



Department
for Education

Special free school application form

Published: July 2017

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

BEDFORD SPECIAL FREE SCHOOL

Contents

The application form explained	3
Sections	3
Application checklist	5
Declaration	7
Completing the application form	9
Section A – applicant details (use Excel spread sheet)	9
Section B – outline of the school (use Excel spread sheet)	9
Section C – vision	10
Section D – education plan: part 1	14
Section D – education plan: part 2	15
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	15
D2 – measuring pupil performance effectively and setting challenging targets	30
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	34
D4 – the school will be welcoming to pupils of all faiths/world views and none	39
Section E – Evidence of consultation and demand	44
E1 - Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan	44
Section F – capacity and capability	46
F1 (a) Skills and experience of your team	46
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	58
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	65
Annexes	66

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 checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of consultation and demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>
11. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the department and one hard copy to the local authority?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

** 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

- the requirements outlined in the [application guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. 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: [REDACTED]

Position: [REDACTED] (please delete as appropriate)

Print name: [REDACTED]

Date:

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

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

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

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

Bedford Special Free School

Our application is in response to a request submitted by Bedford Borough Council for a new Special Free School, accepting 200 pupils from nursery age to 19 with Complex Learning Disabilities, including Autism.

About Us

We are the Bedford Inclusive Learning and Training Trust (BILTT), which currently includes Greys Education Centre, an Alternative Provision Academy, St. John's Special School and Grange Academy. Both St. John's and Grange are Academy Special Converters and educate similar pupils to those due to attend the proposed new free school. For the purposes of this bid we are also working in partnership with the Challenger Trust.

We are a group local to Bedford, already delivering a combination of 'outstanding' and 'good', special schools and alternative provision. Our vision is to maintain our already high standards and build a partnership of schools that will provide outstanding outcomes for our very special cohort of young people, both inside the classroom and in the wider community.

Key Features

In keeping with the specification provided by Bedford Borough Council, we intend to open the Bedford Special Free School in September 2018 beginning with 86 learners with an Education, Health and Care Plan (EHCP) naming the school. We expect nearly all the referrals to come from Bedford, with the possibility of Central Bedfordshire and Milton Keynes also commissioning some places.

The school will be open daily to pupils from 9am to 3.30pm. To deliver high quality learning, we plan to adopt an average group size of 10 pupils, amounting to 20 classes overall, with each led by a teacher and a teaching assistant. Additional

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

therapeutic and learning support will be available from a dedicated team, offering a range of therapeutic interventions.

Expectations will be high and we intend to use the expertise from the trust to ensure progress, for the majority of learners, is significantly better than expected across all phases. Towards the older age groups, all pupils will have access to public examinations and qualifications, and we want 100% of pupils to be involved in education, employment or training when they leave us due to the excellent transition planning and person-centred reviews on offer. This, we believe, will provide the best opportunities for learners to reach their aspirations, maximise their independence and potential to contribute to their local communities and society as a whole.

This new special free school will be part of a successful multi-academy trust and so will enjoy the benefits of working with already established successful organisations. The trustees will oversee the development of the school and almost all 'back office' functions will be undertaken by the trust's central team to enable the leadership of the new free school to focus on delivering high standard of education, together with significantly improved personal and academic achievements.

Vision & Values

Our absolute focus as a trust is on world class, personalised provision, delivered by highly trained, skilled, knowledgeable and dedicated teams of professionals who are relentless in their pursuit of excellence.

We believe in a culture that is inwardly reflective and outward looking with a clear emphasis on building strong capacity to deliver excellence in all its forms. To this end we are dedicated to the training and development of our teams to ensure up-to-date knowledge and skills so that they are able to deliver the very best outcomes for our young people, families and carers and the wider community. This emphasis on widening and broadening skills extends to all our partners in the community.

Our key values are:

- Integrity
- Partnership
- Community
- Knowledge
- Growth

Our key aims towards all our pupils are to:

- Provide a safe, healthy and happy school environment

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

- Value and respect all pupils, parents and staff
- Provide meaningful and motivating learning opportunities via a relevant curriculum
- Ensure that all pupils receive personalised learning for their individual needs
- Develop personalised communication forms to assist understanding and self-expression
- Promote positive self-esteem and respect for others
- Encourage pupils to express preferences, make choices and engage in decision making
- Work with families, professionals and staff as a team to meet the individual needs of each pupil
- Work in partnership with other schools & organisations to develop inclusion opportunities

We are dedicated to ensuring our schools' core curriculum, governance, leadership and communications serve to support these values. We want our schools to be places of excellence, but recognise the journey does not stop at the school gate. We also intend, therefore, to prepare our learners for life beyond school, which includes independent living and the ability to contribute to society.

Our 'family' of schools already provides for pupils with complex learning needs including PMLD, SLD, SEMH, MLD and ASC, from early years to the age of 19. We have now, with Challenger, also formed strong links with mainstream provision.

We envisage that this new free school will be the very heart of a local, national and international 'centre of excellence', which combines health, social care and education on a co-located site that is big enough to realise the 'broader vision' of a 'Village for Life'. If this bid is successful we hope to encourage investment from businesses and charities to create, over a period of time, a 'village feel' in terms of architecture and landscaping. We hope, with a sizeable space of over 6 hectares (land currently owned by Challenger at Robert Bruce) to develop other mainstream provision, SEMH provision, post-16 and FE pupils across a spectrum of need and encourages businesses to open facilities. One such facility could be a café run and delivered by pupils as part of a recognised franchise. There would also be outreach and training facilities for teachers and support staff – the vision here is to become a national centre of excellence for training and professional development. BILTT has already created strong links with Bedford University – [REDACTED]

[REDACTED] – and we are developing

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

strong links with SEMLEP and small businesses in the community.

To make best use of specialist resources, we would also be looking at the possibility of providing for some pupils at Grange and St. John's. There are currently some significant capacity issues on both sites and more flexible provisioning for these pupils would improve capacity in the Borough. We are also conscious of ensuring the new special free school is able to encourage some families back into the Borough by providing for high-end complex needs (which may be those pupils with significant autism and behaviour issues). As well as this, the trust would welcome discussion around the provision of additional respite care. We have already asked the authority what this may look like and our recent consultation with families has made it clear that this is an additional need.

Finally, a strong element of our strategic outlook is to develop further our 'outreach' provisions and the ability to deliver training to mainstream as well as special school colleagues. We have already developed strategies for support in a variety of provisions and would like to see stronger links with local teaching schools and the university in order to develop nationally recognised accreditation for teachers and support staff. We hope, if the 'Village for Life' concept is realised, that such training can be developed in partnership with local businesses, Health and Social Care professionals. We truly believe that, if successful, the space at Robert Bruce, the new special free school, the co-location of business, health and social care, links with Bedford University and teaching schools, will enable the realisation of a real 'hot-bed' of creative thought and innovation around the whole SEND agenda. BILTT has been working on laying the foundations for this for a considerable amount of time and it is an agenda we are committed to because we believe this will impact significantly on the outcomes for young people and the support their families and carers receive.

Section D – education plan: part 1

Please:

- use the table below; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

In the table below, please provide the proposed place numbers in each year group at the point of opening and an explanation of how place numbers will build up over time. Please add additional rows/columns if appropriate. If you are proposing more than one school, you will need to complete a separate table for each.

Please leave earlier year columns blank if they are not relevant.

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023
Nursery		10	10	20	20	20	20
Reception		14	14	14	14	14	14
Year 1		0	14	14	14	14	14
Year 2		0	0	14	14	14	14
Year 3		14	14	14	14	14	14
Year 4		0	14	14	14	14	14
Year 5		14	14	14	14	14	14
Year 6		0	14	14	14	14	14
Year 7		14	14	14	14	14	14
Year 8		0	14	14	14	14	14
Year 9		14	14	14	14	14	14
Year 10		0	14	14	14	14	14
Year 11		0	0	14	14	14	14
Year 12		6	6	6	6	6	6
Year 13		0	6	6	6	6	6
Totals		86	172	200	200	200	200

Section D – education plan: part 2

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

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

Please use the table below.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Early Years			
Personal Social and Emotional development	Hours are flexibly allocated mornings and afternoons	Mandatory	The EYFS curriculum will follow the development matters areas alongside IEP/EHCP outcomes and is focussed around these main areas in structured curriculum and in continuous curriculum. Structured phonics and numeracy sessions offered when appropriate The timetable will have a structured “subject” activity based on a focus at 11am and 2pm each day. The continuous curriculum then supports the learning. Children will have experience the Prime Areas - eg daily phonics, speaking and listening, reading and Mathematics either within structured activities or within the continuous curriculum. We will use observation of learning to plan environment and next steps daily - free flow opportunities during the day with structured activities at 11:00 and 2:00 (circle time and snack in addition to this) - focused ‘subject’ only as appropriate
Physical Development		Mandatory	
Communication and Language		Mandatory	
Literacy		Mandatory	
Mathematics		Mandatory	
Knowledge and Understanding of the World		Mandatory	
Creative Development		Mandatory	
	25.00		

Primary (Lower)			
English	5.00	Mandatory	For KS 1 on, this is a broad overview of curriculum subjects. Pupils will always be given a curriculum which is personalised and reflective of emotional maturity, cognition and interests. See the Milestone section to explain how our pupils will access our curriculum. The curriculum will be wound round the child.
Maths	5.00	Mandatory	
Science	3.00	Mandatory	
ICT	2.00	Mandatory	
Humanities	2.00	Mandatory	
PSHE	2.00	Mandatory	
PE	2.00	Mandatory	
Art/Design/Food	2.00	Mandatory	
Music	2.00	Mandatory	
	25.00		
KS3 (Upper)			
English	5.00	Mandatory	
Maths	5.00	Mandatory	
Science	3.00	Mandatory	
Art/Design/Food	5.00	Mandatory	
Physical Education	3.00	Mandatory	
ICT	2.00	Mandatory	
Humanities	2.00	Mandatory	
Total	25.00		
KS4 (Upper)			
English (GCSE)	5.00	Mandatory	
Maths (GCSE)	5.00	Mandatory	
Science (GCSE)	5.00	Mandatory	Single or Double
Physical Education	2.00	Mandatory	
Food (GCSE)	4.00	Option (2 Total)	
Art (GCSE)	4.00	Option (2 Total)	
P.E. (GCSE)	4.00	Option (2 Total)	
F.E. College (L2)	5.00	Option (2 Total)	
Total	25.00		
6th Form			GCSE/Level 2/3
Maths	5.00	Option (5 Total)	
English	5.00	Option (5 Total)	

Science	5.00	Option (5 Total)	
Health and fitness	5.00	Option (5 Total)	
Music production	5.00	Option (5 Total)	
Motor vehicle	5.00	Option (5 Total)	
Hairdressing	5.00	Option (5 Total)	
Construction	5.00	Option (5 Total)	
Catering/Hospitality	5.00	Option (5 Total)	
Work Placement	5 days	Mandatory	
Mentoring	1.00	Mandatory	
Total	26.00		

[Add more lines as appropriate]

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

Pupil Intake

Almost all our intake will fall into the broad category of **Complex Learning Difficulties and Disabilities (CLDD)**. As a trust, we have direct and current experience of catering for pupils with CLDD, alongside a range of other issues. Our experience determines that these children and young people have conditions that co-exist, overlap and interlock, creating a complex profile. We believe the co-occurring and compounding nature of complex learning difficulties requires a personalised learning pathway that recognises children and young people's unique and changing learning patterns. Children and young people with CLDD present with a range of issues and combination of layered needs, e.g. mental health, relationships, behavioural, physical, medical, sensory, communication and cognitive. We recognise, therefore, that they need informed specific support and strategies, which may include transdisciplinary input to engage effectively in the learning process and to participate actively in classroom activities and the wider community. We know their attainments may be inconsistent, presenting an atypical or uneven profile, and in the school setting learners may be working at any educational level, from the upper layers of GCSE to P scales.

Within the classification of CLDD, there will be pupils that might also be identified as follows:

Some of our pupils will have **Severe Learning Difficulties (SLD)**. Pupils with SLD have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and coordination, communication and perception, and the

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

acquisition of self-help skills. Pupils with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols, but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers.

A few admissions may also include pupils with **Profound and Multiple Learning Difficulties (PMLD)**. Pupils with PMLD have complex learning needs which, in addition to very severe learning difficulties, will include other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Pupils with PMLD require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, and others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers.

A large proportion of our intake will be pupils who have **Autistic Spectrum Disorder (ASD)**. Pupils with ASD find it difficult to understand and use non-verbal and verbal communication or fully understand social behaviour, which affects their ability to interact with children and adults. They also think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities. Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. They may have difficulty in understanding the communication of others and in developing effective communication themselves, with many being delayed in learning to speak or never developing meaningful speech. They are often literal thinkers and fail to understand social context. They can experience high levels of stress and anxiety in settings that do not meet their needs or when routines are changed, which can lead to inappropriate and/or challenging behaviour.

Finally, it is likely that the school will also be admitting some pupils with **Moderate Learning Difficulty (MLD)**. Pupils with MLD will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Pupils with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Curriculum Principles

Bedford Special Free School's principle purpose will be to provide pupils with the

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

required skills, knowledge and understanding in preparation for their effective inclusion into the wider community and ultimately into adult life.

Our curriculum will reflect the knowledge we have of pupils with the above needs and we have devised a curriculum that directly meets these, based on the imperative to help learners progress within their EHCP objectives. We will create a broad, balanced, inspiring and vibrant curriculum, therefore, which we see as a means to develop the full potential of everyone within our community. Essentially, we will aim to enable all pupils to:

- Flourish in a happy, secure and caring environment where pupils and adults work hard and a school community is created which supports all of its members.
- Develop aspirational and realistic education and life goals and the skills for adult life at their level, according to their need.
- Achieve their full potential through being provided with consistently outstanding learning support. As a result, pupils progress extremely well from their different starting points, attain relevant qualifications, and move very successfully to the next stage of their education.
- Use and develop literacy and numeracy skills across the whole curriculum at the level that is possible for them.
- Access the National Curriculum and religious education (when appropriate for their needs, within a broad, balanced, differentiated, and relevant curriculum.
- Develop self-confidence, self-awareness, self-help and independence skills and some understanding of how to be a successful independent learner. This includes successfully acquiring the skills to manage their own feelings and behaviour, and relate to others well through continued spiritual, moral, social and cultural development.
- Be free from bullying and discrimination and thrive in a learning environment rich in fairness and equality where they are safe from all forms of abuse, including radicalisation and extremism.
- Grow with sound knowledge and understanding about keeping themselves healthy, both emotionally and physically, including through exercising and healthy eating.
- Achieve good personal development and a secure understanding of British values, so that they are well prepared to respect others and contribute to wider society in Britain.

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

- Develop employability skills and skills for adulthood so that they are well prepared to make choices about the next stage of their education, employment, or training on the basis of impartial careers advice and guidance

Furthermore, the strength of the school will lie in the outstanding quality of its multi-professional staff and commitment to team-work in meeting the communication and interaction needs of pupils. Our vision is reflected in the school's proposed mission statement of 'achieving together.' This means staff will work together to increase pupil self-awareness, self-confidence, self-esteem and self-respect which emerges from the development of communicative competence. Communication by definition develops through interaction with others. Sensitive teaching, resting on a pupil centred approach promotes awareness of and respect for others.

Teaching will be highly motivating, engaging and interactive in order to ensure pupil presence, participation and progression. The physical, sensory and expressive strands of the curriculum provide the ideal medium through which we will teach communication skills. The creative curriculum provides the purpose, the means and the intrinsically human reward of communication.

Curriculum Planning

Our curriculum and provision will be centred around the needs of the pupils to help them progress in their key areas. The curriculum will be pupil-centred. The curriculum in general terms will include all the opportunities for teaching and learning offered by the school. More specifically the curriculum sets out what the pupils will be taught and the opportunities and support provided to secure their learning of specific skills, knowledge and understanding.

The curriculum in any school should support a framework through which teaching and learning takes place. In many schools, however, teachers feel pressured to firstly secure coverage of subject content and secondly to teach towards the associated assessments in order to evidence pupil progress and by the same token demonstrate professional accountability. As Rose and Howley (2001) note, curriculum is commonly synonymous with content and with little consideration given to essential underlying learning processes and underpinning pedagogical practices. We contend that a competitive climate concerned with measuring effectiveness in terms of narrow academic achievement in a limited number of subjects is non-conducive to good education.

However, we recognise that our students will require a good a grounding as possible in the basic skills of Mathematics, Communication and Literacy and we will use the best of mainstream and special school practice to achieve this. We have staff and leaders who have the ability to combine these approaches. We will be first and

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

foremost a “school” where pupils will continue a broad and balanced education, within their capabilities, with the goal that they will be able to live a fruitful life, as independently as possible, as an adult. There will be an emphasis on placing basic skills in the context of vocational learning. Vocational Learning will be given a high priority; we will appoint a Strategy Lead for Vocational Learning.

Teaching and learning will be more than the delivery of a subject based and compartmentalised curriculum. The complex needs of our pupils will not be met through a curriculum that consists of simply converting National Curriculum descriptors or ‘P’ scale indicators. Our pupils will learn well within a framework constructed of targeted learning objectives based on a personalised individual education plan (IEP) reflecting priority areas of learning (PALS), including communication, language and literacy (CLL), problem-solving, reasoning and numeracy (PRN), personal, social and emotional development (PSED), and physical development (PD).

The curriculum will be the framework for functional teaching and learning and serves to assist pupils to see themselves as effective learners. At the centre of the curriculum will be the process of enabling pupils to interact with others in order to communicate.

Curriculum design and delivery will promote learning under three broad headings:

- Well-being
- Work skills
- World knowledge

Well-being relates to personal care and the development of self. Work skills include the development of positive attitude towards learning, problem-solving and team skills. World knowledge provides purpose and relevance to the subjects of the National Curriculum.

We support the position held by Imray and Hinchcliffe (2014),

“... if the curriculum is appropriate and meets pupils’ needs, pupil progress should be clear, achievable and quantifiably measurable.”

Content

Across each phase and aspect of learning the curriculum content will contain progression pathways across the curriculum, punctuated by milestones (Chris Quigley Curriculum), that are commensurate to pupils’ cognitive abilities, needs and interest. These would fall in to broad bands, but with overlap between the milestones. To continue the analogy, to ensure progress can occur towards these milestones, precise planning and a vibrant curriculum experience will allow these to be broken

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

down further into Pebbles, Gravel, Sand (possibly dust!). The learning pathways will be available to pupils, whichever stage they are in the pathways. We recognise that our learners often have quite spiky profiles and skills so may not show the same competencies across every area.

Broadly the pathways will follow the EHCP headings: Cognition and Learning (Academic); Communication and Interaction; Social, Emotional and Mental Health; Physical and Sensory (including PE) and an additional route – Self-help and Independence. Our goal is to ensure that each young person leaves the new free school equipped and supported with the best tools, experiences and skills for an independent and meaningful adult life.

The Cognition and Learning route will take pupils as far along the National Curriculum Stages as they are able to go in accordance with the following structures:

Milestone 1: PMLD – P scales 1 to 3 – Assessment – Quest for Learning

Milestone 2: EYFS Curriculum – P 3 to 8 – Assessment – 2buildaprofile - ELG

Milestone 3: National Curriculum – P8 to Stage 2 (Year 2) – Age related expectations

Milestone 4: National Curriculum – End Stage 2 to end Stage 4 – Age-related Expectations – Y2 SAT

Milestone 5: National Curriculum – End Stage 4 to end Stage 6 – ARE – Year 6 SAT

Milestone 6: National Curriculum – End Stage 6 to End Stage 9 - ARE

Milestone 7: National Curriculum – End Stage 9 to end Stage 11 (Year 11 equivalent) - GCSE

The Specialist Setting will be arranged as follows;

- Early Years
- Lower (KS1)
- Middle (KS2)
- Senior (KS3)
- FE/SixthForm

Structure of the Day

To illustrate our curriculum, we have set out what we think will be a typical day in the life of a pupil attending our Middle School programme...

8:00 – 8.45: *Preparation for learning, staff drop ins for CPD (ICT, Signing,*

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

Sensory Stories, Safeguarding) Teachers and SEND Professionals meet to share learning and activity plans, pupil information and set up the learning spaces

9:00: *Teachers and support staff assemble to meet and greet pupils in the Hall as they arrive from home or Transport*

9.10 – 9.30: *Pupils arrive in school, are welcomed and move down to their Learning Zones. Activities suitable for the pupils will be laid out or on offer. Pupils may do sensory circuits/physio/transfers or their physical programmes in a challenging and exciting outdoor playground, or rumpus room. This will be directed by the Physical Targets on their EHCP. Communication books will be shared with staff. PECs books to support Communication will be ready*

9.30 – 10.00: *Class welcome, social time, circle time, stowing of belongings, timetable for the day, set up visual timetables etc.*

10.00 – 10.30: *Curriculum Time – Maths and/or functional number skills – practice skills Pupils will usually be supported in small groups or individually. They may have a series of TEACHH tasks to do in a booth. Every SENDP will be clear on the expected learning from activities and concepts and how the learning fits into the overall IEP and curricular targets. They will also know the pupil's Sensory, Behaviour and Learning profile very well in order to best support the learning, emotions, social and physical needs of the pupil. Self-help and independence skills will be key.*

10:30: *Snack time – this is a crucial time to develop communication skills. PECs books and signing will support this activity*

10.45: *Curriculum Time – English – Phonics – Soundwrite activities*

11.15: *Curriculum time – English – Reading – Sensory Story*

11.45: *Sensory circuits – Get ready for lunch club*

12.00: *Lunchtime MSAs arrive – Lunchtime club games set up to develop social skills*

12.30: *Lunch in the Hall*

13:00: *Outside Play facilitated by MSAs guiding and developing play. Each MSa will also know each pupil's profile – sensory play, sand, parachute, bubbles*

13:30: *Afternoon Session begins: meet and greet, visual timetables for the afternoon, Circle time. Topic*

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

Teaching

Teaching is the practice through which we assist pupils to engage with their learning. We believe it is much more than simply exposing pupils to an educational activity or experience and hoping for the best.

“Teaching is a continuous process of interaction between the teacher and the pupil in which the teacher provides a dynamic framework which moves the pupil towards an objective.” (Kiernan 1981)

Teaching Approaches

Our teaching approaches will be concerned with how we teach and not what we teach. Teaching at the new free school will be influenced essentially by two major approaches; the behaviourist and the interactionist.

The theoretical basis of the **behaviourist approach** to teaching lies in behavioural psychology. The behaviourist approach to teaching can help all pupils learn new skills and knowledge and is not restricted to those with learning difficulties.

The behaviourist approach assumes that behaviour does not occur in isolation. Factors such as setting conditions, antecedents and consequences influence the way we all behave and learn. Through careful observation, analysis and meticulous manipulation of these environmental factors it is possible to plan teaching and learning in a systematic way.

There are essential behavioural teaching strategies such as task analysis, prompting, modelling, fading, shaping and reinforcement which, used skilfully, can assist pupil learning in one-to-one or small group settings.

Fundamental to behavioural teaching is setting clear targets so all involved know what the pupil should be doing when the pre-determined learning has taken place. Related to this is the need to accurately assess the pupil's current level of competence and to break learning tasks down into achievable steps.

The **behaviourist approach** advantages:

- Highly effective when teaching new skills at the acquisition stage of learning.
- Particularly suitable for teaching practical and functional skills such as dressing as well as early literacy and numeracy skills.
- Most efficient within individual one - to - one, paired and small group settings.
- Reduces environmental distraction and provides sharp clarity of shared focus within the teaching activity for both pupil and teacher.
- Enhances consistency and coherence of attitude and approach within the class

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

teaching team.

The theoretical basis of the **interactionist approach** to teaching lies in cognitive psychology and is influenced particularly by the work on parent/child interaction during the early years of life. During this period, the child is a proactive participant in the learning process and influences the behaviour of the adult. The child is not a passive recipient of adult instruction and learning is rooted in a social context. Teaching and learning is by definition an activity of social reciprocity.

Interactive teaching attempts to reproduce strategies, which are used intuitively in normal parent/child interactions in order to capitalise on the natural way we all learn. This approach to teaching and learning can take place in a variety of settings including individualised one-to-one, thematic class based activities or within a community context.

The interactionist approach does not rely on systematic teaching strategies or pre-determined pupil learning outcomes. Instead the teacher creates environments which motivate pupils to learn through spontaneous socialising with others and exploration of the classroom. The teacher's role is to encourage pupil engagement with learning by sensitively identifying and reliably responding to pupil cues. This approach can appear to the observer as unstructured, however, detailed pupil assessment and creative planning is essential in order to produce a classroom climate conducive to effective teaching and learning.

The **interactionist approach** advantages:

- It is the natural way to learn and is reflected in the home and other community environments. (Farrell 1997)
- Allows for pupil initiated and pupil maintained activity and may lead to unintended but desirable learning outcomes. (Collis & Lacey 1996)
- Helps pupils to transfer their learning to different settings and encourages problem-solving and experimentation to apply knowledge in different ways.
- Pupils learn social communication skills more effectively through interaction with others than through adult initiated and controlled teaching.

Teaching Strategies

Teaching strategies are the intended interventions we use to engage pupils directly with the process of learning. General and specialist teaching strategies bridge the gap between the pupil and the learning activity.

Throughout each day in the new free school, teachers will use a variety of **general strategies** such as explanation, exploration, demonstration, discussion, imitation,

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

investigation etc. We expect teachers choose strategies based on factors such as the nature of the activity; number, age, ability and behaviour of the pupils in the class; and access to human and physical resources and accommodation.

A set of skilfully selected strategies will support a well organised and managed classroom in which all pupils at all times engage with a balanced timetable of motivating activities matched to their individually assessed needs.

At the stage of strategy selection, the teacher will be expected to:

- Adapt, differentiate and deliver schemes of work to ensure that a group of pupils actively engage with learning.
- Identify and integrate targets from pupils' IEPs into an activity based or subject focussed teaching and learning plan.
- Select and use environments, equipment and resources effectively with due regard to session content and pupil age, ability and interest.
- Involve and deploy staff in support of pupil learning.
- Organise and group pupils in a variety of ways.
- Create opportunities and methods whereby pupil progress and engagement with learning is assessed and recorded in relation to targets within both the IEP and the teaching and learning plan.

Given the diversity and increasing complexity of the special school pupil population (Carpenter et al 2010) teachers at the new free school, in addition to general strategies, will also be expected to employ a range of **specialist strategies**.

Specialist teaching strategies and interventions are designed to absorb a particular learning style associated with a discrete disability group, or developed to promote a specific teaching and learning intention. Such strategies are essentially informed by the behavioural and interactive approaches to teaching and may include:

- Behavioural strategies – we will have a specialist Behaviour Support Team (BST)
- Intensive Interaction
- Picture exchange Communication systems (PECS)
- Rebound Therapy
- Sensory Circuits
- Sherborne Developmental Movement

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

- Sign Supported English (SSE)
- Social Stories
- Structured Teaching (TEACHH)
- Tactile approach to communication (TAC PAC)

In employing a carefully selected set of specialist strategies and interventions we aim to achieve:

- Confidence in that the selected strategies are rooted in evidence and have proven efficacy in the specialist setting.
- Commitment to sharing good practice and refining strategies in collaboration through structured discussion and deliberation.
- Consistency of teaching practice across the school.

Therapeutic support

Therapeutic support will be available in partnership with the trust's Music Therapy Team, Health, the Nursing Team, CAMHS workers, Occupational Therapy, Physiotherapy, Rebound Therapy Professionals and Sherborne-trained staff. In addition, our aim will be to embed therapeutic strategies, under the leadership of our strategy leads, across all classes in the school so that every child who needs it will have access to the therapeutic support that they need (within the limits of our own resources). For example, there is significant expertise in St John's: a comprehensive CPD programme and Induction programme (which we would replicate at the new school) would ensure that all the staff are highly trained and confident in use of specialist strategies. 3 teachers have a Masters in ASD and others comprise decades of experience alongside an established CPD and Outreach framework, so we would be able to share and instigate this kind of expertise or support development of these in the Free Special School. We would be able to replicate these established systems and structures in this new setting.

Admissions

All referrals to Bedford Special Free School will come from commissioners, which in most cases will be a local authority (LA) via a statement or EHCP naming the school. Agreement may also be reached with a commissioner to admit a pupil without an EHCP for the purpose of an assessment of their SEN. This will normally be time limited and culminate in either an EHCP naming the new free school or a managed transfer to another provider.

Before naming the new free school in an EHCP, it is expected that the LA will consult with us, via the head teacher, in line with their statutory obligations. The school will

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

normally advise the LA on the suitability of the school provision and, having taken all views into account, the LA will then decide whether to name the school in the EHCP. If the school is named then we will plan to admit accordingly.

Induction

Set out below are our intended stages of induction. The duration of each will depend on the responsiveness of the pupil and an ongoing assessment of need.

- Once the referral has been received Staff will review paperwork and go out to visit the young person in their setting. It is anticipated that pupils will be Band 3 or above.
- Detailed discussions will take place with Parents/Carers/Professionals and current settings to assess suitability and best placement
- Transition visits will be arranged leading to successful integration into a class suitable for the child.

Transition

Onward transition planning is embedded in provision with specialist staff attending annual reviews. Where a young person reaches a stage where they are ready to progress to another setting, training and/or employment, we will seek to support them in a similar way to the induction steps as outlined above. The "Village for Life" will provide wider options: including vocational and other onward paths. Transition should also be a key part of school life and pupil planning. This will be matched to pupil needs

A transition meeting will be set up with parents and professionals, and paperwork and assessments collated to provide an objective evidence base. There will be a programme of visits and liaison with a view to moving settings when all parties are in agreement and the pupil is ready. Person-centred reviews are a crucial tool; they give the young person autonomy and choice with their next steps.

Safeguarding

At Bedford Special Free School, we recognise it will be our statutory duty to safeguard and promote the welfare of our learners and that they have a fundamental right to be protected from harm. Through our day-to-day contact with pupils, we will be particularly well placed to observe outward signs of abuse, changes in behaviour and signs of failure to thrive. Our new free school will be committed to implementing a policy, which follows the guidelines of the Local Safeguarding Children Board and the following principles:

- Children have the right to protection from neglect, physical, emotional and

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

sexual abuse.

- All citizens, as well as professionals, have a responsibility for the protection of children and for reporting concerns about a child's welfare or safety.
- The well-being of the child is the paramount consideration in all protection work.
- In any conflict between the needs of the child and those of the parents/carers, the needs of the child must be put first.
- Children must be listened to and taken seriously, whatever their level of development or communication.
- Children's wishes and feelings must be taken into account; children will be involved in decisions about their future in ways appropriate to their age and understanding.
- Work with children should be sensitive to the child as an individual with particular needs and circumstances.
- All children will be treated with respect and accorded full civil and legal rights.
- Each child and family is unique with differing experiences, circumstances and perspectives.
- Professionals concerned with child protection investigations must make every effort to identify and ameliorate any disadvantage arising from ethnic origin, culture, religion, language, gender, sexual orientation, class, disability or age.
- Particular attention should be paid to the vulnerability of children with a disability, special needs or communication difficulties.

We will also be committed to safer recruitment and selection procedures to ensure that all staff and volunteers have been appropriately screened prior to appointment, and to the provision of appropriate child protection training both through the staff induction programme and continuing professional development opportunities.

Behaviour

With social, mental and emotional health representing a significant need we would have already been in close contact with Parents/carers and other professionals. Home School Liaison will be very close through the Home/School diary. We would invite the Behaviour Support Team to become involved and they would observe the young person in various settings, offer advice and monitor. If behaviour continued to a concern, a Behaviour Support Plan would be put in place, with cooperation from professionals, parents and carers and all staff. This would be monitored and

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

reviewed. There is significant expertise in our teams in management of pupils with Sensory Integration Disorders, including Autism, but also Social, Emotional and Mental Health. We could use these to train and support colleagues at the new free school.

Attendance

We know from national and local data that a high proportion of children and young people have low attendance. Attendance at our current schools is good because our young people enjoy coming to school and often can't wait for the holidays to end. This is because provision would be so closely matched to pupil need that this would help them to feel secure support emotional wellbeing and confidence. Pupils with poor attendance would receive support from professionals including Health and School Staff.

D2 – measuring pupil performance effectively and setting challenging targets

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

Please:

- use the space provided below; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

Targets

We expect to respond to a range of key performance indicators, including levels of academic attainment and progress, through to satisfaction indicators and organisational responses. Set out below are a sample of these, which will be sharpened as the school moves towards opening.

- All pupils to be involved in education, employment or training when they leave Bedford Special Free School, due to excellent transition planning and person-centred reviews.
- All lessons, across all ages and phases, to be judged good or outstanding, with the majority outstanding.

D2 – measuring pupil performance effectively and setting challenging targets

- All pupils to make good or outstanding progress, relative to their starting points, in their personal, social, emotional and academic development, across all aspects of school life.
- All learners with identified GCSE potential will pursue GCSE qualifications.
- All learners with identified GCSE potential in Maths and English will gain a GCSE pass (1-9) in Maths and English.
- While the typical cognition within year groups varies, the following broad aspiration will be followed. 50% of learners with identified GCSE potential, to gain 5 GCSE passes (1-9) or the equivalent (inc. English and Maths) with support plans in place for the remainder.
- We plan to offer all pupils courses and attainment which are challenging and achievable. These could be vocational but all achievement will be recognised and celebrated.
- We will expect families and pupils to achieve 100% attendance and, where it is lower, there will be sound reasons why it is not higher. Support systems will be implemented.
- Pupils from vulnerable groups will make similar, or better progress than their peers. There will be no gap.
- Staff wellbeing surveys will show a high degree of personal and professional satisfaction due to clear communication, expectations and support given
- Pupil and parent voice will be strong and will shape the direction of Bedford Free School. There will be evidence of this in School Self Evaluation
- Behaviour will be excellent and when there are issues, these will be well-managed with good outcomes.

Progress

Mainstream educators rely on models of both curriculum and assessment designed for pupils who follow a normative pattern of development in terms of intellectual, physical and social/emotional growth. Pupils who present with severe and complex learning difficulties do not follow typical patterns of learning. At St. John's school, which will be part of the same trust, we use assessment that identifies subtle and unique aspects of pupil learning and deliberately defines such as progress. To ensure that teachers are clear on professional expectations we will use our combined Specialist Teacher and DfE Teacher Standards to ensure that pupil progress is maximised.

We perceive pupil progress in three ways:

D2 – measuring pupil performance effectively and setting challenging targets

- **Linear** - the pupil progresses up the hierarchical levels of learning. Pace may be delayed but the pupil follows the normative route.
- **Lateral** - the pupil remains at the same level of learning but will demonstrate an earlier acquired skill in a different way or under differing conditions.
- **Latent** - the pupil with, for example a degenerative physical or damaging psychological condition will maintain or sustain an earlier acquired skill or ability. In this sense progress is a reduced rate of regression.

Assessing pupil progress as described will significantly shape the purpose and practice of teaching. Inherent within this position is the underlying assumption that our pupils generally do not learn incidentally.

Baseline Assessment, Tracking & Monitoring

Bedford Special Free School will complete baseline assessments on entry so that progress can be tracked from that point. We will use the 4 EHCP targets plus a judgement on Self-Help and Independence as a framework. To record and evidence progress we will use 'To Build a Profile' and an established system of 'Pupil Progress Tracking' used currently at St John's, which has been commended in Local Authority moderation activities for its thoroughness and accuracy. Any assessments will be moderated. We already have a system of cross class, and cross school moderation.

We will use the Quest Materials for pupils currently presenting as P3 or below. Development Matters (EYFS) will assess pupils currently working between P4 and P8, with the intention that they will move towards the Early Learning Goals. Pupils successfully achieving the Early Learning Goals will move on to the National Curriculum Age-related Expectations though we will call them Stages. We will break all of the learning journeys towards the progress milestones into much smaller steps (or pebbles, perhaps gravel) as we need to celebrate and demonstrate the smallest steps of progress for our young people. However, we recognise that some pupils will have such complex needs that we may have to recreate, or adapt this system. The fundamental framework for assessment will be the EHCP targets.

Recording & Reporting

Monitoring will give both formative and summative information on pupils' progress and outcomes, quality of learning and teaching in the classrooms and on effectiveness of leadership and management. Behaviour, Safety and Welfare considerations will also be closely monitored for impact on pupil wellbeing and performance.

All pupils attending the new free school will have their academic and social progress recorded and monitored half termly, or more frequently if they have a behaviour plan or another difficulty. This data will be collated into termly progress and achievement

D2 – measuring pupil performance effectively and setting challenging targets

spreadsheets, which will record both attainment and progress against targets set. These will be aspirational, but based on sound knowledge of the pupils. We will then be required to report on pupil outcomes, both academic and personal, to all stakeholders. This will include Trust Board and Local Advisory Boards plus Local Authority and National bodies.

Staff Training & School Improvement

Teachers at Bedford Special Free School are expected to plan schemes of work charting long, medium and short term aims. These should engender a rich learning experience while enabling pupils to make progress with their EHCP targets. Planning should be flexible and respond to circumstances and assessment findings. By Key Stage 4 pupils will be pursuing a curriculum based on our Learning Intention Document (LID) which will set out an appropriate learning framework, personalised to each pupil. This will be designed to embed functional skills needed for independent or supported living. Teachers are expected to plan collaboratively, while involving their Learning Support Assistants in planning and assessment. They will share learning intentions clearly so that SSEM will show that all staff are clear why it is this learning intention today, how it fits into past achievement and what it will lead to. Planning will be monitored by senior leadership and informed by expertise from the Specialist Strategy Leads and Subject Leaders who will support with materials and ideas.

We have a strong reputation for the quality of our CPD and outreach training. Within our trust we employ a teacher coach and many of our teachers progress from our support staff through our 'Schools Direct Programme'. Our CPD is closely targeted to the needs of Trust School Development Plans and is, we believe, very good value for money. This is also linked to performance management.

All groups of staff at the new free school will receive precisely targeted training, which will be related to both individual and whole school need. Specialist teaching skills will be expected and evaluated through the BILTT system of TROLT We know this has strong impact because of staff surveys and current internal and external quality assurance in current settings. Staff evaluation of our external courses always show they have been highly impactful on pupil learning and progress. These include Autism Provision and Team Teach. We will also offer behaviour management to the new free school. Through being a three school MAT we ensure strong value and strong impact through harnessing training needs across all three schools. There is a strong commitment to succession planning and developing the next leaders. Everyone is seen as a leader of learning and distributive leadership is embedded through all layers of staff. Leadership training will continue to be a priority and we are committed to ensuring that staff achieve recognised awards eg NPQH, National Senco Advanced Award, NPQSL, NPQML, Achievement for All. This will be in

D2 – measuring pupil performance effectively and setting challenging targets

addition to commissioning our own leadership cpd to sustain healthy and effective leadership. Leadership wellbeing is a high priority, as is succession planning and growing our own leaders. We also have leadership roles within support staff.

The trust provides highly successful outreach to support colleagues in other schools and this is a model we would use in Bedford Special Free School. We currently access national training like NPQH and Advanced SENCo, but would be keen to develop ourselves even further into a regional hub of CPD excellence. Our current links with professionals are excellent. We are committed to continuing specialist training for staff and creating a specialist development framework for our learning support assistants. Some currently take the route into teaching, but we would like to offer more specialism as a route for progression in the new free school. This is in response to staff feedback, but also fits in well with our SDP. Not all want to be teachers. Three of our current teachers have MAs in Autism and we have specially trained staff at all levels in Intensive Interaction, Sherborne Movement, Rebound Therapy and Tac Pac. They coordinate our Special Interest Groups (SIGs) who meet monthly to share good practice and evaluate provision for groups. Subject Leaders and SLT drive CPD and SSEM within schools and we also access external training as required eg at the Bridge School in London, Local Borough courses, LSCB (our safeguarding lead is a trainer for LSCB).

All the BILTT school leaders have the school improvement experience, skills and commitment to be able replicate the evidently excellent systems, specialist support and quality first teaching in a new Special Free school. We have done it before and we have the capacity and skills to do this again.

The BILTT has had and well-evidenced impact on local special school improvement. For example, BILTT was integral in transforming Grange Academy from a school requiring improvement to one of good overall effectiveness. BILTT leaders have ensured that more Bedford children and young people with SEND can access good and outstanding provision through systematically increasing the number of places at their schools. Indeed, one of the drivers of the new free school bid is to provide more good and outstanding places to meet a burgeoning cross-borough demand.

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

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

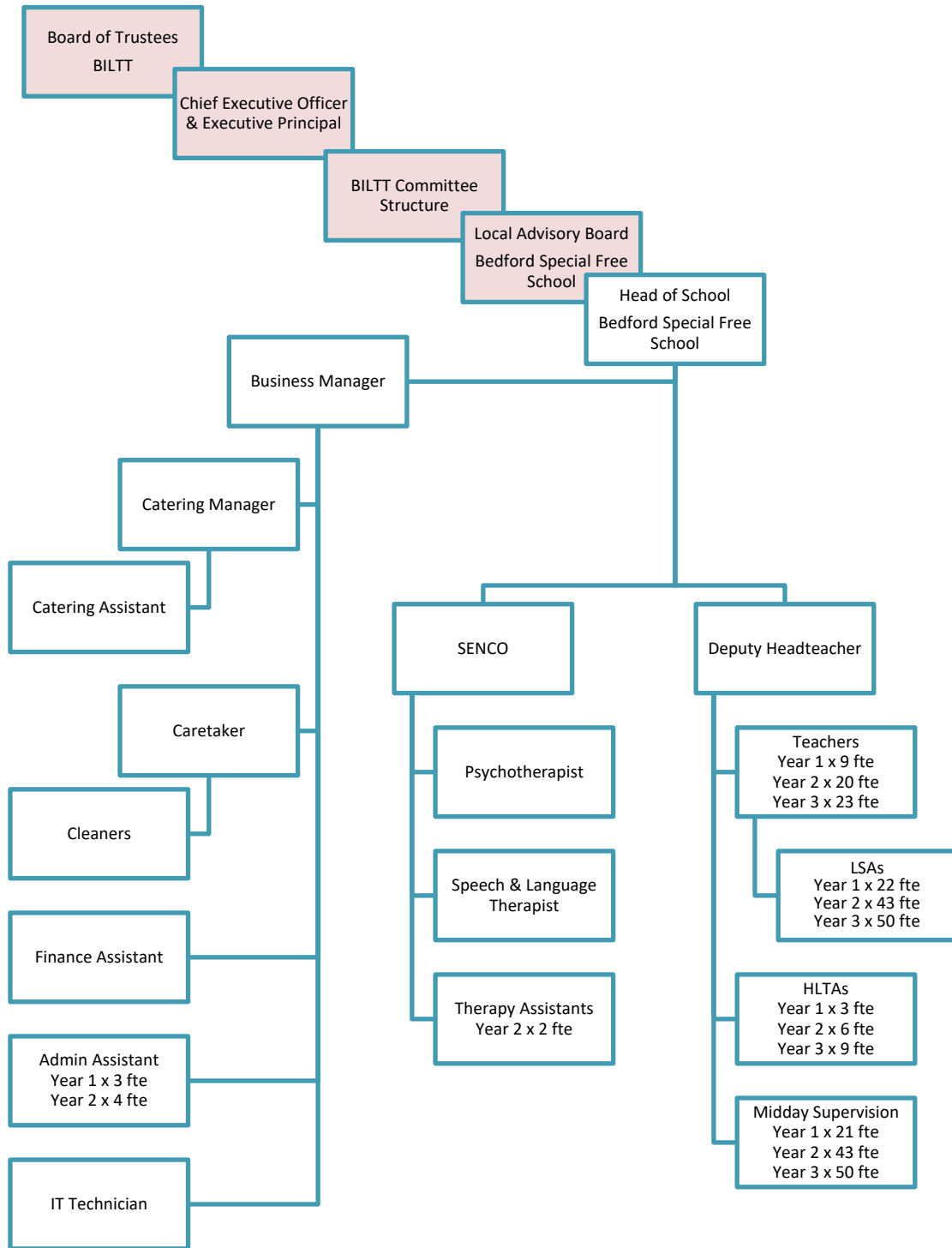
Please:

- use the space provided below; and

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

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

Organisational Chart



Staffing Strategy

Staffing at Bedford Special Free School will be structured into 3 core elements covering teaching and learning, pupil support and finance and administration. All aspects will be overseen by the Senior Leadership Team, supported by the Executive Principal.

Academic Curriculum

We expect to operate nominal class sizes of between 6 and 12 pupils depending on age, stage and complexity of need. Each class will be managed by a class teacher, supported by at least two permanent learning support assistants and 1 HLTA/Senior LSA per phase

Although we specifically refer to key stages and year groups below, to allow for maximum flexibility we will build classes and allocate staffing in line with the approach currently used at St. John's, where we broadly identify learners as Early Years, Lower (KS1), Middle (KS2), Senior (KS3 & 4) and FE/6th Form. This approach means that as pupils are accepted, we can quickly admit them into compatible groups without being constrained too much by age. Although this might mean pupils being educated alongside peers who are more than a year older, the personalised methods we intend to use, coupled with large amounts of adult support, means that no learner will be disadvantaged. Taking this information, and financial/pupil number forecasts from Bedford Borough into account, we expect to develop a class based model of academic support as follows:

2018/19

(86 pupils/11 classes/11 teachers + non-teaching Deputy & Head of School)

- 1 x Early Years Class (1 x 10 pupils) – 10
- 2 x Lower Phase – Key Stage 1 & Reception Classes (2 x 7 pupils) - 14
- 4 x Middle Phase – Key Stage 2 Classes (4 x 7/12 pupils) - 28
- 3 x Seniors Phase – Key Stage 3 Classes (3 x 9/10 pupils) – 27/28
- 1 x FE/Sixth-Form – Year 12 Class (1 x 6 pupils) - 6

2019/20

(172 pupils/22 classes/22 teachers + non-teaching Deputy & Head of School)

- 2 x Early Years Class (2 x 10 pupils) - 20
- 4 x Lower Phase – Key Stage 1 & Reception Classes (4 x 7 pupils) - 28
- 4 x Middle Phase – Key Stage 2 Classes Yr 3/4 (4 x 7/12 pupils) - 28
- 4 x Middle Phase – Key Stage 2 Classes Year 5/6 Classes (4 x 7/12 pupils) - 28
- 4 x Seniors Phase – Key Stage 3 Classes Year 7/8 (4 x 9/12 pupils) - 36

- 3 x Seniors Phase – Key Stage 3 Classes Year 9/10 (3 x 7/12 pupils) – 20/21
- 1 x FE/Sixth-Form – Year 12 Class (1 x 12 pupils) - 12

2020/21

(200 pupils/25 classes/ 25 teachers + non-teaching Deputy & Head of School)

- 2 x Early Years Class (2 x 10 pupils) - 20
- 5 x Lower Phase – Key Stage 1 & Reception Classes (5 x 8/10 pupils) – 40/50
- 4 x Middle Phase – Key Stage 2 Classes Yr 3/4 (4 x 7 pupils) - 28
- 4 x Middle Phase – Key Stage 2 Classes Year 5/6 Classes (4 x 7 pupils) - 28
- 4 x Seniors Phase – Key Stage 3 Classes Year 7/8 (4 x 9 pupils) - 36
- 3 x Seniors Phase – Key Stage 3 Classes Year 9/10 (3 x 7 pupils) - 21
- 2 x Seniors Phase – Key Stage 3 Classes Year 11 (2 x 7 pupils) - 14
- 1 x FE/Sixth-Form – Year 12 Class (2 x 6 pupils) – 12

Pupil Support

The likely profile of pupils attending Bedford Special Free School will include a range of mental health, relationship, behavioural, physical, medical, sensory, communication and cognitive issues, resulting in the need for mental health and substantial speech, language and communication concerns. With this in mind we want to our pupils to receive the very best specialist interventions, which is why we are proposing a team of skilled professionals, led by our SENCO and including a fully qualified Child Psychotherapist, a Speech and Language Therapist, and trained Therapy assistants. These staff will manage the induction process for pupils, their IEPs and reviews, as well as provide direct support during the normal teaching day through a process of withdrawal and classroom care. In addition, they will provide advice, guidance, training and support to all staff.

Leadership and Management

Bedford Special Free School will be part of BILTT, who will appoint a Local Advisory Board to support the head of school in monitoring the use of resources and ensuring excellent pupil progress. The finance, audit, premises and personnel functions will be led centrally by the trust through a committee structure, supported by staff working in the new school.

We propose to recruit the new head of Bedford Special Free School from an existing senior special school position. The head of school will have a delegated budget and will be accountable to the trustees, via the CEO/Executive Principal, for all outcomes. Similarly, he or she will oversee the development of the curriculum, appoint staff and take decisions on staff discipline, whilst at all times taking guidance from the local

advisory board and seeking ultimate approval from the board of trustees, again via the CEO, where appropriate.

We want to ensure the maximum possible investment in front-line education and support, and so we are proposing a relatively small leadership structure that includes a Head of School, Deputy Headteacher, Special Educational Needs Coordinator (SENCO) and Business Manager. These roles will link directly with personnel and business units within the trust to ensure the right level of standardisation and efficiencies.

In addition there will be full support provided from the existing BILTT management team as identified within the Financial Budget, to enable shared knowledge and experience and ensure smooth inclusion into existing policy, processes and procedures.

Funding Contingencies

Our staffing model will be in the upper range of recommended staffing levels according to DfE guidance. It is highly probably that any budget pressures, caused by a shortfall in pupil numbers, will need flexible staffing arrangements to be resolved. With this in mind, we will look to manage the recruitment of staff in line with pupil intake, particularly in the early stages as the organisation builds. Our classes, of mixed year groups and flexible intake, should allow us to maximise staff-pupil ratios from the outset and gradually build personnel as pupils arrive. This will include the appointment of learning support assistants and midday supervisors.

We will also seek to work with supply and recruitment agencies to establish a 'pool' of high-quality staff, who will buffer substantive appointments. We will want to admit pupils quickly which, as we build numbers, may not give us time to make good quality substantive appointments. With this in mind we will try to secure the best possible field of substitute staff, both as teachers and LSAs, that should allow us to not have to appoint to every post substantively, as the new free school grows. An allowance of 2.5% has been made for cover in respect of all classroom-based staff and midday supervisors.

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

Please:

- use the space provided below; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

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

Safeguarding

Bedford Inclusive Learning and Training Trust recognises that it has a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children and we will carry out this duty through our teaching and learning, pastoral care and extended school activities. All members of the school community (including volunteers and governors) will at all times establish and maintain a safe and stimulating environment where children feel secure, are encouraged to talk to adults they can trust and are listened to.

Through training, all staff (teaching and non-teaching) will be able to recognise the signs of abuse and understand their responsibilities when a child may be at risk of harm. Training of all staff (except the designated person) will be updated every three years. New members of staff will have safeguarding INSET as part of their induction training.

British Values

We recognise British values as being:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

In so doing we want to:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation for and respect for their own and

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

other cultures.

- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

Our Principles

- All pupils at Bedford Special Free School will have equal opportunity of access to all learning experiences and extra-curricular activities.
- All pupils will be entitled to the best possible education that respects and addresses their individual learning needs.
- All pupils will be protected from discrimination, harassment or bullying, particularly regarding their beliefs and learning characteristics.
- All pupils will be given the opportunity to express their opinions and concerns with regard to Bedford Special Free School and its discharging of its responsibilities with regard to equality.
- Bedford Special Free School will make all reasonable adaptations to maximise accessibility for all pupils and students to all aspects of the curriculum and environment.
- All pupils will be expected to work within our Equality & Diversity Policy.
- Bedford Special Free School will set, monitor and update targets and practices designed to narrow the achievement gap for all pupils.
- The diversity within the pupil population will be recognised, valued and celebrated.

Spiritual, Moral, Social and Cultural Learning

A key curriculum feature, given the experiences and needs of pupils, will be an ongoing focus on spiritual, moral, social and cultural (SMSC) learning, which for us will include the ability to:

- Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect. (Spiritual)
- Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views. (Moral)
- Use social skills in different contexts; work well with others; resolve conflicts;

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

understand how communities work. (Social)

- Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity. (Cultural)

Prevent Duty

We recognise our duty to protect pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important for children and young people with SEMH, who are already vulnerable and may be more susceptible to extreme views. To tackle this issue, therefore, the school will:

- Educate pupils on the appropriate use of social media and the dangers of downloading and sharing inappropriate material, including that which is illegal under the Counter Terrorism Act.
- Ensure that pupils are unable to access any inappropriate internet sites whilst using the school computers/laptops through the use of appropriate filtering, firewalls and security settings.
- Educate pupils through lessons and enrichment activities on the concepts of radicalisation and extreme ideology.
- Inform pupils on the importance of internet safety, both through the ICT curriculum and PHSE education.
- Ensure the safeguarding lead in the school undertakes prevent awareness training and is able to provide advice and support to other members of staff.
- Train staff to be vigilant in spotting signs of extremist views and behaviours and to always report anything to the safeguarding lead that may suggest a pupil, another staff member or a visitor is expressing opinions which may cause concern.
- Ensure staff understand the importance of monitoring pupil absences and promptly address concerns about irregular absence with parents and/or carers.
- Raise the awareness of staff and governors on how to identify and respond to risks to children from extreme or radical views.

Equality

As an existing trust, we are already committed to providing outstanding educational opportunities for all pupils and students. We are proud of our diverse community and we are committed to maintaining excellence in teaching and learning by ensuring there is equality of opportunity for all, fostered in an environment of mutual respect and dignity, regardless of faith or worldviews.

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

Equality, for us, means ensuring everyone is able to participate in all our activities and diversity acknowledges there are differences between people, which should be recognised, respected and celebrated.

Bedford Inclusive Learning and Training Trust is already required to evidence how it meets the requirements of the Equality Act 2010 in terms of its intake, but also as an employer. In addition, we recognise our wider responsibilities with regard to parents/carers, governors and other stakeholders. To this end we understand that our duty extends to all the aspects of a person's identity or 'protected characteristics', including:

- Race
- Disability
- Sex
- Age
- Religion or Belief
- Sexual Orientation
- Pregnancy and Maternity
- Gender Reassignment

Healthy Lifestyles

The approach to Healthy Lifestyles within all schools as part of BILTT is to promote an ethos and environment which encourages a pro-active approach to developing a healthy lifestyle and focuses on

- Growing food
- Physical activity
- Healthy eating
- Cooking skills.

Education Advisers will work pupils and staff to help use the curriculum to embed an understanding of how to achieve a healthy lifestyle. By working with all schools within BILTT we will be able to share good practice and give lots of ideas and support, and promote an understanding of the full range of issues and behaviours which affect life-long health.

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

Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

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

BILTT For Parents

The demand and need for a new area complex need special school to provide for 'Complex Learning Disabilities' (including ASC) is made clear in Bedford's 'Expression of Interest' document. From a BILTT perspective we are acutely aware of the significant rise in the number of EHCPs, the increasing complexity of need with the SEND cohort of young people and a not insignificant increase in the local population. We are also aware similar pressures in surrounding authorities.

As a group of SEND schools, BILTT prides itself on continued and close partnership working with our families, carers and a wide variety of organisations and agencies to ensure not only appropriate, timely and transparent communication, but that consultation takes place at all levels regarding provision. This mean that parents sit at the very heart of our SEND community.

The Local Advisory Boards for each school, the BILTT Trust Board and the Members group have a strong parental presence. The [REDACTED], is a former parent of a pupil at St. John's Special School and has been a main driver in getting Bedford Special Free School off the ground.

BILTT runs a 'Family Forum' meeting at St. John's school, which is well attended and includes representatives from Bedford Borough Parent Carer Forum (BBPCF). It is specifically designed to consult with parents with regard to SEND provision and has been used to introduce the concept of a new free school. It is one of BILTT's core principles that consultation with families, carers, pupils and agencies is not a 'one-off', but a systemic part of our everyday practice and procedures

Free School Consultation

As part of the free school proposal, BILTT has consulted with a small group of parents, organised at our request by the BBPCF. We asked; "What, additionality, do you think

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

the new Bedford Special Free School needs to bring to provision in this area?” Parent and carer responses were informative and have formed aspects of our proposed staffing structure and procedures. Some of the key insights were as follows:

- If my child needs additional needs that cannot be met at the current school, there needs to be a ‘clearer pathway’ to achieve this. It also needs to be quicker
- My voice has to be heard – I know my child
- One of the reasons my friend accessed out of Borough provision was that their child was ‘high end’ autistic
- There must be consistency of staff – this is really important.
- Communication must be open and transparent
- There needs to be relevant and innovative resources
- The classrooms need to be a decent size with wide corridors
- There must be exercise areas, space for children to ‘just be’ – the building is important
- It needs to be flexible enough to cope with personalised and changing needs over time
- Will there be any respite care?
- It would be great if there could be after-school clubs for some pupils.

As well as the above, BILTT has consulted a wider group of families, the BBPCF and Bedford Borough – see attached appendices regarding information circulated and survey questions. We have currently received 34 responses. The message from these surveys is crystal clear. Safeguarding of children is of paramount importance for families. They are highly supportive of the concept of a ‘Village for Life’ and the proposal to deliver vocational experiences for pupils. A significant majority also think that provision for ASD with behaviour should be part of the new free school. Some quotes:

‘ The aims of BILTT as listed and described in their literature meet all the important points I feel should be met. In addition, I think the ‘village’ environment is ideal’

‘...swimming pool, trampolining, ball pit..’

‘Rural area where you can have animals in fields’

The point above is a good one. One of the ideas around the ‘Village for Life’ is to incorporate a community / City Farm. These exist in a number of town / city areas and

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

provide an incredible focus for community life. Redborne School also runs it's own farm and is a strong model for reference

'The school should concentrate on empowering students with practical skills'

'After school care'

'More outdoor space'

'...provision to 25...'

'...open door policy for parents to visit'

'Intensive 1:1 ABA style teaching for severe pupils'

'National qualifications taught...'

The above give clear indicators with regard to the planning and delivery of the curriculum at the new free school as well as the space and resources available. BILTT would welcome he challenges these comments set and endeavour to meet them.

BILTT is also in the process of trying to find out what 'additionality' the new special free school needs to bring, for those families and carers who currently access out of Borough provision to consider moving their child back into the area. This is essential if we are to ensure all pupils are provided for within the locality.

If successful, BILTT intends to consult with appropriate professionals, agencies, families, carers and young people on a much wider basis and more formally.

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

x

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]

[Add lines as appropriate]

F1 (a) Skills and experience of your team

Managing Pre-Opening

The above table lists all members of the pre-opening team. There may well be some additions given the 'skills-gap analysis'. The team has a variety of experiences across education and business and have significant leadership skills. The team will work collaboratively and cohesively but not exclusively – the views of the wider community will still be heard and listened to. If approved, a project working group will be immediately initiated and regular meetings agreed with all our partners.

If successful a Head of School will be appointed as soon as possible and will join the Pre-Opening team.

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
Project Management	The team has experience in land lease, planning, legal aspects, ICT and HR. However, a project this size will need overview and co-ordination from one source. This 'source' will need to be part of the pre-opening team	The project development grant will be used to buy-in specific expertise in this area when needed. This person will be used to work with the team and help guide them through the various phases, ensure progress is on-track and manage risks.
ICT infrastructure	BILTT places great emphasis on the ease of communication between professionals and colleagues at all levels. For the vision to be realised, ICT is an integral part of enabling this community to be self-learning, transparent and as virtually as possible to enable learning and information to be accessible 24/7. Although there is a strong ICT team, led by a network manager with significant experience of ICT procurement in planning in industry as well as education, there is a need for support and advice in this area on	We will use part of the project development grant to buy-in expertise where necessary. We have strong links with a number of experienced providers.

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
	specific software and infrastructure requirements in the pre-opening team.	
HR expertise	BILTT has a strong HR team who are highly experienced in employing staff to specialist provisions and very ably supported by Bedford Borough HR. Given their on-going roles across the trust capacity may be an issue.	Part of the project development grant would be used to buy-in further support from our current partners or from an independent source to support the existing HR team.

[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

Please:

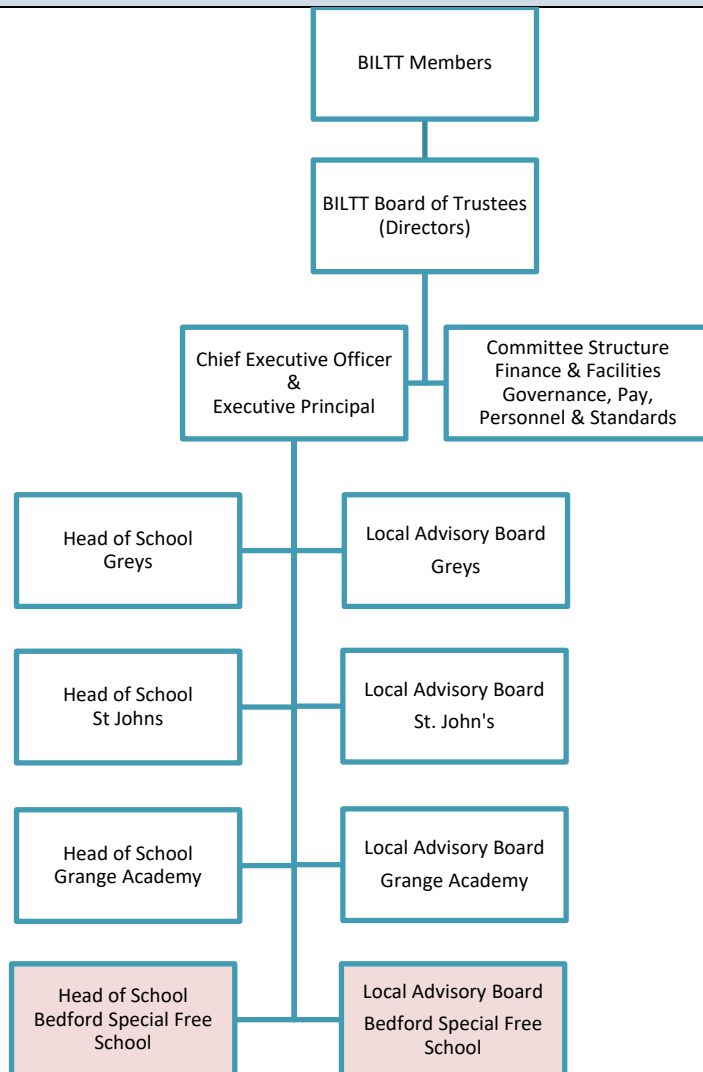
- use the space provided below; and
- refer [application guidance and the criteria for assessment](#) for what should be included in this section.

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

Organisational Chart

We intend to expand the current Academy Trust governance structure as indicated by the diagram below:

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

Governance Structure

In accordance with the above, we intend that Members and the Board of Trustees, will exercise their duties through a committee structure, which will oversee all aspects of the Trust simultaneously. A Chief Executive Officer (CEO) will act on behalf of Trustees to ensure effective leadership is delivered at all levels, to include maintaining development plans, review and reporting arrangements.

Each school will have a Local Advisory Board (LAB), which will operate in the best interests of each facility in accordance with the powers delegated to it, as set out in a scheme of delegation. It will be beholden on the Board of Trustees and sub Committees to adhere to the advice provided by LABs unless reasonable alternatives can be substituted or, to implement advice, would incur such costs as to destabilise the Trust's financial position.

Governance Principles

We fully embrace and will work to the Nolan Seven Principles of Public Life, which we will achieved by:

- Carrying out an annual review of structures and processes against these standards and the DfE's Academies Financial Handbook and Governance Handbook.
- Ensuring new Members, Trustees and Advisory Boards are aware of the above principles through selection, recruitment and induction processes.
- Implementing a culture of supportive challenge within the committee meeting structure and through support for individual members in meeting our exacting standards.
- Implementing Governance in a way that meets the transparency objectives required for the expenditure of public funds.

Members

The Bedford Inclusive Learning and Training Trust is a company limited by guarantee and the legal entity responsible for establishing Bedford Special Free School.

There will be 5 Members of the Trust, who will meet 4 times per year through an appointed chair. They will primarily be responsible for:

- Subscribing to the memorandum of association and amending articles accordingly, including the definition of the trusts charitable objectives and structure.
- Overseeing appointments to the Board of Trustees
- Receiving reports from the Board of Trustees on the strategy and finances of the

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

Trust in relation to its charitable objectives.

- Hold an annual general meeting to review progress and strategic direction
- Provide challenge to the Trustees on issues of strategic direction, performance or financial controls.

Trustees

Trustees are Company Directors, of which there will be 12 appointments, including a position for the CEO. Trustees will manage the main business of the Trust and take responsibility for:

- Ensuring a clear vision, ethos and plan for the Trust, in line with the strategic direction set by Members.
- Holding the CEO and Headteacher/s to account for the educational performance of the schools and the wellbeing of its pupils and staff.
- Receiving advice and guidance from the Local Advisory Boards and Sub-Committees, and responding accordingly.
- Overseeing the financial performance of all schools by making sure money is well spent and in line with legal, regulatory and Trust requirements.
- Ensuring healthy relationships are maintained with all partner organisations.

Committees

Committees are sub-groups of the Board of Trustees and will be made up of a minimum of 3 Trustees alongside co-opted members from Local Advisory Boards, Senior Leadership and Staff Members. They are responsible for each aspect of the Trusts function in relation to the schools, which is currently identified as Finance & Facilities, Governance, Personnel & Standards and Pay.

Each Committee's responsibility is to oversee and evaluate the issues and standards associated with each aspect and report back to the Board of Trustees in accordance with an agreed annual work plan.

Local Advisory Boards (LABs)

Local Advisory Boards are principally concerned with the individual Academy to which they are appointed and, in so doing, they play a key role in supporting the Board of Trustees and Committees in understanding local issues and being able to respond to them. They have no mandatory role and, as such, any and all powers and responsibilities are allocated to them through a Scheme of Delegation. The essential role of the LABs as we see them are:

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

- To interpret the vision and values of the Trust and ensure these are aligned with the strategic direction of each school.
- To act as a critical friend by providing support and challenge to the Senior Leadership Team and other staff members.
- To hold each school to account for the educational standards it achieves, the quality of the education it provides and for keeping pupils and staff safe at all times.

Chief Executive Officer (CEO)

We will have in place a CEO who, at this stage of the Trust's development, will also act as Executive Principal. The main responsibilities of the CEO will be to:

- Provide the overall leadership and direction to the Trust and to its established academies within the vision and strategy agreed by the Board of Trustees.
- Oversee and support the successful delivery of any academies in development or in the process of conversion.
- Ensure that both the MAT as a whole and its individual schools consistently achieve outstanding outcomes for all their pupils.
- Ensure that the MAT's financial viability is secure, firmly based on accurate analysis, the optimum use of resources and the generation of sufficient surplus funding to meet development needs
- Act as the lead education professional for academies in the MAT, managing its day-to-day operations and ensuring that it has an effective strategy for building educational and leadership capacity ahead of need, to enable it to continue to achieve its goals.

Trustee Recruitment

We will review membership of the Board of Trustees, Committees and LABs annually to ensure the right set of skills and knowledge is available. The skillset criteria will be based on information available in the Academies Financial Handbook and Governance Handbook, which we will adapt and share to include:

- The strategic aims of the school.
- An annual management calendar for the Board of Trustees, Committees and LABs.
- Role descriptions for Trustees, Committee and LAB members as strategic decision makers.

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

- Terms of reference for Committees, including the cycle of reporting arrangements.
- A narrative about the purpose and function of the EAT and each school, and their relationship to local agencies and services.
- Explanations of the data systems and procedures, which will help all members reach judgements on effectiveness.
- Visiting each school as a Trustee and or group member to share roles and responsibilities and understand school life.
- Reinforcement of the personal responsibility of Trustees to act as per the Nolan standards
- The law and relevant guidance relating to governance of Academies, Special and Free Schools.
- A schedule of required training for Trustees and group members to ensure up to date skills and expertise.

In addition to the above we will contact and make use of the expertise at Academy Ambassadors in filling vacancies and providing training.

Finally, any nominee for a Governance post will undertake an enhanced DBS scrutiny. Any nominee will also be asked to review and declare any possible conflict of interest.

Conflicts of Interest

We understand conflict might arise for Board of Trustee members, in addition to those sitting on Committees and LABs in relation to:

- The procurement of services
- Individual pupils, for those working with children and young people
- The role of community partners or individuals in relation to the Trust and each individual school

Avoiding Conflict of Interest will be achieved through:

- Declarations of Interest maintained by the Clerk, which each 'member' will complete on appointment and annually thereafter.
- A thorough induction process (based on the handbook)
- 1:1 Reviews by Chair with individual Board members

We also believe a prime responsibility lies with individual members to identify any possible conflict, discuss it with the Chair, and declare it and, if necessary, withdraw from any meetings where the issue is being discussed. If circumstances change, any member

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

must be proactive in declaring any potential conflict to the Chair and in the routine Board meeting business

BILTT Board and Free School governance.

It is clear from the chart that the new school will add a Local Advisory Board and a new Head of School. CMAT and BILTT will make arrangements for two CMAT representatives to attend BILTT board meetings to take part in discussions relating to the Free School with exact details to be determined.

CMAT and BILTT will make similar arrangements for a Local Authority member to also attend board meetings for the agenda items covering the Free School

CMAT to appoint a member to the LAB for the Free School

There will be a list of 'reserved' agenda items to be drawn up by mutual agreement that require joint approval - e.g. capacity change, change in admissions criteria, capital spend etc. to avoid conflict of interests and promote a positive and practical working relationship.

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

Please

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

Section G – budget planning and affordability

Pupil Numbers/Banding

Bedford Borough's document 'Seeking Proposals' tables expected pupil numbers for the new Free School in the 7 years commencing 2018. This identified a clear 60/40 split between Primary and Secondary places respectively and also identifies anticipated numbers in each year group. We have calculated estimated designation/ banding levels by using actual current pupil band/ designation numbers from the 3 Bedford borough special schools already operative. By combining these sets of information, we have been able to estimate with some realism the total number of pupils anticipated in each designation/ band for both primary and secondary places.

Benchmarking

We have used the experience of our core team [REDACTED] in leading and supporting a range of special schools, to set and test our costs. This includes direct comparisons with other CLDD facilities, for example Severndale in Shropshire, in recognising likely areas of expenditure and staffing and non-staffing costs. In addition, we have used the latest version of the schools financial benchmarking website <https://schools-financial-benchmarking.service.gov.uk> to check our assumptions and carry out deeper analysis.

MAT Core Service

The new free school is charged 25% of central services in the second year of opening. This is waived pre-opening and in the first year after opening. A 5% contingency has been allowed against all revenue, except start up grants. We have not allowed for facilities hire, which would present some financial opportunity to the school/MAT.

Section G – budget planning and affordability

Staffing

A 2.5% allowance has been made for cover in respect of all classroom-based staff and midday supervisors.

We have set the rates for teachers and teaching assistants, in particular, at the higher ends of the available scales. This is partly because we want to attract high quality staff, but the approach also presents a 'worst case scenario' in terms of costs, which gives some room for savings should they be needed.

Annexes

Please:

- Provide CVs of key individuals, any letters of support and maps.
 - The annex is excluded from the page limit but should be submitted as part of your application, i.e. as one Word document.
 - refer to the relevant section of the [application guidance and the criteria for assessment](#) for what should be included in this section.
-
- Annex 1
CVs of key individuals
 - Annex II
 - Correspondence
 - Survey
 - Leaflet/ flyer








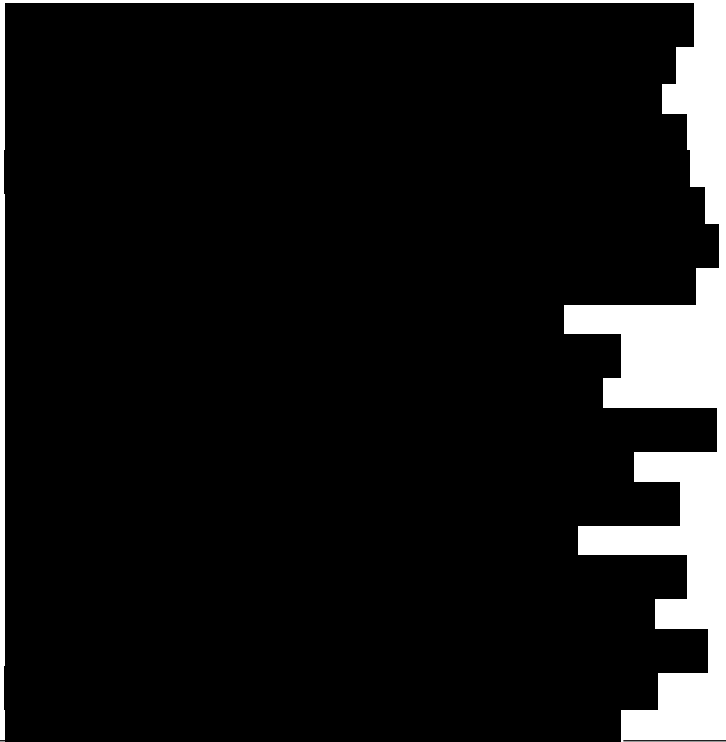
CV template

		<p>[Redacted]</p>
■	<p>[Redacted]</p>	
■	<p>[Redacted]</p>	<p>[Redacted]</p> <p>integral to and included in every aspect of</p>

CV template

		<p>[Redacted]</p>
<p>[Redacted]</p>	<p>[Redacted]</p>	<p>[Redacted]</p>
<p>[Redacted]</p>	<p>[Redacted]</p>	<p>[Redacted]</p>

CV template		
1	Name	[REDACTED]
1	[REDACTED]	[REDACTED]
1	[REDACTED]	[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
1	[REDACTED]	[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
[REDACTED]		

CV template		
4		
	 <ul style="list-style-type: none"> <li data-bbox="252 504 662 638">■  <li data-bbox="252 638 662 958">■  	 
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> • Your subject/department's performance you were in post • and set out the track record of your subject/department/ school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life 	



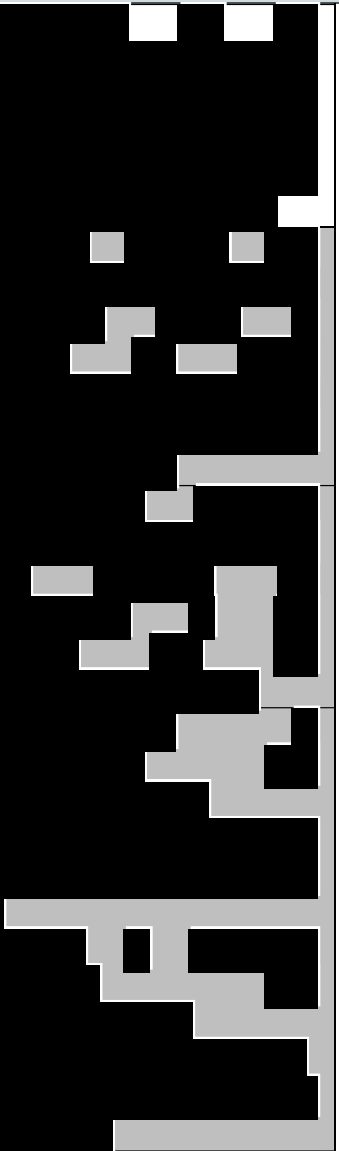
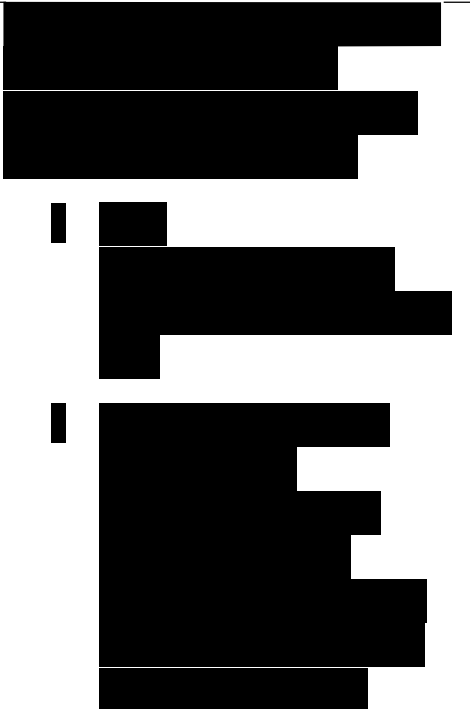
CV template

		<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
<p>[Redacted]</p>	<p>[Redacted]</p>	<p>[Redacted]</p> <p>[Redacted]</p>

CV template		
		[Redacted]
█	[Redacted]	[Redacted]
█	[Redacted]	[Redacted]

CV template		
1	Name	[Redacted]
█	[Redacted]	[Redacted]
█	[Redacted]	[Redacted]
	█ [Redacted]	[Redacted]
	█ [Redacted]	[Redacted]
█	[Redacted]	[Redacted]
	█ [Redacted]	[Redacted]
	█ [Redacted]	[Redacted]
█	[Redacted]	[Redacted]
█	[Redacted]	[Redacted]

CV template



				
5b				

CV template		
	[Redacted]	
█	[Redacted]	█ [Redacted]
█	[Redacted]	
█	[Redacted]	[Redacted]

CV		
1	Name	[Redacted]
█	[Redacted]	[Redacted]
█	[Redacted]	[Redacted]

CV		
		[Redacted]
█	[Redacted]	[Redacted]
█	[Redacted]	[Redacted]

CV template		
1	Name	[Redacted]
█	[Redacted]	[Redacted]
█	[Redacted]	[Redacted]
	█ [Redacted]	[Redacted]
	█ [Redacted]	[Redacted]
	█ [Redacted]	[Redacted]
█	[Redacted]	[Redacted]
	[Redacted]	[Redacted]
	[Redacted]	[Redacted]
4	For finance only: details of professional qualifications, including:	

CV template		
	<ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's performance for the years you were in post • and set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life 	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> • Your subject/department's performance you were in post • and set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life 	

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

CV		
1	Name	[Redacted]
1	[Redacted]	[Redacted]
1	[Redacted]	[Redacted]
	[Redacted]	[Redacted]
	[Redacted]	[Redacted]
	[Redacted]	[Redacted]

CV

	<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p> <ul style="list-style-type: none">[REDACTED][REDACTED][REDACTED]	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p> <ul style="list-style-type: none">[REDACTED][REDACTED]	

CV

	<p>[REDACTED]</p>	
<p>[REDACTED]</p>	<p>[REDACTED]</p> <ul style="list-style-type: none">[REDACTED][REDACTED][REDACTED]	
<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>

CV		
3	<p>[Redacted]</p> <ul style="list-style-type: none"> [Redacted] [Redacted] [Redacted] <p>[Redacted]</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
	<ul style="list-style-type: none"> [Redacted] [Redacted] [Redacted] 	
	<ul style="list-style-type: none"> [Redacted] [Redacted] 	<p>[Redacted]</p> <p>[Redacted]</p>
	<p>[Redacted]</p> <ul style="list-style-type: none"> [Redacted] [Redacted] 	

CV

	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>	

8	Reference names(s) and contact details	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
---	--	---

CV		
1	Name	[Redacted]
	[Redacted]	[Redacted]
	<p>[Redacted]</p> <ul style="list-style-type: none"> [Redacted] [Redacted] [Redacted] [Redacted] <p>[Redacted]</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
	<p>[Redacted]</p> <ul style="list-style-type: none"> [Redacted] [Redacted] 	

CV		
	<ul style="list-style-type: none"> [REDACTED] 	
	<ul style="list-style-type: none"> [REDACTED] [REDACTED] [REDACTED] [REDACTED] 	
	<ul style="list-style-type: none"> [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] 	
	<ul style="list-style-type: none"> [REDACTED] 	[REDACTED]

CV		
		[REDACTED]
1	[REDACTED]	[REDACTED]
1	[REDACTED]	[REDACTED]

CV		
1	Name	[REDACTED]
1	[REDACTED]	[REDACTED]
1	[REDACTED]	[REDACTED]

[Redacted text block]

	<ul style="list-style-type: none">[REDACTED][REDACTED][REDACTED]	
<ul style="list-style-type: none">[REDACTED]	<ul style="list-style-type: none">[REDACTED][REDACTED][REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <ul style="list-style-type: none">[REDACTED][REDACTED][REDACTED] <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

	<p>[Redacted]</p>	
6	<p>[Redacted]</p>	<ul style="list-style-type: none">[Redacted][Redacted][Redacted][Redacted][Redacted][Redacted][Redacted]

CV	
	<ul style="list-style-type: none"> [REDACTED] [REDACTED]
	<ul style="list-style-type: none"> [REDACTED] [REDACTED] [REDACTED] [REDACTED]
	<ul style="list-style-type: none"> [REDACTED] [REDACTED] [REDACTED] [REDACTED]
	<ul style="list-style-type: none"> [REDACTED]

CV	
	<ul style="list-style-type: none"> [Redacted] [Redacted] [Redacted]
<ul style="list-style-type: none"> [Redacted] 	<ul style="list-style-type: none"> [Redacted] [Redacted]
<ul style="list-style-type: none"> [Redacted] 	[Redacted]

CV	
1	Name [Redacted]
<ul style="list-style-type: none"> [Redacted] 	[Redacted]
<ul style="list-style-type: none"> <ul style="list-style-type: none"> [Redacted] [Redacted] <ul style="list-style-type: none"> [Redacted] 	<ul style="list-style-type: none"> [Redacted] [Redacted] [Redacted]
	<ul style="list-style-type: none"> [Redacted] [Redacted] [Redacted]

CV		
	<ul style="list-style-type: none"> █ [Redacted] 	<ul style="list-style-type: none"> █ [Redacted] █ [Redacted] █ [Redacted]
█	<ul style="list-style-type: none"> █ [Redacted] █ [Redacted] █ [Redacted] █ [Redacted] 	
█	<ul style="list-style-type: none"> █ [Redacted] █ [Redacted] █ [Redacted] █ [Redacted] 	
█	<ul style="list-style-type: none"> █ [Redacted] █ [Redacted] █ [Redacted] █ [Redacted] 	

CV		
	[REDACTED]	
█	[REDACTED]	[REDACTED]
█	[REDACTED]	[REDACTED]
█	[REDACTED]	[REDACTED]

CV		
1	Name	[REDACTED]
█	[REDACTED]	[REDACTED]
█	[REDACTED]	[REDACTED]
	█ [REDACTED]	[REDACTED]
	█ [REDACTED]	[REDACTED]
	█ [REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]

	<p>[REDACTED]</p>	<p>[REDACTED]</p> <ul style="list-style-type: none">[REDACTED][REDACTED][REDACTED] <p>[REDACTED]</p> <p>[REDACTED]</p> <ul style="list-style-type: none">[REDACTED][REDACTED][REDACTED][REDACTED][REDACTED] <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<ul style="list-style-type: none">[REDACTED]	<ul style="list-style-type: none">[REDACTED][REDACTED]	<p>[REDACTED]</p> <ul style="list-style-type: none">[REDACTED] <p>[REDACTED]</p>

CV

	<p>[REDACTED]</p> <ul style="list-style-type: none">[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p>
■	<p>[REDACTED]</p> <ul style="list-style-type: none">[REDACTED][REDACTED]	
■	<p>[REDACTED]</p> <ul style="list-style-type: none">[REDACTED][REDACTED]	

CV		
<p>█</p>	<p>[Redacted]</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
<p>█</p>	<p>[Redacted]</p>	<p>[Redacted]</p>
<p>█</p>	<p>[Redacted]</p>	<p>[Redacted]</p>

surroundings would be like a 'village' community with Health, Social Care, Businesses and other agencies co-located. It will look and feel less like a school.

Strongly
Disagree

Disagree

Agree

Strongly Agree

5. The new Special Free School should offer provision for pupils with ASD and behaviour challenges.

Strongly
Disagree

Disagree

Agree

Strongly Agree

6. The changing needs of my child should be assessed quickly and needs addressed quickly.

Strongly
Disagree

Disagree

Agree

Strongly Agree

7. Please describe the features you would expect to see in this specialist provision. For example; a hydro-pool, outside play and learning area, multi-sensory room, plenty of space and so on. If you wish, you can number these as to which you feel is most important.

8. Finally, please write below any further comments you may have about the new Special Free School. This may be about where you think it should be situated, the knowledge or skills of the staff, the sort of resources you want to see – anything that will help us create a school that meets your needs and that of the pupil.

Once you have completed this survey please e-mail or post it to:

[Redacted contact information]

Have your say:

We aim to open this school in September 2019 or before if possible. Your views will help shape all aspects of this provision and the concept of a 'Village for Life'.

To complete the survey please visit the following site:

www.greys.beds.sch.uk

Please return completed survey by Wednesday, 22nd November to:

Email: [REDACTED]

Post: [REDACTED]
[REDACTED]

Bedford Inclusive Learning & Training
Trust

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



New Special Free School Proposal:

Bedford Inclusive Learning and Training Trust aims to establish a specialist provision for pupils from Early Years to 19 with complex learning needs. All pupils will have an EHCP.

We envisage that this school will form the centre of a **Village for Life**. The aim is to become a centre that feels like a community and includes vocational experiences for our young people, training facilities for professionals and a place where families can feel relaxed, supported and access advice and support with Health and Social Care professionals co-located on site.

Bedford Special Free School will offer pupils:

- A safe, stimulating and appropriate learning environment
- Broad, balanced and appropriate curriculum
- Highly experienced and dedicated staff
- Very small class sizes
- A range of high quality therapies to meet pupils needs eg Occupational, Physio, Speech, Play, Art, Music
- A multi-professional team approach
- Aspirational and achievable attainment for all pupils, precisely matched to their abilities and potential.
- Person-centred provision which prepares pupils fully for an independent life
- A point of contact, support and advice for families, carers and our pupils



Department
for Education

© Crown copyright 20

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

To view this licence:

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

email psi@nationalarchives.gsi.gov.uk

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

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00179-2016



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



Like us on Facebook:
facebook.com/educationgovuk