to have a detrimental effect upon pupil numbers at other schools.
Proposed changes to one of the supporting schools (which may be represented on the Board of Trustees) could affect either numbers or pupil profile at The Avenue	The member, and any Trustee who was an employee or governor of the member, would withdraw from any discussions / votes on the topic at The Avenue.
Trustee has employment / ownership relationship with a firm who may supply The Avenue	The trustee would withdraw from any discussions / votes on the topic
Disagreements between The Avenue and a supporting school about where a pupil should be admitted	Any staff and Trustees with links to the supporting school would be prevented from being involved in the discussions on behalf of The Avenue.

The Avenue will adopt the policies of its supporting schools with regards to prevention of bribery, prevention of fraud, and require the maintenance of the Register of Interests by Trustees and staff. All Trustees will be required to complete a Register of Interests declaration annually and to inform the Clerk of any changes during the year.

In the course of meetings or activities, trustees will disclose any interests in a proposed transaction or decision where there could be a conflict. The other trustees will then determine whether the individual should remain part of the discussion or process and / or whether they should be able to vote on the issue in question.

There are expected to be agreements for staff sharing (i.e. secondments) between The Avenue and the supporting schools. [REDACTED]

[REDACTED] This approach will enable The Avenue to share specialist staff (in particular in the first years as it builds up to capacity). These secondment agreements will be ‘at cost’ of salaries and on-costs.

The Avenue is expected to utilise suppliers used by the supporting schools, and those schools are already letting contracts as they are required that include a provision for The Avenue to join.

F3 – independent schools only: a good educational track record and credible plans for meeting the standards of the state sector

F3 – independent schools only: a good educational track record and credible plans for meeting the standards of the state sector

This section is not applicable.

F4 – Independent schools, including special institutions that are privately run only: a good financial track record and credible plans for meeting the standards of the state sector

F4 – Independent schools, including alternative provision institutions that are privately run only: a good financial track record and credible plans for meeting the standards of the state sector

This section is not applicable.

F5 – Independent schools only: an appropriate, well-maintained, and secure site

F5 – Independent schools only: an appropriate, well-maintained, and secure site

This section is not applicable.

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

Section G – budget planning and affordability

The financial plan for The Avenue operating at full capacity each year is attached.

1) Assumptions underpinning financial modelling

Income

- Full recruitment of pupils so that every class has eight pupils each year, with total pupils rising from 24 in the first year to 104 in 2022/23 (sixth year of operation). This assumes the following pupil numbers (number of classes for that key stage shown in brackets):

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
EYFS / KS1	8 (1)	16 (2)	16 (2)	16 (2)	16 (2)	16 (2)	16 (2)	16 (2)
KS2	8 (1)	16 (2)	24 (3)	32 (4)	32 (4)	32 (4)	32 (4)	32 (4)
KS3	8 (1)	16 (2)	24 (3)	24 (3)	24 (3)	24 (3)	24 (3)	24 (3)
KS4	0	0	8 (1)	16 (2)	16 (2)	16 (2)	16 (2)	16 (2)
KS5	0	0	0	0	8 (1)	16 (2)	16 (2)	16 (2)
Total	24 (3)	48 (6)	72 (9)	88 (11)	96 (12)	104 (13)	104 (13)	104 (13)

- Pupil profile: The budget has made assumptions about the number of pupils eligible for each top up funding level (25% in SL1, 50% in SL2, 25% in SL3). At steady state (from 2022/23 onwards) this assumes 26 in the lowest cost band, 52 in the middle band, and 26 in the most expensive band;
- Top Up income: The ‘top-up’ fees have been profiled to reduce as the school grows to reflect the diseconomies of the school while it is small. The fees for each band reduce by █████ by the sixth year of opening (i.e. once the school is full) – this is a reduction of between 17% and 23% for each band; and
- No income has been assumed from lettings and other sources to demonstrate that the budget is not reliant upon this income.

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Expenditure

- Use of national T&C for teachers and Brent T&C for support staff – this provides consistent and existing basis for setting salary levels.
 - Teachers have been distributed approximately half to each of mainscale four and upper pay scale 3 to provide a realistic basis. All classroom teachers have been given an SEN allowance of [REDACTED], reflecting practice in other Brent special schools;
 - Support staff pay has been based on current Brent pay for equivalent posts, including a SEN allowance of [REDACTED] per postholder;
 - Leadership posts have been benchmarked against STPCD for the final school roll.
 - TLR posts have been benchmarked against the supporting schools.
- On costs have been calculated on known national insurance rates and TPS at 16.6%. LGPS rate for support staff reflects is an estimate; academies within Brent have paid the same employer rate as maintained schools (currently 27.4%); the estimate of 30% should therefore be prudent. It is assumed that all staff opt-in to their respective pension fund, which is likely to be an over-estimate.
- Performance pay costs have been included at 3.5% of the total salary cost of the previous year (which includes and consolidates previous pay awards).
- The assumptions behind the growth and deployment of the staffing structure, including teaching and support staff as well as the leadership structure are provided in section D3.
- Premises costs have been developed on the basis of costs per square meter and benchmarked against the supporting schools (in particular The Village which is also a new build school)
- Educational resources costs reflect those incurred by the supporting schools, adjusted to reflect the size of The Avenue and its need to build up resources initially.
- Professional services costs reflect those incurred by Woodfield since its conversion to academy status
- Other costs reflect those incurred by the supporting schools
- Assumptions behind expenditure are detailed on the spreadsheet in column Q
- Contingency set at approximately 1.5% of income in each year.

The financial model demonstrates that The Avenue:

- Makes a surplus in every financial year from opening, with this settling at around 3% of income once the school is in steady state;
- Builds a cumulative surplus of [REDACTED] by the end of the sixth year (once the school is full), which is equivalent to around 13% of total income that year. This is the best case scenario given that it assumes all pupil places have been filled in each year.

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The amount of total income budgeted to payroll is consistently around 80% which is common for special schools that have higher staff : pupil ratios.

2) Financial risks

The main financial risks for The Avenue relate to:

- **Pupil profile:** The budget assumes the number of children in each of the three top-up funding bands. The difference in cost between these bands is █████ per pupil between the cheapest and most expensive. In the first year, if 3 pupils were in the lowest cost band rather than the highest cost band (half of the expected pupils in the highest cost band), it would result in an income reduction of █████. This would be compensated for by reducing staffing levels in classes to reflect lower need. If this pattern was consistent over-time, the assumptions about, for example, Tutors, Personal Care Support, Behaviour Consultants, Occupational Therapists, Speech and Language Therapists, would be reviewed to ensure that the budget balanced. At steady state, if half of the anticipated most expensive students were instead in the lowest cost band, the reduction in income would be █████, which equates to 3% of the current anticipated income that year. This risk has greater significance in the early years of The Avenue while pupil numbers are growing (so each pupil represents more of the budget).
- **Pupil numbers:** Pupil numbers have been budgeted at capacity. If some classes were six children rather than eight, this would be reflected in one less adult being recruited to support the class. The pupil numbers table at the beginning of section D includes a more gradual build up of pupil numbers, in particular in the first KS4 and KS5 class. If pupil numbers were six rather than eight it would result in a loss of income of approximately █████ per class including place funding. The first saving would be the non-recruitment of a Tutor (which would save █████); within Key Stages it would also mean fewer classes (i.e. KS2 would be three classes rather than four resulting in one less teacher). This is a more material financial risk than the profile of pupils.
- **Pay costs:** The use of national and local payscales reduces the risk of unbudgeted pay expenditure. It is recognised that not all costs are easily controlled, such as long-term sickness or maternity absence. Moreover, an improving economy may make some posts more difficult to fill, and there is anecdotal evidence that recruitment is increasingly challenging. We have sought to mitigate these risks by modelling a teaching staff structure that includes a breadth of costs, and including reasonable assumptions about performance pay costs. We have also been prudent on our assumptions about LGPS costs and opt-in to pension schemes.

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- **Non pay expenditure:** These are less material to the overall budget, and with generally less risk attached to them. Premises costs are the largest element, and have been estimated based on the experience of the supporting schools, with expenditure in the first years disproportionately high per student to reflect the likely costs of running a building where not all the facilities are initially required.

3) Financial resilience

We have modelled the pupil numbers that are outlined at the beginning of section D, where our total pupils are distributed between individual year groups in a manner that would make the first cohort to progress through to KS4 and KS5 smaller. This is outlined in the following table:

████	██████████	██████████	████████████████	████████████████
██████████	██████████	██████████	████████████████	████████████████
██████████	██████████	██████████	████████████████	████████████████
██████████	██████████	██████████	████████████████	████████████████
██████████	██████████	██████████	████████████████	████████████████
██████████	██████████	██████████	████████████████	████████████████
██████████	██████████	██████████	████████████████	████████████████
██████████	██████████	██████████	████████████████	████████████████

The savings required range up to 8.6% of total income in certain years. It relates primarily to the first class in KS4 being 3 rather than 8 students, and this class continuing to be small as it moves through Years 11 to 13. If the class was between 3 and 5, as projected at the beginning of section D, the class would require two less tutors than forecast (██████████). There would also be some deferral of spending on educational resources. This would be sufficient to ensure that the in-year budget was in small surplus from 2021/22 onwards given the contingency and surplus in the 100% full budget. In 2019/20 there would be remaining gap of approximately █████ and in 2020/21 approximately █████. The 2019/20 gap could be closed delaying the appointment of the Deputy Headteacher from 2019/20 to 2020/21. Other appointments that could be deferred would be the Apprenticeships for KS4 and KS5, a 'cover Tutor', and a 'cover Teacher'. With administrative efficiencies and reduced resources expenditure, these would be sufficient to balance the budget in 2020/21.

We have also modelled a 30% reduction in income each year (so assuming 5 or 6 pupils

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instead of 8 in each assumed class):

█	█	█	█	█
█	█	█	█	█
█	█	█	█	█
█	█	█	█	█
█	█	█	█	█
█	█	█	█	█
█	█	█	█	█
█	█	█	█	█

* These figures correlate with the figures on the full financial plan

A full budget has been prepared to achieve the 70% income levels.

The key staffing elements of expenditure reduction are outlined below:

- Postpone and reduce the Finance Director role (postponed by two years and reduced to 0.2 from 0.4FTE) – saves █ for first two years and then █ from 2019/20'
- Postpone indefinitely the appointment of a Deputy Headteacher (previously scheduled for 2019/20) – saves █ from 2019/20;
- KS2 taught in three groups rather than four – saves █ a year from 2020/21;
- KS3 taught in two groups rather than three – saves █ a year from 2019/20;
- One less teacher in 2017/18 with Lead Tutors and Head of School leading more sessions; one further less teacher deferred in 2018/19 – saves █ for each of first two years;
- One less Tutor per class per year – each tutor saves █ a year;
- Third Behaviour Consultant not appointed – saves █ from 2021/22;
- Second Family Liaison Worker post reduced to 0.5;
- Reduction in Personal Support and Lunchtime Support staff;
- Removed Apprenticeship posts; and
- Lower performance and cost of living increases as a result of fewer staff.

Non pay expenditure savings were identified in:

- Reduction in employee expenses and training and development;
- Contingency reduced to 1% of total income; and
- Reduced spending on educational and administrative resources.

The following table shows the expenditure savings compared to the expenditure in the 100% full budget (based upon the headings in the 'Budget' sheet within the financial spreadsheet). The budget is in surplus each year.

Annexes

- CVs
- Letter of support from Brent Council
- Leaflet used for engagement with parents and the community



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