



Department
for Education

Free school application form

Special schools

Published: July 2016

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

FLAGSHIP SCHOOL

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The application form explained

Before completing your application, please ensure that you have read both the [how to apply to set up a free school guidance and the criteria for assessment](#) 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 on page 8 of this 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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. The form is available [here](#).

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. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

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, i.e. the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

Data protection

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

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

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

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

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

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

Declaration

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

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

- the requirements outlined in the [how to apply to set up a free school guidance](#);
- 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:

Position: [REDACTED]

Print name: [REDACTED]

Date:

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

Section C – vision

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

We are aiming to set up the Flagship School to address a significant gap in provision within the Hastings and Rother area for students with significant social, communication and associated difficulties (high functioning ASD, mental health difficulties, attachment difficulties), who have the capacity to access the national curriculum, make significant progress and achieve nationally accredited vocational and academic qualifications given the right learning and therapeutic environment.

Currently there is an absolute lack of provision for this group of students in the area resulting in students who require a place in a special school either being placed out of area at considerable cost or being placed in special school provision that does not adequately address their needs. Developing high quality provision for this cohort of students in Hastings is therefore a priority for East Sussex County Council with whom we have been working closely to develop our proposal and who actively support this bid. East Sussex have included the development of the Flagship School within their strategic plan to address the needs of children with SEN, and this cohort of children in particular, within the County. We are committed to the development of our school. It is with this in mind, that we would like to resubmit our proposal for the school. We have been working since our interview in June, on those areas where it was clear to us that our previous proposal had significant weaknesses and which were in turn highlighted in your letter to us of the 16 September 2016.

These were:

- Finances – our failure to demonstrate that our plan was based on realistic expectations and in particular the salaries we were offering to attract high calibre and quality staff;
- A number of omissions within our financial plan;
- The issue of whether our 'top up' fee from East Sussex is sufficient to run our school; and
- The capacity and capability of our pre-opening team.

We have addressed these issues throughout this revised proposal. We have achieved

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

this by reviewing our overall staffing plan, structures and deployment of our full complement of staff across the school, and as a result have been able to set out a proposal for our school that demonstrates that we can deliver our vision for high quality provision for this cohort of pupils, within the budget. We have increased the numbers of pupils that our school will accept, in years one and two in particular – and have increased the overall number of pupils to 56. We have set out our detailed plans in respect of this in Section D3.

We have reviewed with East Sussex the issue of our top up funding and whether this is sufficient to meet our school's planned cohort of pupils. As a result of the careful budgeting work that we have carried out, we are convinced that our school is deliverable within the top up funding we have agreed with the County. We have set out a further discussion of this in section E of this proposal.

Finally, we have reviewed the capacity and capability of our pre-opening team and have now put in place a much more robust and focused team, as a result of which we are confident that we can deliver the successful development of our school. We have set this out in section F.

Why are we proposing to open the Flagship School?

Currently, there are a total of 289 children and young people with ASD in Hastings/Rother area, roughly 10% of whom are placed in schools outside Hastings/Rother. Local special school provision that is currently utilised for this cohort of students consists of:

- three special schools for students with SEMH; located in Hastings, Seaford and Horam (both 50 minute taxi journeys away) – all of which are oversubscribed; and
- a special school for students with moderate learning disabilities and autism – which has capacity but is not appropriate for our cohort of students.

As East Sussex has set out in its analysis of need for the school: 'In the age range proposed for the Flagship School (Y6-11), there are shortages of places for ASD/SEMH needs. Where places are available in Hastings and Rother based special schools, the principal area of specialism is for moderate learning difficulties (MLD). The increase in children with ASD, and no corresponding increase in provision, has meant that the diversity of the populations within our schools for children with Social, Emotional and Mental Health needs has increased. Whereas this is appropriate for some children, the mix of children with behaviour needs that emanate from ASD needs as well as those that come from needs not associated with ASD is becoming increasingly problematic resulting in the LA having to seek alternative placements for children whose needs are not being adequately met'.

There are particular pressures for this cohort of older KS2 children whose needs were adequately met by mainstream primary schools when they were younger – but whose complex needs result in many being subject to an increased number of fixed term exclusions and managed moves as they get older, in Year 5 and 6 in particular. This is

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a group that ESCC have stated they find it particularly challenging to place.

In September 2015, one primary Academy in Hastings gave notice on its ASD facility. This means that, from September 2016, there have been 8 fewer places available within the town for children who are on the cusp of requiring specialist placements.

The lack of provision for this cohort of students (high functioning children with ASD and associated difficulties and children with SEMH who have complex needs (ASD/anxiety/attachment difficulties/ADHD etc)) is resulting in increasing numbers of this cohort of students being placed in independent non-maintained secondary schools, at considerable expense to ESCC. The current full year costs to the local authority of INMSS placements for children (in the year groups 6-11) with SEMH and ASD is £2,131,120 per annum. This equates to an average placement cost for a child with this type of need of £32,000 per year. It is also resulting in some children having to wait for placement. ESCC currently has a total of 18 children and young people who are currently out of school/awaiting placement with ASD or SEMH needs. Of these 6 are children or young people who are currently resident in the Hastings and Rother area and who would fall within the proposed age ranges of The Flagship School.

Over and beyond this current lack of capacity, there is a projected increase in demand for special school provision for this cohort of students in the coming years. East Sussex CC have predicted that there will be a need in the locality for an additional 8-10 places for this cohort of students from 2017 onwards (See Section F). This will result in current pressures on the system only increasing if additional capacity to address the needs of this group is not developed.

Driving up standards for this cohort of students.

Hastings is a coastal town facing significant deprivation, economic and social pressures and academic underachievement. 4% of children in Hastings schools (and East Sussex) have statements of SEN, in comparison to the national average of 2.8%. Academic achievement for students with SEN in East Sussex is considerably below the national average. The gap between the attainment of those students without a statement/EHC Plan and those students with a statement/EHC Plan at GCSE A*-C including English and maths is increasing (and the proportion of students with a statement/EHCP achieving 5 or more A*-C falling and being significantly lower than the average of its statistical neighbours in England). This chimes with results achieved at the special schools where Hastings students with ASD/SEMH are currently placed.

% Hastings students at local special schools achieving 5 A*-C including English and maths :

	2011	2012	2013	2014	% at expected levels at KS2 for this 2014 GCSE cohort	% above expected levels at KS2 for this 2014 GCSE cohort

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

Cuckmere House	0	0	0	0	50%	10%
St Marys	0	0	9%	0	17%	11%
New Horizons	10%	0	0	10%	44%	6%
Frewen College	10%	8%	15%	13%	Np	np

Our cohort of students; high functioning children with ASD and associated difficulties and children with SEMH who have complex needs have the capacity to achieve academically. Our expectation is that for those who enter our school at KS3, the majority will be approaching security with the end of Year 6 expectations and many will be secure with the end of Year 6 expectations in English and maths and therefore have the ability for equivalent achievement at the end of KS4.

However, as can be seen from the results in the 3 special schools where high functioning children with ASD and SEMH are placed, too few students are currently making sufficient progress from their starting points, to be able to achieve 5 A*-C at GCSE, including the vitally important English and maths.

Our ambition for our school is turn this around for our students; to deliver an enriched, personalised and integrated curriculum that will enable all of our students to make accelerated progress, achieve academically alongside developing the core social, communication and self-regulation skills, improved self-esteem and key life skills necessary to enable them to lead successful independent adult lives.

Whilst the behaviourist approach to working with children with ASD and SEMH has its place in East Sussex schools and the local offer, we believe that the diversity of provision will be enhanced by a special school that seeks to work with the underlying causes of these behaviours in a more therapeutic fashion; in particular we believe that this will benefit looked after children, children who have been adopted from care and children generally with attachment disorders. We will build a strong relationship with the ESCC Virtual School in respect of our cohort of pupils.

Our vision.

Our aim therefore is to develop a specialist school for children with social, communication and associated difficulties that will enable them to make excellent progress academically, therapeutically and socio-behaviourally, preparing our students for full, independent lives.

Our vision is one where empowered and well supported teachers, therapists, other specialist staff and teaching assistants work collaboratively to deliver a high quality, exciting, and integrated curriculum designed to meet students individual needs and

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learning styles. Therapeutic interventions, tailored to address each student's communication, social and additional needs will be embedded within all aspects of the curriculum and the wider life of the school.

Underpinning our school will be a number of core elements:

- A collaborative approach to delivering integrated, embedded therapeutic approaches that promote children's social, communication and emotional development and enable them to succeed;
- A personalised and integrated curriculum with a focus on academic success and preparing students for successful independence;
- Promoting children's physical and emotional wellbeing;
- Partnership approach to working with parents; and
- Centre of expertise and advisors to mainstream schools.

Integrated Therapy.

Central to our school is the delivery of an embedded and integrated approach to addressing students' communication, social and associated difficulties. This will be delivered through a collaborative practice model where teachers, therapists and other specialist staff work together to form a trans-disciplinary educational team. Teachers, therapists and wider support staff will collaborate so that every aspect of the school's day provides opportunities for students to make progress; academically, emotionally and socially.

Opportunities throughout the school day will be maximised to enable students to develop core social and communication skills, to better self-regulate, manage anxiety and increasingly take responsibility for managing their own difficulties. This will include, for example, early morning sensory circuits and 'mind gym' type sessions to teach self-regulation and self-calming strategies, Circle Time approaches to support students take turns in speaking and listening through to occupational therapists leading cutlery sessions for targeted groups of students at lunch time. Circle of Friends and peer mentoring schemes will be implemented to further encourage and support students to develop positive relationships and friendships with their peers.

Autism-specific approaches to teaching and learning will also be used flexibly, depending on the particular needs of each pupil, and on an individual basis. This will include Treatment and Education of Autistic and Related communication Handicapped Children (TEACCH), visual timetables/schedules, social stories, intensive interaction and sensory interaction for example.

Our skilled team of subject specialist teachers, therapists and other skilled staff will work together to develop overarching schemes of work, share PPA time to plan and will work alongside each other to deliver core lessons, cross curricular projects and activities.

This will enable the implementation of personalised, integrated and embedded

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therapeutic provision to be delivered as a core part of student's learning experience.

Through this collaborative approach, individualised and group based interventions to address particular areas of challenge for students will also be embedded within specially designed projects and programmes of work. This level of collaboration will enable learning objectives to be delivered in addition to providing structured opportunities for students to develop core social and communication skills.

A personalised and integrated approach with a focus on academic success.

The considerable difficulties that our students often experience in traditional learning environments result in many failing to access the full curriculum and achieve their potential. Our whole approach will be focused on enabling students at the Flagship School to access the curriculum in ways that are more appropriate to their needs. We will have an unrelenting focus on English and Maths – to ensure our students have the necessary core skills to enable them to access the curriculum, to learn and succeed across a range of subjects and in life outside and beyond school – and to foster their self-esteem and confidence.

Alongside this the school will focus on small number of core subjects – with the expectation that all students will gain transferable, nationally accredited qualifications in these including GCSEs and equivalents. Teaching of these subjects will be delivered by subject specialists, who will be trained in meeting the needs of high functioning children who have social, communication and associated difficulties. They will work collaboratively with our team of therapists and other specialist staff and our highly trained TAs to ensure that all students are able to fully access the curriculum and make their best possible progress.

All students will access a personalised approach to their learning, based on in-depth assessment of ability, learning styles and in-depth understanding of the impact of their social, communication and associated difficulties on their learning. All students will have an Individual Education Plan, with regular target setting and reviews of progress that will include progress in respect of their academic learning, and progression in respect of their social, communication and behavioural skills.

At KS2 and KS3, English, maths and science will be taught in discrete subject specific lessons. Many learning activities, that are best suited to motivate and challenge our students and incorporate a range of learning experiences, do not fall readily within discrete subject specific lessons. Sessions which include such experiences may have objectives that meet skills or knowledge within a range of areas; numeracy, literacy or history – but may equally include DT, communication or science for example.

At Flagship school therefore at KS3 other foundation subjects will be delivered through a cross curriculum, project based approach. The foundation subjects; humanities, art, ICT, DT, home economics, PHSE will be delivered through a number of cross curriculum half termly projects. Each project will enable students to access learning in a range of contexts and through a range of approaches that will be carefully designed to

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address the strengths and areas of development of each student.

Embedded and discrete activities to promote social and communication skills will be delivered within cross curricular projects, alongside focused extra-curricular activities, so that core skills are being learned and developed in context.

At KS4, students will be supported to build on their core learning in English, maths, science and IT and to take GCSE (or equivalent) courses in these subjects. In addition, there will be an expectation that all students will study one or two other accredited GCSE (or equivalent) courses. Individualised pathways for each pupil will also include opportunities to gain experience of work related learning through work experience placements, vocational programmes, functional skills and employability training. Students will be supported to gain an accredited life skills qualification and take part in a range of community engagement activities to further promote their social and communication skills development and prepare them for further education.

Promoting students physical and emotional well being

A central component of the Flagship School will be a focus on and commitment to promoting student's physical and emotional well-being. Taking part in community based sporting, cultural and recreational activities can be extremely challenging for many of our pupils, resulting in students being excluded or excluding themselves from these.

Enabling and actively supporting students to take part in a range of such activities; which will include a focus on forest school activities, outward bound activities – such as the Duke of Edinburgh scheme, canoeing, cooking and horseriding for example – will therefore be an important part of what students will experience at the school. Active coaching and tailored support will be designed to address any barriers to participation that individual students may have, so that all students can develop their resilience, gain confidence and positive self-esteem. Our school will be outward focused. Students will be supported to take part in a range of community engagement projects which will also provide opportunities to develop new skills in context.

Our aim is that the design of our school building and its location will also address the particular needs of our pupils. Our vision is of a school where at its heart will be a number of nurturing, calm spaces – where children can regroup, gather themselves, have opportunities for social interaction, and if required, have the opportunity for focused one to one support.

Partnership approach to working with parents and carers.

Active engagement and involvement with parents/carers will be a fundamental part of how the Flagship school will deliver our vision; ensuring that there a range of opportunities for parents/carers to be closely involved in the education of their children. Regular formal and informal communication will take place with all parents/carers – via email, home-school books, regular telephone contact and regular open mornings and evenings so that working parents/carers can attend.

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Research has consistently highlighted the importance of multi-modal approaches to working with children with challenging needs, that operate simultaneously across the home/school divide. The Flagship School will take a pro-active approach to enabling and supporting parents/carers to develop their capacity, confidence and skills to parent their children and to develop strategies to manage the range of their children's difficulties.

Centre of expertise and advisors to mainstream schools.

We will be a centre of excellence and resource for mainstream schools working with children who have a range of communication, social and associated difficulties. The school will provide expert advice, support and on training to mainstream schools in the Hastings and Rother area, in delivering holistic and effective approaches to enabling children with social, communication and associated difficulties, to reach their potential. Where required, the school will offer support to teachers and TAs working with individual children, within mainstream schools. We will build close relationships with local schools to enable students to have access to specialist facilities and courses.

Our Targets.

- Target One: 100% of learners will make accelerated progress
- Target Two: All teaching will be 100% good or better and with rigorous monitoring and training will rise to at least 50% outstanding within the first three years.
- Target Three: Attendance will be 95% with less than 5% authorised absence and 2% unauthorised absence
- Target Four: Learners and Parent voice will indicate consistent satisfaction with our overall provision.

These four targets are integral to the school being successful in achieving our vision.

Section D – education plan: part 1

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Year 5		4	4	8	8			
Year 6		4	4	8	8			
Year 7		4	8	8	8			
Year 8		4	8	8	8			
Year 9		4	4	8	8			
Year 10		4	4	8	8			
Year 11			4	4	8			
Totals		24	36	52	56			

Section D – education plan: part 2

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

IKey Stage Two

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Maths – National Curriculum	4 hours	Mandatory	
English – National Curriculum	4 hours	Mandatory	
Science – National Curriculum	3 hours	Mandatory	
Computing – National Curriculum	1 hour	Mandatory	Delivered as part of cross curriculum project
Humanities (history and/or geography)	1 hour	Mandatory	Delivered as part of cross curriculum project
Creative and	2 hours	Mandatory	Delivered as part of cross

Performing Arts			curriculum project
PE	2 hours	Mandatory	
DT	1 hour		Delivered as part of cross curriculum project
PHSE (this will include citizenship and religious education)	2 hours		Delivered as part of cross curriculum project
Social skills development (including sex and relationship education)	1 hour		Delivered as part of cross curriculum project
Enrichment – social and emotional skills development and life skills development	2.5 hours		

Key Stage Three

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Maths – National Curriculum	4 hours	Mandatory	
English – National Curriculum	4 hours	Mandatory	
Science – National Curriculum	3 hours	Mandatory	
Computing – National Curriculum	1 hour	Mandatory	Delivered as part of cross curriculum project
Humanities (history and/or geography)	1 hour	Mandatory	Delivered as part of cross curriculum project
Creative and Performing Arts	2 hours		Delivered as part of cross curriculum project
PE	2 hours		
DT	1 hour		Delivered as part of a cross curriculum project
PHSE (this will include citizenship and religious education)	2 hours		Delivered as part of a cross curriculum project

Social skills development (including sex and relationship education)	1 hours – delivered as part of cross curriculum project 3		Delivered as part of a cross curriculum project
Enrichment – social and emotional skills development and life skills development	2.5 hours		

Key Stage Four

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Maths	4 hours	mandatory	
English	4 hours	mandatory	
Science	4 hours	mandatory	
Computing	3 hours	Non mandatory	
Humanities (history and/or geography)	3 hours	Non mandatory	
Art	3 hours	Non mandatory	
PE	2 hours		
DT	3 hours	Non mandatory	
PHSE (this will include citizenship and religious education)	1 hour	Mandatory	
Life skills/enrichment	3 hours	Mandatory	

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Our proposed cohort of students with high functioning ASD, who have a range of associated difficulties (ADHD, ODD, Attachment/ASD) and students with complex SEMH (Attachment difficulties/ASD, anxiety etc) will present with varying levels of difficulties in a range of areas. Our rationale for addressing both groups of students, is that it is often difficult to untangle for some children whether their difficulties are as due to the child having ASD or as a result of developmental trauma. Students who do not have a formal diagnosis of ASD but whose difficulties are as a result of developmental trauma, can often present with a similar range of behaviours and characteristics as high functioning children with ASD and often require similar approaches to addressing their complex needs. Ref: Annex 3; Coventry Grid. Each child's needs, will of course be different and unique. Our aim in designing our curriculum is to meet the needs of children across this wide spectrum of need as, for many, disentangling those elements of their behaviour that are 'classic' ASD and those elements that are located within the domain of developmental trauma would be impossible.

The Flagship-School will therefore be a pioneering school, drawing on best practice from across Autistic education and in working with children with attachment disorders so as to provide an inspiring, integrated and aspirational education for our children.

Research has highlighted key factors in the provision of high quality education provision for children and young people on the autistic spectrum¹. These include:

- Schools that have high ambitions and aspirations;
- Schools that take the time to understand and establish strong relationships with pupils, seeing this as the starting point for supporting their learning and wellbeing;
- Schools that go further than individualising and adapting the curriculum for each pupils, and which see the need for a unique 'autism curriculum' that captures not only children's learning needs but which also seek to address the social, emotional and communication needs of students and to nurture their independence and well being;
- Schools that use multiple assessments to monitor progress in respect of attainment and social and behavioural outcomes.
- Staff who are highly trained and highly motivated, and who are willing and able to work collaboratively with health practitioners in particular speech and language therapists, occupational therapists and psychological therapists
- Schools where training for all staff is a priority
- Senior school staff who provide strong leadership and vision – and who play a key ambassador role for autism within the wider community
- Schools where there are highly reciprocal approaches to communication with parents and carers, both in respect of learning and strategies to promote positive social and behavioural outcomes and which work in partnership with parents

¹ Autism Education Trust. What is good practice | Autism Education. 2011.

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- School which recognise the expertise and knowledge of parents alongside the need for support that many families with children and young people with autism require.

At the Flagship School, we will fuse such best practice in respect of children on the autistic spectrum with effective practice in respect of children and young people who have experienced developmental trauma². Our school will therefore:

- Be student centred, with all staff having a clear understanding of children's different attachment styles and the impact that these can have on children's learning, behaviour and relationships within the school setting;
- Prioritise the creation of nurturing and supportive relationships between staff and pupils, so that all students have a clear '**sense of belonging**'
- Promote consistent thinking and practice across all school staff, parents/carers and partner agencies in respect of attachment, the relationship between ASD and attachment difficulties and the impact that this can have on children's learning and relationships;
- Create and promote appropriate additional infrastructure and scaffolding at a whole school, class and individual student level that enable students with social, communication and associated difficulties to learn and succeed;
- Implement a range of embedded therapeutic interventions and approaches to meet the needs of students with social, communication and associated difficulties, which utilises a range of evidence informed practice across the ASD/mental health divide;
- Implement a whole school approach to effective behaviour management that facilitates students own capacity to self-regulate, that fosters students' resilience and which develops their self-esteem.

The Flagship school will therefore deliver a whole school to ensuring that our students make excellent progress; academically, therapeutically and socio-behaviourally and to prepare them for full, independent lives. All aspects of the school day and beyond will be fully utilised; from initial an half hour session at the start of each day for students to prepare themselves for the day (a range of sessions will be on offer from relaxation and 'mind gym' type sessions to judo and more active sessions for students for whom this is appropriate) to daily reflection sessions held at the end of each day – where students will be supported by their key worker to reflect on the day and where a range of group based and one to one activities will be available to promote students social, communication and life skills.

^{2 2} Bergin, C and Bergin,C (2009) Attachment in the Classroom. Educational Psychology Review. 21. 141-170; Bomber, L.H (2007) Inside I'm Hurting: Practical Strategies for Supporting Children with Attachment Difficulties in Schools; Geddes, H (2006) Attachment in the Classroom: the Links between children's early experience, emotional well being and performance in school.

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Delivering our integrated and embedded approach

Overall responsibility for developing, delivering and evaluating the effectiveness of the overall Whole School Approach to meeting student's needs will be the responsibility of the Head Teacher, supported by the Deputy Head. Their roles will be to set out the overall strategic direction; ensure the effective implementation of the school's integrated approach to meeting each student's needs; lead the process of continuing review; report to the Governors and provide the leadership necessary to enable all staff to deliver this. The School's Development Plan will set out the School's overall approach to the delivery of the Integrated Curriculum. As is set out below, a rolling programme of evaluation and review will inform the development and delivery of this plan across the academic year.

Termly Multi-Agency Meetings will be held with all staff to review and plan provision across the formal and informal curriculum. A key role for these meetings will be to ensure that an integrated approach to the delivery of provision is in place and to review how each individual student's needs are being addressed.

Regular and ongoing co-ordination with relevant outside agencies will be actively supported, to ensure that therapeutic staff in particular have access to appropriate supervision and support; to quality review the effectiveness of provision; to keep up to date with current and emerging practice and to ensure that a co-ordinated and integrated approach to meeting each student's needs is in place across all agencies.

Operational responsibility for the effective delivery of our integrated approach will lie with the Head and Deputy Head, working closely with the lead therapist, the 2 Key Stage Leads and the Lead Teaching Assistant. Our expectation is that they will work closely with relevant external agencies in developing and delivering our strategic approach.

Planning for the delivery of our integrated approach will therefore take place on a:

- Whole school;
- Key Stage;
- Year Group; and
- Individual student level.

Assessment information on the needs of each student will be collated on a year group, key stage and whole school level and will inform the overall therapeutic, academic and enrichment offer for each student, year group and key stage.

Weekly Multi-Agency Meetings will be held to review progress, the effectiveness of existing provision and highlight where changes to the integrated approach are needed - in respect of individual students, groups of students and provision delivered by individuals and teams.

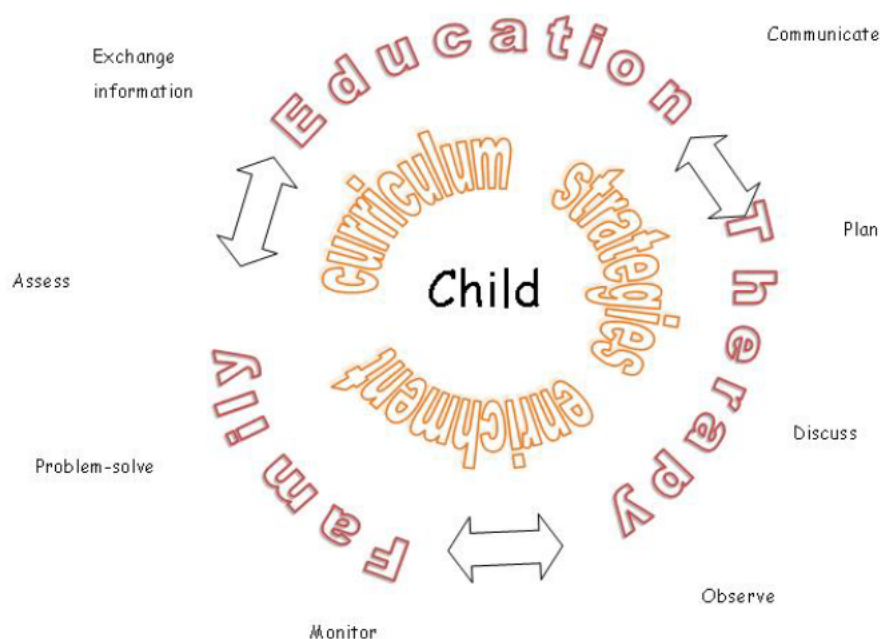
Daily reviews of student progress will be the responsibility of the key worker for each student and year group. All teaching staff will be expected to record the effectiveness of each lesson, its impact and areas for improvement. All teaching assistants and therapists will be expected to record the effectiveness of all enrichment and specific

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therapeutic sessions, to use standard outcome data (where these exist in respect of their delivery) – to enable regular review of impact and areas for improvement.

Delivering an embedded and integrated therapeutic approach to meeting the needs of students at Flagship.

We have set out below, a model that describes the approach that we aim to take in our school.



At the Flagship School, our Integrated model will:

- Help ensure that each student’s IEP goals are integrated into classroom instruction and routines;
- Ensure effective collaboration between therapists, specialist support staff and teaching staff;
- Help students generalise behaviours in the classroom and at home;
- Enhance student’s learning opportunities in transitioning from one setting to the other (e.g., from classroom to playground);
- Allow regular coaching and mentoring opportunities for our students;
- Provide additional opportunities to exchange information between all staff;
- Help in developing clear understandings of each professionals respective roles in respect of students and expands each professionals knowledge base.

Within our approach, therapeutic staff will work alongside and support other staff within the school, to work effectively with pupils across all elements of the school’s life: within the classroom, during lunchtime, on the playground, and on field trips for example.

We have set out different staff roles in respect of an integrated approach below.

Who	Accountabilities	Accountable to:
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Headteacher	Leadership of the Flagship School, overall strategic direction with the Board of Trustees, oversight on monitoring, evaluation and review, reporting to the board Appraisal of Deputy Headteachers	The Board of Trustees
Deputy Headteacher, Teaching and Learning	Operational leadership of teaching and learning, behaviour, SEN and therapeutic and additional provision within the school. This to include monitoring, evaluation and review of all learning provision, staff training and leadership of teaching staff appraisal Appraisal of KS leaders	The Headteacher
Lead therapist	Responsible for the delivery of therapeutic support for pupils, to work with the Head, Deputy Head, Heads of KS2/3 and 4 and lead TA to ensure that all staff have the necessary training and support to deliver appropriate interventions for pupils and that therapeutic approaches are embedded within the core curriculum and other opportunities within the school	Deputy Head
Heads of KS2/3 and KS4	Delivery of the curriculum with integrated therapy; monitoring, evaluation and review KS transitions Line management and appraisal of classroom teachers	Deputy Head
Key workers	Responsible for the day-to-day experience of the students in own class Day-to-day first point of contact for and with parents and carers Daily review of progress of students in own class Daily, weekly, termly and annual review of progress against targets of students in own class	Deputy Head
Lead LSA	Leadership of LSA team	Deputy Head
LSAs	One to one support, delivery of group based programmes and enrichment activities	Lead LSA
Therapists/specialist support staff	One to one Speech and language therapy/OT/psychological therapy and development and delivery of embedded interventions. One to one and group based activities with pupils – to promote their social, communication and emotional skills development	Lead therapist

We have set out how an integrated and embedded approach will work to meet two student's needs below.

Jane is 12. She has a primary diagnosis of ASD with associated difficulties.

- Presenting clinical features:
- Jane has delayed vocabulary development.

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- Her expressive language consists of long and grammatically complex utterances. But she can be very repetitive in her choice of topics.
- She prefers to interact with staff rather than other pupils and can be bullying in her interactions.
- Jane has a specific difficulty understanding the vocabulary of emotions
- Jane's non-verbal communication is delayed and she has a poor understanding of facial expression.
- Jane can be oversensitive to tone, volume of voice.
- Jane experiences sudden mood changes.
- Jane presents with a difficulty eating in the canteen – with a tendency to hoard her food.

Integrated and Embedded therapy to meet Jane's needs

- Weekly social skills group led by TA and supported by the SaLT. This will specifically teach the nonverbal aspects of the social use of language. It would follow an evidence based social skills programme such as 'The social use of language' or 'Talkabout.' There would be an opportunity to accredit this through an awarding body such as 'The English speaking board.'
- SaLT working with other school staff to ensure lesson material is supportive of Jane's learning needs and that clear visual support is used throughout.
- SaLT would review and monitor strategies with other staff at the weekly meeting. Targets and progress would also be a focus at this meeting.

Kerry is 11. She has a diagnosis of attachment disorder and presents with SEMH difficulties. We have set out below, how an integrated approach to addressing the needs that have been targeted in her IEP through PHSE and a Healthy Eating Topic.

The following areas of need are currently being targeted in Kerry's IEP.

- Area of Need 1 - Kerry is very anxious about the provision of food and tends to overeat. This causes meltdowns in the canteen on a regular basis. Kerry has a very limited diet and will never eat fruit or vegetables.
- Area of Need 2 - Kerry has poor relationships with her peers and only engages with staff.
- Area of Need 3 - Kerry is overly sensitive to tone of voice, volume and body language of the speaker. This often results in misunderstandings and conflict during her interactions.
- Area of Need 4 - Kerry has a poor vocabulary range for her age and ability.

Area of need 1. Kerry attends a weekly 1:1 session with a psychology assistant where she is beginning to develop strategies to manage her over eating in the canteen. The psychology assistant has liaised with the teacher to ensure there is reinforcement of these strategies within this lesson. This includes the whole group experimenting with portion control plates.

Areas of need 2 & 3. The speech & language therapist has completed a social skills assessment which has identified significant weaknesses in Kerry's appropriate use of eye contact, turn taking, initiating a conversation and maintaining a conversation. So

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the SaLT and teacher have developed a scheme of work for PSHE which develops these skills in a group activity each week, as well as providing a structured opportunity to engage with her peers.

Kerry attends a time-limited weekly 1:1 speech and language therapy session, in which she practises the skills needed for the group activity in PSHE each week. The video is used as a teaching tool by the speech & language therapist in these sessions – and this supports Kerry in developing her understanding of the use of tone of voice, volume and body language and helps her to reflect on any misinterpretations or misunderstandings that occur.

Areas of need 4. The speech & language therapist and teacher have liaised to identify the curriculum specific vocabulary and concepts needed to access this lesson. These have been added to a 'Teaching Vocabulary' programme which supports Kerry in learning, storing and retrieving the vocabulary. This activity is used as a starter activity at the beginning of every PSHE lesson and can be delivered by the teacher.

Learning and skills development, delivered through such individualised approaches to meeting student's needs, will be continually reinforced and promoted through the school's whole school approach to promoting all student's social and communication skills, self-regulation and self-esteem.

We have set out below, a description of a potential school day.

The School Day: Outstanding outcomes will be delivered through a school day that is full of rich learning activity, whether in formal lesson settings, enrichment activities designed to foster core social, communication, self-regulation skills and emotional well-being or during break or lunch time. Our school day will run from 8.50 to 3.30. All students will take part in a range of preparation for the day sessions. Depending on individual student's needs, these will include relaxation and mindfulness sessions, 'mind gym' type sessions to teach self-regulation and self-calming strategies or sensory circuits.

Opportunities to develop student's social, communication and emotional skills will be embedded into all aspects of the life of the school. Morning tutor sessions for example, will utilise Circle Time approaches to support children to take turns in speaking, to listen to others and to reflect on their feelings. Lunch times and break times have been included in the curriculum time as these will provide important opportunities for contextual social and communication skills development; for example structured team and pairs games at break and an occupational therapist leading cutlery sessions for targeted groups of students at lunch time. Circle of Friends and Peer mentoring schemes will be implemented to further encourage and support students to develop positive relationships and friendships with their peers.

Providing opportunities for our students to take part in a variety of enrichment activities, to develop their social and communication skills alongside their physical and emotional well being, will be a core part of our school's offer to each child and their family. These activities will include a strong focus on forest school activities, outwards

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bounds activities and a range of team building and focused activities designed to support children's social and emotional learning delivered by Flagship teachers and TAs. It will also include opportunities for children to engage in a number of focused activities that could include canoeing, sailing and horse-riding on a rolling termly basis. An extended school day will be delivered on Wednesdays, to provide further opportunities for students to take part in project based, sporting and extra-curricular activities. All students will be actively supported to take part in a range of activities through skills coaching and mentoring – to enable them to address any underlying self-esteem, confidence or lack of skills issues impacting on their ability to engage.

Programmes of social skills and communication training will be available for all students, and specific programmes (eg anger management) will be targeted at those students who demonstrate a need for this. Evidence based programmes to promote children's social skills and to deliver effective early intervention work for students demonstrating particular challenges will be delivered within lunch-times and as appropriate, as part of specific social skills sessions, built into cross curriculum projects and will be delivered as part of each student's core PHSE offer. Where appropriate, and set out in student's ECH plans, individual therapeutic sessions will also be delivered within the school to students on a one to one basis.

Personalised and integrated approach with a focus on academic success.

At the Flagship School all students will experience a highly personalised approach to the delivery of the curriculum, which will be designed to address each student's individual needs, accelerate progress and will be based upon pedagogy that draws on good autism and attachment practice. Students will be supported to learn at a robust pace, according to their needs, in an adapted and yet stimulating environment.

As set out above, opportunities for learning core social, communication, emotional and self-regulation skills will be embedded throughout the curriculum and will also be taught via discrete activities and sessions. Where appropriate, parents and carers will be invited to join core projects and activities so as to provide opportunities for family learning. Our curriculum is designed to promote our pupils' spiritual, moral, social and cultural development in order to prepare them for the opportunities, responsibilities and of life outside school.

Our curriculum will actively support all students to achieve a number of academic qualifications in 5 core subjects which will include English, maths, science or ICT for all students. This will enable sufficient focus on these core subjects; it will enable students to have necessary learning time in respect of these core areas including appropriate time for review, consolidation and the generalisation of learning in different context and settings. This is key for our students.

At the Flagship School the delivery of all lessons will be:

- data led – we will implement a rigorous approach to assessment of prior learning, student progress and student involvement – all staff will be supported to be rigorous in their teaching, learning and assessment to empower students and encourage them to become actively involved in leading their own learning;
- individualised – differentiated curriculum and programmes of study that start with

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an assessment of prior learning and that are informed by styles of learning, students social, communication and associated needs, personal experience and motivational interests;

- built around assessment for learning – based on an understanding and validation of prior learning, progress and attainment through positive and constructive feedback (that uses clear success criteria which enables to understand what they have achieved, where they need to improve and specific suggestions for how that might be achieved) delivered in a tailored way that takes into account children's specific social, communication and associated difficulties (high anxiety);
- inspirational – our aim is that inspirational teaching and learning will translate our vision into well planned work, supported with excellent resources that meets learning objectives and motivates learners; and
- insightful – we will have high expectations of all students that demonstrate an in-depth understanding of each student, their social, communication and associated needs, their aspirations for learning and for their futures.

At Key Stage 2 and 3, we will deliver the Flagship curriculum model through:

- Separate core subjects – English, maths and science;
- Foundation subjects delivered through termly or half termly cross curriculum projects.

At Key Stage 2, every attempt will be made to ensure that children work with a small number of adults to ensure consistency and familiarity – whilst balancing this with the need to deliver a high quality core experience. As children get older and gain in confidence, so their exposure to an increasing number of adults will increase. The constant in each child's school life will be their key worker – their form tutor who will follow them throughout their school career.

At Key Stage 4, students will access individualised pathways to enable them to focus on attaining relevant qualifications and develop core life skills. Specialist teachers will be used to deliver high quality GCSE or equivalent Courses. .

The Key Stage Two Curriculum.

Our consultation with parents and head teachers from local primary and secondary schools has confirmed the importance of our school being able to offer a high quality KS2 curriculum for Y5 and Y6 students. We have consulted widely with parents, primary school heads, SENCOs and support staff and reviewed provision in other schools. Many high functioning children with ASD and associated difficulties and children with complex SEMH succeed in mainstream school. And it is right that they have the opportunity to do so. For some of our children however, whilst the nurturing environment of KS1 and the first two years of KS2 are sufficient to address their needs, the increasing demands placed on them by Y5 and into Y6, only seeks to reinforce the growing gap between them and their peers. This often exacerbates their difficulties with peer relationships, self-regulation, their self-esteem and of course their learning.

It is in these years, that many of our children start to experience more regular and longer periods of fixed term exclusions from their mainstream schools. We are

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therefore proposing to accept Y5 and Y6 children into the Flagship School –so as to offer this cohort of students a much more positive experience and ending to KS2.

Initially, we will aim to run one Y5/6 class. We will appoint an upper primary/lower secondary trained expert teacher to teach this year. As with our approach to KS3, we will have an unrelenting focus on English and maths for KS2 students, as many will have experienced considerable breaks in the education prior to joining Flagship. We will also deliver other foundation subjects through a cross curriculum approach. (See KS3). We will ensure that continuity is maintained for our students, with the majority of lessons being taught by our KS2 teacher.

The Key Stage Three curriculum.

KS3 students will be grouped largely in their year groupings for English, maths, science and for project work. However, where students display particular aptitudes in key subjects eg maths – after taking into account their needs in the round – students will place in classes for core subjects that reflect their ability. Students will also be placed in year groupings for their preparation and post day review sessions – when the capacity of the school allows this – and will work with a key tutor who will remain with that year group for their time at the school – to support the development of effective and trusting relationship between the tutor and the group of students.

At KS3 students will access 4 hours of English and maths and 3 hours of science a week. All students will be assessed on entry – in respect of their core literacy and numeracy levels. Individual pupil level targets for maths and English will provide a focus for personalised approaches, which will incorporate small group based and one to one tutoring to facilitate additional support and additional stretch where appropriate. This focus on personalised approaches to English and maths is to accelerate and maximise progress and achievement for all students. At KS3 Students will develop their competency in communication, oracy and numeracy at every opportunity, through planned formal and informal learning. This will provide all students with the platform to complete formal qualifications in English, mathematics at KS4. .

In addition to the 4 hours of English and maths that students will access at KS3, our themed projects will provide further opportunities for Maths and English to be delivered in context - providing further opportunities for students to test out, revise and refine their skills. We have set out below, a number of proposed approaches to the teaching of English and maths for our students.

Specific approaches to teaching English and maths.

English.

Reading for understanding can be particularly challenging for students with ASD and for children with attachment difficulties. Often students with ASD and attachment difficulties can exhibit well developed word recognition skills but reading comprehension is impaired. Students can also demonstrate well developed word recognition but without the corresponding skills in constructing meaning. Decoding, text integration, metacognitive monitoring, inference making and working memory can all contribute to proficiency in reading comprehension. Our students will have varied

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patterns of strengths and weaknesses in these areas.

Phonological and orthographical knowledge are important for reading but word recognition is insufficient for understanding. Skilled text comprehension is a complex process that depends on knowing meanings of words, analysing syntax and semantic construction of word combinations, application of background knowledge, applying logical inference, attention, motivational strategies, vocabulary and prior knowledge. Our students will have varying patterns of proficiency in these aspects. **A single reading comprehension strategy of remediation will therefore not be suitable for all.**

We will therefore deploy a range of interventions and strategies depending on individual students needs. These may include for example interventions to target linguistic processing at the sentence level, enabling students to develop strategies to use visual imagery to help them understand sentences.

Many high functioning autistic children have strengths in rote learning but may have memory impairment due to poor use of organisational structures to facilitate memory. Reading for understanding requires individuals to construct an organisational structure and schema to aid memory. A preoccupation with single details makes it challenging for readers to connect text into a coherent whole. They often fail to see the "big picture."

We will support our students to process globally by strategies such as underlining those words in a passage that contribute to the main idea and then guiding them to form a generalisation. Student's strengths, ie an attention to detail can then be used to help them form generalisations.

Students with ASD may have difficulty forming inference at the abstract level. They can tend to categorise animate and inanimate objects using rules, ie does it have legs. A table then can be classified with animals. ASD children often use inductive reasoning but will focus on details known to them rather than thinking through the problem. We will implement approaches that focus on 'concept formation' so as to guide our students towards more abstract forms of reasoning. We will embed these activities into the curriculum.

Some children with ASD and with attachment difficulties may also have particular difficulty with narrative text. Readers need to infer character traits, draw conclusions and identify causal attributes. Expository text is much easier as a set of rules, descriptions, directions require less abstraction. One reason that children with Autism in particular are challenged by narrative text is that there are delays in the development of the theory of mind or the ability to infer intentions and emotions in others. Children with attachment difficulties also struggle with infer intentions and emotions in others. We will actively teach the development of these skills.

Understanding narrative is vitally important for our students, as it mirrors life experience. We will therefore reinforce stories and story structure throughout student's programmes of study. Students with ASD can summarise the gist of stories but find

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retelling hard as they often miss causal links. We will therefore employ strategies that will enable students to develop their understanding of what happened to characters in the past and in doing so, develop their knowledge and understanding of causal relations.

The range of interventions that we will employ to support students with English and comprehension will therefore include:

- Reading comprehension may be masked by competent reading. We will therefore employ individualised reading intervention strategies for all students that include a range of reading comprehension techniques.
- Interventions to promote cognitive flexibility- attention to both phonological and semantic processing, through exercises such as word sorts- sounds, then categories.
- Instructional approaches - using individualised support material, authentic materials and rewards, peer mediated and with collaborative learning activities; eg peers quizzing vocabulary and factual recall and playing games based on reading materials.
- Reviewing and practicing skills to scaffold the cognitive processes needed for reading.
- Anaphoric cuing providing shortcuts (underlined) ie drawing attention to detail and reciprocal questioning.
- Reciprocal questioning – teaching students to generate and respond to questions in co-operative pairs using a story map framework. This will help to develop language and understanding in a social setting.

Direct Instruction will include:

- Teaching oral language skills. Use of common objects and will include modelling of answers, signals to cue students, choral pupil responses and correction procedures for correct and incorrect responses. We will aim to progress from firstly using actual objects, then to pictures and then to more abstract concepts.
- Teaching direct linguistic devices and encouraging their usage and identification.
- Collaborative learning and Peer tutoring to help develop social and communication skills.
- Vocabulary- emotions- face to face and computer based, speech and visual scaffolds, social stories. Generalization across concepts, big/ little old/ young, same emotions etc Opposites.
- The following premise will apply to the teaching of English and other subjects. Written prompts will be constructed by the individual with help or provided for them to work on with tutors.

Maths. Our students will vary greatly in their strengths and weaknesses and our approach will therefore be to ensure that for all students, an individualised approach will be developed that addresses their profile of skills and interests, to help the students learn maths concepts with meaning.

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Some of the most difficult aspects of maths for students with ASD are the "language of maths" (words describing mathematical concepts), word problems (accurately translating from language to mathematical problem), estimation, and prediction – as a result of student's language weaknesses. Where students experience these difficulties, they will be helped to "translate" the language into a picture of the maths question that is being asked. Concrete apparatus and multi-sensory tasks will be paramount and based around the individual preferences of the pupil.

We will also ensure that wherever possible, maths will be taught for our students using concrete manipulatives, visual structures and demonstrations which allow students to "see" the maths concept and as a result enable students to grasp new concepts. Our approach will, wherever possible be to connect visual concepts to numbers and number equations (eg. $2+3=5$), then add on the language and to ensure that activities are always connected to what they represent in the "real world" (eg. subtraction connects to spending money or using up the items in your fridge). We will also ensure that, for those students who find "multi-sensory" teaching styles over-whelming, individualised plans are developed that better address their learning needs – and that play better to their strengths. We will utilise 'extension teaching' for pupils, so as to connect all maths facts learning to what they represent in the real world – and so enable our students to be learn in context, which is vital for students with ASD.

Cross curriculum approach to Foundation subjects at KS3.

Many learning activities, that are best suited to motivate and challenge our students and incorporate a range of learning experiences, do not fall readily within discreet subject specific lessons. Sessions which include such experiences may have objectives that meet skills or knowledge within a range of areas; numeracy, literacy or history – but may equally include DT, communication or science for example.

At the Flagship School therefore at KS3 other foundation subjects will be delivered through a cross curriculum, project based approach. Core foundation subjects; humanities, art, ICT, DT, home economics, PHSE will be delivered through a number of cross curriculum half termly projects. Each project will enable students to access learning in a range of context and through a range of approaches that will be carefully designed to address the strengths and areas of development of each student.

Our expert staff team, including the head, deputy heads for teaching and therapy, and expert and highly qualified subject specialists and a range of therapists drawn from speech and language, occupational therapy and psychology will design the planned thematic approach to delivering cross curriculum projects. Initial planning will take place annually, supplemented by half termly reviews. Each project will be mapped across national curriculum expectations for the Foundation Subjects to ensure that core requirements are delivered.

Within each project, alongside meeting the requirements of the national curriculum in respect of individual areas of study, opportunities to embed speech and language and occupational therapeutic work with individual students and groups of students will be utilised, so that core skills are being learned and developed in context. Embedded and

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discrete activities to promote social and communication skills will also be delivered within cross curricular projects.

This will ensure that each integrated half termly project will include core skills development alongside embedded interventions that address particular communication, social and sensory processing needs of individual children. Enabling children with social, communication and associated difficulties, to access learning and skills development 'in context' is key, as transferring skills and knowledge to different settings is particularly challenging for them. Through our cross curriculum approach, we will therefore employ creative and innovative ways of delivering the curriculum to our pupils through a range of contextual outdoor and real life learning experiences which will enable pupils to continually practice skills in a range of settings.

Projects for KS3 will therefore contain the following:

- Project 1 - 2 x 1 hour sessions, will deliver the curriculum requirements in respect of computing and DT. It will also include a strong element of social skills training.
- Project 2 – will cover the humanities and creative and performing arts curriculum. This will include a strong focus on social and communication skills development.
- Project 3 – will focus on the developing pupils' life skills, PHSE and pupil's social and communication skills development. This will include horticulture, working with small animals and community based projects.

A project on climate change for example might include

	Objective	Knowledge	Skills	Values	Tasks
History	To understand the current debates about climate change in the context of changes in weather over a considerable period of time. To review a range of different explanation for changes in the weather. In history this is called 'understanding significance'.	To learn about key events in history and their impact on the communities living in that period.	Assessing and analysing information Hypothesising and understanding versions of events	Assessing the bias of reporting and versions of the same event. Valuing different opinions	What is historical significance A significant experience Description of a key historical event
Geography	To be able to develop a variety of map skills as well as using maps to explore wider issues in relation to where climate change is	Mapping requires reading, using and understanding symbols Environmental disasters	Organisational skills Using mapping skills Analysing, summarising, Assessing ,	Valuing different opinions and beliefs linked to climate change Valuing	Creating a leaflet Visit to local beach to interview

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	<p>having the greatest effect? With reference to weather changes and rising sea levels. Visit to beach and fishing fleet in Hastings to discuss changes in fishing over time as a result of warmer waters.</p>	<p>and their impact- natural and man-made causes, facts and figures</p> <p>Specialist vocabulary</p>	<p>calculating and quantifying the costs of natural disasters</p>	<p>the environment and 'Green' agenda Respecting the force of nature</p>	<p>fishermen re climate change</p> <p>Assessing flood damage from news/recent TV clips and interviews and the impact on communities</p> <p>Design a map</p>
RE	<p>To investigate the impact of natural disasters/environmental change on people's belief systems</p>	<p>Appreciate the role of different religions in explaining natural events</p>	<p>Researching and synthesizing</p>	<p>Valuing diversity</p>	<p>Debate Resource and Research</p>
Citizenship	<p>To understand what climate change means for us? To review what our role may be. What we can contribute to our communities and to wider society.</p>	<p>Understand the impact that individuals can make within their communities in respect of the environment and what the limitations are</p>	<p>Develop skills to set up energy saving and eco— scheme in the Flagship School</p>	<p>Understand working as a team to develop a project, what their role is and how they can work with others.</p>	<p>Research Design and build an eco-scheme, with other members of their wider community at the Flagship school (families/carers)</p>
Art	<p>Researching range of artists who have depicted weather/climate</p> <p>Using a variety of media, create studies of the impact of different weather events – flooding, drought.</p>	<p>Range of artists</p>	<p>Develop skills in variety of media – photography, video, painting, sculpture; Develop skills working in pairs – negotiation, compromise, planning, communication</p>	<p>Respecting others working collaboratively with others.</p>	<p>To create 2 products – in different media. One – working individually and one working in small group.</p>

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DT	Research, design and build an animal house to suit our climate, year round, to take in to account very hot summers and very cold winters.	Understand the requirements of small animals in our climate – basics of animal care. How to build a structure that will meet their needs.	Assessing and analysing information; organisational skills. Working as part of a team – co-operation, team work, self-regulation, following rules and procedure.	Understanding the needs of others; co-operation and team work; understanding difference.	Research Design and build an animal house; Develop a design; understand and use measurements; understand and use different materials; Take instructions from other people; use a range of tools.
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The project will involve students exploring their local area and learning 'in context'. It will enable students to work in groups, to develop skills in turn taking, negotiation, speaking and listening. It will enable students to develop their skills in working in pairs (collecting, processing and recording data) and in presenting a range of findings and information in a range of media (videos, sound recordings, photographs, newspaper articles, blogs etc) to others.

It will also enable students to take part in a range of outdoor learning and to engage proactively with their local community. Careful planning will ensure that each student's experience of the project has been personalised in order to build on their strengths and areas of interest and address any particular areas of difficulty. Our highly skilled team of subject specialist teachers, therapists and additional support staff will work together to develop overarching schemes of work in respect of each project, share PPA time and deliver core lessons. Through this collaborative approach, individualised and group based interventions to address particular areas of challenge for students will be embedded within each project. This level of collaboration will enable learning objectives to be delivered in addition to providing structured opportunities for students to develop core social and communication skills.

This collaborative approach will underpin all aspects of the school's life. All teaching staff, recruited for their subject specialisms, will be required to undergo a programme of professional development. This will be focused on enabling them to gain the necessary skills and understanding to work collaboratively with other professionals and deliver integrated approaches to meeting the needs of this cohort of children. Tailor-made training packages and ongoing support will be delivered by the school's therapeutic staff. All staff, including lunchtime and administrative staff, will undergo entry level training identifying the difficulties for pupils with social, communication and associated difficulties and the approaches and strategies that they will be expected to use. These will be delivered by the schools therapists, alongwith ongoing support for staff to

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implement and review the effectiveness of interventions and approaches.

With extended skills and knowledge, staff will be able to employ a number of specialist strategies to support the delivery of the curriculum to all pupils. They will use cross-curricular links to support pupils' generalisation of learning, use visual supports and other supporting scaffolding for children with social, communication and associated difficulties and wherever possible, take a physically active multi-sensory approach to supporting student's learning. Classroom routines and teaching strategies will be shared by teaching staff across the school, allowing pupils to enjoy a consistent, specialist approach.

Promoting student's physical and emotional well being: Enrichment and life skills:

Developing students' life skills for independence and managing transitions is a priority for the Flagship School. In KS3, life skills work will be embedded within cross curriculum projects. All students will be expected to take part in group based and individualised programmes to promote their social and emotional skills development, as a core part of their life skills and social skills curriculum at the Flagship school. These will include group based training sessions, that proactively teach positive social skills, anger management, self-calming techniques and which support students to develop core listening, taking turns and reading social situations will be also be offered to those students who require this.

Opportunities to enable students to engage with the wider community and take part in volunteering and activities that promote positive engagement will be actively supported. These opportunities will be actively built into cross curriculum project work as they enable students to develop skills in context – which is vitally important for our students.

Providing opportunities for our students to take part in a variety of enrichment activities, to develop their social and communication skills alongside their physical and emotional well being, will be a core part of our school's offer to each child and their family. These activities will include a strong focus on forest school activities, outwards bounds activities and a range of team building and focused activities designed to support children's social and emotional learning delivered by Flagship teachers and TAs. It will also include opportunities for children to engage in a number of focused activities that could include canoeing, sailing and horse-riding on a rolling termly basis. An extended school day will be delivered on Wednesdays, to provide further opportunities for students to take part in project based, sporting and extra-curricular activities. All students will be actively supported to take part in a range of activities through skills coaching and mentoring – to enable them to address any underlying self-esteem, confidence or lack of skills issues impacting on their ability to engage.

Holiday activities.

Many of our students will have been excluded from or will find accessing mainstream out-of-school activities (guides, scouts, sea-cadets, football etc) very challenging. Mainstream holiday provision is not designed to meet the needs of our students. Many of our children also struggle with the transition between term time and holiday time –

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and lose many of the skills they have developed during term time over the holiday period. Ensuring continuing and ongoing provision for our students over and above that provided within the school term is therefore vital for our students. We will therefore aim, over time, to provide a range of provision during the holidays for our students. We will aim to offer forest school like provision and a range of themed group and sporting activities for our students which is carefully designed to address their additional needs. This will be a longer term plan for the school and therefore has not been budgeted for within this initial 4 year budget for the school.

A proactive approach to transition to the Flagship school

We will implement an active programme of transition for all students. We will work closely with feeder schools, to put in a place a coherent package of transition support for each student. Social story books will be prepared for all students – prior to any visit at the Flagship School – to enable students to prepare for their initial visit. A Flagship TA, who will be working with the student, will then visit each prospective student's feeder school – to meet with class teachers and existing TAs and the student, in order to understand the students interests, strengths, areas of challenge and to prepare for a clear transition and supportive transition plan. A planned programme of phased visits with Flagship School will be put in place – to enable students to become familiarised with Flagship School prior to their arrival. The key worker will arrange to meet the student and their parents/carers at home prior to them starting at the Flagship School – to discuss any concerns or issues – and to understand any particular strengths, interests or concerns that the parents/carers would like to share. We have set out our planned approach to preparing students to move onto college and other provision in our KS4 section.

Active engagement with parents/carers.

Active engagement and involvement with parents/carers is a fundamental part of how the Flagship school will deliver our vision; ensuring that there a range of opportunities for parents/carers to be closely involved in the education of their children. We will take a pro-active approach to enabling and supporting parents/carers to develop their capacity, confidence and skills to parent their children, and to develop strategies to manage the range of their children's difficulties.

Drawing on current research and evidence informed practice the Flagship School will:

- Deliver an assertive outreach programme - to engage with vulnerable parents. This will involve a rolling programmes of home visits;
- Offer a range of evidence based parenting training programmes and group based training and education training programmes that adhere to best practice in respect of ASD and adhere to Nice Guidelines on attachment. Such group based training and education training programmes will be:
 - Delivered within the school (and at times when working parents can access)
 - Delivered by a trained facilitator
 - Contain behavioural reinforcement systems to encourage adaptive behaviour across home, school and community settings;

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- Provide a dedicated space within the school, where parents can meet and spend time with pupils and staff – as part of a programme of drop-in sessions, coffee mornings and programmes of training and support;
- Promote shared enrichment activities and learning (within specific projects) and actively support parents/carers to engage with these, to foster positive approaches to support student’s learning in the school.

Transition to Key Stage 4.

Before students transfer to KS4 much work will be done to prepare them for the final two years of their schooling and aid the transition. In this way, we can be sure that our students will embark upon the correct courses to enable them to leave the school with the very best preparation for life that is possible.

During Y9 students and their parents/carers will embark upon a journey through available options and discuss potential further education hopes and careers with key workers and GCSE teachers. Emphasis will be placed on giving a thorough knowledge of what each course entails and the merits it can bring.

The range of extra curricular activities available to KS4 students will be set out and explained and there will be a clear expectation that all students will embark upon the outdoor education, community projects, aspects of sport and gaining of certain qualifications such as first aid. We see this as an essential enhancement to our students’ holistic development and one that should not be avoided to give more time away from school.

Key Stage 4.

At Key Stage 4, individualised progression routes will be available for students to accommodate the range of their needs.

Core Curriculum	BTEC/Vocational Pathway	Co-Curriculum
English Mathematics Science Computing	A number of BTEC Courses offered by the school – horticulture, Art and Design	A Menu of Positive Activities Including: Volunteering; Duke of Edinburgh Award etc.
Personal, Social, Health and Cultural Programme	Life skills qualification - ASDAN	Range of enrichment activities including: hiking, fishing, cycling etc.
Employability and the World of Work –including work experience and work placements	Work placements with local businesses, the Council, NHS etc.	

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Our approach to the curriculum at Key Stage 4; working proactively with students and their parents/carers to develop a focused and personalised curriculum – centred around a number of core subjects, is designed to give our students the best chance of success.

It is our expectation that students, where able, will study 5 core subjects at GCSE at Key Stage 4; English, maths and science and/or ICT will be mandatory for all students. Students will also be expected to take 2 other subjects (One where students are taking both science and ICT). These will be chosen from humanities (history or geography), Art, DT. Many of our students will require specific strategies to enable them to engage with the required concepts in English and maths, other GCSE subjects and vocational subjects. Our focused approach will enable each student's individualised needs to be addressed; for students to access the necessary scaffolding, pre-teaching, repetition and revision required and to enable them to gain confidence in those areas where they experience difficulties. It will also enable students to access the required 'stretch' in those areas where they have particular strengths. Many of our students will have extremely 'spiky' profiles – considerable strengths and talents in key areas and real difficulties in others. Our individualised approach will enable us to address this – providing additional support and challenge as required.

Alongside GCSE subjects, the Flagship School will offer a small number of vocational qualifications; horticulture, Art and Design and DT.

Personalised approach to delivering the KS4 Curriculum.

We have set out below, examples of two potential students at the Flagship School, and our personalised approach to addressing their needs.

Chris. Year 10.

Chris has ASD with associated SEMH. He has a very strong interest in computers and is an adapt programmer. He is of average cognitive ability and is able mathematically. However, he demonstrates little interest in formal learning. Chris's written language skills are well developed but his oral communication is low. He is resistant to reading for pleasure and finds understanding complex inference in text challenging. Chris is studying for 4 GCSEs – English, Maths, Computing, Art and a BTEC in Horticulture. Chris is extremely anxious with a high fear of failure.

Chris's personalised programme at the Flagship School therefore contains the following embedded support. Chris receives 1:1 speech and language support each week to target his speech production and word finding skills. The speech & language therapist works with the TA, to support Chris within his English session. This focuses on developing strategies to support his comprehension of the reading material.

Chris has access to a regular relaxation programme, developed by the OT, which can be delivered by a range of staff, which enables Chris to manage his high levels of

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anxiety. This programme is completed each day by Chris during 'preparation for the day' session. Chris also keeps a daily mood diary which he goes through with his key worker. The OT will meet Chris and his key worker half termly to monitor and review his programme.

Lee. Year 11.

Lee is in Year 11. He is passionate about football and can play brilliantly when too aggressive. This provides an outlet for emotional tension and focuses his aspirations on gaining Sports Leader accreditation. Lee is able at mathematics and interested in computing. He experiences difficulties with low levels of literacy. Lee is studying for 4 GCSEs at the Flagship school; Maths, computing, art and design and English, alongside a BTEC in DT.

To support his learning, Lee has additional English lessons, contextualised around sport and computers, to develop and build on key literacy skills. He has additional pre-teaching to support all aspects of his English GCSE curriculum. The SaLT works with a TA, so that the TA has the skills to provide the additional targeted support for Lee. This involves following a 'Teaching Vocabulary programme which supports Lee in learning, storing and retrieving new concepts and vocabulary needed to access the course.

Lee attends a weekly 1:1 session delivered by a TA – with support from the lead therapist, focused on anger management. The strategies developed to support Lee are shared with the whole staff team and added to Lee's behaviour support plan. The impact of this is regularly reviewed.

Balancing academic and vocational curriculum with equal time for development of core life and social skills – to enable our students to prepare for independence.

At KS4 all students will be expected to study life skills and take part in enrichment activities. At KS4, there will be a much greater focus on developing student's life skills and preparing for successful transitions to college and to work. All students will be actively supported to take formal life skills qualifications – such as the ASDAN life skills qualification. In addition, all students will participate in mandatory PHSE education which will include religious education, citizenship and sex and relationship education. It will also include a focus on developing core social, emotional and communication skills – which is fundamentally important for our students.

Alongside this, at KS4 there will be a much greater focus on engaging with other organisations. This will involve opportunities to volunteer, to take part in organised outward bounds activities (Duke of Edinburgh), work experience and to take part in a range of sporting and group activities. We will work closely with key partners; Sussex Coast College and the East Sussex Targeted Youth Service – to enable students to access a range of enrichment activities within the community.

To prepare for life beyond school, an individualised transition plan will be put in place for each student. We have already made effectively links with local FE provision;

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We have set below the proposed targets for the Flagship School:

- Target One 100% of the learners will make accelerated progress, at least better than expected progress.
- Target Two: All teaching will be 100% good or better and with rigorous monitoring and training will rise to at least 50% Outstanding within the first three years.
- Target Three: Attendance will be 95% with less than 5% authorised absence and 2% unauthorised absence
- Target Four: Student voice and Parent voice will indicate consistent satisfaction with our overall provision.

These four targets are integral to the school being successful in achieving our vision.

We have set out below our proposed targets for the Flagship School.

Key Stage Two

Year 6	Sept	July
	GLS standardised scores	SATS
Targets		Percentage expected
Children reaching level 3 or below, or with emerging security with the Y6 age related expectations.	Emerging	10% to 20 % but this may vary according to subject. It is expected that this percentage may be higher in English and humanities
Children reaching Level 4 and above, or with expected security with the Y6 age related expectations.	Expected	80 % We feel this will be a challenging but realistic target
Children reaching level 5 or above in English or maths or exceeding security with the end of Y6 age related expectations	Exceeding range	25%
As achievement in our children will be based upon starting points when they enter the Flagship School, we recognise that percentages will vary from year to year. Individual pupils will present with spiky profiles of abilities but our ambitious aim is that whatever their starting points, our teaching programme will allow for accelerated progress and value added.		
KS3		
At this point a new intake may enter the school although it is expected that the majority of our Yr 6 will continue.		
	Sept	

D2 – measuring pupil performance effectively and setting challenging targets

Y7	Baseline GLS English, maths and science for SS MIDYIS Y7 for predictions	Thereafter other Formative testing as required as previously described
Year 8	As above GLS for SS	
Year 9	GLS for SS and MIDYIS	
Years 7 8 and 9	Children will achieve expected range or above	80%
	Children below nationally expected D	20%
Key Stage 4		
Year 10/11	Emerging Grades D and below at GCSE	20%
	Grades A-C five passes	80%
	Grades A –C to include Eng and maths	25% schools in the area.
	We recognise that the nature of the children's difficulties will often cause difficulties attaining both English and maths at GCSE	

Ambitious and realistic targets for pupil performance, behaviour and attendance.**Pupil performance.**

At the Flagship School, our aim is that 100% of students will make accelerated or at least expected progress based on their starting points and/or additional needs. Ensuring a robust and unrelenting focus on understanding how our children are progressing across a range of measures, is central to how our school will ensure that we are delivering an excellent, personalised and ambitious educational offer – in which every child can make significant progress against their starting points.

For each child, individualised child level outcomes will be in place – alongside personalised and individualised programme of integrated learning to meet these. In-depth, initial and ongoing assessments of each child, ongoing progress reports and reflective dialogue will underpin our individualised approach.

Initial in-depth base line assessments of all children will be carried out as they enter our school. We will utilise a range of standard assessment methods to carry this out including CAT4/GLS and/or MidYis Yrs 7 and 9, Beck Youth Inventory (BYI III), Strengths and Difficulties Questionnaire, Butler Self-Image profile, Speech and language and communications assessments eg CELF, the TROG and Braken and occupational therapy assessment. We shall apply standardised testing in English,

D2 – measuring pupil performance effectively and setting challenging targets

maths and science in order to be able to track through standard scores of attainment.

All assessments will be reviewed alongside core information provided by each student's previous school and information contained in each child's EHC plan. We will use this to inform each child's IEP and individualised child level outcomes and targets will be raised. These will consist of core targets for each child to promote accelerated academic progress (taking into account each student's starting point.) Improvement targets in each child's communication and social skills (including self-regulation and peer relationships), attitude to learning, behaviour and attendance targets for each student will be seamlessly woven into the individual plan and will be monitored daily and as necessary with the student's individual tutor.

Under the old levels system, children who were exceeding might have moved to the next level. The aim now is for children in the exceeding bracket to be given opportunities to add more depth and breadth to their knowledge and to have opportunities to use and apply skills. The DFE now call this phase of learning Mastery and Depth. Only exceptional children will be working at this level but it is possible that one of the Flagship students could be exceptional in a subject and this would apply. Similarly, children who are unlikely to be emerging at the end of the year may work towards expectations from the year below. The N C sets out expectations for each year group in subjects and children will be assessed against those each year. A student will always be judged in the first instance against the expectations for the academic year.

In Y6 there will be objectives in reading writing, maths and science and these will be assessed through the Y6 SATS.

In all subjects of KS 3 students will be taught and assessed against the National objectives for each subject.

The key measures will be:

- Emerging- yet to be secure in the end of year expectations
- Expected- secure in the majority of the end of year expectations
- Exceeding secure in almost all of the end of year expectations and is able to use and apply skills confidently.

KS2 Levels	KS3 Thresholds	GCSE CURRENT	GCSE NEW
5a+ Exceeding	Exceeding	A*	9-8
5 Exceeding	Secure	A-B	7-6
4 Expected	Developing	B-C	5-4
3-2	Foundation	D-G	3-1

D2 – measuring pupil performance effectively and setting challenging targets

Emerging			
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Exceeding A If the student has achieved between 80 and 100% of the objectives covered this is considered “beyond the range of expected achievement” (mastery)

Expected B Pupils rarely make errors and are confidently meeting age related expectations (secure)

C Pupils may make an occasional error but the teacher is confident that they understand the concept

If a child has achieved within 60 to 80% of the objectives covered, then this is considered “within the range of expected achievement.”

Emerging D Pupils achieve between 35 to 60% of the objectives covered

E Pupils achieve less than 35% of the objectives covered.

End of term One

- Approximately 25% of the year’ age appropriate objectives secured would mean expected progress.

End of term Two

- Approximately 50% of the year’s age appropriate objectives would be secured would mean expected progress

End of term Three

- Approximately 75 % of the objectives secured would be expected progress.

Progress will be an evaluation half termly of how each child is progressing towards the end of year range of attainment.

If a pupil is within the range of expected attainment then it is to be assumed they will always be within the range or will move to mastery. If a student is working beyond the expected range of attainment then this will continue to be the expected range at the end of each year and in exceptional cases a child may move to that next year’s programme of study. This system could be used even though the student may be operating at a level lower than age appropriate. The system will accurately record progress and the formal criterion referenced testing will record attainment.

In order to plot the tracking a numerical value can be assigned to achievements within subjects and these can be used to compare individual, group or sub set performance.

In addition to tracking of progress as above, standard scores, MIDYIS will be taken on Y7 and Y9.

Tracking of progress without levels will be a six termly evaluation of the objectives covered in that year, as set out below, by the end of the year to indicate expected progress. We would expect above 80 % of the objectives covered would be secure. This is not a reflection of attainment however as this is relative to starting POINTS. This

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will be a reflection of outstanding teaching, pastoral care and therapy and accelerated pace of learning.

Formative and Summative Assessment of Students.

We will put in place a robust approach to monitoring progress. This will be based on daily assessment of students progress against learning objectives.

Progress will be recorded at the end of each session by the class teacher and TA. This will be recorded onto an electronic data system, such as Target Tracker, that can be viewed by all staff. This information will be reviewed, alongside the recording of key achievements and any issues in each student's personal achievement planner. This will be reviewed daily by student's key worker – who will review key achievements and any emerging issue with each student and will raise any relevant issues in respect of learning or behaviour with necessary staff.

Weekly multi-agency meetings will be held. These will be grouped on a KS2 and 3 basis and a KS4 basis. They will involve all staff and therapists who work within those stages. They will review all student's progress towards targets, reviewing the appropriateness and effectiveness of curriculum content, therapeutic interventions and teaching content – and provide for future individualised student level targets for the following week.

Termly (three times a year) multi-termly agency meetings will be held to review student progress and develop a summative judgement of individual student's progress. Judgements will be informed by the extent to which each pupil is demonstrating a secure grasp of key skills, using a 'best fit' approach. Teachers will consider the extent to which individual pupils are secure in their grasp of core skills (using the emerging expected and exceeding definitions) and the overall proportion of the criteria in which the child is showing a clear grasp.

Daily Assessment

Day-to-day assessment of students will be based on each student's learning objectives (including Individual Education Plan (IEP) and/or Personalised Intervention Plan (PIP) targets and teaching/intervention strategies, which have been identified for particular lessons, goals or learning opportunities. During teaching, the class teacher and LSA will monitor the progress being made for each student. We will implement appropriate electronic data collection systems to administer this process. Key workers will be responsible for reviewing this information on a daily basis, with individual students as set out above. Each class teacher will be responsible for the day to day review of the effectiveness of their lesson – to inform planning for the next lesson and to promote further learning opportunities or the revision of goals for each student. For example, it may demonstrate that an individual student is ready to move onto a more challenging target. Staff will also note any other key achievements noticed by any members of the team. These will be recorded in the student's planner so that parents/carers have the opportunity to see these successes on the same day.

Target setting:

Individual targets will be set for each student. These will be based on their prior

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learning, developmental needs, significant interests and academic aspirations. Long and medium term targets will be formulated in consultation with parents/carers and will be set out in each student's Individual Education Plan. Short term targets, as above, will be set out and reviewed on a daily basis by the key worker and on a weekly basis for the multi-disciplinary team. Each of these weekly meetings will be chaired by the relevant key stage heads, who will report in turn to the Head teacher. The Deputy Heads for learning and therapy will attend each weekly meeting. Target setting for all learners is achieved through multi-disciplinary teamwork and will be based on evidence rather than opinion.

Annual targets will be set at the time of each student's review and will describe the outcomes to be achieved over the academic year and how these feed into the long-term outcomes identified on the Education, Health and Care Plan.

Termly targets will be set for each student and reviewed each term. Parents/carers will be included in these meetings. Formal Multi-Disciplinary Team meetings will take place 6 weekly to review all pupil's progress – to assess each pupil's progress through their personalised curriculum targets. This will involve analysis of progress data and evidence using the systems described above and the setting of new targets for the next term.

Recording

What is recorded?

At Flagship School we will record the following information:

- Students' progress throughout all areas of their personalised school curriculum. This will be achieved through robust data collection systems in place throughout the day for all group and individual and group teaching;
- Termly and annual progress through IEP summaries and annual review reports;
- Photographic evidence of learners' achievements e.g. during a rock climbing lesson;
- Qualities, skills, achievements and interests as well as dietary and health requirements through the use of pupil one page profiles;
- Behavioural data for any targets designed to overcome barriers to learning;
- Results of formal assessments e.g. GLS, MIDYS, CELF, TROG, ASDAN;
- Results of informal assessments using a variety of methods such as written notes, photographs, videos, permanent products (e.g. handwriting books);
- Highlights and challenges of the day through the home-school communication book and student planner.

Reporting mechanisms

Arrangements for reporting to parents and carers

Daily: Parents/carers will receive a daily home-school communication book containing information about their child's day at school.

Weekly: Parents/carers will receive a weekly phone call outlining their child's progress during the week and any issues. Regular and open email contact will also take place between individual parents/carers and their child's key worker.

Termly: Staff and parents/carers will meet every term to review their child's progress through their Individual Education Plan (IEP). Progress against current IEP targets is

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sent home prior to this meeting. Meeting time is spent discussing progress and agreeing targets for the coming term. The IEP is then updated and sent home within one week of the meeting.

Parents will also receive a Termly Curriculum Report in the final week of each school term detailing their child's progress across all areas of their personalised school curriculum and their child's academic and social progress.

Annually: Annual review meetings will be held once per year to review each pupil's statement of special education needs or education health and care plan. This meeting replaces the termly review meeting for the term in which it is held. During this meeting the pupil's progress over the previous year will be reviewed along with targets and provisions being agreed for the coming year. Annual review reports detailing progress towards outcomes, assessment results and provision is sent to all parties three weeks prior to the annual review meeting.

Both the IEP and Termly Curriculum Reports are included in the Annual Review paperwork sent to the Local Authority prior to a child's Statement review of Education Health and Care Plan review.

Arrangements for reporting to governors

The governing body will be presented with annual reports of students progress across the school. This information includes progress made against targets set in core curriculum areas (English, Maths, Science) for each pupil and in regard to school variance across student groups. In addition, governors will have responsibility for key curriculum areas that will be reported back to the governing body on a termly basis at the governing body meeting.

School Self Evaluation

The Flagship School will implement a cycle a self-evaluation, based upon:

- high expectations of staff and pupils and communicating this message consistently;
- staff who are involved in the process, so that they feel ownership and accountability;
- involving, pupils, parents, carers and governors and acting on their feedback
- being confident about what information, data and approaches to use;
- monitoring and evaluating in teams to develop skills and moderate outcomes;
- analysing and using information;
- acknowledging the outcomes and acting on them quickly;
- allowing time for actions to have an impact;
- customising the approach so that it is fit for purpose.

Achievement and progress will be monitored at six clear points during the academic cycle. Data Led analysis of performance against a key set of KPIs will inform a review of progress against the school's strategic plan, and if required, amendments will be drafted – for decision by the Directors of the Trust. In addition to this, the system of self-evaluation will incorporate a series of interim reviews led by the Headteacher,

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with moderation from external partners to measure the school's performance against its strategic plan. The Head teacher will report this self-evaluation to the Directors on a termly basis. This self-evaluation is then structured into line-management conversations with all staff, so that clear objectives and targets are set – which can then be effectively monitored and reviewed.

We will put in place clear processes to ensure ongoing evaluation, moderation and review of achievement and progress. This will include the following:

- All teachers will be formally observed 3 x a year unless there are concerns, when a support plan will be put in place in the first instance;
- Formal observations will be carried out by Senior Leaders;
- Learning walks will be carried out with all staff;
- A formal target setting and appraisal system will be in place, that will link to the School Development Plan and will follow national teacher pay and Conditions; linking in turn to performance related pay.

Attendance.

At the Flagship School, our target for attendance is 95%, with less than 5% authorised absence and 2% unauthorised absence. This is a challenging target, given the small numbers of pupils attending our school. We will strive to meet this ambitious target – partly through the delivery of our engaging and appropriate curriculum for all pupils, through the wealth of enrichment activities and the provision of high quality inclusive after school activities.

Attendance will be monitored daily and will form part of our ongoing review of each child's learning, engagement and behaviour. The school will incorporate the use of SIMS Lesson Monitor into daily practice to monitor, reward and intervene in attendance. Weekly reports, that will include attendance will be reviewed by the SLT. An assertive approach to active engagement will be taken where issues are emerging. The Flagship School will put in place an assertive preventative programme with parents/carers that will set high expectations in respect of attendance and will provide regular opportunities to communicate with parents/carers in respect of these and so that appropriate staff can intervene where difficulties may be emerging. This will involve a rolling programmes of home visits prior to pupil's joining the school and where difficulties with attendance are emerging, specifically targeted enrichment activities where transport and crèche facilities will be provided and focused one-to-one parenting support – to help parents/carers address any underlying issues that may be impacting on their ability to effectively parent their child. Formal monitoring using SIMS and discussions at pupil progress meetings – which are termly will review emerging issues and set in place appropriate processes.

Behaviour

Students with social, communication and associated difficulties are likely to have impaired communication and social skills, a lack of empathy, over or under sensitivity to sensory stimuli and low self-esteem. They are also likely to experience high levels of anxiety. Behaviour that challenges may be a reaction to these difficulties and an attempt for the individual to control a situation, regulate their emotions and/or communicate fear, distress or frustration. Students with social, communication and associated difficulties are therefore much more likely than their peers to behave in

D2 – measuring pupil performance effectively and setting challenging targets

ways that hinder their access to opportunities, restrict their social inclusion and adversely affect their quality of life.

Many of their families will also experience social exclusion as a result of their child's often challenging behaviour. Working in an inclusive and supportive way with families to enable students who will attend the Flagship school to learn to behave in more appropriate ways in different situations is central to achieving our aim of their acceptance and inclusion.

The Flagship School will use careful behaviour support planning to decrease challenging behaviour with the express goal of having zero exclusions.

Our behaviour policy will be based on:

- a calm environment that supports the needs of all students;
- consistent use of preventive strategies that work to calm and engage each student;
- noting and monitoring and staff team sharing of any regular challenging behaviours and development of monitored individual Behaviour Support Plans (risk assessment);
- use of physical intervention (for which staff are trained) as a last resort to avoid injury to the student or to other and to maintain the safety and dignity of all concerned, with use of force limited to the minimum necessary to stop the student self-harming or hurting others and full recording of any such incident.

Behaviour Support Plans will be drawn up by staff that know the student well with advice from key therapeutic staff and other professionals when appropriate. Staff will use functional analysis or motivational assessment to inform strategies and interventions identified in the BSP. Families and where appropriate, the young person will be consulted on these plans.

Behaviour support plans will:

- provide planned, agreed and risk assessed approaches to support challenging behaviour;
- include individual support programmes that are appropriate the particular student's needs, abilities, skills and knowledge;
- identify motivators (likes), triggers (dislikes), proactive strategies and reactive strategies. General support strategies are given as well as specific strategies for all frequent known behaviours;
- be reviewed as and when required according to individual need.

A log of all behavioural incidents will be completed for all children, via SIMS. These will be run and reviewed daily by each key worker. Where incidents have arisen during the day, these will be assessed for emerging patterns or trends, so that proactive strategies can be put in place to respond to these. Weekly meetings, headed by each key stage lead, attended by the Head, will take place to review any emerging trends in respect of behaviour – so that where issues in respect of individual children or particular class groups are emerging, strategies to respond proactively will be implemented (eg individualised one-to-one teaching, review of teaching methods and support) in order that emerging issues are de-escalated and children can get 'back on track' as soon as possible.

D2 – measuring pupil performance effectively and setting challenging targets

Pupil and parental satisfaction. We will operate a structured system of biannual parent questionnaires to gauge stakeholder feedback. Students will return home with a record sheet completed on their day and parents have the opportunity to respond. We will develop a website that is open to all parents. This will also facilitate parents' feedback.

Staff development (retention and morale). Flagship School will put in place a regular system of appraisal and CPD. Achieving our aims for students and ensuring our vision becomes a working reality and is dependent on having a committed, skilled hard working staff team. Training, professional development, support and guidance will be key to ensuring our staff are able to do their jobs well. Working with children and young people with complex needs is stressful, challenging and can be physically wearing. We will have an excellent programme of staff support and wellbeing to ensure our staff are able to succeed.

Head Teacher Performance Appraisal

The Chair of Trustees of Flagship School will be responsible for the appraisal of the Headteacher of the School against the school strategic plan, the KPIs, the SEF and other performance indicators. This approach will be rigorous.

Quality of teaching

At Flagship School, our expectation is that all staff will take a proactive role in their own and colleagues professional development. Our expectation is that all of our staff will strive to deliver excellence, and will reflect on their own practice and colleagues practice as a cycle of continuous improvement.

Our expectation is that all staff will be committed to and will be involved in continuous learning – and will actively bring this mindset into the daily life of the school. At the Flagship school our expectation will be that all lessons will be 100% good or better. When teaching standards fall below this, we will ensure teachers have a support programme in place to get them on track to providing excellent teaching to all of our within a short period of time.

Regular formal and informal opportunities for all staff to review the quality of their teaching, therapeutic interventions and their engagement with pupils and parents will be a core part of how the school is organised. These will involve:

- At the start of each day, a 15 minute briefing will take place to ensure coherent priorities and planning across the school, promote effective communication and highlight any emerging issues from the previous days reporting;
- Informal multi-disciplinary meetings will be held weekly, to discuss emerging concerns, progress and provide opportunities for groups of practitioners to collaborate together to address these;
- Regular and ongoing observations of teaching and learning will be carried out by staff and will underpin the 'open door' policy towards continuing improvement and addressing emerging issues that will be implemented by our school. All staff will be trained to conduct 'learning walks' – to carry out ongoing observations of

D2 – measuring pupil performance effectively and setting challenging targets

teaching and learning. To ensure good practice and effective moderation, some observations will be paired during the course of the year. The expectation is that all staff will be involved.

- The Flagship School will also use a common appraisal cycle where staff are formally observed, using a no notice observation, at least three times a Year. Observations will be recorded and teachers will receive detailed feedback on areas of strength and areas to improve. If teachers are deemed to be working at a standard below where we expect then a comprehensive programme of support will be offered.
- If following sustained support there has been no improvement and the standards still fall below the required standard then robust capability procedures will be put in place.

An in-depth induction programme will be required for all staff. The aim of this will be to ensure that staff are inducted successfully into the ethos of the school. We will introduce them to shared systems and to common expectations regarding teaching and learning.

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

As we have set out above, in view of feedback from the Department during our interview and in our subsequent feedback letter expressing concerns about our original salary level for teaching and therapeutic staff, we have revised our staffing structure for the Flagship School. We now have a staffing structure that is robust, where there are clear lines of accountability and responsibility, and where we have sufficient teaching and non-teaching staff to meet the needs of our cohort of pupils. We have alongside this, reviewed the salaries for our staff so that we can attract and retain the high calibre staff required for our school.

The management Structure of the Flagship School will comprise a Headteacher and a Deputy Head teacher who alongside their responsibility with the Headteacher for teaching and learning, has responsibility for behaviour, for SEN (they are the designated SENCO) and for overseeing the integrated therapeutic support and wider provision to promote pupil's social, communication and emotional skills development across the school.

Headteacher of School - Key Accountability

Accountable for the performance of all the children in the Flagship school, the Headteacher will be responsible for the day to day running of the school in meeting ambitious and aspirational targets. They will report to the school governing body and as required the Board of Directors. The Head teacher will have expertise in the education of children with social, communication and associated needs.

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

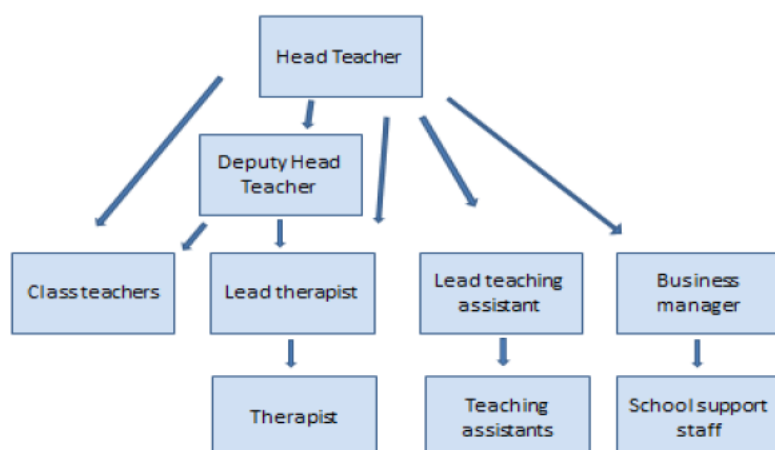
Deputy Headteacher

A Deputy Head will be appointed who will have a 0.8 teaching role in the first 2 years and a 0.5 teaching role from the third year of the Flagship School. Along with the Head, they will be responsible for overseeing the quality of teaching and learning throughout the school. They will be responsible for SEN – they will be the designated SENCO. They will also be responsible for co-ordinating all enrichment and life skills activity within the school, working closely with the lead therapist and other school based therapists, specialist support staff, teaching staff and TAs to deliver this. They will also be responsible for overseeing the quality and effectiveness of the engagement work with parents and carers.

Lead therapist.

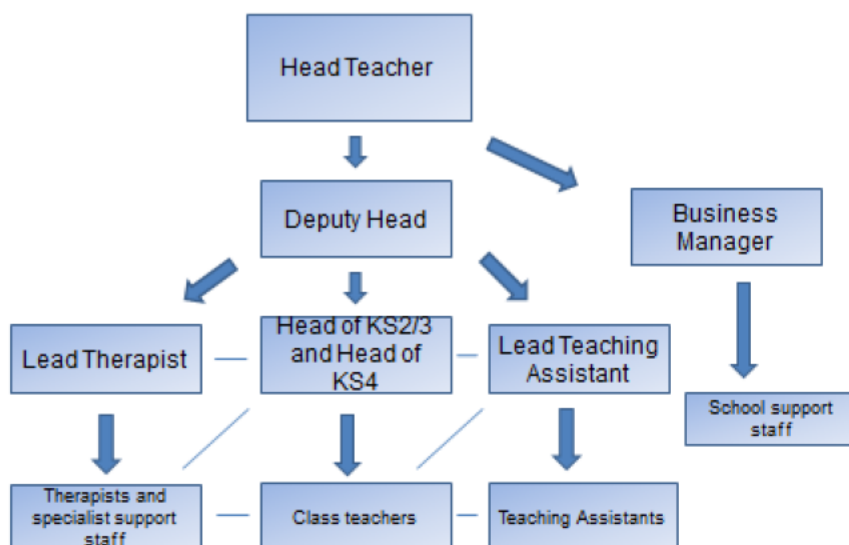
A lead therapist will also be appointed in Year one. It is our expectation that they will have psychological expertise. They will have responsibility for oversight of the work of the additional therapist(s) who we anticipate being appointed in year one, drawn from either speech and language or an OT background. From Year Three onwards, it is our expectation that additional therapeutic/specialist support staff might include staff with specialist backgrounds in a wider range of therapeutic/youth work or specialist educational backgrounds alongside more traditional psychological or speech and language backgrounds.

Management Structure – Year One and Two



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

Management Structure – Year Three Onwards



We have set out below our proposed staffing structure for Years One, Two and Three for the Flagship School.

In Year One of the Flagship school we will have 24 pupils. Our expectation is that these will be made up of the following cohort of pupils: Year 5/6 – 8 pupils; Year 7/8 – 8 pupils; Year 9 - 4 pupils and Year 10 – 4 pupils. It is our expectation that we will have 4 classes of pupils – One year 5/6 class, one year 7/8 class, one year 9 class and one year 10 class. We will ensure that for Year 7/8 pupils in particular, pupils will have the opportunity to study core subjects – Maths, English and Science in focused age and ability groupings – to ensure that they are accessing appropriate and sufficient stretch in these subjects. It is our expectation that for some lessons, year 9/10 pupils will be taught together and that where appropriate they will be taught in age and ability groupings. We will appoint one of the TAs, as a lead TA,

Staffing:

Year One 24 – 4 classes
<ul style="list-style-type: none"> ○ Head, Full time (0.2 teaching role) ○ Deputy Head – (0.8 teaching role) ○ 3 x 1 fte class teacher ○ 1 x 0.5 class teacher ○ 6 (full time equivalent) TA3s – 1 full time, 3 x 0.9 and 2 x 0.4 ○ 1 x a fte lead therapist

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

- 1 x 0.5 therapist – equivalent
- 1 FTE school secretary/PA
- 0.2 Business Manager
- 0.7 fte Maintenance/caretaker
- 0.5 cleaners
- Cook 0.5 fte

In Year One we will appoint a Head Teacher, who will have a 0.2 teaching role. We will also appoint a Deputy Head, who will have a 0.8 teaching role. We have not reflected this in the staffing structure below as the exact allocation between the Head and Deputy Head will be dependent on the subject specialisms of each. In the first 2 years, our aim is that Deputy Head will have responsibility for leading the quality of teaching, learning and assessment, with the Head being responsible for behaviour, SEN and safeguarding in the first 2 years. Our aim is that the Dept Head will be already be a well developed leader, with SEN expertise, who is capable of leading the development of teaching and learning in a growing school. It is our expectation that they will also have experience of working in a school where the delivery of embedded therapy is a core part of the school's ethos and be fully committed to delivering this.

It is our expectation that in Year One, teaching staff can offer between them the full complement of English, Maths, Science, Computing, Art, DT, Humanities, Horticulture and PE. All teachers will therefore need to be able to offer more than one subject ie English and Humanities, Maths and DT, Science and Computing and Project based work, PE and horticulture for example. In year one, we will aim to appoint an Upper primary/lower secondary trained teacher, who will be able to offer in addition to this expertise a subject specialism across the school. It is our expectation that year 5/6 students will access this member of teaching staff for the majority of their teaching, but will access subject specialists, when required ie English and Maths.

In Year One will appoint 6 full time equivalent teaching assistants. This will be comprised of 1 full time TA3, 4 x 0.9 TA3s and 2 x 0.4 TA3s. Alongside delivering focused one to one and group interventions for pupils, with appropriate training and support from the lead therapist and specialist teaching staff, it is our expectation that they will also be actively involved in delivering the enrichment activities for students. This will involve two members of staff, and 4 TAs being able to work late on Wednesdays to deliver the extended school day. It is our expectation that TAs will deliver lunchtime enrichment activities for children. They will be supported in their delivery of this by a 'Lead TA' who has additional responsibility for co-ordinating the work of the TAs.

We have set out our staffing model of year one below.

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

Year 1																	
Code	fte	Teaching inc PPA	English	Maths	Sci	Proj	PE	Enr	Comp	Art	DT	Hums	Hort		PPA	Tot	
															10%		
HT	1	n/a															
1	1	28	16					2.5				3			21.5	2.5	24
2	1	28		16				2.5			3				21.5	2.5	24
3	1	28			13	5		2.5	3						23.5	2.5	26
4	1	28				19		3					3		25	2.5	27.5
5	0.5	14					8			3					11	1.5	12.5
															102.5	11.5	114
		126	16	16	13	24	8	11	3	3	3	3	3	102.5			
Hours needed including 10% PPA = 114. Hours available = 126 + headteacher																	

In addition to these teaching staff, in year one we will employ the following staff:

- As we have set out above, in year one we expect to appoint 1 full time lead therapist and a part-time equivalent therapist post. It is our expectation that in year one the full time therapist will be drawn from a psychological background and the part-time equivalent posts from either a speech and language, OT or other therapeutic background. If appropriate, we will consider recruiting a specialist staff member such as a very experienced youth worker or professional/para-professional who has extensive experience and expertise in working with children/young people with ASD/attachment difficulties into this role. We would aim to 'buy in' additional therapeutic OT expertise, in respect of individual pupils as and when required. It is our expectation to work closely with the Integrated Therapy Team at ESCC, which currently delivers a range of therapeutic interventions for children with social, communication and associated difficulties to ensure that services are well co-ordinated for individual students and their families. We will also work closely with the Sussex Partnership NHS Trust in respect of the therapeutic support being offered to individual children to ensure that this is effectively co-ordinated with and does not duplicate any CAMHS input being offered to individual students and their families.
- 6 'full time' equivalent Teaching Assistants level 3. As set out above, these will be 1 full time TA3, 4 full time – term time only TA 3s (0.9) and 2 half-time, term time only TA 3s (0.4). These teaching assistants will be deployed in the following way:
 - To support teaching staff and therapists deliver the personalised curriculum for students. In all lessons there will be at least a ratio of 1 teacher and 1 TA to 8 pupils.
 - To deliver focused and structured learning activities for small groups of pupils – it is our expectation that with specialist training and support (from our lead therapist and expert teachers), teaching assistants will be supported to implement and deliver additional and enriched learning activities for small groups of children and young people. This work will be carefully monitored to review its effectiveness and ensure that TAs are receiving the support they need to deliver these as effectively as possible.
 - To deliver enrichment activities for small groups of students. It is our expectation that high level teaching assistants will be able to deliver

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

enrichment activities – during lunchtimes and on Fridays to small groups of students. They will work with teaching staff and therapeutic staff to deliver the extended offer on Wednesdays.

Year Two: Staffing of Flagship school with 36 children.

In Year Two, we will have 36 pupils. These will be made up of 8 year 5/6 pupils, 8 year 7 pupils, 8 year 8 pupils, 4 year 9 pupils, 4 year 10 pupils and 4 year 11 pupils. It is our expectation that we will have one year 5/6 class made up of 8 pupils, one year 7 class, one year 8 class, one year 9 class, one year 10 class and a year 11 class.

Year Two: 5 Classes - 36 pupils

- **Head, Full time (0.2 teaching responsibility)**
- **Deputy Head, 0.8 teaching responsibility**
- 5 x 1 fte class teacher
- 1 x 0.5 teacher
- **6 (full time equivalent) TA3s.**
- 1 x lead therapist
- 1 x 0.5 equivalent therapist/specialist support staff
- 1 FTE school secretary/PA
- 0.2 Business Manager
- 0.7 fte Maintenance/caretaker
- 0.5 cleaners
- Cook 0.5 fte

In Year Two, we will appoint 2 additional teachers. Our expectation is that one of these members of staff could be a non qualified teacher, who has particular skills in a specific subject such as Art, DT, horticulture, enrichment or life skills in particular. In year 2, we will aim to use our additional member of qualified staff to 'shore up' those areas where we may have gaps in year one, particularly in respect of the 'core subjects'; Maths, English, Science and Computing. We will aim to use our non-qualified teacher in respect of a range of subjects including Art, DT, horticulture, enrichment skills and life skills. We will 'buy in' musical expertise from the ESCC music service.

In year two, we will employ 6 equivalent TAs. They will be made up of 1 full time TA, 4 full time term time only TAs (0.9), and 3 half time TAs, term time only (0.4).

We have set out our staffing model for year two below.

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

Year 2																
Code	fte	Teaching inc PPA	English	Maths	Sci	Proj	PE	Enr	Comp	Art	DT	Hums	Hort		PPA	Tot
															10%	
HT	1	n/a													0	
1	1	28	24												24	26.5
2	1	28		24											24	26.5
3	1	28			20	2			3						25	28
4	1	28				6		4	3		6	6			25	27.5
5	1	28						12		6			6		24	26.5
6	1	28				24									24	26.5
7	0.5	14					12								12	13.5
		182													158	17
			24	24	20	32	12	16	6	6	6	6	6	6	158	
Hours needed including 10% PPA = 175. Hours available = 182 + headteacher																

Year Three. 52 pupils.

In Year Three we will have 7 classes made up of a separate year 5 and 6 class (8 in each), a year 7 class (8 pupils), a year 8 class (8 pupils), year 9 (8 pupils), year 10 (8 pupils) and year 11 (4 pupils).

Year Three: 50 pupils, 6 classes

- Head;
- Deputy Head: (0.5 teaching)
- 2 x fte teachers, with responsibility for head of key stages (2/3 and 4
- 6 x 1 fte class teacher
- 0.5 x fte teacher
- 9 full time equivalent TA3s
- 1 fte lead therapist
- 1 x 0.7 therapist and/or specialist support staff
- 1 FTE school secretary/PA
- 0.2 Business Manager
- 1 fte Maintenance/caretaker
- 0.5 cleaners
- Cook 0.5 fte

In Year Three, the Deputy Head will assume a 0.5 teaching role. In year three, we will also appoint 2 existing members of staff as Heads of Key Stage. Alongside this, we will appoint an additional 2 teachers. One of these, we would aim will be an additional upper primary/lower secondary teacher. We would also aim to ensure that we have the full complement of specialist teachers in respect of English, Maths, Science and Computing in Year Three, and sufficient expertise amongst the staff to teach humanities, horticulture, Art, DT and life skills up to Key Stage 4.

In year three, we will have sufficient 'teaching' capacity to be able to utilise on of our

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

'expert' teachers as 'additional' subject specific support across the school. We would aim to be able to focus this additional resource around the schools 'core skills' – English, Maths, Science and Computing – alongside enabling our other members of staff who have a focus on enrichment and life skills to deliver more focused sessions for key groups of pupils. In year three, we will also have sufficient 'teaching' capacity to enable our two upper primary and lower secondary teachers, to focus on delivering the 'core subjects' – English, Maths and Science in respect of the year 5 and 6 students, alongside delivering enrichment and project work with them.

In Year Three, we will appoint an additional 0.2 therapist/additional specialist support the staff to work alongside the head of therapy, other therapist, teaching and teaching assistant staff employed by the Flagship school to deliver an embedded therapeutic approach to meeting pupil's needs.

And in year three, we will have 9 full time equivalent TA roles. This will be made up of 1 full time TAs, 5 full time TAs (term time only – 0.9), 1 full time term time only higher level teaching assistant (0.9) and 4 part time TAs (term time only – 0.4).

We have set out our staffing model for year three below.

Year 3																	
Code	fte	Teaching inc PPA	KS rship	English	Maths	Sci	Proj	PE	Enr	Comp	Art	DT	Hums	Hort	Teaching	PPA	Tot
																10%	
HT	1	n/a															
DH	1	10					10								10	n/a	16
i/c KS2/3	1	24	4	20											20	2	22
i/c KS4	1	24	4		20										20	2	22
UPLS 1	1	28		4	4	3	12								23	2.5	25.5
UPLS 2	1	28		4	4	3			8.5						19.5	2	21.5
	3	1	28				17							6	23	2.5	25.5
	4	1	28						5		6	3	6		20	2	22
	5	1	28				18		5						23	2.5	25.5
	6	1	28					14		6		3			23	2.5	25.5
															181.5	18	205.5
		226		28	28	23	40	14	18.5	6	6	6	6	6	181.5		
		Hours needed including 10% PPA = 205.5. Hours available = 226 + headteacher															
7	0.5	one to one and small group interventions and support															

Recruitment strategy for the school.

Hastings is a deprived coastal town. Like many other towns in similar circumstances, it faces recruitment challenges attracting highly skilled and dynamic teaching staff to the town. Drawing on the expertise of our team in setting up schools in the area we will take forward a proactive marketing campaign to attract ambitious staff to our school. This will focus on the opportunity that the school offers ambitious, creative and committed staff to be a formative part of developing new, cutting edge provision for this cohort of students. We will draw on our extensive local connections and networks within the education and therapeutic communities within Hastings and Rother – to build

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

awareness of the opportunities within the school and actively encourage staff with relevant skills, expertise and passion to apply for roles. Our creative approach to recruitment will utilise social media and a range of formal and informal networking opportunities within the area to attract and recruit staff with relevant expertise and experience.

We are already aware, through the presence that the school has developed through social networking, of considerable interest locally in the school, amongst professionals, and employment opportunities that it may offer. Alongside this, we will implement a strategy to be able to offer core members of staff at our school generous salaries – in order to attract high calibre teachers and in order to be an attractive option for teachers in the Hastings area and wider locality.

To attract and develop high quality TA support – we will appoint all staff as TA3s. We will appoint one TA on a 52 week contract. It is our expectation that this TAs will deliver some outreach work with parents/carers during the holiday periods, and will, over time, develop holiday provision. We have not, as yet, factored this into our budget – as we do not expect to deliver this in the first phase of the school's development.

Contingency plans – if the Flagship School has 70% of expected pupil numbers.

We have set out below our contingency plans for if the Flagship School has 70% of expected pupil numbers in years one, two and three.

Year One.

In Year One, 70% of our expected students would equate to 17 pupils. To meet their needs we will take the following actions. We are making an assumption that our pupils will be drawn from the following year groups: 5 year 5/6, 5 year 7/8, 4 year 9 and 3 year 10. We will have 3 classes of pupils: One year 5/6 year, one year 7/8 year, and a year 9/10 class. **We will appoint a Deputy Head with a full time teaching timetable, 2 full time class teachers and a 0.8 class teacher. We will deploy our 0.8 class teacher flexibly.** Our expectation is that our year 9/10 pupils will work together on some extra contextual activities – but that the majority of their teaching will be delivered within their specific year groupings to reflect that different needs of our year 10 students. Where Year 9 students are engaged in GCSE work – it may be appropriate for them to join year 10 students for their core/other subjects. This will offer us a degree of flexibility re our deployment of our specialist subject teachers. We will carry out this approach – a flexible response to grouping students across year 9, 10 and 11 if student number short falls require us to do this. We will appoint 3.5 full time equivalent TAs, term time only (0.9). We will appoint a 0.5 lead therapist. We will not appoint a business manager during this first year but will appoint a full time secretary/business manager.

Year Two.

In Year Two, 70% of our expected students would equate to 25 pupils. We will have 4 classes of pupils for our planned 25 pupils. This will involve: One year 5/6 class, one year 7/8 class, one year 9/10 class and one year 10/11 class. We anticipate that our

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

year 9, 10 and 11 students will be taught where appropriate in mixed year 9/10 or year 10/11 groupings and where appropriate in separate year 9, 10 or year 11 groupings for specific subjects. **To be able to deliver this we will retain our existing staff – A Deputy head/ key stage 2 upper primary/lower secondary teacher, and our 3 key stage 3/4 teachers. We will retain the 0.5 lead therapist and the 3.5 TAs – term time only.** It is vital that the students retain access to the core 'educational offer' and can access high quality embedded therapeutic support, alongside having access to additional support on a one to one and small group basis as required. We will ensure that where appropriate year 11 students are taught in year specific groups/classes in those subjects where they are preparing for exams. To achieve this, within the reduced funding – we will continue to employ a full time secretary/business manager for this year.

Year Three.

In year three, 70% of our students would equate to 36 pupils. We would make the following adjustments to our original plan for 52 pupils. We anticipate having 5 classes of pupils. These would be made up of the following: One year 5/6 class of 8 pupils, One year 7 class of 8 pupils, one year 8 class of 8 pupils, one year 9/10 class of 6 pupils and one year 10/11 class of 6 pupils. **We will employ the following staff. Head teacher, deputy head/1 upper primary/lower secondary teacher, 4 1/2 key stage 3/4 teachers.** The extra member of staff would be deployed to work in particular with the year 9, 10 and 11 pupils – to ensure that the year 10 and 11 students in particular gain access to focused subject specific and small group teaching to enable them to make the necessary progression at key stage 4. We anticipate that our year 9, 10 and 11 students will be taught for where appropriate in mixed year 9/10 or year 10/11 groupings and where appropriate in separate year 9, 10 or year 11 groupings for specific subjects. We will ensure that our year 11 students are taught in year specific groups/classes in those subjects where they are preparing for exams. We will appoint 5 FTE TAs – 1 full time and 4 term time only (0.9).

Year Four.

In year Four, 70% of pupils would equate to 40 pupils. We would expect to have 5 classes made up of the following: 1 year 5/6 class made up of 8 pupils, 1 year 7 class of 8 pupils, 1 year 8 class of 8 pupils, 1 year 9 class of 8 pupils and 1 year 10/11 class of 8 pupils. In year four, alongside the Head, **the Deputy Head will take on 0.5 teaching commitments.** In addition, we would employ 1 upper secondary/lower primary teacher, 4 full time KS3/4 teachers and a 0.4 KS3/4 teacher. This would enable an appropriate focus on the needs of all pupils, and small group subject focused teaching for year 10 and 11 pupils in particular. We would appoint 6 TAs (5 full time and 4 term time only (0.9) including a HLTA and a full time lead therapist. Again, we will ensure that our year 10 and year 11 students are taught in year specific groups/classes in those subjects where they are preparing for exams. We will also deploy our TAs to support students in these classes.

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

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

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

The Flagship school aims to develop “the whole person” and this includes the development of the mind, body and spirit. Central to the philosophy of the Flagship School is the belief that education is more than just gaining qualifications or skills, important as they are, but that it is also about the personal development of each student. The Schools Act of 1992 refers to the “spiritual, moral, social and cultural development of the pupils” and we aim to develop this broader perspective.

The objectives of the SMSC curriculum are:

- To develop and educate the “whole person”.
- To maintain a Christian ethos but with no denominational attachment.
- To promote a spirit of inquiry and intellectual curiosity.
- To develop a reflective approach which is receptive to the views of others.

These general aspirations are fulfilled through the school’s Spiritual, Moral, Social and Cultural Programme which is delivered in a variety of ways. There is no one aspect of school which is central to this personal development nor is it necessarily quantifiable, but it has a central role in students’ development and it is significant to keep it under review and evaluate periodically its effectiveness.

Spiritual Development

The Flagship School is a non-denominational school but it promotes awareness of Christian ideals and those of other faiths. The aims are:

- To promote recognition of the right of others to hold their own views and who have different beliefs and customs.
- To promote a willingness to reflect upon their experiences, responses and choices.
- To promote a growing ability to cope with difficulties and stress from whatever cause.

Moral Development .The aims are:

- A developing sense of self-discipline and responsibility in pupils, not only for their own actions but for their responsibility for others.
- An increasing awareness of the pupil’s own talents and abilities.
- A commitment to an equal opportunity agenda and rejection of prejudice on the grounds of class, race, sex, disability, religion, sexual orientation or gender.
- A sensitivity to the feelings of others.
- A developing self-confidence but avoidance of arrogance.

Social Development.The aims are:

- To promote opportunities for pupils to work together and co-operatively.
- To provide opportunities for pupils to exercise leadership and responsibility.
- To provide opportunities for pupils to learn about the ‘political’ aspects of society and to understand the Fundamental British Values.
- To provide opportunities to learn about decision making.
- The Flagship school will ensure students are well versed in cyber safety.

Cultural Development. The aims are:

- To provide pupils with a knowledge of nature and their own environment.

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

- To educate pupils in the diversity of cultural groups, religions, social, aesthetic, ethnic and political traditions within our society.
- To encourage pupils to engage with a range of cultural fields including literature, music, technology (including I.C.T.), art and design and physical activity.

Achieving the Aims

No specific part of the curriculum is dedicated to these broad objectives. No single department or area of responsibility has overall control of delivery as the values and beliefs which develop through a student's career will do so gradually and steadily, and through a variety of experiences. This cumulative process is impossible to evaluate except in identifying where provision can have effective input and evaluating in a general sense its effectiveness in these areas.

School Ethos and Rules

Our philosophy is to keep rules and sanctions to a minimum but being consistent and firm. We shall encourage students to develop a sense of responsibility to our community. The family ethos of the school will be central and one which we endeavour to sustain. School policies will be clear but a society of mutual respect and one where individuals can develop in the broadest sense is our clear goal. The Flagship School will have no political affiliation.

The Curriculum

All subject teachers contribute to personal development simply through their interaction during lessons. Certain subjects such as PSHE, Religious Studies, History, Geography, Science, Art, Drama and P.E. all make particular contributions. Morality is a key aspect of discussion when examining literature texts.

Assemblies

Assemblies by what they applaud and celebrate, encourage or discourage, make a highly significant contribution to the development of values which the school wishes to promote and develop. Assemblies have both a secular and a spiritual framework with themes of celebration, disapproval or spirituality. These will be supplemented by Form and Year Group assemblies.

Form System

Each student is a member of a form tutor group, and the key worker (form tutor) is responsible for their academic, social and personal welfare. Alongside registration they will manage enrichment periods. These periods will deal with routine administration and also the promotion of personal values. Year groups and form groups will make presentations, participate in discussions and carry out PSHE topics.

Peer Support

Buddies will be allocated to all tutor groups to provide peer to peer support for pupil. As the school grows senior pupils will assist juniors in their induction and with the routines in school. Vertical grouping will promote this ethos in some subjects.

Extra-Curricular Activities

Numerous and diverse activities play a major part in personal development.

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

A wide variety of trips and tours, visits to theatres and galleries, concerts, and varied clubs and societies will contribute to the development of pupils. School plays, concerts and sports will give wide ranging experiences to large numbers of pupils.

Responsibility and Leadership

Prefects, Head Boy/Girl, Buddies and Pupil Voice (the School Council) will give students formal and informal opportunities to exercise responsibility.

Special Days

The school's Speech Day, Carol Service etc will give an opportunity for celebrating a broad array of success and reminding the school of its place within the community. Regular opportunities throughout the school year will be available to celebrate pupil's success.

Citizenship

The promotion of British Values will be evident throughout the school. The school code of conduct will exhort pupils to demonstrate toleration and respect for others.

The school will welcome pupils from all faiths and from none and in all cases provision will be made for worship where necessary. Provision for communication with parents and children who do not speak English or with limited English will be made subject to availability. At all times, we aim to provide equality of opportunity and to make any individual feel safe and welcome. Pupils will be prepared for life in modern Britain through a programme of life skills and PSHE which will weave through curriculum subjects and in discreet lessons.

Citizenship will be embedded within the enrichment programme and various topics related to British Democracy and the British Parliamentary system, free speech, the rule of the law, individual liberty and diversity will be covered in PSHE, enrichment and tutor sessions as well as in assemblies. British values will be discussed within topics such as English and History. Visiting speakers will be invited to contribute, such as police, politicians, charity and secular workers. A school council and elections will mimic the outside world.

Students will be expected to be knowledgeable of and tolerant to other faiths and trips will be made to extend knowledge of these. As well as leaving the school on trips, we plan to invite the world in. Speakers may talk to year groups or whole school and activities to charitable fund raising and awareness of those less fortunate than ourselves will be arranged. The small nature of the school and its vertical groupings will encourage caring, support and opportunities to develop leadership confidence and self-esteem within a protected environment.

There will be an emphasis on healthy eating and SRE will be delivered in a timely manner by experts in the field. Students will be encouraged to understand the importance of personal hygiene and exercise.

Preparation for life beyond school

As the students attending the Flagship School will be stated and have very specific needs we anticipate that much work will need to be done to prepare them for

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

the world of work or further education. As our cohorts will be small we expect to tailor make a programme for each student to allow them interview and work experience as well as the group careers talks that will take place. We envisage also utilising other educational institutions to help fashion suitable career options and this may include our students undertaking sessions in places such as Sussex Coast and Plumpton College to enable them to gain relevant work experience .

Safeguarding and Prevent

The Flagship School will expect Safeguarding to be the responsibility of all: Students, Staff and Governors and as such, all will be trained in Safeguarding and the Prevent agenda. The Governor appointed for Safeguarding will be in touch with the DSL and on hand for advice. The DSL and Governor will attend regular update training. The Governing body will annually review safeguarding policies and procedures. Professionals visiting the school such as therapists, counsellors etc will be thoroughly involved in discussions about students and planning for students. These give our pupils further opportunities to share any safeguarding issues with adults. The school aims to promote a sense of pride and belonging for its pupils and staff and this environment will be conducive to sharing of concerns.

Cyber Safety

The advantages of the internet are many and it is important that students are fully aware of the dangers associated with the internet and social media. To this end, the Flagship school will have controls on its IT and rigorous policies to back up school rules and support the safety of its pupils. In addition, weekly prints of internet usage at school will show the IT manager if unacceptable sites have been accessed.

The following policies will be the support framework of the SMSC, Welfare and Safeguarding; Attendance; Behaviour; Bullying; Cyber Bullying; Disability Discrimination; Equal Opportunities; Internet Safety; Electronic Devices (acceptable use); SMSC; PSHE; Community Cohesion; Missing Child Protocol for Visiting Speakers Safeguarding Child Protection Procedures; Data Protection; Photographic and Preventing Extremism and Radicalisation

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

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The AET report ‘Good practice in Autism Education’ 2011 sets out ‘what autism looks like and how it might affect learning and behaviour in the classroom’.

Behavioural characteristics of autism	Possible impacts on learning and behaviour
Qualitative difficulties in social interaction shown by:	
<ul style="list-style-type: none"> Limited use of non-verbal behaviours such as eye gaze and body posture to regulate social interaction 	<ul style="list-style-type: none"> Difficulties in forming reciprocal peer relationships and friendships

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

<ul style="list-style-type: none"> • Problems developing peer relationships 	<ul style="list-style-type: none"> • Difficulties in picking up non-verbal or emotional cues
<ul style="list-style-type: none"> • Limited spontaneous showing and sharing of interests 	<ul style="list-style-type: none"> • Taking what is said to them literally
<ul style="list-style-type: none"> • Limited social emotional reciprocity 	<ul style="list-style-type: none"> • Difficulties in picking up on social cues, particularly in group activities
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Unpredictable emotional responses (eg anxiety, outbursts) for no apparent reason
Qualitative difficulties in social communication shown by:	
<ul style="list-style-type: none"> • Delayed language development without non-verbal compensation 	<ul style="list-style-type: none"> • Problem understanding spoken language/verbal instructions
<ul style="list-style-type: none"> • Problems starting/sustaining conversations 	<ul style="list-style-type: none"> • Not responding when spoken to
<ul style="list-style-type: none"> • Repetitive and stereotyped language 	<ul style="list-style-type: none"> • Poor comprehension of written text even if reading decoding is good
<ul style="list-style-type: none"> • Limited imaginative and imitative play 	<ul style="list-style-type: none"> • Solo or parallel play in place of group play
<ul style="list-style-type: none"> • Over-focus on particular topics 	<ul style="list-style-type: none"> • Preference for only one or a few activities
<ul style="list-style-type: none"> • Rigid adherence to routines/rituals 	<ul style="list-style-type: none"> • Difficulty with transitions, changes in routine and unexpected events
<ul style="list-style-type: none"> • Preoccupation with object parts rather than whole 	<ul style="list-style-type: none"> • Difficulties maintaining attention without external structure/support
	<ul style="list-style-type: none"> • Difficulties moving from one activity to another
	<ul style="list-style-type: none"> • Less likely to pick up on the 'gist' on a situation or activity
Hyper-or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment	
<ul style="list-style-type: none"> • Aversive responses to particular environmental stimuli 	<ul style="list-style-type: none"> • Shuts eyes or blocks ears
<ul style="list-style-type: none"> • Sensory seeking behaviour 	<ul style="list-style-type: none"> • Removes self from the source by leaving a room or people
	<ul style="list-style-type: none"> • Needs one person/thing at a time
	<ul style="list-style-type: none"> • Fascination with (looking, smelling, licking) objects or people

The Coventry Grid (attached at Annex 3) sets out the similarities between children with ASD and children with attachment difficulties, and provides a helpful summary of the range of needs that students at the Flagship school will present with. As set out above, students at the Flagship school will therefore have a range of needs. All of the students

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

at the School will have an EHC plan or a statement of educational needs.

Many of the students will have a diagnosis of ASD. They will be high functioning but will potentially have a range of additional needs. Other students at the school will display behavioural traits or characteristics of ASD and will have associated difficulties (ASD/attachment difficulties, ODD, ADHD). As such, many of the students will find the day to day stressors of change within school demanding. Many of our students will have a range of associated difficulties with behaviour and emotional regulation which can in turn create a high prevalence of mental health difficulties and can impact on a student's cognitive capabilities or indeed their progress/achievements.

A high proportion of our students will also face a range of socio, economic and wider stresses in their lives. And whilst it is difficult to predict the exact number of students who will be eligible for FSM, we can be certain that it will be a significant proportion. Likewise, there a likelihood that many of the children will be in receipt of pupil premium, either as a result of FSM or being looked after or formerly looked after children.

We plan to create a staff team and systems and procedures around an ethos that will support each of our students as individuals while recognising the common traits they may have as young people with social, communication and associated difficulties. We will ensure that our systems will address the needs of our students across the full spectrum of their social, emotional, cognitive and sensory needs.

Strategy for Assessing need. Initial in-depth base line assessments of all children will be carried out during the transition process – as students enter our school. We will utilise a range of standard assessment methods to carry this out including CAT4, Beck Youth Inventory (BYI III), Strengths and Difficulties Questionnaire, Butler Self-Image profile, Speech and language and communications assessments eg CELF, the TROG and Braken and appropriate occupational therapy assessments. We will review this information alongside core information provided by each student's previous school and information set out in each child's EHC plan. This detailed information will supplement the assessment and plan set out in each student's Education and Health Care plan (EHC), to develop a personalised and integrated plan to address their particular constellation of needs.

In addition to the ongoing review of progress, the school will hold Half Termly Multi Agency Student Progress meetings. At this meeting, the progress of all students will be discussed. These discussions will inform individual plans and feed into the Annual Review of each child's EHC Plan. All key professionals will attend Multi-Agency Student Progress meetings. The broad range of needs in the school will be discussed and student progress and wellbeing will be assessed against the relevant data collected. Meetings will be structured through a review of the EHC plans of each student.

Teachers and Key Workers of individual students will also meet regularly with families on a termly basis to set and discuss clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent/carer, the student and the school. The Key Worker will be

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

responsible for engaging the student in this process as appropriate to their individual needs.

The key worker will be the significant adult in school for the student. They will meet with students daily to review progress and any emerging issues. They will provide the initial link with parents/carers, support and prepare students for meetings according to need and provide support around student's transitions.

How we meet need: Types of need are outlined below in line with the broad areas of need outlined in the SEN Code of practice, under the headings: Communication and Interaction; Cognition and learning; Social, emotional and mental health difficulties; Sensory and/or physical need. Additional key areas of need are also actioned under the headings: behaviour for learning; social skills and life skills.

These areas of need reflect the focus of the EHC plans on education, health and care outcomes as well as wider outcomes such as positive social relationships and emotional resilience and stability in recognition of the individuals' movement towards long-term aspirations of employment or higher education, independent living and community participation. The curriculum is highly individualised and supports change, as outlined in D1.

Communication and Interaction: An important role of the school's SaLT will be to work in collaboration with other staff to develop an embedded approach to the delivery of students speech and language and communication skills. They will provide training to all staff alongside group based and one to one interventions with students directly. An important focus of the school will be to embed the delivery of interventions to promote student's communication skills across the curriculum. This approach will be reflected in individual students IEP targets and EHC plan outcomes, to support the development of functional skills and students' ability to generalise these skills. Staff will be trained in understanding well the needs of young people with an ASD diagnosis so that they can identify specific need in the area and know how to target it.

Monitored IEP's that specifically set targets relating to this area of need: SaLT and teaching staff will set functional targets that focus on increased independence to positively impact upon individual students self-esteem and learning needs.

Targets for individual students will also be set in the areas of Social Communication and Emotional Regulation and interventions planned and implemented by the SaLT, psychological therapists and teaching staff/LSAs – aimed at specific groups of students and also for individual students. Data will be collected and collated to ensure that students are making progress and appropriate targets are set.

Cognition and learning: There will be a differentiated curriculum either to cater for style of learning or level of need cognitively. Content, adaptations, resources and interventions are highly individualised to engage students in their learning and allow students to access the curriculum with increased independence.

High expectations of students: Individual Education Plans will be in place that will

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

include the implementation of appropriate interventions to ensure that all students can access the curriculum fully. IEP targets will be set collaboratively by Psychological, Occupational and speech and language therapists and teaching staff; these will be shared with parents and assessed throughout the academic year. Data will be collected, reflected upon and further interventions planned as necessary to ensure that all students meet 100% of their IEP targets. Baseline assessments, target setting and capturing and use of data are explained in detail in section D2. Collecting evidence of progress will be an on-going activity. Evidence will be assessed and targets reviewed formally each term. Parents will receive feedback on progress through a termly report. Every opportunity will be taken by staff to promote and reinforce pupils' targets throughout the school day.

Students will have individual 'toolkits' of strategies to support them to overcome the barriers to their learning.

Social, emotional and mental health difficulties: Teachers and psychological therapeutic staff and LSAs will work collaboratively to deliver a range of group based and one to one interventions to support students develop their social, emotional and self-regulation skills. Where required, staff will work closely with external agencies such as CAMHS, to ensure that students access bespoke therapeutic interventions that address their particular needs. Parents/carers will also access evidence informed group based parenting training and education. The team of psychological and speech and language therapists will input into the design and delivery of the curriculum and will take part in regular staff training, to ensure that the needs of each student is met as outlined in their EHC plan.

Sensory and/or physical need: Our school building will be designed to meet the needs of our students. At the heart of the school will be a number of calm and nurturing spaces including a low arousal and sensory spaces that will be available for students to access to either seek or avoid sensory input.

Delivering embedded therapy within all aspects of the school day will be a key part of how the School will support our students to develop core functional and life skills objectives. All students will be sensory profiled with specific IEP targets that they are working towards in this area. These will be set with teaching staff with a focus upon functional skills and increased independence. In addition, there will be time allocated for students to engage in sensory integration work.

Behaviour for learning: All staff will be extensively trained in excellent behaviour management strategies as set out above.

Social skills: There will be specific support from trained staff (SaLT and teaching/support staff) to develop specific skills taught in discreet sessions, either on a one-to-one or group basis dependent on need. Stand-alone sessions will be dedicated to the development of specific skills to launch learning and further developed through the promoting of positive social interactions across the curriculum including break and lunch times

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

Life skills: Specific time will be dedicated to this. Close work with families to develop useful and meaningful skills. There will also be access to a full time careers advisor who will be trained to prepare HF and LF students for life beyond school in work or others educations settings.

Supporting Transition

Transition into the school will be crucial in making sure that the right kind of interventions are in place, details of how transitions are managed are outlined in D1. We will ensure that we;

- A clear transition plan for each student – to ensure that they have a well designed and planned transition to Flagship school;
- provide support and information before and during the admissions process – we will have specific Open Days for parents and potential students to visit the school and access information about the curriculum and dedicated multi-agency staff team. Parents/carers may also make arrangements to visit the school at other times;
- a dedicated key worker – each student will have a dedicated key workers who will be responsible for the planning, over-seeing and implementation of individuals' transitions including visiting the feeder school;
- Use of autism-specific resources to manage smooth transitions – social stories, pictures, transitional objects and activities are planned and implemented on an individual basis by the key worker as a significant aspect of the transition plan.
- students' will input into their own transition process. An important role of the key worker will be to ensure that the views, interest and aspirations of the child are collected through means that are appropriate to individual students.
- time for the student to get accustomed to the site –school staff will liaise with families, schools and outside services to plan the most appropriate transition for each individual and to offer due time for students to visit the school as often as necessary to their individual need before their placement commences.
- clear evacuation and safety procedures will shared with students and families on transition. Visual resources are used as necessary to explain to students what to do and how to act. Sensory resources such as ear defenders will be available to students as necessary for fire alarms. Students will practice safety procedures to reduce anxiety.
- support to parents – the school will have an active approach to engaging with parents/caresr around transitions. Each family will be allocated a key worker who will meet with them, prior to their child starting the school. This will enable the key worker to gain an understanding of the student's needs in the home setting.
- Ongoing early assessment – as well as the individual's EHC plan forming the basis for planning for their transition and placement, students will access a range of asesments during the transition process covering cognitive ability, areas of academic achievement, behaviour, social communication, emotional regulation and sensory integration. Assessment data will be shared with the multi-disciplinary team who will use data to plan for the most appropriate package of learning and support for each student upon their entry to the school.

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

Alternative exam and assessment arrangements: Where necessary we will prepare students for the change in routine of statutory examinations. Rooms will be autism friendly and invigilators well trained. Extra time will be applied for where appropriate.

Pupil premium

We will ensure that for those students who entitled to pupil premium will have access to additional personalised learning and enrichment activities to enable them to overcome any barriers to learning, to reduced the achievement gap and to ensure that they are reaching their potential. The impact and effectiveness of pupil premium will be monitored on a termly basis – and revised plans for its use put in place in response to this if required.

Safeguarding

Our responsibility to protect and safeguard the well-being of students is paramount. All children are vulnerable to safeguarding issues but students with SEN are more vulnerable to abuse. The multi- disciplinary team and governors are committed to following safeguarding procedures.

Our school procedures for safeguarding children will be in line with ESCC and LSCB procedures. The main elements will include;

- establishing a safe environment in which children can learn and develop,
- supporting every child's development,
- supporting pupils who have experienced abuse,
- raising the awareness of all staff regarding the need to safeguard children,
- providing a systematic means of monitoring children known to be at risk of harm,
- developing good working relationships with other agencies,
- ensuring that the school delivers education that promotes an ethos of keeping up to date with children's issues and being clear about staff Responsibilities, Training and Support.

We will ensure that:

- At least one Designated Safeguarding Lead (DSL) is in school at all times;
- All staff and volunteers are fully inducted and trained in the Flagschool's child protection and safeguarding policy and procedures;
- All staff and volunteers are recruited in line with Safer Recruitment Procedures;
- All staff and volunteers have enhanced DBS clearance;
- All staff and volunteers have regular, recognized child protection and safeguarding training, appropriate to their role.

EAL Students identified as having English as an Additional Language will be assessed and interventions planned on an individual basis. Where appropriate:

- assessments will be provided in the students' home language so that SEN needs can be fully assessed separate to language needs.
- Translators will be provided for students and families in meetings to ensure they understand content and are able to contribute fully to the education and development of their child as outlined in the SEN code of practice.

Section E – evidence of need

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

As set out in Section C of our application, we are aiming to set up the Flagship school as there is currently a significant gap in provision within the Hastings and Rother area to meet the needs of this growing cohort of children. Our target group are those children with ASD who have a range of associated difficulties, primarily social, emotional and mental health difficulties.

We are aiming to set out the School due to an absolute lack of provision in the area to address the needs of this group of students. East Sussex shares our analysis of the growing need amongst this cohort of students and the current lack of appropriate provision to address need – and actively supports our proposal for the school.

We have met with senior officers from the Authority regularly – as our proposal has developed. They have inputted into its development and have shaped its focus onto this cohort of students (high functioning ASD and associated difficulties and SEMH children who have attachment difficulties/high levels of anxiety) – to ensure any new provision addresses the pressing needs experienced by the Local Authority and fits within the overall strategic vision as set out in the recent SEN strategyⁱⁱ. The development of the school has been included as a core part of East Sussex’s Strategic Development Plan for addressing the needs of pupils with SEN, and this particular cohort of pupils within the region.

They have provided information on need, and have provided consultancy support to input into the development of our bid. East Sussex are actively supporting our bid. They have agreed to commission 24 placements in the first year of the Flagship school, increasingly up to 56 placements in year 4. Detailed financial and modelling work has been carried out with officers from ESCC, who have agreed to meet the proposed top up costs of ██████ in year one for 24 places, ██████ in year two for 36 places and ██████ from year 3 onwards for 52 places, moving up to 56 places in year 4.

We have set out the letter from ESCC, setting out their commitment to commission places from Flagship school below. This letter should read September 2018 not September 2017. This is an administrative error and ESCC will be sending a revised letter including the correct date.

[REDACTED]

[REDACTED]

Currently, there are a total of 289 children and young people with ASD in Hastings/Rother area, roughly 10% of whom are placed in schools outside Hastings/Rother. In East Sussex, currently there is an absolute lack of provision to meet the needs of academically able children with ASD and associated difficulties – particularly social, emotional and mental health difficulties but also a range of other difficulties. There are a number of maintained special schools for children with Autism in the area which have capacity but as their area of specialism is moderate learning disabilities and autism, they are not appropriate for our cohort of students.

There are three maintained special schools for students with SEMH, delivered by the

SABDEN Federation. These are all oversubscribed.

This is resulting in the following:

- The local authority currently has a total of 18 children and young people who are currently out of school/awaiting placement with ASD or SEMH needs. Of these 6 are children or young people who are currently resident in the Hastings and Rother area and who would fall within the proposed age ranges of The Flagship School.
- The Authority is currently facing considerable difficulties in placing year 5 and 6 children who have complex social, communication and mental health difficulties. This is resulting in children either being placed in the SEMH provision, not designed to address their needs, or in independent provision at considerable cost.
- In September 2015, one Primary Academy in Hastings gave notice on its ASD facility. This means that, from September 2016, there were 8 less places available within the town for children who are on the cusp of requiring specialist placements. It is envisaged that this will put additional pressure on special school places in the town from parents who feel that mainstream provision does not meet the needs of their children.
- Placements in Independent Non-Maintained Special Schools (INMSS) for children with ASD associated needs totalled 67, with the highest frequency of age ranges supported being between the year groups of NCY 8-11 inclusive, with 55% of placements in INMSS provisions occurring between these years. The current full year costs to the local authority of INMSS placements for children (in the year groups NCY 6-11) with SEMH and ASD is £2,131,120 per annum. This equates to an average placement cost for this type of need of £32,000 per year.
- Of these 67 children a total of 20 children (with ASD/SEMH needs) with a home address within the Hastings and Rother area are currently placed in INMS provision. This equates to a current annual cost of £722,744, or roughly 10% of the overall annual budget for INMSS placements for the local authority. Of particular note is the average cost of full year placement of £36,000, which is over £4,000 (+ 13%) higher than the average cost of placement for children with the same needs living in other areas of East Sussex.

As a result of this, the LA is experiencing significant additional pressure on the High Needs Block. In a number of cases, the LA is placing children in INMS schools as no suitable local provision is available. And this is a situation that with the growing prevalence of children with ASD and associated difficulties in the area, will only increase. On the basis of historic data and the envisaged growth in this area of need, ESCC has predicted a need for an additional 8-10 places for children with ASD and associated difficulties each year from September 2017 onwards.

Without additional capacity, ESCC will have no choice but to continue to place children in expensive INMS placements, place children out of area or place them in appropriate and overstretched provision that is not geared up to meeting their needs. As ESCC has set out '*The development of additional Free School provision in this area would enable the Local Authority to meet the needs of children locally as well as reduce the overall costs for provision and provide better value*'.

Lack of appropriate provision.

The current absolute shortages of places for ASD/SEMH needs is resulting in high functioning children with ASD/SEMH not only being placed in less than appropriate provision within the Authority, but resulting in them failing to achieve their academic potential.

Our expectation is that students who enter our school at KS3, the majority will be approaching security with the end of Year 6 expectations and many will be secure with the end of Year 6 expectations in English and Maths and therefore have the ability for equivalent achievement at the end of KS4. However, currently, students within existing maintained special school provision – where our cohort of students are most likely to be placed, are not achieving this. We have set out below the results from New Horizons, Cuckmere House and St Mary's; where many students with ASD/SEMH are placed.

As can be demonstrated from this, students who are entering these three schools at expected levels or above, at Key Stage 2 – are not going on to achieve the corresponding GCSE grades at Key Stage 4. We recognise this is a complex and challenging group. However, in 2014 only 10% of students at New Horizons achieved 5 A*-C, and no students at St Mary's achieved this. Our aim at the Flagship School is to turn this around for our students.

	2011	2012	2013	2014	% at expected levels at KS2 for this 2014 GCSE cohort	% at above expected levels at KS2 for this 2014 GCSE cohort
Cuckmere House	0	0	0	0	50%	10%
St Marys	0	0	9%	0	17%	11%
New Horizons	10%	0	0	10%	44%	6%
Frewen College	10%	8%	15%	13%	Np	Np

This academic underachievement, is mirrored throughout the SEN population of East Sussex. As set out in East Sussex's SEN strategy, 'Children with SEND do well in their earlier years in East Sussex but do not reach the expected levels in secondary school'. Academic achievement for students with SEN in East Sussex are considerably below the national average. And the gap between the attainment of those children without a statement and those students with statements in GCSE A*-C including English and Maths is increasing (and the proportion of children with statements achieving 5 or more A*-C falling and being significantly lower than the average of its statistical neighbours in

England). Our aim is to develop an outstanding special school in the area – that addresses this; that has high academic aspirations for students and that plays a key role in narrowing the attainment gap for this group of students.

Within the feedback letter from the Department concerning our first proposal, a question was raised regarding the level of top up funding from ESCC for our school. After reviewing our budget, we are convinced that we are able to deliver a high quality free school for our cohort of pupils, within the top up funding being offered by ESCC. Our cohort of pupils, have additional needs which have resulted in many being excluded from mainstream schools. We are aware, anecdotally, that within Hastings, the number of children with ASD and associated difficulties (attachment difficulties, ADHD etc) is increasing.

We have set out our analysis of demand for the school below. The majority of our pupils will have managed within mainstream primary schools, with additional support, many of them up to the end of year 6, and some will move on to mainstream secondary schools. Many however, experience multiple fixed term exclusions from school, as a result of behavioural incidents often triggered by anxiety and difficulties coping within a large mainstream school. For many, the move to a large and busy secondary school, even with additional support, is overwhelming. It is this cohort of pupils that our school is aimed at. Our pupils do not require significant adaptations to their physical environment or supports – and as such, do not require the higher levels of top up funding that some children with physical and learning disabilities require. They do however, require access to a learning environment where there are relatively small numbers of pupils, with a high staff/pupil ratio and where all staff have the skills, confidence and support to address their underlying communication, behavioural and emotional needs, in addition to having high expectations of them academically. Many of our children, as we have demonstrated below, are not currently accessing this within any of the existing educational provision within East Sussex.

Analysis of demand for the school.

As can be seen from the analysis of need set out above, there is significant support for our school from ESCC. We have met with senior ESCC officers, regularly, to develop our proposal for the school. This has enabled us to revise and refine our proposals, so that they address the needs that have been identified by ESCC.

Demand for the Flagship School – from current mainstream schools in Hastings and Rother.

Working closely with ESCC, we have been able to engage in a number of consultative meetings with schools in Hastings concerning the Flagship School. We initially drew up a letter for all schools, asking them if we could meet with them to review the potential demand for the school (and to review with them our plans more generally. Senior Officers at ESCC expressed concern that this strategy might generate too much interest and demand in the school – and that they would be overwhelmed with request for the school prior to it being opened.

In response to ESCC's concerns, and working with them, we therefore held a breakfast meeting with head teachers from Hastings primary and secondary schools, where we:

- Reviewed the overall proposal for the school – and provided an opportunity for

head teachers to input into the overall vision and rationale for the school;

- Set out our proposed cohort of pupils for the school – to review with school's their views on this; and
- Review with schools, whether there would be sufficient demand for our proposed school.
- Each school was asked to fill out a basic form – setting out their views on whether:
 - The proposed cohort of students for the school was appropriate;
 - Their views on the overall approach of the school; and
 - Whether they could identify prospective students (with and without EHC plans) who in their views would meet the broad criteria for acceptance at the school and who in their view would benefit from a placement at the school.

We have to date received 17 responses from Hastings and Rother schools. All of these indicated their support for the school. These schools were made up of 3 secondary schools and 14 primary schools. 14 of the schools who responded indicated that they had stated children/children with EHC plans who met the criteria for the school and who would benefit from a place at the school. These 14 schools indicated that between them they had **43** children who would benefit from a place at the Flagship school. The breakdown of the ages of children, as at March 2016 was as follows:

Yr 3: 12 children:

Yr 4: 8 children:

Yr 5: 7 children:

Yr 6: 9 children

Yr 7: 3 children

Yr 8: 4 children

All schools who have responded to date, have indicated that they are extremely positive about the school. One school's response to the school was:

' Could I add that I am currently seeking CDC assessment for a Yr 5 child, 2 yr 4 children and a Yr 3 child! The parent of our Yr 4 child cheered when I told her of the planned school, as did I when I read about it!'

We are continuing to follow up to gain responses from those other schools in Hastings, where we aware from contact with parents/carers that there are children who fit our criteria, but who have yet to respond.

Proposed demand for the Flagship School from parents of children with ASD/SEMH.

Working closely with ESCC, we set out our ambition of holding a number of consultation meetings with parents and parents' groups in the Hastings and Rother area, to review:

- Parent's and carer's of children with EHC plans and diagnosis of ASD or ASD/attachment difficulties views of the overall approach of the school; and
- To provide an opportunity for parents and carers of children with EHC plans to demonstrate their support for the school and to sign up, in principal, for their child to attend the Flagship school.

East Sussex senior officers expressed significant concerns that holding a number of

public meetings with parents, could generate considerable interest in the school and encourage parents to pursue gaining an ECHP plan for their child, in order to access the school. In their view, there is such significant demand for the school – that holding such a meeting with parents would not be advisable.

We therefore, decided to take forward an alternative 'lower key' strategy to understanding whether parents of 'relevant' children, would potentially name the Flagship school as their parental preference. This approach involved:

- Developing a webpage and leaflet – setting out core information about the school;
- Developing a survey monkey – basic questionnaire – for parents to fill in and which contains core information about their child and asks them to set out that they would potentially name the Flagship school as their potential preference (form attached);
- Distributing this information, via a range of informal and formal networks; Autism Sussex, East Sussex Participation officer, Adoption UK East Sussex, NAS Hastings and Bexhill and through formal and informal links of parents with children with ASD.
- We have also, since our initial application held a number of meetings for parents/carers. There were advertised locally through the informal and formal networks and through an advert in the local paper.
- We have to date, had 52 completed surveys from parents/carers, highlighting that they would name the Flagship school as their primary preference for their child.
- Of these, **24 of the children have EHC Plans for ASD/attachment disorders, and are in the appropriate age range for entry to the school in September 2018 (age 6-12)**. 12 of these children have a formal diagnosis of ASD, 2 of the children have a diagnosis of AD, and 8 children have been defined as having an attachment disorder and being on the spectrum. A further two children with EHC plans whose parents have named the school - would be liable for entry to the school in 2019.
- **8 children whose parents/carers completed the survey and named the school are undergoing EHC Plan assessments** – 4 of whom are in the age range for entry to the school in 2017, if there is agreement that they require a Plan and 2 of whom would be liable for entry in the school in 2019.

We have set out examples of these leaflets and screen shots and information at Annex 2.

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

*yes

			[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]

F1 (a) Skills and experience of your team

Our pre-opening group therefore has between them, the following skills:

- Significant school leadership experience
- Significant SEN/ASD expertise
- Significant HR/business management expertise
- Relevant Financial expertise
- Significant experience in developing new schools
- Significant programme management expertise
- Significant curriculum development and delivery expertise
- Significant expertise in developing relevant school processes – policies, procedures.
- School Governance

This core group will meet weekly during the pre-opening phase of the project. We have already established effective working relationships across the team, and confidence that as a group we work effectively and efficiently together. Within the group, we have individuals who have sufficient time necessary to deliver the project. A number of members of the group are recently retired – and have made a significant commitment to continuing to support the project through its pre-opening and then as Trustees of the group.

We are aware though, that there will be considerable liaison and co-ordination work required to ensure that all aspects of this project are managed to time and to budget. With this in mind, we will appoint a **project manager** whose role will be to:

- Support the smooth and efficient working of the pre-opening group; acting in effect as a secretariat to the group;
- Ensuring that there are effective programme management tools and processes in place to support the pre-opening team manage all aspects of the project – this will involve updating project plans, milestones, keeping on track of delivering against key targets, and managing any emerging risks – ensuring that contingencies are in place in respect of these;
- Ensuring effective liaison and communication with key partners necessary for the effective delivery of the school – to facilitate the smooth running of the project.

We will also continue to work closely with the [redacted] provided an extremely helpful ‘support and challenge’ advisory role on all aspects of the project, including the budget in particular. We would want to ensure the continuation of this relationship during the pre-opening period.

In addition, we have access to a group of SEN ‘experts’ who have demonstrated their interest and commitment to the opening of the Flagship School. We will be able to draw on the expertise of these key individuals; [redacted]

We will be operating as a single Academy Trust. We are aware of the potential benefits of

F1 (a) Skills and experience of your team

formally partnering with existing Academies and have considered the possibility of this. However, we do not feel that it would be appropriate, at present for us to formally link with the existing Academies operating within the Hastings and Rother area. We would be interested in developing more formal relationships with other Special Free School Academies – not in the Hastings/Rother area – who are working with a similar cohort of children to our own and will be actively pursuing developing close working relationships with a number of Trusts over the next year.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

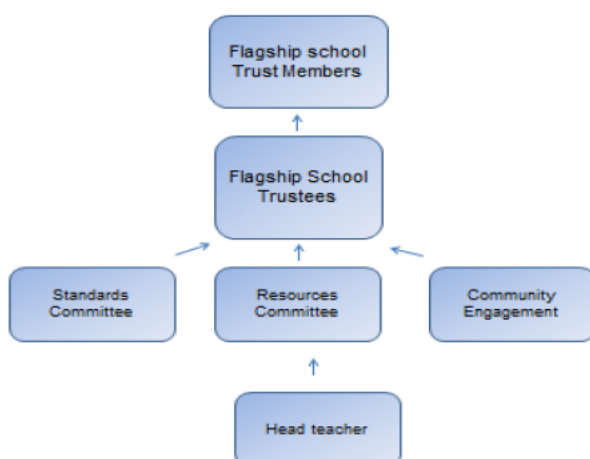
Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
ICT procurement and planning. The Flagship school has access to expertise in ICT. However, we will need additional capacity in this area – to research, procure and where necessary develop appropriate software packages and IT systems, and to support the implementation of the use of ICT in the classroom	Opening Team	Expertise will be drawn from ESCC ICT and SIM support team.

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

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Governance Structure.

We have set out our proposed Governance structure in an organogram below.



Members will be responsible for appointments to the Governing Body (GB). For every vacancy, Members will conduct a skills audit to identify any gaps that need to be filled in the skills, knowledge and experience of existing Governors. If selecting from a number of candidates, rigorous competency based interviews will be held to examine their interpersonal skills, and their ability to robustly question and review information given to them.

It is the school's intention that the terms of reference applicable to Members will be drawn so as to make clear that the Members will operate in ways which do not impinge on the responsibilities and operation of the GB whilst enabling them to be in a position to act and/or intervene whenever necessary to carry out its functions, such as dismissing and/or appointing new Governors. The Members will hold at least two meetings per calendar year and further meetings on an ad hoc basis as necessary. To maintain clarity of function between the Members and the Governing Body, we will ensure that only 2 Members are ever Governors.

Roles and Responsibilities

Members will exercise their strategic role of holding the Governors to account by examining a range of key reports at meetings. The Members may request additional information as required and in the case of errors or omissions, request remedial action be taken. Where problems of significant concern are brought to their attention, then the Members may have to resort to more direct action including, as a last resort, the removal of a Governor.

Members will have one annual meeting. Their role will be to:

- Review and sign off the accounts for the school;
- Review whether there are any significant concerns in respect of Governors, and if required, to use their powers to dismiss Governors.

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

To ensure that Members have access to appropriate information to make decisions:

- The chair of the Governing Body will be a member;
- Members will receive minutes from Governing Body meetings.

Expertise of the Governing Body (GB)

Our aim is to have a Governing Body of no more than 12. This will comprise of the following:

- A maximum of 9 appointed Governors, who will have a range of relevant expertise and skills
- Two parent Governors
- Head teacher – as ex-officio Governor.

We have undertaken a skills audit of the skills and knowledge of current planned Governors, and where there are gaps in respect of these. We would aim to address these skills gaps within the recruitment process for additional Governors for the school. It is our expectation that the 9 appointed Governors will complete a four year term of office to ensure continuity in the setting up and developmental phase of the school. Parent and staff governors however, will have the option of a two year term of office, to take into account the growing body of staff within the school and growth in the numbers of parents whose children will attend the school over the first three year period in particular.

Role and responsibility of the Flagship School Governing Body:

The role and responsibility of the Free School Governing Body will be to:

- Ensure the quality of the educational provision delivered by the Flagship school;
- Challenge and monitor the performance of the school;
- Ensure good financial health and probity;
- Support the SLT in the management of staff;

In fulfilling these responsibilities the Governing Body will:

- Help the school set high standards by planning for the school's future and set targets for school improvement;
- Keep the pressure up on school improvement;
- Be a critical friend, offering support and guidance;
- Help the school respond to the needs of parents and the community;
- Make the school accountable to the public for what it does;
- Work with the school on planning, developing policies and keeping these under review;
- Exercise its responsibilities and powers in partnership with the Headteacher and staff;
- Not intervene in the day to day management of the school unless there are weaknesses, when it has a duty to take action.

And as Charity Trustees, to comply with three core duties:

- Duty of compliance;
- Duty of prudence; and
- Duty of care.

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The Governors will be aware of the duties imposed upon them as Directors of an Academy Trust, for example in relation to financial regulation, as direct employers and in relation to the Equality Act, 2010. In this context it will be essential that decisions taken can be seen to be reasonable and that as a body and individually the duties imposed on them as Governors are complied with at all times. In the event of any uncertainty on regulatory matters, external professional advice will be sought. The school will arrange appropriate insurance cover to meet all liabilities.

We have already recruited a number of Governors for the Flagship School. To take this recruitment process forward – core skills that were required for the Governing Body were identified and individuals who had those skills were then identified and actively recruited to fill these. The skills that were identified were:

- Leadership: In particular, experience in running an independent, maintained and/or special school;
- Strategic planning: With experience of driving forward an improvement agenda within a complex organisation – including utilising data and monitoring information, stakeholder views and a range of information sources to drive improvements;
- Project management of major capital projects
- HR experience within a small/medium sized organisation;
- Knowledge of finance including financial management and budgeting within a small or medium sized educational establishment;
- Governance within a school or voluntary sector setting;
- Special educational needs provision, specifically meeting the needs of pupils with social, communication and associated difficulties.
- Community engagement, particularly in respect of hard to reach and disadvantaged communities.
- Marketing, PR and communications, in particular in the context of smaller scale and/or voluntary organisation.
- Fundraising and voluntary income generation for community and voluntary organisations.

Committee Structure

In order for Governors to work cohesively and decisively, the structure of the GB will be streamlined, with a full governing body and three Committees. Chairs will be appointed by a selection process – setting out skills and knowledge required – so that the ‘best fit’ from across the Governing Body can be made. Each committee of approximately 4-5 Governors will be small enough to promote efficient decision making but also large enough to generate a broad range of ideas and perspectives. Each committee will provide an external support and challenge role – their role is not to micro-manage the work of the SLT. Each committee will be chaired by a current Governor. We have suggested which Governor will take on this role below

Standards Committee

This committee will provide oversight in relation to:

- The quality and effectiveness of teaching and learning;
- Pupil progress and outcomes;
- Effectiveness of measures to close the achievement gap;
- Effectiveness of safeguarding policies and procedures;

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- The impact of the school's improvement measures

Resources Committee:

The resources committee will ensure that the Flagship school:

- Delivers good financial management and effective internal controls;
- Complies with our funding agreement and the Academies Financial handbook 2016
- Receives and considers information on financial performance at least three times a year, and takes appropriate action to ensure ongoing viability
- Maintains the quality and safety of the teaching and learning environment;
- Ensures professional development and work-life balance of the people who work in the school

Community Engagement Committee

This committee will provide scrutiny, support and challenge in relation to:

- The steps the school takes to ensure effective community engagement and partnership working;
- The effectiveness of engagement with parents and carers;
- Marketing and communications;
- The impact of the school's extra-curricular activities.

Further ad-hoc committees to supplement the work of the main standing committees may be formed subsequently, if this is required. It may also be appropriate at any point to take advantage of the expertise available from external advisers when they have particular skills and experience not already present within the GB.

Effective Decision Making.

Effective decision making by the GB will be ensured by the adoption of the following systems and procedures. Initially, the GB will meet every term (3 times a year). It will meet in terms 1, 3 and 5. The committees will also meet 3 times a year. They will meet in term 2, 4 and 6. A formal timetable for meetings will be developed that will clearly set out this process – to ensure that it is coherent and enables for effective decision making and the sharing of key advice and information.

The committees will act as advisory bodies to the Governing Body – who will then validate any decisions that the committees present to them.

All Governors will be supplied with a copy of The Governor's Handbook and information relating to the roles and responsibilities of committee members at the Flag Ship School. All Governors will be required to attend formal Governors training. We will draw on training available through the NGA for this training. This will include NGAs induction training for new Governors, through to more specific Governor training for those on key committees.

Statistical Information (progress and attainment data) will be required to be submitted by the SLT to the periodic meetings of the GB and additionally upon request to any ad hoc meetings of the GB. Core monitoring and evaluation data, in respect of the School Development Plan will also be submitted by the SLT to periodic meetings of the GB as required. The Head will be expected to submit an Annual report to the Governors and

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the School Improvement Plan (at the end of the first year and thereafter Annually). The GB will review and discuss relevant data, with any commentary provided, with particular reference to the following:-

- Any significant variances from the 'norm' (adverse or beneficial);
- Attainment or otherwise to achieve targets set, internally or externally

Senior Leadership Team

The GB will expect and require the Head to deliver professional leadership and management of the school and to facilitate those objectives delegated to the Head in relation to:

- Ensuring that pupils are making good progress
- Staffing: recruitment
- Finance: working in conjunction with the Resources Committee to set appropriate priorities for expenditure and allocation of funds
- School building and site, i.e. be responsible for the school, its buildings, equipment and grounds
- Accountability for health and safety requirements
- Preparation of responses to Ofsted reports
- Curriculum: ensuring that the curriculum is appropriate for all pupils and is supported by high quality teaching
- Embedded therapy: ensuring that the therapeutic offer is appropriate for all pupils, is being delivered by appropriate trained staff who are in turn supported by the provision of high quality external supervision
- Pastoral care: promoting a culture where all staff actively support the delivery of high quality pastoral care that underpins the performance and behaviour of pupils in all areas of school life
- Leadership: implementing the school's strategy in partnership with the SLT and the GB
- Personnel: leading the performance management of all staff.

The Head also act as an ex-officio trustee and will take the role of Accounting Officer.

Conflict of Interest.

It will be important to identify the potential areas where financial and other conflicts of interest might arise and to adopt the following procedures to manage these risks

- The purchase from, or the sale of goods and services to, the school on non-commercial terms is prohibited under Article 6.6 (a) and (b) of the school's Articles of Association (Articles). We intend to manage and reduce the risk of non-compliance with these Articles by including the above activities as an approval category in our Delegation Terms of reference for the Finance Committee
- Under Article 50B of the Articles, only one third of the Governors (including the Head) may also be employees. We intend to manage compliance with this rule by ensuring that identification of 'Governor' status is part of the recruitment process. Notification of any prospective employee will be notified to the Clerk to the Governors to confirm that such appointment will not breach Article 50B. Such confirmation will be recorded in the minutes at the next Governor's meeting.
- Under Article 98 Governors are required to declare to the GB any personal interest (financial or otherwise) which they have, which may conflict with their duty as a

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Governor. Following which, should any matter involving such personal interest come before the Governors for discussion, the Governor in question must absent themselves from such discussion. We will manage and mitigate the risk of non-disclosure of a personal interest by a Governor by the following means:

- The school will maintain a Register of Material Interests in which all declarations of relevant personal interests (financial and otherwise) will be recorded. At each Governor's meeting a permanent agenda item will require the Chair to call for any new or revised personal interests to be declared.
- The Chair when introducing a potentially sensitive topic for discussion will remind the GB that any personal interests needs to be disclosed. For example, a Governor might have a personal interest in any variation of the admission criteria. If nevertheless a decision is reached conferring a benefit upon a Governor, such benefit will be recorded in the minutes and monitoring arrangements put in place to ensure that the school gets good value for money.
- Where appropriate, Governors will be asked to withdraw from the relevant discussion to avoid any conflict.

There are currently no conflicts of interest in respect of the Governing Body. We will maintain a book of interests to ensure that where there are any conflicts these are recorded. We have reviewed the National Governor's Association Skills Audit. It is our view that our group includes the core generic skills and knowledge required by the NGA's skills audit. In discussing our collective experience – it is clear that in some areas, key individuals may require additional training as Governors in order to effectively carry out their role. We will ensure therefore, that during the post-opening stage, all of those who have elected to become Governors take part in training for Governors. We will draw on the training provided by the NGA – to deliver quality training for Governors.

F4. Recruiting a High Quality Principal

Following approval, the steering group will embark on the process of recruiting an outstanding Headteacher for the Flag Ship School. Our aim is to appoint an outstanding candidate as early as is practicable, so that they can take an active leadership role in the pre-opening stage of the school's development. We are aware from discussions with other Free Schools, particularly the Family school, that early appointment of a head teacher is a pre-requisite in the creation of an outstanding school.

The school will be within one of the most deprived areas of England and as such we are aware that recruitment of a Head to lead a new school in this area may be particularly demanding. The timescale we have put in place allows for both a quick recruitment and one in which the post may need to be readvertised. We will work closely with other, similar schools, who have successfully recruited to ensure that we follow best practice.

Appointment of a Head.

Establishing the leadership of the school will be one of the Trust's first priorities. The recruitment of an enthusiastic and highly committed head who has the ability and vision to develop an outstanding special school in East Sussex for children with social, communication and associated difficulties – is vital for the success of our school. We will seek to recruit a candidate who has the range of qualifications/experience that are required to develop a successful school and who can meet the job description and requirements of headship. The successful candidate will be expected to have

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demonstrable experience of senior leadership, an excellent understanding of pupils with social, communication and associated difficulties and practical experience of exercising management and leadership including curriculum development in a special education needs setting.

They will be expected to have a demonstrable track record of nurturing and achieving high standards of teaching and learning and of promoting a culture of high attainment amongst pupils from varied socio-economic backgrounds. Recruitment for the Head will be via open recruitment. The Trust will take forward a proactive approach to recruitment, to encourage the best possible field. This will include:

- A programme of active networking locally and nationally;
- Advertising the post in the TES and other relevant online portals, allowing a long enough period to attract potential candidates and through the gold package which ensures that all adverts are presented with a high profile.

If we were successful, we will intend to advertise for the Headship in April/May 2017 for a January 2018 appointment. We have set out a timeline for the recruitment process below.

Date	Action
	Develop Job Description and Persons Specification
March 2017	Contact Search and Select companies to discuss the options for employing them to 'Head Hunt' a Headteacher for the school.
April 2017	Involve colleagues with Marketing and PR expertise (drawn from Achieving for Children and ESCC) to confirm advertising strategy and appointment procedures
April 2017	Set out staff selection process to shortlisting of applications, interviews and other assessment. Prepare information pack for enquiries.
May 2017	Develop appointment procedures for headteacher and later appointments to include CRB and reference checks according to Safer Recruitment best practice and regulations
May 2017	Place advertisement observing safe recruitment best practice guidelines, closing dates and interview dates

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June 2017	Identify interview / appointment panel to include Trustees from HR and Teaching and Learning Committees, and external experts (Achieving for children), Family School.
July 2017	Assess applications, check references and photocopied information. Agree shortlist and issue invitation to selection meeting
End July 2017	Hold interviews, check original documents, Make offer
October 2017	Issue contract

We are keen to fund a two term pre-opening lead into the new school's opening. It is our aim to ensure the prospective Head's active involvement and leadership in respect of the pre-opening arrangements as early as possible. It is clear, from the experience of other Free Schools, that such a role is critical to the success of the new institution.

The selection process for this post will be rigorous. In the first instance the Chair of Governors and two Trustees will shortlist applications. Following this there will be a process that lasts a minimum of two days, involving a range of tests, meetings exercises and interviews. We will draw on the experience of the Family School in Islington and the range of tests and interviews that they used to appoint a very successful and dynamic head, in our recruitment process. We intend to include an expert advisor in the selection so as to bring external rigour and scrutiny to the process.

What are the qualities and experience that we are seeking in respect of the Headship for the Flag Ship School?

We are seeking to appoint an inspirational Head teacher, who will share our passion for the vision of the School, who will have a commitment to learning, have high aspirations for our children and will have the knowledge, skills and personal drive to deliver this.

We will be looking for someone with the resilience, personal leadership qualities and ability to shape and grow:

- a new institution embedding high aspirations and achievement for our children,
- a committed and multi-professional staff team sharing and driving forward its values and outcomes;
- a centre of excellence for the community;
- the esteem, reputation and popularity of the school based on the quality of its provision

Key responsibilities:

- To provide vision and strategic direction for the Flag Ship School and advise the Governing Body on strategy.
- To formulate and achieve the aims and objectives of the Flag Ship School as agreed with the Governing Body.

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- To raise the educational performance of the Flag Ship School's students to a level consistently above expected benchmarks.
- To ensure the effective teaching and learning of all students.
- To monitor and evaluate staff performance and to hold to account to raise standards.
- To manage the internal operations of the Flag Ship School through the clear formulation and implementation of policies, plans and practices, and the direction of staff .
- To ensure that the Flag Ship School's students are effectively cared for and supported, with due regard to safeguarding and other relevant legislation.
- To ensure effective use of resources

Person Specification – Principal – Flagship School

We are seeking to appoint a Principal with significant experience in leading SEND provision and who has a particular expertise and commitment to meeting the needs of children with social, communication and associated difficulties. They must have a track record of raising standards for all students and preparing them for the next stage of life.

The Governors are seeking to appoint a Principal who shares their commitment to the:

- Vision and aspirational targets outlined in the Flag Ship School bid to the DfE.
- Pursuit of high aspirations and standards amongst students and staff.
- Delivery of cross curricular learning and embedded therapy, particularly for children in key stage 3;
- Full and effective use of ICT in teaching, learning and management.

In addition the successful candidate will demonstrate depth of understanding, experience and track record of:

- Teaching, curriculum planning and assessment particularly related to children with social and communication and associated difficulties;
- The use of data in monitoring, evaluating and continuously improving the quality of teaching, learning and outcomes for this group of children;
- Practical strategies to raise aspirations, achievement and attitudes to learning
- Inclusion and issues surrounding provision that caters for the needs of all students.
- Innovative and creative approaches to delivering cross curricular learning for this cohort of children.
- Effective strategies for improving outcomes and successful transition

Leadership qualities

- The drive, the commitment and the passion to lead the Flag Ship School and to inspire success through the efforts of students, staff and parents.
- Ability to think strategically, to develop the vision and success of the Flag Ship School involving governors, sponsors, staff, students, parents, employers and the community.
- Ability to lead, and develop a new team, delegating effectively and bringing to it fresh ideas.
- Ability to encourage and develop leadership at all levels, including students.
- Ability to be decisive after considering all facts and viewpoints.

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Management and communication skills

- Strength in school improvement planning.
- Ability to evaluate standards, set targets for improvement and ensure effective professional development.
- Ability to manage performance and change.
- Good administration skills, including understanding of finance and budgeting.
- Knowledge of developments in education and the ability to identify and introduce best practice from around the world particularly related to ASC and children with a range of associated difficulties.
- Ability to manage external relationships and build support for the Flag Ship School.

Key personal qualities

- Character, presence and stature to lead, motivate and inspire.
- Excellent communication skills, oral and written and able to network to a wide audience.
- Ability to work under pressure and get things done.
- Ability to hold a vision but also able to adapt to changing circumstances.
- Ability to listen and take on board a wide range of views but with the strength to pursue unpopular policies where necessary.
- Enthusiasm for challenge and innovation and for the use of the independence that Free Schools enjoy.
- Integrity, warmth and a good sense of humour.
- Ability to work with young people who may sometimes show challenging behaviour.
- Lead and manage the school's workforce with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.
- Set appropriate priorities for expenditure, allocation of funds and effective administration and control.
- Manage and organise the accommodation efficiently and effectively to ensure it meets the diverse needs of the pupils.
- Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

Communication/Work with Colleagues and Other Relevant Professionals

- To create and maintain an effective partnership with parents and carers to support and improve student's academic and wider progress.
- To cooperate and work with external agencies to ensure the best quality support and care for pupils.
- To work with other schools to deliver outreach initiatives and share good practice.

Person Specification

The school will expect the Head to hold Qualified Teacher Status with a good honours degree. The NPQH qualification will be valued. If the successful candidate does not

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

hold the NPQH we will actively support them to gain this. It will not be a requirement if a candidate is already in a substantive Headteacher role, but for first-time Head teachers it would offer high quality leadership training which would be likely to have a positive impact on the school. The Head should have recent experience in senior management and show evidence of continuing and relevant professional development in school leadership and management.

The Head must have relevant experience as a teacher and leader with a proven track record of working with children with SEN. They should be able to demonstrate their ability to fulfil the following criteria:

- Experience of teaching KS3 and KS4
- Wide experience of teaching pupils with SEN
- Successful strategic leadership and management experience as Head, or Deputy Head in schools for secondary children
- Experience of school finances and understanding of the need for budgetary control
- Experience of supporting and empowering staff
- Knowledge of OFSTED Inspection
- Experience of developing, implementing and evaluating curriculum areas and school policies

In order to set the tone of the school and lead progress, it will be necessary for the Head to have the following personal qualities:

- The enthusiasm, initiative and commitment to ensure that the vision is embedded throughout the school
- The ability to build a collaborative and creative learning culture
- An effective communicator, engaging and confident
- Be sensitive and supportive of pupils' needs
- Flair to inspire a positive culture of high achievement for all
- Willingness to push boundaries with a determination to see through new initiatives and drive improvement

Support for the new Head.

The Flagship School will support the new Head through its Governing Body (GB) that includes three people with active or recent experience of being school Heads.

The GB will plan an induction that will cover the unique aspects of the school. As set out above, we are planning to meet with current and recent attendees on the Future Leaders programme, particularly those who are now heading up special free schools, to review with them the level of support and/or training that would have been helpful. We will provide significant mentoring support for the Head teacher from the GB.

Section G –

Section G – budget planning and affordability

It is intended that the Headteacher and Lead Therapist will be appointed prior to the opening of the school in order to support the recruitment of the rest of the staff who will join the school for training in the weeks before opening. Teaching and therapeutic staff will be recruited with national advertisements although local applicants are expected. It is likely that TAs and other staff will be recruited locally. Salaries have been benchmarked locally and nationally. Curriculum and other resources will be sourced from approved, best value providers – Kent County Supplies are likely to be among these. All non-staff costs have been benchmarked against similar schools, taking into account the particular needs of our pupils.

We have reviewed all aspects of our planned expenditure carefully. At this stage, very detailed planning around certain activities is not possible – eg numbers of pupils attending extra curricular activities off site for example. With this in mind, we have made a number of assumptions within the budget in respect of these costs. We have also factored in a number of assumptions in relation to these activities. For example, we have made an assumption that a school mini-bus, will be hired through a leasing scheme. Ongoing running and petrol costs for this bus will then be met through the planned costs of our extra curricular activities. In other areas, we have not made any assumptions about costs or income generated, for example, from holiday activities which we are planning to introduce over time when the school is established. We have therefore not included any costs in relation to these activities in the school's first 4 years.

Ongoing discussions with East Sussex Children's Services have confirmed that we will recruit the full cohort of pupils in the first year and in following years. The Flagship School is now an integral part of the County Plan for provision with children with the needs we have identified, and we have been assured of future close support from County officers in respect of the school.

From Year 3, we will be fully staffed with a full complement of students, and as such, will be on a strong financial footing. It is intended that additional sources of income will be identified where possible eg for therapeutic services from the CCG and NHS Trust and from providing CPD for local schools. It is recognised that the financial model cannot rely on this intention and we have therefore not budgeted for this. Details of our contingency planning in the event of a shortfall in students numbers can be found in our contingency budget narrative.

ⁱ AET. Good Practice in Autism Education. 2008

ⁱⁱ East Sussex SEN Strategy. Sept 2015