



Department
for Education

Special free school application form

Published: July 2017

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

THE BEACON COLLEGE

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The application form explained

Before completing your application, please ensure that you have read both the [application 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.

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

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

Section C asks you for detailed information on the vision for your special 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 of appropriate engagement with parents, LA's and the community

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 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 G

The completed Word and Excel templates and the budget plans need to be submitted by email to the local authority and to the department by the application deadline to: FreeSchool.SPECIAL@education.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; 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 three hard copies (of Sections A-G and the budget plans) by a guaranteed method such as 'Recorded Signed For'

Post two hard copies to: Special Free Schools Team, Department for Education,
Piccadilly Gate
Store Street
Manchester
M1 2WD

And one hard copy to the local authority.

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.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 and the local authority are the data controllers for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The data controllers will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	√	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?		
Section A: Applicant details	√	<input type="checkbox"/>
Section B: Outline of the school	√	<input type="checkbox"/>
Section C: Education vision	√	<input type="checkbox"/>
Section D: Education plan	√	<input type="checkbox"/>
Section E: Evidence of consultation and demand	√	<input type="checkbox"/>
Section F: Capacity and capability	√	<input type="checkbox"/>
Section G: Budget planning and affordability	√	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	√	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	√	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	√	<input 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 both the department and the local authority before the advertised deadline?	√	<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 department and one hard copy to the local authority?	√	<input type="checkbox"/>
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** 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.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>(See guidance for dates and deadlines)</p>	√	<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 [application 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 pupils without an EHCP 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: 

Print name: 

Date: 22.11.17

Completing the application form

Section A – applicant details (use Excel spread sheet)

Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

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

Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

Section C – vision

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

Introduction

Herefordshire needs another Special School. As expanded on below and elsewhere in this document, there is a projected shortage of places. Compelling evidence clearly demonstrates that Barrs Court School's outstanding track record can be built upon to further raise standards across Herefordshire LA and beyond. Alongside an educational need is one for greater choice and diversity and a social need to be successfully met. The proposed new school will make a significant contribution that will lead to even better outcomes for students in ensuring the fostering and application of students' skills in independent living, employability, healthy lives and active participation in the community and society in which they live.

Lastly, and vitally, Barrs Court School and Trust can meet the need for innovation and with full collaboration from parents, enable and empower the young adults and their families to ensure successful transition into a meaningful adulthood

Need for a new school.

Our vision is for a 50 place Special Free School, located within Herefordshire Local Authority. The Beacon College will meet the needs of young people from 16-19 years, with Education and Health Care Plans (EHCPs) identifying students with severe and complex learning difficulties and disabilities including autism.

As an established and outstanding Special School, Barrs Court Academy is excited by the opportunity to develop, in collaboration with Herefordshire LA, a free special school/college and to play a key role in shaping the education landscape for future generations of pupils with SEND in the local area. By consistently working in collaboration with Herefordshire LA, Barrs Court School has supported the LA in *'knowing the provision well and are supportive of their ambition and clear sense of purpose for children and young people with special educational needs and disabilities'* which was highlighted in the recent joint area inspection (October 2016). Barrs Court School, as part of the specialist provision was deemed to be *'of a high quality'* within the same inspection.

'Due to regular monitoring and examination of the profile of needs' Herefordshire County Council has identified the need for a specialist college to make provision across the SEND spectrum and the known demand in the future is such that a new 16 -19 provision of 50 places for young people with the most severe and complex difficulties needs to be created and commissioned. As one of the three existing special schools accommodating LD learners, Barrs Court Academy Trust is acutely aware of how The Beacon College could accommodate some of the current places and is sufficiently established to be in an excellent position to enhance opportunities, whilst increasing the much needed places required in the next 5-10 years from expected growth and to facilitate the benefits of economies of scale, in a county that is the fourth most sparsely populated LA in England, by establishing a high-performing, highly effective MAT.

The Beacon College will meet the needs of young people and adults with a range of SEND who require a highly specialised learning environment, curriculum and teaching and assessment approaches delivered by a dynamic, skilled and passionate staff team

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

who are ambitious for our students and place high expectations in order to overcome barriers to learning and ensure the best possible outcomes for our students. Together with Herefordshire LA, we will ensure that The Beacon College becomes a key part of the SEND strategy, as a centre of excellence and focal point for the SEND community through the offer of an all-age outreach service and a hub for in-county multi-agency assessments and integrated service delivery. A wider value anticipated would be the offer of an inclusive community facility outside of school hours which would support Herefordshire Children and Young People's Plan to *'enable and promote access to universal services and opportunities for children with disabilities'*.

Parental engagement both at a school and local level has also highlighted the importance of more special school places in the local community and at the Post 16 stage of education. There is a clear need for further options, alongside accessible and clear information and signposting regarding transition and opportunities post 19, including housing and employment which will enable informed choices and control for young adults with SEND. Barrs Court Trust already has a strong reputation for supporting, engaging and advocating for their students and parents/carers. With a multi-agency hub based at The Beacon College, a strong focus on cohesive dissemination of information, with high quality IAG with health and care, would be achieved and would contribute significantly to the delivery of Hereford Children and Young People's Plan (Priority 6 CWD) and Business Plan focus where *'Planning for a more sophisticated needs assessment is developed which considers holistic needs of disabled children and their carers in order to support the commissioning of more appropriate range services'*. (Service and Delivery Development 23)

The Beacon College will be based in the city of Hereford, and will primarily serve the county of Herefordshire catchment area. However, we have taken into consideration as part of our expansion plan that as the provision and *"facility grows and develops quality and breadth it would be able to provide further attractive opportunities for young people with SEND in Worcestershire, Gloucestershire, Powys and Shropshire.*

We are resolute that this provision should deliver the best outcomes for all stakeholders. Being located strategically in an accessible area of Herefordshire will both improve outcomes and raise the aspirations of these young people *'enabling them to experience more vibrant social interaction within larger groups and improve the attendance and participation'* of those not yet attending a specialist setting. With location being in close proximity to the campus of three mainstream FE colleges, opportunities to collaborate with these organisations would be strengthened to benefit the wider SEN community and social inclusion.

The Beacon College's Vision, Values and Mission

Barrs Court Academy Trust's overarching mission statement is that;

'Together we empower and believe to thrive and achieve'

Vision

We will create and lead a centre of excellence in which the educational and therapeutic needs of young people and adults with special educational needs and disabilities (SEND) can be addressed effectively and within a learning environment that is safe,

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

relevant, inclusive and purposefully creative and enjoyable. All contributions and achievements will be recognised and celebrated.

The high quality curriculum will be broad, creative and appropriate with and access to the curriculum driven by individual student need. The Beacon College will treat each of its students with respect and ensure that their rights, needs, aspirations and personal preferences remain central to the school's organisation and they are empowered to benefit from a meaningful, contributing and rewarding adulthood. Our expertise will be shared to promote awareness, social integration and tolerance within the wider community and promote the best outcomes for all young people and adults with SEN in Herefordshire.

Our Statement of Purpose

Together we;

- Nurture mutual respect, honesty and trust for our surroundings and community.
- Offer and promote a personalised learning pathway that is both challenging and inspirational, delivered within a positive learning environment that is supportive and caring, encouraging one another to make healthy choices for ourselves.
- Communicate effectively and in partnership, taking into account the voice of the student.
- Build resilience and overcome barriers, empowering pupils to achieve personal fulfilment and we recognise and celebrate the talents, achievements and contribution of all our students.
- Inspire students to develop their independence and take risks so that they experience what the world has to offer and are stimulated to actively contribute to society.

Curriculum Learning Aims

The learning aims for our young people are;

- 1. To achieve maximum personal independence and active community participation.**
- 2. To empower self-advocacy through effective communication for choice and control.**
- 3. To aspire to ambitious personal pathways, progress and achievement within a functional context.**
- 4. To develop and maintain social opportunities, health and wellbeing.**
- 5. To ensure continuity of life-long learning and on transfer to Post 19 destinations.**

Multi Academy Trust (MAT) Vision

Barrs Court Academy Trust is currently a single academy trust. However, discussions are at an advanced stage to form a Multi Academy Trust with another local special school. The Beacon College will then form part of this MAT. Outlines of the plans, and some specific details about the separate schools, have been discussed with the DfE

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

(West Midlands RSC office) and there is broad agreement that Barrs Court have the expertise and capacity for such an expansion. At the time of completing this application, both schools are engaged in a due diligence exercise.

Barrs Court Academy Trust will ensure that the skills and experience we have gained running an outstanding academy (Barrs Court School) will be transferred to the new MAT. The governance model for our proposed MAT, with an even sharper focus on standards and accountability gives us the confidence that The Beacon College will be successful and sustainable from the outset.

At the heart of our vision is the drive to provide outstanding, high quality education for SEND in our locality. The intention is that Barrs Court and Westfield School will establish the MAT no later than April 2019. The Beacon College will subsequently join this MAT. The MAT Board will be open to further special schools wishing to join from 2021 with 3 being the optimum number envisaged at this point.

A strong MAT can support career progression including the identification of future leaders, the sharing of best practice for school improvement and the streamlining of systems and procedures to support accountability. Our plan includes the development of a teaching school as the focus for school to school support including designating and brokering SLEs, professional development. This is also a key component in our mission to innovate and develop sector leading practice.

Our proposed leadership model alongside streamlined governance with highly focused reporting on standards, progress and overall effectiveness will enable the trust to intervene quickly in any of the schools or college should it be deemed necessary. Barrs Court was judged to be “outstanding” when last inspected (2017) and the inspector acknowledged the strength of the school’s headteacher in dealing with underperformance. The report notes that the headteacher had “tackled the issues relating to the effectiveness of leadership and management and the quality of learning, teaching and assessment” and that “inspirational leadership had led to rapid improvements”.

The vision of the MAT is that as educational partners we will:

- Deliver an ambitious education that is tailored to the needs, aspirations, interests and abilities of all learners with SEND, while maintaining the unique ethos and specialisms of each school.
- Provide mutual support and challenge to raise standards and ensure education excellence across all schools and the SEND community.
- Recruit, train and support outstanding staff and leaders, with exciting development opportunities at each stage of their career.
- Work with families, professionals, the wider community and other stakeholders to secure aspirational and ambitious outcomes and belief in a positive future for children and young people with SEND.
 - Ensure highly effective governance for all schools.

Section D – education plan: part 1

	Current number of pupils (if applicable)	2019	2020	2021	2022	2023	2024
Year 12			17	17	16	17	17
Year 13				17	17	16	17
Year 14					17	17	16
Totals			17	34	50	50	50
School budget forecasts also based on original spec (see G)			20	35	45	50	50

Section D – education plan: part 2

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

FE Curriculum Subject or Learning Activity	Hours per week	Mandatory or Voluntary	Comments
Personalised Curriculum Options (Formal and Semi-Formal) Pupils transitioning at 16 from other special schools can choose from our vocational curriculum offer. All vocational options will have built in progression routes. All pathways will include a wide variety of experiences off site and in the community.			
English (Literacy) Functional Skills, Communication and Interaction	5	M	
Maths (Numeracy) Functional Skills	5	M	
Personal Social Development including; P.S.H.E/S.R.E Citizenship/R.E Independent Living Skills	4	M	Elements of P.S.H.E taught separately or as theme
ICT Functional Skills	3	M	Cross curricular or subject based
Sports and Leisure	3	M	A broad range of individual and team options held at the college or at community facilities

Work Related Learning	3		
Expressive arts – Visual and Performing Arts	2*	V	
Work Experience Placements *	2*	V	Individual placements organised either weekly or block
TOTAL HOURS	25		
Personalised Curriculum Options (Informal)			
All pathways will include a wide variety of experiences off site and in the community.			
Early Functional Communication, Thinking Skills inc IT	10	M	
Early Mobility (Hydrotherapy/Rebound/Passive Movement)	3	V	Dependent on identified Need and Provision
Subject Based Options and Enrichment			
Humanities, MFL or The Arts	1.5	V	
Duke of Edinburgh Award (Bronze, Silver and Gold)			

* Not counted in total.

Accreditation/Qualifications Framework 16 to 19

The accreditation system allows for both linear and lateral progress, for example, students can continue to work on the same Entry Level, accumulating further credits to move from an Award to a Certificate and onto a Diploma, or they can move through the levels.

Qualification title	Type of assessment	Levels of Assessment
Functional Skills English <ul style="list-style-type: none"> • Speaking and Listening • Reading • Writing Functional Skills Maths Functional Skills ICT	Controlled Assessments at the end of Year	Entry Level 1 (Personal Progress, Achievement Continuum), 2 and Level 1 and 2
PSHE: Personal and Social Development	Students gain credits towards; Personal Progress Skills for Independence and Work,	Entry Level 1 (Personal Progress, Achievement Continuum), 2 and Level 1 and 2
Work Based Learning Personal Progress Skills for Independence and Work BTEC Vocational Skills	Vocational Studies Personal and Social Development by completing units from the specification. These credits accrue towards an end qualification: Award, Certificate Diploma	Award, Certificate Diploma Entry Level 1 Entry Level 2 Entry Level 3
EDEXCEL Personal Progress	Award, Certificate Diploma	
Arts Award	On-Going Credits	Discover Explore Bronze
Duke of Edinburgh Award		Bronze, Silver and Gold
Safe Worker Certificate Health and Safety Awareness First Aid Awareness Manual Handling Awareness Fire Safety Awareness Food Hygiene	Tutorcare (External Provider)	

The College Day

9.00am to 3.15pm. We plan to operate within Herefordshire LA term dates.

A Typical College Day

9.00am	Arrival, Registration and Tutor Time
9.15am	Lesson/Session 1
10.30am	Morning Break
11.00am	Lesson/Session 2
12.00	Lunch including Break
1.00pm	Lesson/Session 3
2.00pm	Lesson/Session 4
3.00pm	Tutor Time
3.15pm	Home

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

The Pupil Population

Fig.D1.1 Current Demographic –Pupil Population At Barrs Court School and Westfield (Key Stage 3,4,5 only)

Pupil Groups:	Barrs Court		Westfield		Special Schools only	
	No of Pupils	School %	No of Pupils	School %	National Average	Herefordshire LA Average
EHCP/Statement	113	100%	39	100%	-	-
Pupil Premium	33	29%	12	31%	Not published	
LAC	15	17%	3	8%	Not published	
Care Leavers	4	3.5%	1	2.5%		
Free School Meals	24	21%	9	23%	37.4%	24.5%
English as a second Language EAL	2	1.5%	0	0%	14.7%	1.6%
Minority Ethnic Groups	8	7%	1	3%	29.2%	7.9%
Girls	45	40%	13	33%	28.2%	26.2% *
Boys	68	60%	26	67%	71.8%	73.8% *

Data source for National & Herefordshire:

SFR 28/2017, Schools, Pupils and their Characteristics: January 2017 published 29th June 2017

*Sourced from Local School Census data for Spring 2017

Anticipated differences in pupil demographic

The above data is from the two main feeder special schools for the proposed new school, Barrs Court and Westfield, who currently make provision of the anticipated cohort for The Beacon College. For the purpose of this proposal, this data with henceforth be referred to as the 'current cohort'. It is anticipated that the pupil demographic will not be significantly different to the current cohort, as it will serve the same area of Herefordshire LA. Herefordshire data shows a lower than national average of pupils who qualify for Free School Meals (FSM). The cohort of FSM is therefore likely to be between 20 and 25%. Pupils are drawn from all over Herefordshire and bordering LAs, such as Worcestershire, Shropshire and Powys where the socio-economic demographic is varied. The current cohort and the Herefordshire LA has a significantly lower than average of minority ethnic groups against national average at 29.2% and also English as a Second Language at 14.7%. The national trend of SEND being more prevalent in boys than girls is the case for the special schools making provision at secondary and FE stage in Herefordshire and found nationally in special schools. This makes it even more pertinent that the curriculum devised and developed for the cohort of young adults meaningfully represents the diversity of modern British society and ensures that our ambitious outcomes for all students are achieved, including those that are deemed vulnerable learners. How this is achieved will be discussed throughout Section D.

Anticipated Learning Needs of Students

All students attending The Beacon College will have an EHC Plan with similar needs to the current cohort, being identified as severe and complex learning needs and range,

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

including Autism. (Please refer to Annex for identified primary needs). It should be noted that there is also a drive to promote greater inclusive practice of a high quality in Herefordshire's mainstream schools and therefore the LA do not predict proportions of SEN pupils in mainstream reducing as a consequence of the proposed new school, rather that the identified demographic future growth, including provision for small numbers of students from neighbouring LA's is fully supported by flexible and appropriate provision. Current FE provision for students leaving mainstream education with few or no qualifications is limited for qualification routes below Level 1.

All students in the current cohort, have a broad range of special needs whereby the students typically experience a complex layer of need that can present a number of identified barriers to learning. We can broadly classify our learners within the range from informal to formal learners, with a significant number of learners predominantly working at the semi-formal level (*based on the research and development by Swiss Cottage School*). See also our internal provision map in **Fig. D1.5** This particularly broad range of learning difficulties and disabilities, means that students functioning at widely varying stages of developmental stages. Due to this diversity it is important that the curriculum we offer to all students has sufficient breadth to provide learning which is appropriate, relevant and challenging for all pupils, and that the organisation of the school guarantees that all students are treated equally and where all achievements of every student is valued and celebrated.

For schools and colleges such as Barrs Court, Westfield and The Beacon College it is imperative to address the barriers experienced by students which inhibit their access to, and progress within, the Curriculum. Individual layers of need will determine a personalised learning pathway, able to address education and accreditation as they progress through the college, flexible enough to provide specific interventions or additional resources at key times to ensure equal access to the curriculum offered. (*How this will be met is addressed further on in this section*)

We do not anticipate significant changes to the broad range and complexity of learners, attending The Beacon College. We envisage all students requiring a highly personalised delivery and breadth of specialist teaching approaches due to their specific learning difficulties, strengths and learning styles. Barrs Court School is well positioned and experienced in meeting such diverse needs extremely well, with excellent outcomes for students. We are also skilled in adapting and modifying the curriculum and effectively deploying resources to meet individual or cohort needs that due to the degree of complexity will require innovative solutions to facilitate the same level of outcomes as their peers.

Our model of using flexible pathways will include staff from across the MAT working in the The Beacon College to provide access to a wide range of accreditation and a continuum of provision to meet student needs. In some cases students may access supported mainstream inclusion to study a subject, qualification, for social reasons or in preparation for transition to Post 19 provision. The access to courses and qualifications offered by the mainstream colleges, such as car maintenance, health and beauty or catering would be seen as a priority target by both The Beacon College and the MAT with the desired outcome of extending the curriculum offer to young adults with SEND and as a result further accredited qualifications.

Curriculum Principles and Rationale:

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

As a specialist provision for young adults it is essential that we prepare our pupils for participation in the adult world: part of that preparation includes access to our specially designed Curriculum for young adults with SEND. We recognise that preparation for adulthood needs to commence long before pupils reach the end of their time in statutory education. Preparation for adulthood includes pupils having experience and an understanding of the diversity of the world in which they live; it needs pupils to have the social and emotional maturity and resilience to cope with the stresses and strains of modern society; to be able to advocate their personal aspirations; to be as independent as possible within everyday living skills and to have an understanding of morality, politics and sexuality. We want our pupils to be empowered and to benefit from a meaningful and rewarding adulthood and fully champion the 4 Preparation for Adulthood principles;

Young people should be supported to exercise choice and control over their lives, including the 4 'preparing for adulthood' outcomes:

- *moving into paid employment and higher education*
- *independent living*
- *having friends and relationships and being part of their communities*
- *being as healthy as possible*

To this end, The Beacon College will base the principles of the curriculum plan on tried and tested elements of the outstanding Barrs Court School curriculum model with its flexible pathways providing access to a range of accredited vocational qualifications through outstanding and successful teaching and assessment approaches. This will be achieved through replication and further development to strengthen the strong pathways for young adults with LD and *building more cohesive links into post 19 provision and into independent living (Herefordshire LA Rationale)*. Despite low numbers of our students being in the NEET population, our overarching aim and ambition is to enhance and increase progression routes to further education, training and employment, including self-employment, together with smooth transitions into independent living. With The Beacon College's key role in shaping the education landscape for future generations of pupils with SEND in the local area, we would support Herefordshire LA in their desired outcome of *establishing new or expanding existing opportunities for young people preparing for adulthood' (Herefordshire Council Business Plan Need Area: CWD Preparing for adulthood 13-17)*

To successfully achieve these outcomes for the young adults with SEND it is imperative that the curriculum model used, regardless of the student's level of ability, therefore reflects the priorities of this age group and has an emphasis away from a more linear student progression model based upon the teaching and generalisation of concepts, towards an embedded model of education which recognises the student's existing skills and prioritises carefully structured ways of enabling them to be applied in functional, everyday contexts, including independent living and employability.

The diagram titled **Curriculum Purpose and Rationale (Fig. D1.2)** summarises the above

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

Fig. D1.2 Curriculum Purpose and Rationale

Curriculum Rationale			
Our curriculum is designed to help students become effective learners			
Engaged learners Who apply their knowledge, understanding and skills in functional ways and who are self-motivated	Healthy learners Who enjoy good standards of mental, emotional and physical wellbeing and helped to lead fulfilled lives	Responsible learners Who are self-determining and empowered to engage positively with society and conduct themselves as responsible and good citizens	Successful learners Who enjoy learning and achieve in-child milestones and make progress across a broad curriculum at optimal levels of attainment
This is so our students will be more likely to			
Be socially included, enjoy friendships, supportive and healthy relationships and live as independently as possible	Look after their health and/or prompt others to look after their health to enable them to thrive in adulthood	Keep themselves safe and/or prompt others to keep them safe from harm	Be purposefully employed and play an active role in their community and society
Have good self-esteem, ambition, and the means to influence decisions affecting their lives leading to further choices and freedom over their life.			
As a consequence we promote the acquisition of learning in the following areas			
Skills Learning to minimise barriers to learning and wellbeing, help pupils engage in the learning process and acquire the skills necessary for independent and healthy living, employment and enhance social inclusion and effective participation in society		Knowledge & Understanding Learning to provide pupils with a broad and balanced knowledge of the world so they can better understand the processes which govern everyday living and have the opportunity to attain qualifications and accreditations to help them realise their aspirations and ambitions	
Attitude & Attributes Learning to facilitate a positive work ethic and enable pupils to develop personality, enhance their sense of responsibility and accountability, value inter-personal relationships and cope with stresses and unpredictable nature of life			
We organise our whole school provision to be an effective vehicle for learning			
The Environment A family orientated, pupil centred ethos with an environment that is safe and suitably empathetic to the idiosyncratic circumstances of each pupil	The Workforce A dedicated, trans-disciplinary and flexible workforce with quality assured competencies, attitudes and personal accountabilities	Learning Appropriately balanced, well differentiated and carefully targeted curricula, relevant to pupils at different stages of chronological and developmental age	Teaching & Therapy Lesson plans that incorporate creative, personalised learning, the implementation of individual pupil targets and the active participation of pupils in the learning process
		Assessment Continuous, formative, summative and evidence based assessment across all areas of learning, moderated and benchmarked against established criteria	Enrichment A rolling programme of special events and extended school activities to promote "whole child" improvements and good standards of citizenship

To achieve the desired outcomes, the priority learning aims for our young people will be:

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- **To achieve maximum personal independence and active community participation.**
- **To empower self-advocacy through effective communication for choice and control.**
- **To aspire to ambitious personal pathways, progress and achievement within a functional context.**
- **To develop and maintain social opportunities, health and wellbeing.**
- **To ensure continuity of life-long learning and on transfer to Post 19 destinations.**

Curriculum Model

The curriculum model implemented will have sufficient breadth to provide learning which is aspirational, relevant and challenging to all students. Our “whole” curriculum will incorporate the main elements of:

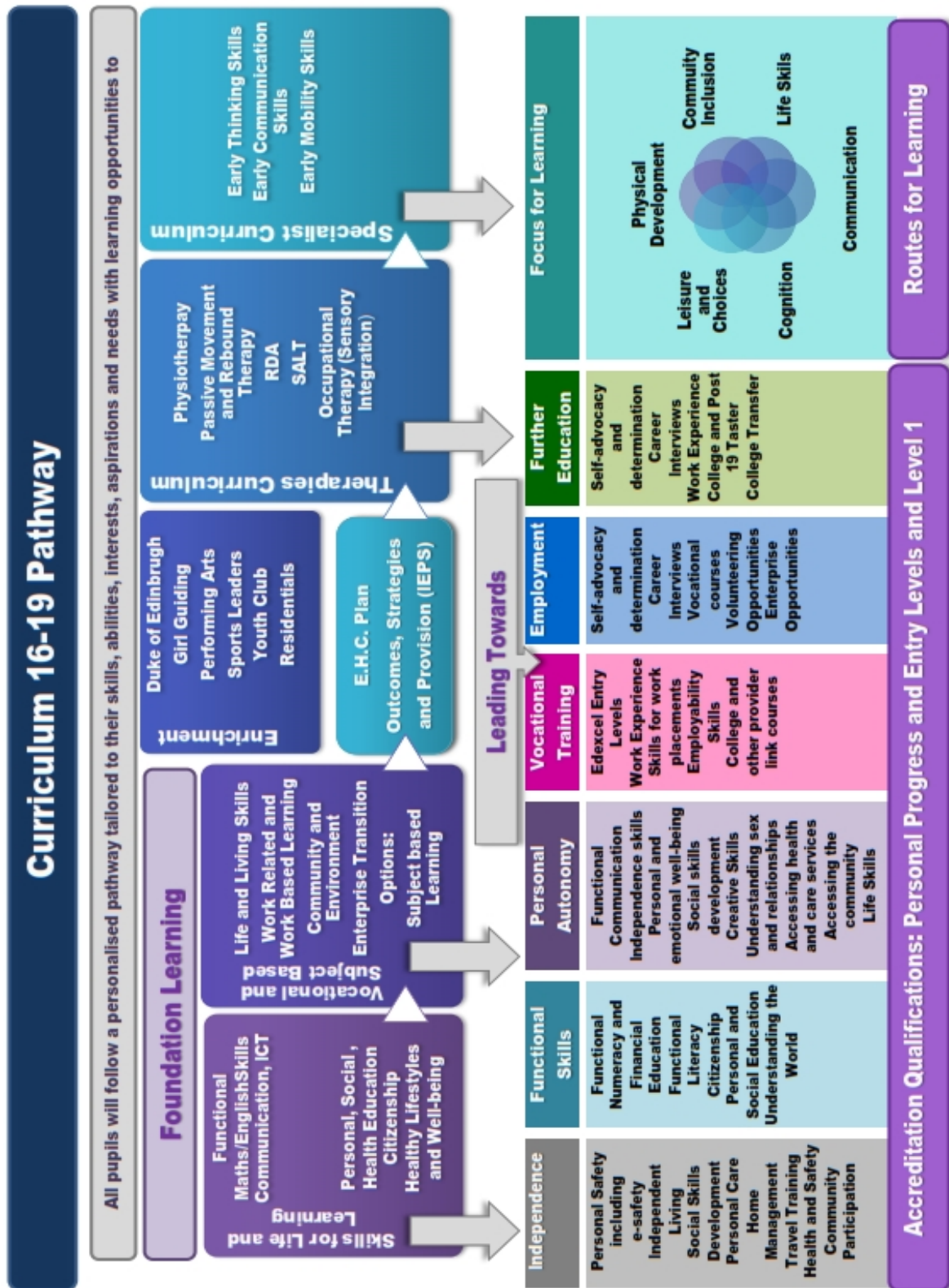
- **Foundation Learning**
 - **Functional Life and Living Skills**
 - **Vocational and Subject Based**
- **Specialist**
- **Enrichment**
- **Therapies**

The **Functional Life and Living Skills** will be supplemented by a **Vocational and Subject Based Curriculum**. To ensure the learning of our most complex learners continues into adulthood the **Specialist Curriculum** will continue throughout a student’s school career, as dictated by individual student need. All learners will have access to an **Enrichment Curriculum** and, if and when, appropriate one that incorporates the **Therapies** offering to address the holistic needs of our students.

Placed at the centre of our curriculum delivery will be the student’s **Educational, Health and Care Plan (EHC Plan)** which will be referenced so that we can actively monitor children and young people’s progress towards their personal outcomes and longer term aspirations. Strategies and provision required to meet the desirable outcomes will be documented and implemented by the school as dictated by the Children’s Act 2014

Fig.D1.3 Curriculum Pathways 16-19

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Features of the Functional Life and Living Skills

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The Functional Core curriculum includes age and stage learning matter, plus curricula associated with the syllabuses of different accredited courses and qualifications.

Focus Areas:

Mandatory	Optional
Functional Life and Living Skills <ul style="list-style-type: none"> • English (Literacy) and Communication • Maths (Numeracy) • ICT Personal, Social, Health, Education (PSHE) <ul style="list-style-type: none"> • Citizenship (British Values) • Healthy Lifestyles and Well-Being R.E Sports and Leisure	Subject based Learning <ul style="list-style-type: none"> • Science and Technology • Humanities • Creativity and Arts

Functional Literacy and Communication

The programmes of study for the Functional Skills of English (Literacy) and Communication and Functional Mathematics (Numeracy), will seamlessly progress from the Key Stage 4 Curriculum of the two main feeder schools (Barrs Court and Westfield). For those following a formal curriculum pathway this will involve extending 'linear' progress, besides a focus on the ability to adapt and transfer their skills in a broader variety of meaningful 'real life' contexts and for those students following a semi-formal curriculum pathway the focus will be on the transfer of known skills to a functional context with planned opportunities to use their existing literacy skills in order to access and navigate everyday situations. However, the balance between concept and context will be dependent on individual needs, interests and abilities. For students to make links between concepts from the functional subject delivery of these subjects may be topic based involving cross-curricular referencing. For example in planning an event or meal,

One of our overarching aims and ambitions for students as they move into adulthood is for them to become active members of their local community and society and the ability to interact with others in a meaningful and purposeful way is key to this. Therefore the opportunity for students to develop these skills within everyday contexts for a range of purposes will be a priority and will form the core learning opportunity.

This will involve students, representing the full range of communicative abilities, including those following the Early Communication Skills element of our Specialist Curriculum and involve both specialist teaching and learning methodologies. By contributing actively to situations and utilising their communication skills our students will be enhancing their independence.

The application of literacy will address the use of skills from the most basic level as well as providing high level opportunities for those students for whom it is appropriate in order to support independence. Students will develop a range of tools, in order to support their ability to share and retrieve information in a variety of contexts for different reasons, but in particular to communicate and self-advocate on decisions, questions,

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choices and express views to both familiar and unfamiliar members of the community. The skills involved in gathering information can range from learning how to use a phone through to knowing how to use a search engine (e.g. Google) to locate a website. The use and application of reading and writing for expressive and receptive communication, such as reading signs, labels, instructions, as well as creating e-mails, making complaints about a service.

Functional ICT

For some of our students, technology will be a key tool in enabling them to initiate contact with people around them, ranging from gaining a person's attention, through to exploring cause and effect and making choices. We will encourage our students to share the information they gather face to face with people around them, but in the context of Functional ICT will include:- Gathering and sharing information, Use of technology in the home, E-Safety its risks communicating, to others with presentations. Questioning the reliability of the information and the source; Creation of digital products.

Functional Numeracy

The priorities for functional numeracy include managing finances, time management and measurement with the application of number being a connecting thread across the different aspects. Financial education will also be included so that there is a developing awareness and application skills for budgeting and researching of value for money, alongside the experience of accessing financial services.

For adulthood students will need to demonstrate an awareness of the link by successfully transferring their knowledge and skills and applying them relevantly to a range of situations. Learning opportunities will be planned so that students can practice and develop a combination of these key skills to enable an increasing level of independence. For example a combination of skills cooking, planning an event or a trip or an enterprise project

PSHE:

As students make the transition into post-16 education it will become more important to enable them to have broader opportunities to apply previously taught skills and newly learned skills to functional contexts. This reflects the fact that the students are young adults who will require structured opportunities to enhance their personal independence as they move towards adulthood. This approach will be applied to all aspects of the PSHE curriculum. Whilst the sections are addressed individually it is important to recognise that many of the elements will be taught together in order to reflect the closely interrelated nature of the subject. This will also support the creation of functionally meaningful learning opportunities.

Citizenship

At The Beacon College we will aim to equip students to become as independent as possible and to see themselves as part of a variety of communities and social groups. Students will learn about personal responsibilities, as well as to be aware of other people's rights, needs and responsibilities. We will work to instil a strong belief in who they are as well as a sensitivity to and respect for the identities of others.

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Students will be provided with age appropriate opportunities to rehearse the principles of wider society within the secure environment of the college prior to transferring to the own situations.

The principles and ethos of the college will incorporate opportunities to reflect on scenarios and to negotiate ways forward, considering the views and feelings of others by reflecting upon moral, social and cultural issues continuing the thread of British Values. Students will be supported to realise that decisions or actions, have consequences which can differ for different people. Expectations for behaviour in the college, will be communicated and compared to society's rules and laws, why they exist them and what happens when they are not met.

Community and Domestic Life Skills

Community and Domestic Life Skills will incorporate freedom of movement, either on foot assisted, using public transport, including trains and taxis. Being centrally placed, some students will travel to and from college independently having accessed support from Travel Trainers based on individual needs and abilities. Travelling within the college, utilising accessible signage (building upon functional literacy), making informed decisions about services and how to access these safely and services appropriately in the community queueing and complaining.

Over the past two years there has been a focus on increasing the number of students who can travel independently to and from school and within their community. Working collaboratively with the Travel trainers from Herefordshire LA, students are now referred for training from Year 8 (previously it had been from Year 12). The referral usually comes as a result of discussion from the Annual Review and forward planning. There has been a significant increase (50% in two years) in the number of pupils independently travelling to and from school by foot or public transport and from a distance e.g. Ledbury to Hereford. Combining the functional life and living skills with travel training we now have a group of 7-10 students independently going off-site to have lunch with their peers in Hereford City.

Domestic Life-skills will include manging themselves and belongings in a safe and appropriate manner. Comprehensive personal social development programme to include;

Healthy Lifestyles and Well being

Personal hygiene routines dangers and risks of drugs, smoking and alcohol; what constitutes healthy eating and making informed choices about what they eat, whether there is a wrong choice to make when considering individual diets.

Relationship Education will address the skills necessary to have effective relationships with people, including sexual relationships, and in particular focus upon self-advocacy. Relationships can cause strong emotions, both positive and negative. The opportunity to identify those emotions and understand how they can make you feel, as well as developing strategies for managing them will be a key part of the PSHE curriculum.

Sports and Leisure:

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Students will be able to participate in range of regular activities based at college and in the community. Team sports will develop team working and wider personal and social skills alongside individual activities such as swimming, yoga and Zumba to develop students' confidence, fitness and self-esteem. It will be our aim to access a number of different venues to enable students to develop familiarity with a variety of universal community facilities with the aim to encourage regular independent ongoing usage.

Vocational and Subject Based Learning

This section encompasses opportunities to develop skills within an enterprise scheme, as well as recognising the importance of extending knowledge and understanding of the skills necessary to operate effectively within the workplace.

Through consultation, students have stated that subject based learning should remain an option at Post 16, including the new college. Therefore an extended range of curricular areas will include on a half termly basis subjects such as Science, Geography, MFL and The Arts.

The emphasis will be on providing students with experiences and the practical applications of these subjects either to enhance quality of life, volunteering opportunities or employment.

Enterprise Education

The delivery of Enterprise Education is to enable our students to contribute and add value to the local community. We want any enterprise scheme we enter into to be able to stand alone on its merits, and for the expectations of the students to be high and the outcomes to exceed external expectations. Students approach Enterprise Education through the two main strands of services and products. The students focus on learning about the general principles behind running a successful enterprise scheme and ensure that sound products and/or services are subsequently provided. In taking ownership of a business project, the students learn to manage and account for all monies, take responsibility for marketing and ensure that effective evaluations are carried out. By default, enterprise education incorporates all elements of functional skills as well as a combination of individual vocational options.

Work Based Learning

The opportunity to apply and develop learning within and about the workplace is one which features significantly within the broader educational entitlement on offer. Students are enabled to generalise previously taught skills and learn new skills within meaningful workplace contexts. Work placements give students the chance to experience different types of work so that, when leaving college, they are empowered to express choices and tell people what it is they are good at and like doing. Our aim would be to have a catering kitchen as part of the facilities, to prove dinners for both The Beacon College and Barrs Court School. In addition this resource could be utilised for students to access, developing skills and acquiring appropriate qualifications in a functional, work based context by providing refreshments for those attending courses, training and attending meetings in the outreach or community facilities.

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The work based learning is currently managed by our Work-Experience Co-ordinator. Excellent links have already been established with around 40 different local organisations and businesses, with placements ranging from cafes to leisure facilities, shops and hotels. Students are supported by a work experience TA, and if appropriate can become independent workers within the employment, learning new skills and gaining confidence whilst having the chance to be part of a work team. The evidence that our provision for work based learning is leading to excellent outcomes, in terms of employability, is that just this academic year (September to November 2017) 3 of our students have been offered part-time employment with local hospitality companies.

It is our intention to further develop extended links with a range of local and national businesses in order to offer the widest possible variety and skill-matched experiences, which will ideally lead to permanent work-based options for certain students.

Information Advice and Guidance (IAG)

Students attending The Beacon College will already have accessed IAG as part of Key Stage 4 experience and will have identified The Beacon College as part of their pathway to adulthood. It will be our duty to further refine this information direct and support them in making decisions regarding their medium and long term future. This is anticipated to be towards potential supported internships, further vocational study, independent specialist provision, identified adult services or employment, including self-employment. Impartiality will be achieved through liaison with local and national providers, via visits, talks and focussed short topic-linked information sessions.

The college will also supporting the *Herefordshire County Council (Business Plan CWD Strand: A culture of Collaboration:*

To develop skills in writing outcomes including those that meet the 4 PFA outcomes for adult life including: Further work with advice providers to ensure that information is holistic (11,13)

The Specialist Curriculum

The Specialist Curriculum includes learning matter that has been developed in response to severe profound delays in the development areas of cognition, communication and mobility, plus curricula to assist with the acquisition of literacy and numeracy skills, plus developmental curricula associated with different kinds of therapeutic support which some pupils require. It is anticipated that the content will be able to directly transfer into The Beacon College.

The Specialist Curriculum is divided into four “subject areas” representing particular areas of child development in which many pupils experience disabilities and difficulties that are in addition to their overarching, category of learning difficulty (PMLD, SLD). The title of these subject areas are as follows:

- Early Thinking Skills (including sensory impairment and cross referenced to National Curriculum Mathematics & Science P1-4);
- Early Communication Skills (including augmentative and alternative communication P1-4);

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- Early Motor Skills (including mobility impairments and cross referenced to Physical Education);

Each subject area can be considered as a “stand alone” resource for working within individual pupils, but because the characteristics of learning disability are so diverse, it is likely that all of the subject areas will be of immediate relevance to some pupils, particularly those with PMLD. The curriculum documents are very comprehensive and, taken together as a whole, they provide guidance for the purposes of informing staff training, student assessment, intervention strategies and the use of special resources. The content of each subject area is divided into sections that:

- Provide guidance in distinctive pedagogy so this can be used for training teachers and teaching assistants and empower the personal learning styles of children who have PMLD;
- Describe best practice in the use of specialist resources and facilities such as Multi-Sensory Environments and Hydrotherapy Pools;
- Provide a range of learning activities to help overcome learning barriers and inform the content of IEP targets
- Inform the differentiation at the very earliest P level stages and provide evidence of lateral learning for pupils who do not find it easy to progress in a linear manner

The Specialist Curriculum is intended to be used as a teaching and learning guide for complex learners in all classes. This will be particularly so in the everyday use of distinctive teaching/therapeutic approaches and in the use of specialist curricula to inform IEP Targets and differentiating lesson plans.

The Specialist Curriculum is not intended to replace traditional therapies such as Physiotherapy, Occupational Therapy, Speech & Language Therapy and Music Therapy, but rather to enhance these therapies, or to provide a pupil with relevant intervention strategies when therapy is not available. Therapy Programmes are represented, as required, in the content of a pupil's SIRBs and operate the same as any other special provision. The evidence of this curriculum and its delivery being appropriate and successful is that a high majority of our informal learners following this pathway make at least expected and above progress. Staff are better skilled and empowered to support students with more complex learning needs (Evidence from learning walks, observations, quality of learner profiles, IEPs and staff questionnaires)

Enrichment Opportunities

The Beacon College intends to provide a range of opportunities to extend and enrich learning such as Duke of Edinburgh, based on the thriving model applied at Barrs Court. This year we will be offering the Gold Award following the success of 5 students achieving Bronze and 4 for Silver last year. Due to our close links with Post 19 provisions we have already been able to identify how students can continue to complete their awards on transition from Barrs Court, an indicator of achieving learning aim number 4; *‘to develop and maintain social opportunities’*.

Students will be able to access the senior section of the Girl Guiding organisation. The leadership team of Barrs Court is currently working with the social care transition team

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and other organisations to set up additional social opportunities for our students outside of college, a need currently identified within Herefordshire Council. This would include possible youth clubs and summer schemes which would be ideally located in the community facilities on offer at The Beacon College, providing a bridge between college and the next stage of the students life.

Beyond the college there will be a combination of local, regional and national day trips will be organised, as well as a weeklong residential visit.. The residential trips will be another opportunity to bring the students from the three provisions together. The focus of the residential visit is often to provide opportunities for the extension and generalisation of independent living skills

How The Beacon College will meet the needs of all learners

It is already evidenced that The Beacon College will meet a broad range of learning needs for young adults and therefore it will be responsive to the range of needs in terms of the provision and arrangements. This will significantly affect the class groupings, class sizes, the staffing plan, the curriculum offer approaches, and the environment. The college offer will also need to be responsive to the cohort in order to provide flexible learning pathways.

Assessment of Need and Appropriate Provision

Due to the wide range and complex layers of need there will be a considerable overlap between area of need, teaching approach, and teaching strategy as there is significant research based evidence that a combination of strategies produces more powerful effects than a single strategy. What will be important is that the leaders of the college are able to identify those individual strategies that directly raise attainment from those that promote active learning, those that promote participation and engagement and those that respond to personalised learning styles and preferences (Davis and Florian 2004). Leaders will also need measure the impact on overall outcomes, especially for the more vulnerable learners (LAC)

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Fig. D1.4 Multi-Model Approach

In conjunction with the provisions, identified strategies and the multi-model approach the following provision matrix (**Fig. D1.7**) will be used to demonstrate how our special educational provision will be designed and organised to reflect the diversity of pupil need and to support us in the process of identifying and planning these arrangements.

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INFORMAL: (Creative and Inclusive/Support)		
Provision Matrix of Need: Informal Learners	Teaching and Curriculum	Environment
<p>Description of Needs</p> <ul style="list-style-type: none"> • Student requires significant and highly individualised enhancements to the arrangements to access learning • Student will have additional sensory impairments. • Student have high to complex health needs. • Student may have difficulties in regulating their emotions and may require a on Behaviour Support Plan • Student may have significant difficulties in regulating their emotions and/or difficulty to cope with learning situations • Student may have high behaviour support needs such as planned physical intervention (MAPA) or use of regulation space • Student may need 1:1 support or higher to engage in learning • Students dependent on high level of support with all self-care with and/or high level of medical needs • Student needs high level of supervision to ensure health and safety of self and others – Safe from Harm Risk Assessment • Student needs significant adaptation to the learning environment • Student needs significant support with transitions, to ensure safety within the school and wider community • Student communication may be at pre intentional stage. • Student may have visual or hearing impairment (Mild to Profound) 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> • A personalised timetable, curriculum (Specialist), teaching method and/or resources specific evidence based strategies to support individual • Using practical activities and multisensory approach • Visual structure strategies (TEACCH) • Support for small daily changes of routine • Repetition of a small number of activities and routines for learning to anticipate <p>Communication</p> <ul style="list-style-type: none"> • Social skills, social language, active listening • Visual communication based interventions (PECS) • Responsive communication: Intensive Interaction • Fine/gross motor skills • Careful scaffolding of curricular language and subject specific vocabulary • Adults demonstrating/modelling learning and language • Using natural gesture to support communication Support with communication e.g. the use of symbols and/or signs (SIGNALONG) • Identifying and consistently reinforcing language through visual clues such as pictures, objects, photos • Strategies to facilitate transitions during the school day (transition from one teacher to another/ one subject class to another/from classrooms to outside areas/ dining room) e.g. visual timetable • Support to develop the effective use of technology and specialist equipment to support access and communication. Low and High Tech (ACT, Eye Gaze, Switches) <p>Sensory and Physical</p> <ul style="list-style-type: none"> • Specialist equipment, if provided, is for the use of the specified Student. • Moving and handling care plan is in place for the individual as appropriate • Intimate care plan in place as appropriate • Support for therapy programmes, managing orthotics and physical management programmes e.g. stretching and exercise (Rebound Therapy/RDA/Hydrotherapy) • Sensory stimuli that enable the integration of senses (e.g: Tac Pac) <p>Social, Emotional and Behaviour</p> <ul style="list-style-type: none"> • Strategies to reduce unusual behaviours caused by sensory overload or information overload such as self-regulation breaks in lessons • Strategies to promote appropriate social interaction, behaviour and understanding such as social stories • Use of nurture groups or nurturing approaches <p>Strategies for Social Communication/Sensory Processing Difficulties Strategies for Sensory (Impairment) and Physical Difficulties</p>	<ul style="list-style-type: none"> • An individually adapted physical environment that is organised and well-defined. • Additional modifications to the physical environment. May frequently need own learning space i.e Work Station, Distraction Free • Priority given to a consistently organised physical environment to ensure health and safety and access requirements are met • Creating a quiet, distraction free space for small group activities. Little visual and aural clutter in the learning spaces with a good light source on person or object that is the focus of attention and/ or good quality sound sources • Labelled visual clues. • Specific preparation and support, which may include a risk assessment, when out of school in unfamiliar environments • Specialist multi-sensory environment and hydrotherapy. <p>Assessment</p> <ul style="list-style-type: none"> • An appropriate assessment tool for tracking progress in the areas of, <ul style="list-style-type: none"> • Personal and Social Development (Accreditation, SOLAR) • Early Communication • Early Mobility • Early Thinking Skills • Routes for Learning • Specialist Assessments e.g SCERTS • Specialist assessment and intervention from therapy as individual – equipment /interventions <p>Staffing and Class Groups</p> <p>Funding: Herefordshire High Needs Matrix: Bands E,F and possible additional from Complex Needs</p> <ul style="list-style-type: none"> • Smaller class size individual teaching to address specific needs Class size 7 to 9 Students • Teacher, TA (Level 3) and additional TAs according to need • Access to Specialist HLTAs for Focus Interventions • Family Support Worker/Manager • Specialist Health Care support required e.g. gastroscopy, tracheostomy, pressure care • Multi-Agency joint working required

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SEMI-FORMAL: (Support/Core)	Provision Matrix of Need: Semi-formal Learners	Teaching and Curriculum	Environment
<p>Description of Needs</p> <ul style="list-style-type: none"> In order to access the curriculum and for personal development the Student will require to be taught in smaller groups occasionally need 1:1 or 2:1 Student may require sustained specialist interventions to enable full access to the curriculum Student frequently gets distracted from tasks. Students need support to engage in social interaction Student may require individualised multi-sensory delivery of curriculum throughout the day Student require frequent support with care and self-help (personal care, feeding, dressing) and medical needs on a daily basis Student needs frequent support with transitions, to ensure safety within the school and wider community Students have severe language/speech disorder/delay with limited language and require a higher level of support to communicate their needs Student may have difficulties in regulating their emotions and/or difficulty to cope with learning situations may be on a Behaviour for Learning Plan Staff need to use alternative recording methods for most curriculum areas Student needs extra support to access intervention programmes which focus on functional learning across school, home and wider community Student may have visual or hearing impairment (Mild to Profound) 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> A personalised timetable, curriculum teaching method and/or resources specific evidence based strategies to support individual Using practical activities and multisensory approach Visual structure strategies (TEACCH) Support for small daily changes of routine Repetition of a small number of activities and routines for learning to anticipate <p>Communication</p> <ul style="list-style-type: none"> Visual communication based interventions (PECS) Responsive communication: Intensive Interaction Careful scaffolding of curricular language and subject specific vocabulary Social skills, social language, active listening Adults demonstrating/modelling learning and language Support with communication e.g. the use of symbols and/or signs (SIGNALONG) Literacy Interventions: Action Words Identifying and consistently reinforcing language through visual clues such as pictures, objects, photos <p>Strategies to facilitate transitions during the school day (transition from one teacher to another/ one subject class to another/from classrooms to outside areas/ dining room) e.g. visual timetable</p> <ul style="list-style-type: none"> Support to develop the effective use of technology and specialist equipment to support access and communication (Low and High) ICT to support Literacy: Clicker 7/CiP <p>Sensory and Physical</p> <ul style="list-style-type: none"> Specialist equipment, if provided, is for the use of the specified Student. <p>Moving and handling care plan is in place for the individual as appropriate</p> <ul style="list-style-type: none"> Intimate care plan in place as appropriate Support for therapy programmes, managing orthotics and physical management programmes e.g. stretching and exercise (Rebound Therapy/RDA/Hydrotherapy) Sensory stimuli that enable the integration of senses (eg: Tac Pac) <p>Social, Emotional and Behaviour</p> <ul style="list-style-type: none"> Strategies to reduce unusual behaviours caused by sensory overload or information overload such as self-regulation breaks in lessons Strategies to promote appropriate social interaction, behaviour and understanding such as social stories Strategies to reduce unusual behaviours caused by sensory overload or information overload such as self-regulation breaks in lessons Social skills, social language, active listening Fine/gross motor skills Facilitated opportunities for group and paired working Use of nurture groups or nurturing approaches <p>Strategies for Social Communication/Sensory Processing Difficulties</p> <p>Strategies for Sensory (impairment) and Physical Difficulties</p>	<p>Environment</p> <ul style="list-style-type: none"> An individually adapted physical environment that is organised and well-defined and labelled visual clues. Additional modifications to the physical environment. May frequently need own learning space i.e Work Station, Distraction Free Priority given to a consistently organised physical environment to ensure health and safety and access requirements are met Creating a quiet, distraction free space for small group activities. Little visual and aural clutter in the learning spaces with a good light source on person or object that is the focus of attention and/ or good quality sound sources Labelled visual clues. Specific preparation and support, which may include a risk assessment, when out of school in unfamiliar environments Specialist multi-sensory environment and hydrotherapy. A nurturing environment with opportunities for small group experiences in a safe and secure space <p>Assessment</p> <ul style="list-style-type: none"> An appropriate assessment tool for tracking progress in the areas of: <ul style="list-style-type: none"> Personal and Social Development (Accreditation, SOLAR) Functional Maths and English Work Based IEPs Accreditation: Personal Progress Entry Level 1 Personalised Self Assessment Specialist Assessments e.g SCERTS Specialist assessment and intervention from therapy as individual – equipment /interventions <p>Staffing and Class Groups</p> <p>Funding: Herefordshire High Needs Matrix: Bands E, D</p> <ul style="list-style-type: none"> Class size individual teaching to address specific needs Class size 8 to 10 Students Teacher, TA (Level 3) and additional TAs according to need Access to Specialist HLTAs for Focus Interventions Family Support Worker/Manager 	

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Provision Matrix of Need: Formal Learners	Teaching and Curriculum	Environment
<p>FORMAL: (Extension)</p> <p>Description of Needs</p> <ul style="list-style-type: none"> • Student are able to share engagement and attention as part of group or whole class • Student seeks out and engage in social interactions with others • Student can follow the structure and routines of the class / day with minimal support • Student can apply themselves to work tasks / self-help with a level of independence • Student can access the wider community of the school with minimal support appropriate to age • Student can communicate their needs spontaneously verbally or using AAC • Student has access to and can use emotional regulation supports • Student can access intervention programmes which focus on functional learning across school, home and wider community • Student may have difficulties in regulating their emotions and/or difficulty to cope with learning situations may be on a Behaviour for Learning Plan • Staff need to use alternative recording methods for most curriculum areas • Student may have visual or hearing impairment (Mild to Profound) 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> • A personalised timetable, curriculum teaching method and/or resources specific evidence based strategies to support individual • Learning Activities based on learning styles • Visual structure strategies (TEACCH) <ul style="list-style-type: none"> • routines for learning to anticipate • Clear and predictable daily routines, supported by a range of strategies (visual timetables, lists, task planners and verbal reinforcement) • Differentiation/modification of the curriculum according to individual need • specific evidence based strategies to support individual To include • Visual structure strategies (TEACCH) • Extended use of prompts, task scaffolding and tools such as ICT to promote independent working • use of specialist ICT for access and communication • Preview text and vocabulary to increase understanding, independence and participation in class. Explanation that is explicit and consistent <p>Communication</p> <ul style="list-style-type: none"> • Visual communication based interventions (PECS) • Responsive communication: Intensive Interaction • Careful scaffolding of curricular language and subject specific vocabulary • Social skills, social language, active listening • Visual communication based interventions • Social skills, social language, active listening • Adults demonstrating/modelling learning and language • Support with communication e.g. the use of symbols and/or signs (SIGNALONG) • Literacy Interventions: Action Words • Strategies to facilitate transitions during the school day (transition from one teacher to another/ one subject class to another/from classrooms to outside areas/ dining room) e.g. visual timetable • Support to develop the effective use of technology and specialist equipment to support access and communication (Low and High) • ICT to support Literacy: Clicker 7/CIP <p>Sensory and Physical</p> <ul style="list-style-type: none"> • Specialist equipment. Moving and handling care plan is in place for the individual as appropriate • Support for therapy programmes, managing orthotics and physical management programmes e.g. stretching and exercise (Rebound Therapy/RDA/Hydrotherapy) <p>Social, Emotional and Behaviour</p> <ul style="list-style-type: none"> • Strategies to promote appropriate social interaction, behaviour and understanding such as social stories • Strategies to reduce unusual behaviours caused by sensory overload or information overload such as self-regulation breaks in lessons • Social skills, social language, active listening. Facilitated opportunities for group and paired working • Fine/gross motor skills • Use of nurture groups or nurturing approaches <p>Strategies for Social Communication/Sensory Processing Difficulties</p> <p>Strategies for Sensory (impairment) and Physical Difficulties</p>	<p>Environment</p> <ul style="list-style-type: none"> • An environment that is organised and well-defined and labelled visual clues. • Additional modifications to the physical environment. May frequently need own learning space ie Work Station, Distraction Free • Priority given to a consistently organised physical environment to ensure health and safety and access requirements are met • Creating a quiet, distraction free space for small group activities. Little visual and aural clutter in the learning spaces with a good light source on person or object that is the focus of attention and/ or good quality sound sources • Labelled visual clues. • Specific preparation and support, which may include a risk assessment, when out of school in unfamiliar environments • Specialist multi-sensory environment and hydrotherapy. • A nurturing environment with opportunities for small group experiences in a safe and secure space <p>Assessment</p> <ul style="list-style-type: none"> • An appropriate assessment tool for tracking progress in the areas of: <ul style="list-style-type: none"> • Personal and Social Development (Accreditation, SOLAR) • Functional Maths and English • Work Based • IEPs • Accreditation: Personal Progress Entry Level 2,3 Level 1 • Personalised Self and Peer Assessment • Specialist Assessments e.g SCERTS • Specialist assessment and intervention from therapy as individual – equipment /interventions <p>Staffing and Class Groups</p> <p>Funding: Herefordshire High Needs Matrix. Bands D,E</p> <ul style="list-style-type: none"> • Class size individual teaching to address specific needs Class size 8 to 10 Students • Teacher, TA (Level 3) and additional TAs according to need • Access to Specialist HL TAs for Focus Interventions

Initial Assessment

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For those students joining us from a setting not within the MAT prior to admission, we will complete a comprehensive assessment of each student's social, emotional, health and learning needs, cross reference this with information from EHC Plans and prior assessment data, including current attainment levels. The vast majority of students will be transitioning to the college from the other two schools in the MAT and will have streamlined and consistent assessments, profiles and plans to enable effective transition planning, prior to the students admission to the college. Such documentation will include, where appropriate

- Student's Learning Profile (Individual Provision Map and one Page Profile)
- Progress against outcomes from EHCP and subsequent IEPs
- Attainment: Externally Validated, Identified Pathways
- Behaviour Support Plans
- Physical Movement Plans
- Health Care Plans
- Communication Passport
- Sensory Ladders (Sensory Regulation)
- Therapy Programmes i.e. Physiotherapy or SaLT to be delivered by staff

The Student's Learning Profile and IEPs

The Learning Profile will be a short, succinct document that sets out the nature of a student's SEND, what specialist provision is needed to minimise the disabling impact of a student's impairment and what can be done to facilitate optimal levels of engagement and attainment. The profile will also include references to a student's likes/dislikes, including what is important to the individual and whether there are any particular teaching/therapeutic approaches that work best. The content of a Student Profile can be considered as an introduction to a pupil's personalised learning pathway which is then expanded upon, as necessary, by reference to any associated therapeutic and/or intervention programmes. All students will have unique learning passports, devised by team staff and in collaboration with multi-agencies which will set out clearly the learning arrangements required to access learning, in terms of our key learning areas.

The learning profiles will also highlight other needs and arrangements such as medical and health needs, specialist equipment, therapeutic input, behaviour management plans safe from harm risk assessments, dietary needs, and cultural practices to be observed. Pupils with specific care or health needs will have a clear care plan produced, monitored and reviewed by health professionals

An IEP will be drafted, reflecting recommendations in the EHCP and detailing all aspects of the personalised curriculum plan.. This information will be shared with student, their parents/carers and other professionals to enable them to plan effectively to address need and ensure that the agreed holistic care plan is in place from the outset. IEPs, which include specific, measurable, achievable, realistic, time-limited

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(SMART) targets, form the basis for tracking progress from starting points against national expectations.

High Quality Teaching and Learning

At The Beacon College, the staff team will practise the pedagogy of personalisation which is distinguished by the way it expects all students to, fulfil their early promise and develop latent potential. The leaders of the Trust believe that high quality teaching where there is outstanding planning for progression and differentiation are fundamental. High expectations of progress apply equally to all and there is an expectation of participation, fulfilment and success. Teaching and learning will be characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress. with clear and effective plans and effective interventions to support learners remain on track. Further development of the personalised learning strategy at The Beacon College is critical in working towards a society where a child's chances of success are not limited by their socio-economic background, gender, ethnicity or any disability.

Continuing and Developing Expertise of Staff

The ethos of the Trust and The Beacon College is that of a learning community where as teachers and practitioners, we must have the highest expectations and aspirations for all the young adults we teach. It is recognised that, as a profession, we have a responsibility to our learners to keep improving our own skills and knowledge by remaining learners ourselves. The Beacon College recognises the importance of high quality professional development for all staff to ensure they have the knowledge and skills, firstly, to meet the challenging complex needs that are now being identified within the current cohort and to be prepared for possible future needs of students attending the college, secondly, to provide an effective outreach service in order for teachers and practitioners to meet the SEND needs of students within other settings, including mainstream and therefore play a key role in shaping the education landscape for future generations of pupils with SEND in the local area. The ethos and purpose of the outreach service will one of mutual collaboration where professionals can learn from one another, for staff working with the Trust can nurture and progress in their own CPD whilst working alongside mainstream colleagues.

Enabling Learning Environment:

The creation of a safe and calm environment that is well organised and used flexibly to support a range of different interactive teaching and learning approaches, results in personalised learning being enhanced. A learning environment that resourced to encourage and inspire is crucial to a successful school. The design of The Beacon college and its environment, including outdoor areas will be the key to creating an enabling an effective and flexible learning environment ensuring that the environments meet different needs and learning styles whilst enabling opportunities to meet the outcomes identified for the cohort of young adults with SEND. Age appropriate leisure activities, open yet secure access to all vocational areas, leading to maximised independence will be prioritised.

Another priority will be the extent to which the learning and community space can create and facilitate therapeutic provision on-site, as well as nurturing and engaging

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lively age appropriate spaces to encourage maximum socialisation within groups. Sufficient personal care facilities with age modern automated equipment will provide maximum dignity to the young adults. Consideration will take place of the learning opportunities that can be accessed in the outdoor environment, for example an area for horticulture and poly-tunnel for land based studies, a sensory garden and sports field

The use of recommended specialist equipment will be incorporated into all aspects of the school day including spaces that will meet the sensory regulation needs of students and support the development of self-regulation, enabling students to be well regulated and ready to learn, multi-sensory users, hydrotherapy and the creative use of ICT.

Student groupings

Students will attend for a maximum of three years and come from two main feeder schools, with a few each year predicted to come from mainstream provision; therefore it will not always be appropriate to group according to year group. We also believe in greater emphasis on working collaboratively across classes, representing adult life, where people of all ages work and socialise together. Information gained prior and during transition will lead to potential groupings relating to social preference, choice and learning styles. On average class group sizes will range between 8 and 11. We will create enhanced arrangements for some students who benefit from a personalised teaching space, where they feel safe, but with carefully planned phased integration to other pupils. We anticipate a similar approach at The Beacon. The provision maps from before will support us in the process of identifying and planning these arrangements:

Meeting the needs of all groups

We believe that when learning is personalised with individual programmes to meet individual need the progress of all individuals and groups such as Looked After Children, those who are eligible for the Pupil Premium, the most able and other vulnerable groups is as good or better than the cohort as a whole. In both our Trust schools, there are no gaps between the progress of individuals and groups compared to their peers and those nationally. Analysis of pupil progress and attainment data will investigate any differences across groups, in order to identify any groups of concern and respond to ensure that no groups are disadvantaged at The Beacon College. See Section D2

Girls: Girls are likely to be in a minority, based on the gender demographic at Barrs Court and Westfield Schools. Whilst we must be mindful not to gender stereotype, the interests and views of girls will be fully considered and planned for. We will ensure equal opportunities and advocacy for girls and ensure that the curriculum includes material that shows strong female role models. Where possible we aim to put girls in a class with other girls. Gender specific PSHE will support our girls in their personal development as they progress through adolescent. All pupils will be respected and supported in understanding their gender identity and sexuality.

English as a second language: Data on the number of pupils with English as an Additional Language (EAL) within our proposed catchment area suggests that a small number of pupils, approximately 4%, may require EAL support within the college. For pupils with EAL we will work in partnership with parents and when needed a translation

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service may be employed where parents do not speak English to enable their engagement with their child's education.

The strategies used for students with complex learning needs such as, visual supports in the environment and augmented communication systems will support understanding for pupils where English is an additional language. In addition we will work with EAL teams in individual LAs to ensure that no pupil is disadvantaged.

Ethnicity and cultural needs: The cultural needs of pupils will be understood and planned for in consultation with their parents. This includes observation of any religious requirements such as prayer, clothing and diet. We will ensure that the curriculum is planned to reflect cultural diversity in its resources, such as pictures and materials and texts. The cultural calendar and RE curriculum will celebrate all faiths.

Medical needs: We ensure that we can meet medical needs of pupils in line with DfE guidance "Supporting Pupils with Medical Conditions". Students with medical needs will have clear care plans agreed with the relevant health professional and parents. There will be clear protocols for the transportation, labelling, storage and administration of medication. Staff will be trained in medication administration and in management of specific conditions such as epilepsy and diabetes. It is hoped when the college a service commissioned by the CCG will be in place to provide clinical nursing for the students with complex needs.

Dietary needs: Students may have specific dietary needs such as a gluten or dairy free and or a dysphagia assessments and subsequent feeding plan by a SALT. We will ensure that pupil's specific dietary requirements are catered for, be this for health or cultural reasons. Some students will have been assessed by the SaLT for Dysphagia and will have a feeding plan that will be followed by staff.

Those in receipt of 16-19 Bursary

To ensure that no student is disadvantaged in their education and progress in their social-economic circumstances The Beacon will positively engage with parents and carers concerning options with regards to applying for additional funding which can support their child.

The 16 to 19 Bursary Fund provides financial support to help students overcome specific barriers to participation so they can remain in education.

There are 2 types of 16 to 19 bursaries:

- a vulnerable bursary of up to [REDACTED] a year for young people in one of the defined vulnerable groups:
 - In care;
 - Care leavers;
 - In receipt of Income Support, or Universal Credit in place of Income Support, in their own right;
 - In receipt of Employment and Support Allowance or Universal Credit and Disability Living or Personal Independence Payments in their own right.
- discretionary bursaries which institutions award to meet individual needs, for example, help with the cost of transport, meals, books and equipment.

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Bursary funds applied for will be carefully planned for and its impact monitored. At Barrs Court School the 16-19 Bursary money is used to provide specialist equipment such as AAC device to enable better communication, regulation aids to support students with improving their self-regulation and postural aids to support effective engagement in learning. In addition to this the funding is also used to provide training or to access opportunities which will increase student's social opportunities, such as residential visits and memberships to local sports facilities.

In line with the Trust policy we will use the 16-19 Bursary funding to ensure that the most vulnerable pupils receive appropriate support and interventions and that they are not disadvantaged. Within the current cohort there are no gaps between the progress and achievement of all students and those eligible for the 16-19 bursary.

Our experience at both Barrs Court School and Westfield is that when learning is personalised with individual programs to meet individual needs the progress of all students and vulnerable groups such as Looked After Children, those who are eligible for the 16-19 bursary, the most able is good or better than the cohort as a whole. In both our trust schools, there are no gaps between the progress of individuals and groups compared to their peers.

Free School Meals: At The Beacon College we will aim to actively engage with parents and carers to ensure they are fully aware of funding and support they can apply for on behalf of the student. To support our families with a low income families are made aware of their right to apply for Free School Meals.

Staffing: The Heads of School will fulfil the role of SENCO, ensuring access to learning and progress for all pupils. Pupils vulnerable to underachievement will be identified via progress tracking and behaviour monitoring. The SENCO will convene team multi-disciplinary 'team around the child meetings' to forward plan and develop an enhanced IEP, which identifies support and interventions and monitor the impact.

Approaches to Behaviour

At The Beacon College we will strive to enable our students to achieve all that they can through our holistic and person centred approach to teaching and learning. We actively promote a strong ethos of tolerance and respect for ourselves and others, including respect for difference and diversity, ensuring that examples of good student behaviour are publically acknowledged and rewarded.

Through our work on consistently promoting positive behaviours and enabling students to have a better understanding of their own emotions, behaviours and impact upon others we will empower them to be better learners, develop and maintain positive relationships, have self-worth and respect for themselves and others.

The successful positive behaviour strategies used within Barrs Court School will be replicated within The Beacon College. The college will have clear behaviour policies in place which are aimed to support staff in creating a positive and proactive approach to behaviour in order to avoid crisis situations. A 'physical intervention' policy will also be in place and all staff will be trained on an annual basis by certified staff in the accredited behaviour program MAPA (Management of actual and potential aggression.)

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To promote positive behaviour the following strategies can be effective and are implemented as a whole school approach in order to ensure consistency for students:

- Consistent routines and visual timetables;
- Warnings;
- Preparing students for change/ verbal /visual explanations;
- Tactical ignoring of attention seeking behaviours;
- Distractions/ redirecting students
- Circle time;
- Reinforcing rules and expectations;
- Modelling expected and appropriate behaviour;
- Teaching and modelling respect for ourselves and others;
- Building confidence and self-esteem through positive reinforcement;
- Maintain communications between parents / carers and other agencies;
- Planned transitions onsite and offsite;
- Shared knowledge of classroom procedures to reduce conflict and confrontation;
- De-escalation strategies;
- Calm, quiet, organised classroom environment to reduce stress and anxiety;
- New beginnings throughout the day/ opportunities for a fresh start;
- Individual Behaviour Plans (where appropriate);
- Engaging, creative and individualised learning;
- Incremental positive behaviour reward charts;
- Enrichment activities e.g. after school clubs;
- Student voice i.e. School Council and Eco Schools;
- Individual behaviour contracts with students;
- Zone Boards;
- Sensory ladder and regulation strategies.

We recognise that all of the students of the proposed cohort at The Beacon College are already known to have significant learning barriers and the impact of unaddressed, additional emotional and behavioural difficulties can be detrimental to the wellbeing and learning of all students, not just those who have such additional difficulties.

We recognise that some students will, at some time, experience and/or display behaviours that can be described as inappropriate and/or challenging. This is because the emotional development of these learners is often delayed and/or dysfunctional, depending on whether these additional difficulties are innate (i.e., an aspect of a diagnosed disability) or acquired (i.e., the consequence of marginalisation).

The kinds of inappropriate behaviour known to be commonly associated with our students include:

- Poor concentration, attention deficit and hyperactivity;
- Reckless disregard for personal safety and the safety of others;
- Ritualistic and obsessive patterns of behaviour;
- Deviant language;
- Inflexibility and resistance to change;
- Violence towards property and inanimate objects;

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- Sexualised behaviour directed towards self and/or others;
- Violence directed towards others;
- Self-injurious behaviour;
- Behaviour used as a form of communication.

At The Beacon College we will view all behaviours as a form of communication and will work with students to support them in identifying and using alternative and positive strategies such as sensory regulation, feelings card and communication boards. Alternative and more effective communication strategies will also be explored and implemented for students e.g. AAC device, PECs, Core vocabulary book. College will employ a well structure and enabling environment with safe, calming and low arousal spaces. We will build positive and supportive relationships between students and staff, ensuring that students feel safe and valued.

The curriculum at the college will offer opportunities for students to further develop their PSHE and SRE and individual education plans (IEP's) will incorporate barriers to learning linked to for example emotional regulation or understanding of emotions. Personalised learning programs will incorporate activities to enable students to reduce anxieties, support self-regulation, understand emotion, build and sustain positive relationships and become effective communicators. The design of The Beacon College will be key in creating an enabling environment. Structured learning environments will support students with ASD to effectively engage within and build independence in learning. Both indoor and outdoor spaces will be structured and equipped to meet the needs of the range of students and age appropriate. The use of recommended specialist equipment will be incorporated in to all aspects of the College day, including visual supports, communication systems, OT specialist equipment and creative use of ICT.

Barrs Court School currently has 3 certified MAPA® trainers who deliver MAPA® training at foundation, advanced skills and emergency hold levels on an annual basis to employees. The Beacon College will have certified staff from the trust available to train its staff as required. Refresher training will be available throughout the school/ College year. Trust certified trainers will receive annual refresher training which is provided by MAPA® CPI/ GPI instructors.

The level of training provided to staff at the college will be dependent upon the risk behaviour of the individual students however all staff will be trained at foundation level. In addition to this the trainers will offer advice and support in the management of students who present with challenging and risk behaviours. New staff will be trained as quickly as practicable, and until trained will not be expected to use any form of physical intervention unless deemed necessary in their duty of care role.

All students who present with challenging and risk behaviours at the college will be risk assessed in order to identify the positive behaviour support strategies and physical intervention needs.

At the college, staff and student debrief will be key in helping to support those involved, identify what happened and why, to review current practices and to identify future options and any changes that need to be put in place i.e. to behaviour plans, practice, environments, risk assessments etc.

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After any behavioural incidents staff at the college will complete the relevant behavioural incident form which will be adopted from Barrs Court School (foundation level or advanced/ emergency level.) The form will be reviewed by SLT who will then review and record the incident. To track behaviour and progress in self-regulation the Leadership team at The Beacon will analyse data on a termly basis. From the analysis, the Leadership team will highlight and address areas for development and acknowledge and celebrate progress within individuals. As a consequence of this analysis behaviour support plans will be reviewed to ensure they are fit for purpose and support

Attendance

Pupil Attendance at Barrs Court School :			
	2015-2016	2016-2017	Target for 2017-2018
Overall % Attendance	92.9%	94.4%	95.5%
Absence			
Authorised	6.8%	6%	5.5%
Unauthorised	0.3%	0.2%	0.2%

Barrs Court School’s attendance policy is highly effective in supporting high levels of attendance and access to learning. There is rigorous application to the policy, monitoring and reporting. As a Trust we have a range of effective strategies, including partnership working with families, to encourage and improve attendance and we have outlined in with the expectation that attendance is 95.5%. This is an ambitious target as 60% of our students are also classified as having a medical need. The Family Support Team routinely follows up on students where attendance is a concern. Students from vulnerable groups are particularly highlighted. Parents and Carers are encouraged through the policy to understand the impact of poor attendance on progress and outcomes. Consequently, we have seen a reduction in student absence from last year. These strategies will be used at The Beacon College to encourage and monitor attendance to ensure this is not a negative impact on student outcomes.

Safeguarding

For learning disabled students, Safeguarding encompasses health needs, site security, health and safety, e-safety, Staff Code of Conduct as well as potential abuse by others, including peer abuse.

Our Policy and Practice will be consistent, transparent and regularly reviewed to ensure that our 'exemplary' practice (OFSTED 2016) continues to develop. Pupils will be supported to leave us equipped to the best of their ability to keep themselves safe from seen and unseen threats, and to know where they can find help. This will be achieved via links to Police, learning about healthy relationships, student involvement in risk assessing their own activities, travel training, and practical opportunities to transfer 'Keep Safe' skills across settings and environments.

We will strive to support the community and other agencies to embrace their safeguarding responsibilities, by modelling excellent practice relating to recording and reporting, health and safety, staff conduct, escalation of concerns and safer recruitment of staff.

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Staff will be encouraged to question, challenge and escalate concerns and maintain a 'it could happen here' attitude. Robust training, reflection, file audit and regular formal supervision of Safeguarding Leads will ensure that Pupil Wellbeing is at the core of the College curriculum, enabling staff to proactively safeguard students and each other.

Partnership Working with other Agencies

The benefits of effective multi-agency working across organisations to deliver services to students with multiple and complex needs are well evidenced and THE BEACON college will be committed to working in collaboration to provide a seamless and timely mannered responses to enable;

- Early identification and intervention
- Easier or quicker access to services or expertise
- Improved achievement in education and better engagement in education
- Better support for parents
- Young adult and family's needs addressed more appropriately
- Better quality services
- Reduced need for more specialist services.

Working in partnership with parents and all appropriate agencies to ensure that the needs of each individual are fully met and that we are all aware of the impact of all aspects of a student's experience. Referring to and working with other agencies where required and will ensure as lead professionals that all appropriate agencies are involved and their role in supporting positive outcomes for the young adult clearly set out in the EHCP.

From the point of referral, we will work with a wide range of agencies and advice services, including the voluntary sector and families. All will be included in Annual Review process and our staff to attend all relevant meetings regarding a student and contribute to any assessments. This leads to effective shared practice, high quality professional development and excellent outcomes for our students and their families.

The successful model of the Family Support Worker will be replicated at THE BEACON college. Their role will be to engage with families, provide a point of contact and support, sign post parents, liaise with other agencies, plan the programme of parent visits, workshops and training, and support parents with strategies.

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

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Therapy Provision

Speech and Language Therapy, Occupational Therapy and Physiotherapy

The current model for the commissioning of children's and adults community health services including therapeutic services means, that at this point, we are unable to state the level of service available. It would be expected that as a result of the following 'transformation programme' (**Herefordshire Council's Business Plan 2015-18 CWD Strand, Service and Delivery Development**) the identified priorities and outcomes would ensure an effective delivery of high quality service;

- Develop transformation programme for children's community health services.
- Provide partnership support and accountability for the development of access to targeted/tier 1 or 2 services including SaLT and Occupational therapy.
- Develop service links with priority 3, Mental Health and Emotional Wellbeing. This will include looking at new models of delivering tier one interventions.
- Later in 2017, use and evaluate learning to help determine possible formats for an integrated SEND service.

A '*possible formats for an integrated SEND service*' would support multi-agency working and the leaders of The Beacon College would pledge a pledge to working within such a model. As a Trust we will be committed to working in partnership with Herefordshire Children and Young People's Partnership to '*ensure a seamless and straightforward integrated pathway to provide multi-disciplinary support to disabled children and young people from 0-24 years old*' (*Herefordshire Children and Young People's Plan: Priority Six: Children and Young People with Disabilities*) The location of the college would lend itself to a flexible, full or part co-location or virtual integrated service.

In the meantime THE BEACON college, along with the other schools within the MAT will receive support from therapy services from Wye Vale NHS Trust. When there evidence of a substantial gap in provision which is affecting outcomes for the students the Trust determine whether to commission a service directly. For example Barrs Court School have commissioned an Occupational Therapist with specialism and qualifications in sensory integration to provide a service that includes assessment, interventions and training to both staff and families with clear evidence of significant improvements in outcomes for students for behaviour for learning, leading to progress in attainment.

A beneficial, universal approach will be applied with research based whole college strategies consistently embedded throughout, for examples; attachment friendly, communication rich environment.

Focus Interventions

To supplement the work of the therapy services our curriculum offer addresses the broad spectrum of difficulties experienced by our students. Intensive, therapeutic interventions in developmental areas such as communication, early cognition and mobility or relationships are planned and delivered by specialist teachers and HLTAs. These pupils are always supported by a member of their own class team so "best

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practice” can be disseminated back to class and any evidence of progression maintained by both the HLTA and the member of staff supporting the student.

The content of Focus Group lessons are generally based on the school’s Specialist Curriculum. As well as a focus upon how best to identify and respond to specific areas of SEND. In line with our personalised planning, this enables students with the most profound and complex SEND to make progress within the early stages of the Curriculum, as well as make progress within their own areas of SEND.

Students following our formal and semi-formal curriculum, at times, may benefit from a more targeted approach, which will involve time-bound interventions. Interventions may be 1 to 1 or group based and depending on the focus i.e. relationships, literacy recovery, mobility or physiotherapy based if not will be led or modelled by different members of the College intervention team, advised by therapist or external SEND specialists such as Educational Psychologists or CAMHS.

Transition

It is recognised that preparation for adulthood needs to commence long before pupils reach the end of their time in statutory education. A key part of students’ learning at the college will be preparing for life after college and for early adulthood, taking into account the **‘preparing for adulthood (PFA)’** outcomes which can directly be linked to the college aspirations and overarching aims;

- 6. To achieve maximum personal independence and active community participation.**
- 7. To empower self-advocacy through effective communication for choice and control.**
- 8. To aspire to ambitious personal pathways, progress and achievement within a functional context.**
- 9. To develop and maintain social opportunities, health and wellbeing.**
- 10. To ensure continuity of life-long learning and on transfer to Post 19 destinations.**

Effective transition from college will involve a range of strategies, but the Trust deem **‘a whole system approach...ensur(ing) we deliver seamless and straightforward pathways and support from both the child’s and family’s point of view’** a priority for best outcomes One of the most significant measures in providing a whole system approach will be the ‘person-centred’ annual review of the EHC Plan where the PFA outcomes can be discussed and facilitated with **‘less duplication of effort by streamlining assessment, sharing information and delivering services with better integration’** (Hereford CYP’s Plan 2015-2018) This would also aid **‘A culture of Collaboration: Develop(ing) skills in writing outcomes including those that meet the 4 PFA outcomes for adult life.** (Herefordshire County Council: Business Plan CWD Strand).

Using a person centred approach to the Annual Review will involve explicit recognition of the strengths, abilities, wishes and needs of the student as well as identification of relevant support strategies which may be required. It is essential that there is good

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communication between the young adult and parents and all supporting agencies and the students presence at meeting, in a format that is truly student-friendly, where they can be effectively included in the meeting can promote self-advocacy.

Opportunities will be planned, throughout their programme of learning, on a cohort and individual basis and working in partnership with other agencies, such as the Social Care Transition Team, Personal Advisor or Link Worker, to ensure the student has sufficient information and understanding, on which to base decisions about the relevant choices for *moving into paid employment and higher education, independent living, having friends and relationships and being part of their communities and being as healthy as possible*. Information will be shared promptly and effectively and where a student has sufficient capacity to consent their consent should also be sought in addition to that of the parents. This is even more pertinent for students who are Care Leavers who will also have a Pathway Plan. The aim of the Pathway Plan should be to compliment the EHC Plan and will incorporate contingencies and any possible risks in reaching agreed goals.

Moving into paid employment and/or higher education

With regards to choices of training or work placements and college or higher education courses. This process of careful transitional planning to identify what students require to learn and in order to make the transition successful should, in good practice, be planned in a timely manner and therefore, in both feeder schools, where opportunities to sample options are available through visits or work experience relevant to the young person's aspirations and interests in order that the student can be involved in making fully informed choices. During their time at The Beacon College students will participate in tasters of Post 19 opportunities, including various day and evening activities supported by college staff, parents or PA's for information from providers of Post 19. Investigating options at FE colleges and training options such as supported internships, apprenticeships and traineeships will be discussed, or support for setting up a business.

In direct response to the student's own desired outcomes for Post 19 provisions, as evidenced in their Annual Review, we have worked in partnership with Herefordshire LA to extend the options locally available and have seen a significant change in the destinations of our leavers, including a reduction in residential provision and an increase into traineeships and mainstream colleges. Please refer to Fig D1.8 Destinations. For the past three years we have been 0% NEET.

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

Year	No. of Leavers	NEET	Out of County Provision with Residential Facilities						Herefordshire Local Provision					
			Derwen	Star College Cheltenham	St Rose's College	Beechwood	William Morris	Residential Places	Star College, Hereford	Wessington Court	Hereford & Ludlow College	Hoople	Salters Hill	
2014-15	17	0	5	2		1	1	9 R	8	N/A				
2015-16	13	0 (1 mover)	2	3				5 R	6			1	1	
2016-17	14	0	1	2	1			3 R	4	1	3	2		

Fig.D1.8 Destinations of Year 14

Throughout the work related programmes of study there is also identified support in finding a job, and learning how to do a job. We have already seen positive outcomes in this area, with a number of students at Barrs Court School being successful in obtaining a part time job in the open job market, as previous highlighted

Independent Living

We already work in close partnership with families and carers, the Transition Team and Post 19 providers to enable students to access the future opportunities that they aspire to in relation for support to prepare for independent living, including exploring what decisions students want to take for themselves and planning their role in decision making as they become older. At every Annual Review, discussion takes place of where the student wants to live in the future, who they want to live with and what support they will need. Local housing options, support in finding accommodation, housing benefits and social care support will be thoroughly explained in different formats. However, further improvements could be made in line with the proposal from Herefordshire LA who state, 'Current 16-19 provision does not provide a robust link to post 19 provision, to give maximum opportunity for SEND young people to develop independent self-supported lifestyles' The college will ensure that students are fully

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

represented on forums for the review of current provision and development of new provision.

Being healthy as possible

Support in maintaining good health in adult life, including helping children and young people understand which health professionals will work with them as adults will have started during the student's time at college. Through integrated working the College will further support professionals understand the young person's learning difficulties or disabilities to assist in well-supported transitions, ensuring young people are as healthy as possible in adulthood and that they have choice, control and freedom over their lives and the support received. An example of this type of work has been to offer 'drop-in clinics run by the school nursing service with the aim of students taking responsibility for their own health by attendance and follow ups.

Having friends and relationships and being part of their communities

Throughout their time at The Beacon College we social care opportunities that focus on particular areas of interest such as catering, art, drama or horticulture. Students will spend time finding out how they can contribute to their communities, what they like and don't like and learn how to use tools to express themselves more effectively around their views and aspirations. Support in participating in society, including understanding mobility and transport support, and how to find out about social and community activities, and opportunities for engagement in local decision-making, such as provision for supported living in Herefordshire.

Once a transition plan has been developed the college will support the student in attending assessments, interviews and visits to the new provider. Personalised support through timetables, social stories and other visual supports is provided for students, along with the effective information sharing between the college and new providers. An aim of Herefordshire Council and maintained by the leadership team of the current schools is the development of WIKI, a platform that will empower the young adult to share their own information with professionals encouraged to support and feed into. *Herefordshire County Council: Business Plan 2015-18 CWD Strand: Family Owned Information)*

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

How Student Performance Will Be Measured

In Section C our vision was outlined for The Beacon college with our overarching ambitious aims to improve outcomes for young adults with a wide range of complex SEND. The approach to baselining, assessment, measuring student performance and ambitious target setting will be modelled on Barrs Court School's model. The proven approaches are successful in capturing the crucial elements of student performance addressed by the school curriculum and ensures rigorous monitoring of progress towards agreed personalised targets and outcomes with swift and effective intervention where needed. This strength was recognised by Ofsted (2016) who stated '*Students and learners do extremely well academically and socially from very low starting points'... your focus on improving students' academic and social development is relentless. As a result, the majority of students make significant and sustained progress in reading, writing and mathematics, and in social, employability and workplace skills.set*'. Therefore as well as tracking progress in academic skills there will be an increased emphasis on assessment and target setting for students in terms of the learning aims:

- **To achieve maximum personal independence and active community participation.**
- **To empower self-advocacy through effective communication for choice and control.**
- **To aspire to ambitious personal pathways, progress and achievement within a functional context.**
- **To develop and maintain social opportunities, health and wellbeing.**
- **To ensure continuity of life-long learning and on transfer to Post 19 destinations.**

Approach to Assessment and Data Tracking

The use of a wide range of both formative and summative assessment will be used to continue and monitor appropriately challenging targets, inform teaching strategies and accelerate progress. At Barrs Court there is an unrelenting focus on driving improvements in teaching and learning and a commitment to ensure that parent partnership underpins our work. During the pre-opening stage the leadership of the feeder schools will be evaluating and refining the systems and processes across both schools towards a consistent approach of best practice and further improvements to benefit the outcomes for the anticipated cohort and across the Trust. A consistent approach, that is rigorously monitored and evaluated, will endorse our ability to identify individual student's 'starting points' both prior to admission and during transition to The Beacon college in order to measure student performance and set targets with appropriate support and interventions.

Fig D2.1 Assessment 'Cycle'

D2 – measuring pupil performance effectively and setting challenging targets

Annual Review EHC Outcomes	Communication and Language:	Cognition and Learning:	Social, Emotional and Mental Health:	Physical and Sensory	Transition and Independence:
College Learning Aims	Self-advocacy through effective communication for choice and control	Ambitious personal pathways, progress and achievement within a functional context.	Social opportunities, health and wellbeing	Physical and sensory needs	Personal independence and active community participation
Assessment Cycle			Assessments		
Initial Assessment (Information at Transition)	<ul style="list-style-type: none"> Routes for Learning (Early Communication, Thinking) SCERTS assessment – Functional Social Communication SoLT assessment and review 	<ul style="list-style-type: none"> Baseline in Functional Skills, Maths English, ICT Milestones (M4-M8) Accreditation (Edexcel) Entry Levels and Level 1 Educational psychologist assessment <p>Personal and Social Development Accredited Assessment plus Bespoke assessment tool devised and implemented 2017-2019 with Assessment for All Coach (Barrs Court SIP Priority)</p>	<ul style="list-style-type: none"> SCERTS Assessment for Emotional Regulation CAMHS Assessment of Need 	<ul style="list-style-type: none"> Routes for Learning (Mobility Skills) SCERTS Assessment for Emotional Regulation with SI (OT) Assessment (Sensory Ladder) Physiotherapy assessment and Review 	<ul style="list-style-type: none"> Independence and participation assessment to include: <ul style="list-style-type: none"> Travel training Community Access Independent Living Skills, Work Related (Employability Skills) Assessment and Profile TEACCH and SCERTS Transactional Support
Parent Engagement	Collaborating assessments and EHC Recorded and shared on WIKI platform?				Communication of academic targets
Daily Assessment	<ul style="list-style-type: none"> Assessments (Formative) including appropriate self and peer assessment. 	<ul style="list-style-type: none"> Assessments (Formative) including appropriate self and peer assessment. 	<ul style="list-style-type: none"> Assessment of Behaviour (Incidents), BSP 	<ul style="list-style-type: none"> Assessment of Engagement for learning (Sensory Ladder) 	<ul style="list-style-type: none"> Assessments (Formative) including self and peer assessment.
Parent Engagement	Informal communication via Home/School diary regarding progress or significant progress recorded and shared on WIKI platform?				
Fortnightly or Half Termly	<ul style="list-style-type: none"> Evidence collected for SOLAR Sequence of Learning for Functional Maths and English identifying prior learning, objectives and next steps 	<ul style="list-style-type: none"> Evidence collected for SOLAR Sequence of Learning for Functional Maths and English identifying prior learning, objectives and next steps 	<ul style="list-style-type: none"> Analysis of data from Behaviour Strategy implemented. 	<ul style="list-style-type: none"> Assessments (Formative) Early Mobility 	<ul style="list-style-type: none"> Travel Training Review (Half-Termly)
Termly	<ul style="list-style-type: none"> Assessment against UQUQ+ Progression and Teacher Targets, Case Study and Interventions. 	<ul style="list-style-type: none"> Maths/English Assessment against UQ Progression and Teacher Targets, Case Study and Interventions not on track. 	<ul style="list-style-type: none"> Analysis of Behaviour Incidences: Review of BSP 	<ul style="list-style-type: none"> Review Sensory Ladder (SI) OT 6 month seating Assessment/Review 	<ul style="list-style-type: none"> Evaluation of progress against accreditation criteria for Vocational Studies Work Related Assessment
Parent Engagement	Termly Parent/Carers Evening: Receive and discuss progress against Targets LAC Pupils: Termly PEP Meetings/LAC Meetings 6 Month Cycle/CIN Meetings	IEP targets (I Cans Success Criteria) and evidence (online progress tracker)			Recorded and shared progress across settings on WIKI platform?
Annual	<ul style="list-style-type: none"> SoLT Review 	<ul style="list-style-type: none"> Controlled Assessment for Functional English, Maths, ICT Assessment against UQUQ+ Progression and Teacher Targets. 	<ul style="list-style-type: none"> Analysis of Behaviour Incidences and Individual Report on progress. 	<ul style="list-style-type: none"> Physiotherapist Review HIVI Specialist Teacher Review 	<ul style="list-style-type: none"> Evaluation of progress against accreditation criteria for Vocational Studies Units
Parent Engagement	Annual Review of EHC Plan: Person Centred Approach/Annual Report to Parents	Recorded and shared progress across settings on WIKI platform?			
End of Key Stage or Transition	<ul style="list-style-type: none"> SoLT assessment and review 	<ul style="list-style-type: none"> Educational psychologist assessment if significant change in need 	<ul style="list-style-type: none"> Physiotherapy assessment and Review 		<ul style="list-style-type: none"> Accreditation Awarded for Vocational Subjects Entry Levels to Level 1

Responsibility: **SLT Member** Therapist (Health) **Specialist Teacher (VI/Hi)** SEN Services (Ed.Psychologist) **Teacher** **Teacher/TA** **QDR** **Employability HLTA**

In the absence of current national data sets (progression guidance) we have developed our own summative assessment and progression frameworks in our key learning areas. These will be implemented across the schools and college and facilitate benchmarking across the Trust. We will continue using and adapting the online progress tracking information system SOLAR. This assessment tool enables us to show current attainment and progress within specific accredited modules. Staff can access a variety of curriculum targets including accreditation descriptors from a

D2 – measuring pupil performance effectively and setting challenging targets

number of providers and allows for a cumulative record of achievement to be built, enabling staff to upload work samples, photographs and comments, which evidence progress against outcomes.

Besides assessing and setting ambitious progression targets in terms of Milestones and functional skills for Maths and English, we will be able to do so for our key learning aims. Staff can focus on individual targets and small steps, rather than having to assess whole levels or end of key stage outcomes which can often overlook some of the amazing developments students make. This approach allows teachers to demonstrate lateral progress within a level, which highlights breadth of study, as well as more traditional linear progress through the levels.

For our informal learners who are following the specialist curriculum an additional curriculum tool, Routes for Learning (located within SOLAR) will continue to be used to assess and record progress. The system focusses on early communication and cognitive skills across the breadth of the curriculum, developing skills that are crucial to all future learning. It can be used to assess current skill levels, investigate what has shaped this level of performance, explore the pathways taken so far and support the planning of future development through a variety of opportunities.

SCERTS (Social Communication, Emotional Regulation and Transactional Support) provides a comprehensive, multidisciplinary approach to enhancing communication skills, social interaction and emotional abilities for individuals with Autism. Using information from staff, the SCERTS software enables the students to be assessed in the above mentioned areas supporting the development of specific objectives which can then be monitored and used as another measure of progress in a non-subject specific manner.

The use of these assessment strategies and tools will address and overcome the challenges faced by young adults with SEND to ensure they reach their full potential and achieve the best possible outcomes in terms of independence, employability, healthy living and participation in society, as described in the SEND Code of Practice 2014. As part of the assessment policy, we will set out target outcomes and articulate progression expectations for the exceptional progress we aspire to for students in terms of academic progress, independence and participation, functional social communication, and behaviour for learning and emotional self-regulation. Students will be involved in both the setting of targets, evaluation of progress and identifying their next steps as part of self-assessment. Student targets will be set using the above progression framework where a 'flightpath' can be set from end of Key Stage 4 to end of Key Stage 5. All targets will be set in line with Upper Quartile as 'expected progress', exceptional cases will be highlighted and set at Median with a full explanation, such as health needs.

Whole school key performance indicators will be set and monitored annually in terms of proportion of students expected to make above expected and expected progress, achieve accreditation, and make successful transitions that fulfil their aspirations.

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Fig.D2.2: Progression Framework KS4 – KS5 Target Setting

P Steps English and Maths Prior Attainment (Y11)	KS4 Milestones/ Entry Levels		
	Y14 BCS Challenge progress in line with Lower Quartile (LQ)	Y14 BCS Challenge progress in line with Median (MQ)	Y14 BCS Challenge progress in line with Upper Quartile (UQ)
M5 (P5)	M5+40%	M5+70%	M6
M6 (P6)	M6+60%	M7	M7+
M7 (P7)	M8	M8+40%	M8+
M8 (P8)	M8+40%	M8+80%	E1
E1	E1+60%	E2	E2+
E2	E2+60%	E3	E3+
E3	E3+50%	L1	L1+

Consistency in approach to assessment, target setting and behaviour

We will share policies, approaches and systems across each school and the college including:

- The whole school teaching, learning and assessment policy
- ICT based assessment, tracking and information system – SOLAR
- Termly assessment data captures, reviewed across schools and the college.
- Moderation and benchmarking across schools and other regional schools with similar needs to Barrs Court, Westfield School and The Beacon College.
- Behaviour Policy, including behaviour for learning and approach to developing support plans and recording and responding
- Student self-assessment will be integral to teaching and learning.
- Consistent systems for liaising with and reporting to parents
- Training and staff development in using these systems
- Monitoring, review and intervention by the Standards and Progress Committee of the Trust.

Whole College Targets

The five outcomes for The Beacon College will define our committed and driven focus on enabling and empowering all students to achieve identified, individual long term outcomes to include, (refer to Section C and above) personal independence and active community participation, self-advocacy of choice and control through effective communication, outstanding progress leading to significant personal achievements and attainments in a functional context, maintaining social opportunities, health and wellbeing and successful transitions to advantageous Post 19 provisions, for lifelong learning, including employment.

By it is our belief that we will achieve our overarching target of improved outcomes for the young adults who attend The Beacon College and as a result our students will transition from the college as; Young adults with maximum personal independence

D2 – measuring pupil performance effectively and setting challenging targets

actively, meaningfully and purposefully participating within their community and society,

The college will use the following indicators which can be measured not only against 'expected levels for achievement' but to ensure that the outcomes for all learners can be measured by relevant indicators, especially for the 'soft skills'. Leaders will therefore also measure against a Continuum of Skill Development (CSD) incorporating the four aspects of; maintenance, prompting (independence), fluency and generalisation (The Dales School, North Yorkshire)

Key Outcome: Achievement in maximum personal independence and active community participation

Indicators;

- Personal E.H.C.P Outcomes, Progress in IEP Targets
- Student self-assessment and commentary regarding progress evaluation and next steps.
- Participation in enrichment activities, such as DoE, Youth Club residential trips and full-day educational visits.
- Contribution to community, e.g. participation in volunteering
- Attendance at College (Target of 97% Attendance, decrease in unauthorised absence 0.2% and persistent absenteeism)
- Independence for learning and living skills (Management of time, budgeting, dealing with correspondence)
- Independent travel trained
- Personal and Social Development
- Supported Living arrangements

Key Outcome 2:- Self-advocacy through effective communication for choice and control.

- Behaviour analysis; Behaviour for learning, self-regulation and emotional regulation across contexts.
- Student's communication skills of their views and choices in all other key outcomes.
- Communication skills across contexts, college, home, work and social situations.

Key Outcome 3:- Ambitious personal pathways, progress and achievement within a functional context.

Indicators

D2 – measuring pupil performance effectively and setting challenging targets

- Accreditation and Attainment: Increase in accreditation for functional maths, English and vocational studies (90% Pass rate)
- Individual Student performance in functional life and living skills, from starting point to end of KS will be within the UQ (Target 85% of cohort)
- Attendance at College (Target of 97% Attendance, decrease in unauthorised absence 0.2% and persistent absenteeism)
- Attendance at Work Experience Placements and progress against personal targets related to employability e.g. teamwork, organisation.
- Employment or employment routes, such as supported internships, traineeships. (Increase in students 20% following routes into employment)
- Comparative data with other students with similar starting points to measure the college's effectiveness demonstrates progress is good or better.

Key Outcome 4:- develop and maintain social opportunities, health and wellbeing.

Indicators;

- Personal E.H.C.P Outcomes, Progress in IEP Targets
- Personal Development; confidence, self-esteem, resilience, self-determination
- Wellbeing indicators; self esteem, resilience
- Maintaining physical health
- Levels of pupil engagement and communication during non-curriculum times, such as break time and snack time, to promote positive interaction and build students' social skills.
- Level of self-management of health needs.
- Participation in enrichment activities, such as DoE, Youth Club residential trips and full-day educational visits.
- Participation in community based, social opportunities such as Youth Clubs, societies, volunteering.

Key Outcome 5: Participation in sports and Leisure (Students Own targets)

Indicators;

- Personal E.H.C.P Outcomes, Progress in IEP Targets
- Participation in sports and leisure activities both and out of the college
- Range of leisure activities that student is participating in.
- Quality and quantity of comparable physical fitness.

Key Outcome 6:- Continuity of life-long learning and on transfer to Post 19 destinations.

D2 – measuring pupil performance effectively and setting challenging targets

Indicators;

- Transition to Post 19 provision.
- Destination measurements (Including medium term of 3-5 years)
- NEET figures to remain at 0%
- Student satisfaction survey
- Parent/Carer transition survey (6 months) Target: 98% Customer satisfaction

Monitoring and Evaluating the Quality of Teaching

Accountability for outcomes will be central to the policy and practice within The Trust. All staff will be held accountable for their roles and responsibilities and have regular accountability meetings that also reflect The Trust's wellbeing ethos and include strong elements of supervision.

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

Our appraisal cycle will involve setting challenging performance targets with linked professional development, carrying out paired lesson observations at least once per term with focused and developmental feedback. Any teacher whose lesson is judged to require improvement is to be provided with support from an outstanding practitioner and if lesson is judged to be inadequate, effective support for the member of staff will be arranged and evaluated through an action plan to swiftly improve performance.

This involves specific support for expectations, built in reviews and is in line with DfE Appraisal and Capability guidance. This will be followed with Mid-year reviews of performance including analysis of student progress and progress on individual performance targets followed with the appraisal review in line with our Appraisal and Pay Policies to conclude the cycle. An appraisal process for support staff following recently introduced guidelines for good practice will be implemented to include target setting with linked professional development and an assessment of each individual's impact on student progress and engagement.

The scheme of mentoring and also coaching, as the means for improving practice through collaborative CPD, will be implemented as it is acknowledged by leaders that CPD and staff wellbeing affects school improvement.

Self-evaluation

D2 – measuring pupil performance effectively and setting challenging targets

Robust self-evaluation is a fundamental element of school improvement. The data from Solar is transferred to SIMS and SIMS Discovery which enables the Senior and Middle Leadership Team to systematically analyse ongoing performance data every six weeks to identify individuals and groups who are either under achieving or exceeding expectations. This is used to review strategies and interventions. The analysis also informs our appraisal cycle and will be reported to Trustees. Using a team approach, data will be analysed annually to inform whole school self-evaluation and priorities for sustainable improvement informed by budget monitoring. Within our trust we have a peer review process whereby the Executive Head, Head of School and the Education Advisor to the Trust carry out a full review of each school once a year or more often if appropriate. A report is generated highlighting strengths and areas for improvement. This is a supportive and developmental process that is moderated by our School Improvement Partner, a very experienced SEN inspector.

The MAT Standards and Progress Committee and the CEO will:

- Provide expertise and guidance to the board of directors in the determination of the educational strategy.
- Ensure that research and innovative educational practice continually ensures best practice in assessment.
- Monitor standards of teaching and learning, staff appraisal and performance in terms of impact on student progress.
- Monitor the effectiveness of the school improvement plan in terms of its impact on student progress and outcomes via KPIs
- Scrutinise and monitor educational standards across its schools, whole school targets, progress data, performance of student cohorts, including those eligible for student premium and other vulnerable groups. Challenge variance between schools
- Ensure effective planning and targeted deployment of resources to support students or cohorts vulnerable to under achievement, including those eligible for the student premium
- Provide a forum for challenge and support to drive school improvement across the schools in the Trust

The [REDACTED] will:

- Monitor and review the effectiveness of the teaching, learning and assessment policies in securing best outcomes
- Monitor whole school assessment data, including reviewing progress of cohorts and groups including those students eligible for student premium, ensuring no group in disadvantaged
- Monitor the KPIs of the School Improvement Plan
- Provide challenge and hold the Head of school

Head of School will:

- Fulfil the role of SENCO
- Conduct and update the termly the Self-Evaluation report
- Set the School Improvement plan with the Senior Leadership Team, including KPIs for student progress and outcomes
- Report on the school improvement plan KPIs to the Standards and School Improvement Committee

D2 – measuring pupil performance effectively and setting challenging targets

- Oversee and be accountable for quality teaching and learning and assessment and report on progress and standards to the CEO and MAT Board
- Review and develop the effectiveness of policies and procedures with the SLT and Trustees.
- Report on assessment and progress to LAB via the Head of College report
- Compile the annual student progress and achievement report
- Monitor termly assessment by teachers with Assistant Headteachers
- Ensure induction and training of staff in effective assessment and application of the policy
- Identify and monitor students vulnerable to under achievement
- Set and evaluate the student premium plan with the SLT
- Run EHC planning meetings for students in their phase
- Monitor behaviour and effectiveness of interventions

Assistant Headteacher will:

- Organise in school and cross school moderation
- Run EHC planning meetings for students in their phase
- Create costed provision maps for students, and monitor their impact
- Devise and monitor intervention plans for students vulnerable to under performance
- Monitor assessment practice by teachers across their department
- Develop curriculum and assessment including accreditation offer and standard national tests for their phase

Teachers will:

- Set and evaluate termly IEPs towards EHCP outcomes, in liaison with therapists, parents, students and other agencies
- Devise learning profiles to outline needs and interventions for each child
- Conduct on going formative assessment to adjust teaching and level of challenge
- Conduct assessment updates in the key areas, and link evidence of progress, such as work samples within Sequences of Learning.
- Include self-assessment as part of the evaluation of learning (AfL) and provide students with feedback to help them understand how to improve.
- Keep the online tracking and information system SOLAR up to date for their students
- Where there is an additional behaviour support need, devise behaviour support plans, plan strategies, record and monitor progress.
- Where there is an additional sensory need, ensure class team are consistently implementing sensory ladder and effectiveness of strategies are monitored
- Communicate regularly and conduct termly progress reviews with parents (Parents/carers evenings)

Involving students and their families in decisions about their support, ambitions and progress

We will fully adhere to the principles set out in the SEND Code of practice of involving young people and their family in decisions about their offer and support in order to achieve their aspirations. We will enable student's involvement in decisions, which affect them. Where they are able to, Students attend their annual reviews with the aid

D2 – measuring pupil performance effectively and setting challenging targets

of an accessible agenda i.e. symbolised. Reviews include photographic or video footage of students achievements, developed with the young person and which they are supported to present. Where the young person is unable or unwilling to attend their views, interests, achievements and supports will be presented on their behalf. One-page profiles are developed with the students using person centred planning tools and presented in an accessible medium –i.e. symbolised or photographic. Parents and families are supported to make informed choices, about appropriate targets, type of support, study options such as, vocational modules, college links, work experience, ambitions and aspirations. We work across agencies to ensure education, care and health needs are all articulated in the plan. Transition planning begins with regard to further education or employment aspirations, independent or supported living, participation including appropriate support and requirements for the young person to go on to live a healthy, happy and fulfilling life.

Where possible students will be supported to review their own progress, express their own targets and contribute to their own IEPs and records of achievement. Targets are presented to students in an accessible medium. Termly progress reviews will be held with Parents.

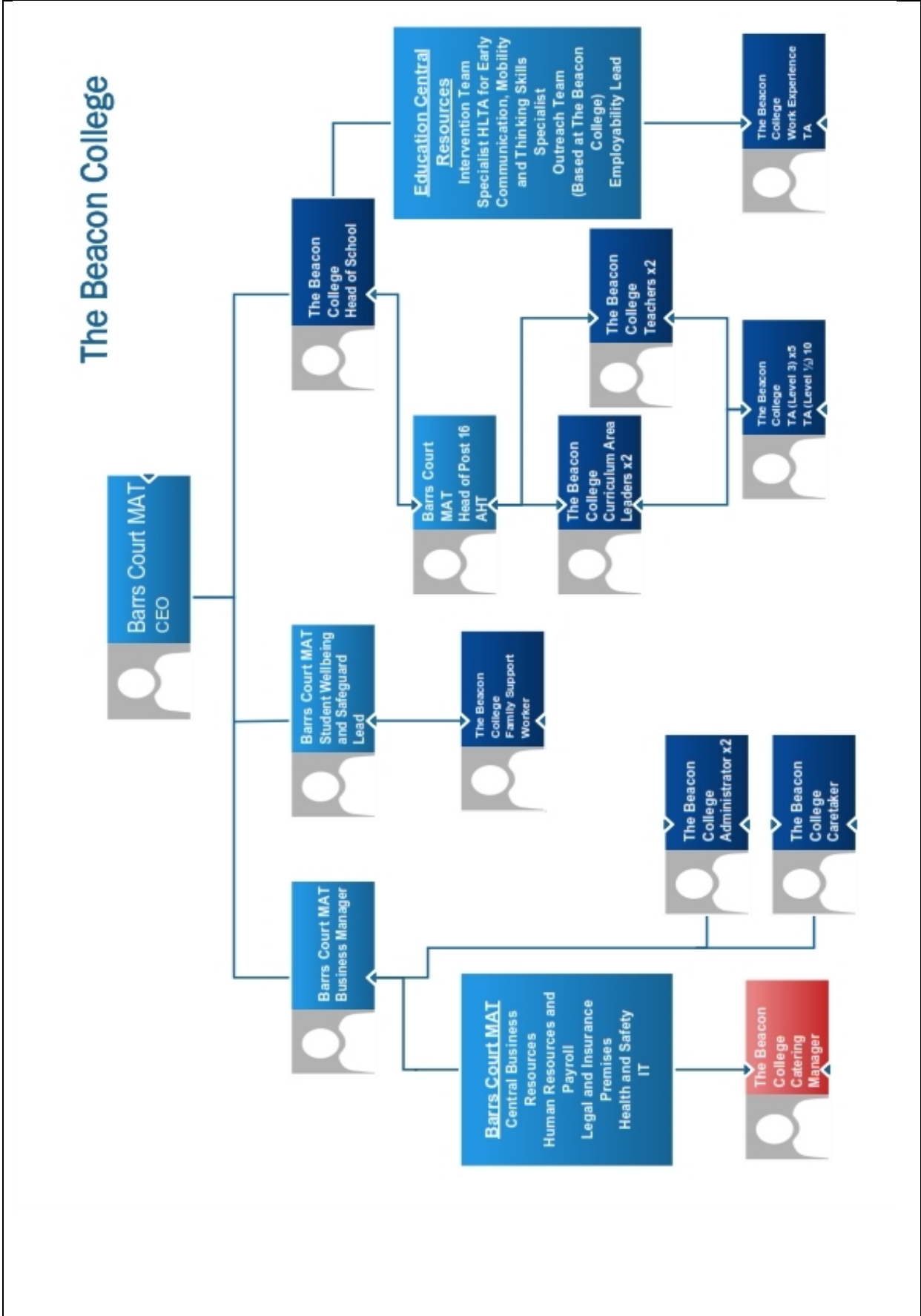
Barrs Court School is currently working with Herefordshire LA, as part of the *Business Plan 2015-18 (Strand: CWD Family Owned Information)*, to implement a trial of the Rix WIKI and Multi Me platforms to support young people with SEND to manage and share their own information to chosen agencies and professionals, which will include details of their desired outcomes, achievements and ambitions, like. The achievable aim is that by embedding this form of platform as the young adults transition into adulthood and into different services these outcomes and ambitions do not become lost and the drive for individual outcomes is maintained.

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

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Fig.D3.1 Organogram of Proposed Staffing Structure For The Beacon College

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

Fig D3.2 Phased Staff Growth

Staff	Year 1	Year 2	Year 3	Year 4
Students on roll	20	40	45	50
Leadership Team				
CEO (Central)	0.3	0.3	0.3	0.3
Head of College	1	1	1	1
Assistant Head (Post 16 Lead)	0	0.4	0.5	0.5
Teachers				
Class Teachers	2	4	4	4
Class Support Staff				
Senior Teaching Assistants (Level 3)	4	8	9	10
Teaching Assistants (Level 1/2)	4	8	8	8
Employability Lead (Central)	0.2	0.8	1	2
Work Experience TA (Level 2)	0.5	0.8	1	2
HLTA: Vocational Studies	0.5	0.6	1	1
Family Support worker	0.2	0.6	1	1
Total Teaching and Support Staff	12.7	24.5	26.8	28.8
Business Manager (Central)	0.3	0.3	0.3	0.4
Non Class - Support Staff				
Administrator	1	1	1	1
Finance and PA	0	0.6	0.6	0.6
Caretaker	0.3	0.3	0.3	0.3
TOTAL SCHOOL STAFF	14.3	24.7	29	31.1
Outsourced services				
Catering (MAT if catering facilities on site)				
Cleaning				

Our Staffing Structure will be grown in line with the phased student growth, until we are at full capacity.

The Senior Leadership Team

The Leadership of the Barrs Court Academy Trust will constitute; CEO, Heads for Barrs Court School, Westfield and The Beacon College, Trust Business Manager and Student Well-Being and Safeguard Lead. Capacity will be created at Barrs Court School by creating a Head of School post, and by reducing the teaching commitments of the three Key Stage Leaders to enable them to undertake additional leadership responsibilities.

An increase in administrative support will provide a personal assistant role to the CEO and Leadership Team. At The Beacon College, there will be a Head of College and an Assistant Head Teacher (AHT). There will be two middle leaders who will be

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

responsible for a curriculum area. Teachers will also lead on key areas of the college development plan, depending on their career progression. Class teams will be in place to ensure that students in their first year have full access to a personalised pathway.

CEO

Barrs Court Academy Trust will have a CEO who is accountable for the performance of the school and college in the Trust and reports on student outcomes to The Board of Trustees and Members. The Trust have delegated to the CEO responsibility and accountability for strategic leadership and development of the Trust. The CEO will be the Headteacher of Barrs Court College.

The CEO will manage all preparations prior to the college's opening. A key responsibility will be to set the college's vision and strategic plan as set out above by ensuring an appropriate staffing plan, curriculum, admissions processes and other whole college policies, are in place for the first and subsequent intakes of students to the college as well as providing leadership and support to the Head of College.

The Beacon College Leadership Team

Head of College

The Head of College will be responsible for student outcomes and the day to day running of the college with accountability to the CEO, The Trustees and Members. S/he will be an experienced, successful and inspirational senior leader with specialised knowledge and experience in the education of children and young people with severe and complex SEND, including Autism and commitment to our vision of securing the best possible outcomes for young adults with SEND. S/he will meet the Headteacher's Standards. The Head of College should also have experience of project managing the development of new initiatives and provisions and should be committed to action research and the development of evidence based practice.

In the pre-opening stage the Head of College will work with the CEO to prepare for opening and recruit a team of skilled and experienced staff. This will include an induction programme to ensure all staff share the vision and are clear about policy and procedure and any specific training is provided. In consultation with the CEO, the Head of College will draft an ambitious college development plan with clear, time limited objectives and success criteria, which will be communicated effectively to all stakeholders.

The Head of College will be the SENCO for the college and be responsible for effective line-management, securing quality first teaching, assessment and relevant CPD opportunities to ensure a highly skilled workforce. The Head of College will line manage the Assistant Head Teacher (AHT) who will be the Lead for Post 16 provision across the Trust. S/he will also ensure that all policies, systems and procedures are in place, key documents such as the staff handbook are prepared and the college's website is functioning and compliant

Assistant Headteacher for Post 16 Provision

The Assistant Headteacher will have specific whole college responsibilities and deputise for the Head of School in their absence. The AHTs will have phase responsibility initially and importantly hold cross-phase responsibilities such as

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

curriculum, assessment and quality of teaching to ensure consistency of approach across the college and Trust for Post 16. The AHT will line manage the teachers and with The Head of College identify priorities for college improvement. Their responsibilities will include:

- Working with the Head of College and staff team to develop and implement the college development plan and effective and consistent policies, systems and procedures.
- Monitor, review and evaluate the quality and effectiveness of the curriculum offer to ensure the very best outcomes for students in the 16-19 provisions.
- Monitoring, evaluating and reporting on the quality of teaching and learning with student progress.
- Contributing to reports and presenting on school performance to the Trustees, Local Advisory Board and other stakeholders
- Working with the Head of College: staff recruitment, deployment and appraisal
- Development, implementation and evaluation of the CPD Programme for Post 16 provision.
- Multi-agency and family liaison including reporting to parents and organisation of reviews
- To lead on Quality Review and Development for Accreditation.

We will appoint an Assistant Headteacher on opening and the senior leaders from Westfield School and Barrs Court will provide additional capacity during the interim phase

Middle Leadership Team

There will be Middle Leaders with a full time teaching commitment who will lead and be accountable for the following curriculum areas:

- Functional Life and Living Skills
- Vocational and Enrichment curriculum

Each Curriculum Area Leader will have responsibility for monitoring the quality of teaching and learning in their curriculum area through focused learning walks, work scrutiny, planning audits, moderation and analysis of progress data. This responsibility for more than one area of the curriculum or school improvement will allow us an element of flexibility in the teaching allocation between Post 16 provisions across the MAT. They will provide advice and guidance to staff in their curriculum area and also provide appropriate, targeted CPD as part of the college's programme and the Outreach service. Curriculum Leaders will hold regular accountability meetings with staff and will attend 6 weekly accountability meetings with senior leaders who will meticulously review the report on the quality of teaching and learning.

Teachers

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

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

Employment Lead

The Employment Lead will be responsible for delivering an ambitious and transformative programme of work placements, built on the success on the work experience programme at Barrs Court School. The aim will be to build upon our already successful and diverse offer to provide a work-based learning experience to student's course as part of their personal pathway. , will a central resource and is responsible for the sourcing of sustainable employment opportunities for students to achieve placements. This will involve sourcing, contacting and complete the initial visit to employers, providing guidance on how work experience can be developed within their organisation for students with SEND and checking the health and safety in the work place. In addition, the Employment Lead will identify potential employers for specific curriculum areas. In liaison with senior leaders, they will carry out the administration for the work placements and administration related to tracking and monitoring learners on work experience.

Within college the Employment Lead will contribute to programmes of study that promote the employability of the students and their preparation for work experience, this will include accredited training for health and safety, manual handling and first aid at work. They will also create job descriptions for work experience opportunities and lead on the application and interviewing stages.

The Employment Lead will line manage the Work Experience TAs who will act as facilitators and job coaches, with one based at The Beacon College.

HLTAs

HLTAs will take a leading role in the specialist teaching, learning and assessment of early communication, thinking or mobility skills or vocational studies. In consultation with the SENCO, they will take a lead in developing interventions for individuals and groups and will provide support for Teaching Assistants with regards to training and CPD. They will contribute to developing personalised curriculum options, liaising with families and multi-agency working. HLTAs will play a pivotal role in transition programmes. If necessary, HLTAs will take the role of cover supervisor.

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

Specialist HLTAs will be centrally resourced with the exception of the Vocational Study HLTA who will contribute to specialist accreditation options such as Food Hygiene.

Family Support Worker

Directly line managed by the Student Wellbeing and Safeguard Lead, the Family Support Worker will contribute to the learning and support of all students, as such they work closely in collaboration with teaching staff to plan strategies to meet the learning, social and emotional needs of students. Ideally, we will recruit staff with experience of working with families of children and young people with complex SEND in a variety of contexts, including that of a link worker.

The Family Support Worker will attend multi-agency meetings and reviews and have a key role in developing family involved interventions and workshops and information sessions, linking closely with health and social care professionals to enable and empower our students and families for the future.

Teaching Assistants

The primary role of the teaching assistant will be to work closely with the teachers to raise the learning and attainment of the students while also promoting their independence, self-esteem and social inclusion. TA's will provide individualised assistance to all students, depending on need so that they can access the curriculum, participate in learning and experience a sense of achievement. The teaching assistants will be an integral part of the college workforce representing a substantial investment of the college funding. The Senior Leaders' decision-making about the effective deployment of teaching assistants will be crucial in making a difference to student achievement.

The expectation of teaching assistants working in the college will be the same to those working across the MAT in consistently upholding comparable standards to other education professionals, in order to make the education of students their first concern. By demonstrating values and behaviours consistent with their professional role, teaching assistants work with other education professionals and families within a common framework of expectations.

Administration and Premises

We will require an administrator, all of whom will report to central services managers. We will also need a Cook and Assistant with the skills and experience to provide meals for Barrs Court college and to deliver catering at an accredited level.

Central Services and Staff

The MAT will provide central services:

- CEO
- Financial Management
- Human Resources and Payroll
- Health & Safety Management
- Facilities & Business Operation Management
- IT Network Management
- Legal and Risk Management

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

- Governance
- Safeguarding
- GDPR
- Employability Lead (for the first year)

Specialist staff will also work centrally across the MAT, certainly in the first two years; HLTA's for Early Communication, Thinking and Mobility Skills, Vocational Studies, except for the Employability Lead who will be centrally sourced in the first year and then employed directly by the College thereafter. Within the organisation of a MAT it will enable us to deploy staff according to changing needs of the college and schools, while supporting professional development and career progression. Initially activities will be disproportionate to central funding to guarantee that the Trust can provide the quality resources to ensure the education plan, in particular the curriculum offer is delivered from opening.

Another benefit of this approach is it will enable the Trust to provide an operational Outreach service which can utilise a substantial staff team with a vast range of expertise, specialism and experience to offer a range support packages and services. It will also allow us to be flexible in our service agreement with Herefordshire Local Authority

In Herefordshire LA proposal, it states;

*'The new special college would **absorb some of those who are currently placed** where there is all through provision and capacity to organize and deliver suitable curriculum and learning opportunity for the age group is limited. **Combining** the places in the unsuitable and overcrowded provision with the expected growth (i.e. 20 + 30) will **enhance the efficiency of the delivery arrangements** for this age group.'*

Since The Beacon College will be absorbing a number of students from the other Post 16 providers, there will be a requirement to complete re-structuring to ensure all provisions provide the high quality provision that the Trust aspires to offer, whilst all remaining viable within the funding provided. It is therefore envisaged that there will be some movement across the MAT, especially with leadership and teachers, including promotion opportunities for existing staff to take up posts at The Beacon College and this will accommodate any differences in demand between current commissioning.

Contingency

The different staffing roles and levels outlined in this section have built in contingency plans in the event that fewer students than expected are admitted. All teacher posts are FTE and all staff are centrally employed by the MAT allowing us to deploy staff from across the Trust and cover the curriculum. Our existing colleges and the planned position of the Free College are all within a 13 mile radius.

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

- Remodel the number of teachers proportionate to the number of classes
- Reduce support staff from each of key stages, thereby safeguarding teacher/student ratio.
- All support staff either of a fixed term contract or permanent variable

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

- Reduce employability lead hours by half
- Review job descriptions and recruitment and pay policy for new teacher joiners to The Beacon College. This will save money over time
- Further savings would be made by reducing educational support services, I.T. support and family support
- Should more savings be required, The Beacon College would look at student groupings and, where possible, increase class sizes and reduce teaching staff. This reduction in teaching staff would be a last resort.

Employing therapists as commissioned services

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

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The Beacon College’s approach to promoting equality for all

As a Trust, we are committed to welcoming students and families of all of all faiths, beliefs, backgrounds and communities through our literature and website but crucially through inviting families to visit the school. We are committed to our duty under the Education and Inspection Act 2006 to promote Community Cohesion and we will ensure that no one experiences less favourable treatment or discrimination because of:

- age
- disability
- race, including colour, nationality, ethnicity
- gender
- gender identity or reassignment
- religion, belief or lack of religion or belief
- sexual identity and orientation

We will actively pursue our equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all our activities. We will ensure that no person in their contact with the school receives less favourable treatment than others on any grounds, which cannot be shown to be legal and justified.

Through our Admissions Policy and in line with the SEN Code of Practice, we will admit Students on the basis that the school is able to make provision in order to meet the needs as stated in the student’s EHC Plan. A comprehensive induction programme home visits, coupled with the provision of a dedicated Family Support Worker, will ensure that staff know students and their families and carers very well. Open discussion about difference and respect for home culture will ensure Students and families feel valued for who they are. College acknowledges the learning, which takes place outside school. Termly and Annual Reviews with students and their parents or carers and will ensure information is always up-to-date.

Encourage positive social activism

The Beacon College’s approach to promoting British Values

Following government guidance (2014) on promoting fundamental British values, The Beacon College college will promote the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Our broad curriculum will actively promote fundamental British values by way of cross curricular themes and in particular through Citizenship within the Personal and Social Development curriculum. We will actively challenge students, staff or parents expressing opinions contrary to fundamental British values and will seek to promote a positive approach to students’ spiritual, moral, social and cultural education. We will carry out an annual audit of all areas of the curriculum to ensure that it consistently prepares students for life in modern Britain and addresses fundamental British values.

Democracy:

Democracy will be embedded within the college’s policies and procedures and all will have due regard for the Equality Act 2010. Students and their parents will have the opportunity to have their voices heard through our Student Council, regular parent and pupil surveys and through an ‘open door policy’ for the Headteacher and also their

representation on the Local Advisory Board for each school and college in the MAT. Our Behaviour and Values Policies will involve rewards and consequences; this will be shared through all aspects of school life and also with with parents, carers and students. Through the Citizenship curriculum (within Personal and Social Development) students will learn how the British democratic system works, as compared with other forms of government and by making college decisions through voting mechanisms and representation. The presentation of a balanced view of political issues is critical in order that students formulate informed opinions.

The Rule of Law:

The importance of Laws, that govern the college and country, will be consistently reinforced and students will be taught the value behind the laws that govern and protect us and the importance of personal accountability and consequences when laws are broken.

Within the Personal and Social curriculum, we will explore human rights and our responsibilities to others, debating what is right and what is wrong and exploring the differences between a legal wrong and a moral wrong including laws that affect students personally (mental health, smoking, drugs, education). We will harness opportunities across the curriculum such as by examining food hygiene legislation and it's implications in catering or respect for sporting rules including the extremes of cheating and doping.

Individual Liberty:

Individual liberty plays a key role in how we deliver education. Within school, Students will be actively encouraged to make choices, knowing that they are in a safe and supportive environment which is reinforced through the provision of boundaries and an empowering approach to education. Students will be encouraged to know, understand and exercise their rights and personal freedoms and be advised how to exercise these safely, whether it be online or in the 'real world'. We will also encourage an understanding of the freedom under the law to hold other faiths and beliefs. Students will be further empowered through being part of a school council and being able to speak directly to the senior leadership team. We will actively encourage our students to question in order to develop a deeper understanding.

We will encourage individuals to be themselves without fear or prejudice but ensure they understand this must not be at the cost of others. Our social skills groups will encourage students to voice opinions appropriately in different social contexts and make them aware that they are listened to as they should listen to others. We will extend this freedom of expression to students and to their families when contributing to annual multi-agency reviews. We will teach students as individuals with the through a personalised curriculum and timetable taking into their holistic needs. We will work with students to set individual targets and provide mentoring time. In Personal and Social Development we will explore individual rights to freedom, including free speech and how this fits in with society, particularly in relation to social media. We will also discuss freedom of the press.

Mutual Respect

Mutual respect is at the core of our Trust ethos and will be modelled by all staff in line with The Equality Act 2010. We will promote respect for others and this will be reiterated through our curriculum and learning environments. Students are safe to disagree with each other. Mutual respect will be embraced throughout the curriculum from the concept of 'fair play' in sport to participating in debates.

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

Tolerance of those of Different Faiths and Beliefs

Tolerance is achieved through equipping students and their families to understand their place in a culturally diverse society and by giving opportunities to experience and celebrate such diversity within the school and local community.

Current events can be followed and discussions involving prejudices will be supported by learning in both enrichment and PSHE lessons. Opportunities to extend understanding are available throughout the curriculum for example in catering lessons by exploring how different cultures and beliefs have an effect on everyday life through discussion of religious diets or in English by considering writing from different cultures and why points of view and values are based on an individual's experiences. We will offer regular offsite trips and themed days with the opportunity to experience other activities, festivals and foods from which our students will gain valuable experience of other cultures, faiths and views in a meaningful rather than tokenistic way

Preparation for adult life

In preparation for adult life, our student Behaviour Policies and procedures, including anti-bullying and rights and respect agenda, support students on their journey towards becoming contributing British citizens. We will use proactive specialist interventions and specialist teaching strategies to address students' needs by enabling understanding and promoting social communication skills, self-regulation and supports, minimising the potential for behaviour difficulties arising. These approaches are set out in our policies.

We will develop students to lead healthy lives through our curriculum for example through the Sports and Leisure and PSHE curriculum. Ensuring there are links with a range of health providers including Sexual health, school nurse student drop-ins and facilitating access to appointments e.g. CAMHS

We want all our students to be safe and secure so they attend college every day. We want them to have choices, and recognise their own progress.

Safeguarding

The Trust's safeguarding policy, follows statutory guidance 'Keeping Children Safe in Education' and Safeguarding practice will reflect that of Barrs Court School where safeguarding was judged to be 'exemplary' by Ofsted (2016). Sensitivity to culture specific safeguarding issues will be crucial.

The Prevent Duty 2015

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

Although we are not in a Prevent Priority area, our students may be particularly vulnerable due to their SEND. In order to minimise these risks, all staff will be required to undertake the general awareness training on channel, with senior members of staff WRAP (Workshop Raising Awareness of Prevent) trained and will make our members and trustees aware of their duty and enable access to training. We will treat extremism as every other form of safeguarding. Staff will need to be skilled and highly vigilant in ensuring that students are both safe from harm and supported to make sense of their world. We will contextualise observed behaviour and look at patterns of behaviour and present concerns in a way that makes sense to students whilst working in partnership with multi-agency staff to safeguard students. We will individually risk assess students identified as being at risk, make a referral to Channel and, following guidance, provide personalised support.

E-safety

Students receive training in e-safety regularly. Students' ability to use the internet safely is key to protecting them from harm, including exposure of propaganda used by extremist groups. Their ability to evaluate websites for bias, propaganda and what comes from a legitimate source is a skill that not only will build their resilience to risk, including extremism, but will equip them with the critical thinking skills that are necessary on a day-to-day basis and knowledge of where to find trustworthy information.

Through the curriculum, we will provide advice, support and guidance for families and as part of our E Safety procedures, teach students to evaluate websites for bias and propaganda.

Facilitate open dialogue and honest realism:

Maintaining an ethos and culture for open conversation about difficult issues is crucial for students at The Beacon College and is one we believe is critical for keeping our vulnerable safe. Staff will support students in discussing these issues, allowing them to understand that people will have different opinions and this is something to be celebrated. We will continue to encourage openness and nurture students' curiosity. Staff will correct misconceptions and misunderstanding of the facts surrounding controversial issues, yet allow group discussion to unfold organically.

We adopt an 'honest realism' approach when facilitating dialogue on difficult subjects. Frank discussion on current affairs will allow Students to understand fact from fiction and how events have an impact on both themselves and the world. With open discussion some difficult questions could arise.

The Beacon College's Approach to Personal and Development Curriculum

Our enhanced Personal and Social Development programme will develop students' ability to participate in society and be active citizens in their communities. We will follow a comprehensive spiral Personal and Social Development curriculum which focuses on social context and social understanding covering:

- Social and Emotional Aspects of learning
- Sex and relationship education, including onset of puberty, privacy, consent and choice, sexuality, relationships, safety
- Citizenship education and British values and social responsibility
- Healthy life styles – diet, exercise and personal safety, including e-safety.
- News and current affairs, including law and the political process
- Multi faith religious education that teaching understanding, respect and tolerance
- Life skills, community participation, vocational skills and employability

We will ensure consistent policies across Barrs Court School, Westfield School and The Beacon College College for Safeguarding including Prevent and E-Safety, Pupil Welfare, Personal and Social including Sex Education, and SMSC and Religious Education.

Section E – Evidence of consultation and demand

E1 - Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

E1 – Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

Current Engagement with Stakeholders

Local Authority

The Trustees and Leadership of Barrs Court have fostered a positive and effective partnership with the Herefordshire Local Authority, most recently focusing on ensuring ambitious outcomes through a high quality education for all children and young people across the SEND spectrum. The leadership team of Barrs Court are transparent, both in the *'monitoring and examination of the profile of needs'* and communicating to partners within the LA the individual and cohort needs and aspirations of our student population in preparation for Post 19 transitions. This is achieved through a range of means which include conversions of Statements of SEN to EHC Plans, Annual Reviews, attendance at multi-agency meetings such as CIN and LAC and analysis of Performance Data. Via close scrutiny of this information priority areas for development of opportunities for Post 19 are identified, in particular housing and employment, for SEND learners.

The intention is to continue joint collaborative working throughout the pre-opening stage, incorporating multiparty consultation and engagement with all stakeholders, including the wider community, to affirm that the proposed Education Plan for The Beacon College will meet the needs of all students to a high standard and is communicated effectively. **(Refer to Fig.E.1 Plan for Community Engagement and Consultation).**

Students

As previously documented, students are fully involved and consulted in all areas of their education at Barrs Court School. A person centred approach was introduced during the early stages of conversion to EHC Plans, with requested feedback from parents, professionals and carers on this new format being very positive. The format is now fully embedded throughout the school and students have the opportunity to attend and contribute. It is from these meetings that we gain a substantial amount of evidence regarding priorities, outcomes and aspirations of the student and their family through the voice of the young person.

In the past three years there have been consistent overarching themes regarding the young adults' ambitions for the future;

- Where, and with whom, they want to live in Herefordshire.
- What they want to do when they leave education, have a purpose and get a job. Many students know what job or type of job they want.
- Have friends, meet up with them and go to the cinema, shopping or for something to eat. Have a choice about what they can do.

E1 – Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

Already the Education Plan for The Beacon College has taken account of these ambitions and requirements of the students, especially with regards to its curriculum offer and delivery.

Both Westfield and Barrs Court have a strong Student Council presence which will be utilised for students to self-advocate their opinions and views during the on-going consultation, along with questionnaires and surveys.

All information regarding The Beacon College, its place within the local offer for SEND, and further SEN Information would be made accessible to the students through AAC means.

Parents and Carers

Barrs Court has a strong reputation for engagement and effective partnership working with the parents and carers of their students. This is evidenced through attendance and participation at the Annual Review Meetings and as previously stated the person centred format has been welcomed by parents.

From the viewpoint of parents/carers over the past three years there are consistent overarching themes regarding the young adults' ambitions for the future

- To be safe, happy and have a purpose in adulthood.
- To be as independent as possible.
- To have friendships with peers.

We are aware that the summary of the recent joint local area SEND inspection (Ofsted 2016) some *parents felt that information about transition and post 16 providers and services and opportunities post 19, including housing employment for SEND learners, could be improved.* To empower our students and parents/carers to make informed choices for Post 19, Barrs Court School hold a biannual Transition Event, held at The Hub (Post 16 Provision) at the same time as parents evenings. Present are representatives from a wide range of educational establishments, both local and national, with support organisations including voluntary, SENDIAS, parent carer forums and social care also in attendance.

We are keenly aware of the need to further develop our engagement with a wider network of parents, carers and families, in particular with regards to shaping the future of SEND provision locally. We will work with Herefordshire's SENDIAS team, organisations such as Herefordshire Carers and 'The Voice' for detailed consultation with parents and carers on further developing the 'outstanding' Post 16 provision already on offer. Barrs Court are currently committed to champion a 'culture of collaboration' as defined in the Herefordshire Business Plan (2017/18 CWD Strand) which will endorse and identify;

- *Successful approaches to the full involvement of parents, carers and families in strategic planning for SEN.*
- *Modes of communication that will best facilitate the gathering of meaningful feedback from a wide range of parents and carers.*

We are already participating in the trial of the RIX WIKI and Multi Me platforms to support children and young people with SEND to manage and share their own information.

E1 – Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

The engagement of an effective Local Advisory Board for the schools and college within the MAT, with representatives from parents and staff, will lend itself to full consultation with these stakeholders not only at the pre-opening stage but also into the future, ensuring that the voice and advice from key stakeholders is considered.

Local Schools and Colleges

Barrs Court already works collaboratively with the existing special schools who make provision for SEND learners. Both mainstream and special school staff locally are able to seek advice, visit to observe, and share resources with the joint aim of developing knowledge and practice across the County. We also work closely with The University of Worcester to offer teaching placements to support their students in the undergraduate programme,

The Headteacher of Barrs Court School is the Chair for Herefordshire Special Schools Heads Forum.

Through participation in Herefordshire Schools Forum and Herefordshire Association of Secondary Heads (HASH) we have gauged what differences and similarities there are in the ambitions, needs and aspirations of parents of SEND students within Mainstream schools and colleges locally. We have also consulted informally with local Headteachers who are broadly supportive of our proposal since it would offer the potential for them to benefit from the sharing of best practice in the teaching, learning and assessment of learners with SEND.

Local schools will be represented by a Focus Group which will develop an embryonic outline for the planned Beacon College Outreach Service. By working with us to shape this provision, local Schools and Colleges will have the opportunity to strengthen what they already deliver, by sharing of expertise and experience across settings, whilst The Beacon College will gain an insight into the needs of local settings, identify gaps in provision for SEND, and build on it's vision of becoming a teaching school.

Wider Community

The Beacon College site is located within a residential neighbourhood, with mainstream FE colleges nearby, and will provide an opportunity for the local community to be involved in the setup of a facility for community use. Once the proposal has been approved, Community views will be sought to enable local people to shape the provision to meet their own needs as well as those of the students. Possible options for community use might include meeting room hire, exercise classes which the students could also access out of college hours or hire of specialist facilities such as sensory rooms or hydrotherapy pool for local community groups.

There will be regular open events, providing opportunities for the wider community to be included throughout the project, and to be able to follow progress and contribute accordingly.

Throughout the process, by means of surveys, enquiry forms on The Beacon College website, Social Media and press releases, opinions, ideas and queries can be considered and responded to promptly to ensure that that The Beacon College can be considered a place for all to benefit from and enjoy.

E1 – Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

(Refer to Fig.E.1 Plan for Community Engagement and Consultation below)

Fig.E.1 Plan for Community Engagement and Consultation 1.

E1 – Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

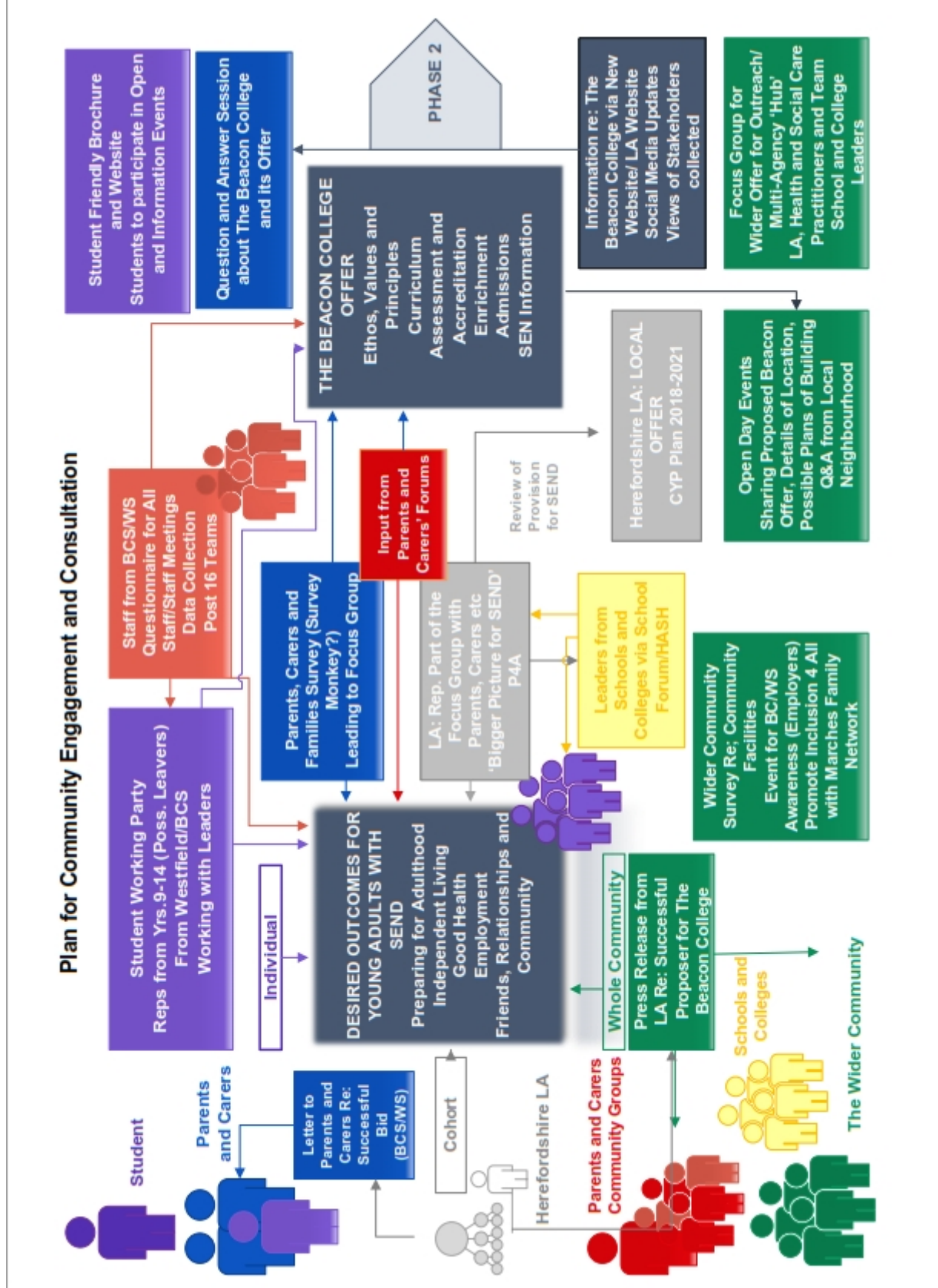
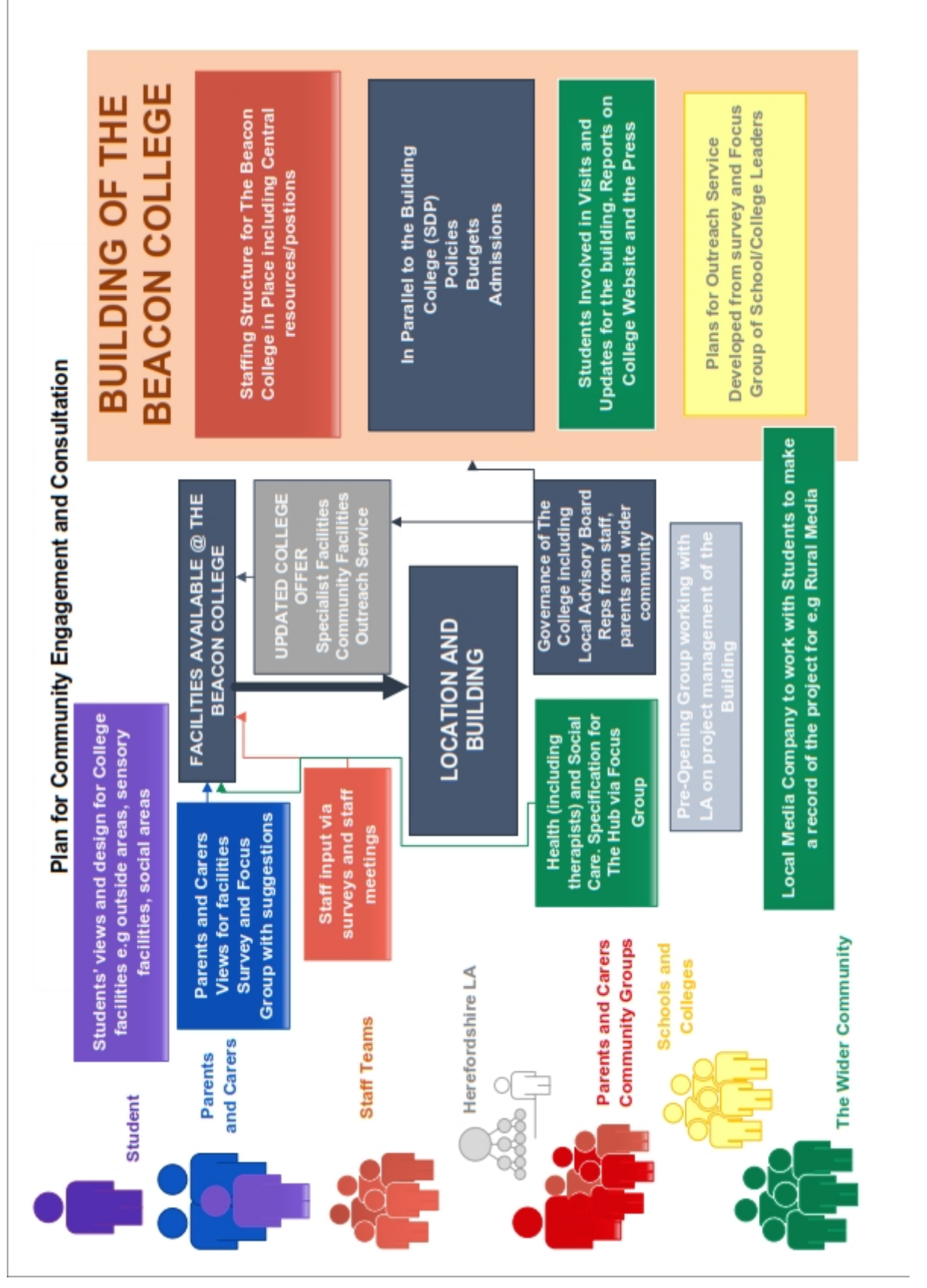


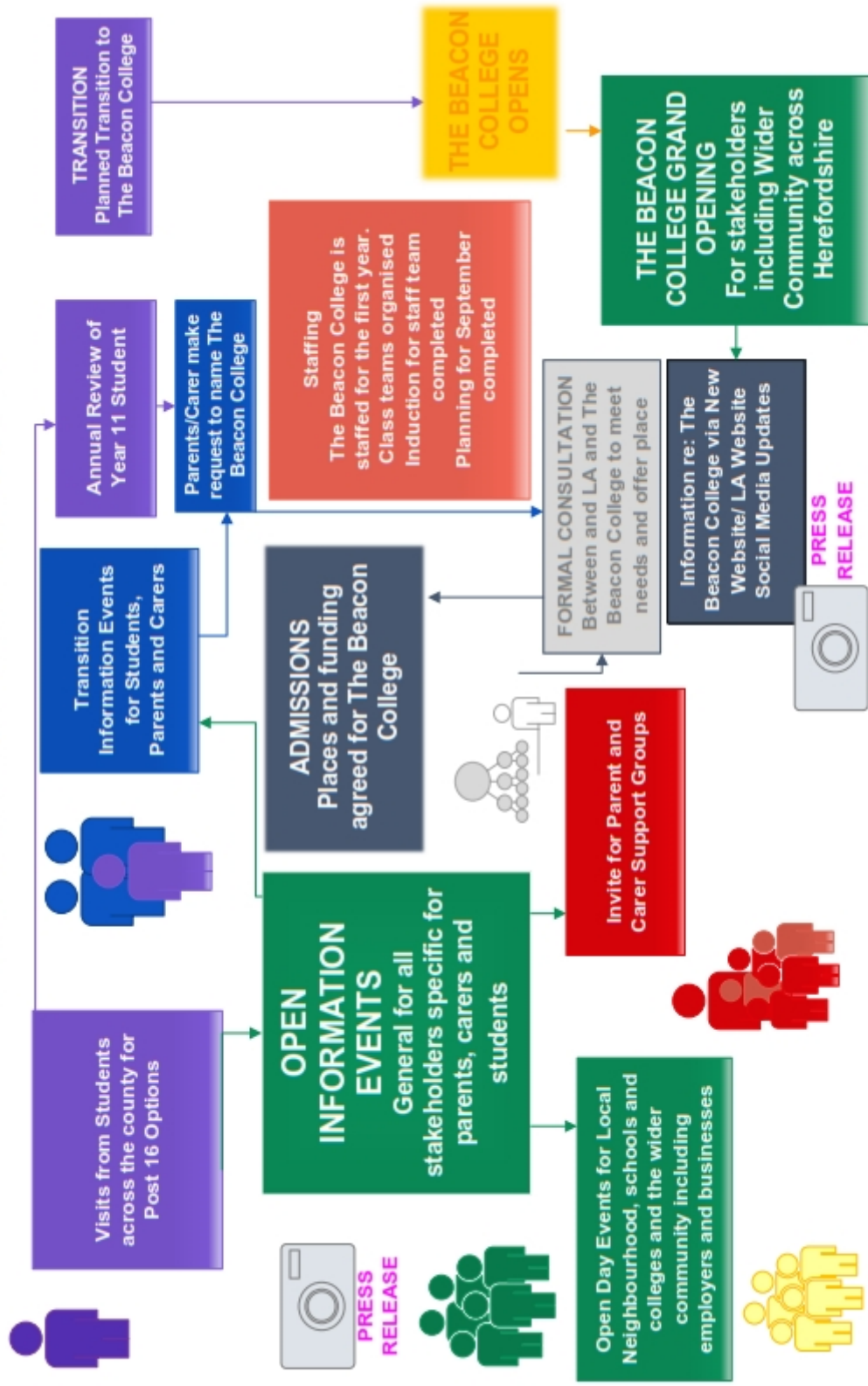
Fig.E.1 Plan for Community Engagement and Consultation 2.

E1 – Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan



E1 – Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

The Plan for Community Consultation and Engagement



E1 – Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

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Please confirm that you have provided evidence as annexes:

Section F – capacity and capability

F1 (a) Skills and experience of your team

Please refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.
- provide a short commentary on your plans to manage the pre-opening project.

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

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

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

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

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

			[Redacted]	
[Redacted]	[Redacted]	[Redacted]	[Redacted]	

Key Stage 5 Student Progress: 3 year summary to be read in conjunction with Lisa Appleton CV summary.

Functional English: Speaking and Listening

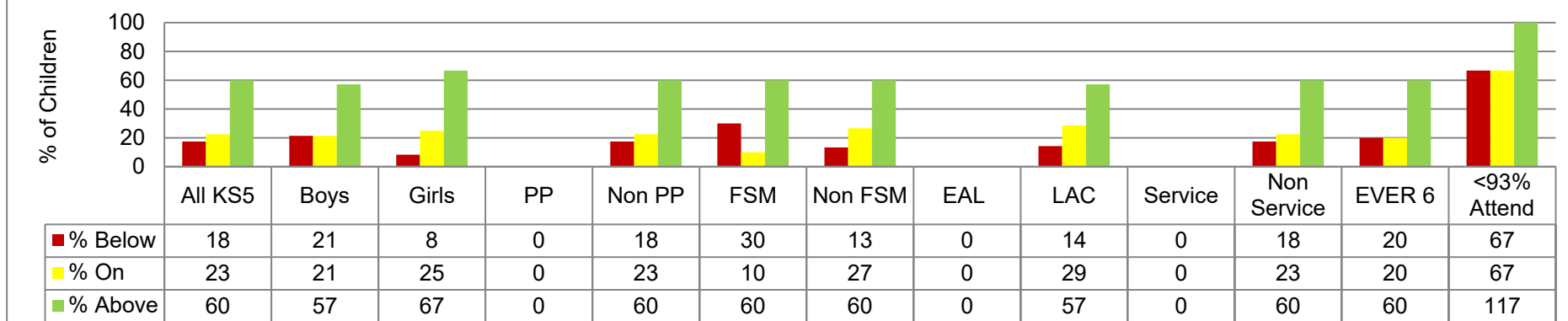
2014-2016

	Speaking and Listening	
	Below Expected Progress	Expected + Above Expected progress
2014/15 35 Students	17%	82%
2015/16 36 Students	27%	73%
	Informal –Semi Formal Learners (P1-P4)	
2014/15 7 Students	43%	57%
2015/16 7 Students	14%	86%

Results 2016-2017

KS5	No	No with Data	Below	On	Above	% Below	% On	% Above
All KS5	40	40	7	9	24	18	23	60
Boys	28	28	6	6	16	21	21	57
Girls	12	12	1	3	8	8	25	67
PP	0	0	0	0	0			
Non PP	40	40	7	9	24	18	23	60
FSM	10	10	3	1	6	30	10	60
Non FSM	30	30	4	8	18	13	27	60
EAL	0	0	0	0	0			
LAC	7	7	1	2	4	14	29	57
Service	0	0	0	0	0			
Non Service	40	40	7	9	24	18	23	60
EVER 6	15	15	3	3	9	20	20	60
<93% Attend	9	6	4	4	7	67	67	117

KS5 - % of Students on Target (UQ) - 2016-17 - Speaking & Listening



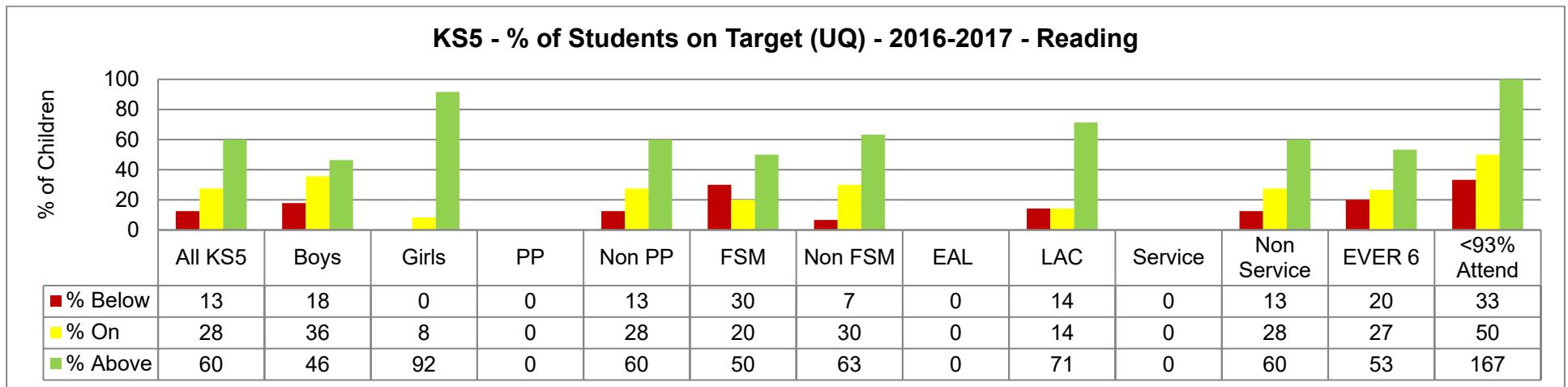
Functional English: Reading

2014-2016

	Informal –Semi Formal Learners (P1-P4)	
	Below Expected Progress	Expected + Above Expected progress
2014/15 35 Students	17%	83%
2015/16 36 Students	27%	73%
Informal Learners (P1-P3)		
2014/15 7 Students	43%	57%
2015/16 7 Students	0%	100%

Results 2016-2017

KS5	No	No with Data	Below	On	Above	% Below	% On	% Above
All KS5	40	40	5	11	24	13	28	60
Boys	28	28	5	10	13	18	36	46
Girls	12	12	0	1	11	0	8	92
PP	0	0	0	0	0			
Non PP	40	40	5	11	24	13	28	60
FSM	10	10	3	2	5	30	20	50
Non FSM	30	30	2	9	19	7	30	63
EAL	0	0	0	0	0			
LAC	7	7	1	1	5	14	14	71
Service	0	0	0	0	0			
Non Service	40	40	5	11	24	13	28	60
EVER 6	15	15	3	4	8	20	27	53
<93% Attend	9	6	2	3	10	33	50	167



Functional English: Writing

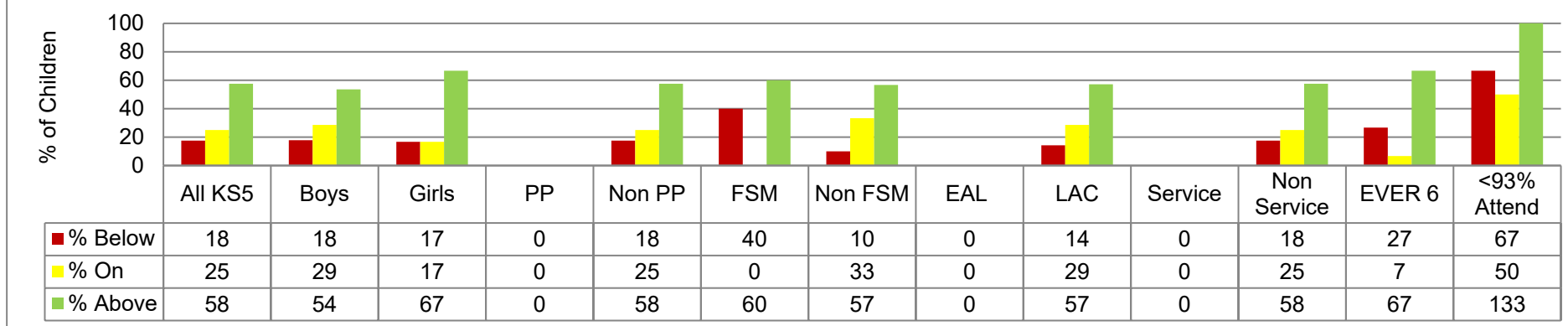
2014-2016

	Writing	
	Below Expected Progress	Expected + Above Expected progress
2014/15 35 Students	14%	88%
2015/16 36 Students	53%	47%
Informal –Semi Formal Learners (P1-P4)		
2014/15 7 Students	29%	71%
2015/16 7 Students	43%	57%

Results 2016-2017

KS5	No	No with Data	Below	On	Above	% Below	% On	% Above
All KS5	40	40	7	10	23	18	25	58
Boys	28	28	5	8	15	18	29	54
Girls	12	12	2	2	8	17	17	67
PP	0	0	0	0	0			
Non PP	40	40	7	10	23	18	25	58
FSM	10	10	4	0	6	40	0	60
Non FSM	30	30	3	10	17	10	33	57
EAL	0	0	0	0	0			
LAC	7	7	1	2	4	14	29	57
Service	0	0	0	0	0			
Non Service	40	40	7	10	23	18	25	58
EVER 6	15	15	4	1	10	27	7	67
<93% Attend	9	6	4	3	8	67	50	133

KS5 - % of Students on Target (UQ) - 2016-2017 - Writing



Functional Maths

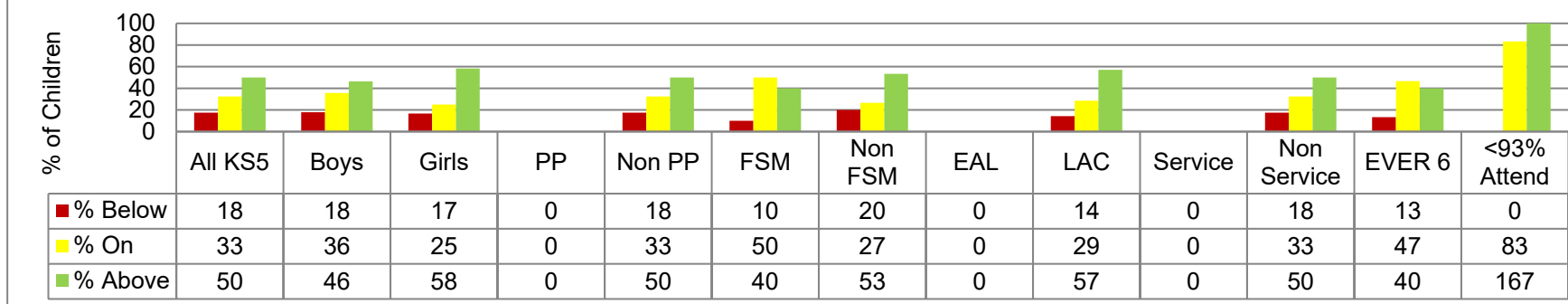
Results 2014-16

	Functional Maths					
	Below Expected Progress			Expected + Above Expected progress		
2014/15 35 Students	19%			81%		
2015/16 36 Students	40%			60%		
	Informal –Semi Formal Learners (P1-P4)					
	U&A	Num	S,S,M	U&A	Num	S,S,M
2014/15 7 Students	43%	29%	43%	57%	71%	29%
2015/16 7 Students	21%	53%	0%	79%	47%	100%

Results 2016-17

KS5	No	No with Data	Below	On	Above	% Below	% On	% Above
All KS5	40	40	7	13	20	18	33	50
Boys	28	28	5	10	13	18	36	46
Girls	12	12	2	3	7	17	25	58
PP	0	0	0	0	0			
Non PP	40	40	7	13	20	18	33	50
FSM	10	10	1	5	4	10	50	40
Non FSM	30	30	6	8	16	20	27	53
EAL	0	0	0	0	0			
LAC	7	7	1	2	4	14	29	57
Service	0	0	0	0	0			
Non Service	40	40	7	13	20	18	33	50
EVER 6	15	15	2	7	6	13	47	40
<93% Attend	9	6	0	5	10	0	83	167

KS5 - % of Students on Target (UQ) - 2016-2017 - Functional Maths



Pass Rates for Controlled Assessments

	Maths			Speaking and Listening			Reading			Writing		
	14/15	15/16	16/17	14/15	15/16	16/17	14/15	15/16	16/17	14/15	15/16	16/17
Entry Level 1	50%	100%	88%	100%	90%	82%	0%	89%	38%	50%	89%	46%
Number of Students in cohort	4	9	9	2	10	11	2	9	8	4	9	13
Entry Level 2	20%	75%	67%	75%	100%	90%	50%	71%	73%	14%	100%	64%
Number of Students in cohort	5	8	11	4	10	10	4	7	11	7	2	11
Entry Level 3	n/a	100%	83%	100%	100%	89%	50%	100%	75%	100%	n/a	100%
Number of Students in cohort		1	6	2	4	9	2	4	4	1		4
Level 1	50%	n/a	0%	n/a	n/a	100%	100%	n/a	33%	100%	n/a	0%
Number of Students in cohort	2		1			3	2		3	1		1

	Number of Passes					
	1	2	3	4	5	6
Number of Students 2014/15	5	3	3			
Number of Students 2015/16	4	7	6	5	2	
Number of Students 2016/17	11	7	4	7	2	1

Vocational Qualifications (Year 14 Cohort of 14)

	Personal Progress (Entry 1)			Skills for Independence and Work (Entry 2)			Vocational Studies (Entry 3)		
	Award	Certificate	Diploma	Award	Certificate	Diploma	Award	Certificate	Diploma
2014 – 15		5		4	1		1		
2015 – 16	5			3			3		
2016 – 17	1	4		3			3		

	Land Based Studies (Entry 3)			Care of Farm Animals (Level 1)
	Award	Certificate	Diploma	Award
2014 – 15				
2015 – 16	1			1
2016 – 17	4			3

Year 14 Independent Travel Trained: 7 students (Form Cohort of 14)

Key Stage 5 Duke of Edinburgh Awards

Bronze Award: 5

Silver Award: 4

Destinations for Year 14 Leavers

Year	No. of Leavers	NEET	Out of County Provision with Residential Facilities					Herefordshire Local Provision					
			Derwen	Star College, Cheltenham	St Rose' s College	Beechwood	William Morris	Residential	Star College, Hereford	Wessington Court Traineeships	Hereford & Ludlow College Mainstream College	Hoople Traineeships	Salters Hill Social Care
2014-15	17	0	5	2		1	1	9 R	8	N/A			
2015-16	13	0 (1 mover)	2	3				5 R	6			1	1
2016-17	14	0	1	2	1			3 R	4	1	3	2	

F1 (a) Skills and experience of your team

The pre-opening team have been selected based on their professional skills and experience. Part of their role will be to follow robust and proper processes to set up / extend the MAT, whilst ensuring that there are sound governance structures. The group combines Trustees from the single Barrs Court Academy Trust and Governors from Westfield School, along with some additional members who would bring expertise in specific areas. Examples of these include the Business Manager and Clerk to the Governors from Barrs Court Academy Trust, the Education Advisor commissioned to assist to prepare the application and a representative from the Local Authority (individual to be determined).

A programme of frequent meetings and a timetable of business items will be developed for the pre-opening team. At the first meeting a Chair and Vice Chair will be appointed. Formal agendas will be issued in advance of meetings with formal minutes taken outlining discussion, key points, actions and any decisions made by the pre-opening group. This will ensure openness and transparency. In addition, each member of the pre-opening team will be requested to sign a code of conduct and declare any interests.

All members of the pre-opening team are experienced in strategy and understand the role and responsibilities of tr, having served on or reported to Boards in schools or academies at senior levels.

The pre-opening team shall be responsible for key appointments making sure that appropriately skilled Members are appointed to the Trust. The pre-opening team shall work with legal advisors to create appropriate Articles of Association for the MAT. In accordance with the Articles of Association, it is anticipated that the Members shall be responsible to appoint the Trustees. The Local Advisory Groups of each member school or college shall be appointed by the relevant body.

F1 (b) Skills gap analysis

Please set out any skills gaps that you think exist within your group and how you intend to fill them:

- 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
Educational	Members	Head hunt using SGOSS, Hereford Governors' Association or other agencies, advertising and networking
Financial and business management	Members	Head hunt using SGOSS, Hereford Governors' Association or other agencies, advertising and networking

[Add more lines as appropriate]

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

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

The current Governance structure of Barrs Court Academy Trust will be adapted to govern the proposed Multi Academy Trust. In 2016, OfSTED noted that the Trustees- who were relatively new at the time- have a “*broad range of skills and expertise*” and “*support and challenge the school effectively*”. In particular they commented on Trustees “*financial expertise*” and how they had made appropriate links between the use of resources and the intended impact on pupil outcomes. Appended to this application are copies of the current “standing orders and terms of reference,” and a governors “code of conduct” as an illustration of the Trust’s current rigorous approach. These will be amended to reflect the new governance structure and revised committee details.

Barrs Court Academy Trust willis to become Barrs Court Multi Academy Trust, referred to below as BCMAT.

Initially Trust members will remain unchanged and will oversee the pre-opening phase. BCMAT members will appoint BCMAT Trustees.

There are currently 5 Members of the Trust, all of whom have exceptional records of public service. There are plans to appoint two additional Members who will be selected following a knowledge, skills and experience audit in order to further strengthen The Trust. It is likely that these appointments will be (a) an individual who has had senior roles in Commerce or the Public Sector with first-hand experience of organisations with significant annual budgets and (b) an individual with recent and relevant experience in the education sector- preferably with a demonstrable understanding of Special Education. The Chair of the Board of Trustees will either become a Member whilst carrying out the duties of Chair of Trustees or alternatively, will join Members’ meetings in an advisory role. This will provide the necessary linkage between Members and Trustees, but, as the sole link, will maintain an appropriate degree of “arm’s length” relationship between the two groups and therefore minimise the risk of conflicts of interest and also ensure that accountability is not unduly compromised. For a more detailed explanation of the role of the BCMAT Board of Trustees, see below, but in short this will be the single group responsible with strategic direction and holding the schools to account for outcomes. In order to reduce ambiguity around accountability, the CEO will be the only employee on the Board of Trustees and will only have the status of Trustee whilst in employment as the CEO. No employees will be Members.

The planned composition is to have a board consisting of the Chairs of the 3 Local Advisory Boards (see below), the CEO and up to 7 additional trustees appointed by Members.

Each individual academy will have a Local Advisory Board formed, primarily to provide local intelligence. In the first instance, these groups will have no delegated powers. Composition of each of the LABs: 2 x parents, 1 teacher, 1 member of staff from the

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

support team, head of school, CEO and a maximum of 3 additional representatives agreed by Trustees.

There will be 3 Core Committees: Finance and Resources, Safeguarding and Wellbeing, and Standards and Progress. The terms of reference from the existing committee structure will be amended to reflect the new structure. This will further enhance the focus on standards and effectiveness. Currently these are Finance, Staffing and Audit Committee, Safeguarding and Wellbeing Committee, and Curriculum and Pupil Assessment Committee. Membership of these committees will be based on matching Trustees' skills and expertise with the business of the committee but may also include other staff (as advisers), external advisers and representatives from the Local Advisory Groups. Only Trustees and Representatives of the LABs will have voting rights and composition will be such that Trustees form the majority of those entitled to vote.

BCMAT will also operate a cross-school leadership group consisting of CEO, Heads of School (3), Finance Manager, Safeguarding Manager and additional members of staff on a needs-driven basis.

BCMAT will establish an element of centralised services to maximise the benefits of the MAT. This will enable the sharing of expertise and experience and, for some functions, will lead to improved efficiency and better value for money through economies of scale and removal of unnecessary duplication. As the MAT develops, the intention is to make an increasing range of services and outreach work available for schools beyond the MAT. This outreach work will include the execution of a range of duties and services on behalf of the LA. BCMAT shall work collaboratively and flexibly with the LA and other key organisations to achieve effective and efficient delivery of education provision in Herefordshire and the best possible service for students.

Centralised services, where appropriate, will be funded via an agreed "management fee" charged across all schools in the MAT. Development and monitoring of centralised services will be done through the Finance and Resources Committee but will be managed on an operational level by the CEO and Business Manager. Initially, the following services will be centralised; HR and Payroll, Safeguarding (Led by the Safeguarding Manager and Heads of School), ICT, Premises maintenance / grounds maintenance / Cleaning, Catering, Staff Training and development, Performance Management/Appraisal, Legal Services, Insurance, Procurement of supplies, Health and Safety. These services will be delivered to schools and monitored against agreed Service Level Agreements with fully transparent Key Performance Indicators. The Finance and Resources Committee will ensure that each LAB receives details of delivery. The management fee to individual schools in the Mat will be reviewed annually.

Roles and accountability:

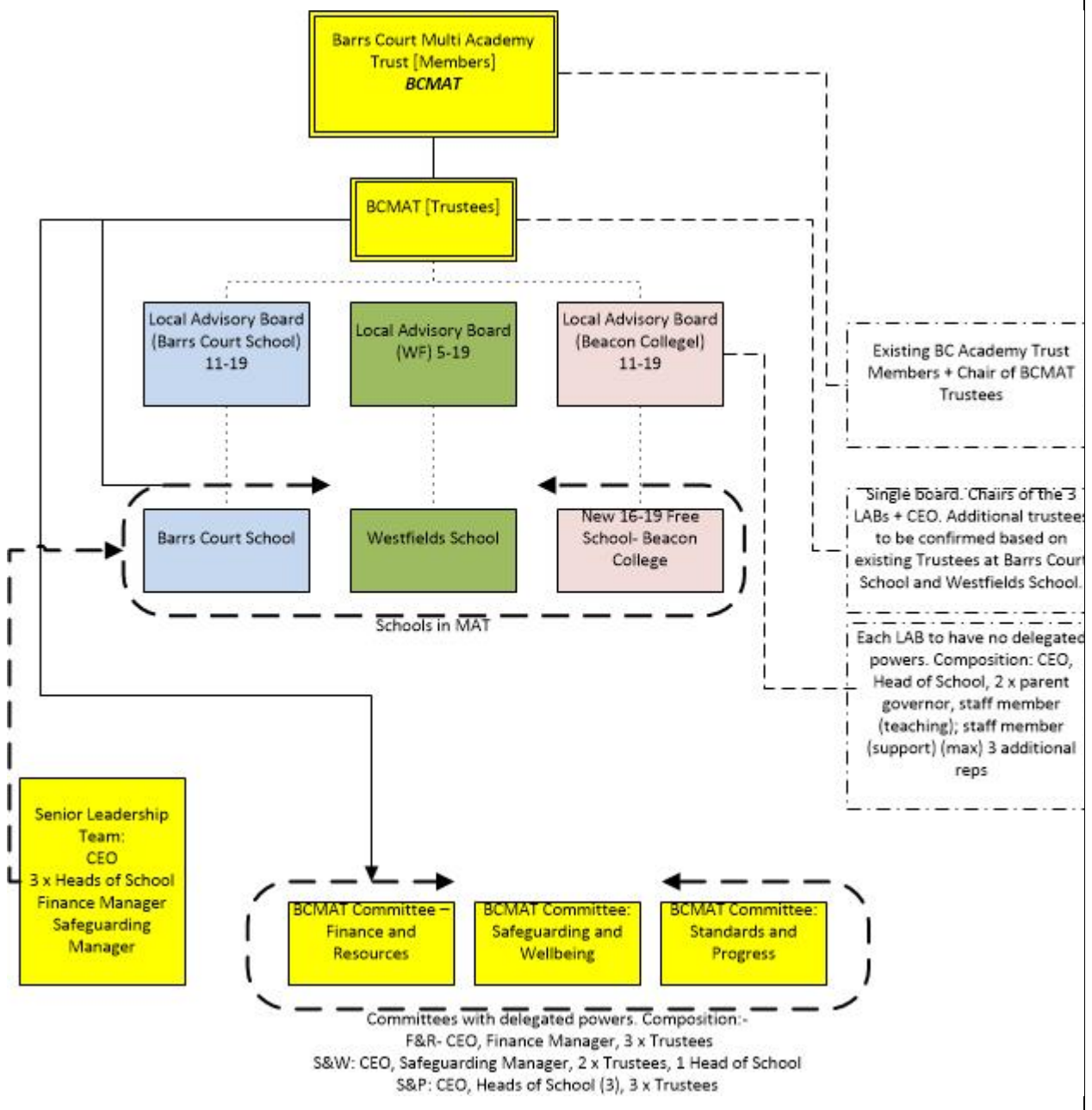
Members will create, maintain and, where appropriate, have the power to amend the Articles of Association. Through a process of formal reporting and meeting on at least an annual basis, they will hold Trustees to account for the effective and efficient governance arrangements and the operation of BCMAT. They have ultimate control over the Trust and will have the power to appoint some of the Trustees ensuring that there is an appropriate balance of skills, experience, gender, ethnicity and disability amongst Trustees.

Trustees have three core functions: Setting the direction of the Trust, holding the CEO to account and ensuring financial probity. The CEO will be held to account for the performance of all of the schools within the MAT. For this reason, the Trust intends to

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

operate with a single board of Trustees across all schools. This ensures that the line of accountability is absolutely clear.

Each school will have a *Local Advisory Board*. To ensure that lines of accountability remain clear, the LABs will have no delegated powers - although this will be reviewed as the MAT grows in maturity. The LABs will provide Trustees with local intelligence and matters of local interest and/or concern. They will not be tasked with holding their respective schools to account for performance- this will remain with the Board of Trustees.



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

Section G – budget planning and affordability

The financial plan for The Beacon College has been calculated using the pupil numbers and top up rate published on the original specification. The existing financial framework for Barrs Court Academy Trust which currently includes Barrs Court School (Special Education Needs - Secondary) and Barrs Court at The Hub (Special Education Needs 6th form) has been utilised, with financial date linked to budget areas that have similarities to aspects of our existing provisions, being used to calculate expenditure for The Beacon College.

We have used the financial information for our existing Post 16 provision to benchmark similar costs for The Beacon College, in particular when setting the budget for the curriculum and staffing areas, where similar models exist in both school and college. All staff salaries have been based on current NASUWT Salary Scales for Teachers and Herefordshire Local Authority Pay Scales for Support Staff. Staff costs for Barrs Court Academy Trust are benchmarked with local special schools.

The premise forecast has been based on the school that we provide 'Financial Services' to, as The Beacon College would be, similar in size.

The educational resource forecast has been benchmarked against similar aspects of the curriculum that are currently run across Barrs Court Academy.

As detailed in D1, based on national and local data, we would expect to receive Bursary Grant for the students. This figure has not been included in the financial model as it would be used for individually who has been successful in the Bursary Application

Contingencies have been built in, at 1%,

A rolling programme has been included for IT and other assets, with a large investment built into year 4 and 5 to respond to the changing IT development and wear and tear of equipment.

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

- CEO
- Financial Management
- Human Resources and Payroll
- Health & Safety Management
- Facilities & Business Operation Management
- IT Network Management
- Legal and Risk Management
- Governance

Section G – budget planning and affordability

- Safeguarding
- GDPR
- Employability Lead (for the first year)

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

Change in Specification by Herefordshire Council - The specification has recently been amended by Herefordshire Council, reducing pupil figures to:

Year 1	Year 2	Year 3	Year 4
17	34	50	50

Year 1 – Pupils are reduced by 3, which will result in a budget reduction of [REDACTED] - this would be addressed by reducing TA2 post by 0.5 and delaying employing one of the TA2 to year 2, reducing the hours of the HLTA & Work Experience TA and administrator, as well as reducing all other budgets to reflect 17 student rather than 20. Central Management costs would have to rise to 14% of the income for the year, to cover the cost of the MAT.

Year 2 – reduce by six, which will result in a budget reduction of [REDACTED], this would be addressed by delaying the employment of the 4th teacher to year 3, and delaying the employment of the additional TA original set for Year 2 to following year when the college would have 50 student.

Year 3 Increased by five, which will increase the budget by [REDACTED], we would place our original staffing structure for Year 4 into place in this year, to allow suitable pupil staff ratio.

Year 4 – would be minimal reduction and the following years are in line with The Beacons College having 50 pupils in place.

A financial template has been completed and is available for this budget.

Note – The financial template will only allow us to open the school in 2019, however the specification is for 2020.

