



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 HARBOUR SCHOOL

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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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

Declaration

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

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

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

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

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

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

Signed: Hard copies signed

Position: [REDACTED] [REDACTED]

Date: 01 March 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:

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 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

Introduction

Our vision is for a 60 place Special Free School, located within the Poole Local Authority area and close to Bournemouth, Dorset and South West Hampshire Local Authority areas. In line with confirmed demand from these neighbouring authorities, The Harbour School will meet the needs of young people from 10-19 years, with Education and Health Care Plans (EHCPs) identifying Autistic Spectrum Conditions (ASC) and Speech, Language and Communication needs (SLCN), who have the capacity to access a suitably differentiated curriculum (*i.e.* high functioning), including those with challenging behaviour and / or high levels of anxiety . Having analysed LA data and consulted with LA officers from Poole, Bournemouth and Dorset, we know that the greatest need for places for this group is at KS3,4 and particularly 5 with smaller numbers of pupils in KS2 (Years 5 and 6). In order to ensure a continuity of approach and positive transition across key stages and phases of education, our school will admit pupils in the 10-19 age range.

We know from experience that these young people will also have significant additional secondary needs including a range of mental health conditions and disorders (SEMH). In partnership with Dorset CAMHS, the free school will meet the full continuum of need for these young people. Poole does not have maintained school, FE college or academy provision that meets this range of need and other provision in the neighbouring LAs (Bournemouth and Dorset) is at capacity. Delta Education Trust, including The Quay School AP Academy in Poole (Ofsted Outstanding 2015) will both improve outcomes and raise the aspirations of these young people and their families, whilst at the same time reducing the cost of that education to the local authority.

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An important and unique feature of the school will be that it will provide education and healthcare in parallel, and that the healthcare will be provided by the local NHS trust (CAMHS), with no cost to the school (see letter of support in Section E Annex). This arrangement will enable young people to achieve both outstanding educational outcomes and outstanding emotional health outcomes, both being better than they would be if delivered in isolation.

The determination that the Free School was the most appropriate placement to meet those needs would be through education and health assessments and where appropriate, the drawing up of an EHCP. A pupil's individual curriculum, including therapeutic aspects, will be determined by their identified needs.

As stated above, Poole has no provision for this group and existing provision in Bournemouth and Dorset is oversubscribed with waiting lists, as a result many of the students that would attend the Free School are currently placed in high cost, out of area, independent provision, much of which is located well over an hour's drive from homes and communities.

Our Multi Academy Trust (MAT), Delta Education Trust, will ensure that the skills and experience we have gained running an outstanding AP academy (The Quay School) and sponsoring Coppice Spring Special school, together with academy freedoms, are harnessed to support high quality, flexible and personalised learning. The overarching vision of our Trust is to do 'whatever it takes' to improve outcomes for all pupils especially the most vulnerable. Our MAT Development Plan includes incremental growth in the South West with a view to developing a MAT over the next 2 years with at least 5 academies to create a cluster of mainstream, special and alternative provision expertise to foster the best outcomes for all pupils. We are, of course, always open to new ideas and approaches and would consider them bearing in mind the capacity of the Trust at that point. A strong MAT can support career progression including the identification of future leaders, the sharing of best practice for school improvement and the streamlining of systems and procedures to support accountability. Our plan includes the development of a teaching school as the focus for school to school support including designating and brokering SLEs, professional development, Initial Teacher Training, Research and Development.

The Free School will be distinct from The Quay School in that it will meet the needs of a different and distinct group of pupils, those with the most complex needs identified in their EHCPs. The Free School will have buildings, curriculum, pastoral structure and staffing that are specifically designed to meet the needs of young people with identified complex needs associated with ASC, SLCN, associated

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

disorders and mental health needs. The vast majority of these students will have *(or will be being assessed for) an EHCP.*

Rationale

Neighbouring local authorities (Poole, Bournemouth and Dorset) have identified a provision gap for a distinct group of SEN pupils that have complex needs associated ASC including Asperger’s Syndrome and SLCN, as the primary need and associated secondary behaviours / Affective and Anxiety disorders and difficulties, with a larger gap at KS4 and 5. Post 16 provision in the local area is unable to meet the needs of a significant number of young people transitioning from existing 11-16 special schools. Bournemouth, Poole and Dorset Local Authorities currently have to place young people in high cost, independent, out of area provision as a result of both a lack of suitable provision in Poole and a shortage of places in Bournemouth and Dorset.

Bournemouth and Poole pupils with EHCPs for ASC / SLCN currently placed in independent, out of area special schools or post 16 provision in 2015 -16.		
Bournemouth	Poole	Total
28	40	68

(see detailed table in Section E. Note: the data for Dorset is unavailable)

These placements are either residential or involve long distance taxi transport. This means pupils are separated from their families and community and return at 16 with barriers to progression into employment, training or FE. The Local Authority needs to ensure excellent outcomes for these young people and reduce costs in order to develop capacity within the community to meet the wider needs of young people with SEN. In line with the national picture, Poole has experienced a significant increase in the prevalence and complexity of SEMH with a 20% increase in referrals to specialist services (Poole Early Help Review 2015). As a result, demand is likely to increase over time.

Opening date

The need for this provision has been established for a number of years and so we are aiming to open the school for the first cohort as soon as possible. In an ideal world the school would open in Sept 2017 but we are realistic that if the school is a ‘new build’, this date is more likely to be Sept 2018. The sooner the Free School opens, the sooner outcomes are improved and costs are reduced.

Poole Children’s Services Strategic Plan 2015-17 includes the following priorities:

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

Improve outcomes for children with special educational needs: This strategy is informed by the Clinical Commissioning Group review of CAMHS and learning disability services which includes the following priorities:

- Ensure that children with complex health needs can have their needs met locally
- Ensure that these young people are prepared for adult life
- Improve outcomes for young people with ASC and SEMH needs

[Children's Services Strategic Plan 2014-17: 2015 update \[pdf / 909KB\]](#) [Children's Services Strategic Plan 2014-17](#)

Ofsted

A recent Ofsted LA Inspection identified the lack of a coherent strategy in the local authority (Poole) for ensuring that pupils with special educational needs make good progress. Ofsted also highlighted the need to effectively monitor their overall achievement. Our Free School will be a key part of the SEND strategy and we will work with commissioners to ensure that they are informed about outcomes through robust monitoring systems and procedures. The MAT has a strong track record of securing improvement and monitoring and reporting on outcomes and is already a key partner in the LA improvement plan.

Admissions

We plan to take pupils from Poole and Bournemouth and those areas of Dorset and South West Hampshire accessible within 30 minutes travel time. In the first year of opening we will admit pupils in all year groups, with greater numbers in years 10, 11, 12 & 13 to reflect the higher numbers of those pupils either in out of area provision or in local provision that ends at year 11. (See *data in Section E*) Entry routes during the first three years will involve a mix of pupils brought back from out of area placement by the Local Authorities and pupils placed following (or during) their initial assessment for an EHCP. In succeeding years pupils will generally be admitted in Years 5/6, 7 or 12.

Vision

Delta Education Trust's overarching vision is to improve outcomes for all pupils, especially the most vulnerable by. We believe that by meeting individual need in a supportive and therapeutic environment we can reduce barriers to learning, develop resilience, create opportunities and build futures. Our Free School will provide an exciting curriculum underpinned by academic rigour and specific, evidence-based, therapeutic interventions to meet individual need. Our model of using flexible pathways will include staff from across the MAT working in the school to provide access to a wide range of accreditation and a continuum of provision as student

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

needs develop following successful interventions. As these young people can and do present with challenging behaviours, we will operate with a high staff to pupil ratio. Staff will have specialist skills to address significant needs (ASC, SLCN and associated SEMH), alongside comprehensive knowledge and understanding of both specific learning difficulties and triggers and strategies for working with a range of needs and disorders. All staff will have access to a range of continuing professional development opportunities, particularly from CAMHS colleagues, and will receive specific training to support our offsite activities. Health and Safety will be a priority and the school will be subject to an ongoing programme of audit and support. Our staff team will include subject specialists, vocational instructors, emotional literacy support staff, and a range of specialist professionals such as Speech & Language Therapists (SALT) and Education Psychologists (EP). We shall also develop strong links with key agencies such as Social Care, CAMHS, Schools and Colleges, Troubled Families Programme, Connexions, Youth Service and Youth Offending Teams. The Trust has successfully worked in partnership with Dorset Healthcare University Foundation Trust (DHUFT) for a number of years, as a result we have a written commitment from them to provide CAMHS support to the school. It is through this type of visionary approach, with true partnership working between the MAT, Local Authorities and DHUFT, that we can effectively address the significant barriers to learning and positive life chances that these young people experience.

There are many different strategies for working with young people with ASC / SLCN and their associated disorders but the primary aim is to support and develop emotional literacy in order that young people recognise and communicate emotions and anxiety rather than discharging or defending against them. This range of disorders and behaviours can preclude sustainable relationships. Our approach will be coherent and consistent; solution-focused and restorative approaches is a model used effectively within the MAT that is supported by CAMHS and delivers positive outcomes for young people. We shall use a variety of nationally recognised approaches to address the Triad of Impairments for students with ASC including Makaton, TEACCH, Social Stories, PECS and Iceberg Analysis. Our specialist ASC Educational Psychologist will ensure that the school takes advantage of the latest clinical research.

Curriculum

The Triad of Impairments associated with ASC causes extremely high levels of anxiety which can lead to mental health conditions. These young people have social and emotional needs such as difficulties with friendships, social rules and contexts and managing unstructured time. Language and communication impairment includes difficulties with processing and retaining verbal information, understanding social language and tone and interpreting body language. The third impairment, flexibility of

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

thought (imagination) , causes difficulty in coping with change and empathising with others. Impaired ability to imagine and therefore to generalise and predict is a key barrier to learning. We have designed a blended, therapeutic curriculum that addresses individual barriers to learning, develops coping strategies and fosters aspiration.

Our aspirational core curriculum, while underpinned by therapeutic and wellbeing elements, will focus on engaging young people in learning. We shall develop personalised learning programmes within a broad and flexible curriculum that can adapt to emerging need. Achievement in Literacy and Numeracy will be a priority and mapped across each curriculum area. The expectation will be that all students achieve at least Level 1 / 2 accreditation and the more able will make positive progress on a Progress 8 curriculum. The curriculum model includes GCSEs and accredited vocational options. Personal & Social development will support life skills including financial capability, domestic skills, employability skills, health & safety and an awareness of diversity. Our vision is that the young people will experience an emotionally healthy environment to provide the foundation for a positive future.

One of most important elements of the curriculum is the ability to deliver significant parts of it in the outdoor environment. Our MAT already has a track record of successful outdoor curriculum delivery based around an adapted version of the forest school approach. We would be using this expertise in the Free School to provide a broad range of offsite activities that have outdoor education at the core, to re-engage these hard to reach young people, foster aspiration and self-worth and enable success outcomes. Our Post 16 students will have the same option of flexible pathways leading to A levels, BTEC Advanced or Level 2/3 vocational courses with extended support for independent living. All our courses will support progression to further/higher education, training or employment. As part of the outdoor curriculum we will offer water based activities, a range of land-based sports and essentially any viable activity with the potential to engage young people in learning. All activities will develop social and employability skills and the confidence to engage in planning for the future.

Support for families is integral to successful outcomes for young people. We shall work closely with families to enable them to develop their confidence, motivation, self-esteem and assertiveness skills in order to encourage positive parenting skills. Again, this will be based on the learning that the MAT has experienced in engaging positively with some of the hardest to reach parents. We will offer 1:1 sessions for families and also opportunities to take part in learning experiences including literacy and numeracy and practical strategies to support young people's learning.

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Furthermore, by establishing trusted relationships with parents, we will be able to facilitate engagement with other agencies where traditionally trust is low.

Following baseline assessment (social, emotional and academic) cross referenced with prior attainment data, we shall set aspirational targets for each student and monitor and track progress from starting points in all aspects of the curriculum. Progress data (social, emotional & academic) will be collected half termly and individual targets reviewed in consultation with parents / carers. Senior members of the Trust Leadership Team who are trained Ofsted Inspectors will monitor and interrogate the school's performance on a half termly basis.

The Quay School has a track record of working with students with a wide range of need and was judged Outstanding by OFSTED in March 2015.¹ The Quay School was accredited by the DfE as a sponsor in June 2014, converted to a MAT (Delta Education Trust) in July 2014 and sponsored a Special School in September 2014. As a result the trust's performance, governance structures and financial systems have been quality assured. We have a good understanding of the needs of this particular group and are confident that we can re-engage them in education and ensure good outcomes. Delta Education Trust is the Borough of Poole's 'preferred provider'.

¹ Students come to the school with a range of very challenging behaviours, some having effectively dropped out of education completely. They improve rapidly in their behaviour and their attitudes to learning because of a mixture of high expectations and consistently positive behaviour management. As a result, students very quickly re-engage with learning and achieve considerable success. From their starting points, a high number of students make progress that is much better than that found nationally. This is because engagement with learning is the focus throughout the school. The range of subjects taught and the opportunities for learning ensure that all students, whatever their academic ability or background, are able to engage in effective learning. Some students take a more academic route to GCSE, using college courses as stepping stones to higher education. All courses contain key elements of English and mathematics. Although the school is based on four very different sites, highly effective leadership has created a common vision and uniformly high expectations across the whole school. An outstanding range of information on the progress of every individual and of identified groups of students means that their progress and achievement are clearly identified. Equally powerful external relationships support provision in a range of ways. The direct links with medical staff enables excellent joint working relationships between education and health staff to support students who can often be very ill. Ofsted March 2015 <http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139498>

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.

The figures below are based upon current demand from Bournemouth, Poole and Dorset. Additionally, there is no provision for ASC and SLCN in South West Hampshire and currently the LA are referring young people with these needs to schools requiring a journey of at least 1 hour. As a result, in addition to places commissioned by Poole, Bournemouth and Dorset, in year 3 (2019) we have included 2 additional places and 4 in year 4 onwards (2020-).

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Year 5 / 6		0	2	6	6			
Year 7		4	5	6	6			
Year 8		4	5	6	6			
Year 9		4	5	6	6			
Year 10		5	5	6	6			
Year 11		4	5	6	6			
Year 12		5	6	8	9			
Year 13		5	6	8	9			
Year 14		1	3	6	6			
Totals		32	42	58	60			

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.

Key Stage 2			
<p>Years 5 and 6 will be grouped together in a nurture group setting with the entire curriculum being theme based and mapped to the national curriculum. There will be six themes throughout the year reflecting pupils' own environment and the wider community. <u>A theme based curriculum also provides the opportunity for pupils to focus on special interests as the vehicle for learning.</u> All themes will include a range of inspirational experiences in school and in the wider community. The curriculum will also include enrichment options, PSD, sport, therapies, mentoring and family Fridays.</p>			
Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English / Literacy	5	Mandatory	May be replaced / supplemented with literacy interventions if appropriate. As a communication friendly school, SLCN will be addressed across the curriculum
Maths / Numeracy	3	Mandatory	May be replaced / supplemented with numeracy interventions if appropriate
Science	3	Mandatory	A discovery curriculum which will deliver the curriculum using the natural environment
Humanities	2	Mandatory	Theme based History, Geography & RE mapped to National Curriculum
MFL	1	Optional	Or interventions

Technology (Food, DT, Computing, Textiles)	2	Mandatory	Delivered by subject specialists and Occupational Therapists. IT includes making apps & games
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Key Stage 3

In Years 7 and 8 the curriculum will be in a nurture group setting with the entire curriculum being theme based and mapped to the national curriculum where appropriate. There will be six themes per year reflecting the local environment and the wider community. A theme based curriculum also provides the opportunity for pupils to focus on special interests as the vehicle for learning. In Year 9 subjects will be taught discretely in preparation for Key Stage 4. All themes will include a range of experiences off site and in the community. The curriculum will also include enrichment options, PSD, sport, therapies and mentoring.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English / Literacy	4	Mandatory	May be replaced / supplemented with literacy interventions if appropriate. As a communication friendly school, SLCN will be addressed across the curriculum
Maths / Numeracy	3	Mandatory	May be replaced / supplemented with numeracy interventions if appropriate.
Science	3	Mandatory	A discovery curriculum which will deliver the curriculum using the natural environment
Humanities	3	Mandatory	Theme based History, Geography & RE mapped to National Curriculum
MFL	1	Optional	Or interventions
Technology (Food, DT, Computing, Textiles)	2	Mandatory	Delivered by subject specialists and Occupational Therapists. IT includes making apps & games

Key Stage 4 – Personalised Curriculum Options

This curriculum model includes flexible formal and vocational curriculum pathways with the option to create a personalised pathway blending elements of both. Each vocational option is taught over 2 days with functional literacy and numeracy embedded. Pupils can follow 2 vocational courses, take core GCSEs and one 6 hour vocational option or follow a formal curriculum pathway leading to 8+ GCSEs. Both pathways include specific literacy / numeracy interventions where

appropriate, enrichment options, PSD, sport, therapy, work experience and Work Skills. All pathways will include a wide variety of experiences off site and in the community.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Formal Pathway: mandatory subjects plus 3+ options. We will use academy freedoms to support additional curriculum time for pupils wishing to complete 8 GCSEs.			
GCSE English	3	Mandatory	May be supplemented with literacy interventions if appropriate. As a communication friendly school, SLCN will be addressed across the curriculum
GCSE Maths	3	Mandatory	May be supplemented with numeracy interventions if appropriate
GCSE Science	2.5	Mandatory	
GCSE Humanities/History / Geography / RE	2	Optional	Either GCSE Humanities or single subject options
GCSE MFL	2	Optional	French / Spanish
GCSE / BTEC Creative Art	2	Optional	Art / Photography
GCSE / BTEC Performing Arts	2	Optional	Drama / Music
GCSE Computer Science	2	Optional	
BTEC Work Skills	.5	mandatory	Preparation for the world of work
Vocational Pathway: Pupils choose 2 vocational options leading to level 1 Certificate or Diploma in Year 1 and level 2 in Year 2. (Pupils following a blended pathway with Core GCSEs may take 1 option of 6 hours which excludes Literacy & Numeracy). Vocational Pathway pupils may take 1 vocational option plus GCSEs /			

BTECs in Performing or Creative Arts, English or Maths. All courses have BTEC Literacy, Numeracy and Work Skills embedded. As a communication friendly school, SLCN will be addressed across the curriculum			
City & Guilds Catering & Hospitality	7.5	Optional	Introduction to catering Level 1 & 2 with progression to employment and/or Level 2 Food preparation post 16 and /or level 1&2 hospitality
City & Guilds Hair & Beauty	7.5	Optional	Level 1 & 2 Salon skills with progression to training and/or Level 2 Hairdressing post 16
ABC Mechanics	7.5	Optional	Level 1 & 2 Mechanics with progression to Level 3 at Bournemouth & Poole College
BTEC Sport & Active Leisure	7.5	Optional	Level 1 & 2 with progression to employment and/or a range of level 3 courses
AIM Angling & The Environment	7.5	Optional	Level 1 & 2 with progression to employment or training plus a range of post 16 Environmental courses
BTEC Health & Social care	7.5	Optional	Level 1 & 2 with progression to employment or a range of level 3 post 16 courses
BTEC Travel & Tourism	7.5	Optional	Level 1 & 2 with progression to employment or a range of level 3 post 16 courses
BTEC Land Based Studies	7.5	Optional	Level 1 & 2 with progression to employment or a range of level 3 post 16 courses
Key Stage 5 – Personalised Curriculum Options			
For students on the formal pathway or transitioning post GCSEs, we will offer a range of A level subjects in partnership with Poole Grammar School, The Purbeck School, Corfe Hills School and staff from other schools in Delta Education Trust. Pupils on the vocational pathway can opt to continue to Level 3 or choose an			

additional option. We will work in partnership with FE Colleges (Bournemouth & Poole College, Weymouth College and Kingston Maurward College) to extend these opportunities. Pupils transitioning at 16 from other special schools can also choose from our vocational curriculum offer. All vocational options will have built in progression routes. All pathways will include a wide variety of experiences off site and in the community. As a communication friendly school, SLCN will be addressed across the curriculum

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
A levels	13	Optional	The options will be dictated by the cohort
Vocational options	13	Optional	In catering & Hairdressing Level 2 courses only available for Post 16, otherwise all courses available at levels 1,2 & 3
Study skills	1.5	Mandatory for academic route	Support for young people following an academic route & possibly preparing for university. Many of the conditions and disorders experienced by students in our proposed intake lead to difficulties with academic study: structuring arguments, organisational skills for study...
Employability	1.5	Mandatory for vocational pathway	Social and work skills. Work experience: students will be able to work in the school's own café / beauty salon/ shop/ farm or in the local community.
Life Skills	1	Mandatory	Preparation for Independent living
Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments

Therapeutic Curriculum for all Pupils (9 hours)

Mentoring	.5	Mandatory	Planned 1:1 sessions with key worker
Sport / Active Leisure	2.5	Mandatory	A broad range of individual and team options
PSD	1	mandatory	In tutor groups to support social skills development
Therapies (SALT, CBT, IPT, DBT, Emotional Literacy, Relaxation, Anger Management, Mindfulness, NLP, Social Groups)	2	Mandatory but through consultation – not inflicted!	Individual Learning and care plans will identify the most appropriate. Jointly delivered by specialist staff from health and education. SALT likely to timetabled for the majority.
Family therapy	3	Voluntary	Family Fridays: Train the trainer, Peer experts, Literacy / Numeracy, Vocational courses, speakers, etc. A weekly session for families to join in school activities or family therapy.
Enrichment Options for all pupils (2 hours)			
Selected from those below	2	Pupils can choose 1 option per half term	If pupils have an interest or significant success in specific options they can follow them throughout the year – there is no requirement to change each half term
Therapeutic Performing Arts (Music, Dance, Drama)	2	Optional	Accredited by Arts Award
Therapeutic Creative Arts (Art, Photography)	2	Optional	Accredited by Arts Award

Forest School;	2	Optional	Bush skills, foraging, conservation, outdoor cooking, habitat management, shelters... Accreditation options: BTEC, ASDAN
Horticulture (Gardening, Flower arranging)	2	Optional	Creating personal cultivation areas, growing fruits & vegetables for food lessons using Jamie Oliver Home Cooking Accreditation options: BTEC, ASDAN
Land and water based sports	2	Optional	Some water sports will be seasonal. Opportunities to undertake RYA accreditation plus BTEC Sport
Animal Care	2	Optional	This may not be available in Year 1 as we will have to build up a small animal farm Accreditation options: BTEC, ASDAN
Period 6: for all pupils A range of clubs and activities at the end of the school day – the menu will be dictated by pupils’ special interests			
Sports	Up to 4	Voluntary	Table tennis, football, street dance....
Gardening	Up to 4	Voluntary	
App Centre	Up to 4	Voluntary	Coding, Creating Apps & computer games
Parent groups	Up to 4	Voluntary	We will facilitate groups of parents who wish to meet for support / networking

Dorset Wildlife Trust			Conservation work with Trust volunteers
Family Fridays Families are welcome to be in school throughout the week but on Fridays they can access family activities and therapies or join classes in vocational programmes, literacy, numeracy, employability...			
Family therapy	3	Voluntary	Train the trainer, Peer experts, Parent Attachment Disorder Education, Counselling, Parents as Educators, FLASH (Families Learning About Self Harm),
Adult Education	3		Literacy / Numeracy, Vocational courses etc.

[Add more lines as appropriate]

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
Introduction <p>We plan to admit pupils with a primary need of ASC and / or SLCN and for these pupils school is often the source and focus of anxiety; the physical, social and learning 'Landscape of Fear' (Ripley 2015). Anxiety is one of the most common disorders of childhood and manifests in a variety of ways, usually described as behaviours. Up to 40% of children diagnosed with anxiety disorder are on the autistic spectrum (Settipani <i>et al.</i> 2012; Kate Ripley 2015). Anxiety is also present in children with developmental disorders or exhibiting behaviours frequently occurring in comorbidity with Autistic Spectrum Disorders. Anxiety can lead to extreme behaviours, low levels of educational achievement, impact on physical, emotional and mental health, preclude social interaction, and reduced life chances Our Free School will map the landscape of fear for each individual to identify, reduce or eliminate the source of fear or barrier to learning and success and develop resilience. One major cause of anxiety is communication; undetected / or untreated language and communication problems can lead to low levels of literacy, poor attainment, mental health conditions and difficulties</p>

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

finding employment. Research ²shows a link between communication problems and offending by young people. There are a whole variety of strategies for working with challenging young people but the primary aim is to support the development of resilience and emotional literacy in order that young people recognise and communicate emotions rather than discharging or defending against them. Our solution focused and restorative approach will be coherent and consistent. We will be a communication friendly school where all pupils will benefit from speech and language support to access the curriculum. Teachers and support staff will model solution focused approaches to learning by chunking and structuring – an example would be the use of ‘show my homework’ on the school website which avoids pupils needing to take notes and enables them to record homework in a way they can understand.. Teaching and learning strategies will reduce the anxiety caused by difficulties such as processing verbal information, working in a group and accepting that errors are acceptable. Activities will be structured and modelled to reduce anxiety by using strategies such as visual clues for listening and responding, so important for pupils who may assume that all remarks or none are addressed to them.

Principles

Our overarching aim is to improve the long term outcomes of these pupils with ASC and SLCN by developing self-confidence, aspiration, life long learning and social skills. To this end we will base the principles of our curriculum plan on tried and tested elements of the outstanding Quay School curriculum model with its flexible pathways providing access to a range of accredited formal (GCSE) and vocational qualifications with opportunities for a broad range of learning needs and styles. Crucially, given that this group are over represented in the NEET population (see *Target 4*), our flexible curriculum pathways model provides progression routes to further education, training and employment. Embedded within the curriculum is support for life skills and independent living, study skills and employability skills which will be supported by the school’s own life skills unit and micro businesses. This model is also proving effective at Coppice Spring Special School, our sponsored academy, which meets the needs of pupils with SEMH and/or ASC as the primary need of whom approximately 50% have ASC identified in their EHCPs. However, given that The Harbour School will meet the higher needs of a specific demographic (ASC, SLCN) we have developed a blended curriculum model to include a wellbeing and therapeutic interventions programme to address anxiety and the triad of impairments and build resilience.

The Quay School has a track record of using its academy freedoms to provide education for an extremely wide range of need at each of its sites. As a result of a

² 2007 Bryan K., Freer J. and Furlong C. Language and communication difficulties in juvenile offenders. IJDL 42 505-520

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

clear vision and high expectations, outcomes exceed national expectations despite significant barriers to learning. Our overarching aim is that our students leave us with the skills and confidence to succeed in adult life.

Our core curriculum, while underpinned by emotional literacy, will focus on literacy (including communication and language) and numeracy. However, in order to re-engage these young people in learning we will map individual needs to develop personalised, therapeutic learning programmes within a broad and flexible curriculum that can react and adapt to emerging need. Functional Literacy and Numeracy will be mapped within each curriculum area, as will Emotional Literacy. The expectation will be that all students achieve at least Level 1 & 2 accreditation and where appropriate, 8+ good GCSEs. Personal & Social development will support life skills including fundamental British values of tolerance and respect, financial capability, domestic skills, employability skills, health & safety and an awareness of diversity. Our vision is that the young people will experience a healthy environment to provide the foundation for a healthy future. We will provide a broad range of offsite activities with our forest school provision at the core to engage these hard to reach young people, foster aspiration and self-worth. The ethos of our outdoor curriculum delivery model is based on a fundamental respect for children and young people and for their capacity to investigate, test and maintain curiosity in the world around them. It has at its core the right to access the outdoors, in particular non-urban forest and coastal areas; the right to access risk and the reality of the natural world; and the right to experience a full range of healthy emotions. It also provides the challenge of social interaction, a significant challenge for this group, in order to build a resilience that will enable continued and creative engagement with peers and adults. Outdoor education should be seen as 'a way to learn' rather than 'what to learn'.

All our enrichment activities will be accredited at Level 1 and Level 2 and will support progression to further education, training or employment. In addition to Forest School activities, we will offer water based activities (sailing, power boating, fishing), a range of land-based activities (climbing, orienteering, cycling, bivouacking, endurance sports) and essentially any viable activity with the potential to reengage the disengaged. All activities will develop employability and life skills and the confidence to engage in planning for the future.

In this section we will summarise the core values underpinning our curriculum plan and say how it will address the very broad range of need in order to improve outcomes for these vulnerable and disadvantaged young people. We will identify and expand on the core, optional and enrichment aspects of the curriculum including our blended approach to specific learning and therapeutic interventions. We will refer to the development and implementation of individual learning and education plans including

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the use of specific teaching strategies, methodologies, therapies and learning environments including the structure of the school day.

Beliefs and Values

As a trust, we are totally focused on achieving the best possible outcomes for young people who have experienced anxiety, fear, frustration and anger as a result of unmet needs associated with the Triad of Impairments and SLCN. We are clear that all young people have a unique set of abilities and skills which if harnessed and celebrated can lead through improved self-confidence to increased resilience and positive futures. We wish to create a climate of aspiration with a blended curriculum offer that includes a comprehensive range of therapies and interventions that enables access for all to opportunities for learning. Our curriculum is designed to engage and motivate young people in learning through challenging yet achievable activities in a climate of aspiration and trusting relationships based upon strong partnership working with families and carers. With engagement comes determination, curiosity and the desire to learn. Statistically, only 6% of young people with ASC are in full-time employment, for those with associated mental health conditions the outlook is bleak. Our curriculum has built in progression routes to further education and local training and employment opportunities alongside the development of literacy and numeracy and key employability skills and experiences. Embedded within the curriculum will be focused support for social and life skills in order that young people have the skills to be successful, active citizens able to balance their individual rights and responsibilities within the wider community. We aim to enable young people to develop positive self-worth and ambition and through this the knowledge and skills to identify and reject negative emotions and develop self-regulation.

Rationale

As stated, we will admit pupils with identified Autistic Spectrum Conditions, Speech, language and Communication Needs, Asperger's Syndrome and associated behaviours, disorders and difficulties. In addition, many of these young people have identified co-morbid Affective and Anxiety disorders, difficulties and behaviours (complex social, emotional and mental health conditions). We know from experience that pupils with this spectrum of need may present extremely challenging or reclusive behaviours resulting from anxiety and frustration, fears and phobias. Some pupils will need a low arousal environment to meet sensory needs while others require a more stimulating environment to engage in learning. Needs will change over time. Our vision reflects the Quay School model of zoned provisions on one school site. The building will have the flexibility to create zones with each having a unique environment to meet the continuum of individual need. This also allows for changing and emerging need to be addressed within the school. Our skilled staff team will work across the school thus enabling access for all young people to an appropriately broad, balanced and enriching curriculum supported by a team of therapists and specialists from health, social care, and EP service. On-site CAMHS staff will support and provide a range of therapies during the school day with its blended

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curriculum. In addition, CAMHS staff will provide focused training for all education staff to ensure that approaches and strategies are appropriate and lead to improved health and wellbeing.

Our KS4 and 5 curriculum has formal or vocational pathways with the opportunity to personalise individual learning plans with elements of both, this enables students to aspire to an academic route leading to Advanced level qualifications and Higher Education or a more vocational route leading to Further Education, Employment or Training. Our strong links with a local mainstream schools and other schools in our trust will ensure access to the full range of subject specialists, particularly at KS5. Our enrichment programme based upon outdoor activities and forest school in particular is designed to foster in young people a curiosity in their environment, healthy lifestyles and emotions and the ability to assess risk through engagement with the natural world. Teaching and support staff will be trained in specific strategies to engage young people and ensure that the curriculum and environment address individual needs, overcome barriers to learning and develop aspiration leading to success.

We have built a curriculum which addresses the broad spectrum of difficulties experienced by our students. The curriculum offers students strategies to manage their own behaviour, to be able to cope with any anxieties, and to help develop strategies to cope with any sensory distress. It has a therapeutic as well as academic core offering. Each young person will have a personalised curriculum based upon comprehensive academic, social, emotional and health assessment and consultation with families and all relevant professionals.

The majority of pupils who will be admitted to The Harbour School will have learning needs characterised by the triad of impairments:

- Difficulties with communication, both receptive and expressive.
- Difficulties with social relationships.
- Impairment of imagination and flexibility of thought

In addition up to 40% of students with ASC may also have associated Anxiety Disorders and others will have co-morbid difficulties such as ADD, dyslexia, sensory difficulties and have low self- esteem.

We will also support young people with associate secondary needs: SEMH and Anxiety / Affective disorders with needs characterised by difficulties with: social relationships (adult and peer), disruptive and challenging behaviours, concentration, self-esteem, severe anxiety, depression, self-harm, phobias and fears.

The data below suggests that on average the number of pupils eligible for the Pupil Premium in our proposed catchment area will be approximately 10% below national

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averages which indicates that as a Special Free School we might expect up to 40% of pupils will be eligible.

% of pupils eligible for the Pupil Premium 2015-16				
PHASE	National	Poole	Bournemouth	Dorset
Primary	26%	19.7%	22%	17%
Secondary	29%	19.3%	26%	18%
Special Academies Primary	47%			
Special Academies Secondary	51%			
AP Primary	68%			
AP Secondary	68%			

As outlined in Section D2, our focus on a vocational curriculum to address long term outcomes (Target 4) will also address the needs of pupils from families with a history of worklessness by identifying clear progression routes to education, employment and training. Equally, our focus on improved social and emotional skills (Target 1), improved aspiration (Target 2), and improved achievement, determination and confidence (Target 3) will equip pupils with the skills and strategies to overcome barriers to success. Family Fridays will also provide inspiration and support for disadvantaged families through access to literacy and numeracy programmes and some vocational programmes.

In line with Trust policy, we will use Pupil Premium funding to ensure that the most vulnerable pupils receive appropriate support and interventions and that they are not disadvantaged. There are no gaps between the progress and achievement of all The Quay School and Coppice Spring School pupils and those eligible for the Pupil Premium.

Data below on the number of pupils with English as an Additional Language (EAL) within our proposed catchment area suggests that a small number of pupils, approximately 4%, will require EAL support. We will work with EAL teams in individual LAs to ensure that no pupil is disadvantaged.

% of pupils with English as an Additional Language (EAL)				
PHASE	All Schools	Poole	Bournemouth	Dorset
Primary	19.4%	8.5%	17.4%	3%
Secondary	15%	5.1%	11.7%	2.4%
Special	13.9%	3.7%	6.4%	1.3%

The school will use a variety of established, evidence-based approaches for students with ASC, including the TEACCH system, SPELL, Makaton and sensory integration. We will use Augmentative and Alternative Communication Systems for students as appropriate. The school will also be open to new research in the field of ASC that is seen to be successful for individual students as appropriate, in recognition that all

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students are individuals and may benefit from a range of approaches.

The school will use solution-focused and restorative approaches underpinned by a targeted and aspirational rewards system to address negative social, emotional and learning behaviours. In addition we will use a range of therapies including Speech & Language Therapy (SALT), Art, Drama, CBT and IPT alongside mentoring and counselling to boost self-esteem and emotional literacy.

The school will provide a modified and adapted curriculum which has a clear focus on developing skills to enable students to be as independent as possible and which will address the core areas of difficulty for all students so that they will make rapid progress in all aspects of development and attain the best outcomes.

ACCREDITATION ROUTES WITH PROGRESSION TO FURTHER EDUCATION, EMPLOYMENT OR TRAINING

SUBJECT	LEVEL	AWARDING BODY
English *	GCSE, A Level, Functional Literacy Entry 1, 2, 3. Level 1,2	AQA Edexcel
Maths *	GCSE, A Level, Functional Numeracy Entry 1, 2, 3. Level 1,2	AQA Edexcel
Science *	GCSE, A level Entry Level Certificate	AQA, Edexcel
Geography *	GCSE, A Level	AQA Edexcel
History *	GCSE, A Level	AQA Edexcel
French / Spanish *	GCSE, A Level	AQA Edexcel
Computer Science	GCSE	AQA
Creative & Performing Arts	Arts Award Bronze / Silver / Gold	Arts Award
Art* & Photography	GSCE / BTEC, A level	AQA Edexcel
Work Skills	BTEC Award / Certificate	Edexcel
Personal & Social Development	ASDAN Level 1	ASDAN
Sport & Leisure **	BTEC Level 1, 2	Edexcel

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Sailing **	Competent Crew, Day Skipper	RYA
Power Boating **	Level 1, 2	RYA
Angling & The Environment	Level 1, 2	OCN
Mechanics (Motor / Bike)***	Level 1, 2	ABC
Home Cooking Skills (Jamie Oliver)	Level 1, 2	Edexcel
Hospitality ***	Level 1,2	City & Guilds
Salon Skills ***	Level1, 2	City & Guilds
Construction Skills ***	Level 1, 2	City & Guilds
Land Based Studies**	Level 1, 2	Edexcel
Duke of Edinburgh	Bronze/ Silver / Gold Award	D of E
Forest School **	Level 1 & 2 Practical Environmental & Conservation Skills	OCN
Land Based Studies **	BTEC Level 1 & 2	Edexcel

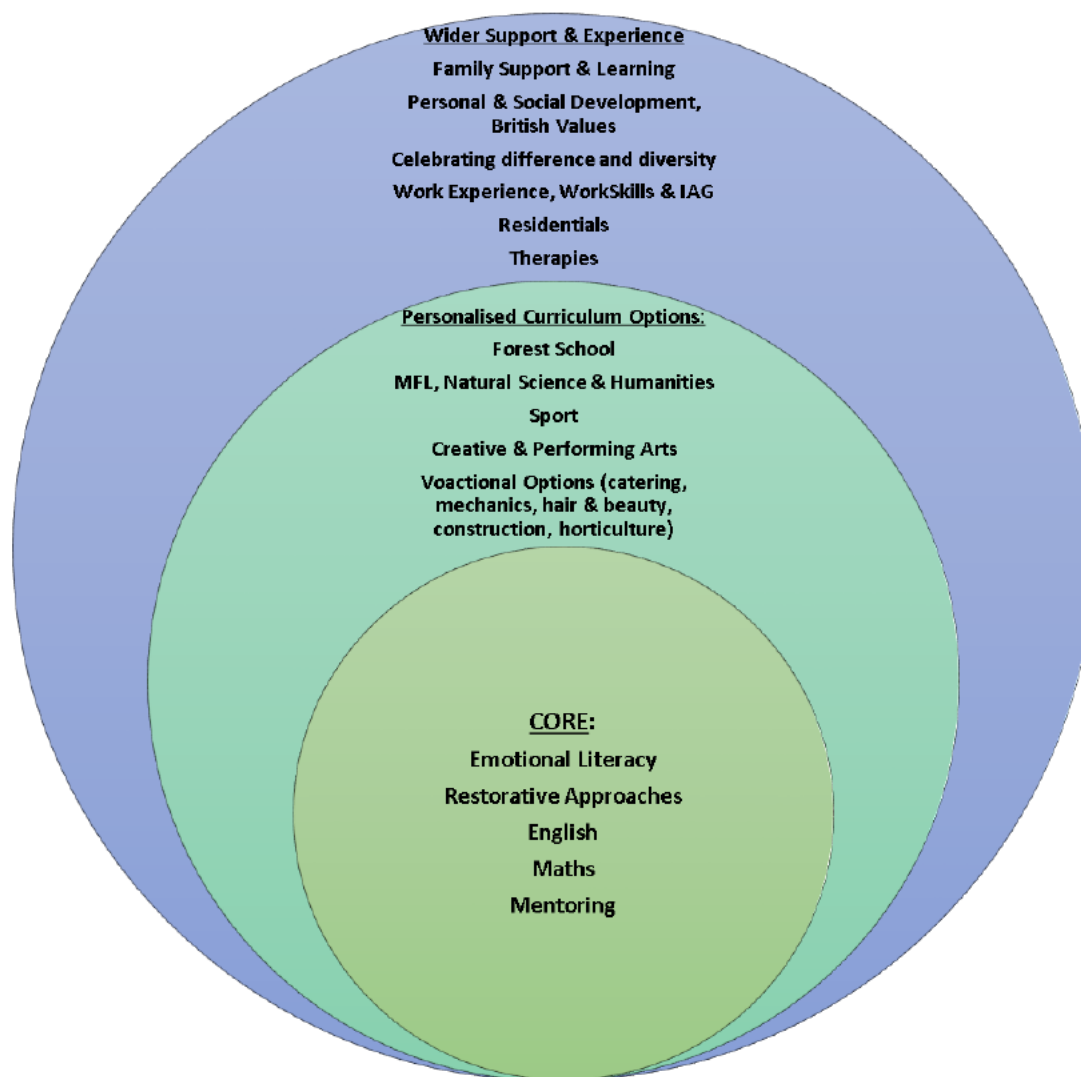
* A Levels offered by partner schools

** Outdoor education provided by the Aweigh School, part of DET

*** Vocational courses supported by The Quay School in the first years after opening

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CURRICULUM MODEL



Core Features

- The School is both an academic and a therapeutic environment. Qualified teachers with specialist training in ASC and associated disorders / conditions will plan high quality learning opportunities supported by skilled and experienced education, care and health professionals.
- A blended curriculum with integrated therapies and enrichment to foster resilience and a love of learning

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- A commitment from DHUFT to work in partnership based on existing shared good practice
- Flexible learning pathways to meet the needs of all students
- A cross phase school that avoids the disruption and anxiety of transition however well it is managed
- High quality, specialist provision that allows pupils to remain within their family and community
- Inclusion opportunities will include joint enrichment activities, lunch times and joint projects in specific subject areas.
- The Free School will recognise that pupils have different styles of learning and progress at different rates.
- The Free School will raise standards particularly for most vulnerable and disadvantaged learners in the area with quality accredited pathways and therapeutic personal development programmes.
- Students with ASC and associated anxiety may exhibit some behaviour which is inappropriate and challenging. The Free School will view all behaviour as a form of communication and will adopt solution-focused and restorative strategies to manage students' behaviour in a consistent way to enable them to manage their emotions and become active and responsible citizens.
- 'Period 6': A daily range of optional clubs and activities including a homework club at the end of the formal school day
- A focus on developing key life, study and employability skills to prepare young people for independent living, employment, training or further study
- Family Fridays: Parents/ Carers invited to be in school with their children on Fridays. We recognise the importance of partnership working with families to ensure the best outcomes for pupils. We will provide specific support, training, shared, family and adult learning and enrichment programmes.

The Wellbeing and Therapeutic Curriculum

Our curriculum is a blended model with strategies and therapies to meet specific need integrated within the academic curriculum. A multi-disciplinary team will work collaboratively to provide each pupil with a personalised curriculum that addresses their developing social, emotional, educational and health needs. We integrate enrichment and family activities as part of our overarching aim of equipping the pupils with skills and strategies for independent living in modern Britain. Initial and ongoing

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assessment, regular reviews and partnership working with parents will inform each pupil's personalised curriculum.

Mentoring will take place during a weekly meeting for each pupil with their link mentor. The pupil will be able to celebrate success, discuss any problems or concerns and analyse their progress on targets. The mentor will be able to act as an advocate for the pupil, will be a key member of the team at any reviews and will be the first point of contact for families, other professionals and outside agencies.

The Enrichment Curriculum provides a broad range of opportunities for pupils to experience the wider world, take risks, and develop creativity, curiosity, new interests and aspirations to become confident, independent learners. Our focus on forest school allows our qualified practitioners to use the natural world to stimulate the imagination and build on pupils' innate curiosity. Although they have the opportunity to choose a different option each half term, given that a characteristic of young people with ASC is special or obsessive interests, pupils are also free to pursue and develop these over time. All options can be accredited and can lead to lifelong interests and career options.

Period 6 is a voluntary after school activity/club hour when staff will share their own interests and skills. The menu of activities will be driven by the pupils. On one evening per week we will offer family support for those unable to attend on Fridays.

Family Fridays are an opportunity for parents and carers to spend half a day in school when they can contribute to and benefit from a shared understanding of the most appropriate strategies to support their child to achieve the best outcomes. This will enable them and us to better understand behaviours / communications and differences between home and school. Parents / Carers / Grandparents will be invited to join us although we will need to analyse demand in order to confirm the number of family members that will be in school on each Friday. We will, of course, ensure appropriate safeguarding arrangements are in place.

As a team we will enhance our understanding of family dynamics in order to support the pupil while families will have the opportunity to understand how the school works with their child and how to reinforce this at home.

Partnership working with families can enable them to:

- support communication and language development at home,
- understand anxieties caused by conditions / disorders
- learn about self-harm

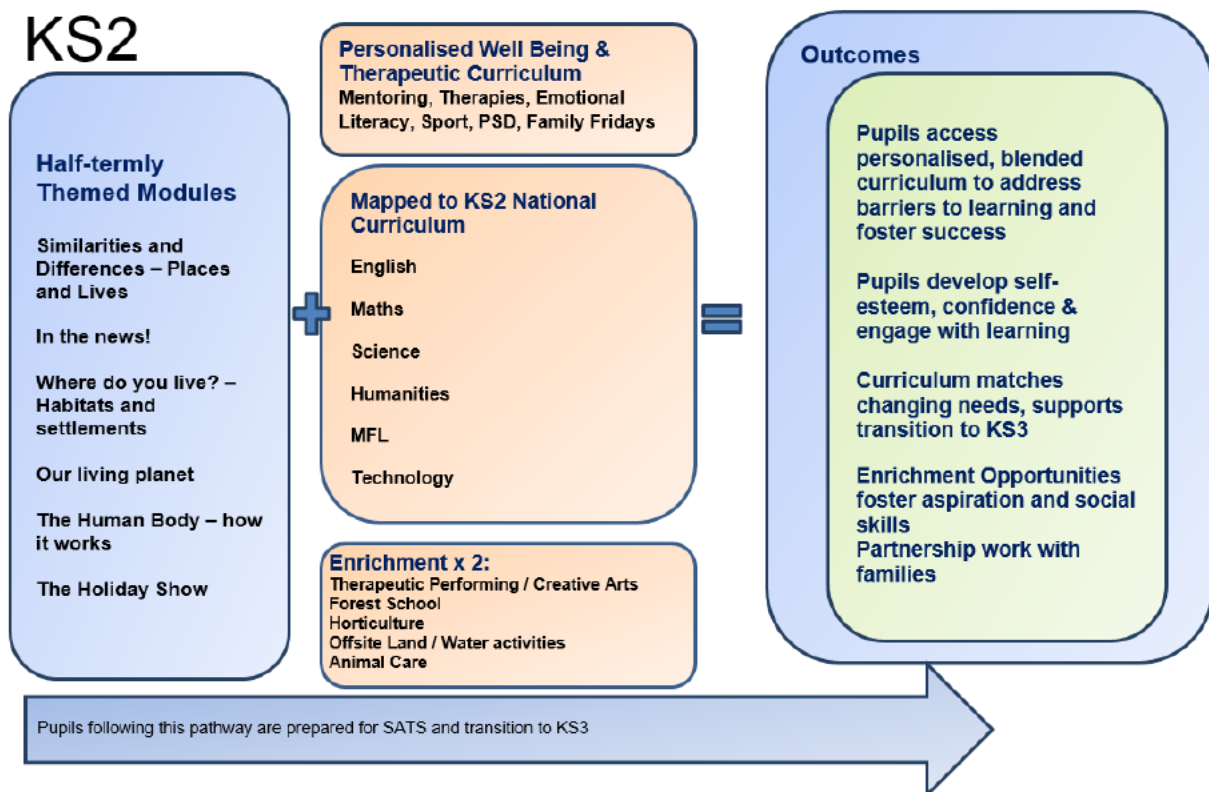
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- learn about strategies to address emotional pain, attendance, sleep and diet problems
- develop strong relationships with their child’s link mentor

Family therapy groups can support positive relationships, family unity and address issues that can lead to family crisis. Opportunities for families to learn together can lead to improved dynamics. Providing access to adult learning opportunities can address worklessness, poverty and long-term outcomes for pupils.

The normal curriculum offer for pupils on Fridays will include activities / lessons that are appropriate for Family Fridays (Literacy, vocational courses). Our support staff, health colleagues and therapists will also run a programme of family therapies such as: ‘Understanding Anxiety’, Parents as Educators, The impact of diet, Family Crisis Counselling, Family Relationships.

The Key Stage 2 Curriculum



Our Key Stage 2 Nurture Curriculum Model is based on themed, project based modules that we have piloted with Key Stage 2 pupils in The Quay School’s Short Stay provision. All themes encourage pupils to examine their families and communities in context and reflect on similarities and differences. As a result this

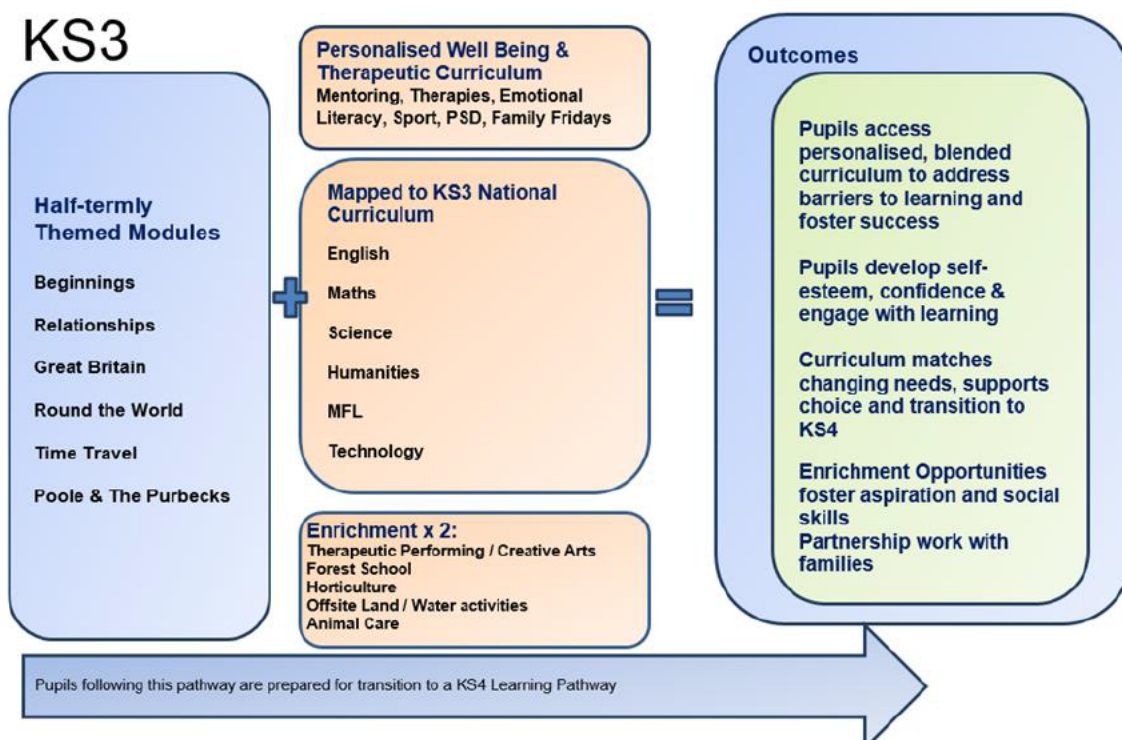
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curriculum is the vehicle for developing aspiration, self-worth, respect, tolerance and empathy. The model is a framework for mapping the national curriculum and preparation for SATS and transition to KS3.

All themes begin with an inspirational presentation or off-site visit which allow pupils to experience and reflect on other environments, communities and cultures in the context of their own knowledge and understanding. The module 'In the news' might involve a visit to a radio station or a newspaper and lead to the creation of a school newspaper, radio station or blog or provide the inspiration to start a social media news service. Pupils might also research audience / follower statistics and manipulate the data. Such visits also provide a focus for social group work and social stories preparation for engaging with others in an unfamiliar context. Where the new environment might present a sensory or emotional challenge leading to increased anxiety, we will use our MILE room to enable pupils to develop their confidence prior to visiting the actual environment.

Pupils will be grouped by stage not age to enable us to staff the full range of need. In line with our whole school communication strategy, the model has built in flexibility to focus on individual need which for many is likely to be increased speech, language and communication support or targeted support for the most able. We will also focus on ensuring that staff skills and team planning for each module enable pupils to develop the literacy and numeracy skills to achieve key milestones at the end of Key Stage 2. Our partnership arrangement with TEACH Trust (Primary) in Poole will support extended CPD and moderation opportunities for staff and opportunities for pupils to share activities with mainstream peers.

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The Key Stage 3 Curriculum

Our Key Stage 3 curriculum model is based on themed, project based modules that has proved highly effective in The Quay School in meeting a wide range of need. All themes lend themselves to developing social and emotional skills while providing a framework for mapping the national curriculum and progression to KS4. This model also supports transition from KS2 as pupils will understand and be familiar with project based learning. All themes begin with a visit to an offsite environment to inspire and motivate while providing the opportunity for pupils to experience a new environment under 'safe' conditions. For those students who find such visits too challenging we will use our MILE room as a staged approach to developing the confidence to experience new environments within the wider community.

The theme based curriculum also provides the flexibility to differentiate according to individual need; for some pupils functional English and maths in small groups will be the priority while the more able pupils will benefit from 1-1 tuition to achieve their potential across the curriculum and aim for GCSEs in KS4. Pupils will be grouped according to stage (not age) in order to provide the level of staffing flexibility required to meet need. Our partnership arrangements with three mainstream secondary schools will enable the most able to attend some mainstream classes if appropriate. Curriculum planning is a team activity that ensures all support staff working with

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individuals or small groups are clear about learning objectives, teaching and learning strategies and individual targets.

English is a priority and will be underpinned by a whole school communication strategy that will ensure all staff have the skills to standardise language and respond to pupils' processing capacity. Staff will also be trained in phonics to enhance teaching. Maths is also a priority and each theme will provide the opportunity to develop key numeracy skills using individual learning objectives.

The Key Stage 4 Curriculum – Flexible Pathways

Our flexible pathways model for KS4 is highly successful at both The Quay School and Coppice Spring Special School as it allows us to personalise learning for a broad range of need and ability and leads to sustainable long term outcomes in terms of progression to the next stage. In the first years after opening we would anticipate 2 Year 10/11 KS4 groups, Pathway 1 and Pathway 2 – ideally roughly half the pupils will follow each pathway but in order to meet need we may have a different ratio.

Pupils who achieve Level 4 or 5 at the end of KS3 are likely to follow Pathway 1 (GCSE) with support from The Quay School and our 3 partner mainstream schools (located in geographically different areas), particularly for pupils who wish to study a Progress 8 curriculum. However, the curriculum has built in flexibility to enable students to follow a personalised curriculum with core GCSE subjects (English, Maths Science) and vocational elements.

A key feature of our curriculum offer, not available in independent schools where many pupils are currently placed, is the vocational pathway leading to industry recognised qualifications with linked work experience opportunities that prepare young people with difficulties in communication and social skills for the world of work and independent living. All vocational options have progression routes to further Education, training or employment and reflect local employment opportunities. Each vocational course includes functional literacy and numeracy and linked Work Skills. Once again, there is the flexibility to enable a personalised curriculum that includes GCSEs in core subjects.

All KS4 students will have common elements in the curriculum such as the Wellbeing and Therapeutic Curriculum (Sport, Personal and Social Development, Mentoring, Therapies, Emotional Literacy, Family Fridays), Work Skills plus enrichment options and Period 6. Personal and Social Development (ASDAN) is accredited at ELC, Level 1 and Level 2; it is a modular course with a broad choice of modules including life skills such as personal finance, domestic skills, active citizenship etc., each presenting a challenge, that allows us to personalise the curriculum to meet individual needs. This curriculum area also includes the study of fundamental British values

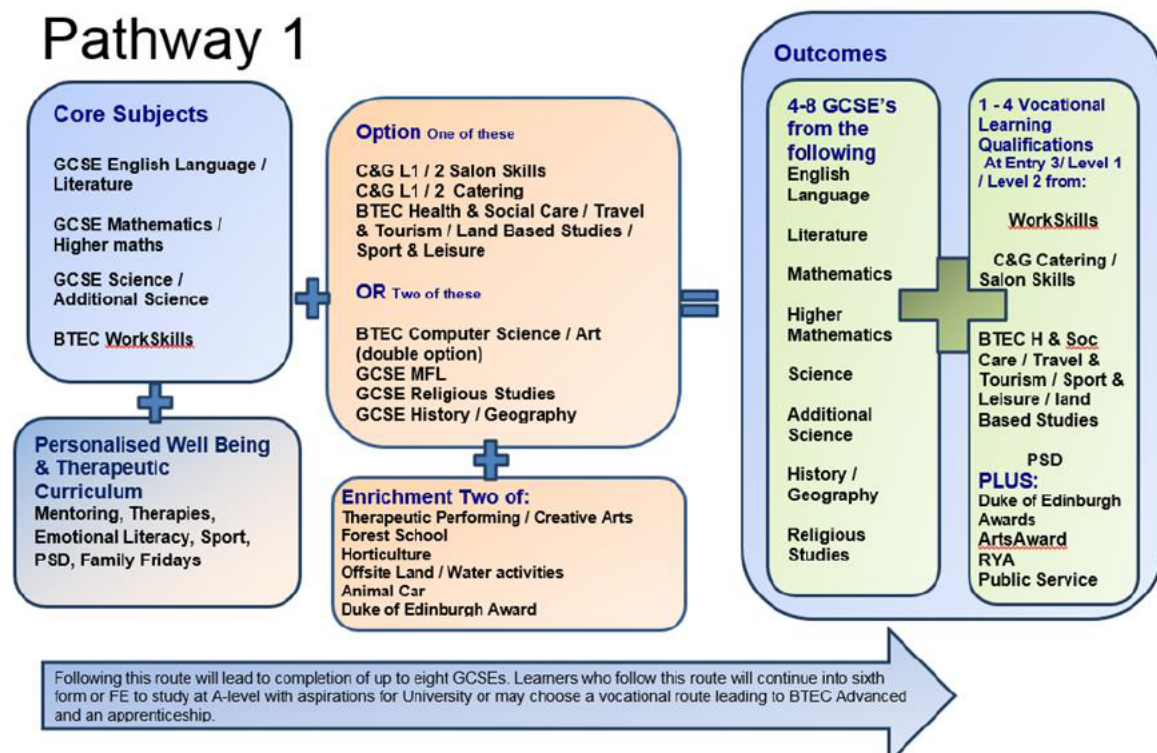
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which underpins the work of the School Council, the PREVENT agenda and personal effectiveness.

Work Skills prepares pupils for the world of work with its many challenges for this particular group, it includes the development of key employability skills such as time keeping, social skills, working to deadlines and managing workload, team working and health and safety. The course also includes career planning, CV writing and interview skills. Students will undertake work experience in the wider community or in the school's own businesses (café, shop, beauty salon, allotments). Alongside Work Skills, our Information, Advice and Guidance Adviser will work with individuals to identify career pathways and provide focused support to achieve it.

All of our enrichment options can lead to accreditation enabling pupils to gain awards such as Duke of Edinburgh, Arts Award, RYA qualifications, BTECs in Land based studies and Public Service.

Pathway 1 - Formal

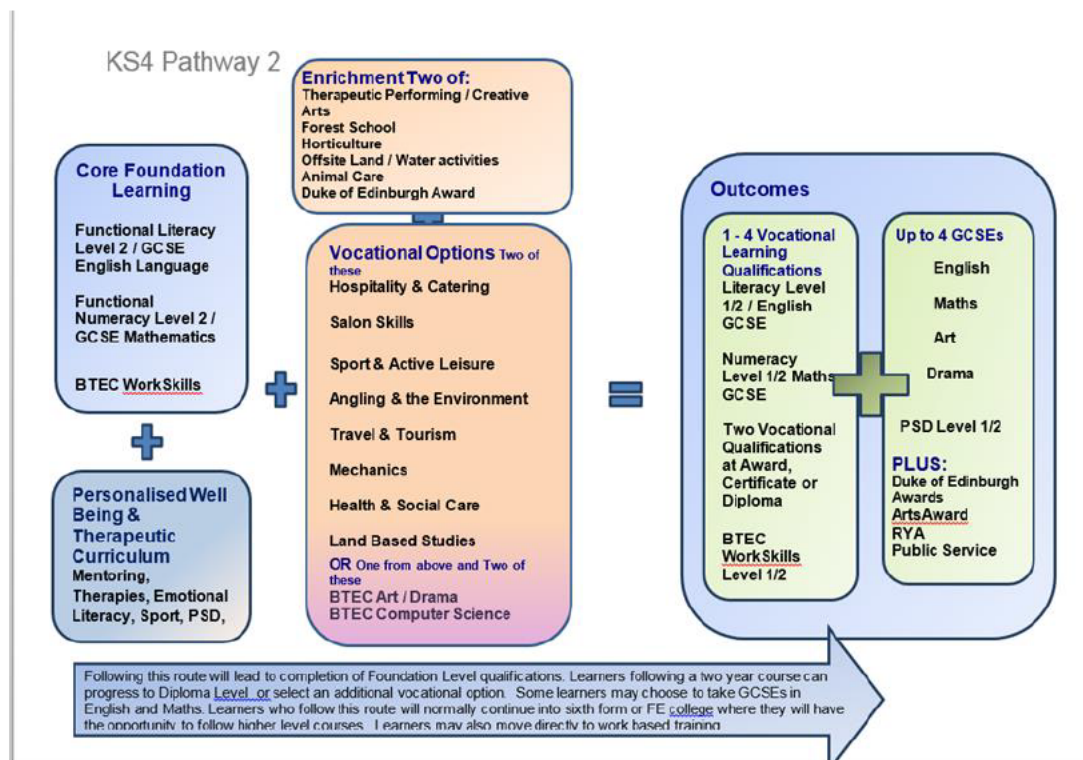


Pupils study the three core subjects of English Maths and Science with more able pupils attempting additional awards in the subjects such as English Literature and Maths Applications / Method / Statistics, Humanities, Additional Science, Computing or MFL. Pupils can opt for additional GCSE subjects or a vocational course leading

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to a BTEC or City & Guilds qualification. English and Maths will also include Functional Literacy and Numeracy. More able pupils taking 8+ GCSE subjects will be able to attend classes in partner mainstream schools or will have additional 1-1 sessions in school. Additionally, we will have access to our partner schools' virtual learning platforms to support individual pupils.

Pathway 2 – Vocational



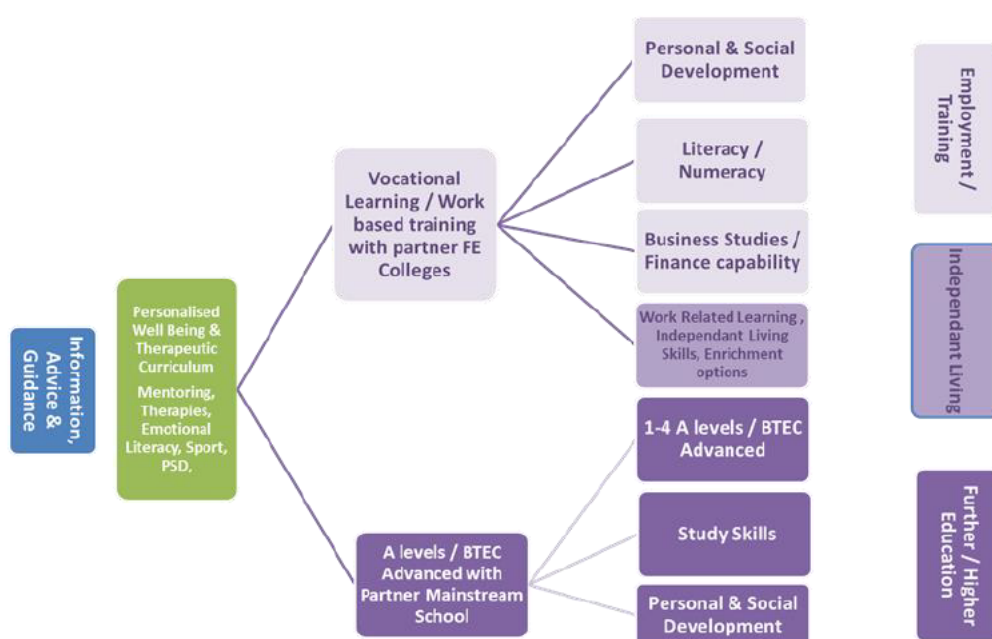
All vocational courses are the vehicle for the core skills of literacy, numeracy and employability which are taught through the vocational specialism rather than as discrete subjects. Pupils develop these skills by doing the key tasks of any business, for example catering students might cost a menu and then calculate the price to the public with a 30% profit margin and then use persuasive writing skills to prepare an advertising flyer. Employability skills development is embedded in all courses and will include focused work experience. Our MILE room will help pupils to prepare for the demands of a professional working environment.

Most pupils will follow two vocational options to allow for emerging interests. More able pupils will be encouraged to spend additional time aiming for GCSEs in English and Maths alongside their vocational course and may opt for an additional Arts or Computing GCSE.

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The school will provide a professional work environment where pupils will have the opportunity to work with the public in the café, shop, garden centre or beauty salon. Pupils following land based studies courses will work with forest school and farm staff enabling them to follow a personalised course reflecting their particular interests. Health and Social Care pupils will follow a course linked to a local care home while Retail students will have work experience and training opportunities in a local supermarket. We will work in partnership with a Bournemouth hotel that will provide a range of work experiences for catering and hospitality pupils. Essentially, we will provide opportunities for pupils to build their skills and confidence within the wider community in order to prepare them for employment, independent living and active citizenship. This staged process will continue in KS5.

The Key Stage 5 Curriculum



KS4 students transition to KS5 and once again have the choice of flexible pathways. Other students will join the school from 11-16 special schools and will have the same flexible options. If they are new to vocational learning they will be able to join KS4 vocational groups on Level 1 courses – a stage not age approach. Transitioning students who have completed certificate /diploma level vocational qualifications in KS4 will have the opportunity to follow post 16 professional options linked to supporting local businesses such as hairdressing, professional cookery (Rockley Park), BTEC Advanced Health & Social care (Care South). Other options include Level 3 courses in partnership with local FE colleges such as Kingston Maurward for land based studies. As with KS4 courses, literacy and numeracy will be embedded alongside the further development of employability skills. Students will have extended

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work experience and work with our IAG Adviser to secure apprenticeships or internships

Students who have followed a formal KS4 pathway will have the opportunity to follow A Level courses with support from our partner schools (Poole Grammar School, The Purbeck School and Corfe Hills School) and also staff from The Quay School. Our partner schools will provide access to classes, virtual platforms and support for our staff. The core curriculum will include study skills as academic study for young people experiencing this range of conditions and disorders can be a major challenge. We will aim to provide a strong base for the support that is available at universities but which can be seemingly inaccessible for students. We will also work with students and their families who prefer to move on to apprenticeships or internships.

The wellbeing and therapeutic curriculum will be enhanced by an increased focus on Information, Advice and Guidance with family support and independent living skills. We will work with families to identify appropriate higher education institutions and courses and facilitate access and communication.

The Sixth form centre will be separate from the main school and provide facilities for quiet study for students accessing tuition either on a 1-1 basis or via virtual platforms. There will be a dedicated IAG office where students and families can meet with the adviser and a Common Room to encourage social skills development. The Life skills apartment will be located here and all students will have the opportunity to work on household skills including laundry, healthy food preparation, cleaning.

Referral and Transition

When a pupil is referred to us by commissioners, a multi-disciplinary group will make an initial assessment based on the EHCP and linked paperwork as to whether the school is able to meet the particular needs. Following this, the pupil and family members will be invited to visit the school, meet the admissions team and crucially meet pupils and staff in the relevant tutor group.

Prior to formal admission, we will complete an initial assessment of the pupil's learning, social and emotional needs using a wide range of nationally recognised assessment tools (Alfie, PASS, NfER Emotional Literacy, Learning Styles) plus our own Risk and Resilience assessment. The admissions team (SENCO, nurse practitioner, social worker, education psychologist and possibly a psychiatrist) will analyse all information, including the EHCP to complete a comprehensive Pen Portrait, a Triggers and Strategies Plan and an initial Individual Education Plan (IEP). The Triggers and Strategies Plan is an effective tool to enable all staff working with a pupil to understand needs, causes and impact of behaviour and crucially the most appropriate strategies to support the pupil.

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A Triggers and Strategies Plan

D.O.B:

NAME:

TRIGGERS AND STRATEGIES PLAN:

Types of Behaviour Causing Concern <i>(Please select those applicable and known to have occurred)</i>	Frequency H = hourly D = daily W = weekly O = occasionally	Intentionality D = deliberate A = accidental I = involuntary	SEN Details
Absconding/absenting	✓		<p>SEN (2014) Citing: Diagnosis of Autism, Anxiety, Attachment issues, Cognition and learning, Participation and engagement in learning activities, communication and social interactions. Poor appetite and picks at food.</p> <p>Sensory issues: Has a tendency to fiddle and seek out deep pressure to calm himself.</p> <p>IMMEDIATE PHONE CALL TO HOME AND POLICE IF GOES OFF SITE AT ANY TIME</p> <p>Academic Profile:</p> <p>*To be updated following baseline assessments</p> <p>Year 6 ECHP transfer review:</p> <p>Maths 3c</p> <p>Writing 2a</p> <p>Reading 2c</p> <p>May have a higher level than reported</p> <p>Significant difficulties in using language to solve problems.</p> <p>Strengths:</p> <p>XXXX has good vocabulary and is quite articulate.</p> <p>When he is settled he can produce a reasonable standard of work.</p> <p>XXXX engages well with computers and his ICT skills are a strength.</p> <p>Good at Maths</p> <p>Very talkative</p> <p>Kind to younger children.</p>
Bullying	✓		
Carrying/using weaponry			
Damage to property			
Impulsive, hyperactive, disregard for personal safety	✓		
Arguing / Refusal to work / follow instructions			
Racis/Gender/Religious/Learning Disability discrimination			
crying / sadness / withdrawal / mood swings / irritability / fatigue			
Self-harm			
Sexually abusing/inappropriate behaviour			
Substance/alcohol misuse			
Swearing/abusive/ inappropriate language			
Violent/aggressive / threatening behaviour			
Other <i>(Please specify)</i>	✓	Constant asking to go home	

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

TRIGGERS AND STRATEGIES PLAN: NAME: D.O.B:

<u>Triggers/Situation</u>	<u>Behaviours Displayed</u>	<u>Strategies and Support Measures</u>
Sensory issues	Frustration, disruption, aggression	Provide xxxx with a weighted blanket and offer hand massage. Time in Sensory room
Difficulties appreciating that other people may have different beliefs, point of view or understanding of a situation to that of his own.	Challenging behaviour	SALT (Speech and language support) Social Skills group work Use of Social Stories Be clear in what you are saying- be literal Restorative and reflective approach to dealing with incidents ELSA support
Noise and busy activity in the lesson	Challenging behaviour	Provide xxxx with ear defenders and allow him access to an individual, screened work booth. When this is not available he should be given the opportunity to work 1:1 in a quiet room.
Diagnosis of Autism	Challenging ASD typical behaviours	Access to ASD support/ specialist Access to a sensory environment to help him calm his frustrations/ anxieties. Weighted blanket for helping him to relax. 1:1 support in lessons and during social times.
Attachment issues with Mother	Constant asking to go home	Staff to be consistent in their approach Weighted blanket and sensory activities (eg, lavalamp in a dark room) available during these times to help calm his frustration and anxiety before they result in disruptive behaviours.
Attachment issues with certain, favourite, teachers.	Challenging behaviours when teacher is not there or must leave.	Encourage xxxx to form appropriate relationships with a number of staff not just one. Prepare him for any changes that will take place well in advance. Allow him access to his weighted blanket and sensory items.

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

An IEP will be drafted, reflecting recommendations in the EHCP and detailing all aspects of the personalised curriculum plan including appropriate therapies. The SENCO will share this information with the teachers, therapists, learning mentors and health staff to enable them to plan effectively to address need and ensure that the holistic care plan is in place from the outset. IEPs, which include specific, measurable, achievable, realistic, time-limited (SMART) targets, form the basis for tracking progress from starting points against national expectations. They will be reviewed every six weeks as a minimum as pupils progress at different rates in different areas of the curriculum and emerging needs must be addressed. Parents will always be involved in such discussions as it is paramount that we work in partnership.

Pupils in KS3 / 4 / 5 will also have an Individual Learning Plan (ILP) developed with the Information Advice and Guidance (IAG) Adviser. This will detail a pupil's interests, aspirations and goals, identify appropriate curriculum choices including destination- focused planning for further education, employment and training and independent living. This is a live document that will detail progress on the journey, key milestones such as: work experience, interviews, community work etc. Our IAG Adviser will support students throughout their time in the school and beyond when they encounter the challenges of the next stage. We will monitor the progress and provide mentoring for our graduates placed in employment, training or further education during the 12 months after leaving the school. This evidence based practice is in place at The Quay School and has proved very effective in enabling students to either remain in their next stage placement or secure an alternative if necessary.

Reviews

We will report on progress to parents on a weekly basis and more comprehensively on a termly basis. IEPs and ILPs will be reviewed at multi-disciplinary team meetings (TAC / ICPA) at least half termly and parents will be encouraged to be part of this process. Meetings will reflect on progress, the suitability of targets and the impact of interventions. Pupils will be involved in assessing their own progress at all stages and will be fully involved, with their parents / carers, in any reviews including 'person centred' statutory reviews of EHCPs. Many pupils find these multi-disciplinary reviews quite daunting but can be empowered to make an effective contribution using computer based presentations and a variety of media.

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

Core Principles for Teaching and learning

- A safe, predictable environment with clear routines to support confidence building
- Appropriate support for learning and achievement which is reinforced, recognised and celebrated
- Teaching and learning strategies should be effectively matched to individual learning needs and styles
- Learning activities should motivate and inspire and above all be enjoyable
- Learning activities should be well structured and appropriately paced to support and challenge
- Pupils should be clear about what they are learning and why, how they can progress and apply their learning
- Staff will be skilled practitioners able to empathise and respond positively and consistently to emotions and behaviours /communications
- Staff will have high expectations that reflect individual needs
- Staff will have secure subject knowledge alongside knowledge and understanding of individual needs
- Learning objectives will be well matched to needs, be part of planned learning sequences and will be reflected in improved learning outcomes

Multi-disciplinary Working

Multi-disciplinary, collaborative working ensures that all professionals involved in the support of an individual pupil share their knowledge and experience, often gained on a daily basis, to ensure that the personalised curriculum is adapted to meet changing need. Staff will meet at the end of each day to discuss progress, identify emerging needs and agree support strategies.

These meetings are also a forum for staff wellbeing. As we have already stated, behaviours are forms of communication and staff experiencing those communications of feelings and emotions are themselves in need of support to ensure that their own emotions are discharged in a supportive and therapeutic environment. Staff wellbeing is paramount in such an emotionally charged environment, they need to be emotionally coherent in order to remain calm and professional at all times. Staff will have ongoing training and support for emotional coherence. We will have group supervision sessions and in addition regular 1-1 supervision for all staff.

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

The Therapeutic and Wellbeing Curriculum - A Toolbox of Strategies and Therapies

We will use a range of strategies to support individual learning needs and developmental delay. Although these are a fundamental element of our blended curriculum, we have included them in Section D5

The Wellbeing and Therapeutic Curriculum - A Toolbox of Therapies

Initial and on-going multi-disciplinary assessment will identify the most appropriate therapy or therapies to meet individual needs as part of a personalised curriculum. The aim of our therapeutic curriculum is to reduce fear and anxiety and build resilience, self-esteem and aspiration. *The components of the 'toolbox' are expanded on in detail in section D5.*

The Learning Environment

The creation of a safe and calm learning environment resourced to encourage and inspire is crucial to a successful school. Our school will be securely zoned to ensure that the environments meet different needs and learning styles. Classrooms and communal areas for pupils with a diagnosis or identified ASC traits will need to be 'low stimulus' as this will facilitate and not distract from learning; this will be equally appropriate for pupils with limited attention capacity. Visual prompts and guides to all aspects of the school will be displayed. Pupils will benefit from classrooms with 'good' acoustics, appropriate colour palettes, individual study stations with opportunity to wear ear defenders or head phones.

Classrooms will be well resourced with 'smart boards and individual workstations. There will be periods when pupils experience sensory overload or heightened anxiety, therefore each room will have a 'safe haven' and a linked outdoor space for time out and also for horticulture to enable ownership and pride in their environment.

Each zone will have quiet study areas, wellbeing and therapy rooms, a science laboratory, 1-1 tuition rooms and for senior school, specially resourced subject rooms. In addition there will be a creative arts room, a performing arts studio, a gym / hall, a shock gym, a destinations centre with Multi-Interactive Learning Environment (MILE), a production kitchen with attached cafe, a hair and beauty salon, a mechanics workshop, a 'potting shed' area for land based studies students. The Sixth Form Centre will have a resourced 'common room', quiet study areas and a flat for independent living skills.

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

The outdoor environment will support our forest school and outdoor activities curriculum. The school will be located near wooded land to allow the development of skills such as foraging, shelter construction, conservation etc.. There will also be an allotment area and we will develop a small farm for enrichment and land based studies. Above all, this will be an environment where pupils can interact with and appreciate the natural world and develop curiosity about their environment. We will, over time, create a sensory garden and a wild life garden. Each class will have their own area for which they will have responsibility including a small budget for planting and any hard landscaping and construction projects. We will work with students to design an outdoor sport area.

Structure of School day

Pupils will have 25 hours direct curriculum time plus 3 hours of structured social skills time (breaks and lunch). In addition they can access up to 4 hours (Period 6) optional extra curricular activities. The school day will begin at 8.45 and will be highly structured with predictable daily routines. The day will end at 3.00 and will be followed by period 6 until 4.00 except on Fridays when the day for pupils will finish at 12.00 to allow team planning time for staff.

The day will begin with the first social group opportunity; breakfast club in tutor groups. This is a structured social skills opportunity that provides pupils with a healthy start to the day. Mentoring sessions will be arranged during morning and afternoon tutor time. Break and lunchtimes will also be structured social skills time and include optional music (jam sessions), sport and arts activities. Therapy sessions are timetabled and pupils will access the most appropriate session. Some pupils will have 1-1 interventions during this time. In addition, pupils with specific difficulties in literacy / communication will have additional support during Modern Foreign Language sessions and English sessions.

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

Year 7 / 8 Timetable (stage not age)

Year 7&8 A	Monday	Tuesday	Wednesday	Thursday	Friday
1	Maths	Maths	Maths	Science	Family Friday Enrichment
2	PE	PSD	Science	Science	Family Friday Enrichment
3	Topic	Topic	Therapy	PE	Family Friday Enrichment
4	Topic	Topic	Topic	Topic	
5	MFL/Interventions	Therapy	Topic	Topic	

Year 7&8 B	Monday	Tuesday	Wednesday	Thursday	Friday
1	Science	Science	PE	Science	Family Friday Enrichment
2	Maths	Science	Maths	Maths	Family Friday Enrichment
3	Topic	PE	Topic	Topic	Family Friday Enrichment
4	Topic	Topic	Topic	Topic	
5	Therapy	Topic	Therapy	MFL/Interventions	

Class teachers will need to be English & Humanities specialist as topic will be text-based and include English, Humanities and Technology.

All coloured subjects taught by specialist teachers.

Family Fridays to include a range of enrichment activities.

Key Stage 4 Pathway 1 Timetable

Year 10 & 11 FORMAL	Monday	Tuesday	Wednesday	Thursday	Friday
1	Maths	Maths	Science	Maths	Family Friday Enrichment
2	Science	English	English	Therapy	Family Friday Enrichment
3	Science	Therapy	English	PSD	Family Friday Enrichment
4	PE	OPTION 1	OPTION 2	OPTION 3	
5	PE	OPTION 1	OPTION 2	OPTION 3	

All subjects taught by specialist teachers.

OPTION 1	OPTION 2	OPTION 3
Humanities MFL Art & Photography Creative & Performing Arts Computing	Catering & Hospitality Sport & Active Leisure Salon Skills Mechanics Angling & The Environment Travel & Tourism	
	Humanities MFL Art & Photography Creative & Performing Arts Computing	Humanities MFL Art & Photography Creative & Performing Arts Computing

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

Introduction

In Section C we outlined our vision for our free school and our overarching target to improve outcomes and resilience for the most vulnerable young people with a wide range of complex barriers to cognition and learning as a result of Communication and Interaction, Sensory and Social, Mental and Emotional Health needs. Delta Education Trust has an outstanding³ track record of doing just this through the robust

³ From their starting points, a high number of students make progress that is much better than that found nationally. This is because engagement with learning is the focus throughout the school. An outstanding range of information on the progress of every individual and of identified groups of students means that their progress and achievement are clearly identified. Students are challenged to be as successful as they can be and expectations are very high. Outstanding progress in learning is reflected in the success gained by disadvantaged students as well as the most able. Teaching is outstanding and inspires students to re-engage with learning. In an atmosphere of mutual respect, staff and students get on very well together and students are inspired to do the best they can. Training for staff is given a very high priority. It is supported by extremely rigorous systems to check their performance and set targets for improvement. Strong help is provided for individual members of staff to develop their personal expertise and interests. Outstanding links with parents include daily contact to ensure that parents are fully involved in their children's education. Staff, including the very effective parent liaison officer, develop extremely close relationships with parents. Ofsted March 2015

D2 – measuring pupil performance effectively and setting challenging targets

and forensic use of assessment to set and monitor challenging targets, inform teaching strategies and accelerate progress. We have an unrelenting focus on driving improvements in teaching and learning and work hard to ensure that parent partnership underpins our work.

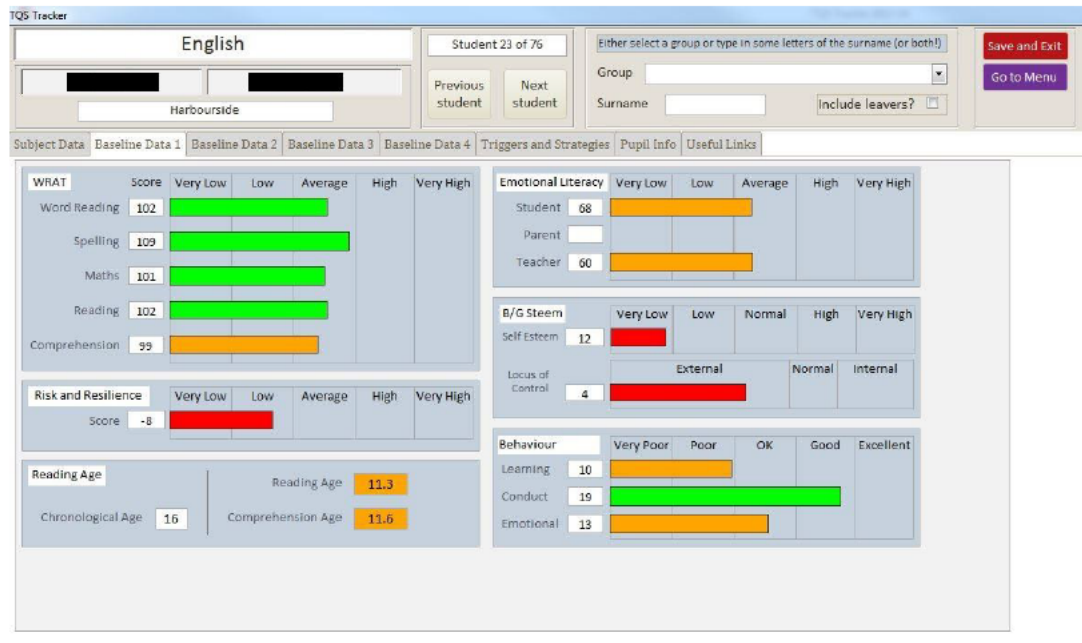
Assessment and data tracking

In order to measure pupil performance and set challenging yet achievable targets with appropriate support and intervention, we will identify individual pupil 'starting points'. Prior to admission, we will complete a comprehensive assessment of each pupil's social, emotional, health and learning needs and a multi-disciplinary team will analyse data from a broad range of nationally recognised assessment tools (see *Section D5*). We cross reference our assessment data with prior attainment information, EHCP information, risk and resilience scores and Fisher Family trust data to identify each pupil's 'starting point'.

Assessment Tool	Data provided	Assessment Cycle	Responsibility
Learning Needs			
ALFIE	Baseline literacy & numeracy plus useful for teachers to identify gaps in learning (currently piloting)	On entry & annually	SENCO, All
Or WRAT	As above		
Teacher Assessments	Progress across the curriculum	6 weekly	All

D2 – measuring pupil performance effectively and setting challenging targets

We have developed our own progress tracker that has the flexibility to provide a broad range of assessment data to inform teaching and support / interventions. The tracker also has key information about each pupil's social, emotional, communication and health needs, a summary of the IEP and the triggers and strategies plan. The SENCO ensures that this information is accurate and current.



Following initial assessment, teachers input summative progress data every six weeks. Teachers assess pupils' achievements using the finer points of progress which allows senior and middle leaders to track and analyse rates of progress across subjects, courses, age and ability groups. Teacher assessment is quality assured at least every half term by middle leaders in order to ensure that data is accurate and robust. This regular monitoring of assessment data also allows us to review and modify individual targets, analyse the impact of specific teaching strategies and individual interventions such as booster groups or phonics. Equally, we are able to look at the impact of therapies on academic progress.

We assess pupils' learning, conduct and emotional behaviour in every lesson or activity. The assessment is discussed and agreed with each pupil against their individual targets and the tracker is updated at the end of the lesson / activity. In weekly mentoring sessions, pupils have the opportunity for a solution focused discussion about their progress which is linked to a tangible rewards system. Pupils with ASC, SLCN or associated SEMH needs benefit from discussing their progress towards self-regulation or social skills development; the discussion might focus on their level of use of the safe haven or the need for de-escalation strategies.

Therapists will track the progress of each pupil as a result of particular therapies, for example, the Speech and Language therapist will monitor and track progress on priority functional targets (receptive, expressive, semantic, pragmatic). This

D2 – measuring pupil performance effectively and setting challenging targets

information will also be uploaded to the tracker allowing all staff to access vital information to inform teaching and support strategies. Weekly analysis of progress against barriers to learning by a multi-disciplinary team is informed by the tracker and enables us to re-focus interventions and therapies. A progress summary goes to parents each week.

Ambitious and Realistic Targets

The four targets for our free school reflect our overarching target of improved outcomes for the most vulnerable young people. Our pupils will experience complex autistic spectrum conditions (ASC) with linked SLCN and associated anxiety and mental health disorders and behaviours. We aim to support them to develop the skills, confidence and motivation to empathise, self-regulate, persevere and achieve in order to improve their long-term outcomes. We believe that if our pupils are supported to improve their social and emotional skills (target 1), motivation and confidence (target 2), achievement, determination and self-regulation (target 3) their long term outcomes in terms of destinations (target 4) will be vastly improved from the national average of less than 10% in employment, education or training to 100%. As a result we will achieve our overarching target of improved outcomes; young people able to participate and function independently, economically and socially within society.

Target 1 – Improved Social and Emotional Skills (self-regulation, self-worth, respect, tolerance, and empathy) At least 80% of pupils show sustained improvement in emotional, conduct and learning behaviour.

Emotions lead to behaviours; when young people learn to recognise and control their emotions in a safe and non-judgemental environment they can begin to regulate their behaviours and develop social skills. Encouraging individual achievement based upon an appropriate, personalised curriculum offer generates personal ambition and self-worth. An ethos of respect for individual rights and responsibilities which are reflected in the curriculum and modelled by all enables young people to develop empathy and tolerance.

The majority of our pupils will have ASC and in Section D1 we referenced the link between the impaired communication skills of these young people and offending behaviours. ASC also manifests itself in poor social skills which can lead to a reduced quality of life due to the inability to succeed in the workplace. There is a link between social skills difficulties and low self-esteem and relationship skills difficulties. Our therapeutic, blended curriculum will include a social skills programme delivered by trained and experienced therapists alongside staff who are trained to support social skills and self-esteem. The therapy will develop self-awareness and self-

D2 – measuring pupil performance effectively and setting challenging targets

esteem, body language, conversational skills, friendship skills and assertiveness skills.

Anxiety resulting from fear, depression or frustration leads to a range of behaviours which are a communication of this internal trauma. The range of behaviours is considerable, pupils may express their anxiety in the form of anger, withdrawal or forms of self-harm. Focused emotional literacy support together with a solution focused and restorative approach develops self-worth and empathy and enables pupils to recognise emotions and regulate their behaviours. Our work with families together with these interventions and strategies will contribute to social intelligence and the ability to work and socialise with others. Our school will allow pupils to take risks in a safe and caring environment with an emphasis on tolerance and mutual respect.

Pupils will be involved in setting their own aspirational yet achievable social, emotional and academic targets in a solution focused approach that will encourage them to risk failure and achieve their goals even when the challenge is tough. We will assess, track and report on progress through our behaviour tracker and through the bi-annual Pupil Attitudes to Self and School (P.A.S.S) assessment. Our goal is that all pupils show 20% annual improvement on the P.A.S.S assessment.

Using evidence from our behaviour and intervention tracker, we will assess, track and report on the effectiveness of our interventions from individual starting points as part of our assessment framework. Our target is that all pupils make significant improvement in social and emotional skills. This data will be made available to parents, governors and directors.

Target 2: Improved Aspiration and Motivation: Attendance is at least 97%

We believe that a flexible and personalised curriculum offer that is pupil-centred and based on a wide range of challenging activities leading to recognisable achievement will stimulate curiosity and aspiration. If students are engaged in a safe, positive environment with adults whom they can trust they can develop the confidence and motivation to succeed and crucially, they want to attend.

Our work to improve social and emotional skills will have a direct impact on aspiration and motivation as pupils develop self-worth and an 'I can' attitude. We will encourage pupils to identify, focus on and develop their own strengths and staff will model this approach. All learning activities will provide the opportunity to show case strengths so that pupils stay motivated and believe they can achieve. Our flexible, pupil centred curriculum with its range of challenging activities and pathways is designed to inspire participation and enthusiasm. If pupils enjoy learning and they and their families believe they can and will achieve, they will attend. We have a positive attendance

D2 – measuring pupil performance effectively and setting challenging targets

policy that involves a range of strategies but the most effective is the pupil who wants to come to school. We will promote regular attendance by both encouraging and incentivising regular attendance (rewards), and also by sanctioning poor attendance or punctuality (making up time, loss of privileges, fines etc.). There will be a range of rewards for short and longer term regular attendance including punctuality breakfast, vouchers, trips and a range of privileges.

Attendance will be monitored locally by the admin team and reported to the leadership team. It will be monitored Trust wide by our attendance officer with weekly reporting to the leadership team, including performance information compared with other schools in the MAT.

Our ambitious attendance target is 97%.

Target 3 – Improved Achievement (determination, optimism, self-regulation, confidence): the % of pupils making and exceeding expected progress from their starting points is above national expectations and Fisher Family Trust predictions. The average score for pupils for whom a Progress 8 (Pathway 1) curriculum is appropriate will reflect a positive added value. All pupils following a vocational programme (Pathway 2) should achieve an industry recognised qualification plus literacy and numeracy qualifications.

These young people often fail to achieve academically, socially or emotionally; as a result they lack resilience and do not engage in activities due to a fear of failure. Our target will be to foster aspiration, optimism and determination through short term success that will lead to longer term sustainable achievement.

Our work to improve social and emotional skills and develop aspiration and motivation underpins our target to improve achievement. Social and emotional difficulties with associated behaviours & disorders invariably lead to underachievement and a lack of aspiration- the result is a culture of failure. As pupils become more resilient and motivated within our caring and positive environment, they are more likely to have the confidence to persevere despite the risk of failure. Our policy of celebrating and developing strengths and recognising all achievements, however small, leads to optimism and greater achievement.

All learning activities will be chunked to allow staged measurable achievement to foster aspiration in a climate of success. Our holistic, therapeutic curriculum will support needs by addressing barriers to learning. Robust assessment processes will provide teachers with a wealth of information to ensure that they are able to plan learning sequences that

reflect pupils' abilities, stage and learning style. We will have the highest expectations of our teachers and mentors and these will be reflected in high

D2 – measuring pupil performance effectively and setting challenging targets

expectations of our pupils. Our flexible curriculum will enable pupils to follow an appropriate learning pathway that reflects individual strengths and aspirations. The strong emphasis on developing pupils' ability to apply literacy and numeracy skills will support access to a broad curriculum leading to enhanced achievement.

As stated in the previous section, our assessment procedures and progress tracker allow us to track progress from starting points every six weeks. Our target is that the percentage of pupils who make and exceed expected progress is above national expectations. We also expect that all students achieve nationally recognised qualifications, in particular literacy and numeracy.

Target 4 – Improved Long-Term Outcomes (progression to further education, employment and Training): 100% of leavers progress to further education, employment or training.

Statistically, this group are on target to join the growing number of young people aged 16-25 who are NEET. We believe that our Free School will support a reduction in the numbers of NEETs through personalised learning programmes that support progression and employability and challenge the most disengaged to persevere. This target is long-term, wholly aspirational and unlikely to be achieved in the first years after opening but should be attainable over time.

Targets 1 – 3 address the social, emotional and mental health barriers to learning with the aim of developing our pupils' resilience, skills, strategies and attitudes to learning. Our flexible curriculum provides pathways with built in progression routes to further education, employment or training. Pupils will develop their social, employability and life skills to prepare of independent living and the workplace. A key element of this will be the development of our mini businesses (shop, salon, café) to support our work experience programme. We will also work with our partner mainstream schools to develop independent study skills for pupils aiming for higher education. During KS4 and 5 pupils and their families will have targeted support from our IAG Adviser who will work with them to prepare for destinations and in the year after progression to support retention. Our target is that 100% of our students are successful in gaining places in further education, employment or work based training.

Self-evaluation

Robust and forensic self-evaluation is a fundamental element of school improvement. The Senior and Middle Leadership Team will analyse ongoing performance data (social, emotional, health, academic and attendance) every six weeks to identify individuals and groups who are either under achieving or exceeding expectations and review strategies and interventions. This analysis also informs our appraisal cycle and will be reported to governors. As a team, we will analyse data annually to inform

D2 – measuring pupil performance effectively and setting challenging targets

whole school self-evaluation and priorities for sustainable improvement informed by budget monitoring. Within our trust we have a peer review process whereby the Executive Head and a Head of School carry out a full review of each school once a year or more often if appropriate. A report is generated highlighting strengths and areas for improvement. This is a supportive and developmental process that is enhanced by the skills and experience of two qualified school inspectors within the team and moderated by our School Improvement Partner, a very experienced SEN inspector.

Using Assessment Data

The trust policies on assessment and marking are reflected in practice. Assessment lies at the heart of the process of promoting students' learning. It provides a framework within which educational objectives may be set and pupils' progress expressed and monitored. This should be done in partnership with the students. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems as well as plan for and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Assessment accurately measures learners starting points, determines what teachers and learners do next and provides a way to measure whole school performance. Assessment will involve both formative and summative methods and should:

- Lead to enhanced learning and attainment
- Provide feedback and identify areas of improvement.
- Measure progress
- Enable a review of teaching methods and learning objectives
- Involve formal and informal methods
- Include dialogue
- Inform learners of assessment criteria
- inform interventions/ therapy

Assessment techniques include:

- Dialogue with learners
- Continual use of questioning to check students' knowledge and depth of understanding
- Marking learners work
- Target setting

D2 – measuring pupil performance effectively and setting challenging targets

- Self-assessment
- Peer-assessment
- Diagnostic tests
- Differentiated material

Our policy includes clear expectations for marking with specific guidance for literacy and numeracy and verbal feedback.

Measuring & improving the quality of teaching

Accountability for the outcomes of our pupils is at the heart of trust policy and practice. All staff are held accountable for their roles and responsibilities and have regular accountability meetings that also reflect the trust's wellbeing ethos and include strong elements of supervision.

Middle Leaders are accountable for the quality of teaching, learning and progress in their curriculum area. During each six week assessment period, middle leaders carry out focused learning walks, work scrutiny, analysis of progress data, accountability meetings with teachers and curriculum meetings to share good practice. At the end of the assessment period they have an accountability meeting with the Head or Deputy Head of School when their analysed data is interrogated and strategies for improving or disseminating strengths are explored. Data from learning walks is cross-referenced with appraisal observation data to support the moderation of judgements.

In addition to supporting pupils, the Speech and Language therapist carries out learning walks, models good classroom practice and delivers focused training to standardise language, maximise the learning environment and disseminate the communication policy

Our appraisal cycle involves setting challenging performance targets with linked professional development. We carry out paired lesson observations at least once per term with focused and developmental feedback. Any teacher whose lesson is judged to require improvement is provided with support from an outstanding practitioner. If a lesson is judged to be inadequate we support the member of staff with an action plan to improve performance, this involves specific support for expectations, built in reviews and is in line with DfE Appraisal and capability guidance. We carry out mid-year reviews of performance which include analysis of pupil progress and progress on individual performance targets. We conclude the cycle with the appraisal review in line with our Appraisal and Pay Policies. We report to governors and directors on staff performance each term. We also have an appraisal process for support staff following recently introduced guidelines for good practice. This include target setting

D2 – measuring pupil performance effectively and setting challenging targets

with linked professional development and an assessment of each individual's impact on pupil progress and engagement.

As already mentioned, appraisal is linked to continuing professional development (CPD). We now have 5 accredited Specialist Leaders in Education (SLEs) who are able to work across the Trust in addition to their support roles in the local area. Each school in the trust runs a CPD masterclass during one twilight session per week. Staff must attend 18 sessions per year and 80% of sessions are in-house. The majority attend more.

New staff have two days of shadowing and induction prior to taking up their roles. In addition they attend weekly twilight sessions during their first term in the school to gain a good understanding of key policy, practice and procedures.

As a trust we use academy freedoms to recruit the best staff and when appropriate use our in-house training to support skilled professionals from industry who join us as unqualified teachers. The Trust has effective programmes to support newly qualified teachers and also has successfully run both School Direct and Assessment Only Initial Teacher Training programmes.

- Trust peer reviews
- Peer observation and shadowing across trust

Liaising and Reporting to Parents

Partnership working with parents underpins all that we do; contact is often daily and always weekly. Families know their children best. Family Fridays, already described, are an opportunity for families to work with their children and benefit from the skills and experience of our staff team.

We report to parents each week, summarising pupils' progress and provide formal written reports at the end of each term. We invite parents into school for consultation once per term. Annual reviews are pupil and parent centred.

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

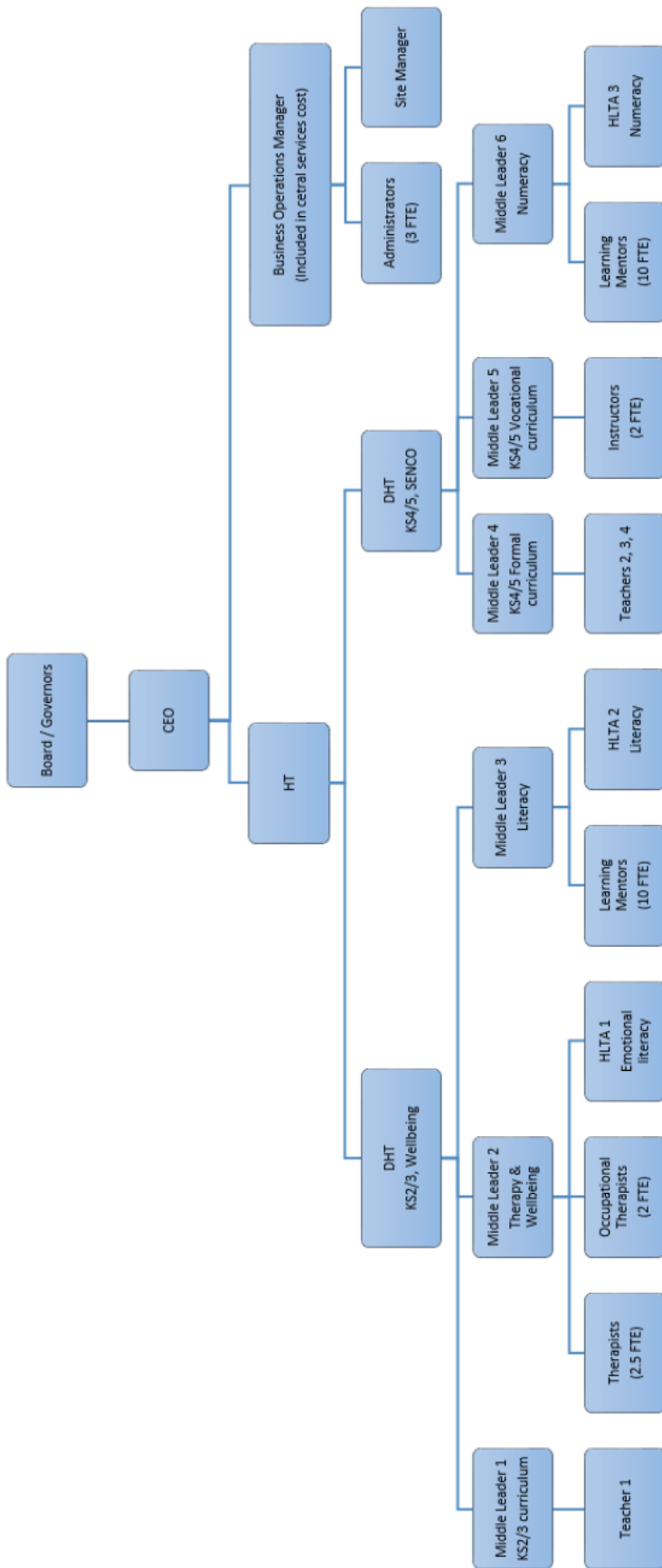
If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

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
<p>We are determined to recruit an outstanding team of leaders, teachers, instructors, therapists and support staff with the skills, experience and commitment to our vision of ensuring the best possible outcomes for our pupils. It is crucial that we have an appropriate staff to student ratio in order to effectively meet needs. In line with good practice nationally, our staffing will be based on 1 Full Time Equivalent (FTE) teacher and 2 support staff per 7 pupils. In addition, we will appoint 3 specialist HLTAS for literacy, numeracy and emotional literacy intervention. Where pupils have identified additional support needs with attached funding in their EHC Plans, we will recruit additional staff.</p> <p>Organisation Diagram</p> <p>The diagram below shows the structure of the staffing at full capacity.</p>

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



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

Leadership

Delta Education Trust has a CEO who is accountable for the performance of all schools in the Trust and reports on pupil outcomes to The Board of Directors. The Directors have delegated to the CEO responsibility for strategic leadership and strategic development of the Trust. The CEO was previously the Headteacher of The Quay School and led the school on its journey from special measures to OFSTED Outstanding, Academy and Sponsor status.

Senior Leadership Team

Headteacher

The Headteacher will be responsible for pupil outcomes and the day to day running of the school and will be accountable to the CEO, Local Governing Body and The Directors. S/he will be an experienced, successful and inspirational senior leader with specialised knowledge and experience in the education of young people with ASC, Anxiety and mental health conditions and commitment to our vision of securing the best possible outcomes. S/he will meet the Headteacher's Standards. The Headteacher should also have experience of project managing the development of new initiatives and provisions and should be committed to action research and the development of evidence based practice.

In the pre-opening stage the Headteacher will work with the CEO to prepare for opening and recruit a team of skilled and experienced staff. This will include an induction programme to ensure staff share the vision and are clear about policy and procedure and any specific training is provided. In consultation with the CEO, the Headteacher will draft an ambitious school development plan with clear, time limited objectives and success criteria. S/he will also ensure that all policies, systems and procedures are in place, key documents such as the staff handbook are prepared and the school's website is functioning and compliant.

Deputy Headteachers

There will be 2 Deputy Headteachers, one with responsibility for KS4 & 5 & SENCO and one for KS2 & 3 & Wellbeing. We will appoint one on opening and the second as we reach capacity - Quay School senior leaders will provide additional capacity during the interim phase. Their responsibilities will include:

- Working with the Headteacher and staff team to develop and implement the school development plan, policies and procedures
- Ensure systems and procedures are consistent and effective

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

- Implement action research findings
- Multi-agency and family liaison including reporting to parents and organisation of reviews
- Teaching commitment of .5
- Monitoring, evaluating and reporting on the quality of teaching and pupil progress
- Development, implementation and evaluation of the CPD Programme
- Working with the Headteacher: staff recruitment, deployment and appraisal
- Contributing to reports on school performance to the Local Governing Body and other stakeholders
- Website maintenance
- Staff wellbeing
- Safeguarding
- Behaviour and Attendance
- Assessment

Middle Leadership Team

There will be 6 Middle Leaders with a .8 teaching commitment (this is factored into our calculations) who will lead and be accountable for the following curriculum areas:

- Therapeutic and wellbeing curriculum (The Speech & Language Therapist)
- Literacy
- Numeracy
- KS2 /3 curriculum
- KS 4 & 5 Formal curriculum
- KS 4&5 Vocational and Enrichment curriculum

Each Curriculum Area Leader will have responsibility for monitoring the quality of teaching and learning in their curriculum area through focused learning walks, work scrutiny, planning audits, moderation and analysis of 6 weekly progress data. They will provide advice and guidance to staff in their curriculum area and also provide appropriate, targeted CPD as part of the school's programme. Curriculum Leaders will hold regular accountability meetings with staff and will attend 6 weekly

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

accountability meetings with senior leaders who will interrogate their report on the quality of teaching and learning. These key staff drive improvements in teaching and learning, coach and mentor less experienced colleagues and take responsibility for new developments; they are the engine of the school.

Teachers and Instructors

All teacher and instructor posts are FTE which allows us to use staff from across the Trust on a part time basis. All our calculations include an allowance for teacher planning and preparation time (PPA) of 10%. Class teachers will have responsibility and be held accountable for planning and delivering high quality teaching and learning that is informed by accurate assessment and differentiated to meet individual needs as detailed in IEPs and Triggers & Strategies plans. Most teachers will have a Form Tutor role. Assessment must enable pupils to understand how well they are doing and what they need to do to progress. Teachers are responsible for maintaining a well-resourced and appropriately engaging learning environment within agreed budgets. All teachers must maintain a detailed planning file with accurate records of pupil progress from starting points and against aspirational targets. Teachers are responsible for liaising with support staff and other professionals to plan personalised learning programmes and to direct the contribution of support staff. Most teachers are likely to have responsibility for one or more areas of the curriculum*. Teachers will contribute to and attend reviews as required and cooperate with school policy and procedure.

We will contract 2 FTE instructors to deliver vocational courses. These people will be contracted from The Quay School team of instructors and will likely be made up of more than two people (teaching at the Harbour school part-time).

*this responsibility for more than one area of the curriculum will allow us an element of flexibility in the teaching allocation between KS3, 4 and 5. This will accommodate any differences in demand between current commissioning requests and those when the school actually opens.

HLTAs

HLTAs will take a leading role and will be qualified as specialists in literacy, numeracy or emotional literacy (ELSA qualified / Counselling). In consultation with the SENCO, they will take a lead in developing interventions for individuals and groups and will provide support for Learning Mentors. They will contribute to developing personalised curriculum options, liaising with families and multi-agency working. HLTAs will play a pivotal role in transition programmes. If necessary, HLTAs will take the role of cover supervisor.

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

Learning Mentors

Learning Mentors contribute to the learning and support of all pupils, as such they work closely with teaching staff to plan strategies to meet the learning, social and emotional needs of pupils. Ideally, we will recruit staff with experience of working with ASC and Anxiety / Mental Health, however we have strong expertise within the Trust to enable us to provide a focused training programme. They develop trusting and supportive relationships with individual students and their families and play a key role in leading and developing Family Fridays. As individuals develop specialisms, they will lead on parenting programmes with the support of health colleagues. Over time, we will ensure that the majority of our Learning Mentors are ELSA trained, CBT and also speech and language support trained.

Learning Mentors, HLTAs and some teachers will have mentoring / key worker roles for named pupils as referenced in Section D1 The Wellbeing and Therapeutic Curriculum.

Learning Mentors will also accompany pupils who are attending classes at local partner schools.

Therapists

In Section D5 we outlined the rationale for the various therapies and the impact of individual therapies for pupils with different characteristics

The Speech and Language Therapist will be a key member of the Middle Leadership Team and will have responsibility for ensuring that our Free School is a communication friendly school. S/he will develop a programme of individual and group interventions and will provide training to develop the skills of teachers and support staff to deliver some interventions.

The Art, Music and Drama therapists will be contracted centrally across the Trust and initially will account for 1.5 FTE but as we reach capacity will be 2.5 FTE.

Occupational Therapists will be led by CAMHS and will work in partnership with teaching and support staff.

Our Education Psychologist is centrally employed on a flexible contract and as such can increase or decrease hours. She will provide ongoing training and supervision for all staff in areas such CBT approaches and emotional literacy interventions that will be effective in supporting a large number of students.

IPT will be provided as required by CAMHS staff.

Contingency

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

The different staffing roles and levels outlined above all have built in contingency plans in the event that fewer pupils than expected are admitted. All teacher / instructor posts are FTE and all staff are centrally employed by the MAT allowing us to deploy staff from across the Trust and cover the curriculum. Our existing schools and the planned position of the Free School are all within a 7-10 mile radius. We will employ key therapists and vocational instructors incrementally across the Trust and have budgeted for this.

If we experience reduced Income in the event of fewer pupils being admitted, outgoings would be managed by:

- Reducing the expenditure of 'pupil led' costs, for example, educational resources and exam fees would be reduced.
- Employing support staff on temporary contracts.
- Employing therapists on flexible contracts.
- Using the Aweigh School (a provision within DET), a purchased service providing forest school and outdoor activities through its team of qualified instructors, only as required.

Admin and Premises

We will require a Receptionist, an Office Manager, Premises Manager and a Finance Assistant, all of whom will report to central services managers. We will also need a Cook and Assistant with the skills and experience to deliver City & Guilds catering.

Central Services and Staff

The MAT will provide central services: Finance, Payroll, HR, Health & Safety, Facilities and Business Operations Management and IT Network Management. A number of staff will also work centrally across the MAT, certainly in the first two years: Information Advice and Guidance Adviser, Education Psychologist, Art / Drama / Music therapists and some Vocational Instructors. All staff in the Trust are centrally employed to enable us to deploy staff according to changing needs of schools and to support professional development and career progression.

Staffing Calculations

Pupils

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

Year group	1 st year of opening	2 nd year of opening	3 rd year of opening	4 th year of opening
5/6		2	6	6
7	4	5	6	6
8	4	5	6	6
9	4	5	6	6
10	5	5	6	6
11	4	5	6	6
12	5	6	8	9
13	5	6	8	9
14	1	3	6	6
Total	32	42	58	60

Staffing (classes)

	2017/18		2018/19		2019/20		2020/21	
	Classes	Staffing FTE	Classes	Staffing FTE	Classes	Staffing FTE	Classes	Staffing FTE
Year 5	-		1	1 Tch + 2 LM	1	1 Tch + 2 LM	1	1 Tch + 2 LM
Year 6								
Year 7	2	1 Tch + 2 LM	1	1 Tch + 2 LM	1	1 Tch + 2 LM	1	1 Tch + 2 LM
Year 8			1	1 Tch + 2 LM	1	1 Tch + 2 LM	1	1 Tch + 2 LM
Year 9			1	1 Tch + 2 LM	1	1 Tch + 2 LM	1	1 Tch + 2 LM
Year 10	1	1 Tch + 2 LM	1	1 Tch + 2 LM	1	1 Tch + 2 LM	1	1 Tch + 2 LM
Year 11	1	1 Tch + 2 LM	1	1 Tch + 2 LM	1	1 Tch + 2 LM	1	1 Tch + 2 LM
Year 12	1	1 Tch + 2 LM	1	1 Tch + 2 LM	3	1 Tch + 2 LM	3	1 Tch + 2 LM
Year 13	1	1 Tch + 2 LM	1	1 Tch + 2 LM				
Year 14			1	1 Tch + 2 LM	1	1 Tch + 2 LM	1	1 Tch + 2 LM
Total	6	6 Tch + 12 LM	9	9 Tch + 18 LM	10	10 Tch + 20 LM	10	10 Tch + 20 LM

*calculations for staffing must include PPA over and above this table

Staffing build-up (whole school)

	2017/18	2018/19	2019/20	2020/21
	FTE	FTE	FTE	FTE
Headteacher	1	1	1	1
Deputy Headteachers	1	1	2	2
Middle Leaders	3	5	6	6
Class Teachers	3	4	4	4
Instructors	1	1.5	2	2
HLTAs	1	3	3	3
Learning Mentors	12	18	20	20
Therapists	1.5	1.5	2	2.5
OT	1	1	2	2
Admin	3	3	3	3
Premises	1	1	1	1

***Groups for Forest School, Sport and Outdoor Education will also be taught by The Aweigh School (part of the Delta Education Trust) staff as a purchased**

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

service. Instructors and therapists will be centrally employed and work across the Trust. This will allow us to incrementally increase the FTE number of staff as the school grows year on year.

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

As a Trust, we are committed to welcoming pupils and families of all faiths and beliefs and encouraging them to respect British values. Through our admissions policy and in line with the SEN Code of Practice, we will make it clear that we will admit pupils on the basis that the school is able to meet the needs as stated in our funding agreement. We will promote our welcome to pupils of all backgrounds and communities through our literature and website but crucially through inviting families to visit the school.

The government published new guidance on promoting fundamental British values in November 2014:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Through a broad curriculum, we will actively promote fundamental British values by way of cross curricular themes and in particular through the PSHE curriculum. We will actively challenge students, staff or parents expressing opinions contrary to fundamental British values and seek to promote a positive approach to pupils'

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

spiritual, moral, social and cultural education. We will carry out an annual audit of all areas of the curriculum to ensure that it consistently prepares pupils for life in modern Britain and addresses fundamental British values.

Democracy:

Democracy will be embedded within the school. As an academy, our policies and procedures will all have due regard for the Equality Act 2010. Pupils and their parents will have the opportunity to have their voices heard through our school council, regular parent and pupil surveys and through having an 'open door policy' for the Head teacher. Listening/worry boxes also provide an opportunity for the voice of pupils to be heard. Our behaviour and values policies involve rewards and consequences; this will be shared through all aspects of school life and also shared with parents, carers and students. We will also provide opportunities for our students to engage in democracy in the wider community. We have close links with the local authority, including consultation by elected members with pupils to help inform their plans, holding information sessions and voting in the UK Youth Parliament ballots and elections. Through the PSHE curriculum we will teach pupils how the British democratic system works, as compared with other forms of government, why it is the fairest form of political organisation and how this is reflected in school through the charters such as anti-bullying and by making decisions through voting mechanisms and representation. Critical to this understanding is the presentation of a balanced rather than biased view of political issues in order that they formulate their own informed opinions – this must be carefully monitored in the contributions of visiting speakers. We will also ensure an understanding of and the importance of the functions of public services and institutions and how they relate to the lives of pupils and their families.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, will be consistently reinforced throughout regular school days, as well as when dealing with behaviour through restorative justice and through subject specific lessons. Pupils will be taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Close links with local authorities and regular visits from the Police help reinforce this message, as do trips to the local Magistrates court and Crown Court. This latter will help pupils to gain an understanding of the independence from Parliament of bodies such as the courts while others such as the Police are accountable.

Within the PSHE curriculum, we will explore rights and our responsibilities to others and debate what is right and what is wrong and the differences between a legal wrong and a moral wrong. We will also analyse laws that affect students personally

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

(mental health, smoking, drugs, education). We will harness opportunities across the curriculum such as examining food hygiene legislation and its implications in catering or respect for sporting rules including the extremes of cheating and doping. In Humanities students will explore international law including EU legislation, particularly when such laws are current media issues.

Individual Liberty:

Individual liberty plays a key role in how we deliver education. Pupils will be given the freedom to make a wide range of choices; from the subjects they would like to study to supporting charity fundraising events. We understand that 'one size does not fit all' and will tailor our approach to the needs of individual students. Within school, pupils will be actively encouraged to make choices, knowing that they are in a safe and supportive environment which is reinforced through the provision of boundaries and an empowering approach to education. Pupils will be encouraged to know, understand and exercise their rights and personal freedoms and be advised how to exercise these safely, whether it be online or in the 'real world'. We will also encourage an understanding of the freedom under the law to hold other faiths and beliefs. Pupils will be further empowered through being part of a school council and being able to speak directly to the senior leadership team. We will actively encourage our students to question in order to develop a deeper understanding and to fully equip them with the necessary knowledge to form their own opinions and beliefs.

We will encourage individuals to be themselves without fear or prejudice but ensure they understand this must not be at the cost of others. Our social skills groups will encourage students to voice opinions appropriately in different social contexts and make them aware that they are listened to as they should listen to others. We will encourage freedom of expression and creativity in how students present their work; many of our students as a result of their condition will prefer to create personal e books or blogs which support peer assessment without requiring mind-numbing public presentations. We will extend this freedom of expression to pupils and to their families when contributing to annual multi-agency reviews. We will treat pupils as individuals with the freedom to learn through a personalised curriculum and timetable that takes into account emotional, health and academic needs. We will work with pupils to set individual targets and provide mentoring time to discuss them. In PSHE we will explore individual rights to freedom, including free speech and how this fits in with society, particularly in relation to social media. We will also discuss freedom of the press and how free it should be. In Humanities pupils will study the Civil Rights movement in America in the 1960s and look at international examples of those whose liberty has been taken away.

Mutual Respect

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

Mutual respect is at the core of our Trust ethos and will be modelled by all staff in line with The Equality Act 2010. We will promote respect for others and this will be reiterated through our curriculum and learning environments. In line with our commitment to democracy pupils and their families will always be able to voice their opinions and we will foster an environment where pupils are safe to disagree with each other. Mutual respect will be embraced throughout the curriculum from the concept of 'fair play' in sport to participating in debates.

In PSHE we will investigate different cultures and the benefits of cultural diversity. Pupils will also explore our rights and responsibilities to others and through the Community Action module will undertake community volunteering and fundraising. By volunteering at local Day Care Centres or Care Homes pupils will learn about the value that the elderly bring to society. They will also take part in national events that promote mutual respect such as anti-bullying week. Through reflective practice such as peer and self-assessment and by challenging opinions or behaviours in school that are disrespectful to others or the environment we will encourage mutual respect. The PSHE module on managing social relationships alongside our solution focused and restorative approaches to managing conflict will promote respect for others. We will offer enrichment activities that enable pupils to work in a range of group sizes with different peers. Pupils will learn about and have the opportunity to discuss domestic violence and the importance of healthy relationships. Emotional literacy support will encourage self-respect and respect for others. In English, pupils will study literature from different cultures and discuss the effect on self-esteem and relationships when there is no respect. Partaking in offsite visits and activities and work experience will provide the opportunity to learn about expectations of appropriate behaviour with members of the public.

Tolerance of those of Different Faiths and Beliefs

Tolerance of different faiths and beliefs is achieved through equipping pupils and their families with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience and celebrate such diversity within the school and local community.

Current events and discussions involving prejudices and prejudice-based bullying can be followed and supported by learning in enrichment, social groups, Family Fridays, drama therapy and PSHE lessons. Opportunities to extend understanding are available throughout the curriculum for example in catering lessons by exploring how different cultures and beliefs have an effect on everyday life through discussion of religious diets or in English by considering writing from different cultures and why points of view and values are based on an individual's experiences. We will encourage pupils to take part in acts of reflection within the community such as

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

Holocaust Memorial Day and November 11th. Throughout the academic year we will offer regular offsite trips and themed days with the opportunity to experience other activities, festivals and foods from which our pupils will gain valuable experience of other cultures, faiths and views. Additionally, we will encourage guest speakers to attend the school to share their faith and beliefs in order to enhance pupils' knowledge and experiences – the aim is to enable pupils to accept other faiths or beliefs even when they do not share them. However, older pupils will also explore and consider whether we can tolerate all beliefs and views, for example FGM.

Safeguarding

As already stated, the Trust has a safeguarding policy, reflecting statutory guidance 'Keeping Children Safe in Education', judged exemplary by Ofsted in 2105. This includes robust and consistent staff training procedures including reporting any safeguarding concerns.

The Prevent Duty 2015

We are fully aware of our duty to protect our pupils from the risk of radicalisation and from being drawn into terrorism. Through our commitment to the active promotion of fundamental British values as outlined above, we aim to build resilience to radicalisation and foster an awareness of individual rights and responsibilities including the right and self-confidence to challenge views and be listened to. We will encourage informed debate and discussion on controversial issues including risky behaviours but always in an environment of mutual respect and tolerance that fosters the self-confidence to challenge.

In consultation with our local authority, the LSCB and Safer Neighbourhood Team, we have carried out an assessment of the risks likely to affect our pupils, particularly those posed by social media and the internet. Although we are not in a Prevent Priority area, our pupils may be particularly vulnerable due to low self-esteem and social isolation resulting from their conditions, disorders or mental health – they may want to 'belong' or 'find themselves'. Children with ASC may be unable to understand the consequences of their actions or the motivation of others. Pupils with mental health conditions may have a skewed sense of normality compounded by dysfunctional family relationships. Many use social media as a preferred form of communication, particularly Facebook and Twitter, YouTube, WhatsApp and Instagram, all used by ISIL for propaganda purposes.

In order to minimise these potential risks, in addition to general safeguarding training, all staff will be required to undertake the general awareness training on channel. Through the curriculum, we will provide advice, support and guidance for families and as part of our E Safety procedures to stay safe online, teach pupils to evaluate websites for bias and propaganda. Our network manager will ensure that network

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

filtering prevents access to extremist sites. We will make governors and directors aware of their duty and enable access to training. Staff will be vigilant to changes in pupils' behaviours and we will work in partnership with multi-agency staff to safeguard pupils. We will individually risk assess pupils identified as being at higher risk to vulnerability, make a referral to Channel and following guidance, provide personalised support. A senior member of staff will be WRAP (Workshop Raising Awareness of Prevent) trained.

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

Our Free School will provide for children in KS2 to KS5 with identified complex needs associated with ASC, SLCN and associated anxiety and mental health needs, who have the capacity to access a suitably differentiated mainstream curriculum. These students are characterised by social, emotional and sensory needs presenting as difficulties with relationships, social rules and contexts, working cooperatively and managing unstructured time. Their difficulties with language and communication typically present as a lack of understanding of body language, humour, social language and tone but also include difficulties with processing and retaining verbal information. Impairment of imagination is characterised by an inability to empathise or cope with change and in terms of a learning disability they have difficulties with generalising and predicting, key skills for deeper learning. Additional specific learning difficulties associated with ASC are dyslexia, dyscalculia and a lack of organisational skills. Pupils may present with all or one or two of these characteristics leading to high levels of anxiety. A structured, predictable environment with calm well ventilated learning spaces for small groups is a basic requirement. In addition to their primary needs, many pupils may present with associated or co-morbid disorders and conditions. We have developed a matrix identifying how we will meet both pupil's primary needs and any additional social, emotional, communication, learning, interaction and family needs. *This is attached as an annex to Section D5.*

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

As we have established in Section D1, we have designed a blended, therapeutic curriculum with the flexibility to meet this range of need while providing appropriate breadth and challenge. The curriculum offers students strategies to be able to cope with anxieties, manage their own behaviour and to help develop strategies to cope with any sensory distress. It has a therapeutic as well as academic core offering. Each young person will have a personalised curriculum based upon comprehensive academic, social, emotional and health assessment and in consultation with families and all relevant professionals.

Pupil characteristics may occur in comorbidity and vary – each child is unique with a unique skill set that is to be celebrated. Diagnosis of these disorders is not an exact science and frequently relies upon clusters of indicators. Essentially our Free School will identify, from a broad range of strategies and specialist interventions, the most effective individual programme to address need and foster successful outcomes for these vulnerable young people.

Meeting the Needs of Groups

Our experience at both The Quay School and Coppice Spring School is that when learning is personalised with individual programmes to meet individual need the progress of all individuals and groups such as Looked After Children, those who are eligible for the Pupil Premium, the most able and boys is as good or better than the cohort as a whole. In both our Trust schools, there are no gaps between the progress of individuals and groups compared to their peers and those nationally.

Initial Assessment

As stated in Section D2, prior to admission, we will complete a comprehensive assessment of each pupil's social, emotional, health and learning needs. A multi-disciplinary admissions team will analyse data from a broad range of nationally recognised assessment tools and cross reference this with information from EHC Plans and prior assessment data. The table below identifies the range of assessment tools that will be used – this is not exhaustive and will be supplemented as new research enables more accurate and forensic assessments.

Assessment Tool	Data provided	Assessment Cycle	Responsibility
Emotional Needs			

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NfER Emotional Literacy	Pupil, teacher & parent complete to provide emotional profile (including empathy or social intelligence) & strategies for support	On entry & annually	SENCO & mentor
BG Steem	Self-concept and locus of control	On entry	SENCO & Mentor
P.A.S.S	Pupil attitudes to self and school (motivation, self-esteem, perseverance)	On entry & annually	Mentor
Risk & Resilience	Factors in self, school and the community that lead to either risk or resilience	On entry & termly	Mentor
Communication ,Interaction and Language (other assessments may be required depending on individual needs)			
CELF Age 6-21	Profiles strengths and difficulties in receptive and expressive speech and language skills. Includes pragmatics profile. Informs practice	On entry & 6 monthly	Specialist Language Teacher
ACE Age 6-11	Assessment of Comprehension and Expression and understanding of language	6 monthly	Specialist Language Teacher
BPVS Up to 16	Understanding of single words, indicator of cognitive potential	6 monthly	Specialist Language Teacher
Pragmatic Profile	Parents complete to profile social communication skills	6 monthly	Specialist Language Teacher
Sensory Assessment	Measures a child's sensory processing abilities and profiles the effect of sensory processing on functional performance	On entry and as required	SENCO / OT

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TEACCH TTAP	Autism profile assessment for transition	Transition to KS4 / 5	SENCO / Psychologist
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Following initial assessment, we will draw up a comprehensive Pen Portrait, a Triggers and Strategies Plan (*see Section D 1*) and an initial Individual Education Plan (IEP). The Triggers and Strategies Plan as outlined in Section D1 enables all staff working with a pupil to understand needs, causes and impact of behaviour and the most appropriate strategies to support the pupil. An IEP will be drafted, reflecting recommendations in the EHCP and detailing all aspects of the personalised curriculum plan including appropriate therapies and interventions. The SENCO will share this information with the teachers, parents, therapists, learning mentors and health staff to enable them to plan effectively to address need and ensure that the holistic care plan is in place from the outset. IEPs, which include specific, measurable, achievable, realistic, time-limited (SMART) targets, form the basis for tracking progress from starting points against national expectations.

Pupils referred to our Free School are likely to have either a diagnosis of ASC or identified ASC traits. They will have learning needs characterised by the Triad of Impairments:

1. Difficulties with communication- both receptive and expressive.
2. Difficulties with social relationships.
3. Impairment of imagination and flexibility of thought

In addition students with ASC may also have sensory difficulties, suffer from extreme anxiety and have low self- esteem.

We will also cater for young people with Anxiety, Affective and developmental disorders that are comorbid with ASC. These pupils will have needs characterised by difficulties with: social relationships (adult and peer), challenging behaviours, concentration, self-esteem, severe anxiety, depression, self-harm, phobias and fears. Most students will present with Speech and Language issues and other specific learning difficulties; following forensic assessment, Individual Education Plans will include specific interventions to address these.

As the School is both an academic and a therapeutic environment, our highly skilled staff with specialist training in ASC and the range of associated disorders and difficulties will plan high quality learning opportunities supported by skilled and experienced professionals such as the Speech and language Therapist, Counsellor, Education Psychologist. The flexible, blended therapeutic curriculum with integrated therapy time has a clear focus on developing skills that enable students to be as independent as possible and which address the core areas of difficulty for all students so that they will make rapid progress in all aspects of development and attain the best

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outcomes. We have already outlined in D1 how the structure of the school day and the learning environment are designed to meet the needs of our pupils

The Therapeutic Curriculum - A Toolbox of Strategies

- **Specific interventions to support learning disabilities and developmental delay**
 - **Literacy:** Pupils identified through baseline assessment as being significantly below their chronological age in literacy will have additional in-class support and may well be withdrawn for specific interventions in order to boost literacy to levels which allow access to the full curriculum
 - **Dyslexia:** This is increasingly co-morbid with other conditions and disorders, particularly ASC and ADD, and can lead to anxiety and frustration if not addressed. Where dyslexia is identified, a qualified dyslexia assessor will design a personalised support programme harnessing a range of technologies such as Read Write. Dyslexia is a complex disability that can include issues with reading, spelling, decoding, processing and communication and hyper sensitivity to sounds, smells and emotions. We will use a range of strategies that support all pupils and make our school dyslexia friendly:
 - printing on buff paper
 - using sans serif fonts, point size 14
 - using short sentences
 - avoiding copying from the board. Use of prepared support sheets, paired work
 - keeping instructions short and in chronological order
 - using bullet points to break up a text
 - avoiding too much indentation in texts
 - using different coloured pens to signal a new instruction or topic
 - ensuring key words are on class walls and easily visible
 - allowing thinking time for students
 - multi-sensory approach

The Harbour School will use elements of the following evidence-based approaches to meet individual and group needs

- **TEACCH:** The principles and concepts guiding the TEACCH system can be summarised as:
 - improved adaptation: through the two strategies of improving skills and modifying the environment
 - parent collaboration: parents work with professionals as co-therapists for their children so that techniques can be continued at home

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- personalised educational programmes are designed for all individuals on the basis of regular assessments
- structured teaching: children with autism benefit more from a structured educational environment than from free approaches
- skill enhancement: assessment identifies emerging skills and work then focuses upon these. (This approach is also applied to staff and parent training.)
- cognitive and behaviour therapy: educational strategies are guided by theories of cognition and behaviour as difficult behaviour may result from underlying problems in perception and understanding
- (Extract from Approaches to autism: an annotated list published by The National Autistic Society, 1993/revised 2003).

- **SPELL**: Over many years the NAS schools and services for adults have developed a framework for understanding and responding to the needs of children and adults on the autism spectrum. The framework is also useful in identifying underlying issues, reducing the disabling effects of the condition and providing a cornerstone for communication. SPELL stands for Structure, Positive (approaches and expectations), Empathy, Low arousal, Links.

- **Makaton**: We will use Makaton with pupils in KS2 to support developments in communication. Makaton uses signs and symbols to help children to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order. It is also helpful to use this strategy as visual prompts for appropriate social behaviours and responses.
 - Many will drop the signs or symbols naturally at their own pace, as they develop their communication skills.
 - Makaton takes away that frustration of being unable to communicate meaningfully .
 - Signs and symbols are used, with speech, in spoken word order. This helps provide extra clues about what someone is saying.
 - Makaton is extremely flexible as it can be personalised to an individual's needs and used at a level suitable for them. It can be used to:
 - share thoughts, choices and emotions
 - label real objects, pictures, photos and places
 - listen to, read and tell stories
 - write letters and messages
 - help pupils find their way around school

- **Social stories**: Social stories and comic strip conversations are ways to help young people with autism develop greater social understanding. Children with autism who can read may be taught how to cope with different situations using this strategy. Stories are written for the individual child, explaining in words

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and pictures, step by step, what will happen in situations where they may feel anxious and how they should cope with situations they find difficult. For instance, a Social Story might be used to explain what a child should do on a bus journey or when they hear a fire alarm. This is particularly useful in enabling pupils to predict outcomes and to prepare them for unfamiliar situations such as work experience.

- **Task Analysis**: A task analysis is used to break complex tasks into a sequence of smaller steps or actions. For some individuals on the autism spectrum, even simple tasks can present complex challenges. Having an understanding of all the steps involved for a particular task can assist in identifying any steps that may need extra instruction and will help teach the task in a logical progression.
- **Functional Assessments**: These assessments are typically, but not exclusively, used to identify the causes of challenging behaviours such as self-injury, aggression towards others or destructive behaviours. Although there are different methods for carrying out functional assessments, they all have the same goal: to identify the function of a challenging behaviour so an intervention can be put in place to reduce this behaviour and/or increase more adaptive behaviours.
- **Chunking**: Complex tasks and concepts are broken down into smaller 'chunks' in order that a pupil can learn each key step towards solving a bigger problem or understanding the overall concept. This supports pupils with low capacity for memory recall and enables them to put a 'big picture' together at the end of the process. Chunking is also effective with pupils with developmental disorders such as ADD, often associated with ASC as they have limited capacity for sustained concentration.
- **Scaffolding**: This is a core methodology where pupils are first given information and then supported to use it in context. The next step is for the pupil to use the information out of context and apply the skill or learning. This leads to deeper understanding and enables pupils to learn independently by making links and grasping concepts. Theorists⁴ believe this is how we learn best

Approaches to Behaviours

⁴ McLeod, S. A. (2008). Bruner. Retrieved from www.simplypsychology.org/bruner.html

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Restorative Approaches provides an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability. The restorative way challenges deeply-held notions about power and control and the urge to make things unpleasant for someone when they have done something wrong or 'misbehaved'.

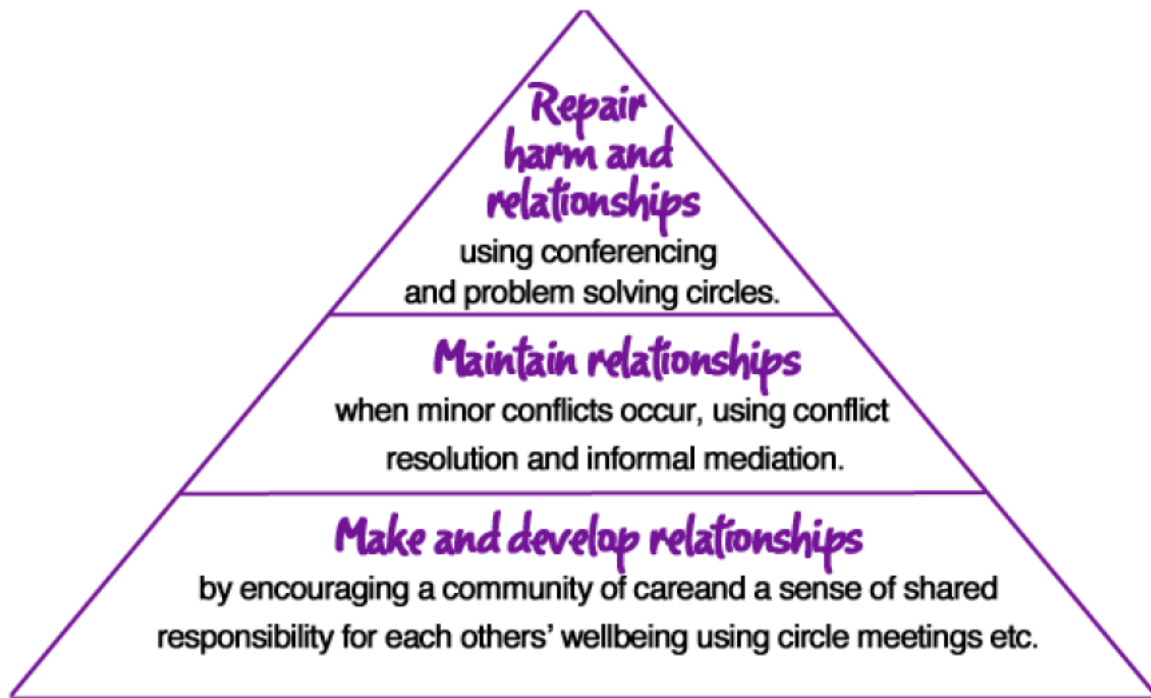
When harm has been caused by inappropriate, sometimes thoughtless, negative behaviour then all sides need:

- a chance to tell their side of the story and feel heard (What has happened)
- to understand better how the situation happened (What has the impact been)
- to understand how it can be avoided another time-
- to feel understood by the others involved
- to find a solution focused way to move on and feel better about themselves ;

Restorative approaches is a fundamental part of an overarching strategy to develop relationship skills, emotional literacy, health and wellbeing. This includes peer learning and support. By seeking to build cohesive, compassionate communities restorative approaches also address community cohesion in practical and pragmatic ways. However, by integrating a solution-focused element we can scaffold a practical way forward in the most challenging of conflicts.

The restorative model can be based on the following diagram:

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Solution Focused Approaches

Solution-focused brief therapy ⁶is an approach to psychotherapy based on solution-building rather than problem-solving. It explores current resources and future hopes rather than present problems. It has great value as a preliminary and often sufficient intervention and can be used safely as an adjunct to other treatments. Since its origins in the mid-1980s, solution-focused brief therapy has proved to be an effective intervention across the whole range of problem presentations.

We developed our solution focused approaches from the Solution Focused Brief Therapy method. Taking a Solution Focused approach, we move quickly away from the problem to look at what we want to happen; the solution. Once we know and agree about what's wanted, we can start to look for it happening already, to find out more about what helps it to happen, and how we can take small steps to build on what is helping already. Discussing the solution is naturally accompanied by a positive mood change and the brain receives positive signals, which often leads to behaviour that is even more positive.

⁵ Transforming Conflict 2015 <http://www.transformingconflict.org/content/restorative-approaches-0>

⁶ Chris Iveson *Advances in Psychiatric Treatment* Mar 2002, 8 (2) 149-156; DOI: 10.1192/apt.8.2.149

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Scaling is one of the most valuable tools in solution focused approaches. One example of its usefulness in encouraging the pupil to take a first small step towards his own goal. On a scale of 1-10, we ask the pupil to assess where he is today and then to identify what would put him one point higher on the scale – he has set his own goal or target. Our own evidenced based practice tells us that it is important to focus on finding out what the pupil is already pleased about, whatever scaling he chooses.

All our staff will be fully trained in our positive behaviour management strategies which include Team Teach but are based upon a calm and non-threatening approach and do not rely upon a shopping list of sanctions. Our ‘marriage’ of solution focused therapy and restorative justice with a rights respecting approach leads to an ethos of mutual respect and understanding where pupils are inspired to achieve and self-regulate. Equally, when individual barriers to learning are addressed and self-confidence grows, pupils develop positive learning behaviours leading to achievement, aspiration and the desire to attend. Although we have a range of proven strategies to improve attendance, the most effective is when the school:

- Meets needs
- Fosters secure, trusting relationships
- Provides inspirational learning
- Provides a calm learning environment
- Welcomes pupils and their families

Risk and Resilience: an integral part of initial assessment, is an in depth analysis of the impact of each pupil’s personal, family and community factors that may pose a risk or support resilience. This enables us to target therapies and interventions aimed at developing and increasing resilience.

The Wellbeing and Therapeutic Curriculum - A Toolbox of Therapies

We will now expand on the therapeutic curriculum by detailing the range of therapies to address individual barriers to learning and facilitate full access to the curriculum.

Initial and on-going multi-disciplinary assessment will identify the most appropriate therapy or therapies to meet individual needs as part of a personalised curriculum. The aim of our therapeutic curriculum is to reduce fear and anxiety and build resilience, self-esteem and aspiration.

- **Speech and Language Therapy (SALT).** In addition to pupils identified with ASC and SLCN, a large proportion of children with associated special educational needs have speech, language and communication needs. Communication difficulties put children at greater risk of poor literacy, mental health issues and

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poorer employment outcomes in adulthood. Speech and language therapy is concerned with the identification, assessment and support of individual speech, language, communication needs of children and young people.

- **Speech and language Therapy for ASC pupils' will focus on their ability to:**
 - Understand familiar routines in the school environment
 - Understand language in context / out of context
 - Control their attention
 - Use verbal communication / language functionally (make a request, comment, use social greeting, refuse)
 - Use non-verbal means to communicate (body language, facial expression, gesture)
 - Convey a message
 - Use speech sounds
 - Use alternative or augmentative methods

Our Speech and language Therapist (SLT) will be a member of the leadership team and will work closely with teaching staff, nurses, occupational therapists and doctors to improve outcomes for all our pupils. Our SLT will also

- **Deliver programmes and targeted interventions for individuals and groups**
 - **Work closely with families**
 - **Provide whole staff training and development to ensure communication-supportive practice is embedded within the curriculum – A communication friendly school**
 - **Support target setting and evaluation**
 - **Support teaching and support staff to differentiate the curriculum appropriately**
- **Emotional Literacy support:** enables young people to identify and talk about the feelings and emotions in different contexts that trigger anxiety and behaviours. This leads to the development of skills and coping strategies to self-regulate and manage social and emotional demands more effectively. These interventions can be group or individual sessions and will be led by Emotional Literacy Support Assistants (ELSA). The sessions will encourage young people to recognise their own strengths and personal qualities in order to improve self-awareness, self-regulation and the confidence to engage in tasks or situations that are challenging (writing, making eye contact, contributing to discussions, listening without interrupting, removing head covering). It is particularly helpful for young people with ASC who struggle to empathise with others.
 - The approach is solution focused with young people and their families involved in self-assessment and the setting and monitoring of their own challenging targets.

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This evidence based practice from NFER enables us to track progress and the impact of interventions.

- **Social groups**: Some young people with ASC and anxiety related disorders and behaviours respond well to drama and role play activities to help them learn social skills such as greetings, social rules such as turn taking in conversation and watching for non-verbal cues in tone and body language. It is an opportunity for young people to practice their social skills in a structured and safe environment facilitated by our ELSAs and our drama therapist. A Circle of Friends or buddy system can also help a child with autism understand the social world of the classroom
- **Sensory Integration**: Occupational therapy with a sensory integration approach typically takes place in a sensory-rich environment - the "OT gym." During OT sessions, our Occupational Therapist will guide pupils through fun activities that are subtly structured so the pupil is constantly challenged but always successful.
- **Occupational Therapy**: This will be provided by specialist from Dorset CAMHS. The goal of Occupational Therapy is to foster appropriate responses to sensation in an active, meaningful, and fun way so the pupil is able to behave in a more functional manner. Over time, the appropriate responses generalize to the environment beyond school, including home, and the larger community. Effective occupational therapy enables young people to take part in normal activities such as socialising with friends, eating in a social situation and helps with obsessive behaviours and the disturbed sleep patterns characteristic of ASC. Our OTs will work in all areas of the curriculum to support pupils to function well in a learning environment.
- **Drama Therapy**: It is a method of working and playing that uses action methods to facilitate creativity, imagination, learning, insight and growth. Drama therapy enables young people to find the most suitable medium for them to engage in group or individual therapy to address and resolve, or make troubling or anxiety provoking issues and situations more bearable.
Drama therapy uses theatre/drama to engage young people in effecting psychological, emotional and social changes. The therapy gives equal validity to body and mind within the dramatic context; stories, myths, play texts, puppetry, masks and improvisation are examples of the range of interventions. These will enable young people to explore difficult and painful life experiences through an indirect approach.
Our Drama therapist will work with young people who have differing needs; autistic spectrum conditions, self-harm, anxiety, mental health and affective disorders.

Art Therapy uses art media as its primary mode of expression and communication. Within this context, art is not used as a diagnostic tool but as a

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medium to address emotional issues which may be confusing and distressing.

Our Art therapists will work with pupils who may have a wide range of difficulties, disabilities or diagnoses. These include emotional, social, behavioural or mental health needs and learning disabilities. Art therapy will be provided in groups or individually, depending on individual needs. It is not a recreational activity or an art lesson, although the sessions can be enjoyable.

Art therapists use a broad range of child-centred approaches such as mindfulness and compassion-focussed and cognitive analytic therapies.

- **Music Therapy** is an established psychological, clinical intervention, which is delivered by registered music or arts therapists to help young people through supporting their emotional, social, communication and sensory needs.

Creative self-expression offered in an interactive therapeutic environment can support many aspects of emotional, social and communicative development.

Everyone has the ability to respond to music, and music therapy uses this connection to facilitate positive changes in emotional wellbeing and communication through the engagement in live musical interaction between the young person and therapist. It can help develop and facilitate communication skills, improve self-confidence and independence, enhance self-awareness and awareness of others, improve concentration and attention skills. A wide range of musical styles and instruments can be used, including the voice, and the music is often improvised. Using music in this way enables young people to create their own unique musical language in which to explore and connect with the world and express themselves.

Music therapy can be very helpful for those with a diagnosis on the autistic spectrum. Involvement in music making can both stimulate and relax a person leading to very positive changes. Music therapy with ASC young people can:

- help them to listen
- stir a desire to communicate
- improve co-ordination and concentration
- help them to build relationships with peers and family
- provide a means of self-expression
- stimulate language development
- excite imagination and creativity
- increase awareness of themselves and others
- boost self-esteem and build resilience

Music therapy can help young people with a range of emotional disorders and mental illness and can impact fundamentally on the way they live their lives.

Individual sessions can help to address problems rooted in past experiences or anxieties with the medium for communication being predominantly improvised music.

Group work can be helpful as a means of exploring relationships and be a source of

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mutual support, reducing isolation and leading to greater self-understanding. Music therapy can help young people to:

- feel more motivated
- express themselves creatively
- develop their social and communication skills
- gain greater awareness of self and others
- build their self-esteem and build resilience
- think about the impact music has on their lives
- become more confident in making choices
- feel that they are in a secure and accepting environment, where positive change can take place

- **Cognitive Behaviour Therapy (CBT)**: All wellbeing staff will be trained in CBT approaches by our Education Psychologist. This is an educational approach based on scientific principles which helps the pupil to understand their problems, and how these affect their thoughts, feelings and behaviours. The focus of the therapy is to enable the pupil to generate solutions to problems based on techniques learned in therapy, which are more effective than their present coping strategies.
- **Interpersonal Therapy (IPT)**: IPT is a time-limited and structured psychotherapy for Moderate to Severe Depression. A central idea in IPT is that psychological symptoms, such as depressed mood, can be understood as a response to current difficulties in our everyday interactions with others. In turn, the depressed mood can also affect the quality of our relationships. The main focus of IPT is on difficulties in relating to others and helping the person to identify how they are feeling and behaving in their relationships. Typical relationship areas are conflict, life changes, grief and loss. When a person is able to interact more effectively, their psychological symptoms often improve. IPT will be delivered by colleagues from CAMHS.

Partnership Working with other Agencies

We will work in partnership with parents and all appropriate agencies to ensure that the needs of each individual are fully met and that we are all aware of the impact of all aspects of a pupil's experience. Parents are, of course, our key partners and our Family Friday curriculum supports this. Many are struggling to meet the needs of their child and are unaware of the strategies used in school - we will address this. As a trust, we are accustomed to working in this way to ensure shared good practice and positive outcomes for the pupil.

From the point of referral, we will work with agencies (Health, Education Welfare, Childrens Social Care, YOT, and YADAS) and families and will include them in half

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termly and annual reviews. We will also ensure that our staff attend all relevant meetings regarding a pupil and contribute to any assessments. As a trust, we have a quite unique partnership with Poole and Purbeck CAMHS which is reflected in their commitment to our Free School (see *letter in annex to Section E*). This leads to effective shared practice, high quality professional development and excellent outcomes for our students and their families. CAMHS therapists will work in partnership with our staff to support the blended, therapeutic curriculum.

Clearly, partnership working with local authorities will be crucial as we need to ensure that they are meeting their statutory duties in line with the Code of Practice and also their school improvement and reporting responsibilities. Partnership working with local schools and teaching schools will ensure that our pupils can access a wider curriculum and that staff can access a range of CPD and ITT opportunities.

Safeguarding and Safety Procedures in our free school will reflect those at The Quay School which were described in our recent Ofsted Inspection (March 2015) as “exemplary”. We will have clear policies and procedures that reflect current legislation and guidelines alongside regular, focused training for staff. Young people and their families need to be confident that staff will care for their health and wellbeing and keep them safe including the avoidance of risky behaviours linked for example to the internet, safe sex, drugs and alcohol and extremism. It is only through ensuring that young people and their families are informed that they are enabled to stay safe. The Quay School’s work towards achieving Rights Respecting School status (December 2015) has been a positive vehicle for resolving conflict and for ensuring that bullying and discrimination are not tolerated by staff or students.

Attendance

As a Trust we have a range of effective strategies, including partnership working with families, to encourage and improve attendance and we have outlined in Section D2 our aspirational Target 2 with the expectation that attendance is 97%.

Annex to Section D5 – Curriculum Planning Matrix

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Curriculum Planning Matrix The Curriculum Offer				
DELTA EDUCATION TRUST		Curriculum Planning Matrix The Curriculum Offer		
Pupil Characteristics		Engagement	Behaviour for Learning	Family & Community
Social & Emotional	Language & Cognition	Engagement	Behaviour for Learning	Skills for Life
<p>For all: a safe and calm learning environment with a positive ethos of mutual respect.</p> <p>Individual, named mentors. On-site team of specialist therapists, social worker, EP and CAMHS Team</p> <p>Theme based Nurture Curriculum for Year 7 & 8 to foster interpersonal and emotional skills.</p> <p>Occupational Therapy</p> <p>Individual Mentoring</p> <p>Complete Coherence</p>	<p>For all: Speech & Language Therapist</p> <p>Forensic initial assessment to identify specific learning disabilities, global developmental delay, learning styles, attitudes to school and self, emotional literacy levels</p> <p>Targeted literacy interventions to enable access to the curriculum</p> <p>Art, music and drama therapy</p>	<p>For All: a 3 week assessment & induction programme to inform targeted personalised learning & support plan.</p> <p>Flexible learning pathways for pre and post 16 (vocational & academic) to meet the continuum of individual need. Two schools in one. A broad range of outdoor & forest school activities to re-engage with learning. A Communication Friendly School</p> <p>Use of IT strategies to encourage engagement in written assessment tasks – e book creation, blogging for peer assessment</p>	<p>For all: a solution-focused and restorative approach to a positive behaviour strategy underpinned by targeted & aspirational rewards system.</p> <p>Forensic monitoring & review of impact of specific interventions using nationally recognised assessment tools</p> <p>Positive ethos underpinned by trusting relationships</p> <p>Zero tolerance of bullying</p> <p>Triggers & strategies plans</p>	<p>For all: Family therapy / nurture groups, Family learning opportunities to address worklessness (literacy, numeracy, vocational qualifications)</p> <p>Parenting programmes</p> <p>Family counselling</p> <p>1-1 Support / counselling for family crisis</p> <p>Family support worker</p> <p>"Parents as educators" programme</p> <p>Parent voice at the heart of planning</p> <p>Home-school communication tracking system</p> <p>Opportunities to be involved in community projects</p>
Autistic Spectrum Disorders				
<p>Autism including Asperger (High Functioning) syndrome</p> <p>The Triad of Impairments:</p> <p>Social & Emotional:</p> <p>Difficulties with friendships, unspoken social rules, social contexts, managing unstructured time, working cooperatively</p> <p>Language & Communication:</p> <p>Difficulty with processing & retaining verbal information, understanding jokes, sarcasm, social language & tone, body language</p> <p>Flexibility of thought (imagination): Difficulty</p>	<p>TEACCH</p> <p>Visual guide to all aspects and areas of the school with photos</p> <p>Visual class timetables & seating plans</p> <p>Environmental adaptations to reduce anxiety and avoid over-stimulation</p> <p>Social stories with 'scripts' for appropriate social communication & understanding of social rules.</p> <p>MAKATON</p> <p>Unstructured times with structure & support</p> <p>Role play for group work and recognising feelings</p>	<p>SPELL</p> <p>Structure</p> <p>Positive Approaches</p> <p>Empathy</p> <p>Low Arousal</p> <p>Linking</p> <p>T&L strategies such as: PECS, structured questioning techniques.</p> <p>Identify & analyse individual autistic learning style & plan appropriate interventions</p> <p>Support within physical activity for development of coordination</p> <p>Reward activities & enrichment – praise</p>	<p>Solution-Focused and restorative approaches</p> <p>to behaviours driven by anxiety, fear of failure, sensory overload, social disconnects or frustration.</p> <p>Iceberg Analysis</p> <p>Support students to identify the physical, social or learning situations that provoke anxiety & put strategies in place to minimise impact</p> <p>Social stories to support behaviour expectations</p> <p>Achievable, chunked learning activities with reward activities.</p>	<p>Work to support families to understand levels of anxiety caused by impairments during a school day</p> <p>Partnership working with families to reinforce positive strategies with impact</p> <p>"Parents as educators" programme</p> <p>Understanding importance of peer and family relationships</p>
<p>Autism including Asperger (High Functioning) syndrome</p> <p>The Triad of Impairments:</p> <p>Social & Emotional:</p> <p>Difficulties with friendships, unspoken social rules, social contexts, managing unstructured time, working cooperatively</p> <p>Language & Communication:</p> <p>Difficulty with processing & retaining verbal information, understanding jokes, sarcasm, social language & tone, body language</p> <p>Flexibility of thought (imagination): Difficulty</p>	<p>TEACCH</p> <p>Whole school resourcing to support additional comorbid learning difficulties eg. Buff paper & type face for dyslexia</p> <p>Use of computer for all students to support writing skills</p> <p>TEACCH MAKATON</p> <p>Speech & Language Therapy</p> <p>EP support</p> <p>Drama therapy to develop communication skills and group working skills</p>	<p>SPELL</p> <p>Structure</p> <p>Positive Approaches</p> <p>Empathy</p> <p>Low Arousal</p> <p>Linking</p> <p>T&L strategies such as: PECS, structured questioning techniques.</p> <p>Identify & analyse individual autistic learning style & plan appropriate interventions</p> <p>Support within physical activity for development of coordination</p> <p>Reward activities & enrichment – praise</p>	<p>Training in coping strategies to minimise fears (sensory / social / cognitive / communication / change)</p> <p>Social skills training for communication and social rules</p> <p>Strategies for positive friendships and relationships</p> <p>Coaching / modelling in skills for managing behaviour – self regulation</p> <p>Coaching / modelling in using previous experience in given situations to select</p>	<p>Work to support families to understand levels of anxiety caused by impairments during a school day</p> <p>Partnership working with families to reinforce positive strategies with impact</p> <p>"Parents as educators" programme</p> <p>Understanding importance of peer and family relationships</p>

DELTA EDUCATION TRUST

Curriculum Planning Matrix

Pupil Characteristics		The Curriculum Offer				Family & Community
		Social & Emotional	Language & Cognition	Engagement	Behaviour for Learning	Skills for Life
with coping with change, empathy, generalisation, predicting reactions and consequences Additional Difficulties: Fine & gross motor coordination Organisational skills Additional learning disability: dyslexia, dyscalculia, dyspraxia. Fears & phobias related to sensory sensitivities Unusual sleep patterns	Defined individual work areas Relaxation techniques: head massage, music, breathing Complete Coherence Small groups, good acoustics, wide corridors & spacious, well ventilated, calm classrooms with quiet areas to reduce sensory overload	(catch them being good!) Chunked & scaffolded learning activities Encourage pupils to signal when they need help A structured, predictable environment	Easily accessible, safe areas for times when children cannot cope Positive approaches to obsessive behaviours or 'special interest' – eg use in a structured reward framework Clear & simple rules Long-term learning activities, in particular homework structured in small steps to aid organisational skills development Timetabled learning activities without planned change Makatou	appropriate responses to social cues		
Affective and Anxiety Disorders / Behaviours often associated with ASC (Depression, Self-Harm, Bi-Polar, Obsessive Compulsive Disorder, School Phobia, PTSD, Eating Disorders)						
Anxiety Disorder (PTSD, Separation, Panic, Social, Generalised, Mutism) Bereavement or trauma in early years Family breakdown / DV Loss of peer group Substance abuse Negative behaviours Lack of motivation / energy for peers, school, interests Poor sleep pattern Over-eating / loss of appetite Anger / sadness / fatigue	Individual and group counselling Specialist CAMHS assessment & therapeutic interventions & Medication Interpersonal Therapy (IPT) CBT Self-esteem support(therapeutic groups... activation of alert levels, goal setting) Peer mentoring Social skills groups Mentoring	Drama therapy and role play about anxiety provoking situations to support communication, social skills and self-esteem Specific interventions to boost literacy & numeracy and improve self-esteem & reduce anxiety Speech & Language support Interventions for specific difficulties: dyslexia, global development delay to reduce anxiety	Provide 1-1 support and copies of all work missed during time out of learning environment or when concentration is impaired Preferred, motivating activity on arrival Giving personal responsibilities related to interest – feeding animals Paired learning / assessment activities Group project or theme based learning with clear roles and responsibilities to encourage pupil to collaborate	Aspirational reward system to encourage student to remain in anxiety provoking situations including attending school Safe haven Planned calls home Targeted, immediate rewards (extra IT time, lunch with a friend) Agreed protocols for phobic reactions & debrief for student to develop coping skills Reduce exposure to anxiety provoking situations until student is better prepared	Relaxation techniques Coaching to teach what to do in social situations Coaching and instant replay to teach responses in anxiety provoking situations Structured, 'safe' opportunities to experience community based Vocational learning opportunities in area of special interest Support to travel on public transport	Consultation with family and CAMHS professionals Consultation with families on calls home, bringing favourite object or pet to school Partnership working with families to encourage attendance including planned responses to calls Family therapy Parent support group to address sleep problems, diet, emotional pain

DELTA EDUCATION TRUST

Curriculum Planning Matrix

Pupil Characteristics	The Curriculum Offer				Family & Community
	Social & Emotional	Language & Cognition	Engagement	Skills for Life	
<p>Attendance / school refusal</p> <p>Reduced visual memory scores</p> <p>Language and cognitive impairment</p> <p>Low self-esteem</p> <p>Difficulties with relationships</p> <p>Impaired concentration</p>	<p>Mentor to meet and greet</p> <p>Adult support during peer interactions</p>	<p>Structured environment</p> <p>Clear expectations</p> <p>Achievable, chunked tasks</p> <p>Personal rather than shared resources</p> <p>Time out / safe haven to relieve pressure</p>	<p>Celebrate strengths</p> <p>Reward small successes</p> <p>Use peer support & mentoring to build self-esteem</p>	<p>Keeping Active – sports, groups, clubs etc</p> <p>Problem solving skills</p> <p>Skills for setting goals and self-monitoring</p> <p>Self-management – learning to recognise fears / anxiety and use coping strategies</p>	<p>Consultation with family and CAMHS professionals</p> <p>Partnership working with families</p> <p>Family therapy</p> <p>Parent support group</p>
<p>Obsessive Compulsive Disorder</p> <p>Irrational thoughts & obsessions leading to repetitive actions or compulsions – a response to fears that temporarily reduces the anxiety</p> <p>Obsessional fears can lead to intense fear of an outcome – maybe overwhelming</p> <p>Unusual sleep patterns</p> <p>Need for perfection</p>	<p>Individual and group counselling</p> <p>Specialist CAMHS assessment & therapeutic interventions</p> <p>Interpersonal Therapy (IPT)</p> <p>Cognitive Behaviour Therapy (CBT)</p> <p>Exposure & response prevention therapy to reduce anxiety</p>	<p>Drama therapy and role play about anxiety</p> <p>provoking situations to support communication, social skills and self-esteem</p> <p>Specific interventions to boost literacy & numeracy and improve self-esteem & reduce anxiety</p> <p>Speech & Language support</p> <p>Interventions for specific difficulties: dyslexia, global development delay to reduce anxiety</p>	<p>Peer assessment to demonstrate achievement</p> <p>Use of IT for learning and assessment activities to avoid destruction of imperfect work</p>	<p>Peer assessment to demonstrate achievement</p> <p>Use of IT for learning and assessment activities to avoid destruction of imperfect work</p>	<p>Regular & consistent home-school communication to share academic, social, emotional information and impact of medication.</p> <p>Parent support group to address sleep problems, diet, emotional pain</p>
<p>Adolescent Depression (low mood) Eating Disorders</p> <p>Sadness, Worthlessness, Irritability, Fatigue, Crying Spells,</p>	<p>Assertive/Individual timetable/programs – behavioural activation. This is not Cognitive based more physical. Eg talk whilst playing tennis!</p> <p>WAVE project – surf, and social groups.</p>	<p>Drama and Art therapy to encourage communication and self-esteem</p> <p>Specific interventions to boost literacy & numeracy and improve</p>	<p>Monitor – low mood triggers</p> <p>Planned response to low mood in order to develop positive outlook – behavioural activation</p>	<p>Keeping Active – sports, groups, clubs etc</p> <p>Problem solving skills</p> <p>Skills for setting goals and self-monitoring</p>	<p>Regular & consistent home-school communication to share academic, social, emotional information and impact of medication.</p> <p>Parent support group to address sleep problems, diet, emotional pain</p>

DELTA EDUCATION TRUST

Curriculum Planning Matrix

The Curriculum Offer

Family & Community

Skills for Life

Behaviour for Learning

Engagement

Language & Cognition

Social & Emotional

Pupil Characteristics

<p>Apathy; lack of motivation / energy for peers, school, interests Restlessness, Lack of Concentration, Withdrawal, Poor sleep pattern Overeating or Loss of Appetite, Thoughts of Suicide, Physical Pain</p>	<p>Self-esteem support(therapeutic groups.. activation of alert levels, goal setting) YPEDS (eating) Link mentor -Monitor for suicidal thoughts & develop a 'no-suicide' contract</p>	<p>self-esteem & reduce anxiety Speech & Language support Interventions for specific difficulties: dyslexia, global development delay to reduce anxiety</p>	<p>Throughout lessons, TA or CT checks progress and provide frequent feedback</p>	<p>Planned positive experiences/rewards Coaching to develop ways to organise, plan and complete tasks. Access to recorded material to aid independent study.</p>	<p>Self-management – learning to recognise mood / energy fluctuations and take a break.</p>	<p>Parents involved in assessment and clarity maintained throughout Family therapy</p>
<p>Self-harm cuts, bruises or cigarette burns, on wrists, arms, thighs and chest, Covering themselves fully at all times, even in hot weather, Low mood, tearfulness or a lack of motivation, Self-loathing, expressing a wish to punish themselves, Wishing to end it all, Very withdrawn</p>	<p>Individual psychology – talking therapies such as CBT, psychodynamic counselling, problem solving. Group therapy – relationships, Art Therapy YADAS/YPEDS Self-esteem support(therapeutic groups.. activation of alert levels, goal setting) YPEDS (eating) Link mentor -Monitor for suicidal thoughts & develop a 'no-suicide' contract</p>	<p>Graded exposure work – component of CBT. Drama therapy and role play to support communication, social skills and self-esteem Specific interventions to boost literacy & numeracy and improve self-esteem & reduce anxiety Speech & Language support Interventions for specific difficulties: dyslexia, global development delay to reduce anxiety</p>	<p>Activity Groups Learning plan to accommodate fluctuations in mood, concentration, effects of medication (dry mouth). Coaching independent learning strategies Throughout lessons, TA or CT checks progress and provide frequent feedback Occupational Therapy & Creative Arts Regular physical activity to generate mood change Identify and focus on specific interest</p>	<p>DBT (dialectical behaviour therapy) – for personality disorder – usually adult based – due to lack of clinical evidence of success principles can be used – eg for SELF-harm contracts. Self-harm contract – chain analysis, behavioural contract (positive rather than negative) positive reward. Distraction techniques Monitor – low mood triggers Planned response to low mood in order to develop positive outlook – behavioural activation Planned positive experiences/rewards Coaching to develop ways to organise, plan and complete tasks.</p>	<p>1:1 transition work in the community. Keeping Active – sports, groups, clubs etc Problem solving skills Skills for setting goals and self-monitoring Self-management – learning to recognise mood / energy & use coping strategies</p>	<p>Family work – FLASH – (Families learning about self-harm). Consultation with family and CAMHS professionals Partnership working with families Family therapy Parent support group</p>

Pupil Characteristics		Social & Emotional	Language & Cognition	Engagement	Behaviour for Learning	Skills for Life	Family & Community
<p>School Phobia – Avoidance of school-based stimuli, Escape aversive school-based social and/or evaluative situations, Pursue attention from significant others, Pursue tangible rewards outside of school</p>	<p>Assertive problem solving approach Individual work around previous experience/cause/self-esteem PTSD- psychological work on management of anxiety and levels of alertness. Self-esteem (therapeutic groups... activation of alert levels. goal setting) Peer mentoring Social skills groups Mentoring Mentor to meet and greet Adult support during peer interactions</p>	<p>Drama therapy and role play to support communication, social skills and self-esteem Specific interventions to boost literacy & numeracy and improve self-esteem & reduce anxiety Speech & Language support Interventions for specific difficulties: dyslexia, global development delay to reduce anxiety</p>	<p>Structured individual and positive timetable Provide 1-1 support and copies of all work missed during time out of learning environment Preferred, motivating activity on arrival Giving personal responsibilities related to interest – feeding animals Paired learning / assessment activities Group project or theme based learning with clear roles and responsibilities to encourage pupil to collaborate Student preparing video / IT presentation to avoid anxiety of public speaking 1-1 support for assessments & examinations to reduce anxiety</p>	<p>Goal setting – inclusive of pupil ownership and supportive mentoring Constructive reward systems designed to develop intrinsic motivation Safe haven Planned calls home Targeted, immediate rewards (extra IT time, lunch with a friend) Agreed protocols for phobic reactions & debrief for student to develop coping skills Reduce exposure to anxiety provoking situations until student is better prepared</p>			

Pupil Characteristics	Social & Emotional	Language & Cognition	Engagement	Behaviour for Learning	Skills for Life	Family & Community
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Developmental Disorders not on the Autistic Spectrum but often occurring in comorbidity

<p>ADD & ADHD Immature social skills Lacking concentration, need direct supervision to complete tasks Being hyperactive / impulsive Presenting aggressive / challenging behaviours Difficulty with peer relationships Underachieving (Undiagnosed) specific learning disability potentially impacting on behaviours Low self – esteem Lack of fear Clumsy with practical tasks Speech & Language difficulties Potential of Self – harm and / or substance misuse Unusual sleep patterns</p>	<p>Social skills groups Behavioural therapies (CBT) Solution Focused Brief Therapy Restorative Approaches Link mentor Peer mentoring</p>	<p>Drama therapy & role play Specific interventions to boost literacy & numeracy and improve self-esteem Speech & Language support Interventions for specific difficulties: dyslexia, global development delay</p>	<p>Programme for HF ADD late diagnosis Chunked learning with instructions one chunk at a time A wide variety of resources / experiences to motivate Checklists Short Course GCSEs Dyslexia friendly Headphones with music to avoid distractions / stress Clear unambiguous instructions, naming child and ensuring eye contact Identify learning style – likely to be auditory Minimise distractions Teacher modelling of effective ways to complete a task Uncluttered texts</p>	<p>Structured, predictable environment Avoid distractions Immediate & obvious consequences including praise / rewards Clear expectations about movement in the classroom Clear routines at the start of lessons Broken record technique</p>	<p>Organisational and time management skills development: scaffolding tasks Concentration skills, self-management</p>	<p>Involve parents in support plans to allow consistency Look at diet with parents Partnership working with families to reinforce positive strategies with impact "Parents as educators" programme</p>
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Behaviours and disorders often associated with Autistic Spectrum Conditions

<p>Complex Social, Emotional & Behavioural Conditions Aggressive or anti-social behaviour Inattentiveness Impulsiveness Impaired social interactions</p>	<p>Solution-focused brief therapy, scaling Small steps targets Restorative Approaches Social skills groups Emotional literacy</p>	<p>SALT Drama & Art therapy Role play to support communication and social skills Specific interventions to boost literacy &</p>	<p>Organised, structured and predictable learning environment Personalised learning, reflecting individual interests to enable student to experience success</p>	<p>Labelling the behaviour not the student Addressing behaviour priorities Positive behaviour strategies: state the desired behaviour rather than reinforcing negative behaviours</p>	<p>Problem solving Explicit social skills training Social skills groups, modelling / role play to work with different members of the community within real life scenarios.</p>	<p>Family nurture groups to build unity, relationships. Understanding importance of peer and family relationships Partnership working with families to reinforce positive strategies with impact Family therapy / nurture groups</p>
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Curriculum Planning Matrix						
DELTA EDUCATION TRUST		The Curriculum Offer				
Pupil Characteristics	Social & Emotional	Language & Cognition	Engagement	Behaviour for Learning		
				Skills for Life		
				Family & Community		
<p>Inability to cope with routine</p> <p>Obsessive & repetitive behaviours</p> <p>Attention seeking behaviours: negative interactions, negative attitude to work / peers/teachers</p> <p>Depressed behaviours: depressed, withdrawal, mood swings</p> <p>Negative self-concepts & low self-esteem</p> <p>Frequently off task & impacting on learning of others</p> <p>Problems working in groups & forming relationships</p> <p>Refusal to cooperate</p> <p>Oppositional Defiant Disorder</p> <p>Family difficulties (conflict, separation, neglect)</p> <p>Low self-esteem</p> <p>Angry & resentful</p> <p>Threatening behaviour</p> <p>Arguing with peers and carers</p> <p>Deliberately annoys peers / adults</p> <p>Refusal to work / follow instructions</p> <p>Excessive swearing, obscene language</p> <p>Aggressive or violent</p> <p>Will not observe rules</p> <p>Truancy</p> <p>Is offended easily</p> <p>Unusual sleep patterns</p>	<p>Peer mentoring to develop empathy</p> <p>CBT</p>	<p>numeracy and improve self-esteem</p> <p>Interventions for specific difficulties: dyslexia, global development delay</p>	<p>Structured and scaffolded learning activities</p> <p>Incorporate choice</p> <p>Checking understanding systematically</p> <p>Create opportunities for success</p> <p>Group project or theme based learning with clear roles and responsibilities to enable pupil to collaborate or take a lead</p>	<p>Simple clear statements one at a time</p> <p>Achieve individual attention before directing</p> <p>Catch phrases to remind students of expectations – 'red card if you are listening'.</p> <p>Behaviour contracts incorporating scaling & student ownership and evaluation of progress on targets</p> <p>Catch them being good</p>	<p>Community based Vocational learning opportunities</p> <p>Positive role models</p> <p>Training in understanding ABC – antecedent, behaviour & consequence</p>	<p>Parenting programmes</p> <p>Family counselling</p> <p>Support / counselling for family crisis</p> <p>Family support worker</p> <p>"Parents as educators" programme</p>
<p>Refusal to cooperate</p> <p>Oppositional Defiant Disorder</p> <p>Family difficulties (conflict, separation, neglect)</p> <p>Low self-esteem</p> <p>Angry & resentful</p> <p>Threatening behaviour</p> <p>Arguing with peers and carers</p> <p>Deliberately annoys peers / adults</p> <p>Refusal to work / follow instructions</p> <p>Excessive swearing, obscene language</p> <p>Aggressive or violent</p> <p>Will not observe rules</p> <p>Truancy</p> <p>Is offended easily</p> <p>Unusual sleep patterns</p>	<p>Behavioural therapies (CBT)</p> <p>Solution Focused Brief Therapy</p> <p>Restorative Approaches</p> <p>Anger Management</p> <p>Complete Coherence for Anger management</p> <p>Opportunities to take responsibility or to mentor younger pupils</p>	<p>Visual clues for expectations and timetables</p> <p>SALT</p> <p>Specific interventions to boost literacy & numeracy and improve self-esteem</p> <p>Interventions for specific difficulties: dyslexia, global development delay</p>	<p>Pupil centred learning activities</p> <p>Group project or theme based learning with clear roles and responsibilities to enable pupil to collaborate or take a lead</p> <p>Personalised curriculum reflecting pupil special interests</p> <p>Independent learning opportunities</p> <p>Workstations with earphones (controlled volume) for independent work</p> <p>Minimise distractions</p>	<p>Rewards system focused on positive behaviours – tangible & immediate</p> <p>Restorative Approaches</p> <p>Role-playing to practice peer support,</p> <p>Time out system</p> <p>Structure & boundaries, clear expectations</p> <p>Construct a clear behaviour plan or contract that allows the young person to feel in control – scaling is a useful strategy</p>	<p>Social skills groups, modelling / role play to work with different members of the community within real life scenarios.</p> <p>Community based Vocational learning opportunities in area of special interest</p> <p>Time management skills development;</p> <p>scaffolding tasks</p> <p>Positive role models</p> <p>Training in understanding ABC – antecedent, behaviour & consequence</p>	<p>Partnership working with families to reinforce positive strategies with impact</p> <p>Family therapy / nurture groups</p> <p>Parenting programmes</p> <p>Family counselling</p> <p>Support / counselling for family crisis</p> <p>Family support worker</p> <p>"Parents as educators" programme</p>

DELTA EDUCATION TRUST

Curriculum Planning Matrix

Pupil Characteristics		Social & Emotional	Language & Cognition	Engagement	Behaviour for Learning	Skills for Life	Family & Community
<p>Conduct Disorder Verbal and physical aggression Cruelty to people & animals Lying Truancy vandalism Stealing Unpredictable Depression Substance misuse Unusual sleep patterns</p>	<p>CBT to alter thinking patterns & improve social behaviour Individual & group counselling Solution focused & restorative approaches. Complete Coherence for Anger Management Peer mentoring & opportunity to support others</p>	<p>Visual clues for expectations and timetables SALT Drama therapy & role play Specific interventions to boost literacy & numeracy and improve self-esteem Interventions for specific difficulties: dyslexia, global development delay</p>	<p>Workstations with earphones (controlled volume) for independent work Minimise distractions Pupil centred learning activities Personalised curriculum reflecting pupil special interests Group project or theme based learning with clear roles and responsibilities to enable pupil to collaborate or take a lead</p>	<p>Reinforce skills & attributes when student demonstrates flexibility / cooperation Reward effort before achievement Prioritise rules Reward system with valued outcomes for student based on clear targets Time out / safe haven Choice of outcomes Give responsibilities Focus on incident and consequence not the student</p>	<p>Positive role models Training in understanding ABC – antecedent, behaviour & consequence Social skills groups, modelling / role play to work with different members of the community within real life scenarios. Community based Vocational learning opportunities in area of special interest Time management skills development; scaffolding tasks</p>	<p>Partnership working with families to reinforce positive strategies with impact Family therapy / nurture groups Parenting programmes Family counselling Support / counselling for family crisis Family support worker "Parents as educators" programme</p>	

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

Poole, Bournemouth, parts of East and South Dorset and South West Hampshire (within 30 minutes travel time) have a shortage of high quality maintained or academy provision for young people with EHCPs identifying complex ASC and SLCN as the primary need with associated, secondary disorders and difficulties. Pupils experiencing these conditions and disorders often fail to thrive in mainstream schools and as a result are often excluded and placed in Alternative provision which is inappropriate. There is a good offer for pupils with learning disabilities as the primary need and ASC as the secondary need but there is a lack of provision that provides a blended, therapeutic curriculum for young people with ASC and associated anxieties who are able (high functioning) to access an appropriately differentiated broad and balanced curriculum.

Poole, as evidenced by their Local Offer does not have any stand-alone maintained or academy provision to meet this continuum of need. The Directory lists Foxes Academy in Somerset and The Sheiling School in Hampshire under Autistic Spectrum and Asperger's, both are independent and specialise in support for young people with learning disabilities as the primary need.

<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/results.page?loboolean=1&localofferagebands=3&localofferchannel=1-3>

Maintained / academy provision for ASC / SLCN in Bournemouth is of high quality (Springwood Academy) but is filled to capacity, as a result the LA wish to commission places at The Harbour School. The Local Offer lists 5 out of area independent schools and 2 Dorset Special Schools located in Weymouth (40 miles) one of which specialises in pupils with learning disabilities as the primary need and ASC as secondary.

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

http://senddirectory.bournemouth.gov.uk/Search/Result?r_search=education&r_location=bournemouth

Dorset maintained provision for ASC / SLCN is also at capacity and the LA have to place children in independent, out of area provision or in Learning Centres which are not resourced to meet this high level of need.

Pupils with ASC as the primary need living in South West Hampshire have to travel up to 60 minutes to access specialist maintained / academy ASC / SLCN provision in the north and east of the LA.

http://www.hantslocaloffer.info/en/Special:RunQuery/Education_Setting_Search

Bournemouth and Poole Pupils with Education and Health Care Plans currently placed in independent, out of area special schools or post 16 provision in 2015 - 16.						
	Bournemouth		Poole		Bournemouth & Poole	
	Total Independent Out of Area Placements	ASC / SLCN Independent Out of Area Placements	Total Independent Out of Area Placements	ASD / SLCN	Total Independent Out of Area Placements	ASD/SLCN Independent Out of Area Placements
Year R	4	1	4		8	1
Year 1					0	
Year 2	2	1	2		4	1
Year 3	1		3		4	
Year 4	5	1	1		6	1
Year 5	6	1	1	1	7	2
Year 6	8	3	6	2	14	5
Year 7	4	1	3	2	7	3
Year 8	5	2	6		11	2
Year 9	11	4	17	5	28	9
Year 10	4		9	4	13	4
Year 11	11	4	18	7	29	11
Year 12	6	4	15	7	21	11
Year 13	8	1	16	10	24	11
Year 14	7	5	6	2	13	7
Total	82	28	107	40	189	68

Bournemouth and Poole LAs have provided the data summarised above. Equivalent data from Dorset is not as yet available. Analysis of the LA data identifies the numbers of pupils with EHCPs whose primary characteristics and needs are Autistic Spectrum Conditions with a secondary need of Speech, Language and Communication Needs (SLCN) or Anxiety Disorders (mental health) and who are able to access a suitably differentiated curriculum. Numbers are higher in Poole as the Local Authority does not have any stand-alone maintained or academy provision for this group of pupils. Bournemouth and Dorset have provision but it is at capacity, hence the need to use independent, out of area placements.

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

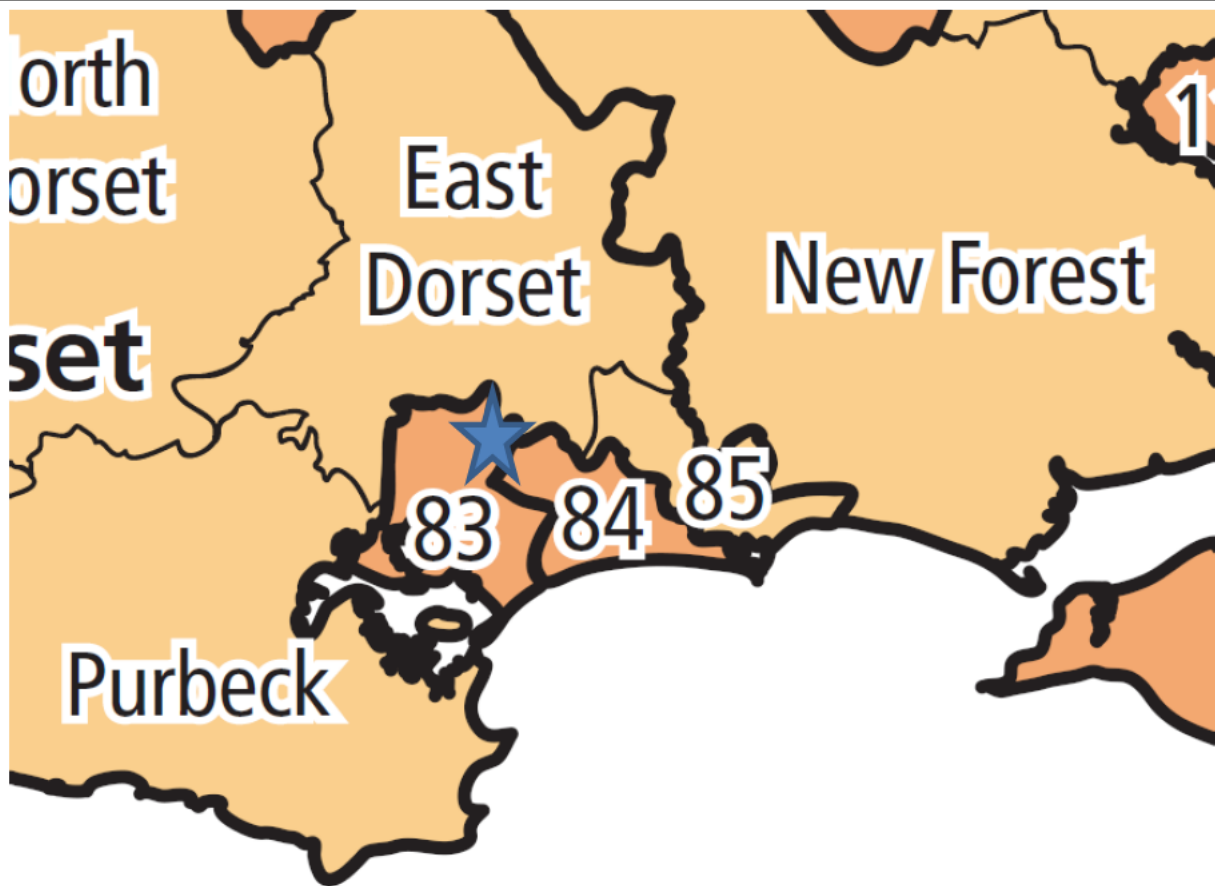
The quality of independent, out of area provision is generally good but it is extremely high cost and involves either long taxi journeys (60 minutes + each way) for pupils or residential placements which take pupils away from family and community and make continuity of health care an issue. **We are unable to provide data on the outcomes of these pupils as it is not available.**

In the recent (July 2015) Ofsted report on *Poole Local Authority Inspection of Arrangements for School Improvement*, Ofsted stated that *‘the achievement of disabled pupils or those with special educational needs is not monitored by the local authority. The local authority therefore does not know how well these pupils are doing and so cannot judge the effectiveness of the support provided.’ Ofsted July 2015*

<http://reports.ofsted.gov.uk/local-authorities/poole>

Due to a lack of places in the local area, over the past 4 years The Quay School has admitted 2-3 of these pupils each year but the academy has been over capacity every year and as an AP Academy it is not resourced as a special school to meet this continuum of need. As a result we are unable to accept most referrals – approximately 10 per year. In addition, there is currently no maintained college or academy post 16 special provision for pupils with this range of need. Our Special Free School will provide high quality specialist provision to meet this continuum of need from 10-19 (Years 5-14). Our proposed location is within 20-30 minutes travel time from the LA areas named above.

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



KEY

83 – Poole, 84 – Bournemouth, 85 – Christchurch,

New Forest – Hampshire CC ★ - The Harbour School

We have consulted with and written formally to these Local Authorities outlining our proposal and we have confirmed commitment from Poole, Bournemouth and Dorset (*attached in annex*). We have discussed our proposal in depth with Poole, Bournemouth and Dorset LA SEND Officers, who have seen copies of Sections C and D and are fully supportive of our plans. Poole LA convened a Pan Dorset LA meeting to clarify the demand for places from across the three neighbouring authorities.

From our consultations with pupils and families, the Trust's reputation will attract young people and their families. However, although we knew anecdotally that there was parental support for a school with this designation, communicating with some parents was a challenge due to confidentiality issues. In order to gauge the level of parental support for our free school proposal, through The Quay School's Outreach Team, we contacted parents of ASC pupils struggling to achieve in mainstream schools including parents of those ASC pupils who have at some time been admitted to the adolescent psychiatric unit where The Quay School provides education.

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

Through our Parent Support Group, we also contacted parents within the proposed catchment area, who have previously contacted us in their search for a local specialist school for their child. We provided them with a leaflet detailing our proposal (attached in the annexe) and asked them to respond to 3 short questions.

	Yes	No	Don't Know
Has your child received a diagnosis of ASC / Asperger's / Anxiety?	16	2	
Does your child have a statement of SEN / EHCP	14	4	
Having looked at the information provided and asked any questions, would you consider requesting that the Local Authority name our proposed free school for your child?	16	1	1

We are keenly aware of the need to further develop our engagement with parents and will work with Poole, Bournemouth and Dorset SENDIASS teams (Special Educational Needs and Disabilities Information, Advice and Support Service), specifically to target the most hard to reach parents. We have developed a supportive relationship with the local press and plan to publish a press release which will publicise information about The Harbour School and an information and consultation event during the Simmer Term 2016.

We have also consulted with local Headteachers who are broadly supportive of our proposal as we would meet the needs of the young people currently struggling in mainstream settings in addition to those who are placed out of area with a significant impact on a High Needs Budget which is currently overspent. (*see Headteacher support letter in annexe*) At a recent meeting (December 2015) of Poole Schools Forum the LA presented a paper in which they cited their plans to commission places in our Free School in order to improve outcomes by meeting needs locally and reduce the draw on the high needs block caused by out of area placements – the paper received unanimous support from Headteachers and Governors. (*see Poole Schools Forum minutes in annex*)

Assessment places will be available including for young people with complexity and vulnerability in terms of anxiety/mental health issues arising from the impact of severe and complex ASC and SLCN difficulties where mental health issues have presented first. The impact of their conditions and disorders is extreme and long-term, leaving them highly anxious, vulnerable and unable to achieve in a mainstream setting, yet in Dorset their options are limited to attendance at a Learning Centre that

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

accommodates a range of need including extreme behaviours or returning to school following discharge. Outcomes are not good as invariably these young people fail to attend as a result of their unmet need. Specialist provision for these pupils in Bournemouth is limited to a resourced class which is at capacity. Parents have told us that they are desperate to find a school which can meet their child's needs and have even resorted to contacting a local MP. Post 16 young people with ASC and associated anxiety / complex mental health conditions have no options for education in Poole, Bournemouth, Dorset and West Hampshire where there is no maintained / academy specialist provision. Some young people are placed out of area but this means they have no continuity of care and do not have the support of family and community.

Priority 6 of Poole Children's Services Strategic Plan is to improve outcomes for children with special educational needs and disabilities and includes the need to:

- Implement the CAMHS and Learning Disability Review to ensure that children with complex health needs and severe disability can have their needs met locally
- improve access to services and improve outcomes for young people with emotional and mental health problems

[Children's Services Strategic Plan 2014-17: 2015 update \[pdf / 909KB\]](#) [Children's Services Strategic Plan 2014-17](#)

Unmet need resulting from complex ASC and SLCN leads to extremely high levels of anxiety and mental health conditions including self-harm and eating disorders.

Below is an extract from the Pan Dorset Clinical Commissioning Group (CCG) Transformation Plan 2015.

'The Pan Dorset CCG have made estimates of the prevalence of mental health disorders in the local (Poole) child population based on National research. What they do illustrate is the high prevalence of mental health disorders in the 0-16 years population. The data also indicates an increase in Eating Disorders and Self-harm. The majority of young people seen for an assessment were female and fall into the age range 14-18 years of age, with the peak at ages 15yrs, 16yrs and 17yrs.

In summary the trend both Nationally and locally has been an increase in the demand for specialist child and adolescent health services. (CAMHS) In Poole from 2011 to 2014 there has been a more than 20% increase in referrals to Child and Adolescent Mental Health Services (CAMHS), in 14/15 referrals were similar level to 13/14. For 15/16 this level of demand seems to be maintained. There has also been a National and local increase in the incidence of deliberate self-harm. Dorset, Bournemouth and Poole have higher than national average admissions to hospital due to deliberate self-harm. The data indicates an increase in Deliberate Self Harm assessments offered by the Poole, Bournemouth and East Dorset CAMHS crisis

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

nurses in the first 8 months of 2015/2016 to children and young people (45)
compared to the full year 2014 - 2015. (42) for young people with a Poole post code.

We have consulted with colleagues from Dorset Healthcare Foundation Trust (DHFT) and they are clear that there is a confirmed demand - currently 14 young people with ASC and associated anxiety / mental health conditions from Bournemouth and 18 from Poole placed in independent, out of area education settings. DHFT have a Tier 4 Adolescent (11-19) Psychiatric In-patient unit on the border between Bournemouth and Poole, currently young people discharged from this high dependence provision have few options for their continuing education needs other than limited, high cost out of area provision or placement in an AP learning centre without the resources, skills or environment to meet needs. In line with this as mentioned in Section C and D DHFT are committed to providing specialist therapeutic support as part of our blended curriculum offer.

Annex to Section E1

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



The Quay School
@Parkstone
160 Herbert Avenue
Parkstone
Poole BH12 4HU
01202 716910



The Quay School
@Harbourside
Turlin Road
Hamworthy
Poole BH16 5AH
01202 674205

13th January 2016



Support for The Harbour Free School

The Quay School
@Pebble Lodge
49 Alumhurst Road
Bournemouth BH4 8EW
01202 545412

I am writing on behalf of the steering group (Delta Education Trust) in charge of setting up the proposed Special Free School. The Harbour School will be located within easy reach of families living within Bournemouth and Poole. At capacity, our planned admission numbers for this 10-19 provision (Years 5-14) will be 55.

The Learning Zone
@Poole Hospital
Child Health Unit
Longfleet Road
Poole BH15 2JB
01202 448082

We plan to set up a Free School to cater for the full continuum of complex need for young people with identified complex needs associated with Autistic Spectrum Conditions(ASC) , Speech, Language and Communication Needs and associated anxiety and mental health needs who are able to access a suitably differentiated curriculum. This would include high functioning pupils and those with moderate learning difficulties.

www.thequayschool.com

info@thequayschool.com

In order to complete our application to the Department for Education to open the Special Free School we need to show evidence of demand. Part of this includes showing the support of the Local Authority and it's commitment *in principle* to name our school in Education Health and Care Plans (EHCP) for pupils with the type(s) of SEN for which our school will be designated. We are writing to you to obtain your confirmation that you would be happy to name our school in pupils' EHCPs and approximately what number we might expect.

Please reply to:

- Harbourside
- Parkstone
- Pebble Lodge
- Poole Hospital

We plan to offer these children a Special Free School that meets the needs that cannot be met by existing local provision. We will both improve outcomes and raise the aspirations of these young people and their families, whilst at the same time reducing the cost of that education to the local authority. An important and unique feature of the school will be that it will provide a blended, therapeutic curriculum with the flexibility to meet individual needs through a multi-disciplinary approach to addressing barriers to learning. We believe this will contribute effectively towards Poole Children and Young People's Strategy (June 2015)

Part of Delta Education Trust, Registered in England and Wales - Number 8582383. An exempt Charity and Company Limited by Guarantee. 160 Herbert Avenue, Poole, Dorset. BH12 4HU



CEO: A. J Perry
Head of School: J White

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



The Quay School
@Parkstone
160 Herbert Avenue
Parkstone
Poole BH12 4HU
01202 716910

In order to offer this education we would expect there will be a cost for local authorities commissioning individual placements in line with band 5 and 6 of Poole's funding formula for maintained special schools per Full Time Equivalent pupil, after taking into account the £10,000 per place base level of funding provided by the Education Funding Agency to special Free Schools.

The Quay School
@Harbourside
Turfin Road
Hamworthy
Poole BH16 5AH
01202 674205

We believe that this Free School is necessary in this area because existing local provision either cannot meet this range of need or is oversubscribed. We are aware that currently, the Borough of Poole has to place young people in high cost, independent, out of area provision. These placements are either residential or involve costly, long distance taxi transport which has a significant impact on attendance and therefore outcomes. This means pupils are separated from their families and community and return at 16 with barriers to progression into employment, training or FE. We are also aware that existing post 16 provision for young people in this identified group is often unable to meet needs. Long term outcomes for these young people need to improve, particularly in terms of destinations.

The Quay School
@Pebble Lodge
49 Alumhurst Road
Bournemouth BH4 8EW
01202 545412

Please would you confirm your support for our plans by completing the attached support letter and returning it to us signed so that we may include it in our application papers to the Department for Education. We would be grateful if you could return your letter to us by Thursday 14th January 2015 so that we can meet the deadline to submit our application.

The Learning Zone
@Poole Hospital
Child Health Unit
Longfleet Road
Poole BH15 2JB
01202 448082

Please do not hesitate to contact me on [REDACTED] if you have any further queries regarding our plans or the process to open the Free School.

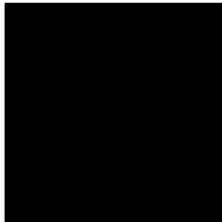
www.thequayschool.com

info@thequayschool.com

Yours faithfully

Please reply to:

- Harbourside
- Parkstone
- Pebble Lodge
- Poole Hospital



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CEO: A. J Perry
Head of School: J White

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

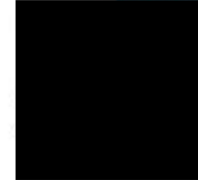
Children, Young People and Learning

Borough of Poole, Dolphin Centre, Poole, Dorset, BH15 1SA
Fax: 01202 261901
Text Relay: 18001 (enter Direct Dial number)
Email: childrenyoungpeople&learning@poole.gov.uk



Direct Dial: (01202) 262261
E-mail: v.wales@poole.gov.uk

Please ask for:
Your Ref:
Our Ref:
Date:



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

Dear Sir or Madam

Letter of Confirmation of Support for Delta Trust – Free School Application – The Harbour Free School

This letter is confirmation of Poole Local Authority support to the Delta Trust Free School Application. We understand this new provision would be developed in our local area and would cater for pupils aged 10-19 (Y5-14). We would most likely seek placements for:

- Young people with Autistic Spectrum Conditions and Speech, Language and Communication needs who are able to access a suitably differentiated curriculum, including those with challenging behaviour and/or high levels of anxiety.
- Young people with complex needs, disorders and vulnerabilities associated and co-morbid with ASC who need co-ordinated multi-agency input and family support.
- Young people, 16-19, with this range of SEN whose needs cannot be met at local mainstream college or who need additional support to prepare and transition to college or other provision.

We understand that the school will provide a blended, therapeutic curriculum in partnership with Dorset Healthcare Foundation Trust that will meet the identified needs above. We can confirm that new local provision catering for this range of needs would reduce our reliance on other specialist provision currently further away from Poole.

We would consider naming the Harbour Free School in Education, Health and Care Plans in line in line with our statutory duties for appropriate pupils where their individual needs could be met.

It is, as you will appreciate, difficult to predict Poole's commissioning needs. Should the new provision be able to meet the needs of our most complex young people described



www.poole.gov.uk

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

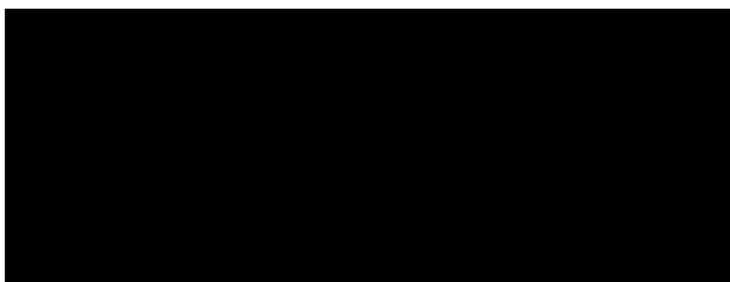
above then we might request approximately 3 in each school year group for Years 5 – 11. This could be higher, up to 5 per year group in the Post 16 age range (Years 12 - 14) if the provision was able to accommodate young people instead of them going to specialist college (ISP).

In the first year we would anticipate naming the Harbour School on the Education and Health Care Plans of approximately 12 pupils for the first academic year following the school's opening and an additional 10 pupils in the second year. This would of course be subject to the statutory processes within the Code of Practice, including where necessary outcomes of annual reviews and taking account of both parent and pupil views.

Top up funding for commissioned places would be in line with our funding formula for maintained special schools. We currently have a 6 band model with top up levels varying from [REDACTED]. Most pupils with this range of need will require top up funding within Bands 4-6 so we anticipate that the average top up amount we will pay will be [REDACTED].

Clearly, Poole Local Authority would commission the places according to the Special Educational Needs Funding Guidance with education funding from the high needs block of Poole's Dedicated School's Grant.

I hope this outlines the current position of Poole Local Authority.



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

BOROUGH OF POOLE – POOLE SCHOOLS FORUM – 13 JANUARY 2016

BOROUGH OF POOLE
POOLE SCHOOLS FORUM
13 JANUARY 2016

The Meeting commenced at 4.35pm and concluded at 5.33pm

Present:

Maintained – Primary

[REDACTED]

Maintained – Secondary

[REDACTED]

Mainstream Academies – Primary

[REDACTED]

Mainstream Academies – Secondary

[REDACTED]

Alternative Provision

[REDACTED]

*denotes LMS representations

Non-school members

Early Years representatives

Linda Duly – Cuddles Day Nursery

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

BOROUGH OF POOLE – POOLE SCHOOLS FORUM – 13 JANUARY 2016

Diocesan Representatives

[REDACTED]

Also in attendance:

[REDACTED]

PSF26.16 APOLOGIES FOR ABSENCE

[REDACTED]

PSF27.16 DECLARATIONS OF INTEREST

There were no declarations of disclos able pecuniary interest

PSF28.16 MINUTES

RESOLVED that the minutes of the previous Meeting held on 16 December 2015, having been previously circulated, be taken as read, confirmed and signed by the Chair man as a correct record subject to following additions to PSF22.15:

A member of Forum noted that

- The Special School Outreach Provision was working well although there was still no Service Level Agreement (SLA) in place.
- Band 6 Top Up funding was being brought into line with other Local Authorities although, from the special schools perspective, the actual level of provision still needed to be addressed.
- The reduction of 1.5% funding on higher bands would be funding the 2.5% increase on lower bands.

POST MEETING NOTE: Shortly after the Meeting had taken place, a finalised SLA was implemented.

PSF29.16 SPECIAL EDUCATIONAL NEEDS (SEN) INCLUSION SUPPORT SERVICE FUNDING 2016/17

[REDACTED]

Officers responded to Forum Members' requests for clarification, details included:

- Linwood School would be providing the Outreach Service between 1 January 2016 and 31 March 2016.

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

BOROUGH OF POOLE – POOLE SCHOOLS FORUM – 13 JANUARY 2016

- Schools could approach Linwood School to provide the Service for the Summer Term if delegation were to go ahead (option 2).
- If Option two was picked, Schools would be provided with information on how to purchase a service from another provider, including other schools
- Option Two meant that the £81,000 delegated would be added to the Basic Entitlement equating to £4.67 per pupil.
- The Council was having discussions with two Multi Academy Trusts to investigate the possibility of free school applications, in order to improve outcomes by meeting needs locally and reducing the draw on the high needs block caused by out of area placements.
- There was a risk associated with utilising a buy back service, particularly if the service provider pulled out or were unable to accommodate and there was no specific plan in place should this occur. In any case, a number of schools would not need to utilise such a service as they already had staff trained in these specialist functions and it was hoped that schools would support each other.
- Once the decision had been made, an Action Plan would be devised and implemented to identify possible providers to support schools.

RESOLVED that the Budget be moved from the High Needs Block and allocated to schools through the Basic Entitlements equally across all ages in the mainstream school funding formula.

Voting:

For – Unanimous

PSF30.16 DEDICATED SCHOOLS GRANT (DSG) SETTLEMENT, DRAFT SCHOOLS BUDGET AND MAINSTREAM SCHOOLS FORMULA 2016-17

[REDACTED] Report which provided Forum Members with an update on the DSG Settlement that had been received in December 2015, the progress made in setting the Schools Budget and proposals to be considered for the mainstream formula, growth fund and maintained school delegations for 2016/17.

Officers responded to Forum Members' requests for clarification, details included:

- The final budget would be updated in light of the decision that had just been made on the future of SENISS.
- There were reduced numbers of children in secondary school, with higher numbers in primary. This was down to birth rates and was a national trend, eventually these numbers would move their way up to the secondary phase.
- Since the report was written, the latest take up data for early years was likely to require the draft budget to be adjusted for final budget setting in February.
- There appeared to be the lowest number of two year olds in early years provision at this time of year and this would have an effect on the funding that would be allocated because it was based on the January census only going

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

BOROUGH OF POOLE – POOLE SCHOOLS FORUM – 13 JANUARY 2016

PSF31.16 FORWARD PLAN

The forward plan was noted and it was suggested that a section around outreach services be covered in the High Needs Report to be considered in February.

RESOLVED that the Forward plan be noted

PSF32.16 DATES OF FUTURE MEETINGS 2015/16

The dates of future Meetings were noted.

PSF33.16 ANY OTHER BUSINESS

Early Years Intervention Project

In response to a question, it was confirmed that the Early Intervention Project was budgeted to continue in 2016/17 by using a further year of reserves but the final decision would be made in February after receiving the next report from the Quay School. Forum Members were asked to note that this was not a sustainable method of funding.

Forum Members noted that the project was having a positive impact on reducing the number of exclusions and it was suggested that Secondary Head Teachers meet to discuss the ongoing benefits and progress of the project and report back to the forum.

SEMH Needs

In response to a question about Social, Emotional and Mental Health (SEMH) needs, Forum Members were informed that a task and finish group was being established to work through this as a project. It was noted that funding for this project was met from council funds and not the DSG.

CHAIRMAN

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



From

Bournemouth Borough Council
Adults and Children's Directorate
Children and Young People Service
E3 Town Hall
Bourne Avenue
Bournemouth
BH2 6DY

To

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

Dear Sir, Madam

Confirmation of support for The Harbour School

We confirm that the Local Authority of Bournemouth Borough Council supports The Harbour School's application. We understand that The Harbour School is a 10-19 Special Free School to be located within or within easy reach of Bournemouth and will cater for the full continuum of complex need for young people with identified complex needs associated with Autistic Spectrum Conditions, communication and interaction difficulties and mental health needs (complex anxiety and affective disorders) who are able to access a suitably differentiated curriculum which is proposed to open in September 2018 or earlier. Additionally, we understand that the school will provide a blended, therapeutic curriculum in partnership with Dorset Healthcare Foundation Trust that will meet the identified needs of this group.

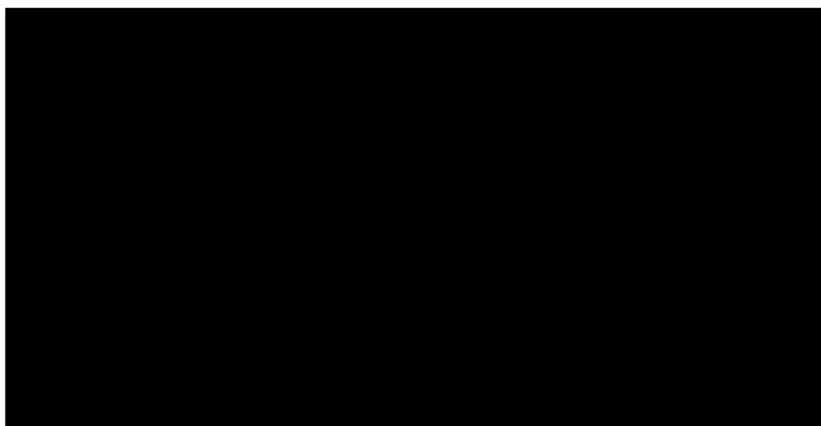
E1 – provide valid evidence that there is a need for this school in the area

We confirm that we agree there is a need for the type of proposed provision in the local area and we will consider naming The Harbour School in line with our statutory duties in appropriate pupils' statements of SEN.

It is difficult to predict Bournemouth's commissioning needs, but as it is always our intention to make specialist placements as locally as possible and as our current experience is that existing locally accessible provision is at capacity, we would provisionally anticipate commissioning approximately 10 placements in total from The Harbour School across school year groups 7-14 in both the first and second years after opening. This would most likely be up to 5 placements in years 7 to 11 and a further 5 across years 12 to 14 if the provision was able to accommodate young people instead of them going to specialist college (ISP).

Top-up funding for commissioned places would be in line with our funding formula for maintained special schools. We currently have a banded model with top up levels varying from [REDACTED]. We anticipate that the majority of pupils will be funded within bands 5-6 so that the average top up we will pay is likely to be [REDACTED].

Signature:

A large black rectangular redaction box covering the signature area.

Date:

14/01/2016

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

Dorset County Council 

Children's Services
County Hall, Colliton Park
Dorchester
Dorset, DT1 1XJ

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

Date: 29th February 2016

Dear Sir, Madam

Confirmation of support for The Harbour School

We confirm that the Local Authority of Dorset County Council supports The Harbour School's application. We understand that The Harbour School is a 10-19 Special Free School to be located within or within easy reach of centres of population in Dorset and will cater for the full continuum of complex need for young people with identified complex needs associated with the Autistic Spectrum Continuum, Speech, Language and Communication difficulties and associated mental health needs (complex anxiety and affective disorders) who are able to access a suitably differentiated curriculum which is proposed to open in September 2018 or earlier. Additionally, we understand that the school will provide a blended, therapeutic curriculum in partnership with Dorset Healthcare Foundation Trust that will meet the identified needs of this group.

We confirm that we agree there is a need for the type of proposed provision in the local area and we will consider naming The Harbour School in line with our statutory duties in appropriate pupils' Education and Health Care Plans.

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

Based on previous years' figures we anticipate that we would be able to make approximately 10 referrals of full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make we will make to The Harbour School

We agree to pay the top up fee of [REDACTED] per day pupil.

Signature:

[REDACTED]

Date: 29th February 2016

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

Introduction

The Harbour School will be a Special Free School that meets the full continuum of need for young people from 10-19 years, with Education and Health Care Plans (EHCPs) identifying Autistic Spectrum Conditions (ASC) and Speech, Language and Communication needs (SLCN), who have the capacity to access a suitably differentiated curriculum (*i.e. high functioning*), including those with challenging behaviour and / or high levels of anxiety. We also know from experience that these young people may also have significant additional secondary needs including a range of mental health conditions and disorders (SEMH).

It will be a small school (55 pupils) on a pleasant site surrounded by open space and woodland.

Students will be taught in small groups, which will ensure that attention can be given to each student's individual needs. Staff will create a safe, pleasant and caring atmosphere in which all students can make academic progress and develop their personal, social and emotional skills.

Canford Lane
Poole
Dorset

Phone: 01202 674205
Email: info@theharbourschool.com

Our priority is to support and develop emotional literacy in order that young people recognise and communicate emotions rather than discharging or defending against them. This approach involves the application of solution-focused and restorative practices and is a model that is supported by CAMHS.

We also use a number of additional approaches to address the Triad of Impairments for students with ASC including Makaton, TEACCH, Social Stories, PECS and Iceberg Analysis.

Our ASC Educational Psychologist ensures that the school takes advantage of the latest clinical research.

Our aspirational core curriculum, underpinned by emotional literacy, is focussed on engaging young people in learning. The curriculum model includes GCSEs, A Levels and accredited vocational options. Personal & Social development supports life skills including financial capability, domestic skills, employability skills, health & safety and an awareness of diversity.

Our vision is that young people will experience an emotionally healthy environment and provide the foundation for a successful transition to the their next stage of life, whatever that may be.

The Harbour School

A school for young people aged 10-19 with ASC or Speech, Language and Communication needs

The Perfect Education

Message from the Headteacher

I look forward to welcoming you to The Harbour School. I am very proud to be the Headteacher designate of this special school where the children and young people will be at the heart of all that we do. We will work closely together, making the school a special place to learn and creating a warm, friendly and family feel as soon as you walk through the door.

Each child will be treated as an individual, allowing room for their particular talents and skills to flourish, as well as encouraging confidence and success in areas they find tricky to accomplish. Successes will be celebrated on a daily basis as pupils learn new skills and overcome barriers to success.

Please do not hesitate to contact us if you would like to ask any questions – we look forward to hearing from you.

Admissions

Young people will be admitted to the school following a multi-disciplinary assessment that determines whether their learning needs are able to be met at the Harbour school. This will sometimes but not always, be part of the assessment that may lead to the drawing up of an Education, Health and Care Plan (EHCP).

A pupil's individual curriculum, including therapeutic aspects, will be determined by their identified needs.

The school will admit pupils to all year groups (5-14) at any time during the year.

Visiting

The most important aspect of choosing any school is visiting the site, having a look around and talking to staff and students. Alongside our open and family days, we will welcome visitors at any time of the year. Pre-opening, you are welcome to visit the other schools in the Delta Education Trust, including The Quay School.

THE HARBOUR SCHOOL

Canford Lane
Poole
Dorset

Phone: 01202 674205
Email: info@theharbourschool.com

Above is the text without photos of a leaflet produced to inform parents

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

Poole Grammar School

Headteacher: A.J. Baker BA MA NPQH

Gravel Hill, Poole, Dorset, BH17 9JU

Tel: +44(0)1202 692132 Fax: +44(0)1202 606500

office@poolegrammar.com www.poolegrammar.com



19 January 2016

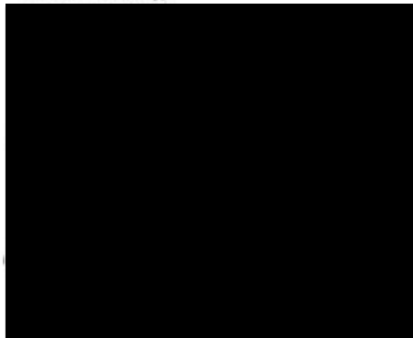


Dear Jo

Free School Bid

I am writing to offer my full support to your planned free school, as it will add significantly to specialist provision in the area. As a selective school for boys, we have a significant number of students who are on the ASD spectrum (and who are very much high functioning). Every year we find a number of these students experience significant anxiety, particularly at KS4, and though there is provision locally for students unable to attend mainstream schools due to health issues and/or mental health concerns, it is not able to cater for their ability profile. Your planned Free School would do this. These young people have some quite specific needs in terms of environment and academic ability, and your planned provision would cater very well for their needs, and give them the opportunity to make a successful transition to further and higher education.

Yours sincerely,



*Poole Grammar School: Registered in England and Wales - Number 7666111 An Exempt Charity and Company Limited By Guarantee
VAT Registration Number: 127 0254 44 Registered Office: Poole Grammar School, Gravel Hill, Poole Dorset, BH17 9JU Tel: 01202 692132*



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

Dorset HealthCare 
University NHS Foundation Trust

Ms Jo Perry
The Quay School
160 Herbert Avenue
Poole
BH12 4HU

Mental Health
1st Floor, Seastone House
49 Alumhurst Road
Westbourne
Bournemouth
BH4 8EP

Tel: 01202 584361
Fax: 01202 584365
Web: www.dorsethealthcare.nhs.uk

11th June 2015

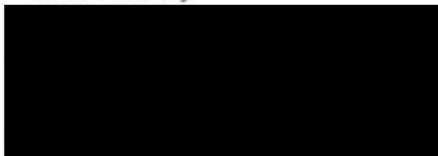
Dear Jo

Following our discussion regarding your planned Free School application I am writing to confirm the support of Dorset Healthcare University NHS Foundation Trust and in particular the Child & Adolescent Mental Health Services (CAMHS) for this proposal and our commitment to work with you . Having worked with The Quay School at our Pebble Lodge Adolescent In-patient Unit and the Parkstone site for a number of years, we are confident that your Trust has the skills and expertise to develop outstanding provision for these young people. CQC inspections at Pebble Lodge Adolescent In-patient Unit have highlighted your education provision as a strength and an outstanding example of partnership working between health and education contributing significantly towards young peoples recovery.

We know that a high number (40+) of young people from the local authority areas of Dorset, Bournemouth and Poole who are currently open to our CAMHS are placed in out of county education establishments. These young people would come under a category as primarily high functioning ASD girls and young people with more complex mental health conditions. We would be in a position to provide far more effective support for these young people if they could be placed at one site within our local area and not isolated from their family and friends. These young people would benefit with a continued and consistent treatment pathway which would assist a more rapid and better integrated recovery.

I find this an exciting development and one that would be greatly welcomed by local families, young people as well as our health and social care commissioners.

Yours sincerely



Dorset HealthCare

Our vision is to lead and inspire through excellence, compassion and expertise in all we do

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



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

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

<u>Annex to Section E2</u>

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.

We are a MAT and a sponsor with two schools open and our RSC office has provided a letter regarding our capacity.

The Individual in charge is [REDACTED] [REDACTED]
[REDACTED]
[REDACTED]



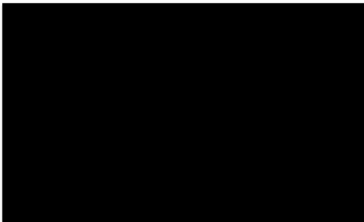
Department
for Education

Department for Education
Sanctuary Buildings
Great Smith Street
LONDON SW1P 3AG

Tel: 0207 783 8258

Email :

John.Sheridan@education.gsi.gov.uk



20 January 2016



CHANGES TO THE FREE SCHOOLS APPLICATION PROCESS

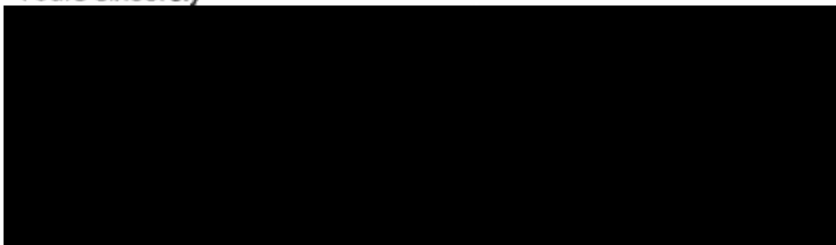
As you are aware the Department for Education is making the application process simpler for MATs and sponsors applying to open a new free school.

Where MATs and sponsors have agreed with RSCs how many free schools their trust currently has the track record and capacity to open, the department will avoid asking you to repeat this information under the capacity and capability section of the application.

This letter provides confirmation that the RSC believes your trust has the capacity to apply for one free special school at this point in time.

I would add that the free school application process may be relaxed somewhat for applicants wanting to replicate a strong school they already have open (i.e. open a new one of the same type and age range). However we do not believe it will be possible to invoke this relaxation of the normal process in this case as Coppice Spring is still a relatively recently opened sponsored academy.

Yours sincerely



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

We carried out a skills gap analysis in 2014/15, as a result we enhanced the membership of our pre –opening team with [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Our Headteacher designate also has senior leadership experience in good special schools and specialist ASC Units.

We plan to buy in project management (building, IT, fixtures and fittings) and marketing consultants during the pre- opening phase. We will of course follow an open and fair procurement process in line with the Academies Financial Handbook.

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
Special School Headteacher	pre-opening team	Prior to completing the application, we carried out a skills audit and identified this gap. [REDACTED] Special Schools rated Good, has agreed to provide advice and guidance in addition to [REDACTED]. [REDACTED]
Specialist ASC & SLCN Education Psychologist	pre-opening team	Prior to completing the application, we carried out a skills audit and identified this gap.
Project Management	Pre-opening team	We have the skills and experience on the Board and within the pre-opening team to successfully project manage a new build/refurbishment as proven by our past projects. However, we will need to recruit consultants to add capacity – see F1a

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

[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

Overall, we do not plan to make any structural changes as our MAT expansion plan has already informed the structure. As outlined in F1(a), following a skills audit, [REDACTED]

Our organisational structures (governance, Standards, management information systems and infrastructure) to support effective pupil outcomes are in place with clear strategic lines of accountability from academy staff to Principal to CEO and to the Board. All structures, roles and responsibilities are in line with the Academies Financial Handbook; this includes a designated accounting officer and register of business interests which is updated and published annually. There is a scheme of delegation across the Trust which is understood by all and embedded. We have a model of earned autonomy for Local Governing Bodies and there is a formal route to escalate issues to the Board as the Chair of each LGB sits on the Board and reports termly on performance and any other issues. In the first couple of years after opening we would expect a narrower focus on the pupil experience for The Harbour School LGB with increased autonomy when the Board are confident that they have the necessary skills and experience – this reflects the approach we have successfully taken at Coppice Spring Special School. The Board reviews risks at each meeting and maintains a live risk register, as a result leaders anticipate and plan for change such as funding fluctuations due to reducing pupil numbers or changes in formulas. Our central services team prioritise maintenance systems and plan for significant costs such as boilers or IT equipment. Our systems are outcome driven.

Accountability within each academy runs on a published 6 week data collection cycle to ensure that leaders are fully aware of pupil progress and the quality of teaching and learning. This data is fed through Heads of School to the CEO during the same week providing a clear overview of MAT performance at all times. We operate a termly peer review process whereby the CEO and a MAT Head of School review another academy in the Trust – this contributes to maintaining standards and the ability to intervene quickly. Our Trust School Improvement Partner, Sarah Mascall (CV attached) who is an experienced SEN Senior Leader and highly experienced SEN school inspector

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

(specialising in ASC and SLCN) will add capacity to our team during pre-opening and as a member of the Peer Review Team in the first years after opening. Succession planning and leadership development is a priority to ensure that in key positions there is sustainable and future leadership and governance across the Trust. Career progression is enhanced with opportunities across the Trust. A significant percentage of senior and middle leadership vacancies in both academies have been filled from staff within the MAT.

CPD provides support and development across the MAT and we share expertise through access to CPD Masterclasses in both academies. We provide school to school support with Quay School leaders coaching and mentoring those in the sponsored school, especially those new in post. There is a culture of shared good practice whereby all staff (teaching, support and admin) communicate new ideas and developments within their academy and to colleagues in the MAT. CPD alongside middle leadership and structured accountability systems is the driving force for school improvement. MAT leaders have strategic meetings that underpin shared good practice. Coppice Spring School now has a secure senior and middle leadership team and has evidenced sustained improvement over time, as a result TQS leaders have increased capacity to focus on the pre-opening stage of the free school.

All services are provided centrally allowing strategic oversight and savings. The team includes an appropriately qualified Chief Finance Officer who manages financial leads in each academy. Our Business Operations Manager with expertise in HR, Legal, Premises and Governance provides a lead in these areas for the MAT. Systems and procedures are common across the MAT and rather than make changes with the opening of the Free School, we will extend the practices as was and continues to be effective with Coppice Spring School. There is a robust financial control framework with clear authorisation levels, oversight, policies and procedures and asset registers. Financial management systems are in place with budget management through PS Financials with each academy being clear about top-slices and services provided. Strategic leaders interrogate monthly management accounts for each academy and these are scrutinised by the Finance and Audit Committees and then consolidated for the Trust. All financial procedures will be extended to The Harbour School to ensure stability. We have internal and external audit which again is overseen by the Audit Committee.

By being organised and keeping up regular communication between the Trust and Director's we have, to date, managed any conflicts of interest. An up to date register is kept by the clerk and is annually updated at the MAT board meetings and published, with the filling out of the forms comes an explanation from the clerk as to how to fill out the forms, what counts as a conflict and how to update us on any changes. This process ensures Directors and governors are fully up to date with recent legislation and what constitutes as a conflict of interest. The company secretary, clerk and Chair of the

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

Board have a good understanding of people's jobs and interests which helps to ensure that the right people are omitted from voting or attending should there be a conflict. For every board, committee and LGB meeting there is a standing item on the agenda asking if there are any conflicts of interest anyone has referring to any upcoming items mentioned. In the event of a conflict of interest arising the vote from that person would not be counted, if necessary the agenda item causing the conflict can be left till the end and the Director/governor with the conflict could be asked to leave the meeting early.

The LGB, Board and committee meetings are spread out throughout the year, the LGB meetings are diarised so that they fall a week or two before the board meetings, the finance and audit meetings then happen before the board meetings, this is all to ensure that the board is kept as up to date as possible with the situations of the academies and the Trust as a whole. These regular meetings avoid the board being unaware of any pending situations or issues that could affect the Trust. The flow of accountability throughout the Trust also lends itself to ensuring that everyone is kept up to date with the relevant information, the Heads of school report to the LGBs and to the Executive Headteacher, the LGB Chairs then feedback at the MAT Board meetings.

However, should the Board of Directors need to intervene quickly we would be able to assemble a quorate amount of Directors at reasonably short notice due to the good number of Directors and their proximity to the founding academy. Through the scheme of delegation set up in the terms of reference for each LGB it is clear what the Board is likely to deal with and what the LGB has been given autonomy to deal with. With the wealth of experience on the MAT Board, once the Head of School has reported on the situation, the Board should be able to deal quickly and efficiently with the issue to minimise the impact of the academy and the Trust.

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 financial plan for the free school has been calculated by utilising the existing financial framework for the Trust which currently includes two schools, the Coppice Spring School (Special Academy) and The Quay School (Alternative Provision Academy). The calculations for expenditure for the free school have been based on financial data linked to budget areas that have similarities to aspects of our existing provisions.

The top-up rate is in-line with the LA commissioning letters and is within the current Bournemouth, Poole and Dorset funding framework for special maintained schools and academies.

We have used the financial information for our existing AP and special school in the MAT to benchmark similar costs for the free school, in particular when setting the budget for the curriculum and staffing areas, where similar models exist in both schools. As we explained in D3, all staff will have an SEN allowance of [REDACTED] and Middle Leaders will have a TLR payment and this along with all staff salaries is benchmarked across the Trust and with local special schools. We will employ instructors and therapists incrementally as the school grows to capacity (see section D3) and deploy them across the Trust. Outdoor activities including sport and forest school will be delivered by the Aweigh School (part of the Trust) as a purchased service, again on an incremental basis. This is represented in the budget as 'pupil intervention programmes'.

The premises forecast has been based on the Coppice Spring School model as the Free School would be similar in size.

The educational resources forecast has been benchmarked against similar aspects of the curriculum that are currently run in both schools.

Section G – budget planning and affordability

As detailed in D1, based on national and local data, we would expect to receive pupil premium payments for approximately 40% of our cohort. This figure has not been included in the financial model as it would be used for individually targeted interventions to ensure that the most vulnerable pupils are not disadvantaged.

The MAT central services provide best value by supplying services that are already established in the existing MAT. The Board ensure that the top slice represents good value for money through benchmarking and financial audit. The top slice element will reduce as the MAT increases in size and achieves greater economies of scale. The top slice calculated for central services in the financial plan will include the following services:

- Financial Management
- Human Resources and Payroll
- Premises and Health and Safety Management
- IT Management
- Legal and Risk Management
- Governance
- CEO

Key finance indicators - There are areas that have been flagged up in red on the worksheet and we have provided comments explaining these variances. However, it appears that this worksheet has been based on a secondary school model, therefore some of the financial indicators are not as we would expect to see in a special school model.

Section H – premises (use Excel spread sheet)

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

- complete the Section H 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.

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 template

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2	Area of expertise (ie education or finance)	[REDACTED]																																								
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/ organisation position and responsibilities held length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]																																								
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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 	<table border="1"> <tr> <td colspan="4">[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td colspan="3">[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td colspan="3">[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td colspan="3">[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> </table>	[REDACTED]				[REDACTED]	[REDACTED]			[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]			[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]			[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
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per student for level 3 qualifications

- 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

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5b For education only: if you are in a teaching or head of

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department role in your latest school (where available):

- Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications
- If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life

6

Brief comments on why your previous experience is relevant to the new school

[Redacted content]

CV template

		<p>[Redacted text]</p>
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7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted text]</p>
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8	<p>Reference names(s) and contact details</p>	<p>[Redacted text]</p>
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CV template																																		
1	Name																																	
2	Area of expertise (i.e. 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 	<table border="1"> <tr> <td colspan="4"></td> </tr> <tr> <td colspan="4"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4"></td> </tr> </table>																																

CV template

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 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

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

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

1.	Name	[Redacted]
2.	Area of expertise (i.e. marketing, HR or project management)	[Redacted]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of organisation ▪ position and responsibilities held ▪ length of time in position ▪ (This should cover the last four years. If not, please 	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

	include additional roles)	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>Details of relevant professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
6.	Brief comments on why your previous experience is relevant to the new free school	<p>[REDACTED]</p> <p>[REDACTED]</p>
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
8.	Names(s) and contact details of a referee able to confirm your financial credentials	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

1.	Name	[REDACTED]
2.	Area of expertise (i.e. marketing, HR or project management)	[REDACTED]

<p>3.</p>	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of 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>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p>4.</p>	<p>Details of relevant professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained 	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p>6.</p>	<p>Brief comments on why your previous experience is relevant to the new free school</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

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8.	Names(s) and contact details of a referee able to confirm your financial credentials	<p>[Redacted]</p> <p>[Redacted]</p>
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1.	Name	[Redacted]
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2.	Area of expertise (i.e. education or finance)	[Redacted]
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3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position 	[Redacted]
		[Redacted]
		[Redacted]

	(This should cover the last four years. If not, please include additional roles)	[Redacted]
		[Redacted]
		[Redacted]

5.	Brief comments on why your previous experience is relevant to the new school	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
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		<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
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Self-assessment form for independent schools

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal		Additional information about the school				
Chair of governors		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
Achievement of pupils at your school	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability. please delete this guidance before submitting this form]		
Quality of teaching in your school	[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be		

	<p>developed due to the changing nature of the intake.</p> <p>Consistency of student presentation of work and scrutiny reference progress and standards</p> <p>How marking, assessment and students feedback/reflection enhances pupil learning</p> <p>Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs</p> <p>How teaching promotes pupils learning and progression</p> <p>The review should be validated externally to ensure moderated outcomes for the school</p> <p>Reading, writing, communication and mathematics across the curriculum.</p> <p>Tutor and pastoral time including SMSC and British values</p> <p>please delete this guidance before submitting this form]</p>		
<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies.</p> <p>Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p>		

	<p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		

<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p>		
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
1. The roles and responsibilities of the directors/ trustees	Please detail your duties as: <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer Understanding of the strengths and weaknesses of the school. Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents) Holding school leadership to account	
2. Structure of the board	Accountability system Structure of decision making	

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	<p>Please give details of:</p> <ul style="list-style-type: none"> • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover 		



Department
for Education

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