



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 BRIDGE SATELLITE PROVISION

Contents

The application form explained	4
Sections	4
Application checklist	7
Declaration	9
Completing the application form	11
Section A – applicant details (use Excel spread sheet)	11
Section B – outline of the school (use Excel spread sheet)	11
Section C – vision	12
Section D – education plan: part 1	15
Section D – education plan: part 2	16
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	16
D2 – measuring pupil performance effectively and setting challenging targets	28
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	32
D4 – the school will be welcoming to pupils of all faiths/world views and none	35
D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately	40
Section E – evidence of need	47
E1 - provide valid evidence that there is a need for this school in the areas	47
E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan	48
Section F – capacity and capability	49
F1 (a) Skills and experience of your team	49
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	56
F3 – independent schools only: a good educational track record and credible plans for meeting the standards of the state sector	58

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	59
F5 – Independent schools only: an appropriate, well-maintained, and secure site	59
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	60
Section H – premises (use Excel spread sheet)	61
Annexes	62
CV template	63
Self-assessment form for independent schools	Error! Bookmark not defined.
Governance self-assessment	Error! Bookmark not defined.

The application form explained

Before completing your application, please ensure that you have read both the [background information and glossary document](#) and the [relevant assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document*, and the *assessment criteria booklet*, for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Section H asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to:

FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size.

The Word template should be between 50 and 100 pages long (depending on which type of group you are); formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of Sections A-H and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. You may also hand deliver if you prefer.

It is essential that the hard copies are identical to the version you email.

Submitting Section I

Section I, ie the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to

due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

Data protection

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The department will hold all personal information you supply securely

and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	x <input type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?		
Section A: Applicant details	x <input type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	x <input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	x <input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	x <input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	x <input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	x <input type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	x <input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	x <input type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	x <input type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	x <input 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?	x <input 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?	x <input 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	x <input 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)	x <input 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.



Date: 2.3.2016

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

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

X

Completing the application form

Section A – applicant details (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section B – outline of the school (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.



SECTION A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

Basic information

Have you pre-registered your application? (Y or N)	Yes
Name of proposed school:	The Bridge Satellite Provision
Are you providing a full application or a simplified version in accordance with the criteria document?	Full application
Name of lead applicant: All lead applicants must submit Section I forms to the Department. Please see the 'Background Information and Glossary' for further details.	[REDACTED]
Address of lead applicant:	The Bridge School, 251 Hungerford Road, London, N7 9LD
Email address of lead applicant:	[REDACTED]
Telephone number of lead applicant:	[REDACTED]
How you would describe your group?	A multi-academy/umbrella trust but not a sponsor
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	The Bridge Integrated Learning Space Ltd
Company address:	251 Hungerford Road, London, N7 9LD
Company registration number:	834391
Date when company was incorporated:	31.12.2012
Please provide the total number of company members (must be a minimum of 3):	3
	[REDACTED]
	[REDACTED]

Please give the names of all company members:

Please provide the total number of trustees (directors): 3

Please list all company directors, providing their name and the position they will hold once the school is open:	

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

Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.	No
--	----

If you are an approved sponsor please provide the name of the academy sponsor	No
---	----

Do you already run any free schools or academies?	Yes
---	-----

How many existing free schools or academies are part of your trust?	1
---	---

If you run open free schools or have planned free schools in the pre-opening phase, please provide name(s) of school(s):	The Bridge Integrated Learning Space
--	--------------------------------------

If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection	Outstanding
--	-------------

If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report	http://www.thebridgelondon.co.uk/assets/filemanager/downloads/Ofsted%20report%202013.pdf
---	---

If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=134030
--	---

How many free schools are you seeking to open in this application round?	1
--	---

Links to other organisations

Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	Yes
---	-----

If Yes, please provide the following information about each organisation: • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school.	The Bridge School (Outstanding) operates in partnership with The Bridge Integrated Learning Space (Free School/ MAT). Governors of The Bridge School are considering conversion to formally join the MAT.
---	---

<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>None</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>N/A</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>No help</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>No</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	

If 'Other', please give further detail:	
---	--

Will your proposed school include residential/board provision?	No
---	----

If 'Yes', please give further detail:	
---------------------------------------	--

Are you planning to contract the management of your school to another organisation?	No
--	----

Have you already identified a principal designate?	Yes
--	-----

If yes please say when you propose the principal designate would start.	Apr-17
--	--------

If yes please say when you propose the principal would start:	Sep-17
--	--------

Use of freedoms

Will you operate a non-standard school day?	No
---	----

Will you operate a non-standard school year?	No
--	----

Will you adopt the national curriculum?	Not sure
---	----------

Will you adopt non-standard terms and conditions for teachers?	Not sure
---	----------

Please list any other freedoms you intend to use:	
---	--

Section C – vision

This section will need to be completed by **all** applicants.

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

The Bridge Satellite Provision will be a school for children and young people aged 4-19 who have autism, and additional learning needs. The school will have 90 places, cited in 5 provisions across the borough of Islington. As representatives of an existing Outstanding Special school, the Bridge School, and having already established a very successful Free School we wish to develop this provision to address the needs of a group who could be described as ‘falling through a hole’ at present and ensure they progress and achieve in their education.

The Bridge Satellite Provision – The Rationale

The Bridge School is a community special school and also a Teaching School. It has a partnership arrangement with The Bridge Integrated Learning Space (ILS), a Free School which opened in January 2015 catering for pupils with extremely complex learning, sensory and behaviour needs. There is an Executive Headteacher in place across the partnership and the business team offers services across three sites (The Bridge School has two sites). The Bridge School governors are presently discussing becoming an Academy and joining The ILS in their MAT. If successful The Bridge Satellite Provision would be the third school in the MAT. Future schools in the MAT may include sponsored schools or others within the geographical region wishing to join this MAT.

A recent study carried out in Islington by Islington Clinical Commissioning Group (please see Appendices A and B) evidences what has been recognised anecdotally for the last few years, an increase in the number of pupils with complex autism and an increase in the complexity of the pupils with often co-morbid conditions.

Mainstream schools are catering for pupils more complex needs than they have needed to before. Despite their commitment to doing this and their commitment to

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

inclusion they are struggling to provide for these pupils alongside the rest of their school population. Recently two pupils with complex autism have been permanently excluded from mainstream schools and have started at The Bridge School. This information has been gained from Local Authority officers, Headteachers and the Outreach Service which provides support and advice for pupils with autism in mainstream schools. The Bridge School runs the outreach service on a commissioned basis, funded through Schools Forum. An independent evaluation of the Outreach Service states that it provides an excellent service. However this service is not sufficient to prevent pupils being excluded and otherwise not have their needs met.

The Bridge School has successfully established classes within mainstream schools, both primary and secondary, providing inclusion opportunities for those pupils able to access them. Staff working in these classes are employed and trained by The Bridge School and staff operate to The Bridge's practices and principles. There was a need for additional provision in September 2015. There was insufficient space at The Bridge for the numbers of pupils requiring placements. Additionally some of the children really benefit from being with mainstream peers for some of their school day, whilst still having many of their lessons to a tailored, bespoke curriculum. Parents of this group, also wanted their children to have defined links with mainstream pupils. Given the rise in the primary school population it was not possible to identify a primary school with sufficient space for a satellite class to be established. However Islington has a large number of Play and Youth facilities. These are used for after school provision and for youth clubs and holiday schemes, however they are not used during the day. Many are close to mainstream schools. A satellite class has been established based at The Cape, a play and youth facility. This class is managed by the Head of Primary from The Bridge and support is provided by a designated Senior Teacher. The class have their lunch and playtime at the neighbouring school, some pupils also access lessons in the mainstream school. Some of the primary school pupils access sport sessions, forest school activities and sensory integration sessions with the satellite class on a reverse inclusion basis. Parents are extremely happy with the progress their children are making.

Vision for The Bridge Satellite Provision

The vision for The Bridge Satellite Provision is to establish a number of satellite classes on the model described above, linking with both primary and secondary schools. These classes would be geographically spread across the borough so that the pupils can attend a school close to their home and build relationships in school which can be extended into out of school activities. Through providing this dedicated quality education in an inclusive setting it may be possible for some of the pupils to return to being educated in a mainstream school on a full time basis. The Bridge has a track

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

record in this area.

The satellite classes would be located in primary and secondary schools where space can be identified but where this isn't possible in play and youth facilities which are close to mainstream schools. The work being undertaken would be shared with all in the mainstream school, but also celebrated with all Headteachers across the borough. The outreach team would be able to take the learning from the satellite provision into mainstream settings.

A continuum of provision would be created and supported. Those children with complex needs and autism who can cope and progress in mainstream schools would continue to attend these schools with the support and advice of the outreach team. Those whose needs are more complex, but who can access inclusive activities in a carefully structured and supported way would attend the Satellite Provision (this group is likely to include those who have been or may be excluded from mainstream education). This provides a 'half way house' for pupils who at present are attending the one special school in the borough which can meet their educational needs, but which may be located a long way from their home. It is taking the very specialist, very successful education practice of The Bridge (Outstanding at its last three inspections) to the children, rather than them coming to the practice at the school. The Bridge School would still provide for those pupils who have really extreme complex learning needs and autism. Those with the severest need attend The Bridge Integrated Learning Space (a Free School opened in partnership with The Bridge in January 2015). This provision needs to be a new school. It requires an infrastructure of leadership and management that is not just an add on to a present school. It needs staff who are dedicated and specialist at working with this particular cohort. Staff who understand what mainstream education has to offer for pupils with complex autism but who can also provide a wider holistic education which truly meets the needs of this complex group.

Need for a new specialised provision

We are not aware of any series of specialist provision for children and young people with the characteristics and needs for which we have designed the Bridge Satellite Provision. There is strong evidence to suggest that pupils can better in such provision (cited in OFSTED's 2006 booklet *Inclusion: Does it matter where pupils are taught*). However unit or resource base provision is often small and not linked in to successful innovative practice. The Bridge Satellite Provision would benefit from being close to mainstream settings but also from being linked with a provider known for innovation and achievement.

Section D – education plan: part 1

This section will need to be completed by **all** applicants. Please:

- use the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2017, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023	
Reception		40	60	60					
Year 1									
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									
Year 7		10	10	30					
Year 8									
Year 9									
Year 10									
Year 11									
Year 12									
Year 13									
Totals									

Section D – education plan: part 2

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

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

All applicants will need to complete the table of subjects and hours. Please use the table below.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Functional skills – Literacy, Maths, ICT <input type="checkbox"/>	10	Mandatory	The curriculum is matched to the needs of the pupils attending the provision and hence there will not be 'one size fits all'. Please see the detailed description in the following section.
Creative development – dance, drama, music, art <input type="checkbox"/>	12	Based on the needs of each individual	
Physical development – PE, swimming, rebound, horse riding			
Independent Living Skills - Self help skills, RSE <input type="checkbox"/>			
Community awareness – RE, citizenship, humanities, travel training, cultural awareness <input type="checkbox"/>			
Science and	5		

Technology		
------------	--	--

All applicants will need to complete this section you will give us different information depending on which type of group you are.

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

Curriculum Aims and Principles.

The Satellite Provision will cater for pupils with autism and additional learning needs. Most of our pupils will have language delay and some pupils may be non-verbal communicators. Pupils will be taught in small groups. The school will be a multi-disciplinary environment and offer a holistic approach to pupils' education, with therapists an integral part of this process. We will build positive relationships between staff, pupils, parents and other agencies and the curriculum will be shared.

The Curriculum will reinforce the notion of a continuum of individual need, the framework of which is flexible enough to ensure pupil's progress at a pace commensurate with their intellectual, emotional and physical development at all times. It will also promote pupils' spiritual, moral and cultural development and prepare them for the opportunities, responsibilities and experiences of adult life.

The Satellite Provision will maintain a number of curriculum documents which will be specific to Key Stage and achievement. These will identify the key learning intentions and the organisation required to support these. Learning will be cross referenced to the National Curriculum, however will also include other more holistic areas.

Differentiation will be planned and documented in lesson plans, target setting, and individual education plans, thus allowing for individual learning styles and progress. The school will use a wide range of approaches and resources to ensure each experience and/or lesson stimulates and sustains interest. Pupils will have opportunities to acquire basic skills in a variety of contexts throughout the school day and to build upon and develop these. They will be encouraged as far as is possible to become independent learners who will leave school more confident members of society.

Our key aims are to:

- To provide a safe, caring and stimulating learning environment, with a variety of experiences, that increase the range of pupils' educational achievements. □
- To develop essential life and independence skills, enabling all pupils to make choices and decisions according to their individual stages of development □
- To accredit learning through nationally recognised schemes and qualifications. □
- To offer the optimum balance between Individual Education Plans and the breadth of curriculum. □

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

- To promote equal opportunities and provide access, where appropriate, to all areas of the curriculum and systems of supported advocacy.
- To ensure consistent educational progression across phases and transition from school to adult life.
- To include pupils in mainstream education in a manner and to the extent that best meets their individual needs.
- To recognise and celebrate pupils' progress and achievements.

The school curriculum aims to provide opportunities for all pupils to learn and achieve. We want pupils at the Satellite Provision to make the best possible progress, building on their strengths, interests and experiences to encourage attainment. In order to do so, we will equip pupils with the essential learning skills of literacy, numeracy and ICT, whilst also developing creative and essential physical skills. We will facilitate both independent and collaborative work throughout the curriculum. Our curriculum is also designed to promote our pupils' spiritual, moral, social and cultural development in order to prepare them for the opportunities, responsibilities and experiences of life outside school. Opportunities for learning will be embedded throughout the curriculum. Our pupils will develop their understanding of right and wrong, their appreciation of the beliefs of others and their respect for the environment in which they live. We believe that every student has the right to develop their own sense of self with integrity and autonomy, and that in so doing a curriculum will provide opportunities to develop their self-esteem and emotional well-being. Each pupil attending the Satellite Provision will have an Individual Education Plan (IEP). Broad targets will be identified through the assessment process, via the pupil's EHCP and reviews. These targets will then be broken down into smaller steps that cumulatively work towards achievement of the broader target. Targets will be set for areas of work that are not covered by lesson planning such as social and communication skills, independence and behaviour as well as situation specific programmes such as meal times. Speech therapists, occupational therapists and physiotherapists will liaise with class teachers to write targets related to their discipline which are integrated into the IEP. Collecting evidence of progress will be an on-going activity. Evidence will be assessed, and targets reviewed each term. Parents will receive feedback on progress through a termly report. Every opportunity will be taken by staff to promote and reinforce pupils' targets throughout the school day.

The Primary Curriculum

Throughout the curriculum planning for our primary classes, we will use the content of the National Curriculum as a resource and to provide context. All planning will take the

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

age, needs and other requirements of the pupil demographic and cohort into consideration. We will focus on the key skills of numeracy, literacy and ICT. The rest of the curriculum will be based around activities that meet our pupils' sensory, physical and social needs as well as their educational needs. □

The Secondary Curriculum

Curriculum planning during the secondary phase will be highly differentiated according to the age, needs and other requirements of individual pupils. Each phase and group will have a whole curriculum overview each term; a termly plan will be drawn up using the scheme of work, and lesson plans will provide detailed information.

Some lessons during this phase will be taught by specialised subject teachers, particularly when a pupil is able to access the lesson in the mainstream school. As in the primary phase of the school, there will be a key focus on literacy, numeracy and ICT. Other aspects of the curriculum will meet the pupils' range of needs, primarily educational but also including physical and sensory needs.

The Post-16 Curriculum

Our post-16 curriculum will be either based around a three year ASDAN accredited modular programme which focuses on life skills or will access appropriate vocational and/or academic opportunities available through the adjacent mainstream school. The ASDAN modules will include PHSE (relationships), Creative and Expressive Arts, Community and Environmental Awareness, Travel, Independent Living, Careers, PE/Recreation and ICT.

Teaching and Learning Principles

Our aims for teaching and learning are that all children will:

- Achieve their potential in terms of spiritual awareness, academic □achievement and aesthetic appreciation □
- Be tolerant and understanding with respect to rights, views and the □property of others □
- Develop a responsible and independent attitude towards work and towards □their roles in society. □

We know from experience that effective teaching and learning takes place when young people are personally involved in their learning. Learning is effective when

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

- Pupils know what they are aiming to achieve□
- Pupils can work in a variety of ways as independent learners, in pairs, □small groups or whole class groups.□
- Pupils are encouraged to ask questions and/or report their findings to □others□
- Pupils experience work appropriate to their ability that challenges but is not □beyond reach□
- Pupils experience a range of tasks□
- Pupils are supported through identification of skills, concepts and the □language needed to complete the task□
- Pupils know the criteria for assessing their work and how they can achieve □maximum success□
- Pupils enjoy and are interested in what they are doing□
- Pupils can transfer learning skills into other learning situations□
- Pupils are encouraged to use subject specific vocabulary when developing □their knowledge and understanding□
- Pupils make decisions about the outcomes of their work □
- Pupils reflect on the work they have done and are involved in identifying how to improve □
- Pupils can test and refine their ideas □
- Pupils feel valued and have their achievements celebrated □
- Pupils are able to work in a secure, attractive, safe learning environment. □

We will ensure that all of these conditions are in place at the Satellite Provision.

Effective teaching takes place when the teacher encourages young people to develop some responsibility for their learning. Teaching is effective when: □

- Teachers have high and consistent expectations of all pupils' behaviour and attainment □
- Pupils understand the lesson's aims and objectives, what they should learn, and how this fits into the present theme □
- Pupils are on task in an orderly atmosphere conducive to learning □
- Classroom management is appropriate to the teaching situation – there is □a prompt start and good time management throughout the lesson. Effective strategies are used e.g. seating plans. There is clear and effective intervention to deal with inappropriate behaviours □
- Pupils have opportunities to be proactive and involved □
- Clear targets are set for pupils and they receive feedback on the strengths □and areas for improvement in their work based on regular and appropriate

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

- assessment □
- Progress is being made and pupils are aware of this □
- The scheme of work is appropriate with differentiation by □task/resources/outcome so that all pupils can participate and feel valued. Tasks are appropriate, relevant and challenging to the age and ability of the pupils □
- Teachers are well prepared and use a variety of teaching strategies to motivate, create interest and develop a range of skills amongst pupils □
- Teachers use questioning to challenge and deepen understanding □
- Teacher/pupil relationships are effective, praise and positive reinforcement □are used and the teacher is enthusiastic, motivating pupils through tasks, □lesson delivery and the celebration of achievement □
- The learning environment is attractive and appropriate to the subject and □activity.□

We will ensure that all of these conditions are in place at the Satellite Provision. □

Transitions □

Pupils will be supported in all transitions into, within and leaving the BILS. This support will be planned to meet their individual requirements. It will be supported with the use of visual aids, such as timetables and social stories where necessary. □All pupils will have an EHCP which will be reviewed annually. This will inform decisions for their future. From this plan a personal passport will be designed with the pupil so that they have a say in what they do next and they can communicate it to others. This passport will also support their transitions. □As well as transition from different activities needs to be considered on a day to day basis. It is also important to consider transitions into and out of provision, at end of Key Stage or end of school career. These will be carefully planned for with appropriate activities particularly suiting pupils with autism put in place to support them.

Accreditation

Wherever possible pupils will access the accreditation opportunities available from the mainstream school. Where this is not possible we will offer ASDAN accreditations at the level appropriate to reflect their achievements. We will ensure that the governing body and senior leadership team remain aware of any developments in accreditation which might be appropriate for our pupil demographic.

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

Timetables

It is anticipated that class sizes will be 10 with a teacher and three support staff. This will enable the class to split into two groups for lessons where this will support enhanced progress (one of the support staff will be a lead professional, able to deliver educational activities under the guidance of a teacher). This will mean that timetables will be varied. They will also accommodate some of the pupils accessing mainstream sessions.

Structure of the School Year

The school year will be 39 weeks long, which reflects that of a mainstream school and thus allows parents to make their own decisions about how they want to access support over the holiday periods. It will also encourage the pupils, with the appropriate support, to access provision during the holidays with their mainstream peers.

Structure of the School Day and Week

The school day and week will mirror that of the adjacent mainstream school. This means that one of the settings may operate to different start and finish times to the other settings. This will be accommodated.

The Bridge approach to teaching, learning and the curriculum

A handbook for all teachers at The Bridge (the Primary School, Secondary School and ILS) has been written to provide them with an overview of our rationale for teaching, learning and curriculum. This is known as The Blueprint. What follows has been extracted from the full document, however the full document is available on request.

The Bridge Curriculum Overview □

The Bridge curricula recognise that children and young people with both learning difficulties and autism face particular challenges with learning which demand particular solutions (Collis and Lacey 1996; Northway, 2001; Ware, 2003; Porter, 2005; Hewett, 2006; Goss, 2006; Lacey, Layton, Miller, Goldbart and Lawson, 2007; Lacey, 2009; Imray, Gasquez-Navarro and Bond, 2010; Imray and Hinchcliffe, 2012). □ The Bridge recognises that children and young people with learning difficulties and autism have unique abilities and ways of learning.

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

Lacey (2009) has noted that typically this group of learners have inefficient and slow information processing speeds, little general knowledge, poor strategies for thinking and learning and difficulties with generalisation and problem solving. These problems are compounded by an additional description of autism (Jordan, 2001); the considerably higher than average chance of having attendant challenging behaviours (Harris, 1995; Emerson, 1997; Allen et al, 2006); and the increasing complexity of learning difficulties noted since the turn of the century (Carpenter, 2010).

We at The Bridge School regard all of our pupils and students as capable of making great progress over their school lives. We have very high expectations of them and we passionately believe that they are all capable of taking control of their own learning. To enable this we have determined some fundamental principles underpinning the curriculum.

The curriculum should be broad, balanced and coordinated

We accept the absolute necessity of providing a broad and balanced and coordinated curriculum, which is wholly appropriate to the needs of the child. Time in full-time education is limited and precious, and we are duty bound not to waste it. The curricula provided by The Bridge are a content map of what might be taught. The curricula provide a framework for how learning can be scaffolded for groups of pupils, and makes suggestions for content.

Alongside the curricular content all pupils are assigned to broad communication and learning frameworks. These will be discussed again in the section on pedagogy but are mentioned here to emphasise the broad offer made to all pupils. There are four communication and learning packages. Each describes a range of provision that should be made for pupils functioning at different developmental levels. The descriptors focus on provision that enables access to learning, particularly strategies to address expressive and receptive communication, attention and sensory regulation.

At The Bridge we accept that unlike many of their mainstream peers our pupils are not always able to make the links between different learning experiences. For this reason we teach themes through other curriculum areas, for example numeracy skills are often specifically practiced in the community, using money and time in real situations.

The curriculum should be individualised and flexible

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

The curriculum as well as providing a framework for learning opportunities also provides life skills opportunities. The curriculum is not a round hole which we attempt to fit a square peg into. Carpenter (2010) suggests that the burning question for teachers in the 21st Century is how to engage learners; this process of engagement, he argues, must be at the heart of any curriculum development. Successful engagement must take into account an individual learner's preferred learning style and his/her level of motivation and readiness to learn, as well as the availability of any resources required.

The requirements of each individual pupil are determined through careful observation and assessment, discussion with parents and with other agencies, particularly school based health professionals. There are many and varied opportunities to engage with parents to seek their views on their child's learning potential. EHCP reviews are used for all pupils on an annual basis and this provides a mechanism for meaningful targets to be set with parents. Regular meetings are held during the term and induction sessions are provided for all new parents so that they can find out about the school, but also so that they can contribute to staff knowledge about their child.

The Bridge approach to teaching & pedagogy

It is not the intention of The Bridge curriculum documents to dictate to teachers the what, when and how of teaching; it gives ideas, not instructions. We recognise that teachers at The Bridge are highly skilled professionals and it is their responsibility as leaders in the classroom to draw from the relevant curriculum the aspects that will ensure broadness, balance and which are coordinated, but which address individual needs and promote learning and progress. Senior Teachers and the Heads of each School ensure that all staff involved in delivering the curriculum (teachers, Special Needs Professionals, multi-disciplinary professionals, meal supervisors, volunteers, etc) are given the support they each need to deliver the curriculum.

We recognise that the staff team are skilled facilitators of learning opportunities, particularly through adapting their own communication, scaffolding learning for individuals, using visual support where required and adapting the environment.

Support for the curriculum primarily uses a cascade model. Most support is focused on the class teacher, who then passes on information to other staff/ professionals. A personalised approach to support is utilised with teachers having the opportunity to meet with their supporting Senior Teacher on a weekly basis. All new staff and

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

particularly newly qualified teachers have a personal development plan to provide a framework for the support they require when they are new to The Bridge. All new staff undertake a thorough induction process. All teachers have regular recorded supervision sessions with Senior Teachers which provide an opportunity to ensure that all their support requirements are met and that they are able to provide the best possible teaching and learning experiences both in and out of the classroom. Class teams meet at least once a week and there are regular formal development meetings with Special Needs Professionals.

Pedagogy

The literal translation of the Greek word pedagogy is 'to lead the child'. At The Bridge we aim to lead and facilitate learning. There is less emphasis on a teacher as director of learning.

At the Bridge we recognise that children with special educational needs do not necessarily follow a typical developmental trajectory. This is particularly the case for pupils with autism. Therefore the curriculum needs to provide a framework which can support learning for those that learn in a 'typical' and 'atypical' manner.

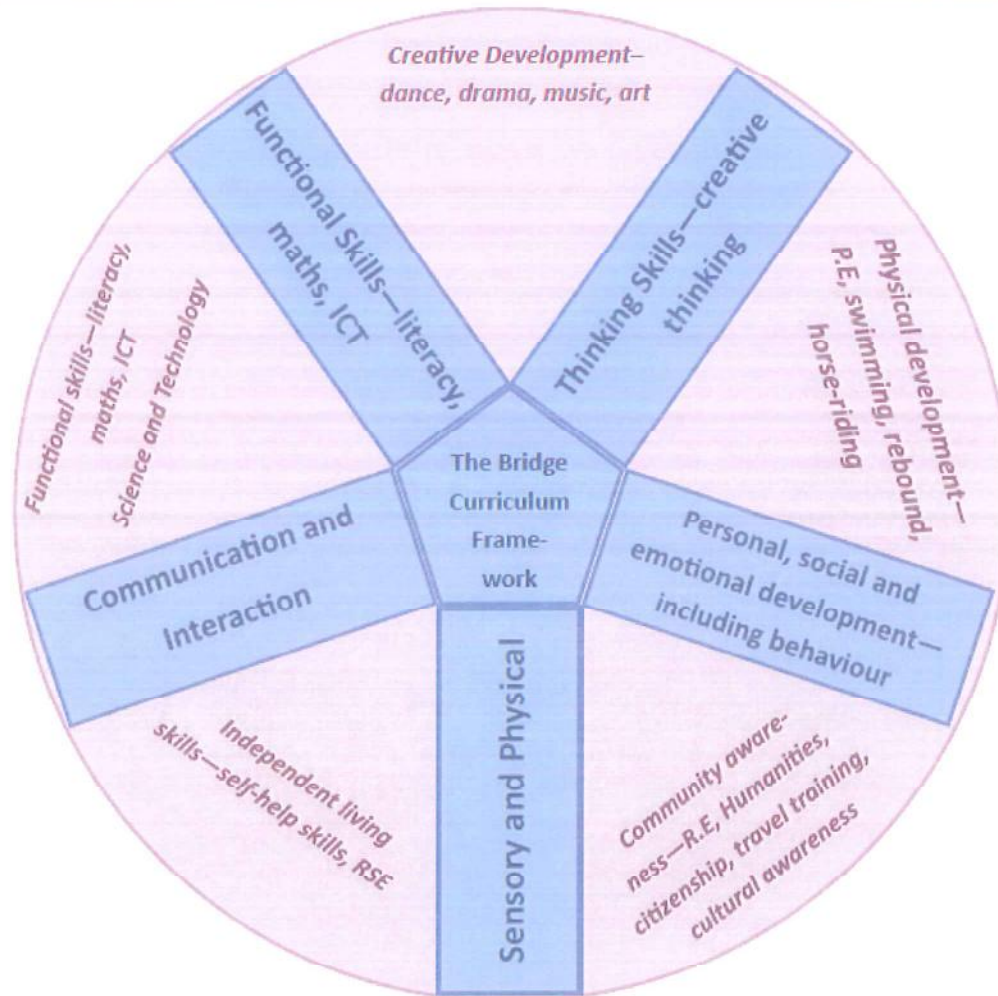
In essence the pedagogical approach proposed by The Bridge is one that is fit for purpose. Most teachers have been trained as mainstream teachers and therefore already have a bank of good pedagogical practice to call upon which is commonly used in mainstream schools. We also teach staff pedagogical approaches drawn from the 'general differences' framework. This provides each teacher with a repertoire of pedagogical approaches which can be used to teach individuals, groups and classes as required and can be made fit for specific purpose.

The curriculum in practice

To provide a common framework for the curriculum, we have revisited each of our previous, diverse curricula and ensured that there are common subjects in all areas and common themes which pervade these subjects.

This is shown diagrammatically below:

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



In essence in each of the curricula there are five strands

- . Personal, social and emotional development
- . Functional skills – Literacy, Maths, ICT
- . Thinking skills – creative thinking
- . Communication and Interaction
- . Sensory and Physical

And there are six subject areas

- . Functional skills – Literacy, Maths, ICT
- . Creative development – dance, drama, music, art
- . Physical development – PE, swimming, rebound, horse riding
- . Independent Living Skills - Self help skills, RSE
- . Community awareness – RE, citizenship, humanities, travel training, cultural awareness
- . Science and Technology

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

What is taught in the subject areas will vary according to the needs of the pupils for each of the curricula, but these headings are used for timetable purposes to ensure a common language throughout the schools. Many teachers will use sub-headings to provide more detail to what is being delivered in the session and this is encouraged. Parents will receive two reports a year providing an overview of their son/daughter's achievement in each of the subject areas. □ The targets from the strands are written in discussion with parents. They form the IEP targets that are taught through the relevant subjects. □ Each curriculum provides detail on the themes and ideas for content on what will be taught. These documents are available in brief on the school website and in more detail from Heads of Schools and Senior Teachers. □

D2 – measuring pupil performance effectively and setting challenging targets

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete the table below but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

The Bridge has developed a comprehensive range of assessment strategies which are recorded in our teaching and learning guide to teachers – The Blueprint. It would be expected that The Bridge Satellite Provision would use the same methods of collecting evidence of progress. These are detailed below:

Baselining

It is crucial that baseline information is collected and reliably recorded. Progress can only be measured against an accurate baseline. This is particularly important when pupils are new to the school.

Baseline data will need to be completed to the strand assessments. In addition IEP targets, once they have been finalized at the September parents' evening need to be recorded on all planning and also in the MAPPS format (as described below), with all

D2 – measuring pupil performance effectively and setting challenging targets

targets baselined.

It may take a little longer to baseline pupils who are new to the school, but all baselined data must be collected and recorded by the end of the first half term.

Summative assessment – p levels

Although there is no requirement to report National Curriculum levels, there is still a statutory requirement to report p levels at the end of Key Stage. We collect P level information using PIVATS. We record pupil's achievement using the PIVATS notation of a,b,c,d or e.

The PIVATS recording for each pupil available electronically. P level data is collected in the summer term each year and a data collection guide is provided for all teachers at the beginning of that term.

All data collected is analysed and staff are provided with both data records for the individuals they work with and cohort analysis. However raw levels are also available.

Summative assessment – strands

For the first year we have been collecting summative data on the strands. This involves scaling a pupil's ability on a number of indicators within the strand areas. Training sessions have been held on filling in these assessments, and support in completing the assessment will be available from senior teachers.

All summative assessment is moderated by both Senior Teachers and the Head of School. We also are looking to develop an external moderation process within Challenge Partners so that leadership staff from other schools can moderate our summative data (even though it differs to theirs).

Setting targets and measuring progress using MAPPS

Additionally the targets which came from the EHC plans will form the IEPs. These need to be rewritten from the 'wooly annual target' to a target for half the school year which is challenging but achievable. These targets inform planning (see above) and progress against them is recorded using MAPPS. An example is shown below. Senior teachers will support the completion of MAPPs and will moderate the relevance and challenge of

D2 – measuring pupil performance effectively and setting challenging targets

targets.

Staff then use the continuum of skill development (below) to determine where the pupil is at the beginning of the year. They put the respective number for baseline in the box where they are and highlight the box in pale orange. After half a school year they will record again how well they have achieved the target using a numeric scale. A worked example is shown below.

Name											Year Group	Total Average
Overall												27.62%
learning intention	To develop his personal care skills: toileting, dressing, undressing											
Term 1 target	To put on his t-shirt or jumper the correct way ensuring it is not inside out or back to front										baseline	00/00/00
											final assessment	00/00/00
Prompting	1		3	4	5	6	7	8				77.78%
Fluency		2	3	4	5	6	7					66.67%
Maintenance	1		3	4	5	6	7					66.67%
Generalisation		2	3	4	5	6	7	8				77.78%
C.S.D. Scale	1	2	3	4	5	6	7	8	9	10		72.22%

The percentages are automatically calculated for the subsequent areas as well as the average for the individual target (bottom right) and total average for all the targets (top right).

Please see the next page for the continuum of skill development

D2 – measuring pupil performance effectively and setting challenging targets

CONTINUUM OF SKILL DEVELOPMENT



<i>from dependent</i>		Prompting						<i>to independent</i>	
Learners complete tasks independently									
The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help.		Support is still provided but there is a reduction in the level or frequency of prompting given.			The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.			The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.	
1	2	3	4	5	6	7	8	9	10



<i>from approximate</i>		Fluency						<i>to accurate</i>	
Learners reach a level of mastery combining speed and accuracy.									
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.		The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.			The skill is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation.			The skill is smooth, swift and accurate. No further refinement is needed.	
1	2	3	4	5	6	7	8	9	10



<i>from inconsistent</i>		Maintenance						<i>to consistent</i>	
Learners maintain competency over time through repetition. They remember how to do a task after a break.									
The skill has been observed on a single occasion only.		The skill is observed on more than one occasion but only intermittently.			The skill is reliably repeated but may need refreshing after a break.			The skill is consolidated and maintained over time. It is remembered after a break.	
1	2	3	4	5	6	7	8	9	10



<i>from single context</i>		Generalisation						<i>to many contexts</i>	
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff.									
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.		The skill is repeated but with some variation in setting, context, materials or staff.			The skill is frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different staff.			Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and with different staff.	
1	2	3	4	5	6	7	8	9	10

© Mike Sissons October 2010

D2 – measuring pupil performance effectively and setting challenging targets

Formative Assessment

At The Bridge we are committed to formative assessment and all staff are continually assessing pupil progress. This assessment takes many forms. We do not dictate to staff how they should carry out formative assessment as different techniques suit different staff groups and different learners. Teachers are provided with a range of strategies and systems for recording formative assessment and they determine which is the most appropriate to use in the learning situation.

Formative assessment is recorded in a range of ways, but is always used to plan future learning activities and opportunities and provides the information used to feedback to parents/ carers, in the termly report, the achievements their son/daughter has made and inform the discussion about what future learning opportunities are appropriate and should be offered.

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

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

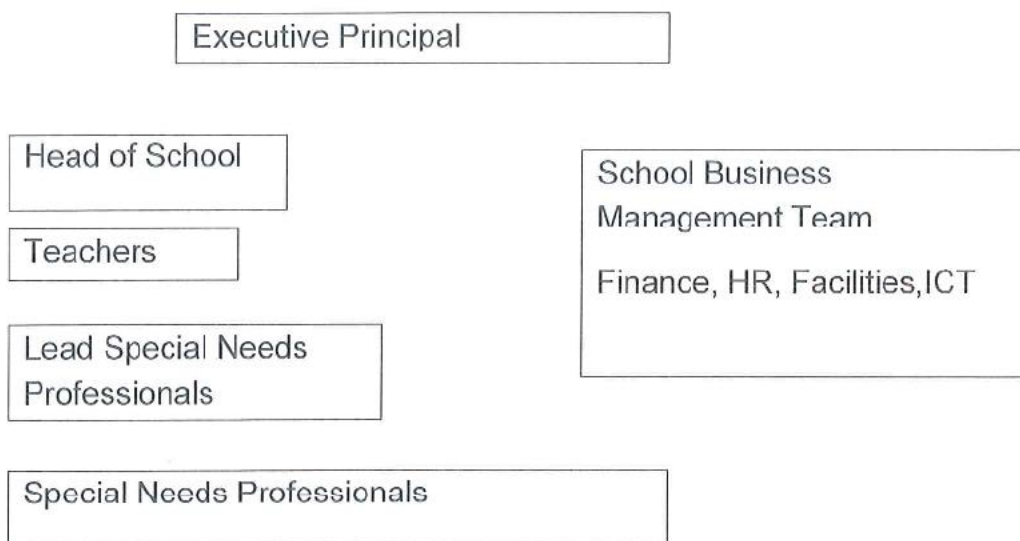
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

The team behind the Bridge Satellite Provision is largely drawn from the staff, governors of the Bridge School, an Outstanding Special school for pupils aged 2 -19 located on two sites in Islington, North London and also the staff, governors and trustees of The Bridge Integrated Learning Space (Free School). If our application is successful, we intend to operate as a multi-academy trust which includes the Bridge School, The ILS and The Bridge Satellite Provision. We also intend to share key members of the senior leadership team across the MAT, including an Executive Headteacher.

As a nationally recognised centre of excellence, one of the first Special Teaching Schools and a National Support School (with the Headteacher, [REDACTED] the Bridge is committed to system leadership. It has a record of supporting special schools across London to develop their teaching and learning and subsequently achieve better inspection results.

This application has been put together by the senior leadership team of the Bridge School and The ILS, with support from other members of staff and governors from the schools. This team will be involved at every stage of setting up the Satellite Provision and in running it. We are confident that, by working with an existing Outstanding school so closely, and having the experience of establishing a Free School we will be in a secure position from its first day of opening. The school's staff will be able to access partnerships built up over many years by the Bridge School which will be vital to its successful delivery of our planned curriculum.

Year 1



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

Year 2 would see the addition of a Senior Teacher who supports the Head of School in leadership responsibilities. The number of teachers, lead special needs professionals and special needs professionals would increase in line with pupil numbers.

Staffing ratio:

1 teacher to 10 pupils

1 Lead SNP to 10 pupils

2 SNPs to 10 pupils

Hence 4 staff to 10 pupils

All staff would have opportunities to meet and develop their practice with other staff across the Trust.

Facilities provision is likely to be made through contracts. All other business provision including ICT support would be provided by the central Trust team.

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

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

The school will mirror the work of The Bridge School and the ILS and be welcoming to pupils of all faiths/world views and none.

The curriculum will be designed to promote pupils' spiritual, moral, social and cultural development in order to prepare them for the opportunities, responsibilities and experiences of life outside school. Opportunities for learning will be embedded throughout the curriculum. Our pupils will develop their understanding of right and wrong, their appreciation of the beliefs of others and their respect for the environment in which they live. We believe that every student has the right to develop their own sense of self with integrity and autonomy, and that in so doing a curriculum will provide opportunities to develop their self-esteem and emotional well-being. All support for pupils at the Bridge Satellite Provision will be completely individualised. In small settings with a high staff: student ratio, teachers and other professionals will work together to put together individual learning plans for every student.

A number of factors have been identified that affect consistent underachievement at school and in various curriculum areas. These have been specifically (but not exclusively) identified as gender, disability, race and class. It is recognised that underachievement can be attributed to pre-conceived expectations and attitudes of teachers/support staff, as well as to teaching styles and to the content of the curriculum. When planning the curriculum, content will be drawn from human and material resources both in school and from the wider community and every effort made to give equal representation to pupils' own and others' cultures. The school will have a large number of pupils for whom English is not their first language. We are committed to raising our awareness of equality of opportunity and inequality by examining factors that might inhibit pupils' achievement.

In early 2016, a census was taken of pupil characteristics at the Bridge School. It is highly likely that these characteristics will be similar to those of pupils at the Bridge Satellite Provision, as there is no reason to believe that any of the cohorts identified below are more or less likely to have the kinds of SEN which will distinguish our pupils

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

as a cohort.

We therefore understand that our pupil population is likely to exhibit the following characteristics, from which it can be seen that they reflect the diversity of our north London community:

59% Free School Meals; 46% ethnic minority

Notes: EAL speakers are counted as all of those pupils for whom the first language of their family is not English. There were 27 different first languages in the school at this time. Students from minority ethnic backgrounds are counted as those who do not identify as white British in terms of their ethnic heritage. There were 35 different ethnic codes describing pupils backgrounds in the school at this time.

Particular examples of ways in which we will support pupils with additional educational needs and their families include:

- Providing assessments for pupils in their home language so that their SEN can be fully assessed without being exacerbated by a lack of understanding of the English language in particular; □
- Providing translation for pupils and families where appropriate; □
- Working with parents groups, voluntary groups and local charities to □engage with all parents of children from our proposed pupil demographic; □
- Sign-posting families to other organisations, resources and sources of □duning which might be able to provide them with the specific support they need where this cannot be provided in full by the Bridge Satellite Provision. □

British Values

The present schools in the proposed MAT understand British Values to mean the following. This understanding would be shared with all staff and pupils in the Bridge Satellite Provision.

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

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

Examples of actions schools can take to promote British values are to:

- include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values
- Enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- encourage respect for other people, and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Prevent

The Bridge School and ILS take seriously their Prevent duty and the practices developed to safeguard pupils in these schools would be shared with The Bridge Satellite Provision. A summary is provided below:

- Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.
- Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Day to day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.

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

- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group
- Increase in prejudice related incidents committed by that person
- these may include
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice related organisations
 - condoning or supporting violence towards others.

Although serious incidents involving radicalisation have not occurred at The Bridge School or ILS to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, City and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, refer any concerns through the appropriate channels.

We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up to date guidance and best practise

There are Designated Senior Leaders for Child Protection and Safeguarding on each site and they will deal swiftly with any referrals made by staff or with concerns reported by staff.

The Head of School and senior staff will discuss the most appropriate course of action on a case by case basis and will decide when a referral to external agencies is needed.

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the safeguarding board in the staffroom.

Our curriculum is "broad and balanced" (Ofsted 2012, April 2014 & September 2014). It promotes respect, tolerance and diversity. Pupils are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHE provision is embedded across the curriculum. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

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

Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

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

This section covers how your school will address the particular needs of children at the school.

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

The pupils who will attend the Bridge Satellite Provision will have autism and accompanying learning difficulties. This cohort are likely to present some challenging behaviour. They are also more vulnerable than the general population and particular attention should be paid to attendance and safeguarding so that they are kept safe. What follows is an overview of The Bridge behaviour policy, approach to attendance and safeguarding which would also apply to The Bridge Satellite Provision. However, having considered the ways that we keep pupils safe it will also be important to consider how their well-being is promoted.

Behaviour Philosophy

Within the educational environment, the Bridge Satellite Provision will strive to engender respect for self and others. We believe that if our pupils can develop a strong sense of self-worth, a belief in their own abilities and confidence in themselves, good manners, and an attitude of consideration for others will naturally flow. Pupils will be positively encouraged to take responsibility for their own actions and behaviour, and we believe that this is always possible in the long term, irrespective of the degree of learning difficulty. For our pupils, behaviour will be taught and like any other subject it needs to be given time and a high profile if it is to be successful.

The school's behaviour support policy will be rooted on a positive approach – valuing mutual respect, participation and reward – and therefore is an absolute and categorical rejection of anything that could be construed as punishment. Core to this approach is the acceptance of each pupil as a human being capable of learning through a process of mutual change. This approach does not preclude the use of holding or restraint as there may be occasions when it is necessary to interrupt a behaviour to prevent harm or injury to themselves or others (or damage to property) occurring, but such holding or restraint will only take place by staff specifically trained to carry out such practices.

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

Further, the continued use of such restraint is always taken by the school as an indication of our failure to teach a “better way”, and as such its reduction and non-use is one of the main criteria for the success of our positive behaviour philosophy.

The first principle behind our approach is that all approaches to behaviour support within the school should adopt a non-aversive approach, by using the principles of “human presence, participation and reward” with the rejection of any course of action that could be interpreted as punishment.

- “Human presence” means that pupils will always have the reassurance of an adult presence no matter how challenging their behaviour; □
- “participation” means that pupils’ challenging behaviours, wherever possible, will be redirected into other activities by persuasion and encouragement; □
- “reward” means that pupils’ behaviour will be re-directed in a positive manner and so lead to a desire on the part of the pupil to re-engage in acceptable behaviour;

Literature on the philosophy of non-aversive approaches will be made available in the Staff Library so that all staff can make themselves familiar with its content. Inset and opportunities to attend courses will be provided on a regular basis. The Bridge School will work closely with the Satellite Provision to provide staff with the most up to date information and training, including Inset from the Bridge’s team of qualified Team Teach trainers.

Responding to Challenging Behaviours:

Interventions will always be initiated when challenging behaviours are causing injury (to the pupils themselves, or to other persons) and may be initiated when there is damage to property. Such interventions should be consistent with any behaviour support programmes in existence for particular pupils. Where there is no such programme, or the behaviour is unique, it is essential that any action taken follows the general principles laid down in our behaviour policy. Where possible, advice will be sought from a senior member of staff, but when that is not possible retrospective advice should be sought to ensure that the actions taken are either ratified or modified to bring them into line with school policy.

Pupils with known challenging behaviours will not be left in the charge of single member of staff, where that person has no means of contacting assistance immediately. Such assistance must either be within calling distance or in the immediate

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

vicinity on the end of a walkie-talkie or mobile phone link-up. It will be incumbent upon all staff to be alert to situations where assistance may be required and to act accordingly in the spirit of “help protocol”.

A member of the senior management team will always be informed, preferably at the time of the incident but certainly afterwards so that the BSP can be reviewed or action can initiated as required.

Where a child or adult has been injured as the result of an incident, medical treatment will always be sought either from the First Aider on site or the school nurse. An accident report will be completed and the parent/carer informed.

Physical Restraint:

Training in physical restraint and holding techniques will be provided through collaboration with the Bridge School. Physical restraint will not occur as a matter of common practice, unless this is clearly stipulated within the individual pupil’s BSP. Where such practice is common, such BSPs will be reviewed at least weekly. When restraint is used on any pupil the incident must be recorded.

It is paramount that the principles used to guide the actions of staff in this regard should be taken from the duty of care which stems from our responsibility of being in loco parentis. Pupils should be kept safe and secure from injury and any actions we taken in ensuring this will be judged as would the actions of a reasonable parent.

Partnerships with Parents:

Parents/carers will be brought into the system of behaviour support as soon as the challenging behaviours have been identified. The insights of parents/carers into the behaviour patterns of their children will be used to provide as full a picture as possible of the context of their behaviours. The culture of the home must be taken into account when consideration is given to any response to those behaviours. Where a BSP is in use, the home/school diary may be used to monitor its effectiveness in both places.

We know from experience that behaviour support programmes are most effective when they are carried out at in every area of the pupils’ life. We will therefore make every effort to ensure that the management of behaviours is as consistent as possible in all places. However, it is accepted that support may be more effectively given in school where greater resources are almost always available. Change can take place in school in the first instance, before being translated to other areas of the pupils’ life such as

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

home, respite care, after school clubs etc.

Responding to Bullying:

While the scope for bullying by some pupils at the Satellite Provision is more limited than in mainstream schools, many of our pupils are more vulnerable and it is accepted that some pupils are potentially capable of bullying.

Staff will positively promote a no-bullying approach through: □i. being punctual for lessons and supervisory duties and being highly observant; ii. promoting self-discipline and good behaviour e.g. using praise to catch potential bullies doing things right, reinstating favoured activities as a pupil makes progress, etc; □iii. praising co-operative and non-confrontational behaviour; □iv. responding to and following up all incidents consistently; □v. offering the victim immediate support and dealing with the bully by instigating an appropriate BSP; □vi. ensuring that all repeated or serious incidents of bullying are reported to the Head of Site and all injuries are reported to the Head through the Accident/Injury/ Incident forms if not also directly; □vii. helping both the victims of bullying and the bullies themselves raise their self- esteem through activities that are designed to improve their standing; viii. discussing bullying in PSHE sessions, where group discussion is possible; ix. promoting relationships and opportunities for pupils to share concerns with adults.

Attendance

For any pupil in any school, high rates of attendance are important. Our curriculum is able to adapt around pupils' needs to a certain extent – e.g. ensuring that a pupil does not always miss a particular activity or subject if they have a regular medical appointment – but frequent absences will have an impact on that pupil's achievement. We will therefore monitor attendance carefully, and intervene to provide support where necessary.

We understand our statutory obligation to maintain an attendance register. We will ensure that this is accurate and updated promptly. Because of the size of the school, it is highly unlikely that any pupil's absence or persistent absence would be unnoticed; however, we will continue to monitor the register in order to ensure that we are putting appropriate interventions in place where necessary.

We will be in very frequent contact with pupils' parents, so we will be able to work with them to approach any issues around attendance. As with all of our work with pupils and families, these interventions will be personalised. In some cases our focus will be on

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

supporting to parent to help them to get their child to school regularly. In others, the focus will be on the child themselves and on reasons they might be showing signs of reluctance about attending. The aim of every intervention will be to return the child to regular attendance at the school in a way which is positive for both the child and their family.

Safeguarding

We take our responsibility to protect and safeguard the well-being of those children in our care very seriously. All staff members and governors are committed to:

- Supporting parents/carers/guardians and working in partnership with them; □
- Listening to, relating effectively with and valuing each pupil in our care; □
- Ensuring that all members of staff, both teaching and support, full time and □part time are properly trained and supported. □

We recognise that some children and young people today are the victims of neglect and/or physical, sexual or emotional abuse and that staff of the school, by virtue of their day-to-day contact with and knowledge of the children in their care, are well placed to identify such abuse and offer support to children in need. □

Responding to Suspicions, Allegations or Evidence of Abuse: □

Any member of staff who receives a disclosure of abuse or suspects that abuse may have occurred must report it as soon as possible to the Head of School, who are the designated teacher for child protection issues. The matter should be brought to the attention of the designated person in charge of the site in the absence of the Head of School.

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (e.g. within an hour), writing down as exactly as possible, what was said or seen and putting the scene into context, time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.

If the suspicions in any way involved the designated senior teacher then the report will be made in the first instance to the LA who will advise on an appropriate course of action.

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

The Role of the Designated Teacher:

The designated teacher will ensure that he/she is fully conversant with the ACPC Child Protection Procedures and will co-ordinate action on child abuse within school, ensuring that all staff are aware of their own responsibilities in relation to child protection.

He/she will be responsible for referring individual cases of suspected abuse to the Social Services Department, and for liaising with the Social Services. Department and other agencies on these and other general issues relating to child protection. He/she will also have responsibility for organising training on all aspects of child protection within school and acts as a point of reference on child protection issues for other staff.

He/she will ensure that the Satellite Provision is represented at Child Protection Conferences or, failing that, that a report is submitted to the conference from the school. He/she will also ensure that any recommendations made by the conference which involve school staff are carried out as agreed at the conference.

Responding to Child Protection Issues:

The Satellite Provision fully recognises that it will be an agent of referral and not investigation. It fully accepts that the investigation of child abuse is the responsibility of the Social Services Department and the Police and will do everything possible to support and assist them in their task.

We will endeavour to build relationships with other agencies so that understanding, trust and confidence can be built which will help to secure effective co-operation in cases of actual or suspected abuse.

Storing and Communicating Information About Child Protection Issues:

All records of a Child Protection nature will be handed to the designated teacher and will be kept securely by him/her. Access to these records is on a “need to know” basis and decisions about access will be made by the designated teacher.

When a child who is on the Child Protection Register leaves the school the designated teacher will inform the child’s new school immediately and discuss with the child’s key worker the transfer of any confidential information the school may hold.

Supporting Children and Families:

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

Parents will be made aware of the school's child protection policy via the school brochure, initial meetings with parents of new pupils, the starter pack for new parents and regular parent-teacher meetings. The BILS is committed to helping parents understand its responsibility for the welfare of all pupils.

For any child undergoing a child protection referral and investigation the need for support will be great. We are the only agency with a statutory duty to work with children on a daily basis and despite heavy workloads and limited resources we will aim to meet their needs for support whenever possible. We aim at the very least to provide a secure classroom environment in which the child feels valued and protected. The designated teacher will also, whenever possible, make him/herself available to discuss individual children or situations with concerned members of staff.

The school will offer also support where possible to the family of a child or children involved in a child protection investigation within the time and expertise constraints of its role and always remembering the limits of confidentiality on all members of staff and the fact that it is the welfare of the child that is paramount.

Well-Being

Promoting our students' well-being is central to enabling them to learn. Every aspect of the Satellite Provision will need to be tailored to the exact needs of our young people.

This will include:

- The physical environment
- The teaching and learning methods
- The curriculum content and structure
- The organisation of our pupils into appropriate groups
- The strong therapeutic input and input from other health professionals
- Our emphasis on keeping families together and encouraging parental input into their children's education

Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete this section in full for each school they wish to open.

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

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

There is a significant increase of the number of pupils with autism and learning difficulties requiring specialist provision. Evidence is provided in the following appendices of the increasing number of pupils with autism with complex needs:

Appendix A Autism Assessments in Children aged 0-5 years in Islington (Camden and Islington Public Health). This evidences through clinical analysis the increased number of pupils being diagnosed with autism. This report also clearly evidences a specific increase in the numbers of pupils with complex autism NOT an increase in children being diagnosed who would not have been in the past.

Appendix B Islington Evidence Hub (NHS and Islington Council). This discusses the impact of the increase of the number of pupils with autism within the wider SEN sector.

Appendix C Caseload changes from The Bridge Outreach Service (for pupils with autism in mainstream schools)

Appendix D The Future Development of Special Educational Provision in Islington. This discusses the issues more fully and provides some detail on consultations which have taken place with parents, governors and schools.

Appendix E Letter of support from Islington LA (with agreement to fund 50 places in Year 1 and 70 in Year 2 at the current special school banding rate).

It is additionally worth reporting parents comments from a meeting held at Centre 404 (a local advocacy service) on 13th October 2015. These included

“There are limited options for children with severe and complex need – they are not accepted in mainstream,

There is a lack of empathy towards families and their situation in mainstream schools,

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

We need better management and better communication from current providers,
We need specialist units in mainstream schools.”

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

x

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

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

In exceptional situations pupils may be placed in The Bridge Satellite Provision without an EHCP, however this would only be the case where an EHCP is anticipated (for example, a pupil who is new to the country). The rationale explained in E1 is valid for this group too

Section F – capacity and capability

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

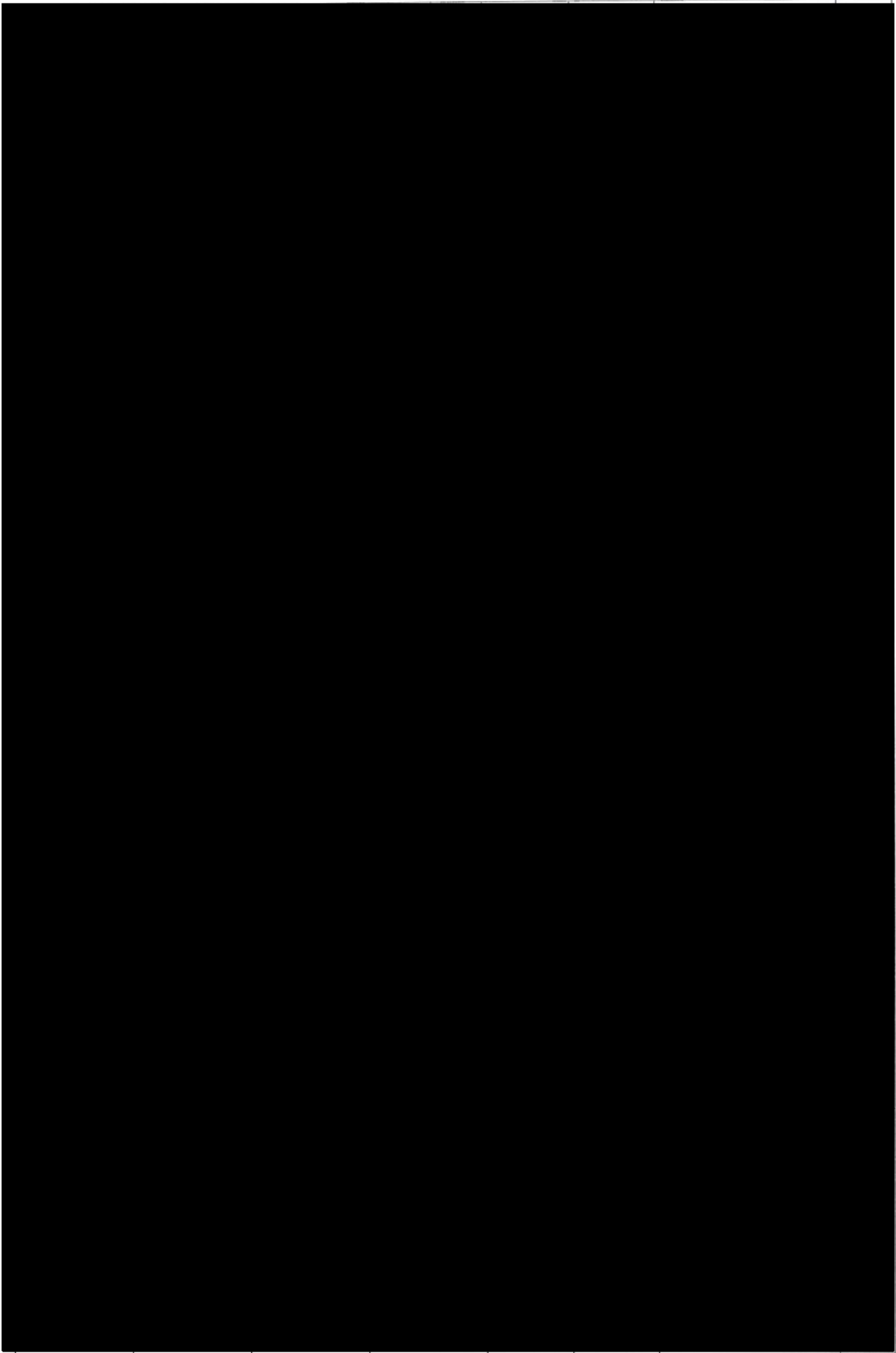
- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

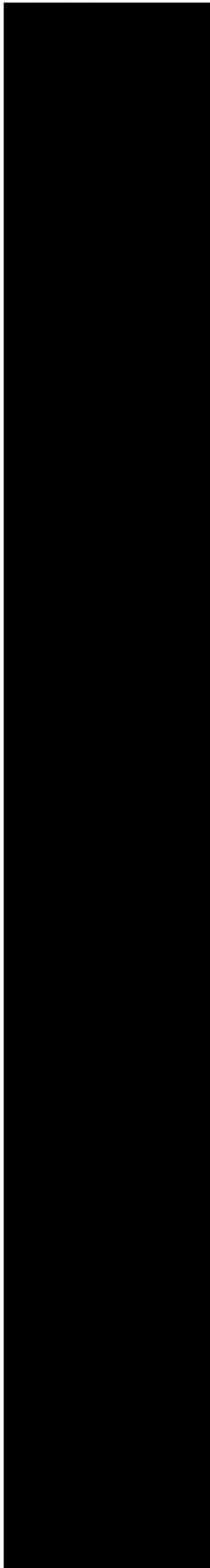
If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

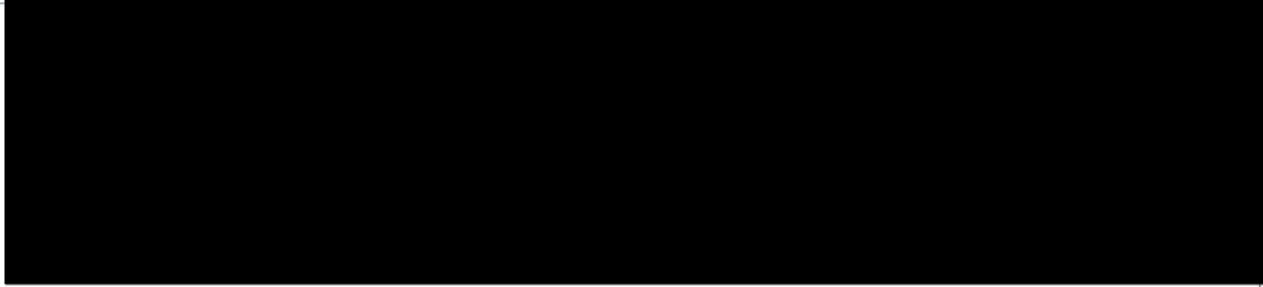
Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)





[Add lines as appropriate]

F1 (a) Skills and experience of your team



F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
PR	Pre-opening team	Recruit local governor with specific skills in PR, marketing and advertising

[Add more lines as appropriate]

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

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

The following describes the present governance structure for both the ILS and The Bridge School.

The ILS is set up as a MAT although at present functions as a single academy with a memorandum of understanding (soft federation) with The Bridge School. The Bridge is a large special school with two separate sites and a teaching school. The Bridge has a business team: School Business Management, HR, IT support, facilities management which provides services for the ILS through the memorandum of understanding. The [REDACTED] oversees this business support as well as providing school improvement advice to the ILS. The Bridge has been awarded an outstanding judgement on three occasions since 2006.

As a MAT the Trustees are [REDACTED] former managing [REDACTED]; and [REDACTED] business analyst and bid writer. As the ILS currently operates as a single academy these Trustees at present sit on the local governing body. Other governors include [REDACTED] but previously has worked for [REDACTED]; [REDACTED] therapist and representative of the resident's association for the new build site [REDACTED]. [REDACTED] The post of parent governor is vacant. We have sought to keep a link through governance with The Bridge but also ensure independence. [REDACTED]

The school was set up as a MAT in recognition of the move to acadamisation. The Bridge will look to convert and be included in the MAT. Other schools are likely to join the MAT. In this situation the more conventional MAT governance structure will be implemented with a Board of Trustees and local governing bodies for each school.

The Bridge School has a governing body with a wide range of skills including Accountancy, Business management, PR and communication, Employment and corporate law, LA SEN provision. If specific advice is required by the ILS, due to the close partnership, these governors would be keen to provide it.

With the support of The Bridge and the challenge and support of the governors the ILS has developed its provision rapidly. A recent report from [REDACTED] praised the provision and a Challenge Partner peer review considered the ILS to be on the cusp

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

on outstanding. Given that it had only be open at 10 months when this review was conducted this is a significant achievement.

The governance structure anticipated in the new arrangement would be



The Trustees would have oversight of each of the Local Governing Bodies and would retain strategic direction for The MAT. The Executive Headteacher would join the Trustees for this meeting.

The Bridge School and The Bridge ILS will retain their current membership and new membership would be sought for The Bridge Satellite Provision. Interested parties have already made themselves known. A structure which worked very well when setting up the ILS was to recruit governors early and bring them onto The Bridge governing body as assoicaite governors. This is an opportunity to learn from much more experienced governors. It may also be that one or two of the more experienced governors from the other governing bodies decide to move to the Satellite Provision either in addition or instead of their present role.

The Executive Headteacher will attend all Local Governing Body meetings in addition to the Head of Schools. She will also attend the Trustees meeting to provide a continued focus on school improvement.

Conflicts of Interest

We know that avoiding conflicts of interest is important to the good governance of a school. We will therefore put rigorous systems in place to ensure that these are mitigated where necessary.

All Members and Directors will be required to act in line with the Articles of Association for Special Free Schools; the relevant articles in this case are 98 and 99. Members and Directors will be required to declare, on joining the school, any pre-existing commitments

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

or interests which might constitute a conflict. A record of these will be kept securely. It is the responsibility of Members and Directors to keep this record up to date with any new interests, or any interests which may form a conflict due to some change by or within the school.

Relevant interests might be professional or personal, and either category can include financial interests. In relation to financial interests we will follow the definitions and procedures laid out in articles 6.6 to 6.10 of the Articles of Association for Special Free Schools.

Where discussions pertain to the issues around which there may be a conflict, the relevant governors will be asked to abstain from the discussion and physically leave the room before it commences. They will not be entitled to vote on these issues.

New governors would be recruited through local knowledge and specific to skills required. In most circumstances present governors across the schools personally recommend and recruit governors for the whole proposed MAT. The Satellite Provision governing body would mirror the ILS governing body with 9 governors, including one parent governor and one staff governor.

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

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

[Add text here. Table expands]

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

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

[Add text here. Table expands]

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

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

[Add text here. Table expands]

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

All applicants will need to complete this section but you will give us less different information depending on which type of group you are.

Please

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, just particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section G – budget planning and affordability

The attached financial planning spreadsheets provide an overview of the anticipated income and expenditure for the Bridge Satellite Provision. It has been costed based on current spending on similar pupils who attend specialist provision in Islington.

Two of the Directors of the Company have a background in Finance, one as an accountant and an other as a Business Analyst. The day to day finances of the Bridge Satellite Provision would be overseen by the School Business Manager from The Bridge School. His credentials are presented in the appendices.

Annexes

This section will need to be completed by **all** applicants. Please:

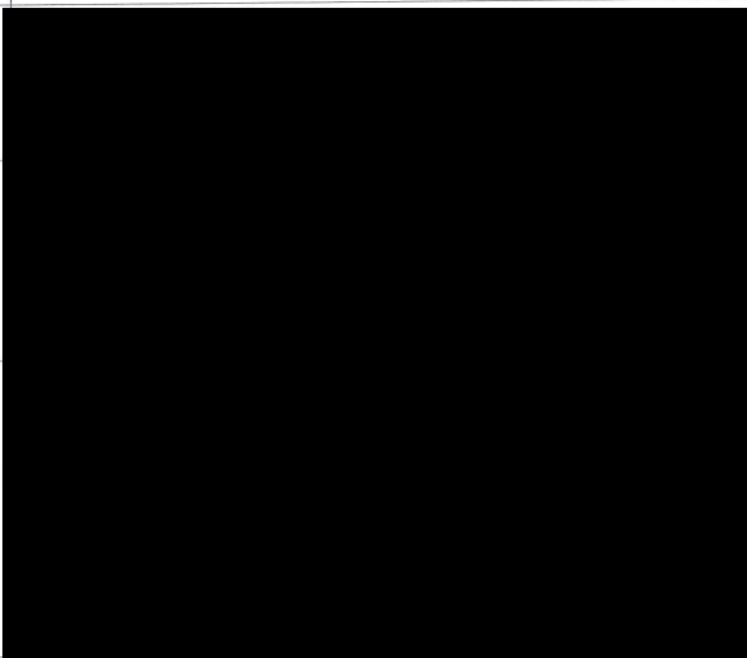
- Provide CVs of key individuals, any letters of support and maps.
- The annex is excluded from the page limit but should be submitted as part of your application, ie as one Word document.
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

CV Penny Barratt (Executive Headteacher)

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

CV template

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

CV template		
	qualifications achieved and preparing pupils for later life	
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

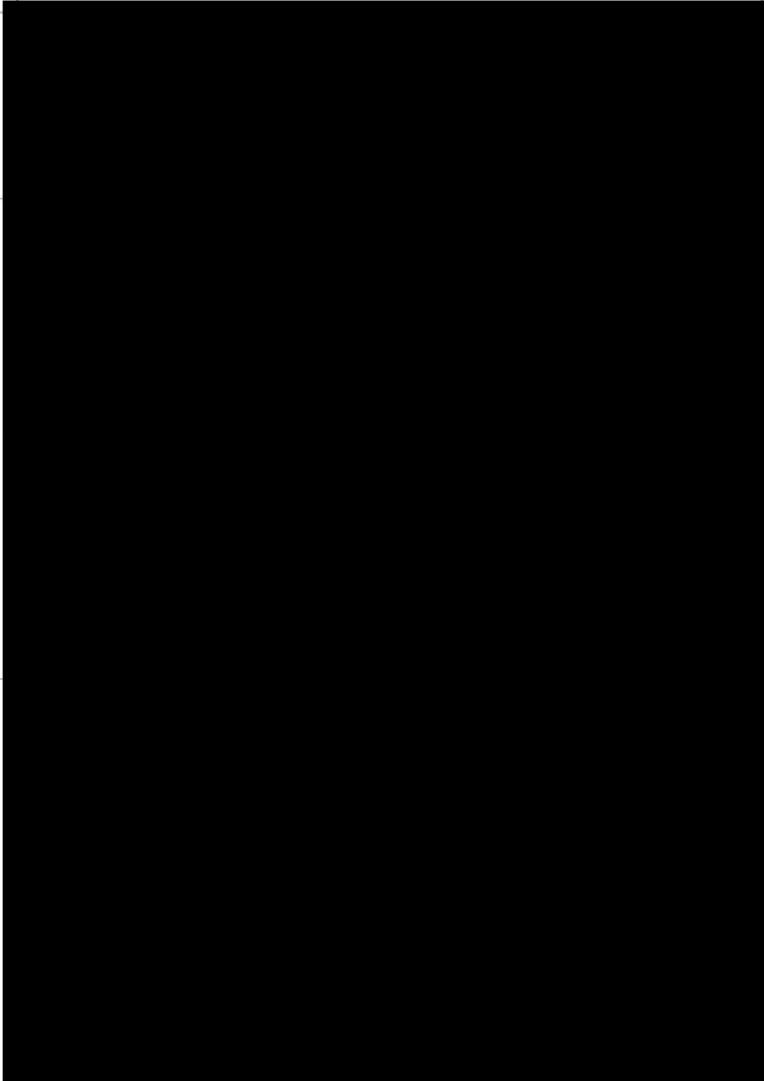
CV Adi Cimic (School Business Manager)

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

CV template

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

CV template

	qualifications achieved and preparing pupils for later life	
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	



Department
for Education

© Crown copyright 2015

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

To view this licence:

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

email psi@nationalarchives.gsi.gov.uk

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

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00221-2015



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



Like us on Facebook:
facebook.com/educationgovuk