



Department  
for Education

# Special free school application form

Published: July 2017

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

**TWO BRIDGES ACADEMY**

*The Bridge between needs and successful outcomes*  
*The Bridge to sharing expertise*

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# The application form explained

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

## Sections

### Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found on page 8 of this form.

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

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

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

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

**Section E** of appropriate engagement with parents, LA's and the community

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

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

**Section I** is about your suitability to set up and then run a free school. The form is available [here](#).

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

### Submitting Sections A to G

The completed Word and Excel templates and the budget plans need to be submitted by email to the local authority and to the department by the application deadline to: [FreeSchool.SPECIAL@education.gov.uk](mailto: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](mailto: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                              |
|--|----------------------------|---------------------------------|
| <p>1. Have you established a company by limited guarantee?</p> <p>*Please note, Enable Trust has applied to convert to a MAT and is awaiting an academy order. Once received, our legal firm will establish the articles of association with the Board and will set up a company limited by guarantee.</p> | <input type="checkbox"/>   | X<br>* <input type="checkbox"/> |
| 2. Have you provided information on all of the following areas (where appropriate)?  |                            |                                 |
| <b>Section A:</b> Applicant details  | x <input type="checkbox"/> | <input type="checkbox"/>        |
| <b>Section B:</b> Outline of the school  | x <input type="checkbox"/> | <input type="checkbox"/>        |
| <b>Section C:</b> Education vision   | x <input type="checkbox"/> | <input type="checkbox"/>        |
| <b>Section D:</b> Education plan   | x <input type="checkbox"/> | <input type="checkbox"/>        |
| <b>Section E:</b> Evidence of consultation and demand  | x <input type="checkbox"/> | <input type="checkbox"/>        |
| <b>Section F:</b> Capacity and capability  | x <input type="checkbox"/> | <input type="checkbox"/>        |
| <b>Section G:</b> Budget planning and affordability  | x <input type="checkbox"/> | <input type="checkbox"/>        |
| 3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?  | x <input type="checkbox"/> | <input type="checkbox"/>        |
| 4. Have you fully completed the appropriate budget plan(s) where necessary?  | x <input type="checkbox"/> | <input type="checkbox"/>        |
| 5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?  | x <input type="checkbox"/> | <input type="checkbox"/>        |
| 10. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: [insert]</b> 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?                   | x <input type="checkbox"/> | <input type="checkbox"/>        |

|  |                            |                          |
|--|----------------------------|--------------------------|
| 11. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the department and one hard copy to the local authority? | x <input type="checkbox"/> | <input type="checkbox"/> |
|--|----------------------------|--------------------------|

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

| <b>Section I of your application</b>  | <b>Yes</b>                 | <b>No</b>                |
|---|----------------------------|--------------------------|
| <p>12. Have you sent:</p> <ul style="list-style-type: none"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• 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</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gov.uk">due.diligence@education.gov.uk</a> 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> | x <input type="checkbox"/> | <input type="checkbox"/> |

## Declaration

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

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

- the requirements outlined in the [application guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- for children with an education health and care plan ('EHCP') naming the school, the requirements pertaining to children with SEN within the special educational needs and disability (SEND) code of practice, including the duty to admit a child where the school is named in an EHCP;
- for schools where the Secretary of State agrees in the funding agreement that they can also admit pupils without an EHCP with special needs, the school must, in respect of these pupils, comply with the School Admissions Code, the School Admissions Appeals Code and the admissions law as it applies to maintained schools. 16-19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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



**Signed:**



**Position:**  (please delete as appropriate)

**Print name:**



**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

This application is in response to South Gloucestershire Council’s competition for a new special free school to cater for the needs of pupils aged 2 – 19 with severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The 112 co-educational places (including 7 nursery and 21 post 16) will be commissioned by Bath and North East Somerset Council and South Gloucestershire Council, and possibly Bristol City Council. The rationale is clearly set out by South Gloucestershire LA citing the 2014 SEN Review and subsequent work in identifying demand for places for pupils with SLD / PMLD in South Glos.

New Siblands School and Culverhill School in South Gloucestershire are both special schools who have been collaborating for many years. Both Governing bodies have formally approved a decision to open a new special multi-academy trust to develop and sustain a formal special school partnership which delivers excellent outcomes for its pupils. This special school MAT, called Enable Trust, proposes to oversee the new free school which will become part of the MAT in 2019. Preliminary discussion has taken place with officers from the RSC SW office who are aware of and, in principle, supportive of our plans to open a special school MAT in July 2018. Enable Trust has applied to form a MAT and is awaiting an academy order, at which point a company limited by guarantee Limited will be set up.

New Siblands School’s designation is for pupils with severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD), many of whom additionally have autism (NOR 116). Culverhill School’s designation is for pupils with complex learning difficulties (CLD), including speech language and communication needs, autism, and increasingly cohorts of pupils who have mental health needs (NOR 132).

Together, New Siblands and Culverhill have the expertise and proven track record of educating pupils with SLD, PMLD, CLD and autism to be well placed to lead a special school MAT, incorporating the new free school, that is fully compatible with South Gloucestershire Council’s specification. We propose to call the free school **Two Bridges Academy**. Both existing schools have a strong history of Outstanding and Good Ofsted outcomes. Previous OFSTED reports grade Culverhill as outstanding (2010), good (2016), and New Siblands as good (2013) with outstanding post 16

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provision and outstanding behaviour and safety and **outstanding in all areas November 2017** (awaiting publication).

Additionally, both schools have a strong track record of:

- ✓ Partnerships with all other special school provision in South Glos
- ✓ Partnership and inclusion with mainstream schools in South Glos
- ✓ Providing support to mainstream partners through training, advice and guidance consistently over many years
- ✓ Leadership capacity with internal expertise that includes two NPQH-qualified candidates for leading Two Bridges Academy, two candidates equipped by South Glos Aspirant Heads course, middle leaders qualified as SSAT Lead Practitioners in SEN (SLD / PMLD), plus additional candidates qualified with NPQML and NPQSL. Additionally, New Siblands has two qualified SENCOs who are highly skilled in the field of SLD / PMLD.
- ✓ Proven track record for working supportively and collaboratively with the LA in school expansion to provide additional places for SLD & PMLD pupils. New Siblands has successfully created a new 'Primary Wing' (opened in 2015) and has expanded by 24 places to meet the demand for places since the 2014 SEN review. This demonstrates that New Siblands leadership has the experience and capacity to open new provision for SLD / PMLD pupils.
- ✓ Strong partnership with CSET. **Please see Appendix A** for outline in detail the formal partnership between Enable Trust as experts in SLD / PMLD education and Olympus Academy Trust and CSET who will support Enable with expertise in setting up and establishing a free school and in starting up a MAT. Together, we will have an impact on standards through collaboration through the Teaching School Alliance.

The Headteachers from Culverhill and New Siblands have been actively involved in supporting South Glos to develop transition pathways at post 16 / post 19 and are committed to working closely with the local authority to develop better post 16 and post 19 provision for SLD, PMLD, CLD with partners – both maintained and independent – for our students. The Headteachers are also committed to supporting the LA in developing cost effective solutions for high quality provisions that reduce need for out of area placements. Enable Trust's vision for Two Bridges Academy includes the provision of a carefully planned low stimulation environment for pupils with SLD and autism. Currently, the LA provision for pupils with these specific needs is minimal. Ensuring Two Bridges Academy has capacity to meet these environmental needs for a cohort of children who need a low sensory arousal environment will prevent out of area placements and will provide much needed continuity of suitable provision for pupils at Lyde Green resource base (an ASD resource base located locally near Emerson's Green) who would otherwise struggle to have a suitable school placement once leaving at the end of KS1.

### Values and Vision

Our shared vision is for all 2 - 19 pupils to benefit from the extensive specialist expertise that is shared across the Trust. We also aim to create capacity to enable

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

pupils in the wider system to benefit from our expertise as leading SEN practitioners through our outreach service – Enable Trust Holistic Outreach Service (ETHOS). Formal partnership with CSET and OAT in the Teaching School Alliance, plus utilising CSET and OAT’s experience of running a MAT and establishing a free school, will ensure Enable Trust has the capacity for sustainable school improvement work, outreach (through ETHOS) and MAT structural support to open the school (see Appendix A).

### **Vision statement for Enable Trust:**

#### **Aims:**

1. To ensure that all pupils feel happy and safe and achieve their full potential developing the skills they need to succeed and enjoy life and that the special school voice is promoted in the wider system.
2. To ensure each school within the Trust is a centre of excellence; providing exceptional holistic learning experiences for each and every pupil and innovative, research-led professional development opportunities for teaching and support staff.
3. To promote excellent SEN pedagogy locally, regionally and nationally Teaching School Alliance and partnership with a SEN specialist MAT (Special Partnership Trust).

In order to achieve its aims the Trust will be committed to:

1. Ensuring high levels of personal development, independence and life skills alongside academic progress for all pupils within the trust through relevant curriculum, pedagogy and inclusion opportunities.
2. Ensuring all pupils are engaged, believe in their ability to succeed and strive to be the best that they can be.
3. Developing innovative learning environments with outstanding teaching and learning opportunities with high quality resources and support in all member schools.
4. Sharing specialist staff expertise and resources across the trust to benefit all pupils and provide staff with excellent leadership and CPD opportunities which ensure succession planning is effective and the quality of teaching and learning is built upon. This will be done in partnership with CSET and OAT TSA.
5. Strong governance and strategic leadership to ensure accountability for pupil outcomes and enable Headteachers and local governing bodies to focus on pupil well-being and outcomes within their schools.
6. Using economies of scale and joint negotiating powers to release more money to support pupil well-being and teaching and learning.
7. Working closely with other agencies to provide sustained effective support for families of pupils with SEND.
8. Developing sustainable links with the community that will support pupils’ needs, interests and career and future pathways once they have left school.

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9. Working collaboratively to promote excellent SEN teaching practice including meeting local children's needs through outreach work (ETHOS).

### **Our vision will inform our approaches to the curriculum and meeting the needs of our pupils with special educational needs – in the case of Two Bridges Academy, pupils with SLD / PMLD:**

The vision will be realised through an innovative curriculum which is tried and tested at New Siblands School (Ofsted Outstanding Nov 2017). The Two Bridges Academy will additionally meet the needs of pupils with SLD and autism who need a low stimulus environment. A highly skilled staff team from New Siblands would be involved in the start up process, making sure the free school has an experienced professional team who already know each other and work effectively, to lead key aspects of the education offer. New Siblands has been growing leadership capacity for this. New Siblands has capacity for senior leaders to move across to open the school, plus an excited wider team ready to embrace the challenge. Positions will be back filled at New Siblands by leaders who have an excellent track record in safer recruitment processes and Governors and Trustees who also have significant experience in recruitment (see F1).

The curriculum is based on pedagogy rooted in proven theory and practice. It is explained in more detail in Section D.

Joint expertise from all schools in the MAT will benefit learning opportunities and wider opportunities will become available through collaborative use of resources, buildings and facilities, expert staff that support teaching and learning, advice and guidance and therapeutic input across the Trust. These include:

- opportunities for collaborative learning for pupils across the MAT eg curriculum projects, talent groups, Makaton and social skills groups
- opportunities for pupils in terms of work experience (see D4), mentoring of younger pupils
- opportunities for pupils to benefit directly from in-house expertise in multi-sensory approaches to teaching and learning, eye gaze technology, sensory interventions, behaviour management strategies, excellent teachers who can mentor and support new staff
- an expanded range of learning opportunities for pupils such as access to different physical environments, resources, staff, peers. For example, access to hydrotherapy at New Siblands School, outdoor learning environments, design technology suite or kiln for pottery at Culverhill School. All the schools in Enable Trust are within approximately a 20 minute drive. The existing schools are resourced with mini buses. The scope of the opportunities for cross site working will be on an individual basis where appropriate, or with small cohorts where identified benefits will support academic, health or social emotional and mental health needs.

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- the MAT will support possible new KS1 provision for pupils at Culverhill as well as EYFS provision at Two Bridges and will utilise Early Years expertise at New Siblands. New Siblands has capacity to resource much of the new provision at Two Bridges
- pupils will have access to a wider set of staff expertise across the Trust to maximise the impact of teaching and learning through the growth of expertise from joint CPD, cooperative working, staff leading new opportunities on multiple sites.
- our pupils will continue to attend the same school and each school will be responsible for liaising with the LA regarding admissions.
- Each school will have its own uniform

### **Advantages Two Bridges Academy becoming part of a local special school MAT**

1. To collaborate with local authorities, and other commissioning bodies and partners, to support them in shaping SEN provision for the future.
2. One voice to help steer local provision and influence services that can support our pupils' needs for the future. Have a united voice to influence policy and provision locally and nationally in key areas of special education including provision for mental health, autism, therapies, social care, and health services.
3. Sustainable school improvement with capacity to develop research and innovative practice. To provide support to other schools in the locality informally, and formally through our formal partnership with OAT/CSET Teaching School Alliance. This will enable the Trust to generate additional income and invest it into specialist teaching resources for the benefit of all pupils.
4. Expertise and outreach that develops pedagogical practise and the highest quality teaching and learning across the MAT, and also develops support services for other schools – both special and mainstream - to maximise progress and attainment for all pupils. New Siblands and Culverhill are pioneering innovative assessment methods in response to the Rochford review (2017) with [REDACTED] and Engagement for Learning UK. This expertise will be utilised by Two Bridges.
5. Financial sustainability and capacity through strategic planning and management of resources including creating innovative and efficient ways to maximise impact from staff, finances, systems and processes.
6. Leadership for the future through growing the next generation of special school leaders to ensure sustainability for high quality specialist provision in a climate where national shortages of school leaders threaten outcomes for pupils.  
To grow and release reflective, confident, courageous and emotionally intelligent 'architect' leaders (as defined by the research published by Harvard Business Review in 2016) across the Trust and to equip and release leaders to lead other schools across the country as we are fully aware of the recruitment crisis facing education in our nation. We seek to contribute to the wider picture of need, particularly within

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

SEN. A strong partnership with the Special Partnership Trust in Cornwall will support regional SEN priorities including the development of leaders in the wider region.

Recruitment of the best SEN practitioners will be stronger within the special school MAT as professionals will want to be part of a wider structure that affords them greater career opportunities in their specialist field. The MAT is hugely experienced in recruitment and retention of skilled staff in the field of SEND.

### **Expansion Strategy**

Enable Trust will seek to mature and expand over time, and has the capacity to grow. A long-term business plan will be developed. Initially, our vision is to create a centre of expertise that is sustainable for specialist provision. In addition to the 3 schools (including Two Bridges Academy) to form the MAT, two further special schools have expressed “strong interest” in joining the MAT - both are rated good by Ofsted. This will lead to increased expertise and increased economies of scale which will support the MAT in fulfilling its mission. Talks with governing bodies of these schools are underway (Kingsweston School and Briarwood School). Enable Trust will work closely with the RSC and the schools to explore when and how they might join the trust, ensuring Enable Trust has sufficient capacity to support Two Bridges Academy as it grows to capacity. Thereafter, additional growth may be through:

- good / outstanding schools joining us
- ‘Coasting’ schools needing to find partners to assist with improvements
- Schools in difficulty needing support to rapidly improve

Enable Trust will be open to enhancing outcomes for all children through having an ‘open’ ethos of helping schools to meet pupils’ needs. Pupils will have more connections from the wider learning community of the MAT to support the development of their understanding of the world.

It will not be exclusive to special schools and will welcome partnerships with mainstream schools.

Enable Trust will be mindful of sustainability and our capacity, so our growth strategy means we will be careful not to take on too much too quickly. We envisage having the sustainable capacity to grow year on year, for the next 3-4 years, with a review thereafter when the MAT has 6 or 7 schools. The core values and vision will bring clarity to the direction and decisions the Board will take.



## Section D – education plan: part 1

The table below shows the number of pupils we would expect to take places at Two Bridges Academy. The numbers are consistent with South Gloucestershire’s specification.

|           | Current number of pupils (if applicable) | 2019 | 2020      | 2021 | 2022 | 2023 | 2024 |
|-----------|--|------|-----------|------|------|------|------|
| Nursery   |  | 4    | 5         | 7    |      |      |      |
| Reception |  | 4    | 5         | 7    |      |      |      |
| Year 1    |  | 4    | 5         | 7    |      |      |      |
| Year 2    |  | 4    | 5         | 7    |      |      |      |
| Year 3    |  | 4    | 5         | 7    |      |      |      |
| Year 4    |  | 4    | 5         | 7    |      |      |      |
| Year 5    |  | 4    | 5         | 7    |      |      |      |
| Year 6    |  | 4    | 5         | 7    |      |      |      |
| Year 7    |  |      | 4         | 7    |      |      |      |
| Year 8    |  |      | 4         | 7    |      |      |      |
| Year 9    |  |      | 4         | 7    |      |      |      |
| Year 10   |  |      | 4         | 7    |      |      |      |
| Year 11   |  |      | 4         | 7    |      |      |      |
| Year 12   |  |      | 7         | 11   |      |      |      |
| Year 13   |  |      | 7         | 10   |      |      |      |
| Totals    |  | 32   | 65<br>*74 | 112  |      |      |      |

***\*Please note the specification total is incorrect. We have modelled the plan on the correct total of 74 pupils in 2020.***

| Subject/other activity  | Hours per week | Mandatory/ Voluntary | Comments   |
|---|----------------|----------------------|--|
| <b>NB Based on 32.5hrs per week. Break and lunchtimes are included in the total as they provide opportunities for consolidation and generalisation of skills, social skills and communication input. Timetables are personalised and checked to ensure minimum hours of mandatory subjects are reached.</b> |                |                      |  |
| <b>Early Years Curriculum</b>   |                |                      |  |
| Personal, social and emotional development  | 6              | M                    | Divisions of subjects are very difficult to define in Early Years, as many of the areas overlap.   |
| Communication & language  | 6              | M                    |  |
| Physical Development  | 6              | M                    |  |
| Maths   | 3.6            | M                    |  |
| Understanding the world   | 3.6            | M                    |  |
| Expressive arts and design  | 3.6            | M                    |  |
| Literacy  | 3.6            | M                    |  |
| <b>KS1-4 Pathway - Core Curriculum</b>  |                |                      |  |
| <b>NB some of the voluntary subjects are for pupils with identified need only. Time in other subjects is reduced according to need.</b>   |                |                      |  |
| Literacy  | 5 - 7          | M                    | See <b>Literacy</b> below  |
| Communication & Language  | 1-3            | M                    | See <b>Communication</b> below   |
| Maths   | 5 - 7          | M                    | See <b>Maths</b> below   |
| Science   | 2              | M                    | See below  |
| PE / Physical Development   | 2              | M                    | See <b>PE / Physical Development</b> below   |
| Topic & other cross curricular projects (including Art, DT, PSHE, SMSC, Music, History, Geography, RE, Computing. E-safety)   | 5 - 7          | M                    | See <b>Topic</b> below<br>Pupils may utilise personalised therapies as part of their learning during this time as well as all the programmes related to holistic individual learning needs |
| Assemblies  | 1              | M                    | See <b>Assemblies</b> below  |
| Independent lunchtime skills  | 2.5            | M                    | Eating and drinking programmes, speech and language therapy input, personalised care, communication development programmes   |
| Playtimes / outdoor breaks  | 2.5. - 5       | M                    | See <b>Communication / PSHE / SEMH / Independence</b> below  |
| Outdoor learning  | 1-5            | V                    | See <b>Outdoor Learning</b> below<br>Also linked to <b>Enrichment</b> below  |
| SENSORY integration programmes  | 0-2            | V                    | See <b>Sensory Integration</b> Below. For pupils with identified need only   |
| Inclusion   | 0- 2 hours     | V                    | See <b>Inclusion</b> below<br>Can vary for individual students and classes according to need<br>Inclusion strategy developed   |

|  |           |   |   |
|--|-----------|---|---|
|  |           |   | by New Siblands   |
| Therapies  | 0-5 hours | V | See <b>Sensory / Pre-formal curriculum</b> below  |
| Enrichment   | 0-3       | V | See <b>Enrichment</b> below   |
| Work related learning  | 0-3       | V | KS4 only (see <b>Transitions</b> below)   |
| Duke of Edinburgh Award                                      | 0-3       | V | KS4 only (see <b>Transitions</b> below)   |
| Group Travel Training  | 0-3       | V | KS4 only (see <b>Transitions</b> below)   |
| <b>KS1-4 Pathway - Sensory Intergration / ASD Curriculum</b> |           |   |   |
| English  | 5 - 7     | M | TEACCH methodology will be used in all subject areas  |
| Communication & language development                         | 1 - 3     | M |   |
| Maths  | 5 - 7     | M |   |
| Science  | 2         | M |   |
| Sensory intergration   | 0 - 5     | V |   |
| Therapies  | 0 - 5     | V |   |
| Attention Autism   | 1.5       | M |   |
| PE & Physical development                                    | 2         | M |   |
| Topic  | 5-7       | M |   |
| Assemblies   | 0 - 1     | V |   |
| Independent lunchtime skills                                 | 2.5       | M |   |
| Playtimes / outdoor breaks                                   | 2.5 - 5   | M |   |
| Outdoor learning   | 1 - 5     | V |   |
| Inclusion  | 0 - 2     | V |   |
| Enrichment   | 0 - 3     | V |   |
| <b>KS1-4 Pathway - Sensory / Pre- Formal Curriculum</b>      |           |   |   |
| Core curriculum  | 2 -20     | M |   |
| Therapies  | 0-15      | V |   |
| Sensory immersion  | 5-10      | M | Core curriculum areas can be delivered though sensory immersion sessions  |
| Communication and language                                   | 5         | M | Supported by technologies   |
| Sensory integration programmes                               | 0-2.5     | V | See <b>Sensory Integration</b> Below. For pupils with identified need only.   |
| <b>KS5 Preparation for Life Curriculum</b>                   |           |   |   |
| Employability  | 6.5       | M | All areas can be delivered through highly sensory approach needed for pre-formal learners, or using TEACCH approaches for pupils with ASD and sensory intergration needs. |
| Independence   | 6.5       | M |   |
| Being healthy  | 6.5       | M |   |
| Community inclusion  | 6.5       | M |   |
| Basic skills   | 6.5       | M |   |

## Section D – education plan: part 2

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

The tables below set out the school curricula that will be delivered at Two Bridges Academy (based on the successful model of New Siblands)

#### Timetable

The school day will start at 8.55. and finish at 3.30. Teachers will have discretion as to how to use the session time to best meet the learning needs of their children, providing they meet mandatory requirements for curriculum coverage. For example, for some groups Session 1 may be comprised of two sessions of approximately 35 mins, rather than one 75 minute session. Timetables will be checked by the curriculum leader at the beginning of each term to ensure compliance.

Two Bridges Academy will follow the local authority's term dates to help families with siblings at other schools manage their time.

| Time          | Activity                  |
|---------------|---------------------------|
| 8.55 – 9.15   | Registration / Tutor time |
| 9.15 – 9.30   | Assembly or Session 1     |
| 9.30 – 10.30  | Session 1 (continued)     |
| 10.30 – 10.45 | Drink and snack time      |
| 10.45 – 11.00 | Break                     |
| 11.00 – 12.00 | Session 2                 |
| 12.00-12.30   | Lunch                     |
| 12.30-1.00    | Break / Lunctime clubs    |
| 1.00 – 1.15   | Registration / Tutor time |
| 1.15 – 2.15   | Session 3                 |
| 2.15 – 2.25   | Drinks time               |
| 2.25 – 2.45   | Break                     |
| 2.45 – 3.15   | Session 3                 |
| 3.15 – 3.30   | Tutor time                |

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

Two Bridges Academy will be a specialist provision for pupils with severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). We envisage a high proportion of pupils will have Autism (ASD) and additional complex and multiple overlapping conditions.

Pupils with SLD and PMLD that Two Bridges will cater for, typically present with complex needs, impairments and disorders that may be physical, cognitive, developmental, neurological, sensory, or any combination of the above where learning difficulties are severe to profound. Learning difficulties that are broadly within the cognitive profile of pupils with SLD / PMLD mean that access to the national curriculum is predominantly assessed using P Levels (currently).

Two Bridges Academy will be a unique provision, augmenting existing local provision for SLD / PMLD. Current provision in South Gloucestershire for SLD / PMLD largely meets the needs of pupils who learn best from a highly sensory approach. We envisage Two Bridges Academy will augment this specialist high quality provision but will additionally provide for pupils who need a low sensory environment and who typically have SLD and ASD.

The curriculum will be based on pedagogy rooted in proven theory and practice as demonstrated through the curriculum that is successful at New Siblands School. This curriculum has a proven track record for assuring excellent outcomes for SLD / PMLD, pupils (including those with SLD and additional ASD) both academically and in terms of independence skills and preparation for adult life.

The curriculum at Two Bridges Academy will not only address academic (cognition and learning) needs, but will also encompass the holistic learning and developmental needs as set out in the SEND Code of Practice. Outcomes will be planned for in individual EHCPs. The curriculum will be taught by skilled teaching staff and delivered according to the learning needs of their groups. We will utilise programmes of study outlined in the National Curriculum as well as bespoke schemes of work that are highly successful at New Siblands School, which focus on meeting the needs of pupils with SLD and PMLD.

The curriculum will be sharp, meaningful, focussed, purposeful and balanced. It will be highly personalised to enable learning that meets each pupil's needs

A professional team of therapists that will work across Enable Trust, will contribute to teachers' planning for meeting all pupils' needs, including communication, physical

needs (physiotherapy), social, emotional and mental health, plus sensory integration (occupational therapy).

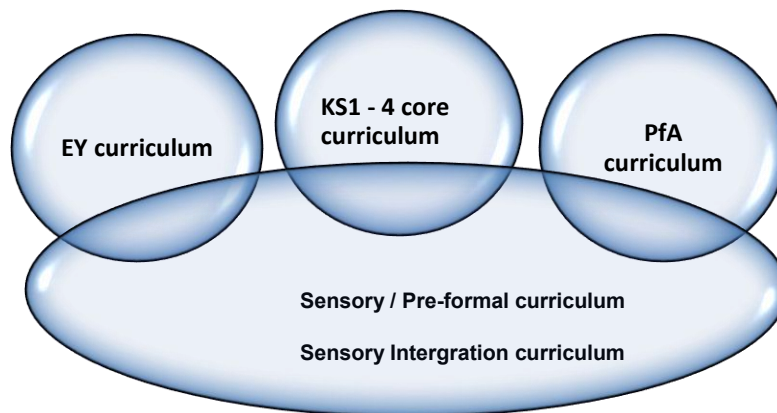
Pupils will be based in mixed need classes based broadly on age in order to enhance the sense of all belonging to one coherent community and to develop the highest possible level of social and communication skills. The sensory and sensory integration curricula pathways will be delivered in break out rooms and specialists rooms that will be set up to accommodate the sensory needs of pupils.

The specialist curricula will consist of:

1. The Early Years curriculum (nursery and reception)
2. The Key Stage 1-4 core curriculum pathway
3. The Sensory / Pre-Formal curriculum pathway
4. The Sensory Integration (ASD) curriculum pathway
5. The Preparation for Adulthood (Post 16) curriculum

Individual pupils will have personalised access to different strands of Two Bridges' curricula.

Diagram 1 Two Bridges Academy Curricula



Every pupil will have an individual pupil profile (**See Appendix B**) that outlines:

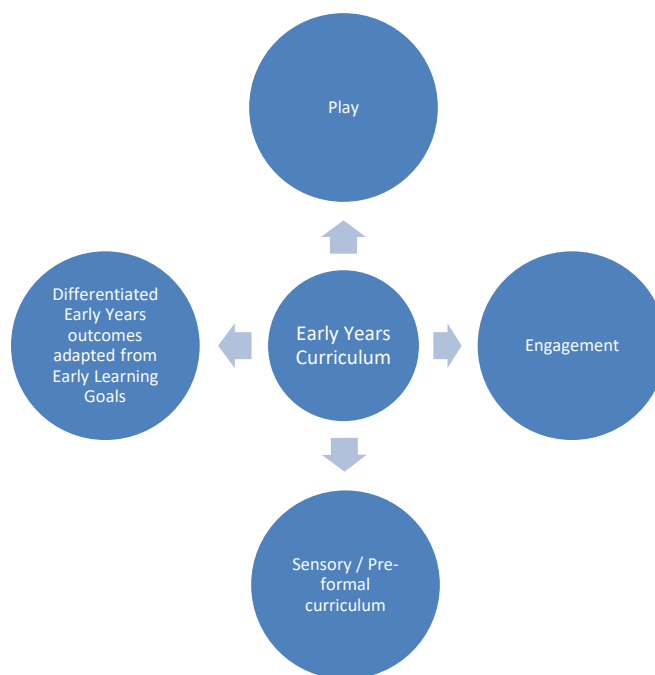
- How they learn best
- Their learning needs
- Barriers to learning and strategies to address them
- Which curricula they will access

The profile will be linked to an individual learning plan or ILP (**see Appendix C**) that sets out individual personalised targets in the areas of:

- Cognition and learning
- Communication and language
- Sensory and physical development
- Social, emotional and mental health
- Independence

### **Early Years curriculum**

Diagram 2



Pupils in Early Years will follow the Early Years Foundation Stage (EYFS) Curriculum which supports the development of learning skills, as well as social and communication skills to prepare them for the transition to KS1, wherein they will follow the formal pathway that will be personalised to meet their individual profile. Nurture extends through all key stages where appropriate for individual pupils.

Play and sensory experiences will be the main vehicles for learning. Play will be both structured and adult led, and both child-initiated and directed. The environment will be a key factor in encouraging and developing curiosity and exploration, so both the indoor and outdoor areas will be carefully set up to

develop learning. Learning experiences will be personalised and motivating so that children can discover and enjoy

Activities that develop the prime and specific areas will include:

Personal, Social and Emotional Development: inclusion, sensory diet, circle time, story time, song time, outdoor learning, TacPac, pet therapy, play time, community access

Communication and Language: visual support, communication programmes e.g. PECS, attention autism, eye gaze programmes, sensory diet play time, circle time, story time, song time, community access

Physical Development: Soft play, swimming, hydrotherapy, physiotherapy, PE, outdoor learning, playtime, community access, sensory diet

Mathematics: Sand and water trays, counting activities and songs, construction, outdoor learning

Understanding the World: outdoor learning, small world area, ipads, interactive whiteboard

Expressive Arts and Design: messy area, construction, playdough and modelling

Literacy: Reading, story time, motor skills, book area, songs and rhymes

All activities will be planned to ensure maximum learning takes place throughout the day, whilst ongoing observations will be completed to assess learning against a bespoke version of the Differentiated Early Years outcomes.

A note on transport: many pupils will utilise transport provided by the LA.. Two Bridges will adopt the same method of working with escorts who transport pupils to school, ensuring pupils have a 'passport' and that school staff have a safe and effective handover with escorts on arrival at school / leaving at the end of the school day.

**Case study EYFS SLD / ASD learner**

I need 2:1 support at all times throughout the day.

I need 2:1 support with all education and care needs.

I find a busy, bright and loud environment over stimulating and difficult to cope with.

My teacher has made adaptations to meet my needs. The blank walls and the empty, quiet space in break out room are helpful and calming for me. I am able to focus and engage in activities in this room.

I have a personalised timetable to support me throughout the day.

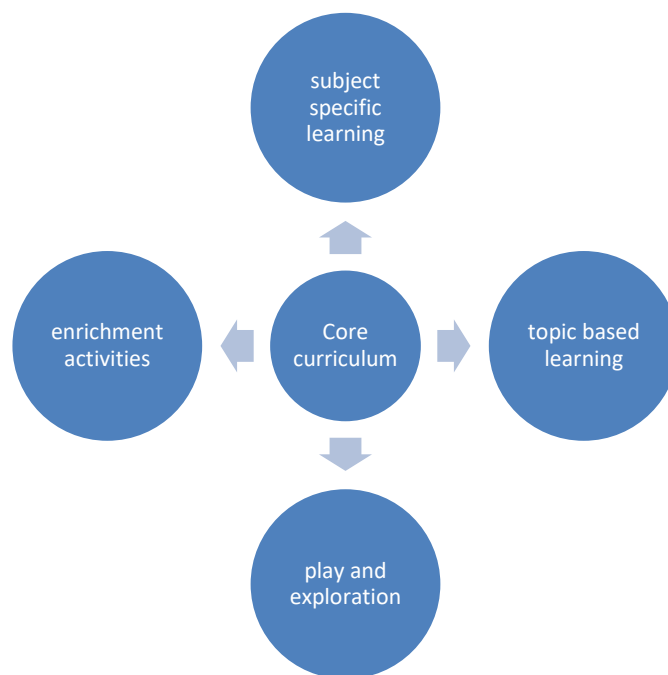


| I have a positive behaviour plan  |  |
|---|--|
| 8.55 – 9.15<br>Prime areas: PSED & C&L  | Break out room (low stimulation environment) for calming strategies programme<br>Sharing and turn taking activities of choice<br>Prime areas: PSED & C&L         |
| 9.15 – 9.30<br>Prime areas: PSED & C&L  | Break out room (low stimulation environment) for calming strategies programme<br>Hello time  |
| 9.30 – 10.30<br>Prime areas: PSED, C&L & PD<br>Specific areas: UTW                        | Outdoor learning with 4 pupils all with 1:1 support<br>Working on ILP targets  |
| 10.30 – 10.45<br>Prime areas: PSED & C&L  | Snack in break out room (low stimulation environment)<br>Communication and PEC's at snack time   |
| 10.45 – 11.15<br>Prime areas: PD, PSED & C&L<br>Specific areas: Maths, UTW, EAD, Literacy | Outdoor environment – swing and roundabout working on Maths and Literacy targets outside<br>Then change pad in toilet  |
| 11.15 – 12.00<br>Prime areas: PSED & C&L<br>Specific Areas: Maths & Literacy              | Break out room (low stimulation environment) for calming strategies programme.<br>ILP targets through play or Topic work for short periods of time.              |
| 12.00-12.30<br>Prime areas: PSED, PD & C&L<br>Specific Areas: Maths & Literacy            | Lunch in classroom group room (when other pupils are in hall so it is a quieter environment)<br>ILP targets through play   |
| 12.30-1.00<br>Prime areas: PSED   | Break in classroom group room (when other pupils are in hall so it is a quieter environment)   |
| 1.00– 1.15<br>Prime areas: PSED & C&L<br>Specific Areas: Literacy                         | Break out room (low stimulation environment) for calming strategies programme whilst rest of school transition from outside and into classroom.<br>Reading focus |
| 1.15 – 2.00<br>Prime areas: PSED & C&L<br>Specific Areas: Maths & Literacy                | Library area with 2/3 other pupils from class.<br>ILP targets through play   |
| 2.00 – 2.15<br>Prime areas: PD, PSED & C&L  | Break out room (low stimulation environment) for calming strategies programme<br>Snack -Communication and PEC's<br>Then change pad in toilet.                    |
| 2.25 – 2.45<br>Prime areas: PD, PSED & C&L<br>Specific areas: Maths, UTW, EAD, Literacy   | Outdoor learning in the Big Field – with 2/3 other pupils from class.  |
| 2.45 – 3.15   | Break out room (low stimulation environment) for calming strategies programme  |

|  |                    |
|--|--------------------|
| Prime areas: PSED & C&L                |                    |
| 3.15 – 3.30<br>Prime areas: PSED & C&L | Goodbye School Bus |

### Core Curriculum KS1-4

Diagram 3



The core curriculum will ensure pupils develop the skills they need to become adults who are as happy and independent as possible, and who are able to be a part of the community they belong to. It will be designed to be flexible in order to meet the complex range of learning needs of pupils at Two Bridges Academy. It will be evolutionary in that it will change as pupils become older and will be flexible enough to meet their developmental needs. There will be scope for personalisation so that all learning areas identified in Education, Health and Care Plans (EHCPs) are addressed. In addition to cognition and learning, these are:

- Physical / sensory development
- Communication and language
- Social, emotional and mental health
- Independence

**Evolution of the core curriculum – Table**

|            | <b>Delivered through</b>                        | <b>Content</b>  | <b>Outcomes</b>  |
|------------|---|---|--|
| <b>KS1</b> | Topic & play based learning                     | <p>Core and foundation subjects</p> <p>On-site inclusion opportunities</p> <p>Community visitors</p> <p>Outdoor learning</p> <p>Play skills</p> <p>Social skills</p> <p>Communication skills</p> <p>Independence skills</p> <p>Physical development</p> <p>Enrichment – trips, community / workshops and events</p> | <p><b>Pupils...</b></p> <p>Are safe and happy</p> <p>Belong to school community</p> <p>Develop a love of learning / demonstrate motivation and engagement</p> <p>Develop play skills</p> <p>Develop social skills</p> <p>Develop communication and interaction skills</p> <p>Develop early independence skills e.g. eating, toileting</p> <p>Begin to understand their own emotions</p> <p>Begin to recognise dangers at home and school</p> <p>Develop fine and gross motor skills</p> <p>Are supported to take appropriate risks in safe situations</p> <p>Begin to make choices and express preferences</p> <p><b>Are prepared for a successful transition to KS2</b></p> |
| <b>KS2</b> | Topic + discrete subjects & play based learning | <p>Core and foundation subjects</p> <p>On-site / off site inclusion opportunities</p> <p>Community visitors</p> <p>Outdoor learning</p>   | <p><b>Pupils...</b></p> <p>Are safe and happy</p> <p>Belong to school and local community</p> <p>Develop, apply and generalise learning skills and knowledge of key</p>  |

|            |  |   |   |
|------------|--|---|---|
|            |  | <p>Play skills</p> <p>Social skills<br/>(friendships / conflict resolution)</p> <p>Communication skills</p> <p>Independence skills</p> <p>Physical development</p> <p>Enrichment – trips, community / workshops and events</p> <p>Student council</p> | <p>concepts in core and foundation subjects</p> <p>Develop a love of learning / demonstrate motivation and engagement</p> <p>Apply play skills in a range of contexts</p> <p>Use social and communication skills to make and maintain friendships, and to resolve conflicts</p> <p>Further develop independence skills e.g. dressing, personal care</p> <p>Begin to understand what makes them feel good or bad and how their emotions affect their behaviour</p> <p>Begin to recognise dangers in the local community</p> <p>Further develop fine and gross motor skills</p> <p>Begin to take appropriate risks in familiar situations</p> <p>Make choices and express preferences and opinions</p> <p>Develop learning skills</p> <p><b>Are prepared for a successful transition to KS3</b></p> |
| <b>KS3</b> | <p>Topic + discrete subjects and experience based learning</p> | <p>Core and foundation subjects</p> <p>On and off-site inclusion opportunities</p> <p>Student voice project</p> <p>Outdoor learning</p> <p>Social skills (helping others)</p>   | <p><b>Pupils....</b></p> <p>Are safe and happy</p> <p>Belong to school, local and wider community</p> <p>Develop, apply and generalise learning skills and knowledge of key concepts in core and foundation subjects</p>  |

|            |  |  |  |
|------------|--|--|--|
|            |  | <p>Communication skills</p> <p>Independence skills</p> <p>Residential</p> <p>Enrichment - trips, performances, workshops, enrichment week, residential</p> <p>Student council</p>  | <p>Develop a love of learning / demonstrate motivation and engagement</p> <p>Use social and communication skills in a range of contexts, including with new people</p> <p>Further develop independence skills e.g. independent working, moving around the school site</p> <p>Begin to develop emotional regulation</p> <p>Develop ability to identify dangers in a range of contexts and to respond to them appropriately</p> <p>Apply gross and fine motor skills</p> <p><b>Are prepared for a successful transition to KS4</b></p> |
| <b>KS4</b> | <p>Topic + discrete subjects and experience based learning</p> | <p>Core and foundation subjects</p> <p>On and off-site inclusion opportunities</p> <p>Sports Leaders</p> <p>Duke of Edinburgh award</p> <p>Enrichment - trips, performances, workshops, enrichment week, residential</p> <p>Student council</p> <p>Work related learning / experiences of work</p> <p>Careers and options</p> <p>Independent living skills</p> | <p><b>Pupils...</b></p> <p>Are safe and happy</p> <p>Belong to school, local and wider community, and new work settings</p> <p>Develop, apply and generalise learning skills and knowledge of key concepts in an expanding range of contexts</p> <p>Demonstrate a love of learning / demonstrate motivation and engagement</p> <p>Use social and communication skills in a range of contexts, including in work related settings</p> <p>Begin to understand what the workplace is like and to develop relevant skills</p>            |

|  |  |                       |   |
|--|--|-----------------------|---|
|  |  | Group travel training | <p>Further develop independence skills<br/>e.g. supported travelling in the community, independently living skills</p> <p>Begin to develop leadership skills</p> <p>Are resilient</p> <p>Can regulate their emotions and manage their own behaviour in a wider range of contexts</p> <p>Make decisions about their future / develop a future plan</p> <p>Consolidate ability to identify dangers in a range of contexts and to respond to them appropriately</p> <p><b>Are prepared for a successful transition to P16 / next placement</b></p> |
|--|--|-----------------------|---|

The academic (cognition & learning) aspect of the curriculum will be based on adapted and differentiated programmes of study for National Curriculum. At key stages 1-4 English, Maths and Science will be delivered as discrete subjects, while foundation subjects will be mainly taught through topics. Each key stage will have a shared topic and literacy text.

All aspects of the curriculum will be adapted by teachers so that they can develop pupils' skills and understanding of concepts according to the specific needs of the groups they teach. For learners with profound and complex disabilities, this will be through a **sensory approach**; for learners operating at P4-8, this will use **play and other explorative activities to build the pre-requisite skills needed for subject specific learning**; and for learners operating at the level of the National Curriculum this will focus on **subject specific learning for core subjects** as outlined in the programmes of study.

Pupils at all stages of development will have needs relating to the other strands learning outlined in EHCPs and, therefore may also access other curricula, or have individual programmes for to meeting these.

## **Literacy**

All pupils following the core curriculum will have daily Literacy lessons, which will encompass Communication & Language, Reading and Writing, as well as developing general literacy skills related to texts and high quality picture books. Role play, hot seating, talk for writing and sensory experiences will be employed to develop literacy skills and foster an enjoyment of reading.

## **Communication & Language**

Many students with SLD/ PMLD and ASD, have corresponding Speech, Language & Communication difficulties (SLCD) outlined in their ECHP. Therefore a high priority will be given to communication within the English curriculum, as well as across the curriculum as a whole. Pupils will be taught communication skills in small groups based on ability so that they can develop their initial skills at the appropriate level. Structured opportunities to consolidate and generalise language skills will be planned into all areas of the curriculum, and will occur at across the school day including less structured times, such as lunchtimes, playtimes, outdoor breaks / outdoor learning, assemblies and enrichment activities.

Communication will be supported by the use of Makaton and developed through the delivery of language development programmes such as Attention Autism, Lego Therapy and Talkabout. Communication may also be supported by the use of communication aids, eye-gaze technologies, objects of reference, and visuals, such as PECS or communication books. A Speech and Language Therapist (SLTh) will support the assessment and monitoring of individual speech and language programmes, as well as delivering direct specialist support. SLTh's will deliver training to staff, and there will be a planned CPD programme to ensure all staff are able to deliver specialist approaches to developing communication and language.

Pupils working at the early levels of the National Curriculum will follow the Talkabout programme, which develops social language skills. At New Siblands school this has been highly effective in ensuring pupils have met upper quartile targets as based on the progression guidance in speaking and listening.

## **Reading**

The reading curriculum covers word reading, reading aloud, comprehension and responses to reading.

Pupils will be assessed to see which approach to learning to read is appropriate for them. Many pupils will take part in regular, structured phonics lessons based on the Letters and Sounds programme, and supplemented using Jolly Phonics. This is a

research-based intervention that has been highly successful at New siblands. Some pupils will benefit from a whole word reading approach which will be delivered using the See and Learn programme. This will be delivered daily. For pupils with PMLD, reading will be about developing a wider understanding of the meaning of photographs and objects.

Pupils working at the level of the National curriculum will have regular timetabled reading sessions which will be tailored to support their individual needs. A range of reading schemes, books and materials will be used. All pupils will engage with stories and books.

Symbols generated by grid player writing programmes will be used alongside the written word across the school. This will reinforce word meanings for pupils who have not consolidated reading, and ensure consistency of symbols for pupils who also use symbol based communication aids.

### **Writing**

Physical disabilities and delayed physical development affect the gross and fine motor skills necessary for handwriting so the curriculum will focus on developing these. Handwriting sessions for pupils working at P Levels will be delivered using the Clever Fingers and Writing Without Tears programmes which include strategies for developing the physical skills of writing. For pupils functioning at the outcomes expected in the National Curriculum the curriculum will include handwriting, spelling, vocabulary and punctuation, and composition and organisation. For pupils with profound and complex disabilities eye-gaze technology and sensory approaches will be utilised.

### **Maths**

All pupils following the core curriculum will have daily Maths lessons encompassing Number and Shape, Space and Measure. Numicon (a set of multi-sensory Maths resources) will be used across the school to establish and underpin understanding of number and arithmetical concepts and language.

The Maths curriculum will be based on the Equals scheme which is a structured programme for pupils with learning difficulties, based on mastery principles. Pupils will be taught in ability groups and will acquire the skills needed to understand mathematical concepts and language. Concepts that may take a very long time to master will be broken down into hierarchical steps and learning will be consolidated before the next concept can be taught. For example, when learning to count pupils



must first master the one to one principle, then the stable order principle and finally the cardinal principle.

Mathematical language, such as 'more; and 'less', must also be securely understood and linked to concepts before the next related term can be introduced.

Consolidation and generalisation of mathematical skills will be achieved through numeracy sessions and in cross-curricular and enrichment work, as well as in day to day occurrences. Examples of this may include numeracy work within the context of activities such as trampolining that develop core strength, or on work experience placements.

## **Science**

Science will provide opportunities for exciting and motivating multi-sensory teaching and learning activities. The Science curriculum will be based on the Strata schemes of work, developed by Astra Zeneca, specifically aimed at pupils with learning difficulties. Life Processes, Physical Processes and Materials will be covered each year.

Science lessons will involve first hand practical investigation utilising everyday objects. The skill of scientific enquiry will be developed by making first hand observations- examining, comparing, measuring, sorting and classifying real things, finding similarities and differences, and noticing patterns and relationships. Pupils will be encouraged to ask questions or make observations; to make predictions, to perform tests and record their results.

For pupils with profound and complex learning needs sensory approaches will be utilised.

Enrichment activities will be a key element of consolidating and generalising scientific learning and Science workshops or demonstrations will be regular features of the curriculum e.g. Zoolab sessions or liquid nitrogen shows.

## **PE & Physical Development**

Physical development will be supported by physiotherapy and occupational therapy programmes and other therapies, e.g. Hydrotherapy, Rebound Therapy and mobility programmes.

The PE curriculum will include motor skills activities, games, outdoor activities (e.g. horse riding) and dance. Opportunities to participate in inter-school events and festivals are built into the provision. A specialist School Sports Co-ordinator will support and enrich the planning and delivery of the PE curriculum.

## **Topic**

The rationale behind topic-based learning is that it enables pupils to place their learning in a relevant context. It enables the pupils to be intrinsically motivated and engaged because all concepts are relevant to their lives and interests. As pupils progress academically and developmentally, more abstract concepts become relevant. For example at Key Stage 4 pupils may be engaged in concepts such as diversity in modern Britain, whereas at Key Stage 1 they will be learning about friends and family.

It is successful at New Siblands in meeting the needs of pupils with SLD / PMLD. For pupils with PMLD, this is through the skills based curriculum that is developing pupils' early thinking skills. This is mostly delivered through sensory approaches. Resources are used to match the developmental priorities being taught to SLD learners. Therefore, a topic approach supports inclusion within each class group.

Foundation subjects will be taught through topics which will maximise opportunities for consolidation and generalisation of learning. Each key stage will have a shared topic within which, all foundation subjects will be planned for across the year.

RE will be enriched through shared celebrations and collective worship in 'Open the Book' drama assemblies.

## **PSHE & Social, emotional and mental health (SEMH)**

The PSHE & SEMH curriculum will play an important role in ensuring that pupils develop holistically and that teaching can focus on some of their wider developmental needs outlined in EHCPs.

Pupils will be equipped with the skills they need to navigate the rapidly changing social and technological environment they inhabit. They will develop their ability to understand their feelings and learn strategies for regulating their emotions. They will become emotionally literate and be given opportunities to use their skills in practical and real – life situations.

A bespoke PSHE / SEMH curriculum will cover a broad range of topics relevant to the chronological and cognitive developmental stages of the pupils, including:

- Being safe e.g. road safety / stranger danger
- Being healthy e.g. healthy eating / the risks of drugs and alcohol
- Physical changes e.g. growing up / puberty
- Friendships e.g. what does a friend do? / how to make and keep friends
- Conflict resolution e.g. sharing / taking turns / talking about problems

- SRE e.g. different relationships / public and private / keeping safe
- Developing emotional literacy skills e.g. resilience / persistence
- Developing emotional regulation and positive behaviour

PSHE / SMSC will be delivered as part of topic based learning and in additional discrete lessons. Lunchtimes, playtimes, outdoor breaks / outdoor learning, assemblies and enrichment activities will provide other important opportunities for consolidation and generalisation of skills learnt in these sessions. As part of a general culture of high expectations within the school, we will expect staff facilitating social interaction and play during timetabled outdoor play times to actively support learning and record progress for the class teacher. Training will be delivered as part of the induction process. Specialists in managing behaviour for pupils with learning difficulties will support the consolidation of learning in their work with individuals and small groups.

Sex and relationship education (SRE) will be delivered to pupils grouped by levels of emotional and physical development. Day to day events will provide many opportunities for pupils to apply and generalise their learning with the support of adults.

### **E-safety**

A bespoke e-safety curriculum will be delivered that focuses on issues particular to pupils with SEND, who may have good technical skills but will particularly struggle to navigate the world of social media. It will be closely linked to the PSHE / SEMH curriculum, as for pupils at lower cognitive levels, understanding how to form and maintain relationships will be the key prerequisite skill understanding how to stay safe on line. The curriculum will cover areas such as using money on line, on-line identities, chat rooms, cyber-bullying and sharing information. The curriculum will be reviewed and revised annually in response to the changing technological environment, specific incidents in the e-safety log, concerns raised by parents, or national trends or issues. E-safety will have, proportionately, 10% of focussed topic time spread across the year.

In addition, we will have three e-safety weeks per academic year, each with a whole-school focus, which will give e-safety a high status within the school.

### **Independence**

While independence will not be taught as a specific subject, ensuring that the skills of independence are learnt will be a central tenant of the curriculum. Pupils will have personalised plans for developing independence in areas including: communication, mobility, self-care, eating and drinking, dressing, personal hygiene, toileting, self-

organisation, learning skills, personal safety, crossing roads, stranger danger, social interactions, social participation, emotional regulation, accessing the community and transitions. These plans are assessed 3 times a year as part of each pupil's individual learning plan. Additionally, the annual review of the EHCP evaluates progress against non academic targets in the EHCP domain areas. The aim will be for every pupil to develop the maximum amount of independence they can. Independence skills might be directly taught through individual programmes or practiced, consolidated and generalised across the curriculum.

Progression in independence and autonomy will be planned for across the key stages, using appropriate topics and learning opportunities. At KS4 generalising independence skills will become more of a focus and pupils will be introduced to new programmes to develop this. Group travel training, Duke of Edinburgh awards and work related learning will be introduced as part of the core offer. This is built in to the timetable where enrichment is delivered one afternoon per week. The PfA curriculum in KS5, extends this still further (see below).

### **Inclusion**

Pupils at Two Bridges Academy will be given opportunities for educational and social inclusion throughout their school life. Two Bridges will establish strong links with other local schools to plan and develop inclusion activities. These will include traditional opportunities for individual students to participate in mainstream classes where appropriate, but also encompass projects where pupils from two or more schools work together with positive outcomes for all pupils involved. Sports and creative projects will be an ideal platform for inclusive working.

Social inclusion projects will be based around access to people, facilities and events in the community where the school is sited. As pupils develop their independence skills through the curriculum, inclusion will be a means to consolidate and generalise these. All pupils identified through rigorous planning and joint working with parents and carers will be supported to independently access colleges, work experience placements and public transport. See inclusion opportunities as part of co-location with CSET school (Marlwood) in partnership , Appendix A.

### **Assemblies**

There will be three assemblies per week: one linked to an area of spiritual, moral, social and cultural education (SMSC), one assembly based on British values, and one 'good news' assembly to celebrate the successes of the week. There will be additional assemblies throughout the year to enrich subject areas or to celebrate national events or personal events (e.g. school leavers). Opportunities for collective worship as set

out in the 1988 Education Act will be incorporated in to these assemblies with reflection time or 'candle time'.

Assemblies will provide a key opportunity for pupils to consolidate and generalise social and communication skills and to practice emotional regulation. Older pupils will be involved in the delivery of assemblies as often as possible.

### **Outdoor Learning**

Outdoor learning will be an integral part of the school curriculum because it will lead to positive outcomes for pupils with SLD / PMLD and ASD. The raft of evidence that shows the benefits of outdoor learning for pupils in early years, can be applied to pupils with delayed cognitive and social development. Exploring and engaging with outdoor learning will have cognitive, health and social benefits that will improve long-term outcomes for pupils attending Two Bridges Academy. Outdoor learning sessions will provide opportunities for new learning, as well as for consolodations and generalisation of skills learnt in the indoor classroom.

Two Bridges Academy will have a number of outdoor learning areas that can be tailored to the needs of pupils of different ages, from an early years model, to a land based learning area for older pupils. For older pupils the outcomes will relate to employability as well as SEMH, through horticulture, cookery and work experience through links with partners such as the local garden centre and farm shop.

### **Playtimes / breaks**

For all pupils outside breaks can also constitute learning times, with similar benefits to outdoor learning. Some pupils will take indoor breaks where they have the opportunity to direct what they do with their time, and again, this will provide opportunities for measurable consolidation and generalisation of skills.

### **Enrichment**

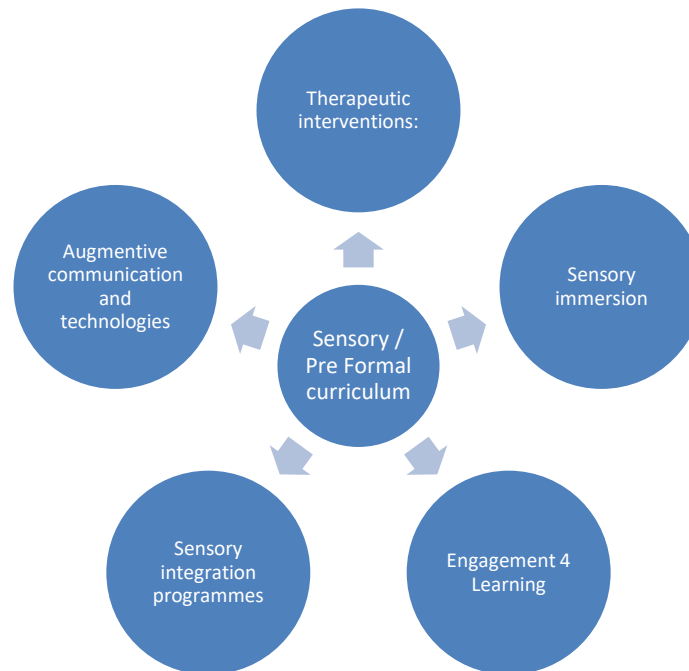
The curriculum at Two Bridges Academy will provide opportunities for creative, motivating and memorable learning experiences, which can deliver a range of outcomes related to EHCP / ILP targets. This will include school based events, such as national fundraising events or performances and workshops provided by external providers. Regular educational visits (at least 3 times per year) into the community linked to topics or personal targets will be encouraged. There will be an annual curriculum enrichment week. In KS3-5 there will be opportunities for attending short residential courses e.g. outdoor activities or work based tasters. The enrichment programme will be varied from year to year according to the needs of the pupils and the cultural and social events of the local and national community. There could also

be opportunities to plan the school environment to increase enrichment opportunities, depending on where Two Bridges is sited and the facilities available.

| <b>Case study KS4 SLD / ASD learner</b> |  |
|---|--|
| <b>Time</b>                             | <b>Activity</b>  |
| 8.55 – 9.30                             | Registration / Individual Target Work / Welcome  |
| 9.15 – 9.30                             | Assembly   |
| 9.30 – 10.30                            | English – with sensory integration and sensory diet breaks   |
| 10.25 – 10.40                           | Snack time – with jobs (promoting independence / developing life skills / social integration)                          |
| 10.40 – 11.00                           | Break – developing social interaction and developing play skills   |
| 11.00 – 12.00                           | Maths – with sensory integration and sensory diet breaks   |
| 12.00 – 12.30                           | Lunch – 1:1 support working to promote social inclusion when eating and to develop the variety of foods that are eaten |
| 12.30-1.00                              | Break – developing social interaction and developing play skills   |
| 1.00 – 1.15                             | Registration / Singing   |
| 1.15 – 2.00                             | Topic work – cross curricular with sensory integration and sensory diet breaks   |
| 2.00 – 2.30                             | Duke of Edinburgh Award  |
| 2.30 – 2.50                             | Snack time - with jobs (promoting independence / developing life skills / social integration)                          |
| 2.50 – 3.20                             | Break – developing social interaction and developing play skills   |
| 3.20 – 3.30                             | End of day – collecting bags and saying goodbye  |

## The Sensory / Pre-formal curriculum pathway

Diagram 4



Pupils with profound or complex needs will benefit from mixed class bases which will enable them to develop positive relationships with their peers and to engage with the wider school. In order to fully meet their learning needs they will access a sensory curriculum that will run alongside the main curriculum and will be personalised according to their individual needs. Sensory learning will take place in environments specifically designed to meet their learning needs.

The aim of the sensory/ pre-formal curriculum will be to develop early social, communication, cognitive and emotional and physical skills. These can be consolidated and generalised within the classroom.

The sensory curriculum will be delivered using multi-sensory approaches, therapies and play, including:

- Immersive sensory sessions linked to topic
- Intensive interaction
- Individual Physiotherapy programmes
- Eye-gaze programmes
- Hydro Therapy
- TacPac

- Rebound Therapy
- Sensory diet
- Sensory sessions e.g. music, engaging with animals, exploring food, using the snoozlem etc.

### **Case study KS2 PMLD Learner**

I need 2:1 support at all times throughout the day.

I need 2:1 support with all education, care needs and physical needs.

I learn best in a personalised environment that is stimulating and engaging. I like to learn using all of my senses and my teacher makes adaptations to ensure that I can achieve. I need support and time to access an exciting curriculum that is broken down into very small steps.

Throughout the school day I use objects of reference, these represent the activity that I am about to take part in. I also spend time working on my individual physiotherapy programme and hydrotherapy programme.

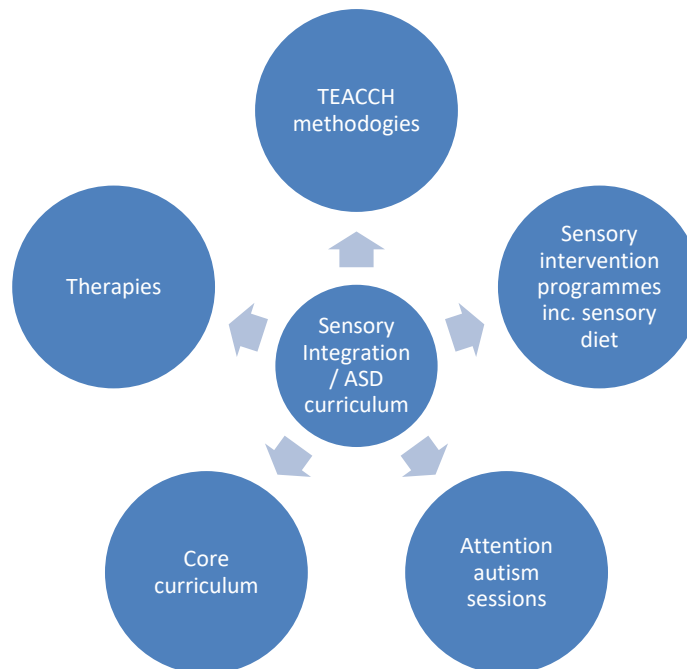
| <b>Time</b>   | <b>Activity</b>  |
|---------------|--|
| 8.55 – 9.30   | Gross motor activities and accessing my standing frame/stretching exercises<br>Morning medication<br>Registration and hello time using big macs. |
| 9.30 – 9.45   | Assembly   |
| 9.45 – 10.00  | 1:1 work using the eye gaze and working on ILP targets.  |
| 10.00 – 10.15 | 2:1 support and hoisted into my work chair and arm splints put on.<br>2:1 Toilet and personal care needs   |
| 10:15 – 10:30 | Snack with my peers and adult administers my medications via my peg<br>2:1 support with my oral hygiene routine                                  |
| 10.30 – 11.00 | Rebound therapy – working on physiotherapy targets and communication targets   |
| 11.00 – 11:30 | Time to stretch and rest   |
| 12.00-12.30   | Lunch with my peers  |
| 12.30-1.00    | Time outside with my peers – using my walker   |
| 1.00 – 1.15   | Together time and reflection<br>Registration and hello time using big macs.  |
| 1.15 – 2.00   | Literacy and Maths – sensory stories, number songs with props.<br>Working on ILP's   |
| 2.00 – 2.25   | Snack with my peers and adult administers my medications via my peg  |
| 2.25 – 2.45   | 2:1 Hydrotherapy   |
| 2.45 – 3.15   | Tac Pac  |
| 3.15 – 3.30   | Goodbye<br>School Bus  |



| <b>Case Study KS2 SLD /ASD learner</b> |   |
|--|---|
| <b>Time</b>                            | <b>Activity</b>   |
| 8.55 – 9.15                            | Registration, See & Learn Reading and Hello Time  |
| 9:05-9:15                              | Sensory Diet Time   |
| 9.15 – 9.30                            | Assembly or Maths (1-1 in an enclosed visually clear space)                                   |
| 9.30 – 10.30                           | Maths (continued) or Swimming Session   |
| 10.30 – 10.45                          | Drink and snack time – Communication book used<br>Toilet Training                             |
| 10.45 – 11.00                          | Break - Trampoline Time   |
| 11.00 – 11.10                          | Sensory Diet Time   |
| 11.10 – 12.00                          | English (1-1 in an enclosed visually clear space)   |
| 12.00-12.30                            | Lunch (1-1 support for taster plate and introducing new foods)<br>Toilet training             |
| 12.30-1.00                             | Break – Trampoline Time   |
| 1.00 – 1.15                            | Registration & Hello Time   |
| 1.15 – 1.35                            | Attention Autism Speech & Language Programme  |
| 1.35 – 1.45                            | Sensory Diet Time   |
| 1.45 – 2.30                            | Foundation Subjects Session (work in a small group with adult support to interact with peers) |
| 2.30 – 2.45                            | Drink and snack time – Communication book used<br>Toilet Training                             |
| 2.45 – 3.00                            | Break - Trampoline Time   |
| 3.00 – 3.15                            | Pet therapy or play therapy or fine motor skills  |
| 3.15 – 3.30                            | Story time and Goodbye  |

## The Sensory Intergration / ASD curriculum pathway

Diagram 5



A highly structured and low stimulation environment and the teaching methodologies recommended by the TEACCH methodology will form the basis for delivery of the sensory intergration / ASD curriculum. Pupils will be taught individually or in small groups using workstations for timed, personalised activities with a reward planned into the programme. The content will be based on the core curriculum but the delivery method will tailored to meet individual needs. This approach will encourage strong learning outcomes in the academic, social and personal aspects of the curriculum.

Pupils with SLD and ASD are also very likely to have sensory intergration needs. Two Bridges Academy will employ an occupational therapist trained in sensory intergration theory to assess pupils and to devise an individual programme to address their sensory integration needs. These may be related to sensory modulation (i.e. pupils may be over or under-responsive to sensory stimuli such as touch) or sensory discrimination or perception (i.e. pupils may have difficulty interpreting the different sensory stimuli i.e in discriminating environmental sounds). The personalised programme of activities that help address this will be called a sensory diet. There will also be sensory intergration strategies that can be employed through teaching methods e.g contrasting colours for someone who is under-responsive to visual stimuli.

Pupils following this curriculum, may also need to access therapies, as outlined in the sensory / pre-formal curriculum.

**Case study KS1 / ASD learner**

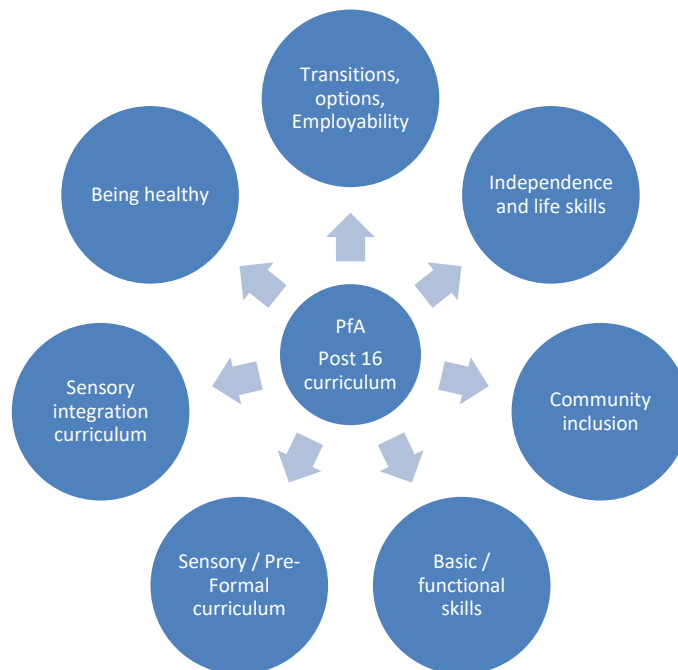
I use my individual timetable and timers to support every transition  
My individual timetable is updated after each transition which helps me to know what is next and the timer helps to give me advance warning and time to process information.

I have access to sensory diet in and out of the classroom. I sit on a gym ball and use a rocking chair in class. The impact of this is that it helps me to engage better in a lesson. There are fewer behaviour incidents and I am able to engage in sessions for longer periods of time following sensory diet sessions.

| <b>Time</b>   | <b>Activity</b>   |
|---------------|---|
| 8.55 – 9.15   | Registration / Tutor time   |
| 9.15 – 9.30   | Sensory Diet  |
| 9.30 – 9:45   | Assembly (sat on gym ball)  |
| 9:45-10:00    | Outside environment and opportunity to jump on the trampoline   |
| 10:00- 10:15  | Snack time – PECs book to use to communicate at snack time<br>Toilet immediately after snack has finished   |
| 10.15 – 10:45 | Outside Play with my friends. Support with sharing and turn taking  |
| 10:45-11:00   | Sensory diet  |
| 11:00-11:30   | Maths or Literacy<br>Maths or Literacy starter sat on gym ball or sat on rocking chair.<br>Then work time for 5 minute period of time with timer to support this. |
| 11.30-11.45   | Sensory diet (The impact of accessing this area means that behaviour incidents are reduced when in the dinner hall)   |
| 11:45-12:30   | Lunchtime in the dinner hall.   |
| 12:30-1:00    | Outside play  |
| 1.00-1:15     | Hello, singing time followed by 5 minute movement break   |
| 1:20-1:30     | Attention Autism Bucket session<br>Followed by 5 minute movement break  |
| 1:35-2:00     | Topic session<br>Starter sat on gym ball or sat on rocking chair. Then work time for 5 minute period of time with timer to support this.                          |
| 2:00-2:15     | Sensory diet  |
| 2:15- 2:30    | Snack time – PECs book to use to communicate at snack time<br>Toilet immediately after snack has finished   |
| 2:30 – 3:00   | Outside Play with my friends. Support with sharing and turn taking  |
| 3.00 – 3.15   | Singing time  |
| 3.15 – 3.30   | Goodbye   |

## The Preparation for Life (Post 16) curriculum

Diagram 6



In KS5 the focus will change to preparing students for adult life when they leave school. The curriculum will be based on four pathways: employability, health, community inclusion and independence. Each student will have a personalised timetable that enables them to focus on what is most important for them, and this can be adapted as their needs change, e.g. if a student secures a place at college, their timetable will begin to focus on transition work to prepare them fully for what lies ahead.

### **Transitions, options & employability (including Basic / Functional Skills)**

Transitions to college, work or other placement will be the focus of all work in KS5. Pupils will be given information and have opportunities to visit placement providers either individually or in groups. The college providers in the local offer will be invited to talk to pupils at Two Bridges and subsequent tours will be arranged.

Pupils will undertake a programme of work related learning which includes class-based learning about work and how to get a job, and work related activities. These aspects of the programme will be available to all students. This will include projects such as car washes, toddler groups and catering for school staff cold lunches. For some pupils external work experience placements will also be part of this programme. These will be supported by staff at an appropriate level for the individual pupil. Where possible pupils will be supported to have independent work experience placements.

There will be a transitions evening at the beginning of each academic year, and the independent transitions advisor will support pupils and their families in understanding options and processes for applying for these.

Basic literacy and numeracy skills will be taught using ASDAN programmes, which aim to consolidate and generalise skills in practical contexts that pupils are likely to encounter e.g. shopping, reading a menu and form filling.

When pupils near the end of their placement at Two Bridges and have confirmed their next placement, individual travel training will be arranged to familiarise them with the specific route they will need to take and a programme of supported transition time at the new placement will be arranged.

(See also Transitions)

### **Independence and Life Skills**

Independent life skills taught will include communication, cooking, personal care, managing a home, travel, managing money, getting around. Most pupils will cook their own lunch once a week. This fits into the curriculum and timetable through structured work that is assessed through ASDAN Towards Independence and Personal Progress units.

### **Being Healthy**

Pupils will learn about aspects of health, such as exercise and healthy eating, as well as learning about how to access services to support this. For example, how to make a doctor's appointment or when to go to a walk-in centre. Other examples include the PE curriculum. At New Siblands School, for example, students are taught how to access the local gym and how to take part in fitness classes. This will be replicated at Two Bridges.

### **Community Inclusion**

Pupils will consider what facilities are available in the community to support social, leisure and cultural interests and to for practical aspects of life e.g. washing your clothes, travelling, and being healthy. Pupils will undertake group travel training so that they are able to access these facilities. Pupils will be familiarised with a range of relevant community facilities over a period of time.

**Case study P16 / SLD**

| <b>Time</b>   | <b>Activity</b>  |
|---------------|--|
| 8.55 – 9.15   | Registration / Tutor time  |
| 9.15 – 9.30   | Assembly   |
| 9.30 – 10.30  | ASDAN Towards Independence session (Literacy or Numeracy module)   |
| 10.30 – 12.30 | Cook and eat my own lunch in the life skills room. Supported by an adult (Ratio 1 adult to 3 students. I am largely independent)   |
| 12.30-1.00    | Break / Running club   |
| 1.00 – 1.15   | Registration / Tutor time  |
| 1.15 – 3.00   | Work experience in a charity shop<br>Travel is by minibus with a member of school staff. Placement is unsupported by school staff. |
| 3.00 – 3.15   | Break  |
| 3.15 – 3.30   | Tutor time. Complete my work experience record.  |

**Case study P16 / PMLD**

| <b>Time</b>   | <b>Activity</b>   |
|---------------|---|
| 8.55 – 9.15   | Registration / Tutor time   |
| 9.15 – 9.30   | Assembly  |
| 9.30 – 10.15  | Sensory Immersion session in sensory theatre<br><br>Topic: cleaning the house                                     |
| 10.15 – 10.30 | Toilet / personal care (I need 2:1 support for my care needs)   |
| 10.30 – 10.45 | Drink and snack time (for me this means joining the larger group while adult administers my medications via tube) |
| 10.45 – 11.00 | Break   |
| 11.00 – 11.30 | Sensory massage   |
| 11.30 – 12.00 | Physiotherapy programme / Oxygen and rest   |
| 12.00-12.30   | Lunch   |
| 12.30-1.00    | Break / relaxation time (lying on mattress in quiet area with gentle music playing)                               |
| 1.00 – 1.15   | Registration / Tutor time   |
| 1.15 – 2.00   | Rebound Therapy   |
| 2.00 – 2.30   | Oxygen and rest   |
| 2.15 – 2.30   | Toilet  |
| 2.30 – 2.45   | Break / medications   |
| 2.45 – 3.15   | TacPac  |
| 3.15 – 3.30   | Tutor time  |

## **Accreditation & Qualifications**

Pupils with SLD and PMLD at Two Bridges will typically attain awards, certification and qualifications mentioned such as ASDAN. Should any pupils be able to access higher level qualifications, as students at Culverhill do, Two Bridges Academy will plan for a transfer to a school where the academic curriculum is at a more appropriate level. Enable Trust will be able to use inclusion opportunities at Culverhill School and Marlwood to assess whether a transfer to an alternative setting is appropriate and ensure planning for this takes place over an appropriate period of time. Both New Siblands and Culverhill schools are experienced in this and work in a multi agency way with educational psychologists and the learning disabilities team to ensure the right and best quality transition.

Pupils at Two Bridges will have opportunities to have their work accredited by nationally recognised bodies. These are successful at New Siblands for the same cohort of needs. They are wholly suitable because they prepare pupils for independence and autonomy, maximise on communication and social skills and focus on core functional skills needed in today's society. Accreditation / qualifications available will include:

Swimming awards

ASDAN Personal Progress Entry 1

ASDAN Short course in English / Maths – Entry 1

ASDAN Towards Independence – Pre-entry

AQA unit award scheme (including Sports Leadership)

Food hygiene certificate Level 1

First aid / CPR certificate

## **Curriculum principles**

In order to deliver the outcomes for pupils outlined in the vision, our curriculum plan demonstrates the same priorities:

**High levels of personal development, independence and life skills alongside academic progress for all pupils within the Trust through relevant curriculum, pedagogy and inclusion opportunities.**

A focus on the holistic development needs of pupils with learning disabilities is supported by the requirements of the SEND code of practice. All curricula will therefore focus on personal and social as well as academic areas. Pupils will be supported through modelling, practising skills, guidance, personalised interventions, opportunities to engage in relevant activities. Skills can be consolidated and generalised as they are gained, with increasing opportunities to do so in real-life

situations. This may be as pupils develop chronologically or according to their developmental stage. For example, pupils may begin by having sensory experiences of road sounds, then practice crossing simulated roads, then go to a life skills centre to cross a realistic model road, and finally begin crossing roads in the local community, with support being decreased as they gain in ability.

**Ensuring all pupils are engaged, believe in their ability to succeed and strive to be the best that they can be.**

Teaching will be highly relevant to pupils' needs with learning broken into small steps. Lessons will be differentiated to ensure high levels of challenge and built in opportunities for success. All staff will be trained in Assessment for Learning approaches, in order ensure that pupils are aware of what they have achieved and what their next steps are. A culture of praise and celebration will be nurtured throughout the school.

**Developing innovative learning environments with outstanding teaching and learning opportunities and high quality resources and support**

The learning environment will be appropriate for the needs of each child. Therefore, pupils will be grouped according to environmental needs as well as peer group, chronological age and cognitive developmental stage factors taken into account. For pupils who learn best in a highly sensory environment (e.g. PMLD), the learning areas will be immersive and multisensory. For pupils who learn best with low levels of stimulation, the learning areas will have minimal visual distraction. Pupils will have access to high quality resources for learning, interventions and support with communication and emotional regulation and behaviour.

**Sharing specialist staff expertise and resources across the trust to benefit all pupils**

The curriculum will benefit from a wide range of shared resources across Enable Trust such as the life skills centre at New Siblands school, the kiln and pottery art facilities at Culverhill School, and design technology equipment at Culverhill school. Specialist staff based at schools across the trust have specific skills and areas of expertise that will benefit all pupils, such as qualified Lead Practitioners, therapists and staff trained to a high level in programmes that help manage ASD pupils and challenging behaviour e.g. Attention Autism and Team Teach.



**Working closely with other agencies to provide sustained effective support for families of pupils with SEND.**

Two Bridges Academy will have the benefit of accessing the experience and expertise of long established professionals working across Enable Trust in the field of SLD, PMLD, ASD and CLD. Highly experienced SENCOs, designated safeguarding lead professionals, paediatric physical needs specialists, speech and language therapists, an occupational therapist with a specialism in sensory integration, behaviour intervention specialist teams, qualified Team Teach trainers employed across the Trust will provide excellent co-ordination of external agency intervention and support to maximise outcomes for pupils at Two Bridges. They will provide expert liaison to ensure commissioned external agencies provide the best targeted interventions for pupils that also represent the best value for money. For example, schools have limited access to educational psychology as part of the core offer. The expertise in the Trust will ensure that the hours allocated to Two Bridges will be used as effectively as possible. Enable Trust staff are highly experienced in working with pupils and their families and are experts in liaising with different agencies that are commissioned to work with children with SLD / PMLD.

The staff plan in section D3 provides information on how Enable Trust staff, particularly staff from New Siblands School, will make up a significant cohort of the new staff required to open Two Bridges Academy. This is a significant strength – to open Two Bridges with an existing strong team who are expert in the field of SLD / PMLD (see staffing plan D3).

Enable Trust will commission speech and language therapy and occupational therapy to provide for communication and interaction as well as sensory integration needs. Other therapies and services may be commissioned such as music therapy, art therapy, additional psychology and physiotherapy that the core offer does not meet.

**Developing sustainable links with the community that will support pupils' needs, interests and career and future pathways once they have left school.**

Belonging to the local community will be a key feature for pupils at Two Bridges Academy. They will be part of the wider Enable Trust community as well as the local community where the school is sited. An inclusion strategy will be in place to ensure pupils have a sense of belonging and outcomes can be maximised through the opportunities that inclusion can bring (for example, developing communication skills with mainstream peers in a more language rich environment). The inclusion strategy will support outcomes for mainstream pupils and enhance opportunities for them to develop leadership skills, emotional literacy and other social skills.

The delivery of all curricula will take advantage of individuals and groups in the community relevant to the topics being studied. Enriching learning by accessing community facilities will be encouraged.

Strategies for curriculum delivery for children with SEN will be shared across the wider community of schools through ETHOS (Enable Trust Holistic Outreach Service).

### **Transitions**

Support for pupils entering the school will follow the same protocols as New Siblands. A consultation will be sent to Two Bridges from the local authority. The school leaders will examine the paperwork and formulate an informed decision about whether or not the school can meet the child's needs. If the school is in a position to meet needs, the Head of School will reply to the consultation with a suggested banding that reflects the cost of providing the necessary support to meet the child's needs.

Transitions to Two Bridges will require careful management and support for a child and their family. For pupils with SLD / PMLD or ASD transitions need to be very carefully planned and prepared for. Transitions into an SLD / PMLD school usually take place on entry to nursery and at the beginning of key stages, but can occur at any time. Two Bridges Academy will have planned processes for ensuring transitions into the school go smoothly and that pupils and their families have all the information they need before a full time placement begins. Preparation will typically include:

- A visit by a member of staff to the current placement and / or family home
- A meeting between a member of staff and the child's current teacher (where applicable)
- An initial visit and tour of the school by the child and their family, including a meeting with a member of SLT
- A social story about the school and class they will be in will be provided at least six weeks before the beginning of the placement
- A planned period of transition visits supported by a member of staff from the child's current school where applicable
- If the child is starting at the beginning of a new academic year, they will be invited to a transition day with pupils and staff from their new class in the preceding summer term
- An induction meeting for new parents with a key stage induction booklet
- Reports will be requested by the admin team at Two Bridges Academy at least six weeks in advance of the initiation of the placement

Transitions within the school will be similarly planned for in order to reduce anxiety and support behaviour. This will include planning for transitions to new classes or key stages. Parents and pupils will be informed of the groups for the following year in the summer term and there will be a parents evening and transition day in this term. If required social stories and additional transition sessions with new teachers will be planned for individual pupils.

Teachers will be trained to carefully manage transitions within the school day, using structure and routine, visual timetables and timers and by explaining with very simple and concise language. New events will be planned for with sufficient time to prepare pupils and social stories about change will be utilised.

Enable Trust employs an independent specialist SEN advisor to work with families to offer support and guidance on transition to college, work placement or other package on leaving the Trust schools. Two Bridges will have this support as the service level agreement will be extended to include time for pupils at Two Bridges. Students and families will receive expert guidance on the best next steps, the application process and how to manage any disagreements with budget holders according to the SEN Code of Practice.

Two Bridges will additionally work in the same way as New Siblands currently does, and will organise college visits, transition planning evenings for colleges, students and families to meet to discuss pathways to support leaving school. In KS4 a work related programme of study will be introduced and this will be extended into KS5 (as outlined in the PfA post 16 curriculum description)

Individual student transition to post 19 provision will be co-ordinated by the Post 16 lead teacher, in partnership with the external specialist SEN advisor.

## **Summary**

Pupils at Two Bridges Academy will have a carefully planned learning journey that targets academic, physical, social and emotional needs, building skills and developing independence. They will benefit from the flexibility of a curriculum that can be personalised to ensure individual needs and learning styles are addressed to maximise positive outcomes. They will learn in a positive and nurturing atmosphere, where all their achievements are valued and celebrated. All pupils will be enabled to reach their full potential and will be fully prepared for their future lives as happy and confident adults, supported from the outset by highly experienced experts in the field of SLD / PMLD.

## **D2 – measuring pupil performance effectively and setting challenging targets**

### **Assessment strategy**

Two Bridges Academy will monitor and analyse data in order to ensure school improvements are informed by evidence, and to ensure that all pupils achieve excellent outcomes. The vision and curriculum at Two Bridges Academy will be closely linked to the target setting and assessment system to ensure consistency and progress towards long term outcomes.

All pupils will have EHCPs so have planned long term outcomes written into these. The fundamental role of Two Bridges therefore, is to establish the targeted learning necessary for each pupil to make progress towards the achievement of those planned outcomes. For some pupils, this will require academic targets primarily in the area of cognition and learning, for other pupils the priorities in targeted learning will be in areas such as SEMH, and therefore of a non-academic nature.

High aspirations for every pupil will be reflected in the target setting and assessment system that Two Bridges will utilise that will replicate the system used at New Siblands. Two Bridges Academy will establish the targeted learning necessary for each pupil to make progress towards the achievement of the long-term outcomes planned for in EHCPs.

Ambitious and challenging targets that will support the achievement of positive outcomes will be set for every pupil in the five areas of development outlined by the SEND code of practice. Pupil success will be measured in terms of progress from their baseline, and therefore targets will be personalised and realistic. Progress data will be used to channel resources and interventions for pupils and the whole school effectively, and to report to parents and stakeholders.

The information below is based on the established procedures currently used at New Siblands to measure and benchmark pupil performance and set challenging targets. This has been developed according to the recommendations of New Sibling's school improvement advisor, is OFSTED compliant and has demonstrated pupils at New Siblands make outstanding progress across all key stages in English and Maths.

### **Assessment and reporting cycle**

A planned cycle will be set by the school leadership team (SLT). Implementation and monitoring will be an area of responsibility for senior leaders. Reports to the Trustees will be planned for in January and June. Trustees will oversee the key performance indicators for the school. This will be related to assessment and progress information that indicates measured progress such as EYFS data and

progress against the Early Learning Goals, progress as measured by engagement profiles and progress currently measured by P levels and progression guidance (see note on Rochford Review below). The cycle will include baseline assessments, initial target setting, three points for teacher assessments, internal and external moderation of assessments, and individual learning plan (ILP) target evaluations and updates. Progress data will be monitored by senior leaders in late January and June and reported to Trustees. An interventions plan will be set in October and reviewed in the light of progress data in January and June. ILPs will be used to communicate learning targets to pupils and this will be integrated into classroom practice. Parents will receive ILP evaluations and new targets at the three assessment points, (beginning of October, January and June) as well as an end of year teacher report. They will be able to access the school's progress report on the website.



### Establishing a baseline

The baseline for pupils in Early Years will be measured using an adapted version of the 'Differentiated EY Outcomes' as successfully used at New Siblands. At the beginning of KS1 another baseline will be set using P-scales or AREs for the National Curriculum. A moderation meeting between the EY teacher and Y1 teacher will take place to establish the KS1 baseline. Baseline data is plotted against the progression guidance to inform target setting. For pupils joining the school at different points, baseline information will be gathered during the first 3 weeks of their placement.

### **Target setting & benchmarking**

The target setting model described is based on the current successful system for setting ambitious and challenging targets for pupils at New Siblands using Progression Guidance as a model.

In Early Years two levels of progress in the Differentiated Early Years Outcomes will be used as a target for outstanding progress. One level of progress will be levelled as 'good' and half a level will be defined as 'steady' progress. Progress targets will be based on these measures.

Two Bridges Academy will employ New Siblands' target setting table for KS1 – KS2 which sets expectations for UQ, MQ and LQ progress. When pupils reach KS2 targets will be set from the baseline at the beginning of a key stage using Progression Guidance.

In KS2-4 progression guidance tables will be used to set targets for each pupil according to the baseline attainment at the end of their last key stage. Upper quartile (UQ) targets will be set as default. However, we recognise that many pupils will face significant barriers to learning that may preclude UQ targets from being achievable in some cases. To address this, at the beginning of the academic year (prior to the October assessment window) the Senior Leadership Team (SLT) will meet with teachers, therapists and other staff to ascertain relevant barriers and to ensure all targets are realistic. Where pupils may have spent prolonged time in hospital or have had significant surgery (such as surgery on the brain) meaningful challenging targets are set accordingly. In some cases they will not therefore be upper quartile. If a rationale can be given to justify reducing the expectations for individual students, Median Quartile (MQ) targets may be set. In some cases a target that exceeds MQ but does not reach UQ may be required (MQ+). For pupils who already exceed UQ targets a UQ+ target can also be set. This is not related to teacher's performance management, as cohorts are typically very small. However, performance is measured through triangulating a broad range of indicators monitored throughout the year. This will include feedback from parents, mbook scrutiny, monitoring of dynamics in each class related to SEN, social care or medical needs, training needs.

Each pupil will have an individual progress record which will include a descriptive profile of the pupils and individual barriers to learning they face. It will show their baseline attainment level, their targets for the end of key stage and for their current year. After each assessment members of the SLT will review each pupil's progress towards targets. At each assessment window notes will be made on the progress record. If there are any concerns, interventions may be put into place. This information will be shared with teachers so they are able to track where progress is not at expected levels, and address this in their daily teaching.

Progression Guidance will provide a model for benchmarking which can be augmented by benchmarking Two Bridges progress data, against that of New Siblands, which will provide a data set for a current very similar cohort. This will be moderated at all three monitoring points.

The tracking system that was explained above allows pupil performance to be monitored and improved. Individual Learning Plans focus on shorter term targets that are reviewed as part of the review of EHCP process (see assessment and reporting cycle).

Teacher and teaching assistants will assess children in class systematically. This will be done through skilled questioning, observation, analysis of pupil's work. Assessment information will be written down or annotations added alongside of work or photographs to provide evidence of the assessment level. Assessment will inform next steps for learning. All learning outcomes will be written in the front of books on a tracking form to demonstrate the learning journey that each pupil has been on. Work will be internally and externally moderated to ensure robust and accurate assessment is taking place.

A rigorous holistic view of learning over time will be coordinated by a designated senior leader at Two Bridges. The complex overview of issues in each class will be reviewed with Enable Trust's leadership team in order to ascertain where the Trust can best support raising standards. Governors will monitor this.

**Example of individual pupil target setting and assessment form:**

Date of meeting: 10.10.16

Name:

Year Group:

Teacher:

Class Group:

SLT partner:

|                  | End of KS3 | End of KS4<br>Target UQ | End of Y10<br>Target UQ |
|------------------|------------|-------------------------|-------------------------|
| <b>Speaking</b>  | 2C d       | 2A d                    | 2B d                    |
| <b>Listening</b> | 2C d       | 2A d                    | 2B d                    |
| <b>Reading</b>   | P8 s       | 1B s                    | 1C s                    |
| <b>Writing</b>   | 1C e       | 1A e                    | 1B e                    |
| <b>Maths</b>     | P8 s       | 1B s                    | 1C s                    |

**e= emerging      d= developing      s= securing**

**Descriptive profile (Pupil Premium / LAC)**

Kabuki Syndrome and bilateral conductive hearing loss, hypotonia. Wears hearing aid in left ear. Must sit in front of the teacher. Small stature.

Fostered from..... LAC status and in receipt of Pupil Premium

He is engaging and polite, enthusiastic, independent, helpful and friendly. He plays very well with his peers and enjoys being active. Physically well co-ordinated, enjoys sport and has guitar lessons .



**Notes from SLT discussion**, ie if not aiming for UQ, rationale.

Barriers to learning, specific circumstances, medical issues

**Is pupil expected to reach UQ targets?**

Yes

**Interventions planned (LAC)**

- 1:1 Guitar lessons
- Attention Autism (Speech Therapy)
- Sports Leaders
- Zoolab session
- Rockhampton Folk Festival session
- Residential trip

**SLT Evaluation of Progress – Autumn Assessment**

on track to achieve all UQ progress targets, monitor in Spring

**SLT Evaluation of Progress – Spring Assessment**

On track for all subjects UQ targets.

**SLT Evaluation of Progress – Summer Assessment**

Exceeded UQ progress in Speaking, Listening and Writing

Achieved UQ progress in Reading and Maths

**Pupils will be involved in target setting in different ways.**

Pupils will be involved through meaningful feedback delivered through Assessment for Learning methods in lessons and in books. Pupils will know what they have achieved and what they will be working on next. New Siblands school staff have expertise in AFL strategies for pupils with SLD and PMLD. Training will be given to all education staff as part of induction. Specific feedback to pupils with PMLD is not always done verbally, and may additionally involve kinaesthetic approaches, visual strategies, objects of reference and modelling to convey meaning. Skilled staff may utilise strategies involving music and technology to feedback to pupils.

Pupils will be involved in target setting through supported approaches in class with teachers and teaching assistants.

**Assessment**

Grade boundaries will be used to assess levels within P-scales and expected outcomes for pupils working at the level of the national curriculum age related

expectations (AREs). At New Siblands School, SLD / PMLD pupils work within the AREs for years 1-3. Attainment within a level will be classified as emerging, developing or securing. This will enable small steps of progress to be captured.

### **Moderation**

Assessments will be moderated internally and externally. Internal moderation, as per the cycle, is 3 times per year. External moderation is three times per year. Enable Trust senior staff will ensure Two Bridges is partnered with the wide network of moderation partners that New Siblands and Culverhill work. This network of moderation partners will enable Two Bridges to validate accurate and robust assessment and progress data. Current partners include mainstream and special schools from South Glos and Bristol that form a regional moderation network. Early Years data is moderated by the local authority and Enable Trust partners with St Werburgh's nursery school in Bristol for additional moderation. Feedback from South Glos Early Years moderation rates the quality of assessment at New Siblands nursery and EYFS very highly. The same team will oversee the processes at Two Bridges. Accredited work in KS5 will be externally moderated by the course provider.

### **Reviewing the success of wider outcomes from the EHCP**

New Siblands is leading a cluster of regional special schools of a range of designations in considering how to benchmark and moderate assessments in the light of new assessment criteria that schools can design themselves.

ILPS (3 times per year) and annual EHCP review meetings provide reviews of individual progress in these wider areas.

## Monitoring of teaching & learning

High expectations will be realised through the following model that staff will engage with as part of their annual performance review. It is currently successful at New Siblands:



Two Bridges Academy staff will reflect on the aspects of excellent practice outlined in the above diagram. Where targets in specific areas are required for individual staff, that will be established by the school leader line managing them. School leaders will closely monitor the effectiveness of teaching and learning in the school as a whole using the OFSTED framework. Close monitoring of the nuances in each class group, including quality of teaching, learning and assessment, therapeutic input, social care needs, medical needs, will triangulate to assist leaders in evaluating a more holistic picture of the quality of input into each pupil within each group. Governors will hold the Head of school to account for the quality of teaching, learning and assessment through external validation from the SIA, CEO (Ofsted inspector) and SLT. Teacher's performance will be monitored and held accountable through the performance review system and a governing body numerations committee will ensure that performance is linked to pay for teachers.

A planned cycle of learning walks, formal lesson observations, book scrutinies, progress information reviews and analysis of behaviour incident logs will be triangulated to form a body of evidence enabling robust analysis of teaching and learning across the school. This will ensure consistently good outcomes for classes

and pupils. This will be the system that is currently operating at New Siblands school.

### **Progress reviews / interventions**

An interventions plan will be put in place in the Autumn term. The process will enable leaders to identify where interventions are needed. Examples of interventions may be related to literacy, communication needs, numeracy, sensory needs or behaviour. The holistic needs of each pupil are examined and interventions planned where needed. This may involve input from educational psychologists, occupational therapists, speech and language therapists, teachers, staff who deliver hydrotherapy.

Gifted and talented pupils whose cognitive profiles may be changing and whose needs may be emerging to be within the CLD range rather than SLD, will be monitored by the professional team and alternative placements may be sought via the annual review process with full involvement with the family and educational psychologist. Looked after children will have regular PEP meetings to allow scrutiny of their ILPs and progress. Interventions will be planned at these meetings to enhance outcomes. Pupils receiving pupil premium will be monitored in the same way and interventions planned on an individual basis. The impact of interventions will be closely monitored by school leaders.

Progress will be tracked and scrutinised at specified points on the assessment schedule to ascertain whether targets remain sufficiently challenging or whether barriers have to be further taken into account and targets re-planned. Again, this process will be done by teachers, therapists and senior leaders, and all assessment information will be moderated internally and externally. The effectiveness of interventions will be evaluated at these points. New interventions may be initiated or, where progress has been achieved, interventions may be deployed elsewhere.

Information on progress towards targets will be shared with teachers to ensure targeted interventions take place through daily classroom practice.

This system is tried and tested at New Siblands and is highly successful.

### **Data and reporting**

Data will be routinely used to inform teaching and drive progress for pupils. Progress will be measured for different needs groups e.g. PMLD, SLD, ASD, boys, girls and disadvantaged pupils (Pupil Premium). Subject, key stage and class data will also be reviewed by SLT. This will identify areas of most strength and areas where support or action may be needed. Appropriate interventions and actions may follow as a result. Resources will be focused appropriately to have maximum impact on outcomes.

### **Liaising with and reporting to parents/carers**

A clearly defined calendar for liaising and communicating with parents about targets, interventions, progress, and behaviour will be in place. Two Bridges Academy will seek information and contributions from parents/ carers which may inform learning strategies for pupils. Communication between home and school will be essential to ensure continuous understanding and extension of pupils' progress.

Strategies for communicating with parents include:

- Annual reviews
- 3x per year ILP targets / evaluations linked to Parents eves
- Termly newsletters
- School website
- Daily home/school diary
- Log of complaints and compliments
- Parent satisfaction survey
- Annual end of academic year report on progress

### **Attendance**

Attendance will be monitored in the same way that New Siblands currently does, which has led to New Siblands having strong outcomes in South Glos for special school attendance. This will be replicated at Two Bridges. Attendance data will be entered into SIMS, and school leaders will report 3 times per year to Governors and the CEO of Enable Trust on attendance. Concerns will be dealt with on an individual basis, utilising the services of the Education Welfare Officer service that the Trust will commission where appropriate.

Two Bridges safeguarding policy and attendance policy will capture the understanding of the need for vigilance around attendance. Attendance will be monitored and issues will be acted on swiftly and decisively in full knowledge that there is a clear link between poor attendance and lower attainment. In line with the Government's 'Guidance on the Attendance of Pupils with SEN', Two Bridges will be clear from admission and parental induction that attendance is crucial and will be tightly monitored. The successful attendance policy from New Siblands school will be replicated at Two Bridges.

### **A note on the implications of the Rochford report**

The current model of measuring attainment and progress using the Progression guidance and P Levels will not be the methodology adopted by the MAT by the time the free school opens, as we are responding to the Rochford Enquiry's findings published by the DFE September 2017.

In response to the findings, Enable Trust is collaborating with [REDACTED] with the pilot for the DFE around the recommended Engagement for

Learning profiles. [REDACTED] commissioned work for the DFE as [REDACTED] [REDACTED] is the recommended route for measuring progress and forms a backbone to the new generation pedagogy that will ensure pupils with complex learning difficulties, severe learning difficulties and profound and multiple learning difficulties have a curriculum and assessment framework that is personalised and innovative. Importantly, the new assessment framework that New Siblands School and Culverhill School are involved in piloting this year will closely relate to EHCP outcomes to ensure clarity around progress within the system as a whole. This will enhance transparency around outcomes and make the system easier to navigate for families, students and agencies with funding commitments to pupils.

[REDACTED] team that has made the recommendations to the DFE. Enable Trust is at the forefront of measuring pupil performance effectively and has the UK's leading experts in the field of SEN pedagogy and policy to collaborate with.

By the time the free school opens, Enable Trust will be using engagement profiling as the key assessment framework.

This will sit alongside Assessment for Learning, which is research proven to be effective in supporting the setting of challenging targets, helping pupils to know what they have learned and what their next steps are and will bring freedom to teachers and support staff in ensuring interventions and adaptations to learning tasks are the norm.

The curriculum at each school in the MAT, including Two Bridges, will be will sharp, meaningful, focussed, purposeful and balanced. It will be highly personalised to enable learning that meets each pupil's needs.

The pedagogy is built around ensuring that learning is dynamic, engaging and makes sense to the pupil. Importantly, the child's profile of needs (as identified in the Engagement Profile) is reviewed and new targets set, taking in to consideration the pupil's pattern of engagement.

The emphasis therefore in teaching style is to develop an enquiry-based style that will look different from the content driven curriculum that is often seen in schools.

As stated in the previous section on the vision for learning, new technologies will be readily incorporated where successful as strategies. Pupils will be taught in ways that match their learning styles by teachers and skilled support staff who recognise their abilities and areas they will engage in. The aim is to help pupils participate through celebrating and harnessing their curiosity, independence skills and ability to participate.

Statutory assessment of pupils not engaged in subject-specific learning should primarily focus on the areas of cognition and learning but this should not undermine provision in the other areas of need set out in the SEND Code of Practice, all of which play a crucial role in promoting independence and quality of life

Pre-key stage standards sit directly below the mainstream teacher assessment frameworks, providing a clear route of progression onto national curriculum assessments if and when pupils are ready

**There is merit in statutory assessment focusing on areas that support the development of concepts and skills that are pre-requisites for progressing onto subject-specific learning.**

It is important schools continue to monitor and support pupils' development in all 4 areas of need to foster engagement with the world and to encourage autonomy Schools have freedom to use approaches appropriate to their pupils needs that demonstrate every kind of progress made by a pupil (linear, lateral or consolidation) and not limited to any prescribed model

**The pilot will explore whether the 7 areas of engagement is an appropriate model to assess cognition and learning, and whether the model is appropriate for use in statutory assessment.**

As part of Enable Trust, Two Bridges will benefit from the strength and expertise they have, and from being involved in leading the way for the future of assessment design for ensuring the best possible outcomes for children with SLD and PMLD, post Rochford enquiry.

### **Summary**

Two Bridges Acaemy will use data and progress information to effect required school improvements linked to vision achieving good outcomes for pupils. The model at New Siblands, which will be replicated at Two Bridges, represents best practice and indeed continues to focus on even better practice. The quality of the multi disciplinary working is exemplary and the commissioned Learning Difficulties Team are wanting to adopt the model. The level of SEND expertise at New Siblands will be immediately shared and brought in to Two Bridges (see staffing plans, D3) as the new opening team will form a core part of the new staff. Similarly, as a school within Enable Trust, Two Bridges will immediately benefit from the multi agency working, assessment, moderation network and tracking systems that New Siblands has established for pupils with SLD / PMLD.

### **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:

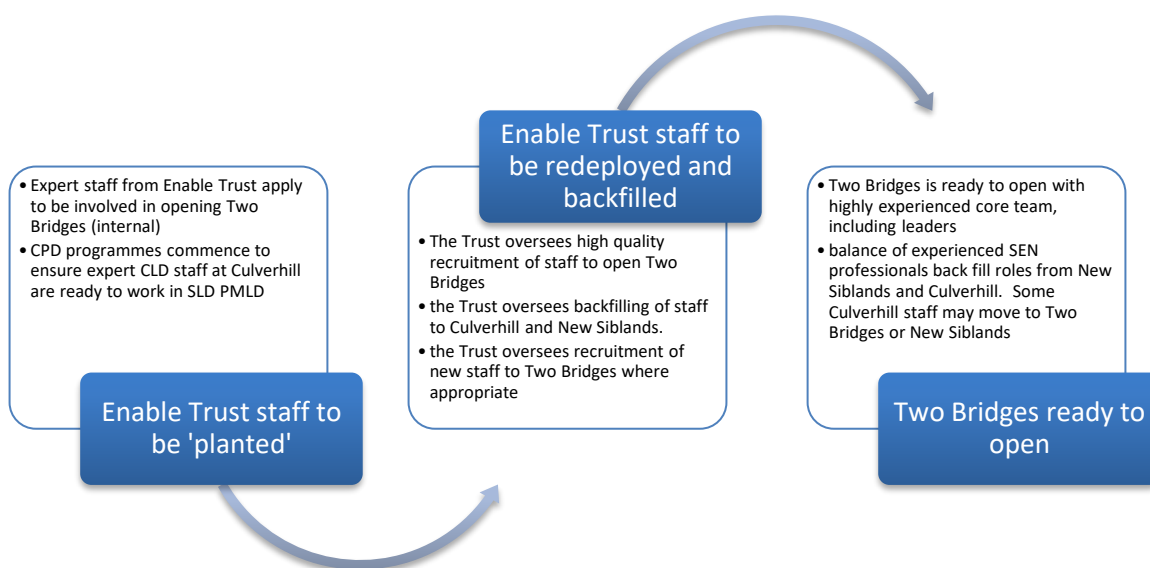
use the space provided below; and

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**

New Siblands has the capacity to provide a highly skilled staff team to be involved in the start up process, making sure that Two Bridges has a highly experienced professional team who already know each other and work effectively, to lead key aspects of the education offer. New Siblands has highly qualified leaders to NPQH standard, plus senior and middle leaders ready to take on new roles or back fill roles at New Siblands. Additionally, excellent staff from Culverhill school will be able to engage in work shadowing opportunities and CPD during 2018-19 to give them the opportunity to take on roles either at New Siblands or Two Bridges. Working in partnership with CSET as an established academy who are experienced in opening new free schools, and with the TSA, Enable Trust has significant capacity and expertise to draw upon. Both schools will continue to be run effectively.

Diagram 1:



The curriculum will be deliverable due to the careful attention to individual learner’s needs, supported by high quality staff in sufficient numbers and the right roles to ensure learning, care and physical needs are all met as fully as possible.

Two Bridges will utilise the local authority banding structure to ensure resourcing of staff to meet outcomes from challenging targets.



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

As part of Enable Trust, New Siblands School is a specialist provision for pupils with SLD / PMLD with a detailed induction and development plan for staff at all levels. The MAT will oversee the recruitment, induction, performance management and ongoing professional development of the new staff appointed to the Trust, including Two Bridges.

Classes will be staffed according to need, with all classes having a teacher, teaching assistant, learning support assistant and access to appropriate levels of care support for personal care needs, feeding, hoisting and position changing and delivery of programmes related to health or care needs. Specially trained staff with first aid qualifications will be able to administer emergency medication. Two Bridges will employ a school nurse.

Some children will require highly trained care support in addition to the support from the school's staff. Close partnership working in a multi-agency manner will ensure appropriate care and funding streams are channelled effectively to enable every child to fully access their learning whilst having all care and physical and health needs met as fully as possible.

The planned staffing structure over time is outlined in the sections below, to include leadership structure on site, the affordable staffing structure and increases of staffing over time.

The staggered approach to building up the staff to team to full capacity, as pupil numbers grow, allows the MAT to follow safer recruitment procedures in a timely manner and to fully induct new staff and meet training needs over time. This will include child protection training, manual handling, physical intervention training with Team Teach, Makaton, autism and sensory interventions, attention autism, individual programmes from speech and language therapists, occupational therapists and physiotherapists and medical needs training.

It will give the MAT leadership and Two Bridges leaders sufficient time to ensure rigour across every area of school life, from ensuring mid-day lunch supervisors are up to date with understanding legislation in Keeping Children Safe in Education, to ensuring there are sufficient numbers of staff trained in paediatric first aid and first aid at work.

The staff structure outlined below is projected to be sufficient to deliver the curriculum because it is based on the successful outcomes and structure that is the working

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

model at New Siblands School. It is consistent with the budget plan, but highly adaptable over time.

**Organogram for teaching and support staff: (Note, classes have 1 rectangle that include multiple roles.)**



Key:  
**Red** – 2019  
**Amber** – 2020  
**Green** - 2021

The leadership structure will be responsive to the evolving picture of place take up and income. If the Two Bridges does not grow to full capacity, the full extent of leadership structure will not be required, and therefore will not incur costs.

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

As explained, a team of highly experienced staff at all levels will transition from New Siblands and Culverhill to Two Bridges, including a SSAT qualified Lead Practitioner as part of the teaching team and a member of New Siblands' School Leadership Team to oversee the operational management of the school as Head of School. As the free school grows, the MAT will utilise internal expertise and external recruitment to carefully grow the team in the free school and across the Trust. Should Two Bridges not become full to capacity, the MAT will compensate for this with planned strategies utilising staff and leadership capabilities effectively MAT wide, and will ensure additional recruitment is wisely managed. The MAT has 3 senior leaders qualified to NPQH standard and will have a minimum of 8 lead practitioners (SEN) and additional leaders (NPQSL, NPQML) to recruit to leadership posts. Enable Trust has significant capacity. Importantly, the MAT has qualified HLTAs who will be able to support the wider leadership roles within the free school, as Enable Trust will be creating new positions to secure talented HLTAs to add capacity to the new team that will open the school.

If the MAT needs to make rapid cost savings because Two Bridges does not become full to capacity, this will be done through:

- ✓ Moving Post 16 provision for New Siblands to Two Bridges to have cost efficiencies due to the larger scale operational set up of staffing and grouping of students as well as inclusion opportunities directly (we anticipate) on Marlwood's site. The low stimulation environment for pupils with SLD / ASD would need to be maintained at Two Bridges as we have the opportunity now to create that specialist provision that is much needed. To mitigate any financial impact on New Siblands, staff will move with students. Staff costs account for 88% of New Siblands' budget. New pupils needing to join Two Bridges therefore may go to New Siblands instead, in discussion with the Local Authority to ensure class size numbers are viable.
- ✓ Redesigning the leadership structure across the MAT to include leaders with MAT-wide leadership responsibilities. For example, it may be more cost efficient to have one senior leader responsible for CPD across the Trust rather than at individual schools.
- ✓ Careful recruitment management to ensure we do not recruit more staff than needed. School leaders across the Trust have expertise in this area and will be supported by Trustees with experience and oversight.
- ✓ It may be a requirement to reduce the capacity for pupils to access lessons at other sites, saving staff costs and maximising learning on site instead.
- ✓ In essence, cost efficiencies for meeting needs of all SLD / PMLD learners will be robustly analysed at a MAT level.

This would ensure that the quality of teaching, learning and assessment and the outcomes for pupils would not be compromised even on reduced budgets due to fewer commissioned places.

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

There would be some implications of a radically reduced number of commissioned places at Two Bridges. This would additionally include changes to outsourced school dinner provision with school staff overseeing the complexity of ensuring individual pupils have the correct blended food for swallowing needs, ketogenic dietary requirements etc.

The Leadership structure at New Siblands School will support the free school in terms of fully integrating the SLD / PMLD curriculum. Importantly, in these rapidly changing times, the expertise in the MAT Board of Trustees as well as from the senior staff in Enable Trust will ensure Two Bridges is able to be a centre of expertise. Strong links with partners at the Special Partnership Trust will add value to the ongoing development of practice. Similarly, our partnership with Olympus Academy Trust and CSET teaching school alliance will add to the work on growing expertise across our MAT and into mainstream schools.

#### **Plan to utilise existing staff from New Siblands School with SLD / PMLD expertise:**

Year 1 – new classes to have operational oversight from Head of School – a leader from New Siblands, with substantial expertise in SLD, PMLD, ASD and sensory integration, is qualified to NPQH level. This Head of school will be part of Enable Trust's Strategic Leadership Team, working closely with the Head of School from New Siblands School, Culverhill School and the CEO. As stated above, the curriculum, assessment and target setting processes for pupils will be the same as New Siblands School. A robust recruitment process will finalise the individual recruited to post.

Enable Trust will quality assure administrative functions of all schools in the Trust. This will be done by the **Chief Finance Officer**. This post will be recruited in Spring 2018 through an open process. Our partnership with CSET and OAT will support with this. This post will fully comply with all professional experience and qualifications as set out in 2.1.9 of the Academies Financial Handbook 2017.

Of the 4 classes, each will have at least one experienced staff member from New Siblands School, plus additional expertise from staff at Culverhill who will have had CPD to prepare them to work in the SLD / PMLD school, as follows.

The nursery provision will have 1 part time (3 days a week) teacher from New Siblands who is a SEN Lead Practitioner. Enable Trust will appoint a nursery teacher 2 days per week in to that team.

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

Two classes will have a teacher from New Siblands who is highly experienced and is a Lead Practitioner. One teacher will have TLR responsibility for EYFS at Two Bridges.

The next two classes will have a Teaching Assistant from New Siblands to support new teachers that Enable Trust recruits. An HLTA will be appointed from New Siblands to oversee physical needs of pupils and to liaise with the wider multi disciplinary team, such as the physiotherapy service. These staff will be highly experienced in working with children with SLD / PMLD.

2 care staff from New Siblands will additionally work in Two Bridges, offering expertise in hoisting, positional movement and meeting intimate care needs.

All new staff will have a comprehensive induction programme run by Enable Trust. Care staff will be managed by Enable Trust's physical needs team.

This start up team will offer a balance of experience across leadership, support and care staff who will be ready to share their expertise in a new context. The MAT will be responsible for recruitment of new posts and backfilling posts where experienced staff move to Two Bridges.

All staff at Enable Trust schools have already been involved in the vision and planning for Two Bridges, through commissioned coaching sessions to support stakeholder commitment. There will be a recruitment process to identify the individuals who will move from New Siblands (and Culverhill) to Two Bridges. Staff at the schools are positive about this opportunity to meet more needs.

New Siblands has 4 HLTAs qualified and keen to move to the new setting to have a significant impact on the outcomes for pupils through supporting the staff.

Staff structure summary:

2019

1 x head

1 x asst h primary

4 classes so:

teachers x 4

tas x 4

lsas x 4

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

care x 4  
1 x HLTA PD  
1 x caretaker  
1 x office man  
1 x admin asst

2020  
+ Deputy  
+ Asst H sec  
+ HLTA beh  
+ admin asst  
10 classes so:  
10 teachers  
10 tas  
10 lsas  
10 care

2021  
+Asst H safeguarding  
+HLTA Mental health  
14 classes so:  
14 teachers/tas/las/care

**Diagram to show the recruitment process:**



#### **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**

Two Bridges will be clear in how the vision and values promote equality of opportunity for all. As part of Enable Trust, there is a vision for promoting inclusion, removing barriers to education, promoting tolerance and wellbeing and respecting children and their families (see values statements).

Two Bridges will be committed to including and welcoming all pupils of all faiths / world views and none. This means providing a fully accessible environment and a learning environment that meets needs regardless of barriers that are physical, sensory, social, spiritual, emotional or cultural. The school community will be committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

New Siblands School has a strong track record of engaging parents from all backgrounds and for working in partnership to meet pupil outcomes for pupils with SLD and PMLD. In a recent study by [REDACTED] [REDACTED] commissioned by the school, [REDACTED] [REDACTED] concluded that a partnership approach to parent-school relationships between the school and families is to be celebrated as best practice. Enable Trust will replicate this value base in Two Bridges to ensure that the partnership with families is central to the outcomes of each child.

Two Bridges, as part of Enable Trust will welcome all pupils, regardless of background, faith or world view.

The curriculum will prepare pupils for life in modern Britain through celebrating diversity, through learning, experiences, visits and reflections that are wholly in line with the latest OFSTED framework and guidance on spiritual, moral, social and cultural education.

Two Bridges will promote British values through carefully planned themes in assemblies and through the PSHE curriculum tailored to meet pupil's needs. Carefully planned school visits to the wider community and visiting speakers will augment the pupils' understanding of tolerance and British values. A variety of faiths will be celebrated through assemblies, topic work and celebrations of festivals and days of national significance such as Armistice and remembrance.

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

Skilled and experienced staff from New Siblands school that will work at Two Bridges will support making this meaningful to all pupils and have a track record of this. For example, the theme of celebrating Easter can be introduced to pupils with PMLD through exploring new life in the sensory garden or through baby animals such as puppies or chicks being brought in to an assembly.

All staff will be trained in the PREVENT duty and will be fully aware of actions to take around concerns about radicalisation.

As stated, Two Bridges will be committed to ensuring pupils learn to maximise their well being through understanding how to make good choices relating to healthy living. Pupils will learn about aspects of health, such as exercise and healthy eating, as well as learning about how to access services to support this. For example, how to make a doctor's appointment or when to go to a walk-in centre. Other examples include the PE curriculum. At New Siblands School, for example, students are taught how to access the local gym and how to take part in fitness classes. This will be replicated at Two Bridges.

#### **Safeguarding, health and behaviour.**

High quality systems that are in place at New Siblands will be translated to Two Bridges. The systems will be put in to place by experienced staff who use them successfully at New Siblands.

Every pupil at Two Bridges will have a 'contact notes' folder electronically. All staff will be trained by the safeguarding lead in level 1 child protection and taught how to add information to the contact notes, as at New Siblands. Contact notes contain all information that raises any potential safeguarding concern about a child, and enables staff to detect patterns and take action. The safeguarding lead will monitor all contact notes daily and staff will be trained to alert senior staff as soon as they have any safeguarding concerns about a child.

The safeguarding leads in Enable Trust are trained to level 3 Child Protection, as will the Head of School at Two Bridges. The CEO of Enable Trust is trained to the enhanced standard as an OFSTED inspector. New Siblands' safeguarding audit demonstrates the expertise of the highest standards around safeguarding, which, with pupils with SLD / PMLD, is often highly complex. All of this expertise in safeguarding and the additional half termly supervision, training and consultation that Enable Trust school leaders access from an external safeguarding consultant, will support Two Bridges' safeguarding practice team, policies and practice.

Health needs will be met through the network of professional services that Two Bridges will be entitled to access. For example, pupils with physiotherapy needs will receive support through orthotics clinics based on the school site in the same way



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

that the physical needs lead professional organises, with the school nurse, clinics and support for children at New Siblands and Culverhill. Children with complex medical needs will receive support according to their continuing health care eligibility, or through interventions and support funded by the bandings for their education.

Pupils at Two Bridges will benefit from behaviour support and expertise that New Siblands has developed in tandem with the occupational therapist that is employed by the school. This will be extended as part of the work of Enable Trust, to ensure all pupils have support with emotional regulation, sensory regulation and behaviour. Two Bridges will support families through 'Parent and carer network' events that will be run at the school by Enable Trust staff, Educational Psychologists and the Trust's therapy team. Enable Trust has experts in behaviour management at both New Siblands and Culverhill, as well as highly trained expert staff who specialise in working with families and supporting mental health needs. Two Bridges will have all this expertise to utilise.

Enable Trust schools have in-depth experience of harnessing external agency support for pupils and long standing strong relationships with services. Formal referral processes will be utilised as well as developing joint better practice through in-house innovations, to ensure outcomes for pupils are maximised.

## 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**

We sought to engage widely with our local community and our equivalent to a feeder school for Post 16 places and the extensive network of voluntary groups that exist to support families – predominantly those in South Gloucestershire and Bristol. We achieved this by creating a 2 sided, 1 page briefing document in a letter format containing the background to the Special Free School competition, key details of the Local Authority’s specification for the Special Free School and a summary of Enable Trust’s vision, ethos and unique qualifications to bid for the school. We included the email contact details for the schools forming Enable Trust so that we could encourage questions and feedback on our proposal.

The text of the briefing document is included at the end of Section E.

Our plans for the new Special Free School will see it open in 2019, initially with nursery and primary places. Consequently we are aware that many of the parents who would seek to name the new school on their child’s EHC plan will not currently have an EHC plan in place, or even a diagnosis of any Special Educational Need or Disability. These parents have very young children who may be supported by Portage early education workers, NHS health visitors or attend preschool settings and are only beginning to engage with a SENCO at their child’s pre-school setting and the 0-25 Team at the Local Authority. The families who will take up places at the new school are likely to require assessment and identification of their child’s needs or disabilities if these were not apparent at birth along with an Educational Psychologist’s advice on the most appropriate Early Years provision to meet their needs before they can express their view on schooling.

We have not yet engaged with all of the Local Authorities who are likely to commission places but have had extensive conversations with South Gloucestershire Council, the primary commissioner. They are fully aware of our intent to form Enable Trust and our application to set up the Special Free School. Further engagement with Bristol City Council and Bath and North East Somerset Councils is planned to take place in the pre-opening phase.

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

### Community Support Groups and Charities

- South Gloucestershire Parent Carer (SGPC) Forum – our briefing document outlining our vision as Enable Trust was posted on the SGPC community Facebook page as a ‘newsflash’ in October and November 2017 and a link to the document was given in their twitter feed. This Forum reaches 1200+ parents and carers in South Gloucestershire.
- The chair of the South Gloucestershire Parent Carer Forum also shared our information with the South West Regional Network for Parent Carer Forums via email.
- A New Siblands Governor delivered the National Autism Society “Managing Behaviour” training seminar run by SGPC on 7/11/17 in her professional capacity and received positive verbal feedback supporting Enable Trust’s bid for the special free school from the 8 families receiving training.

We also telephoned, visited or sent information about Enable Trust’s vision for the Special Free School to the following organisations:

- Supportive Parents – charity providing information, advice and support around SEND and disability for families in South Gloucestershire, Bristol and North Somerset.
- Special Friends Club – charity organising subsidised events and days out to support 160 families from Bristol and South Gloucestershire with a diagnosed disability including SLD and PMLD.
- Incredible Kids – parent led charity offering ‘stay and play’ sessions for pre-school and school age children with additional needs in South Gloucestershire and North Bristol
- Little Treasures – parent led ‘stay and play’ group for preschool children with additional needs
- Jigsaw Thornbury – charity providing events, support and information to families of children with additional needs in South Gloucestershire.
- South West Autism Conference on 3/11/17 – an event run by Integra Schools, the trading arm of South Gloucestershire Council, 50+ families were in attendance.

### School Communities

- Enable Trust’s 2 page briefing document setting out our vision for the multi-academy trust and special free school was sent to all parents of pupils at New Siblands School and Culverhill School and posted to the schools’ websites and Facebook pages.
- A special assembly took place at Culverhill School for KS4 pupils, where they were given appropriate information about the proposed free school and the opportunity to ask questions and give feedback. 34 of the 36 pupils said that they would like to have the opportunity to attend sixth form provision that was specifically tailored to their needs and would give them the right environment and opportunities to realise their aspirations.

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

We received the feedback below via email from a parent of a current year 9 pupil at South Gloucestershire setting for pupils with Complex Learning Difficulties with no Post 16 provision:

*“I think the proposal for a new school is an excellent idea, J is thriving at Culverhill due to the fantastic care he receives from experienced staff. Their knowledge would be invaluable and I firmly believe that the ethos of Culverhill should be used to benefit other children in a new school.”*

Summary table of community engagement:

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Summary table of community engagement:

| Organisation/Event           | Audience           | Number of members      | Engagement method              |
|------------------------------|--------------------|------------------------|--------------------------------|
| South Glos Parent Carers     | Parent Carer Forum | 1200+                  | Facebook<br>Website<br>Twitter |
| Supportive Parents           | Charity            | 887 Facebook followers | Facebook<br>Display board      |
| Special Friends Club         | Charity            | 160                    | Email to trustees              |
| Incredible Kids              | Charity            | 667 Facebook followers | Facebook<br>Display board      |
| Little Treasures             | Charity            | 10                     | Handout                        |
| Jigsaw Thornbury             | Charity            | 10                     | Handout                        |
| South West Autism Conference | Training provider  | 50                     | Display board & handout        |
| New Siblands School          | Parents            | 116                    | Letter, Facebook & website     |
| Culverhill School            | Parents            | 135                    | Letter & website               |
| Culverhill School            | KS 4 Students      | 36                     | Assembly                       |

**Here is the text of the briefing document referred to above, which was issued in October 2017:**

Dear parents, carers and students,

Why are we writing to you now?

New Siblands and Culverhill Schools want to join together and form a new special school Multi-Academy Trust in 2018 called Enable Trust. Enable Trust wants to win the right to open and run a new Special Free School in South Gloucestershire, and to do that we need to share our vision with parents and carers of students who would want to attend the School and the wider local community to outline our plans and, hopefully, get your support.

This letter talks about the new school and why we want to be chosen to set it up.

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

### Background

South Gloucestershire is enjoying economic and population growth, and current forecasts show that we need more school places now that Warmley Park and New Siblands schools are full, despite expansion in recent years.

### Who will the new school be for?

The new school would have 112 places for pupils from age 2-19 who need specialist education because they have an Education, Health and Care plan. South Gloucestershire has identified these children as needing a school for pupils with 'severe learning difficulties' and 'profound and multiple learning difficulties' which is the same 'designation' that New Siblands School has. South Gloucestershire and Bath and North East Somerset Councils have both agreed they would fund places for their pupils at this school and Bristol City Council may also commission places in the future. We would also be able to provide places for pupils who require a low stimulus environment.

### Where is it likely to be?

The Council has proposed that the new school would likely be situated on land next to Marlwood School, in buildings they don't currently use.

### When will it open?

We would look to open the school initially with places for nursery and primary in September 2019, with the school expanding to include secondary and Post 16 pupils and be full by 2021.

### Why do we think Enable Trust should run the new school?

Our vision for Enable Trust, including the new school, is to become a regional centre of expertise in educating pupils with a wide range of complex learning needs, and to ensure outstanding outcomes for pupils in partnership with agencies across education, health and social care.

We intend to deliver high levels of personal development, independence and life skills training to all pupils alongside ensuring strong academic progress through relevant curriculum and inclusion opportunities.

We want to ensure all pupils are engaged, believe in their ability to succeed and strive to be the best that they can be.

We will develop innovative learning environments with outstanding teaching and learning opportunities, with high quality resources and support in all of the Trust's schools.

All of the pupils in Enable Trust's schools will benefit from the specialist expertise we have built up and we intend to share this with other schools and organisations through an outreach service.

We believe we have unique experience, knowledge, skills and people to run the new Special School:

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

- Effective leadership with decades of experience and specific qualifications in specialist education
- An existing partnership with all of the current special schools in South Gloucestershire
- Existing partnerships and inclusion work with mainstream schools
- An Ofsted graded 'Outstanding' sixth form at New Siblands, and both Culverhill and New Siblands graded 'good' overall
- Prior consultancy to Lyde Green school on setting up their Autism resource base, sharing our experience to help create new school places
- A unique understanding of the holistic needs of pupils and families in relation to health and social care and options for continued learning after school age
- Strong and experienced Governor teams to ensure accountability for pupil outcomes

### Next steps

The closing date for us to submit our bid to run the new school is 24<sup>th</sup> November and then the Department for Education along with South Gloucestershire Council will consider all of the applications they receive and make a decision by early 2018. If you would like to give us feedback on our plans please email:



### **Annex to section E**

**This was issued in October 2017:**

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

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████████████████████  
████████████████████

Please tick to confirm that you have provided evidence as annexes (see above):

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.

██  
██ in the pre-opening phase. His CV is attached (see Appendix D).

The core group , both executive and non executive have substantial experience of developing new provision for pupils with SLD and PMLD. The group has a strong track record in delivering excellent outcomes for pupils with SLD and PMLD. The whole group has arguably the widest and most relevant skill set required along with the expertise needed to open and run a special free school .

Enable Trust shadow board has appointed Veal Wasbrough Vizards as the lawyers to support the process of conversion to a MAT. They will establish a company limited by guarantee as soon as Enable Trust receives its academy order, working with the Board to agree the articles of association.

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







|            |            |            |            |            |
|------------|------------|------------|------------|------------|
|            |            |            | [REDACTED] |            |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |



|            |            |            |            |            |
|------------|------------|------------|------------|------------|
|            |            |            | [REDACTED] |            |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |

|            |                          |                          |  |            |
|------------|--------------------------|--------------------------|--|------------|
| [REDACTED] | [REDACTED]               | [REDACTED]<br>[REDACTED] | [REDACTED]<br>[REDACTED]<br>[REDACTED]   | [REDACTED] |
| [REDACTED] | [REDACTED]               | [REDACTED]<br>[REDACTED] | [REDACTED]<br>[REDACTED]<br>[REDACTED]   | [REDACTED] |
| [REDACTED] | [REDACTED]               | [REDACTED]<br>[REDACTED] | [REDACTED]<br>[REDACTED]<br>[REDACTED]   | [REDACTED] |
| [REDACTED] | [REDACTED]               | [REDACTED]<br>[REDACTED] | [REDACTED]   | [REDACTED] |
| [REDACTED] | [REDACTED]<br>[REDACTED] | [REDACTED]<br>[REDACTED] | [REDACTED]<br>[REDACTED]<br>[REDACTED]<br>[REDACTED]<br>[REDACTED]<br>[REDACTED] | [REDACTED] |

[Add lines as appropriate]

### **F1 (a) Skills and experience of your team**

The team outlined above comprise of highly skilled experts in the field of SEND in the UK and beyond. Having [REDACTED] as Members, plus an enhanced SEN HMI, gives us the strategic oversight of ensuring the highest possible educational outcomes for pupils in this exciting time of the post Rochford Review landscape for curriculum and assessment methodology for pupils with SLD and PMLD. [REDACTED] expertise in change leadership as well as parental engagement for families of children with SEN, places the Trust in an enviably strong strategic position as a leading centre of expertise in SEND.

The board has school improvement expertise both in the form of a former SIA as well as a Headteacher who has led Culverhill school to 'Outstanding' in 2010 and is a LLE.

Additional expertise around autism, health, plus finance and business gives the team the capacity to ensure the smooth opening of the free school and the capacity of the MAT for a sustainable future.

[REDACTED]  
[REDACTED]  
[REDACTED]

Parent Governors will be represented on each school Governing body (2 parent Governors in each school).

#### **Recruitment process for Head of School positions**

Enable Trust has strong candidates for Head of School positions in the Trust. An open recruitment process for New Siblands and Culverhill will occur in Spring 2018 after receiving confirmation of the Academy Order. This is planned to be March 2018. An open process will be put in place to recruit the Head of School for Two Bridges during the academic year 2018-19.

Timeline for open recruitment of Head of School Two Bridges Academy:

January 2019 advertise Head of school role.

February 2019 formal interview process, to include lesson observation, in-tray exercise, interview panel, school council interview panel, observing a teacher and giving feedback on a lesson.

New Head of School designate will be fully involved in the Trust's recruitment of the team for Two Bridges and the final stages of the capital build project.

**Please see CVs in Appendix D**



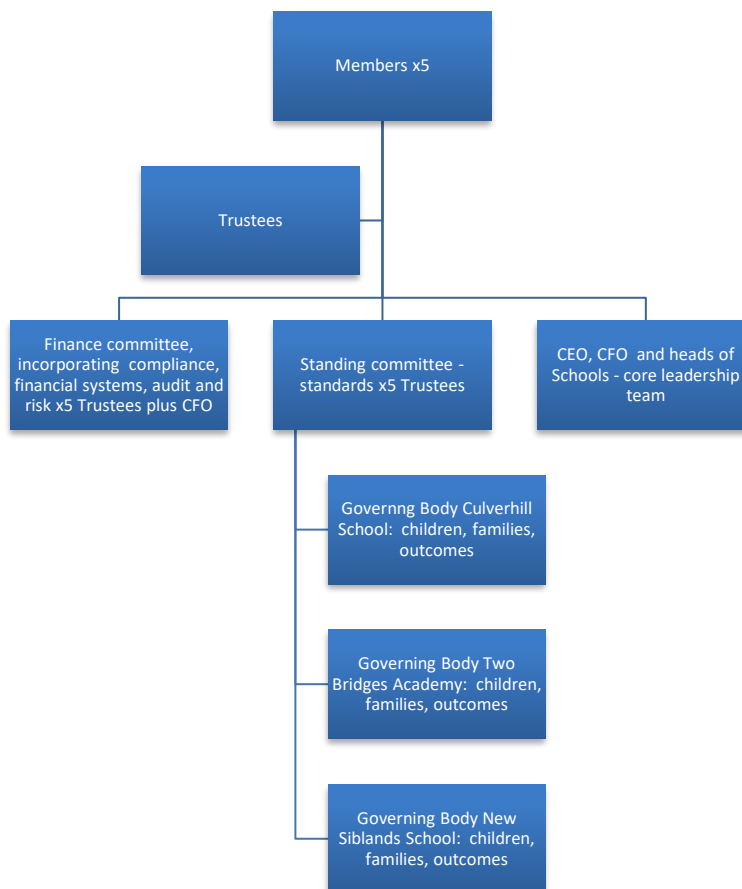
## F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

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

#### Enable Trust Governance Structure Diagram:



## **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**

### ***Our vision for Governance***

- To maintain local governing bodies in each school to continue to provide the support and challenge to ensure pupils are reaching their potential.
- To establish a highly professional MAT board that will hold Governing bodies and executives to account and to lead the strategic direction of the MAT.
- To ensure we have strategic governance that is allied to our educational focus
- To deliver increased effectiveness and efficiency by clarifying the differentiated MAT governance roles and responsibilities in a Scheme of Delegation and providing a bespoke professional development programme for trustees and local governors.

### **Roles and responsibilities:**

Members are in essence the guardians of the partnership; overseeing the strategic direction of the Trust, they will meet twice a year to scrutinize progress and developments. They are ultimately responsible for the governance of the Trust and have the responsibility of appointing and removing Trustees.

Trustees have an active role in monitoring and determining strategy for all aspects of the Special Partnership Trust's performance. Supporting, challenging and holding to account operational colleagues, CEO/CFO, for all aspects of performance and compliance.

Local Governing Bodies have a single focus on school improvement in their local setting. They monitor, challenge and support schools in achieving outstanding learning. They represent the views and experiences of pupils, staff and families.

The three schools will operate as a MAT, not as three separate schools. Local governance will focus on the curriculum offer at the school and well-being as well as health and safety at each school.

The Trustees will have a finance committee to ensure compliance with all aspects of the Academies Financial Handbook. They will work closely with the Chief Finance Officer and ensure the central services of the MAT are efficient. Central services will essentially be the CEO and CFO to oversee the strategic direction of the MAT, plus the outreach service (ETHOS). Initially the CEO will establish this. It will operate on a 'breaking even' model initially where schools may pay for services from experienced staff in the MAT to cover their release time. Training materials and courses will be developed over time in conjunction with the Special Partnership Trust and Olympus Teaching School Alliance. We are in discussion with the University of Gloucester regarding accreditation for courses and partnership working relating to their PGCE course with a vision to support with SEND training for initial teacher training courses. The CFO post will be recruited for in the Spring term 2018 in an open recruitment in tandem with the recruitment for the Heads of School posts.

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

The Trustees will oversee the growth of the MAT along with the CEO and individual Trustees will take on a leadership oversight role for new projects. Two core teams of Trustees will sit on two committees initially – the finance committee and the standards committee, to ensure accountability for outcomes and school improvement as well as financial robustness.

The Head of School role at Two Bridges will initially cover the safeguarding and SENCo role in the first year. These roles will extend out to a deputy Headteacher in year 3 of opening. The Head of school will form part of the core leadership team of Enable Trust, with colleagues who are Head of School at Culverhill and New Siblands, led by the CEO. The Heads of school posts will focus on teaching and learning at their respective schools.

**Conflict of interests**

Where there is any potential conflict of interest in the procurement of any services, the Trustee or Governor concerned would have no part in the decision making process. All contracts with businesses and providers will follow the Trust's strict compliance policy. Currently New Siblands and Culverhill School have a contract to supply bottled water from Office Beverages, of which [REDACTED].

## 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

1. Staffing- Head of school in place from year 1, deputy included from 2021.  
Leadership model will be similar for all schools within the MAT. This includes Head of School ██████, Deputy ██████, Assistant Heads ██████ and TLR holders to lead school improvement initiatives as needed. Assistant Heads will be expected to work across the MAT. These costings allow for existing staff in both schools to progress and for leadership capacity to be built in and developed.
  - We have assumed teachers' salaries to be ██████ on average and support staff are costed at the current rates at New Siblands and Culverhill (HLTAs at ██████, TAs at ██████, LSAs at ██████, Care assistants at ██████).
  - The NI percentages entered take in to account the amount of ██████ on which NI is not charged. This appears to be what is shown in the example at the top of the template and why the percentage is not shown as 13.8% - because the spreadsheet is not designed to do the proper NI calculation.
  - Teachers/SLT- ██████ salary is based on Sept'17 (including the 2% pay award) plus a further 1% for Sept18 and again for Sept'19.
  - Support Staff – for all staff except the Office manager post and caretaker are all year round, the salary shown reflects the post being TTO. The figures entered under FTE are therefore based on hours worked. So, we have HLTA's as 37hrs pw, so 1fte, but the rest of the TA's as 0.9fte which is 32.5hrs. The Care Assistants are 0.7fte which is 25hrs pw, and the LSA are 0.9 like the TA's, 32.5hrs.
2. Costs are based on having 4 classes of up to 8 pupils in 2019, increasing to 10 in 2020 and 14 in 2021. Initially classes will be a mix of two year groups eg Y1/2 unless a child's individual needs mean that they would benefit from being educated in a different group.
3. Therapy hours are costed at rates currently paid by New Siblands but we would hope to negotiate a better rate across the Trust in the future.



## **Section G – budget planning and affordability**

4. Pupil numbers – we have estimated costs for 112 pupils in 2021 as in forecast provided by South Glos. We have assumed that there will be 74 not 65 pupils in 2020.
5. Top-up income- For SLD pupils we have based this on the current average at New Siblands of band 8. Staffing is also based on the needs described in South Glos banding description for band 8. Pupils with higher levels of need will have increased levels of support funded by higher banding levels ie band 9-12. South Glos have not stated how many PMLD places will be needed. 20% of the population at New Siblands are PMLD and average funding is band 11. We have conservatively modelled the budget on 10% to show that the provision is viable however it is likely that the number of PMLD pupils, and therefore funding totals, will be higher. We are assuming that they do not require any PMLD places in 2019.
6. Pupil premium income for LAC and adopted pupils has been included based on the % of pupils at New Siblands. This was not included when the contribution to the MAT was calculated. Income does not include PE/sports or UIFSM funding.
7. Health services eg school health nurse/clinical psychology costs based on needs at New Siblands. School staff will need ongoing training and help plus lifetime support in South Glos is now to be funded from education rather than health.
8. Premises expenditure has been calculated based on current costs at New Siblands except for building improvements which are based on the south west benchmark figure per pupil. The building is likely to need improvements /adaptations to match need as pupils are identified and numbers increase.
9. Educational resources would include books, learning and play resources has again been estimated based on current expenditure at New Siblands. Basic classroom furniture and equipment we would expect to fund from the project development grant.
10. ICT resource costs are likely to increase with number of pupils and % of PMLD pupils equipment for whom can be very expensive.
11. Cost of Admin supplies based on south west benchmark which is higher than current costs in New Siblands or Culverhill but costs in a new school initially may be higher.
12. Professional services will be paid for by the MAT. These would include legal, marketing, audit, CEO, accountancy, payroll, HR, Careers advice and leadership development. The new school is likely to need more support from the MAT during its set up years hence the contribution being 6% dropping to 5% when it is more established.
13. The percentage of income allocated to payroll in particular the total for pupil support has been highlighted as being higher than the DFE would expect. The current average for special schools in South Glos is 86%.  
1% of total income without pupil premium has been used to calculate the amount of contingency funding built in.

## 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.

## Appendix A

### A formal partnership between Enable Trust, CSET and Olympus Academy Trust

Enable Trust, in formal partnership with CSET (Castle School Education Trust) and Olympus Academy Trust (OAT) will enhance pupil outcomes, ensure high quality provision for all students within the Trusts, and contribute collaboratively to wider educational regional and national priorities.

Much of this impact will be through formal partnership between Enable Trust and the joint CSET / OAT **Teaching School Alliance (TSA)**.

Leaders have identified the following priorities for the 3 trusts to focus on through formal collaboration:

- **Enable Trust Holistic Outreach Service (ETHOS)** supporting CSET and OAT with training, support and interventions in SEN to include
  - speech, language and communication needs
  - social, emotional and mental health
  - behaviour
  - autism
  - Severe Learning Difficulties and autism needs (at CSET provision Lyde Green)
- Enable Trust's leaders, including Board of Trustees and highly influential network of **expertise to enhance strategic planning and delivery of pedagogy, services and provision for SEN across the 3 Trusts**
- Inclusion opportunities that enable mainstream pupils with SEN to develop leadership, social emotional and personal development growth that are generated from and made logistically available by sharing the site at Marlwood School
- Enhanced work experience placements within early years and special education
- Investment into traded services offered by CSET and aligned services with CSET and OAT by Enable, in order to
  - Enhance CSET's traded income and offer
  - **Provide a rapid solution to Enable Trust in establishing core central and back office functions as a starter MAT**
- Support from CSET in terms of experience and scale in establishing and opening a new free school.
- Collaborative working between the free school and Marlwood School operationally on the same site to facilitate inclusion, shared resources and develop strategic planning that enhances pupil outcomes
- Access to a language rich environment for pupils in the free school with Marlwood pupils and joint projects, such as the already successful collaborations between pupils at Marlwood and New Siblands that include sports leadership, drama productions and opera.
- Development of new teaching and leadership courses for mainstream schools that support meeting needs of students with
  - speech, language and communication needs
  - social, emotional and mental health needs
  - behaviour

- autism
- Development of new teaching and leadership courses for special schools – regionally and nationally that meet the training and development needs of professionals to support an ever increasing cohort of SEND. Partnership with Trustees and the Special Partnership Trust in Cornwall will be part of this work.
- National roll out of assessment strategies post Rochford Review, from New Siblands as a DFE pilot school and centre of expertise.
- CSET, OAT and representatives from Enable Trust have a strategic shared school improvement focus for all schools in South Gloucestershire through work in the Education Partnership Board. This focus will continue.
- Shared on-site facilities and purpose built spaces that will support the TSA and inclusion will be strategically co-planned.

Diagram 1: TSA and ETHOS collaboration

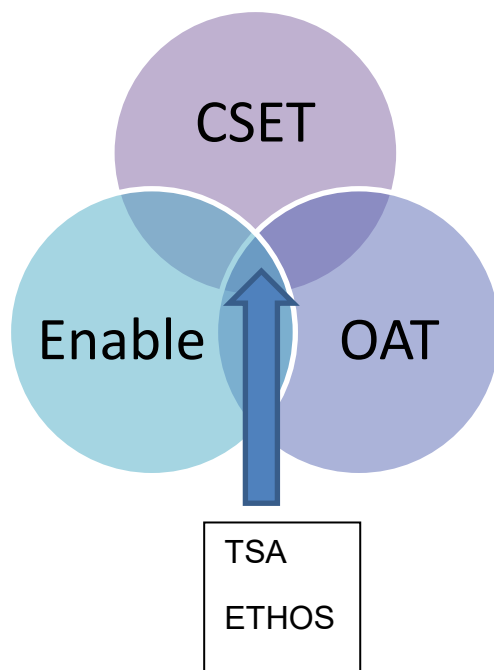
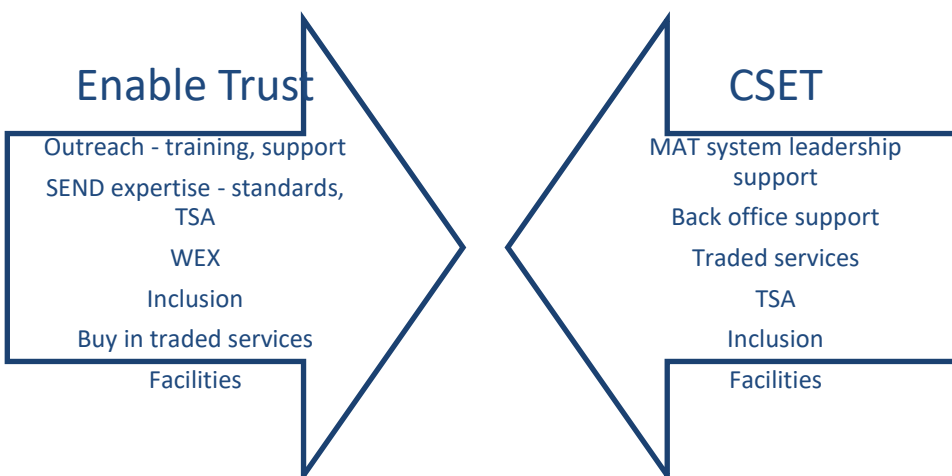


Diagram 2: Site specific partnership for Free School / Enable Trust and CSET



# Pupil Profile



Name

Sensory  
Integration  
Curriculum

## My learning needs

- I have ASD and find sensory regulation difficult
- I communicate using Makaton signs. I can't always tell you what I want or need and I may become frustrated at times.
  - I like routines and to have time to complete activities
    - I like quiet, clear spaces
    - I don't like loud noises or shouting
    - I need to do things in short bursts
    - I have a positive behaviour plan

## What helps me learn?

- Regular sensory diet breaks help me maintain my concentration
- A visual timetable helps me understand what will happen next
  - Sand timers help me understand how long an activity will last
- Wearing ear defenders helps me manage in noisy situations like assembly
  - Speaking calmly to me helps me to stay calm myself
- Giving simple instructions with a visual symbol helps me to understand what I am being asked to do
  - Being seated near the door in assembly next to an adult

## What doesn't help me

- Loud noises
  - Being seated near *pupil X*
    - Shouting at me
- Working on an activity for more than 15 mins

Individual Learning Plan **Example**

Name:

Class:

Date: May 2017

# Photo

## Communication & Interaction

**EHCP target:** To improve ability to have functional and meaningful two-way conversations

**Medium term target:** To use grid player in daily structured two way conversation with a member of staff

**Success criteria:** I can use my grid player to talk to an adult every day

## Sensory / Physical Development

**EHCP target:** To develop fine and gross motor skills

**Medium term target:** To undertake daily physiotherapy programme

**Success criteria:** I can bounce on a gym ball for 5 minutes

## Cognition & Learning

### Maths

**EHCP target:** To count forwards and backwards from memory

**Medium term target:** To count forwards to 15 and backwards from 10 from memory

**Success criteria:** I can count forwards to 15 and backwards from 10

### English

**EHCP target:** To write more words from memory

**Medium term target:** To write 4 key words from memory

**Success criteria:** I can write 4 key words from memory

## Social, Emotional & Mental Health

**EHCP target:** To develop social and play skills and encourage turn taking and interaction

**Medium term target:** To take part in weekly group sessions with SLTh where turn taking is required

**Success criteria:** I can take turns in a familiar structured activity

## Self-care and Independence

**EHCP target:** To develop independence skills to begin to work independently

**Medium term target:** To use visual instructions to work on a familiar activity

**Success criteria:** I can work on my own on a familiar task for 5 minutes

## Governance self-assessment

| Your assessment against the Governors and Academies Financial Handbook    | Your assessment of current position (How you do it now)  | How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales   |  |
|---|--|--|--|
| <p><b>1. The roles and responsibilities of the directors/trustees</b></p> | <p>Please detail your duties as:</p> <ul style="list-style-type: none"> <li>• company directors and charity trustees;</li> <li>• accounting officer</li> </ul> <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p> | <p>Trustees will:</p> <ul style="list-style-type: none"> <li>• Set out the vision for Enable Trust</li> <li>• Determine all corporate strategy and planning</li> <li>• Ensure compliance with all legislation, charity and company law, and funding agreements</li> <li>• Set all required policies and procedures for Enable Trust (including for HR, as the legal employer of all staff)</li> <li>• Oversee standards and performance across the Trust and set targets for the Trust and each school that are relevant and meaningful to pupils</li> <li>• Oversee the finances of the Trust and its schools.</li> </ul> <p>The current position of each school is clear and up to date with Ofsted having validated each school's SEF recently.</p> | <p>The Trustees and members of Enable Trust are committed to the vision of the Trust and to the opening of Two Bridges Academy.</p> <p>Members and Trustees will be notified of Enable Trust's Academy order as soon as it is given. This is anticipated to be January 2018. At this point, a strategic 'away day' will be planned for the Governance team to meet to plan in detail the strategic priorities of the Trust and establish key responsibilities and accountabilities within the structure.</p> <p>Work streams will include:</p> <ul style="list-style-type: none"> <li>• recruitment of CFO</li> <li>• schemes of delegation</li> <li>• articles of association</li> <li>• local governing board recruitment, skills audit and planning to include new</li> </ul> |

|                                  |  |  |  |
|----------------------------------|--|--|--|
|                                  |  |  | committee structure (see Governance diagram) |
| <b>2. Structure of the board</b> | Accountability system<br>Structure of decision making  | See below  |  |
| <b>3. Meetings</b>               | Please detail your board and committee meetings schedule and outline agenda  | This is to be finalised by the Trustees  |  |
| <b>4. Finance</b>                | <p>Please give details of:</p> <ul style="list-style-type: none"> <li>• your chief financial officer, with appropriate qualifications and/or experience;</li> <li>• Schemes of delegation;</li> <li>• Approvals process-budget;</li> <li>• Investment policy;</li> <li>• Procurement including leases;</li> <li>• Internal control framework;</li> </ul> | <p>See above.</p> <p>CFO post will be recruited for Spring 2018 after Academy Order confirmed in compliance with Academies Financial Handbook in terms of qualifications and experience.</p> <p>Schemes of delegation and articles will be drawn up in conjunction with legal team from VWV (Bristol). Leases will also be part of their work prior to converting to a MAT July 1<sup>st</sup> 2018.</p> <p>Partnership with Olympus Academy Trust and CSET will</p> |  |



|  |  |  |  |
|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>Contingency and business continuity plan;</li> <li>Insurance cover</li> </ul> | <p>support Enable Trust with investment policy and controls, audit and risk, business continuity along with Trustees with significant expertise in these areas.</p> <p>Insurance will be procured to meet best value by CFO.</p> |  |
|--|--|--|--|

**Diagram: Structure of the responsibility of Trustees**

| <b>Priority</b>             | <b>Authority and Responsibility of Trustees</b>  |
|-----------------------------|--|
| <b>Governance Processes</b> | Defining and agreeing an Instrument of Government and terms of reference for the Trust’s governance structure (Boards and Committees); agreeing any subsequent amendments as appropriate   |
|                             | Ensuring compliance with all statutory regulations and Acts of Parliament governing the operation of the Academy and the provisions of Funding Agreements with the Secretary of State for Education for the Academies in the Trust |
|                             | Appointing (and removing if necessary) the chair of a permanent (or, in the case of an underperforming school, temporary) LGB  |
|                             | Appointing and removing LGB governors  |
|                             | Removing delegated powers from an LGB in case of a significant failure in governance   |
|                             | Approving and delegating authority between the Trust and an LGB  |
| <b>Finance</b>              | Developing a strategy for the use of revenue funding at Trust/school level (through the Strategic Financial Plan) and monitoring the use of funding against priorities   |
|                             | Developing and agreeing Trust-level budget plans for the start of each financial year (including school allocations)   |
|                             | Specifying core accounting policies and financial systems (led by the Board’s Finance Committee)   |
|                             | Defining financial decision levels and limits, reflecting EFA/other regulatory requirements (and reviewing annually and amending where appropriate)  |
|                             | Preparing annual Trust accounts to agreed standards (led by the Board’s Finance Committee)   |
|                             | Appointing auditors and monitoring compliance with audit and other regulatory requirements (led by the audit function of the finance Committee of the Board)   |

|  |  |
|--|--|
|  | Entering into contracts in line with the agreed financial limits at each level of delegation |
|--|--|

| <b>Priority</b>                            | <b>Authority and Responsibility of Trustees</b>   |
|--|---|
|  | Monitoring the Trust-level risk register (led by the Board's Finance Committee)   |
|  | Developing a Trust-wide policy for the use of Pupil Premium funding and reviewing annually the use of Pupil Premium funding   |
| <b>Staffing - general</b>                  | Defining a Trust-wide HR strategy and ensuring compliance with employment law and other relevant obligations  |
| <b>Staffing – training and development</b> | Setting strategic aims for CPD for Eable Trust's staff, and monitoring the impact of CPD including the relationship with the TSA and strategic plans with Special Partnership Trust |
| <b>Staffing – pay and records</b>          | Determining the staff structure for the Trust   |
|  | Agreeing a Trust-wide pay policy  |
|  | Agreeing the delegation of pay discretions for teaching and non-teaching staff (led by the Board's Finance Committee)   |
| <b>Staffing – recruitment/ appointment</b> | Agreeing Trust- wide recruitment and appointment policies and reviewing these annually (led by the Board's Standards Committee)   |
| <b>Staffing - Performance Management</b>   | Agreeing a Trust-wide (staff) performance management policy (led by the Board's Standards Committee)  |
| <b>Staffing – capability/dismissal</b>     | Agreeing Trust-wide disciplinary/capability procedures and reviewing these annually (led by the Board's Standards Committee)  |
|  | Determining a policy (and payments) for dismissal/early retirement/other contingencies (led by the Board's Finance Committee)   |
|  | Dismissal of a CEO  |
|  | Dismissal of a Head of School   |
|  | Suspension of a CEO   |
| <b>Curriculum</b>                          | Ensuring pedagogy and curriculum approaches are relevant to all pupils in the Trust   |
|  | Reviewing the implementation of the curriculum model/policy in each school annually and agreeing amendments as appropriate  |
| <b>Quality of Teaching</b>                 | Identifying and agreeing interventions to address school-level or Trust-wide sustainable improvement in the quality of teaching (led by the Board's Standards Committee)            |
| <b>Target Setting and Monitoring</b>       | Agreeing target setting processes for pupil outcomes  |
|  | Undertaking termly reviews of pupil performance information and identifying and agreeing interventions to address school-level or Trust-wide weaknesses                             |
| <b>Discipline and Exclusions</b>           | Defining and agreeing behaviour and exclusions policy (led by the Board's Standards Committee)  |

|  |   |
|--|---|
|  | Reviewing the use of exclusions and deciding whether to confirm any permanent exclusions (led by the Board's Standards Committee) |
|--|---|

|                                 |   |
|---------------------------------|---|
| <b>Admissions</b>               | Defining and agreeing admissions statements, reviewing this annually and agreeing amendments as appropriate (led by the Board's Standards Committee)  |
| <b>Premises &amp; Insurance</b> | Developing and agreeing Trust-wide school buildings and asset management strategies, reviewing these annually and agreeing amendments as appropriate (led by the Board's Finance Committee) |
| <b>Health &amp; Safety</b>      | Developing and agreeing a Trust-wide health and safety policy and undertaking an annual health and safety audit (led by the Board's Finance Committee)                                      |
|                                 | Defining and agreeing a business continuity plan for schools in the Trust (including disaster recovery)   |
|                                 | Defining and agreeing Trust-wide safeguarding policies and processes, reviewing these annually and agreeing amendments as appropriate (led by the Board's Finance Committee)                |
| <b>Information For Parents</b>  | Developing and agreeing a Trust-wide process for handling complaints, including processes for escalation (led by the Board's Finance Committee)   |

### Authority and responsibility of Local Governing Bodies

As noted above, Trustees will delegate a number of duties, summarised in the table below, to each LGB. In particular, the LGB will:

- Carry forward the Trustees vision for Enable Trust, in a way that reflects the specific characteristics of each school;
- Implement the actions required to comply with the Funding Agreement, statutory regulations, and the financial policies, procedures and decisions of the Directors;
- Implement the policies agreed by the Trustees (including safeguarding and health and safety);
- Provide local oversight of the school's day-to-day activities;
- Hold the school's leadership to account for its academic performance, quality of provision, pupil and staff well being, and financial management and report to the Trust against the targets which have been set for the school.

| <b>Priority</b>                             | <b>Authority and Responsibility of the LGB</b>  |
|---|---|
| <b>Finances</b>                             | impact on school finances and reporting to CEO / CFO as required  |
| <b>Health &amp; Safety and safeguarding</b> | Reviewing findings from the school-level annual Health & Safety audit and reporting findings to Trustees                          |
|   | Scrutinising/supporting implementation of safeguarding policies and processes   |
| <b>Information For Parents</b>              | Scrutinising/supporting the school-level implementation of the process for handling complaints                                    |
| <b>Marketing and Communications</b>         | Safeguarding the reputation of Enable Trust and ensuring that all issues that put the reputation at risk are reported to Trustees |
|   | Marketing the Trust   |

|                               |  |
|-------------------------------|--|
|                               | Monitoring legal compliance of Enable Trust and each school's website  |
| <b>IT and data management</b> | Complying with data requirements, templates and reporting timescales for the Trust, for example in relation to monitoring SEN, LAC, exclusions, attendance |
|                               | Complying with statutory and other relevant requirements in relation to management information reporting and data security/retention and back-up           |



Department  
for Education

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