

Free Schools in 2014

Application form

Special Free Schools

Contents		Page
Section A:	Applicant details & declaration	6
Section B:	Outline of the school	12
Section C:	Education vision	15
C1	- Education Vision	15
Section D:	Education plan – Part 1 Proposed pupil numbers	25
Section D:	Education plan – Part 2	27
D1	- Curriculum rationale	27
D2	- Curriculum plan	33
D3	- Staffing structure	52
D4	- Strategy for pupils with differing abilities	57
D5	- Definitions and measures of success	72
D6	- Admissions policy for SEN pupils without a statement	86
D7	- Approach to behaviour management	86
Section E:	Evidence of demand – Part 1 Proposed pupil ages	97
Section E:	Evidence of demand – Part 2	100
E1	- Parental demand and local authority placements	100
E2	- Engagement with the wider community	104
Section F:	Capacity and capability	108
F1	- Roles	108
F2	- Educational expertise	110
F3	- Financial expertise	112
F4	- Other relevant expertise	115
F5	- Recruitment plans	117
Section G:	Initial costs & financial viability	123
G1	- Financial plans	123
G2	- Financial viability within expected levels of funding	124
G3	- Financial resilience to reductions in income	126
G4	- Financial record for existing independent schools	129
Section H:	Premises	130
Annexe 1	Letter of support from Lambeth Council	132
Annexe 2	Public survey results	133

Submitted separately:

Section G:	Financial spreadsheets
Section I:	Due Diligence

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: special.fsapplications2014@education.gsi.gov.uk.

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

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

It is essential that the hard copies are identical to the version you email.

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
Section A : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only/NMSS : you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only/NMSS : you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to special.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] National Autistic Society 393 City Road London EC1V 1NG
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.	If Yes, please provide more details: Two active members of the "Vanguard" parent group ([REDACTED] and [REDACTED])
7.	How you would describe your group: <ul style="list-style-type: none"> <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input checked="" type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.	If Yes, please provide more details: The NAS is submitting an application for an autism specific special free school in Cheshire East.
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:

Details of company limited by guarantee	
13.	Company name: NAS Vanguard School
14.	Company address: 393 City Road London EC1V 1NG
15.	Company registration number and date when company was incorporated: 8337772 20 th December 2012
16.	Does the company run any existing schools, including any Free Schools? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:
Company members	
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>	
18.	Please confirm the total number of company members:
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: ██████████
	2. Name: ██████████
	3. Name: ██████████

Company directors	
<p>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</p>	
20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: ██████████
	2. Name: ██████████
	3. Name: ██████████
21.	Please provide the name of the proposed chair of the governing body, if known: ██████████
Related organisations	
22.	<div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> <p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p> </div> <div style="width: 15%;"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </div> </div>
23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. <p>The National Autistic Society Charity No. CR269425 Companies House No. 1205298</p> <p>The National Autistic Society is sponsoring the establishment of the Free School and is expected to support the school through the provision of autism expertise, training and functional support.</p>

24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>None</p>
Existing providers	
25.	<p>Is your organisation an existing independent school wishing to convert to a Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
27.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
28.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p>
29.	<p>If you are an existing independent, NMSS or state maintained school or an Academy, please state the SEN currently catered for, the age range and current number of pupils on roll and your capacity:</p>
30.	<p>If you are an existing independent or state maintained school, NMSS or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p>
31.	<p>If you are an existing independent, NMSS or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p>
32.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>The National Autistic Society (NAS) is sponsoring this Free School. The NAS' company registration number is 1205298.</p> <p>The NAS was established 50 years ago by a group of parents who were unwilling to accept that their autistic children were deemed "ineducable" by the State. They went on to set up the world's first autism specific school and today the NAS owns and runs seven schools across the UK: six in England and one in Scotland. These provide a mix of day and residential education to children and young people with an autistic</p>

<p>spectrum disorder.</p> <p>In addition, the NAS is sponsoring the NAS Thames Valley Free School, opening in September 2013, and is submitting applications for two further Free Schools in Lambeth and Cheshire East.</p> <p>Ofsted has assessed four of the schools in England as 'Outstanding' (one school was opened earlier this year and does not yet have an Ofsted rating).</p> <p>The philosophy we follow in all our schools is to enable students to overcome their barriers to learning, develop social skills and coping strategies and learn to manage their own behaviour. Most importantly through carefully planned educational pathways we aim to prepare pupils to achieve and make a positive inclusive contribution to their community.</p> <p>As well as delivering the educational curriculum, the schools provide respite services and short breaks for local families, together with educational outreach to other schools.</p> <p>Moving on from schools the NAS operates a transitions support service and provides student support for those going on to further or higher education.</p> <p>In addition to education, the NAS provides a wide range of services to adults and families, including adult residential care and supported living, help and information, advocacy, befriending, training and family support. A campaigning organisation working to improve the lives of everyone affected by autism, the NAS has some 19,000 members and more than 100 branches.</p>
--

Please tick to confirm that you have included all the items in the checklist.



Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. 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: Chair of company / Member of company (please delete as appropriate).

Print name:

Date:

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

Section B: Outline of the school

1. Proposed school name:
2. Proposed academic year of opening: 2014
3. Specify the proposed age range of the school:
 - 4-11
 - 4-16
 - 4-19
 - 11-16
 - 11-19
 - 14-19
 - 16-19
 - Other

If Other, please specify:
4. The SEN designations for which the school will cater (please tick all that are appropriate):

NB: An outline of SEN designations can be found at [Annex B of the special 'How to Apply' guidance.](#)

 - Specific Learning Difficulty (SpLD)
 - Moderate Learning Difficulty (MLD)
 - Severe Learning Difficulty (SLD)
 - Profound and Multiple Learning Difficulty (PMLD)
 - Behaviour, Emotional and Social Difficulty (BESD)
 - Speech, Language and Communication Needs (SLCN)
 - Autistic Spectrum Disorder (ASD)
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-Sensory Impairment (MSI)
 - Physical Disability (PD)
 - Other (please specify below)
5. Proposed maximum capacity of proposed special Free School

	For statemented pupils	78
	For Non-statemented pupils	0
6. Date proposed school will reach expected capacity in all year groups: September 2017
7. Will your proposed school be:
 - Boys only
 - Girls only
 - Mixed

8.	Will your proposed school include residential provision? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	If yes please provide more details here.	
10.	Do you intend your proposed school to have a faith ethos? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation/ethos. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

11. If Yes, please specify the faith, denomination, etc of the proposed school:

12. If you have a preferred site, please give details, including the post code:

Two possible sites for a split campus are identified as: [REDACTED], London [REDACTED] and the former [REDACTED], Clapham Common (post code unknown)

13. Please tell us how you found this site:

Through Lambeth BC

14. Is the site:

- a private building?
- a public/government building?
- don't know?

15. If you have **not** identified a site yet, please tell us the postcode of your preferred location:

16. Local authority in which the proposed school would be situated:

Lambeth

17. If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:

Southwark
Wandsworth
Westminster

18.	<p>This application form is designed to be used for special Free School applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a special Free School but does not fit the definitions of mainstream, 16-19 or alternative provision schools, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p>
-----	--

Section C: Education vision

Please refer to page 18 of the 'How to Apply' guidance for what should be included in this section.

C1: Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.

Set out clearly why you are seeking to establish your special free school

The National Autistic Society (NAS) and Vanguard parent group in partnership with Lambeth Local Authority plan to set up a special free school for pupils with Autism, called NAS Vanguard School. As with all NAS schools, the pedagogy will be informed by evidence based methods of best practice in teaching young people on the autism spectrum.

The NAS Vanguard School will:

- Increase Lambeth borough specialist educational best practice and expertise for children on the autism spectrum and those working in this field.
- Reduce the number of out of borough placements and associated transport costs.
- Support Lambeth Council's commitment to becoming the country's first cooperative council – 'doing things with local people instead of doing things to them'.
- Increase the opportunities for young people on the autism spectrum to develop lifelong skills to reduce their dependency on the borough in adult life.
- Provide additional training and education for other specialist providers and teaching professionals – both in and out of borough.
- Support the borough's outreach services and engage with the broader community.
- Provide support, education and networking for the parents and families of children and young people on the autism spectrum in Lambeth and surrounding boroughs.
- Offer best value for money through economies of scale of working with the established NAS infrastructure.
- Establish mutually beneficial relationships with partners in the community including higher education, local business and local charities.
- Establish student mini-enterprises to benefit the community, for example student-run cafés and car washes.

For students, the school will:

- Promote life skills and independent living.
- Empower through a focus on leading edge technology.
- Offer both the national curriculum and vocational programmes at a range of levels, providing tailored education for each student.
- Develop responsible citizens through experiential teaching and learning in the community.

- Provide special interest groups for key stages 3 and 4, both during lunchtime and after school.
- Help with transitioning through the different stages of life, whether to mainstream education, leisure activities, work experience or higher education.
- Offer support to develop a personal tool box, which will assist self regulation and encourage holistic goal-setting, with goals reflecting the aspirations of the pupils, parents and school.
- Facilitate the development of skills that are transferable across all settings, including school, home and the community.

For parents, it will:

- Set up a family centre providing a base for parents to network, as well as receive support, advice and training.
- Provide a school in which they can trust that their child with autism is being given the very best opportunity to thrive and achieve their aspirations.

Age range

The school will specifically complement the range of provision available in Lambeth and cater for pupils whose needs are not being met by the range of provision currently on offer. NAS Vanguard school will provide for young people in the secondary phase of education, between the ages of 11-19 and who have autism.

SEN designations for which the school will cater

Every young person will have a diagnosis of autism and a statement of special educational needs. However, suitability of placement will be assessed through the identification of the young person's learning needs, the needs of the family and carers and the guidance of professionals and local authority teams and not by the severity of autism. The school will address the needs of pupils that have a diverse range of cognitive ability, including severe learning challenges, moderate learning challenges and mainstream levels of ability. Some pupils may also have challenging behaviour and additional needs. All young people at the school will be supported to progress both socially and academically and encouraged to be as independent as possible irrespective of their levels of attainment.

For this most complex group of pupils it is sometimes a challenge to access an appropriate education without having to opt for a school providing 52 week student accommodation, frequently at a location far away from the family home and always expensive. The challenges these pupils present often impinge on their ability to be taught in class groups. To keep them local, we will build on the experience of the other NAS schools that already cater for the education and wellbeing needs of this group. We will make significant curriculum and environmental adaptations including personalised and individualised learning programmes and individual tutor bases. As progress is made, the young person will have steadily increased inclusion into the wider school community, enrichment activities and classroom groups.

A specialist autism curriculum will also be available for pupils of mainstream levels of ability who are likely to require a place at the school because they are increasingly

unable to manage the mainstream setting due to levels of acute anxiety. Transition to mainstream secondary school is likely to be unsuccessful without equipping them with a tool kit of strategies that enables self regulation.

In order to maintain successful placements for all pupils, the school will work closely with parents and will offer short breaks during holiday times as well as working with NAS Sybil Elgar School in Ealing to provide overnight respite.

A curriculum focussed on life skills, independent living, transition and family

As a specialist provider for young people with autism, the teaching of communication skills, personal and social skills, interacting and working with others, independent and organisational skills and emotional regulation will pervade all areas of the curriculum. A key focus of the curriculum on offer at NAS Vanguard School will be to promote life skills and potentially independent living for our students in partnership with the local community.

The NAS Vanguard School vision and ethos

Our ethos is to create schools where students know from the moment they enter the building that they are in a place filled with mutual respect, where they achieve beyond what is expected. We will empower each student to make positive choices about their own lives and have rich and varied experiences.

The school will have an outward facing, community and inclusive ethos. It will be identifying inclusion opportunities for all pupils but the level of that inclusion will be dependent on the child's challenges, abilities, learning and self regulation as well as the goals of the family and carers.

Of particular importance to the NAS Vanguard School will be the need to reflect recent research in the school's approach and organisation. Key areas will include the following:

- Personalisation
- Neurodiversity
- Assessment
- Sensory processing
- Cognitive profiles of autism and autistic intelligence
- Gender specific approaches
- Co-occurring conditions
- Understanding stress
- Communication
- Parent involvement
- BME
- Research based interventions

The NAS Vanguard school's approach to autism will:

- Use a systematic structured approach, including NAS SPELL, TEACCH, schedules, social stories and visual transactional supports which are all incorporated within the SCERTS framework (see page 70). Through this framework there will be a generalisation of learning across educational, home and community settings.
- Focus on autism specific individual learning styles

- Use natural reinforcers and motivators
- Focus on functional analysis
- Use a structured programme focussed on improvement and enhancement of communication
- Foster a culture of predictability and consistency
- Modify and adapt the environmental setting
- Adopt a family centred philosophy. Engagement of parents / care givers: The NAS Vanguard School will work closely with parents to ensure they have information about aspects of their child's autism, including treatments, support for concerns, and information about stress management.
- Include opportunities for all

Location: Why Lambeth?

The NAS and Vanguard parents group regards the opportunity to work with Lambeth Local Authority on the development of a free school as a natural extension of current partnership working. The Vanguard parent group was set up in January 2012 by a small group of parents and interested parties, who were concerned about the lack of suitable specialist education in the borough. Their vision is to make sure that their children can combine an academic education with a vocational focus so that they can leave school with skills for daily living.

The NAS has existing links with Lambeth through an active parents 'branch'. Lambeth Autism Group has been established for many years and has benefited from committed and knowledgeable parents and professionals. The NAS Regional Officer has played a pivotal role in improving service provision within the Borough.

Pupils with ASD: The context in Lambeth

Lambeth's SEN Review report for Cabinet (12/11/12) has stated objectives to improve the capacity of SEN provision for pupils with ASD within the borough, and to reduce out of borough and independent placements and increase in-borough provision. The NAS Vanguard School will support Lambeth in achieving both of these aims by providing 78 places for pupils with ASD across a range of cognitive abilities, and spanning the age range 11-19.

In addition to the financial savings, a new school will enable children and young people with autism to attend a school in their local area, growing up within their own community. This has longer term implications for young people with autism as they approach adulthood. It allows them to maintain a link, be familiar with and to belong to their local community, keep their relationship with families and friends and avoid that detachment that can happen due to placement in an out of borough Independent Boarding School.

Successful inclusion

Currently local mainstream schools as well as NMISS often exclude pupils with ASD. The NAS Vanguard School would support the inclusion of children and young pupils by supporting those at risk of exclusion, as well as providing training and support for those schools and settings which might otherwise require a different placement for the child or young person with ASD.

The NAS Vanguard School will help to develop expertise in local mainstream schools, building their capacity to manage a wider range of ASD needs than is currently the case.

For those pupils for whom mainstream education is a goal, the 'turnaround', outward focus of the NAS Vanguard School will support them to access mainstream secondary education. The NAS Vanguard School will work in partnership with identified mainstream schools to plan transition and make sure that staff at the mainstream school have the skills needed to make the placement successful for all concerned.

Flexible packages

The school will work with the local authority to identify the right type and duration of placement so that pupils for whom this is appropriate may enter and leave the school at any point in their school career. The school will have a flexible menu of packages.

Bespoke educational packages will be designed around pupils, addressing their identified areas of challenge. Structured, carefully planned support back to their mainstream placements will be part of the planned outcomes for those pupils.

The focus will be on collaborative working so that the non-specialist schools in the region benefit from the NAS Vanguard School expertise, while the NAS Vanguard School benefits from the expertise of non-specialist and mainstream schools. Continuous liaison and joined up working will facilitate better identification of those most at risk, enabling earlier intervention to help prevent placement breakdown.

The NAS Vanguard School will enable the provision of a more flexible range of support models, increasing opportunities to move people on to other local provision with the continuing support of free school staff, as required. As well as being a school for children and young people with autism, the school will be a centre of excellence and a resource for our partnership schools, working with them to support young people with autism to maintain placements in their schools.

Lambeth Council has identified high numbers of pupils with ASD likely to be placed in borough during the next five years, as well as the need to bring back pupils from NMISS. These two factors will require significant resourcing and investment in order to achieve local placements for pupils with statements for ASD. The NAS Vanguard School can work in partnership with the local authority to achieve its objectives to offer local places in Lambeth for pupils with ASD.

Disaffected students

The NAS has proven ability of working with those ASD students most disaffected by school and enabling them to access a meaningful education. For example, the NAS Robert Ogden School in Yorkshire has established an inclusion unit which between 2005 and 2011 successfully returned 28 pupils to education (10 of whom had been permanently excluded and 5 had been out of school for between 1 and 2 years). Research findings and the design of the inclusion unit at Robert Ogden School will inform the work in NAS Vanguard school.

Partnerships

The NAS Vanguard school will complement the existing specialist schools by enhancing the continuum of provision. Staff will work closely with parents, neighbouring special and mainstream schools, FE colleges and local authorities, both in Lambeth and the neighbouring boroughs.

Diversity

The NAS Vanguard School is committed to ensuring that all professionals in the school receive cultural awareness training so that they are able to meet the needs of diverse communities. The school is committed to providing a 'culturally sensitive autism friendly environment' and will refer to advice given in the NAS's BME Communities Project report (*Missing Out? Autism, education and ethnicity: the reality for families today* Clare Corbett and Prithvi Perepa NAS 2007). The school will monitor pupil progress and participation on the basis of ethnicity and social background and address any areas where there is disparity to ensure equal access.

Parents' and carers' views will be regularly canvassed in order to gauge their satisfaction with the school, and their views sought on actions to be taken to address any areas for improvement to ensure children from BME communities receive the education which is their entitlement.

Gender Differences

The NAS is currently exploring the issue of education and girls with autism. One of the lead researchers in this field, [REDACTED] will be part of the NAS educational advisory team for the NAS Vanguard School. The school will utilise the research findings and incorporate these into the school's practice, to ensure appropriately gender specific approaches in the ways in which the curriculum, culture and environment are planned and delivered. Delivery of the curriculum will take account of important issues in the education of girls with an autism spectrum condition. Staff will be trained to recognise their needs and programmes will be more 'girl friendly', such as peer support programmes and girl orientated social skills classes taking account of personal development, hygiene, sex education and girl orientated PSHE (Personal, Social, Health Education).

Reflecting our ethos in our curriculum

The school's main aim will be to encourage all pupils to be as independent as possible and to achieve self regulation. This will be achieved through an emphasis on the teaching of social interaction and communication, and personal, social and health education (PSHE). Children with autism have to learn new skills in a highly structured teaching environment and will not readily transfer these to similar, less structured situations. This must be actively taught. Hence a high priority is placed on community based education. There has to be generalisation of learning across all environments: school, home and community.

There will be a commitment to ensure inclusion in its broadest sense starting with access to the curriculum, social activities with their peers and through positive links within the local community.

The school will have high aspirations and as such will have an uncompromising commitment to the pursuit of the highest quality of teaching and learning. Regular lesson observations, Speech and Language Therapy learning, walks daily and video coaching will support the school to achieve outstanding teaching and learning.

There will be a wide spread of ability across all classes so pace, content, organisation of resources and differentiation will be evident in all teaching activities. There will be a range

of teaching strategies including countdowns, clear structure, use of visual schedules and use of song. Pupil's motivators will be identified through observation and assessment and are incorporated into teaching strategies when appropriate.

An Individual Education Plan (IEP) meeting will be held for each pupil, enabling the views of all professionals involved to be taken into account when devising a child's IEP. Targets will be set to address autism specific areas of development including communication, social understanding, independence and self-regulation.

The school will offer access to the national curriculum but as an Autism specific school, it will prioritise a curriculum that focusses on PSHCE, Communication and Behaviour. The school will have detailed schemes of work documentation across Key Stages 3-5 to support this.

ICT will support individual and group teaching. The Post 16 department, in line with the rest of the school, will use ipads and other mobile technologies for each pupil in order to prepare pupils for living in a modern technological society utilising devices that are common to the peer group.

The school will be proactive in its response to the needs of pupils and will devise its own programmes of work for supporting pupils' learning and development. These will include anger management, friendship, understanding Autism.

In addition, the school will develop a Learning to Learn curriculum; this will address very basic skills which need to be acquired in order to enable pupils to access learning. It will align with SCERTS goals for emotional self regulation.

The NAS Vanguard School will also have access to Speech and Language therapists who will develop communication strategies and support all staff and young people in the implementation and use of specific programmes. Young people and staff will use objects of reference, photos, symbols and electronic communication devices in addition to speech to aid their participation and levels of self-advocacy and choice.

Community-based education will offer all of our pupils opportunities to utilise a wide range of resources which in many cases parents often feel unable to access. This will be offered to all pupils to provide opportunities to generalise skills learnt within a structured setting. Teaching of appropriate social skills in the specific environment, such as a café or swimming pool, will provide a more relevant learning experience for our pupils. The NAS Vanguard school will support parents in this area. Many parents across NAS schools have confirmed that their child has made progress in this area to such a level that they feel more confident to undertake similar activities without school support.

Post 16 - Key Stage 5

The ethos of the post 16 department of the school will be to prepare students for transition into adulthood and become active citizens in their community. The aims for the key stage 5 department, therefore, will be to develop independence and equip students with skills for life: academically, socially and emotionally. We aim to establish the future destination of each student in terms of living arrangements, further education and employment and then map the skills they need to develop so that they can achieve these long term goals. We then select suitable modules and qualifications for their study.

All young people in this key stage will follow foundation learning and will be assessed externally via nationally accredited bodies such as ASDAN (Personal and Social Development/Everyday Literacy/Everyday Numeracy), NCFE (Adult literacy/numeracy and vocational subjects) and AQA (unit awards in vocational subjects).

Students will be supported in developing awareness about their own personal needs and the needs of their peers throughout the day, e.g. by planning and preparing a range of meals over the week that address the tastes of the group and promote good health for all.

Educational vision

The school will seek to excite students about school and learning through the delivery of a flexible and challenging curriculum, which is supported by a wide range of extra curricular opportunities. We will give them the prerequisite “learning to learn” skills and help them to understand their own difficulties and develop “tool kits” to help them through stages in life, particularly at transition points. We will deliver truly personalised learning that capitalises on individual strengths and removes barriers to learning, enabling our students to achieve their potential and beyond!

The NAS has an organisational vision where people with Autism get to live the life they choose. The key influence on this is having access to the right education. The school will be the realisation of this vision: enabling pupils who are currently not accessing effective or suitable education to access the highest quality specialist provision. It is our vision to increase choice, opportunity and achievement.

The NAS Vanguard School will:

- Have a distinctive ethos and philosophy: from the moment a person enters the building they will know this is a school where pupils are respected, achieve beyond what is expected, are empowered to make positive choices about their own lives and have rich and varied experiences.
- Build on pupils’ strengths and capitalise on interests, giving them a reason to learn and instilling a belief in the importance of what they can achieve, not what they can’t!
- Support pupils to achieve accredited qualifications including GCSEs.
- Build on the extensive knowledge and experience of the National Autistic Society to be creative, pioneering and innovative in its approach to meeting the needs of these specific groups of pupils.
- Be regarded as a regional resource; a school where it is common practice to share practice with local schools, the community and beyond.
- Be based on an overriding understanding between staff and pupils that expectations are high.
- Recruit staff on the basis that they have an uncompromising commitment to demonstrating outstanding teaching and learning which embraces best practice in Autism and education.
- Establish a curriculum that enables pupils to overcome their barriers to learning, develop social skills and coping strategies and learn to manage their own behaviour.
- Place an emphasis on social skills and citizenship work, supporting pupils to achieve and make a positive, inclusive contribution to their community.

- Provide bespoke education through carefully planned educational pathways, which are focussed on long-term outcomes and seek to improve the current and future lives of the students, their families and members of the local community.
- Be innovative in its 'revolving door policy', truly addressing the issue of personalisation and offering a menu of flexible packages that provide the education needed for the time that it is needed.
- Be pioneering in its Autism specific ICT provision.

Aspirations for individual pupils and whole school achievement

For pupils working at P Levels:

- Pupils working at P levels will achieve at least one level increase per Key Stage.
- Pupils' achievement and progress will be mapped against national data sets in CASPA and Progression Guidance.

Those with additional behaviour challenges:

- 100% to achieve an ASDAN qualification, which will incorporate all aspects of Foundation Learning.
- Be included in learning experiences accessing a full weekly timetable designed to meet their needs.
- Show progression on from baseline on standardised assessments for social, emotional and communication skills.
- Acquire a range of interests and engage in leisure activities.
- Access the local community at least once a week.
- Develop relationships with staff.
- Show a reduction in incidents of extreme challenging behaviour (defined as requiring 2 or more staff to manage) and elimination or reduction in the need for restrictive physical intervention.

For pupils working at National Curriculum Level 1 and above:

- 75% of pupils who achieve level 1-3 at Key Stage 2 in core subjects to achieve GCSE or equivalent (e.g. Functional Skills) outcomes in line with the lower or median quartile in Progression Guidance.
- 75% of pupils who achieve level 4 at Key stage 2 in core subjects to achieve level C at GCSE's or equivalents.
- 75% of pupils who achieve level 4 in ICT at Key stage 2 to achieve level C at GCSE's or equivalents.
- 75% of pupils to achieve at least one foundation subject GCSE in an area most aligned with their strengths or special interests.
- 100% of pupils who are not entered for GCSE's to obtain an ASDAN qualification.
- 80% of pupils to achieve their Individual Education Plan target (rising to 85% after 2 years when the school has had opportunity to ensure realistic yet challenging targets are being set and there is an effective system in place for identification and moderation

of targets).

- 90% of students to access a mainstream college or take on meaningful work experience during years 10-14.
- 90% of pupils that return to mainstream schooling to maintain successful placements
- Pupil attendance to be above 90% and for those where school refusal and non-attendance has been an issue their attendance to improve year on year.
- Reduction in incidents of challenging behaviour.
- For the majority of pupils to learn strategies for managing their own behaviour so as to engage with learning, make a meaningful contribution to their community and live with dignity and independence.
- For no pupils to be excluded.
- For pupils to acquire the technological skills that prepare them for 21st Century life enabling them to be safe, confident users of ICT.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. We would expect a special Free School to reach full capacity by the fourth year of its operation. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019
Year 7	0	12	12	12	12	12	12
Year 8	0	6	12	12	12	12	12
Year 9	0	6	12	12	12	12	12
Year 10	0	6	6	12	12	12	12
Year 11	0	3	6	6	12	12	12
Year 12	0		6 (+3 new)	6	6	6 (6 leave for other local provision)	6 (6 transition for inclusion in other local provision)
Year 13	0			6	6	6	6
Totals	0	0	0	0	6	6	6
	0	33 42% capacity	54 69% capacity	66 84% capacity	78 100% capacity	78 100% capacity	

Assumptions made about pupil intake:

- Admissions data for the seven National Autistic Society (NAS) schools (available on request) has shown increased demand for specialist places between year 5 and year 9. The data clearly identifies that Year 7 pupils are consistently the highest pupil admission group for the seven established schools. This data has informed estimations of projected pupil intake for the NAS Vanguard School. However, it is noted also that NAS experience of managing admissions has shown that pupils cannot be taken only from these year groups, otherwise the school would not be balanced across the key stages or develop proportionately.
- It is planned that whilst the school is growing to capacity it will be likely to admit fewer year 11 pupils as it is expected their placement will already have been determined.

- Year 11 pupils won't be excluded from the admissions policy, as the curriculum will be tailored to meet individual need, particularly at Key Stage 4.

Based on Lambeth's own pupil projections, the number of pupils with ASD is expected to rise by 100 in the coming 5 years. The NAS Vanguard School will provide Lambeth with the opportunity to meet these pupils' needs and through the right education at the right time, prevent future out of borough placements and save the local authority money.

Section D: Education plan – part 2

D1: Explain the rationale for your proposed curriculum, how it reflects the needs of your anticipated pupil intake and your plans for their progression and transition.

Rationale and description of curriculum

Autism

Autism is a lifelong condition that affects language and communication, social awareness and imagination. Other associated factors may include attention, focus, flexibility of thought, perception, motivation, sequencing and repetitive stereotyped behaviour. In addition, some pupils may present with other conditions such as epilepsy, Attention Deficit Hyperactivity Syndrome and Tourette Syndrome. These difficulties will all affect their learning to various degrees. A specialist education, structured individualised support and an appropriate curriculum can make a difference to the life of a pupil with Autism and can help to maximize skills and to achieve their full potential.

The School Curriculum will therefore be geared specifically to the needs of pupils with autism, with particular emphasis on communication and social skills. Individual Educational Programmes (IEPs) will target the specific areas related to their Autism that present them with particular difficulty and act as barriers to learning and achievement across all other areas. These may include targets related to communication, social skills, behaviour, flexibility of thought, problems solving, citizenship and independence, as appropriate to the individual child. All children will have individualised Numeracy and Literacy programmes that enable advancement from their own starting points towards nationally expected levels of achievement.

Curriculum aims:

- To provide a “curriculum for life” that prepares individuals for each stage ahead.
- To encapsulate best practice in curriculum delivery and Autism methodology.
- To include Autism specific curricula for specific areas that are particularly difficult for our pupils (e.g. Preparing for transition, Social communication curriculum, Understanding their own diagnosis).
- To deliver Autism specific education in all other areas of the curriculum.
- To focus on depth in the core subjects and ICT.
- To prepare pupils for life in a technologically advanced 21st century, enabling them to be safe, confident users of ICT.
- To work in partnership with local schools and colleges to support pupils in accessing vocational, academic and personalised pathways.
- To provide sufficient flexibility within the curriculum to be compatible with individual student pathways, this may include part time learning in other schools or preparation for transition.
- To provide pupils with knowledge of themselves and how they learn and behave and develop strategies for self-management.

- To provide breadth through a mandatory enrichment curriculum and extended school day.
- To provide sufficient flexibility within the curriculum to enable individual pupils' strengths, talents and interests to be incorporated into learning and ensure sufficient individualisation so as not to push children to learn within a model that is not compatible with their abilities, needs and choices.
- To support pupils' wellbeing and build confident aspirational citizens who are able to make a positive contribution within their local community.
- To ensure opportunities to generalise knowledge into a variety of settings, including the local community.
- To include content that it is exciting, motivating and creative.
- To provide social, moral, cultural and spiritual education that is evident in the ethos of the school and delivered throughout the curriculum.

Curriculum and improving pupil outcomes

Our pupil outcomes will be both qualitative and quantitative. They will address the areas of difficulty related to their Autism and will cover educational, behavioural, communication and community related measures. The school will emphasise self regulation and teach young people to be as independent as possible and use the SCERTS assessment Scoring Criteria and checklist to monitor progress with autism specific targets including the use of functional skills in variety of settings, with a variety of partners.

All outcomes will be catered to the individual and they will be identified and agreed after the initial assessment period at the school.

National curriculum targets for pupil outcomes will be informed by on analysis of data obtained from National Autistic Society schools and an understanding of the identified cohort. They will be ambitious and pitched to challenge pupils and staff.

Student outcomes will be individualised and based on the core aims of the school.

Planned progression of the schemes of work and Pupil outcomes

The scheme of work units have been based on existing schemes of work from National Autistic Society schools which have been judged externally by Ofsted as being outstanding. They have also incorporated topics that have been identified as being frequently of interest to this group of pupils. The individual units will be designed to improve outcomes and ensure progression which will enable progress in line with National Curriculum expectations but will allow enough breadth to include pupils working at below level 2 and enable them to progress 2 levels per key stage.

Specific subjects such as ICT, Life skills, PSHCE and Social Communication have been designed specifically to achieve the following pupil outcomes:

- For 90% of pupils who return to mainstream schooling to maintain successful placements (life skills / social communication curriculum).
- For the majority of pupils to learn strategies for managing their own behaviour so as to live with dignity and as independently as possible (life skills / social communication curriculum).

- For pupils to acquire the technological skills that prepare them for 21st Century life enabling them to be safe, confident users of ICT (ICT).
- Learn strategies that will enable them to take charge of their own learning so as to be able to access the curriculum offered to them. 100% of pupils will show an increased engagement with learning from their starting points (Life skills).
- To learn the necessary social skills to enable them to form appropriate relationships and prepare them for adult college or working life. (PSHCE, life skills / social communication curriculum).

Arrangements for programmes of work and qualifications at KS4:

All pupils will work towards qualifications relevant to their planned individual educational pathways.

- English (GCSE, AQA or ASDAN functional skills)
- Maths (GCSE, AQA or ASDAN functional skills)
- Science (GCSE, AQA or ASDAN functional skills)
- ICT (GCSE, AQA or ASDAN functional skills)

The programmes of work at Key stage 4 will specifically work toward the achievement of the following pupil targets:

- 75% of pupils who achieve level 4 at key stage 2 in core subjects to achieve level C at GCSEs.
- 75% of pupils who achieve level 4 in ICT at key stage 2 to achieve level C at GCSEs.
- 75% of pupils to achieve at least one foundation subject GCSE in an area most aligned with their strengths or special interests.
- 100% of pupils who are not entered for GCSEs to obtain an ASDAN qualification
- For pupils to acquire the technological skills that prepare them for 21st Century life enabling them to be safe, confident users of ICT.

The GCSE syllabus for each of these subjects will inform the teaching and learning within these subjects. Specialist teachers will use medium term planning sheets to differentiate learning and ensure Autism specific needs are addressed when delivering the content of the syllabus.

For pupils who are unable to access GCSEs, pupils will work towards ASDAN qualifications:

- Numeracy in Everyday Life
- Literacy in Everyday life
- Transition challenge
- Towards Independence

Pupils will follow bespoke schemes of work on the following subjects:

- PSHCE (including Community based education and Enterprise)
- Life skills (learning to live and work curriculum)
- PE

These will be written pre opening and will build on learning in previous key stages.

The Life skills Curriculum will be designed to improve outcomes in relation to preparing for transition and life beyond school. The curriculum will specifically improve outcomes in relation to the following targets:

- For 90 % of students to move to Key stage 5 within the school, attend a mainstream college or take on meaningful employment after completing year 11.
- For 50% of NAS Vanguard students to move to an alternative provision of their choice at the end of year 11.
- Be a part of their community and their wider society: 100% of pupils will participate in an activity within the community on a regular basis
75% of pupils will join a community group, be involved in a volunteer project or participate in a work placement.
- To learn the necessary social skills to enable them to form appropriate relationships and prepare them for adult college or working life.
- To capitalise on strengths and areas of interest, enabling pupils to excel in these areas and use these as a basis for informing transition and career planning.
- For all pupils to take part in a new enrichment activity and enjoy a hobby / leisure activity that they report they would want to continue when they leave school.
- Enjoy learning and recognise the contribution they make to the school and community.

Options:

In addition to the core timetable 2 further subjects will be offered to all pupils. These will include:

- ASDAN qualifications - bronze, silver and gold
- Foundation / vocational subjects such as performing arts or environmental projects. Roots and Shoots have already expressed an interest in working with the NAS Vanguard School.

Programmes, qualifications & awarding bodies:

1. The school will be registered with ASDAN and AQA. NAS schools have used ASDAN for several years and have continued with it as it has a clear progression route that provides a wide range of modules from Pre Entry Level to Entry Level 3 and it is known to students and parents.
2. The progression route for ASDAN will start from KS4 where students complete the 'Transition Challenge' programme. In Post 16 they then begin the 'Towards Independence' programme. Some students will then progress further and complete awards and qualifications e.g. in 'Personal Development', 'Workright' or 'Employability'.
3. AQA provides further variety of modules at all levels. In addition, it gives the flexibility to adapt existing modules to individual needs as well as write our own modules. This will be important for us in terms of personalisation and teaching our students the specific skills they need to get to their intended destinations.
4. In addition, we will research other professional bodies for qualifications and in the future we might want to consider increasing our portfolio using NFCE,

OCR, Edexcel, Ascentis or NOCN.

5. We will make sure that modules and activities are practical, realistic, tailored to individual needs and relevant to each student's long term goals and destinations.
6. The Post 16 teacher will be allocated a week of time at the beginning of Summer term to:
 - Moderate all modules and qualifications completed by students in preparation for external moderation meetings
 - Adjust the timetables for the following year
 - Review Individual Learning Plans for each current Post 16 student
 - Build new Individual Learning Plans for any new students entering Post 16
 - Choose modules and qualifications for the following year
 - Write summaries showing what modules and qualifications each student participated in and/or completed in the current year

Transition between phases of education

We envisage pupils will transition to a range of different provisions including mainstream schools, mainstream colleges, special schools and specialised college course or work placements. Therefore, it is understood that transition planning will be a complex process that will involve developing relationships with a range of schools, businesses and agencies.

The school will produce a detailed transition policy that describes the strategy in more detail, however some key aspects of the strategy will include:

- All pupils will have a transition plan that will be completed at annual reviews at key transition points (year 9, 10, 11, 12, 13, 14). All pupils will be included in this process.
- Some pupils will leave the school at different points in their school career. When a move to another school is agreed or a pupil has reached year 11, and throughout Post 16, an individual transition profile will be completed. Staff and pupils themselves will contribute to this document which can be used in the future to inform future schools, colleges and work placements about the individual.
- It is anticipated that at least 50% of the students will transition at the end of year 11 to alternative college, school, employment or other suitable provision within their local community. Partnership work between NAS Vanguard School and the Local Colleges and schools will support them to successfully include young people with autism who wish to complete post 16 courses on offer. Transition plans will be developed that support the student to take the identified next step in their journey towards adult hood.
- Pupils will have an identified transition coach or job coach who will prepare them for their next identified stage. These 'coaches' will be drawn from the more experienced members of the staff team (mostly Learning Support Assistants) and given specialised training. This training will be developed by the school and will be informed by best practice by linking into organisations that specifically

work in this area e.g. Prospects (NAS), Mencap and Norwood charities. These key staff will be involved in all aspects of planning and supporting the pupil through transition, including making required visual resources, such as social stories and planners, and will be responsible for liaising with others involved.

- Transition Action Group meetings will be held which will include the “coaches” and a designated member of the Senior Leadership Team. The purpose of these meetings will be to ensure adequate communication and to monitor and review all aspects of the transition process.
- The Head teacher or Principal will be responsible for overseeing all aspects of transition and keeping the governing body updated. They will ensure records are passed on to the pupil’s next placement.
- The school will utilize the knowledge and experience of the NAS in supporting pupils with transition including the support of the NAS Transition Co-ordinator. In addition to the links we are already developing with local schools, colleges and workplaces it will also be a priority to establish firm links with local Connexions teams.
- A transition scheme of work (part of the KS4 ‘Learning to Live and Work’ curriculum) will detail learning that can take place to prepare pupils for transition. Where pupils’ transition to other schools at other points in their school career than during key stage 4, units of work will be available to support and prepare pupils.

Transition planning will be bespoke and will include whatever is necessary for individuals with Autism to have a successful transition. Some individuals will require a long time to process changes and opportunities to visit a new placement on several occasions. For others a drawn out process can cause increased anxiety and it is better to tell them the information they need to know and have a quick transition. Key staff will make these decisions in consultation with the pupil, parents, multidisciplinary team and other stakeholders, based on their knowledge of a pupil’s past ability to cope with significant life changes. In transition planning, an understanding of the autism specific difficulties and thorough knowledge of the pupil are seen as vital.

D2: Set out a viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, and calendar and timetable.

Overview of curriculum plan

Statement of Principles

In accordance with our vision, the objective of the curriculum and education plan will be to prepare pupils to have the life they choose. We will help students develop a core foundation of knowledge and skills relevant to the future that will lead to increased inclusion in society and prepare them for further study, university, vocational pathways and/or employment.

We will build on the experience of seven NAS schools to devise and deliver the highest quality Autism specific curriculum possible and refer to the Autism Education Trust guidance for good practice and Autism Standards.

(www.aettraininghubs.org.uk)

In accordance with the AET Autism Standards, our curriculum will “not only capture the learning needs of the pupils, including learning styles and uneven ability profile but will also address their social, emotional and wellbeing, their communication needs and life skills.”

We seek to excite our students about school and learning through the delivery of a flexible and challenging curriculum, which is supported by a wide range of extra curricular opportunities. We will give them the pre requisite “learning to learn’ skills and help them to understand their own learning styles, learning challenges, how to self regulate and to develop “tool kits” to support them through stages in life, particularly at transition points. We will deliver truly personalised learning that capitalises on individual strengths and removes barriers to learning, enabling our students to achieve their potential and beyond!

National Curriculum

The planned cohort for the NAS Vanguard School includes pupils with ASD from across the spectrum. Whilst our pupils may need a different approach to teaching and learning, and highly specialised differentiation and support, pupils at the NAS Vanguard School will be able to access the content of the National Curriculum.

Experience, research and literature on teaching similar cohorts of pupils has demonstrated that formal learning and a structured curriculum, combined with specialised teaching and learning approaches, is advantageous. The National Curriculum will be accessed via carefully designed Autism specific schemes of work in each area which will ensure depth within core subjects but sufficient breadth and balance of learning opportunities through breadth subjects. They will enable progression and differentiation to meet the needs of a spectrum of abilities. They will also take into account the different ways people with Autism learn and the likelihood of uneven profiles.

Within all schemes of work, opportunities for the generalisation of skills will be

paramount, particularly in relation to enabling pupils to demonstrate their learning in school, home and community settings.

Wherever possible pupils will follow the scheme of work units for their particular age group. These will be adapted where necessary and highly individualised through the use of medium term planning sheets. In some cases pupils will follow an individualised curriculum, which will be drawn up as required according to each pupil's needs and abilities. This individualised curriculum will incorporate sensory approaches which in turn will be informed by the completion of a sensory assessment and sensory profile for each pupil.

Flexibility

Whilst all National Curriculum subjects will be delivered, timetabling will enable a greater emphasis to be placed on the areas of need that are more prominent in pupils with Autism. There will be increased opportunities for development of communication/social skills, life skills and Personal, Social and Health education, with a strong emphasis on Citizenship. These areas will be interlinked so, for example, a life skills role play session where students learn the rules associated with eating out will be followed up with opportunities in community based education to generalise skills learnt in the classroom. Schemes of work for all subjects will detail the potential learning in these areas that will co-exist with subject specific learning.

ICT

ICT will be defined as a core subject. It is recognised that not only is it important to prepare our pupils for learning, living and working in the 21st century but also that individuals with Autism can excel in this area. The aim for most students will be to work towards accredited qualifications and potentially use this as a basis for college and career planning. Additionally it is recognised that individuals with Autism frequently benefit from using this as a preferred method of learning as it does not require the social element that other learning styles are based on. Whilst this does not mean other forms of learning will be under used it does mean this should be embraced as an effective tool for promoting self led learning and achievement. There will be high expectations for standards of ICT teaching and learning and to achieve this it will underpin every area of the curriculum. We will embrace new and creative technologies, especially those that promote social interaction and will teach our pupils to be safe and confident users of ICT.

Our ICT activities will extend to include the availability of a learning resource area where parents and members of the community will be able to access ICT resources, develop their own expertise and confidence and become more informed about the school by viewing up to date, on line information about what is happening within the school.

Physical Education

Physical Education will be a key feature within the timetable and in recognition of the benefits of exercise on anxiety and behaviour for individuals with Autism. There is a wealth of literature highlighting the benefits of exercise for pupils with ASD (see NAS website). Pupils will have daily opportunities, either through timetabled PE sessions, use of the local swimming pool or through our enrichment timetable.

There will be a balance of exercise that enable pupils to be extremely active and improve their fitness and achieve goals as well as more therapeutic exercise, such as Yoga.

Literacy & Numeracy

Literacy, Numeracy and ICT will be embedded in all areas of the curriculum and will have emphasis within timetable allocation. A separate social communication curriculum at key stages 3 and 4 will run to support pupils in the acquisition or catch up of skills.

Extended Learning

The school will work with the young people and the community to identify opportunities for extended learning, whether this is in the form of after school clubs (enrichment curriculum) or enabling our students to attend groups in local schools or the community. Staff mentors will be selected to support pupils in their activities beyond the school. A key priority will be to plan whole school and individual inclusion and access, whether that is a group from the school taking part in a local community volunteer project or an individual accessing a mainstream provision on a weekly or daily basis. There will be a strong focus on the community, underpinned by the understanding that they have a part to play as active citizens. This will be supported by a continuous drive towards promoting respect for themselves, their parents, the school and wider community.

Key Stage 4 & Life Skills

The key stage 4 curriculum will be divided into 2 central elements. The first will be to achieve accredited courses within the subjects of which they are capable. This will be provided through in house tuition and wherever appropriate, attending mainstream schools to participate in their GCSE groups. The second main element of the key stage 4 curriculum will be about planning for transition. A curriculum document entitled "Learning to Live and Work" will detail arrangements for supporting pupils with acquiring the necessary life skills to prepare them for college and work. Students will learn about options open to them and have a career mentor or job coach who supports them in making plans and participating in work experience. These mentors / coaches will usually be experienced learning support assistants who have been given training in this role.

Curriculum Overview

Curriculum Principles

For students to develop a core foundation of knowledge and skills relevant to the future that will lead to increased inclusion in society and prepare them for the adult life of their choice.

To excite our students about school and learning through the delivery of a flexible and challenging curriculum, which is supported by a wide range of extra curricular opportunities

For students to acquire the necessary "learning to learn" pre requisite skills and help them to understand their own difficulties and develop a "tool kits" to help them through life.

To deliver truly personalized learning that capitalises on individual strengths and remove barriers to learning and enables our students to achieve their potential and beyond!

Provision

Core subjects

English
Maths
Science
ICT

Breadth

PSHCE
Humanities
Expressive and Creative Arts
Life skills
Social Communication
PE

Enrichment (Extended school day)

Examples:
Yoga
Tai Chi
Fitness club
Environmental club
Design club
ICT club

Enablement

Autism specific schemes of work for each subject

Individualised learning pathways including:
Individual Education Plan targeting the specific areas that act as barriers to learning for each individual.
Individual numeracy and literacy programmes
Profile of learning style
Arrangements for inclusions / part time placements in local schools
Transition arrangements
Accreditation plans
Personalised interventions

Individual schemes of work that address specific areas of Autism difficulty:
Learning to learn
Transition
Understanding own diagnosis
Self esteem
Emotional regulation

Curriculum Plan in detail

Schemes of work

The teaching of each subject will be supported by a scheme of work which details learning objectives, suggested activities (including core and optional extension activities), ICT, SMSC, community cohesion and other information.

The structure and the content of the schemes of work will be closely informed by the curriculum aims, ensuring there is sufficient focus on the core subjects and opportunities for cross curricular learning. The objectives, activities and structure will be designed specifically to support the achievement of pupil outcomes.

Schemes of work: Overview of Progression.

The schemes of work progression will be informed by the National Curriculum and will be tailored to individual needs, abilities and aptitudes.

The schemes of work are organised as follows:

- KS3 – one 3-year programme
- KS4 – one 2-year programme
- KS5- one 3 year programme, individualised according to the range of programmes being accessed in FE, with enterprise groups such as Roots and Shoots, work experience etc.

Arrangements for programmes of work and qualifications at KS3

For key stage 3 schemes of work will be written for the following units. Note that all units within the scheme will be differentiated, adapted and delivered according to learning need and challenges.

Example of an Overview of units and progression:

(Work on the curriculum units will be adapted according to the range of needs of pupils in the school)

Subject	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	7	Narrative writing	Childhood in literature	Non fiction project	What's in the news	Study of a modern play	Classic poetry
	8	Descriptive writing	Great lives – Biographical and Autobiographical writing	Note taking and thinking skills	Classic novels	Introduction to Shakespeare	Modern poetry
	9	20 th century novels	Speaking and Listening: Interviews and reports	Writing in the workplace	Travelling and telling stories	Shakespeare	Writing poetry
Maths	7	Number 1 Fractions, decimals and percentages	Measures 1 Types of angles Measuring Calculating	Measures 2 Reading scales Converting between	Statistics 2: MMR, types of data, continuous	Number 3: Place Value Bidmas Decimal Calculations	Project work and Assessment

		Statistics 1 Probability Scale, Vocabulary, outcomes, experimental, events.	angles Constructing Number and Algebra 1 Ratio Types of numbers Sequences Problem solving 1	units Area, perimeter and Volume. Algebra 2 Arithmetic laws Simplify expressions Expand and Factorise Substitution	data Link with English and Science: Travel – money conversions Travel graphs Populations etc. Number 3: Place Value Bidmas Decimal Calculations Calculator methods	Calculator methods Algebra 3: Sequences, functions and graphs Problem solving 2	
	8	Measures 3: Transformations Ratio & Proportion Algebra 4: Equations and formulae 5 hrs	Statistics 3: Surveys, collecting data, interpreting graphs Number 4: Calculations, Measures Ratio and Proportion	Algebra 5: Sequences, functions and graphs, Equations and formulae Problem Solving 3	Number 5: Percentages. Proportional Reasoning. Powers of 10. Rounding Algebra 6: Sequences, functions and graphs Distance- time graphs, Real-life graphs	Measures 5: Geometrical Reasoning Lines angles and shapes Construction and loci Enlargements Algebra 7: Equations, formulae and identities	Project work and Assessment
	9	Statistics 4: Stem & Leaf, Scatter graphs, Frequency Polygons Number 6: Place value Fractions, decimals, % Calculations Calculator methods	Statistics 5: Experimental Probability Mutually exclusive events Algebra 8: Integers, powers, roots Graphs Multiplying out brackets Construct and solve linear equations Change the subject	Measures 6: Measures Areas inc. circles Volume, Co ordinates Statistics 7: Probability, Stem & leaf, Scatter graphs, Cumulative frequency	Measures 7: Geometrical reasoning inc proofs, plans and elevations Ratio and proportion, scale, similarity and congruence Statistics 6: Data Handling cycle Survey	Measures 8: Geometrical reasoning Lines angles and shapes Transformations Pythagoras and Trigonometry Algebra 9: Graphs Simultaneous Equations Quadratic Expressions	Project work and Assessment Statistics 4: Stem & Leaf, Scatter graphs, Frequency Polygons
Science	7	Cells, reproduction, inheritance and selection	Environment, feeding relationships Variation and Classification	Simple chemical reactions and solutions	Energy sources and electricity	Forces and their effects	The solar system and beyond and gravity
	8	Respiration and	Microbes and	Atoms and elements	Rocks, weathering	Magnets and electro	Light and sound

		digestion	disease (half unit) Ecological relationships (half unit)	(half unit) Compounds and mixtures (half unit)	and the rock cycle	magnets	
	9	Fit and Healthy	Plants for food and photosynthesis	Reactions of metals and compounds and reactivity	Using chemistry and chemistry in the environment	Speeding up, pressure and moments	Investigating scientific questions
ICT Note: some pupils may access ICT GCSE early	7	Information and presentation		Models: Rules and Investigations		Creating a multimedia presentation	
	8	Data: capturing and presenting data		Publishing on the web		Information: Reliability, validity and bias	Public Information systems
	9	Movie making		Systems		Global communication	
PSHCE	7	Privacy, personal possessions and space	My school: relationships and responsibilities	E -safety	Personal hygiene and puberty	Different communities	Personal safety
	8	Personal information and data protection	Seeking help and advice	My community and me	Health and fitness	Self advocacy	SRE unit 1
	9	My relationships and responsibilities	Identifying and Understanding the effects of harmful drugs	Being an active citizen	Understanding and managing emotions	SRE unit 2	Preparing for next phase of my life
Humanities	7	Exploring England		Creating a living timeline		Special times, special people: The journey of life	
	8	The restless earth: floods, earthquakes and volcanoes		Medieval monarchs		Faith stories	
	9	People everywhere! Contrasting localities and lives		The world at war		Religion in the community	
Expressive and Creative art	7	Artists, Designers and crafts people Key projects: still life Charles Rennie Mackintosh Rousseau Jungles African crafts		Using control technology		The elements of music	Acting techniques : Characterisation and Hot seating
	8	Media and Experimentation Key projects: Mixed media panel Cubism Sculpture		Exploring materials		Different musical genres	Acting techniques : Mime and Improvisation
	9	Skilled drawing Key projects: Graffiti art The work of Stephen Wiltshire		Designing, making and evaluating a product		Films and music	Script writing and production
Life skills	7	Time management (school)	Travelling around (using local public transport)	Managing my own money	Home management	Laundry skills	Career awareness

	8	Making decisions about my life	Shopping for new clothes	Bills and letters	Using banks	Shopping on line	Career planning
	9	Instructions, guarantees and insurance	Planning journeys	Financial capability	Shopping: returning and exchanging items	Planning my leisure time	Career planning
Social Communication	7	Asking questions and talking about subjects of relevance and interest.		Starting and Ending a conversation		Qualities of a good friend. Video Feedback unit	
	8	Intonation, rate and volume		Expressing and Understanding feelings		Making suggestions and giving explanations	
	9	Relationships: trust, valuing others and responsibility		Dealing with difficulties in relationships		My social confidence	
PE	7	Gymnastics		Swimming		Athletics	
	8	Dance and Movement		Games (Ball sports)		Athletics	
	9	Gymnastics		Games (Racket sports)		Athletics	

Arrangements for programmes of work and qualifications in Key Stage 5: Post 16 Education

KS4 (prior to post 16)			Post 16 year 1			Post 16 year 2	Post 16 year 3
Autumn term	Spring term	Summer term	Autumn	Spring	Summer		
<ul style="list-style-type: none"> - KS4 pupils work towards "Transition challenge" ASDAN to progress when in post 16 to "Towards Independence" - Gather information needed to write PCP (pupils, parents, Connexions) 	<ul style="list-style-type: none"> - PCP meetings (action plan established, skills and final "destination" identified) - Starting out booklet from ASDAN "Towards Independence" started 	<ul style="list-style-type: none"> - PCP meetings (action plan established, skills and final "destination" identified) - Starting out booklet from ASDAN "Towards Independence" completed - Meeting KS4 teacher and post 16 to discuss above and transition - Individual Learning Plans drafted (according to 	<ul style="list-style-type: none"> - Students grouped in 2 or 3 groups (ability, interests, new or current post 16) 	<ul style="list-style-type: none"> - College courses term (preparation for college) 	<ul style="list-style-type: none"> - Work experience Term (preparation for work experience) - Individual Learning Plans for next year established - Post 16 timetable adjusted for next year - Qualifications and eventual college courses identified - College – enrolments for next year - Work experience partners agreed for next year 	<ul style="list-style-type: none"> - College courses implemented - Work experience started - Closer talk with parents and supporting parents with assessment done by authorities - As appropriate students visiting various accommodation options available after post 16 (adult services) 	<ul style="list-style-type: none"> - College courses - Work experience - Closer talk with parents and supporting parents with assessment done by authorities - As appropriate students visiting various accommodation options available after post 16 (adult services)

		<p>students needs and based on FL), targets set</p> <ul style="list-style-type: none"> - Post 16 timetable adjusted according to students needs - Qualifications and eventual college courses identified (for a first year) - Booklets (e.g. ASDAN) ordered - Leaflet, DVD to parents (some sort of information about the whole transition process of transition provided) 					
--	--	--	--	--	--	--	--

External partners:

1. We aim to build a portfolio of local partners to help us to deliver programmes for our students. We have established links with Lambeth College and with 'Roots and Shoots'.
2. We believe that working with local partners is important for our students for a number of reasons including:
 - It gives our students an opportunity to be included in the wider community.
 - It helps our students experience what life in college may be like.
 - It helps our students make new friends and learn new and exciting things that we may not be able to offer.
 - It helps us build coherent learning programmes so that students can gain expertise in certain curriculum areas that they already show talent in.
 - It helps us increase the range of learning opportunities we can offer our students.
 - It provides our students with natural learning opportunities where they can develop their functional communication and problem solving skills

- It helps the local community learn and understand how to live, work and support people with autism.

Work experience:

1. In their 1st and 2nd year in Post 16/Key stage 5 students will have the opportunity to learn about what sort of jobs people do and what might interest them. They will be given opportunities to meet people within their community and learn about the work they do.
2. In their 2nd or 3rd year in Post 16 students will have an opportunity to participate in work experience within the school or in the local community.
3. The Post 16 teacher will make sure that work experience opportunities are matched to the students' needs and the skills they need to achieve their long term goals and destinations.

PSHCE curriculum (throughout all key stages)

Our vision states that the school will

- Help pupils to overcome barriers
- Place an emphasis on citizenship work, supporting pupils to achieve and make a positive inclusive contribution to their community
- Seek to improve the current and future lives of the students
- Enable pupils to become safe confident users of ICT.

Our PSHCE curriculum will be central to this. It will be designed to support our pupils with the areas they find the most difficult and make them the most vulnerable. The SEAL curriculum (social emotional aspects of learning) will be embedded throughout the scheme of work and will support pupils' emotional intelligence. E safety will also be prioritised, as experience and research (and recent news stories) have highlighted how vulnerable people with Autism can be in this area.

Citizenship will also be given greater emphasis, enabling pupils to understand their roles and responsibilities within society, identifying the contribution they can make.

Specialist schemes of work

In addition to schemes of work that support each subject, the school will devise a range of specialist schemes of work that will focus on Autism specific aspects of learning. These will include the following:

1. Transition

This scheme of work will include activities that enable pupils to:

- Prepare for transition to new schools/colleges
- Learn about changes in their own life

It will be used by all pupils toward the end of Key Stage 4 or Key stage 5 to prepare them to leave school to go on to meaningful activity of their choice, employment or college placements.

2. Being ready for learning

This scheme of work will outline the prerequisite skills for learning and identify activities that will enable pupils to acquire these skills.

This is a scheme of work that will inform the teaching and learning of pupils across provisions. We recognise some pupils will need to assimilate the necessary 'learning to learn' tools before they can actually utilise the more formal types of 'educational experiences' available to them, e.g., simple rules of cause and effect, perseverance at tasks etc. They may for example, find it difficult to tolerate the proximity of another person.

Ultimately, through this curriculum we aim to foster the development of each pupil's independence (doing things for themselves) and self-control (learning how to behave without having an adult nearby), and learning how to express feelings or communicate in a way that is acceptable and understood by others.

We consider that it is vitally important that every pupil has a thorough assessment when they start at the school. The aim of this assessment is to establish not only which skills they have but the way in which they behave when learning e.g. can they sit properly on a chair, do they respond to their name and are they able to attend to a person or object for more than a few seconds?

Sitting still, sitting in the right position to work e.g. sitting up and facing the right direction are examples of the tools of learning to learn behaviours that we consider to be necessary, but with which many of our pupils experience significant difficulties. These very simple skills are necessary in order for our pupils to learn, or for their learning to take place more effectively. The list is not definitive or hierarchical and many skills are inter related e.g. 'looking at object / materials being used', 'looking at the member of staff' and 'sharing attention' – all these skills are connected with one another.

Many of the learning to learn behaviours will normally develop naturally in a young child who is constantly exploring his/her environment and actively interacting with both people and objects, but do not develop automatically in the child with Autism. Rather they need to be explicitly taught and the 'being ready for learning' curriculum will facilitate explicit teaching of these skills.

Learning to Learn Behaviours
Sitting still
Sitting in the right position to work e.g. sitting up
Facing the right direction
Sharing attention – looking at an object with another person
Using joint attention skills – looking at an object and person concurrently
Focusing on the correct thing – e.g. by looking, listening
Using tracking skills
Being quiet – in preparation for listening
Looking at the member of staff
Looking at the object / materials being used
Being able to 'follow a point'
Listening – in a quiet environment

Listening in an environment with other sounds – being able to channel attention onto specific thing and ‘block out’ other sounds
Attending / concentrating – starting with a few seconds at a time
Being able to respond to key phrases e.g. ‘look at me’, ‘stand up’
Responding to instructions appropriately
Responding to own name – with physical then gestural prompts, then a tap on the shoulder then no other prompts
Holding, squeezing, touching a range of materials – not tactile defensive
Reaching for desired object
Playing and experimenting with objects in a purposeful way
Tolerating being touched e.g. when physical prompting is needed or during a PE activity
Using one hand
Using two hands together e.g. to pull things apart and put them back together
Understanding that they must do something with an object / person in order for something to happen (cause and effect)
Waiting – when turn taking for example
Using materials for their appropriate function e.g. without mouthing, tearing, flapping
Controlling basic body movement – gross motor skills of running, moving around obstacles and standing still for example
Controlling fine motor skills and demonstrating hand eye coordination e.g. using fastenings, holding a pencil correctly
Making transitions and understanding when something has started and finished
Being able to make choices
Imitating others
Linking simple skills together
Being able to communicate needs

3 Emotional regulation.

3a. Anger management

Pupils with Autism may experience extreme difficulty in managing their frustration and anger and this can be one of the core roots of behavioural difficulties. Anger management can be particularly problematic due to:

- Impairment of imagination may inhibit pupils understanding reasons for other behaviour, or reasons why they should do something.
- Lack of theory of mind may mean they do not understand the thoughts or feelings of others or how their behaviour affects them.
- Impairment of social understanding may prevent them from ‘reading’ situations correctly, therefore they may over react.
- Impairment of communication may mean even the most able of pupils can not always communicate effectively and therefore become frustrated.
- Sensory difficulties may also mean some things are more difficult for these pupils.

Our Anger Management scheme of work will seek to help pupils to :

- Understand their own difficulties in relation to above.
- Increase chances of inclusion in mainstream.
- Enable pupils to take control of their own behaviour and use self management techniques.
- Reduce incidents of aggression.

Pupils with ASD may struggle more than their mainstream peers with self esteem issues and it is therefore a fundamental part of our education and vision.

This scheme of work will be applied on an individual basis, as required, and will complement existing PSHCE schemes of work. It will be written to include the following sections:

- Knowing myself
- My strengths
- What is special about me
- Achievements
- Goals
- Feelings about myself
- Trusting others
- Listening to positive feedback

3b. Understanding diagnosis – What Autism means to me?

This scheme of work has been produced in order to address the need of pupils to explore and understand their diagnosis. It will cover preparatory work to understanding their diagnosis, about the diagnosis itself and how it affects them and others.

It will improve outcomes for pupils through enabling pupils to :

- Increase knowledge of self, in particular in relation to understanding their own behaviour.
- Begin to recognise their own difficulties and develop strategies to overcome them.
- Recognise own strengths so they can capitalise on them.
- Work towards alleviating depression, low self-esteem associated with frustration that arises from not understanding own behaviour.
- Be supported through the difficult time of learning that they have Autism and better prepare them for the future.

It is also important to recognise that for some individuals they may feel it is a relief as they feel better informed, feel proud of their strengths and have a reason for and hopefulness about moving forward on developing strategies to overcome difficulties. Supporting guidance will describe preparation, liaison, monitoring and methods of delivery.

Note: all of these specialist schemes of work would be supported by in house training in these areas.

Implementation of the Schemes of Work

Prior to the proposed school opening key staff would write all the schemes of work units. This work would be overseen by the Head teacher or Principal. The process will begin by collecting together curriculum documentation and guidance and schemes of work from other schools, including those with similar profiles and those whose curriculum has been described as outstanding. This will, in particular, draw on the proven expertise of the National Autistic Society schools in this area.

In the first two years the implementation of the newly written schemes of work will be thoroughly monitored and evaluated in order to ensure the curriculum is the best it can be. This monitoring and evaluation will include obtaining comments from pupils, teachers and Learning Support Assistants, observations of teaching and auditing of planning, assessment and progress. Schemes of work will then be adapted accordingly. There will be a document entitled 'Writing, Implementing and Evaluating a Scheme of Work' which will provide guidance on this process.

Teachers will use the schemes of work to differentiate the objectives in order to tailor teaching and learning to meet the needs of individual pupils. They will plan using half termly planning sheets and these will be evaluated at the end of each half term to demonstrate what each pupil has achieved within that unit of work. These will be used to inform other assessments and report writing. The planning sheets will include reminders of pupil IEP targets and whole school targets to focus staff's awareness of the importance of these.

Arrangements for pupils in part time placements

For the school's vision of an inclusion for all policy it is anticipated that one of the challenges, and one that is key to its success, will be to ensure the curriculum meets the wide range of pupils' needs. This will be especially true for some pupils who may be in part time placements, preparing for return to mainstream or who are using other school or community facilities. Where pupils are not based at the NAS Vanguard School full time and therefore only following part of the curriculum for their year group, pupils' individual learning pathways and personal goals will detail curriculum arrangements and how the school will ensure they are receiving a balanced and appropriate curriculum.

Curriculum Policies and supporting documentation

Curriculum policies will be written for all subjects by subject leaders. These will detail:

- Scope
- Entitlement
- Introduction
- Aims
- Roles and responsibilities
- Organisation, Planning and Delivery
- Resources
- Assessment and Evaluation
- Health and safety

A set of Autism specific documentation will be written to inform teaching about the areas most problematic for pupils with Autism and these will inform schemes of work and planning. These include:

- Autism and choice
- Autism and Motivation
- Autism and Independence
- Autism and Play
- Autism and Flexibility of thought
- Autism and Social Understanding
- Autism and Problem solving
- Autism and theory of mind.

These will be drawn up as a result of a series of staff meeting discussions in order to develop the learning and understanding of the staff team in these areas.

School Terms

Term	Begin of term	Half term holiday		End Of term	End of term holiday		No of school days
		Begin	End		Begin	End	
Autumn 2014	Monday 1st Sept	Monday 27 th Oct	Friday 31 st Oct	Friday 19 th Dec	Monday 22 nd Dec	Friday 2 nd Jan	75
Spring 2015	Monday 5 th Jan	Monday 16 th Feb	Friday 20 th Feb	Friday 3 rd April	Monday 6 th April	Friday 18 th April	60
Summer 2015	Monday 20 th April	Monday 25 th May	Friday 29 th May	Friday 23 rd July	Monday 4 th Aug	Friday 29 th Aug	60
Total							195
INSET days	Monday 1 st September Tuesday 2 nd September Monday 5 th January Thursday 2 nd April Friday 3 rd April						

Based on the experience of the National Autistic Society we anticipate that the six week summer holiday could be problematic for some of our pupils and parents and we will therefore have alternative models of holidays and terms, reducing the summer break to four weeks. However taking account of planned inclusion programmes and planned links with local schools and colleges, we will need to keep in line with traditional school term dates for most of the year.

We will reduce Teachers holidays from 13 weeks to 10 weeks plus one week's autism methodology training, increasing actual teaching days by 10 to 205.

The term dates will also be amended in light of any national or regional changes and to accommodate the extra 10 taught days. The Principals and Governors will determine the timing and focus of the extra 10 taught day.

Curriculum allocation

Assumptions:

- Many pupils with Autism find mealtimes difficult, therefore it is envisaged that the lunch and breakfast sessions will incorporate specific teaching of social skills, communication and individual educational plan targets. For the purpose of calculating teaching hours per day it is set that 25 minutes of lunchtime will be included as teaching time.
- English and ICT teaching time will also be embedded into thematic teaching, humanities and creative / expressive arts therefore total teaching time will be above figures stated below:

Curriculum subject	Hours (mins) per week key stage 1 / 2	% of total teaching time	Hours (mins) per week key stage 3	% of total teaching time	Hours (mins) per week key stage 4	% of total teaching time		
English (including social communication curriculum)	5.833 (350)	18%	5.833 (350)	18%	5 (300)	16%		
Maths	5 (300)	15.5%	5 (300)	16%	5 (300)	16%		
Science	3 (180)	9%	2.66 (160)	8%	2 (120)	6%		
ICT	2 (120)	6%	2 (120)	6%	2.66 (160)	8%		
PSHCE	5 (300)	15.5%	7.33 (330)	17%	6 (360)	19%		
Breadth (thematic work): History Geography RE Art Design and Technology	2.66 (160)	8%	Humanities	1.66 (100)	5%	Options 1 & 2	3.33 (200)	10%
			Creative and Expressive Arts	0.833 (50)	3%			
Music / Drama	0.83 (50)	3%						
MFL			Delivered through theme weeks		Delivered through theme weeks			
PE	1.66 (100)	6%	2.5 (150)	8%	2 (120)	6%		
Enrichment activities (extra curricular clubs including	6.00 (360)	19%	6.00 (360)	19%	6.00 (360)	19%		

homework)						
Total	32 (1920)	100%	32 (1920)	100%	32 (1920)	100%

School timetable

Time	Duration	Activity
8.30 – 9.00	30 minutes	Registration and breakfast club
9.00 – 9.30	30 minutes	Assembly & Individual Education Plan targets / Individual study
9.30 – 10.30	60 minutes	Lesson 1 - core
10.30 – 10.50	20 minutes	Break
10.50 – 11.50	60 minutes	Lesson 2 - core
11.50 – 12.50	60 minutes	Lesson 3 - core
12.50 – 13.40	50 minutes	Lunch
13.40 – 14.40	60 minutes	Lesson 4 – Foundation breadth subjects
14.40 – 15.30	50 minutes	Lesson 5 – Foundation breadth subjects
15.30 – 16.30		Break Homework club Enrichment activity

About the timetable

- Breakfast club will be optional but will be encouraged. Where pupils do not attend breakfast club registration will be at 8.50. This is to give parents as much support and flexibility as possible.
- Enrichment activities will be mandatory.
- Enrichment activities will be offered to pupils on a termly basis and include a range of clubs. Pupils will select activities according to interests. These may include, but are not limited to: Yoga, Tai Chi, Basketball, Science investigators, Environmental champions, school council and specific ICT clubs
- It is envisaged that the enrichment options that will be offered initially (whilst the school is not full) will be limited and designed around current pupil interests. The goal setting, IEP / Individual study session will be entirely based on the individual's needs. For the majority of pupils this will be carrying out specific work on their Individual Education Plan targets.
- Assemblies will be planned out for the year and delivered by different staff. There will be a weekly whole school theme, which may include learning about other religions and their celebrations, and a range of PSHCE themes that promote citizenship and appropriate behaviour.
- For the school's vision of an inclusion for all policy and a revolving door for some pupils, it is anticipated that one of the challenges, and one that is key to its success, will be to devise individual timetables based on pupils' needs. This will be especially true for pupils who are in part time placements, preparing for return

to mainstream or who are using other school or community facilities.

- The teaching of Spiritual, Moral Social and Cultural education (SMSC) will be embedded across the curriculum in assemblies, registration (tutor time), and breadth subjects.
- Theme weeks will be built into the school calendar. These will have a 3 year rolling programme including 1 pupil choice, 1 staff choice and 1 modern foreign language week.
- At key stage 4, in addition to the core timetable two further subjects will be offered from the range of breadth (foundation subjects). These will include:
- Some options for additional GCSEs which may be delivered off site or by visiting tutors (and offsite may include modern foreign languages if requested by pupil / parents)
- ASDAN qualifications (transition challenge, bronze, silver and gold)
- Foundation / vocational subjects including working with Lambeth College to establish specific courses for our pupils.

Organisation of pupils

Pupils will be in classes of a maximum of 6 pupils.

Development phase: YR1 - 3	KS3	KS4	KS5
YR1(2014) Pupil numbers	24	9	0
Yr 1 No. of classes	4	2	0
YR2 (2015) Pupil numbers	36	12	6
YR2 No. of classes	6	2	1
YR3 (2016) Pupil numbers	36	18	12
YR3 No. of classes	6	3	2

In the secondary phase, pupils will learn in one classroom using a primary model during Years 7 and 8. They will be taught by specialist teachers in core subjects who will teach in the pupils' base classroom. Pupils will move to the appropriate classroom for practical subjects such as technology and science, along with a set team of LSAs.

For Years 9-11, they will follow a secondary model and move to classrooms for individual subjects, although they will continue to be taught PSCHE and life skills within their form base.

Allocating pupils to classes

It is envisaged that the admission dates for pupils could be at any time during the school year and at any point in the pupil's school career. Therefore this means that pupils will not typically start the school at the start of Year 7 and move through the school year by year. This will necessitate careful and continuous planning and flexibility.

It is recognized that it will also be important for the school to respond quickly to

demand for places, especially where other placements have broken down and a pupil is out of school. This will be a continuous challenge for the school as year groups will not always have equal numbers and therefore classes may at certain times, need to have pupils from more than one year group. It is expected that in the first years of opening the school will need to have mixed key stage classes but it is the intention that wherever possible there are no more than 3 year groups within one class and that classes are organized with groups of children from the same key stage.

In addition to this, the nature of the pupils and challenging behaviour means that there are other factors that need to be taken into account and balanced against each other when grouping children into class.

Organising pupils for non class based activities

In order to maximise individualisation, at times pupils will be grouped flexibly. It is anticipated that this will be a continuous process to ensure best compatibility, best opportunities and to maximise inclusion. Below is a table which describes a range of potential different activities and the implications for grouping. This list just gives four examples and is not exhaustive.

Activity	Implications for grouping
2 / 3 individuals attending mainstream GCSE sessions	Setting Pupils who have selected specific options at key stage 4 can access appropriate teaching to achieve qualification
Enhancement Curriculum within school	Mixed ability / vertical grouping Pupils able to participate in activities related to strengths and interests and with friendship groups
Two pupils within key stage 3 show advanced ability and attend key stage 3 ICT lesson in order to complete their GCSE early	Flexible arrangement across year groups / Setting Pupils are enabled to follow own learning pathway
School Council Meetings or visit associated with school council e.g. to local council, local newspaper or NAS participation group.	Mixed ability / Vertical grouping Pupils are chosen to represent their class and school according to their interests.

Organising pupils for non-academic purposes

Pupils will be grouped for the majority of non-academic purposes by phase. The table below gives three examples:

Activity	Implications for grouping
Assembly	2 assemblies per week will be with age phase split into Secondary and Post 16 1 whole school assembly
Lunch time	Pupils can opt to eat lunch with

	friendship groups that may not be in their own class.
Arrangements for breaks	There will be 2 supervised outdoor play areas (secondary and Post 16) and designated supervised indoor areas. Pupils will be able to advocate where they will spend their breaks.

D3: Show how your staffing structure will deliver the planned curriculum.

Phased build up of staff

This section is included as the specific staffing ratios and allocation of staff are seen as integral to meeting the needs of this group of students.

Development phase: YR1-3	KS3	KS4	KS5
YR1(2014) pupil numbers	24	9	0
YR 1 No of classes	4	2	0
YR1 No of teachers	6		
YR1 No of Learning support assistants	12		
YR2 (2015) Pupil numbers	36	12	6
YR2 No of classes	6	2	1
YR2 No of teachers	8		
YR2 No of Learning support assistants	16		
YR3 (2016) Pupils numbers	36	18	12
YR 3 classes	6	3	2
YR 3 teachers	9		
YR 3 LSA	18		
YR 4 (2017) Pupil numbers	36	24	18
YR 4 classes	6	4	3
Yr 4 teachers	10		
YR 4 LSA	20		

Description of final staffing structure, structure of senior leadership team and support roles

Plans for determining staffing allocation were based on the previous experience of the National Autistic Society in ensuring the safe supervision and effective education of pupils with Autistic Spectrum disorders. The general staff ratio is 2 pupils to one adult (which includes teachers). It was decided from the onset that it was important for Senior staff (Deputy and Lead teacher) to have teaching roles as this would foster improved relationships with pupils and act as models of excellent practice for staff.

In year 1 the Deputy Principal will have full time teaching commitment in KS4

gradually reducing commitment to part time as the roll and income enables the recruitment of an additional teacher. From the onset the school staffing structure will be designed to ensure senior staff have a key role in Teaching and Learning and will set the standard for excellence and high achievement. We are passionate that this school is not about managing behaviour, the core purpose is a high standard of teaching and learning and we believe everything else slots into place around that.

Leadership team

The Principal will be responsible for the development of the whole curriculum across the school. The Deputy will lead on either the secondary or the FE curriculum, depending on skills and knowledge, and a Lead teacher will be appointed for each phase to complement the Deputy's age phase responsibility.

The Principal will lead on building relationships with other schools, local authorities and community groups. The Principal will lead the strategic development of the free school, ensuring that national statutory requirements, the decisions of the governing body and the needs of the pupils, their parents and the community are met. They will also ensure that the school reflects the aims, objectives and values of the NAS and most importantly, ensure that the school is leading edge in its approach to teaching and learning. Whilst not having a direct hands-on teaching role, the Principal will be able to scan the educational landscape horizon, bring best practice from other schools and settings, challenge and transform and truly lead this school to be not good but great.

The Deputy will support the Principal but will take responsibility for the school function. As the pupil roll increases and the Deputy teaching commitment decreases, the operational role can increase. The Deputy will focus on the day to day organisation and operational management which will include teaching and learning, development of the curriculum, including the extended day curriculum and systems, policies and processes.

The lead teachers for each phase will be recruited on the bases of proven impact on outcomes and excellent delivery as well as autism expertise. They will need to have the ability to act as coach and mentor to other staff who have less experience and training.

Teaching team

As our budget and roll increases and we recruit other teachers we will take into account the needs of the pupils being referred as well as the age phase patterns. Our intention is to encourage teachers who may have little experience of autism but a passion to learn more; we will not only recruit those who already have experience. We intend through this approach to train teaching staff who can go out from our school to teach in other schools and spread the message. Our approach to training is detailed in section D4 and we aspire to become a Teaching School once our staffing is at the level to enable this to happen. All teachers will be expected to lead at least one enrichment activity every week.

Learning support

The Learning Support Assistants will be deployed according to need which will

primarily be dictated by the age and support needs of the individual pupils who are referred to the school.

All staff will be trained in management of behaviour programme, either Studio 3 (used by NAS) or Team Teach (used by Lambeth Schools). The LSAs in the NAS Vanguard School will train alongside support assistants from NAS schools. The proposed free school will train and invest in a Studio 3 or Team Teach trainer who will work with the trainer from other NAS schools so that we ensure that all of the support staff are qualified to cover staff absence or extra staffing for the extended day curriculum.

Our staffing ratio is planned to ensure we can support our pupils to spend time in other educational settings and schools.

LSAs will be allocated to classes in year 1 but from year 2 we will have a more flexible approach and have some LSAs in the secondary department who are allocated to support individual pupil plans and community pathways as needed. There will also be flexible hours as some LSAs will lead or support breakfast club and the enrichment curriculum.

ICT Tutor

This post will be in place from the opening date of the school. It is an essential post, integral to translation of the vision of a pioneering leading edge technology school that is preparing and equipping young people for the 21st century. The job description will include teaching and technical support tasks and competencies. However, the ICT Tutor will not deliver all the teaching for this subject as there will also be a Teacher who will have a subject leadership responsibility in this area of the curriculum.

All teachers will need to be skilled in delivering their subjects and monitoring progress through this medium. The tutor will work closely with the NAS ICT Education Consultant who will ensure that all the research and advances made within the organisation and wider NAS Education group around the use of technology in the education of young people with autism is shared. We will work towards the ICT charter mark.

There is a wide range of IT companies in the area and these will be encouraged to work with the school as part of the community engagement. We want to make sure that our curriculum is appropriate to business need so that our pupils leave equipped with the appropriate knowledge and skills that give them the best chance of employment.

School Business Manager

Recent research from the NCSL highlights the importance of this role in the development of the school. Michael Gove in the White Paper 2010 states that a high quality Business Manager should be a priority for all Head Teachers and schools. The Executive Principals and Business manager will work together to market the school and build capacity for the new and growing business.

The Job Description will be challenging and will include all finance, HR, clerk to the

governors. Administrative support to assist in this role will be added as soon as the income allows. The central NAS finance and HR central support teams will provide support to the school business manager and the person recruited to the role will be fully trained in NAS systems and processes. Recharges have been assumed in the budget.

Senior Cleaner

We intend to recruit a local person who will open and close the school and also lead on cleaning duties. Maintenance will be bought in on need bases from local providers or from the NAS Buildings and maintenance teams.

There will be whole school focus on training and understanding autism. All staff will receive training in autism, including escorts, cleaners and the Business Manager. All staff will have 5 dedicated days for specific autism training .Reduced holiday entitlement will enable this training time while maintaining above recommended direct teaching time.

Speech and Language Therapists, Occupational Therapists and Psychology

Lambeth Educational Support service will be approached to supply services to the school.

Input from psychologists and speech therapists builds over the four years to the equivalent of a full time post for both disciplines. We plan to explore various models of delivery and these will be developed in response to analysis of cohort need. We plan to commission an Occupational therapist for at least one day per week, increasing as the pupil numbers increase.

All pupils will have a statement of educational need and there will be some pupils who benefit from individual therapist time and individual psychologist time but in general the therapists will work in a holistic way. They will be responsible for assessments and reviewing programmes and training staff to deliver and monitor programmes effectively.

In line with other NAS Schools we will recruit one LSA from the opening of the school who has a psychology qualification and in addition to their LSA work will support access to learning plans as well as collect and analysis behaviour focussed data. The NAS uses a data system (SERS) that provides reports and tracks progress in reductions in inappropriate behaviours. This will be installed in the free school and staff trained to use it. The LSA part of the role will be dropped in year 4 and from then we will employ a designated Assistant Psychologist.

The OT and SLT will also deliver bespoke autism specific group sessions as part of the enrichment curriculum. This will include programmes that address social skills development and sensory integration, both area of significant challenge for pupils with autism.

Extended School Enrichment

The school day extends to 4.30pm. Classes will end at 3.20 and all pupils will have homework club until 3.50 and the Enhanced pupils will have individual programmes suited to their additional needs. The Enrichment curriculum starts from this time for

all pupils. All teachers will run at least one activity each week and LSAs will support these as needed and their daily hours will be contracted to accommodate this. The NAS Vanguard School will also be recruiting volunteers to help with the enrichment curriculum and also employ local sports or arts tutors.

Experience in the other seven NAS schools and reputation of the NAS as a leading autism charity has in the past influenced its ability to recruit volunteers who add value to the school provision.

We are confident the school can build on this experience to attract a range of professionals at low or zero costs to deliver enrichment programmes.

Arrangements for Flexible use of Learning Support Assistants (LSA's)

Each year (excluding year one) the school will designate a number of the secondary phase learning support assistants as float LSAs:

- Float LSAs will be the most experienced staff who can work across all classes and be deployed as required at any given time.
- They may cover or lead individual and group sessions such as Occupational therapy programmes, cover PPA time and facilitate activities that require additional staffing e.g. visits into the community, placements in other schools.
- The model of float LSA's is well established in National Autistic Society schools and has been proven to provide added value to the educational provision.
- During periods when staff are attending training, are absent or moving on to another job it provides the continuity and consistency so necessary for people on the Autistic Spectrum, providing cover until a staff member returns to work or another staff member is recruited and trained. This has been proved in the past to save agency staff costs in specialist schools with intensive labour costs. Thus providing improved value for money.
- They will be key to enabling individualisation, and will support with inclusion and transition programmes.

The arrangements for deployment and use of other additional staff to support educational provision

- The Deputy will have teaching commitments as follows:
 - YR1 – full time (reducing over time according to budget)
 - YR2 – 0.5
 - YR3 – 0.5
 - Yr 4 onwards –0.2,
- Psychologist, Speech and Language therapist and Occupational therapist will all be bought in on contracts until the pupil roll and budget income is such that the schools can recruit a full time Psychology and speech and language posts.
- ICT tutor FT

The school will plan to utilise a range of other professionals who will add value to the provision. The experience and reputation of the National Autistic Society has in the past positively influenced its seven schools' ability to recruit volunteers, students and researchers who wish to further their experience. The school will build on this experience to attract a range of professionals, either at low or zero cost to deliver some additional activities for pupils within the main and enrichment

timetables. This may include:

- Sports coaches e.g. from local football club
- Volunteers or students from specific disciplines e.g. art therapy
- Drama and dance groups
- Where the school could not procure for zero cost, funding would either be acquired through fundraising activities or the curriculum and activities budget.

The school would also work with the local authority school improvement centre and would employ a school improvement partner.

High quality SEN expertise will be available from within NAS schools, acting in partnership with NAS Vanguard School. NAS Vanguard School will also work in tandem with Lambeth's SEN consultants.

D4: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.

Demonstrate an awareness of the varying needs of individual pupils

The SEN Code of Practice

The Governing Body, in co-operation with the Principal will determine the school's general policy and approach to provision for children with SEN. The Governing Body will report to parents annually on the school's policy on SEN. The Governing Body will nominate one governor with responsibility for SEN. The SEN governor will liaise regularly with the Principal and teaching staff and report back to the full Governing Body.

The Principal will have designated responsibility for allocating the SENCO duties and will oversee the implementation of the code of Practice, arrangements for statements and annual reviews.

All teaching staff will be aware of the SEN policy and procedures for identifying, assessing and making provision for all pupils' SEN needs. They will be skilled at adapting the curriculum to meet their needs. Learning support assistants will support the delivery and care of pupils in line with the SEN policy.

In accordance with the SEN Code of Practice the school believes that all parents of children with SEN should be treated as equal partners. The school will have positive attitudes to parents and will provide user friendly information to ensure that they understand the procedures and are aware of how to access advice and support.

In line with the Code of Practice pupils will have an **Individual Education Plan** that includes targets, which will be set annually and reviewed termly.

The **Annual Review** will take place yearly and will include the following elements:

- Review of annual review report (see below for contents):

- Review of appropriateness of statement (this will include the identification of any needs not currently noted on the statement, as assessed by the multi disciplinary team)
- Review of appropriateness of provision
- Review of arrangements for any standardised assessment (KS2) or qualifications / accreditations
- Transition planning
- Pupil contribution (this will include pupil's sharing their Record of Achievement and attending the review to talk about their views on school. Differentiated questionnaires will be produced to enable pupils prior to their review to consider their views and what they might communicate)
- Update on learning pathway plan (see below)

All pupils will have an extended Individualised education plan entitled an **Individual pathway plan**. This will take the form of a pupil folder that will include all the following elements:

- Individual numeracy and literacy programmes including any arrangements for “catch up” intensive programmes
- Profile of learning style
- Pupil information (Pupil Profile, Access to Learning Plan, Behaviour Support Plan and Sensory Profile)
- Arrangements for inclusions / part time placements in local schools / community
- Transition arrangements
- Accreditation plans
- Personalised interventions

Arrangements for “Catch up” Intensive Literacy and Numeracy programmes

It is anticipated that the majority of pupils will have fallen behind their mainstream peers in literacy and numeracy. The timetable and curriculum is designed to give an emphasis to these areas. However, students who need additional support beyond this will be targeted with intensive small group and individual sessions, supported by ICT based resources to be used across the school and at home.

Provision for gifted and talented pupils

The Principal will be responsible for allocating SENCO duties. These will include overseeing progress, attainment, differentiation and challenge in relation to this group of pupils. These pupils' individual learning pathways will detail specific targets and special arrangements, such as amendments to timetables and inclusion arrangements. As part of pupil tracking the data related to this group of pupils will be carefully monitored.

The school will write a gifted and talented policy that includes arrangements for identification, individual tuition, differentiation, mentoring and assessment including Assessment for Learning.

Methods for identification of gifted and talented pupils will include:

- 1) Teacher nomination via pupil review or Management Support and Development meetings.

- 2) Checklists
- 3) Testing – achievement, potential and curriculum ability
- 4) Assessment of children’s work
- 6) Parental information
- 7) Discussions with children
- 8) Referrals from community resources (such as sports coaches and local clubs)

Show how you will use ICT, other agencies and partners’ resources to support the learning and achievement of pupils of varying abilities and needs

The use of ICT

ICT will be used as a natural tool to enhance and enrich learning and teaching, and to improve and develop communication within and beyond the school. It will be embedded in all areas of the school’s work and will be used in a variety of ways to encourage learning, communication, leisure, creativity and sense of community.

The new school will give all prospective students space on its Learning Platform to allow them to access curriculum materials and teacher input before they physically arrive at the school and ensuring that they are familiar and secure with elements of the teaching structures when they do arrive.

In a similar way, for students who already have an online presence through the existing UniServity Learning Platform, we will work with their feeder schools to maintain and develop those resources already available to ensure continuity and to maximise resources for the pupil.

Across the school ICT will be available in all curriculum areas and will support learning where appropriate for the individual. The networking and wireless systems will allow students to use their own devices where appropriate and will support students in being confident, competent and safe users of technology in all aspects of their lives. An important element of this will be to ensure that pupils have access to ICT leisure facilities and learn how to behave safely and appropriately with gaming and social networking systems.

The nature of the core ICT curriculum will cover the current (and any revised) National Curriculum, but will strive to do so in a way that maximises the interest, enthusiasm and passion of the pupils. In line with the emphasis on visual resources and visual learning in all parts of the school, much emphasis will be put on use of video and graphical resources, alongside other multimedia work. It is expected that pupils will maintain the school’s web presence, manage much of the internal communication and take part in work based activities with partner organisations in order to develop the knowledge, skills and understanding that will allow them to take a full part in 21st century life.

Opportunities to take formal qualifications in ICT will be provided as early as possible, along with vocational and work based training where appropriate, as it is recognised that ICT is an area in which many people with ASDs may thrive and find

fulfilling employment opportunities.

Any pupils undertaking GCSE's will use online learning to support their learning. Our ICT tutor will receive support from the National Autistic Societies ICT advisor to identify the best on line learning resource and we link into the learning platforms of partnerships schools in order for our pupils to access their resources.

The school will be aware of the overlap between traditional ICT resources and assistive technology and will strive to provide systems and resources to enable pupils to communicate, learn, and live independently. The NAS has vast experience in the use of technology in learning and communication, as well as a range of professionals across a number of disciplines who can advise and inform the use of these technologies for all pupils and staff. The NAS in its mission statement seeks to "make sure everyone living with autism gets the support they need", "provide the best possible education and support" and "share our learning and experience". It therefore fits with our core aims to ensure the new school is a centre of excellence and source of training, information and support for the use of ICT for people with ASDs across the region.

The NAS Vanguard school will aim to provide a local and regional resource for schools it works in partnership with, to train and to support staff in those schools so that pupils may be supported in transition into and out of the new school. This training and support will be provided formally as required, in order to enhance the CPD and skills development of all staff across the region. With the diminishing role of Local Authority advisors and associated support at the present time, this ability to provide advice as needed will be important for all schools to ensure quality of provision in the region.

The new school will ensure that the Information Management systems for pupil data and assessment match those of other Lambeth schools so that pupil data may be seamlessly and securely transferred electronically to and from the new school to ensure timely information sharing, ensuring continuity of care and support for pupils. Meetings will take place with Lambeth schools to ensure these systems can be aligned.

In order to ensure the quality of the ICT provision in the new school, it will immediately engage with the Department for Education supported ICT Mark accreditation scheme, which assesses schools achieving a mature and effective standard in the use of technology. The NAS Education Group, in common with its development plans for its other schools, will provide an ICT Mark Assessor to work with the school leadership team to engage with the assessment process and ensure that the school achieves the necessary level of e-maturity.

In addition, the NAS Education Group will provide CEOP ambassadors to carry out training on e Safety across the school with all pupils and work with staff on ensuring a safe and secure experience for all.

Partnership working

The school views partnership working to be integral to the success of its vision.

This will be an outward facing school with community engagement at its core. We intend to commit both time and resources to ensure that our partnership work is effective and sustainable and that our collaborative approach improves the attainment, achievement and progression of the pupils in our schools and children with autism in other schools, colleges and wider community.

We are committed to the aims detailed in the White Paper “Your Child , Your Schools , Our future: Building a 21st Century Schools System” and support the theme that the future is “every school working in partnerships: as no school can do it alone”

Partnership working - Parents

Existing contacts

1. NAS Lambeth Autism Group
2. Vanguard Parent Group
3. Parents who replied to the survey and/or
4. Parents who attended the parent drop in
5. Lambeth Parent Partnership
6. Lambeth ADHD Network
7. Lambeth Parent & Carer Forum
8. West London Autism Group
9. Charlie Chaplain Adventure Playground
10. Young Lambeth Co-operative
11. ‘Contact a Family’

Possible contacts / areas to research

Autism parent groups in Southwark, Wandsworth and Croydon.

Parent partnerships in Southwark, Wandsworth, Croydon and Westminster.

Benefits / application

- A wide range of parents are already supporting the proposed school and have a relationship with the NAS.
- We already have access and contact details for a significant number of local parents who will be able to contribute to our knowledge and understanding of what is needed in the borough.
- We are already working with the Vanguard parent group as advocates and ‘friends’ of the proposed school.
- Partnership with parents will support the school to run appropriate parent workshops and training such as the NAS help! Programme.

Partnership working - Local schools (including SEN providers)

Existing contacts

Larkhall Autism Unit - Larkhall is the only autism specific provision in the borough and is a primary school resource for up to 29 children. We are now in the process of connecting with other ‘mixed needs’ schools (below) to develop a mutual commitment to work together to meet the needs of the local school community and identify how we can all contribute to raising the awareness and skills in meeting the needs of pupils with autism.

Possible contacts / areas to research

- Turney School
- Elm Court School
- Livity School
- The Michael Tippett School
- Landsdowne School
- Other special schools and mainstream school across the region
- Secondary and Primary mainstream Head teachers' forum in Lambeth and neighbouring LAs.
- Positive Parenting Group
- Lambeth Family Link

Our intention is to inform these groups about the school and enlist their support.

Benefits / application

- Share staff expertise
- Share best practice
- Joint training opportunities
- Extend curricular offer across all the schools
- Extend autism skills, knowledge and reach into the community
- Extend opportunities for pupils to have dual placements

Raising standards

- Half termly meetings between the two senior leadership teams.
- Peer support for the Business Managers
- Problem solving

Increasing opportunity

- Sharing space and resources like the sensory room, performing arts centre, playgrounds, training kitchen
- Opportunity to share best practice, joint training opportunities for staff & sharing trainers.
- Supply cover for absences
- Sharing therapist support
- Exploring procurement whenever the opportunity arises
- Participate in joint educational visits
- Extension of the curricular offer for both schools

Partnership working - Local colleges

Existing contacts

We are in active discussions with Lambeth College about our proposal for the NAS free school and they have confirmed that they are keen to work with the school to develop learning pathways for our students.

Contact. [REDACTED], [REDACTED], [REDACTED], [REDACTED], London

[REDACTED]

Benefits / application

- Use of college buildings, for example theatre and Media suite
- College Tutors for extended and enrichment activities.
- Opportunities to share expertise from our school. NAS Vanguard School to provide autism specific training for college staff and to advise on support packages for college students with autism.
- Pupils build confidence to move along pathways to FE as familiar with college staff and environment.
- Colleges will develop appropriate accredited courses for free school pupils 14+ and extend our curricular offer.
- Seamless transition to FE courses and Adult life for pupils who identify this as their chosen pathway when leaving the school at 16.
- Potential projects to develop our IT interventions.

Developing university partnerships

- We value the benefit of being part of research projects and recognize that this is a way to improve pupil outcomes and ensure evidence based best practice is embedded in our curriculum and teaching and learning.
- These links will also benefit staff personal development and learning.
- Partnership with the local college will strengthen higher education pathways for some of the pupils who attend the school on either short or longer term placements.

Partnership working - Local businesses

Existing contacts

Telephone contact has been made with approximately 20 local businesses to inform them about our plans for the proposed free school. We have had confirmation from Shell UK that they would be interested in talking about work experience and are also actively talking to Tesco and McDonalds.

Possible contacts / areas to research

We will build on initial telephone contact through further briefings, communications and invitations to events.

Benefits / application

- Opening transition pathways to work for our pupils
- Identifying needs of the local businesses to inform our curriculum development
- Sponsorship and fundraising opportunities
- Volunteering opportunities for our pupils in businesses and business staff in our school

Partnership working – Charities

Existing contacts

1. The local NAS Branch which is a parent group is well known in the area and provides a number of local support events and a youth club. This group will be encouraged to hold meetings and events in the proposed free school.
2. Charlie Chaplain Adventure Playground

3. Strong partnership already established with a member of the Vanguard Group also a Trustee.
4. Roots & Shoots – a charity providing vocational training for young people, mainly from Lambeth and Southwark

Possible contacts / areas to research

- Kids Charity for disabled children
- The Autism Trust
- Walcot Foundation
- Autism London
- Black Prince Trust
- Ebony Horse Club, Brixton

Benefits / application

- Pupils will have the opportunity to attend youth clubs and events out of school run by the NAS Branch
- Potential to share facilities/respite cover
- Vocational training for pupils in exchange for access to equipment – e.g. IT
- Shared outings/outside activities
- Sharing knowledge and information on local issues/needs
- Support the school to be embedded in the local community
- Help to educate and build trust and support across the community

Partnership working – Local Authority**Existing contacts**

Lambeth LA. Close partnership to develop the proposed school from conception

Possible contacts / areas to research

Westminster, Southwark, Wandsworth and Croydon LAs.

Benefits / application

- Support for school
- Referrals to school
- Extension of local authority provision
- Significant cost saving for local authority
- Reduction in exclusions

Partnership working – LA Children's services and health authority**Existing contacts**

- Mary Sheridan Centre for Children's Health – part of the NHS Guys & St Thomas Hospital
- CAMHS

In active contact with both of the above who are keen to input in to and support the development of the new Free School.

Key point of contact is [REDACTED], Lambeth Neurodevelopment Team (NDT) [REDACTED], Lambeth CAMHS.

Also planning to contact [REDACTED], [REDACTED] – ASD Lambeth and [REDACTED], [REDACTED], Community Paediatrician

Benefits / application

- Improved outcomes for our pupils and families through access to a wider range of services
- Greater understanding of the needs of children and young people with autism across the disciplines.
- Pooled knowledge and resource

Partnership working – Other

[REDACTED] – [REDACTED]

We are in regular contact with the police; they are maintaining a watching brief and have expressed an interest in autism awareness training.

Social integration and emotional development

Effective multi-agency and partnership working as described above will improve outcomes for our pupils and their families. Through the facilitation of well planned and supported visits, curriculum opportunities and joint working we will enable many of our pupils with autism to overcome their high levels of anxiety about accessing learning in other educational settings. Due to the nature of autism we know that the pace of this will be dictated by individual requirements and will need a carefully staged approach.

It is anticipated that on entry, some pupils are likely to have had negative experiences of previous schools and may have been in either inappropriate placements or out of school. The first priority in terms of social integration is for pupils to feel safe, secure and happy at our school. This will be achieved by:

- The positive ethos of the school which is underpinned by respecting and valuing every student
- Developing an understanding of their history and their starting points
- Identifying areas of strength and motivation and giving pupils reasons why they want to attend school
- Adopting the attitude of “doing what it takes” to enable an individual to transition smoothly into the school
- Flexible strategies to maximising the inclusion of every pupil.

Secondly, pupils will need to assimilate the necessary learners’ behaviours in order to utilize the more formal types of education experience. The school will have a curriculum document entitled “being ready for learning” which will detail how pupils will be supported in acquiring these essential prerequisite skills and behaviours. In the initial period that pupils are in school it will be essential to transform them into individuals that recognise and value the benefits of learning. Central to this will be building self-esteem and aspiration through capitalising on individual’s strengths and providing individualised curriculum opportunities that enable them to take part in the

activities that excite them the most. Following on from this individualised learning, support and behaviour management strategies, detailed in pupil's learning pathways files, will help them to understand their own difficulties and develop "tool kits" to help them to cope through different stages in life.

We will aim for our pupils to achieve their potential and beyond by recognising and being confident that they have potential and recognising that there is a link between working hard and positive outcomes for themselves.

Once pupils are safe, secure and engaged in learning, the third priority for social integration will be for pupils to develop social communication skills that prepare them for accessing their local community and local schools. For pupils with autism it is acknowledged that this is an extremely big challenge.

Pupils in Key Stages 3-4 will have a designated timetabled session for social Communication. This will include following this Social Communication curriculum and participating in social skills groups within school using other commercialised materials available to develop skills, such as turn taking and listening.

The Social Communication curriculum will prepare our pupils for the fourth element of social integration, which is to be included in a wider community. All pupils will participate in some way in activities within the local community, according to their needs and abilities. (See following Model for details). For this to be successful it is essential that pupils are part of the decision making and feel fully prepared for their integration, particularly where this involves being included in a local mainstream school or participating in work experience.

Social integration is central to the vision of the school and it is seen as absolutely essential to achieving our aims. It is inextricably linked to our population's future life opportunities and is therefore seen as a continuous process that leads to transition planning.

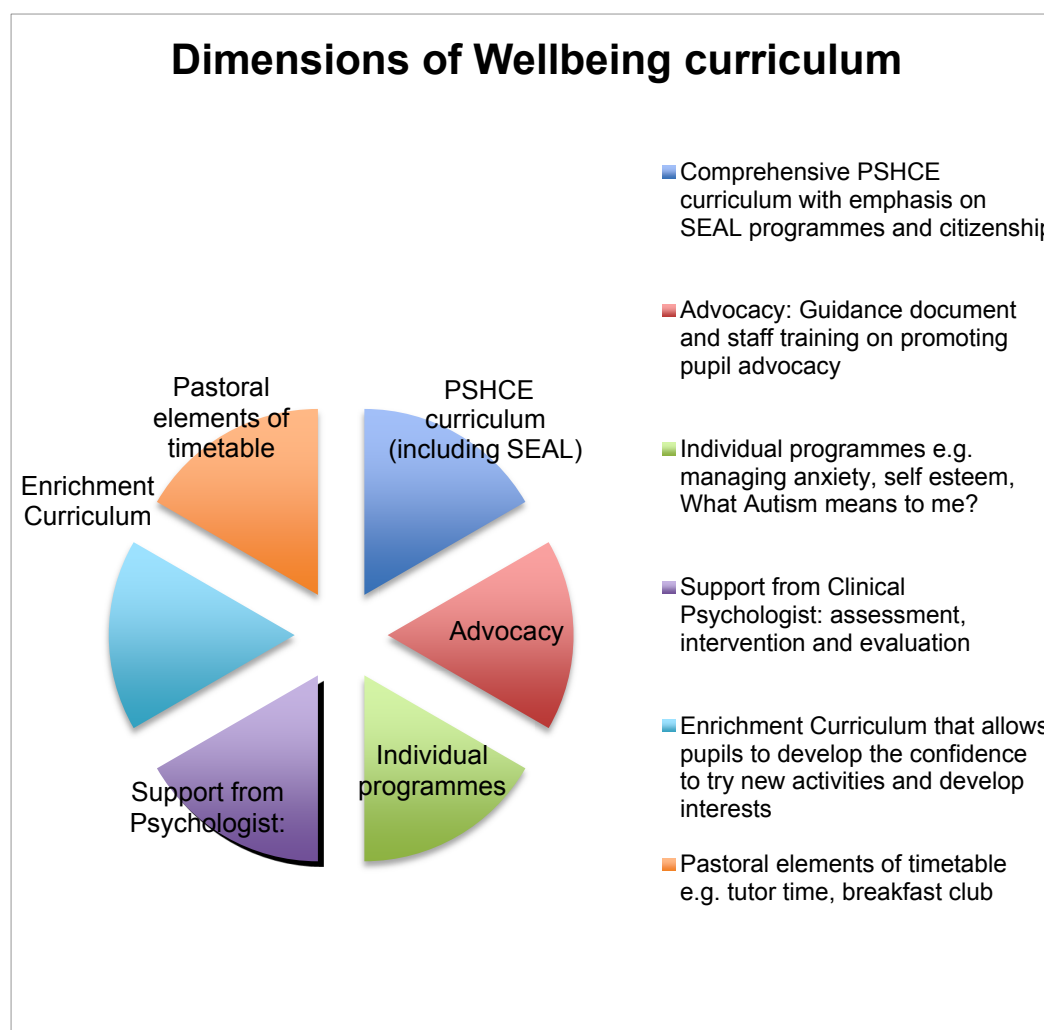
Emotional Well being

The section on emotional wellbeing whilst also being relevant to section D7, is described in this section as it is so fundamentally central to the needs of this particular cohort.

In order to prepare pupils for being socially integrated and active citizens in society it is necessary for pupils not only to acquire the necessary social skills, as will be developed through the Social Communication Curriculum, but also to develop the confidence, motivation and aspiration to want to contribute and belong. It is well known that individuals with autism suffer from higher levels of anxiety than the majority of the general population, whether this is related to not being able to predict situations and responses, worrying about the appropriateness of their interactions or fearing change.

It is also reported that children and young people with LD (including autism) are more likely to experience mental health problems than the general population. Therefore, an essential component of any Autism specific provision is to ensure that pupils' wellbeing needs are met. The NAS Vanguard School seeks to do this

through a number of dimensions:



Advocacy

The overriding vision of the school will be for people with Autism get to live the life they choose. In order to meet this aim we need to enable pupils to become confident advocates for themselves.

The British Institute for Learning Disabilities states:

“Advocacy is about making things change because people’s voices are heard and listened to. It’s about making sure that people can make their own choices in life and have the chance to be as independent as they want to be”.

BILD Website 2012

Our pupils will have a range of learning challenges and some may have significant learning difficulties, it is also anticipated that some may also express their needs and views through challenging behaviour. They will be taught how to express themselves, make real choices and advocate for themselves in an appropriate way that ultimately enables them to make their own decisions and follow life pathways that they choose. Pupil advocacy will pervade every area of the school, from its ethos, to philosophy of behaviour management to its curriculum. It is intended that

the staff at the school will collaborate to produce a policy on advocacy that details the school's philosophy and practice in this area.

PSHCE curriculum

Our PSHCE curriculum will be central to achieving our vision. It will be designed to support our pupils with the areas they find the most difficult and make them the most vulnerable. At key stage 3 the SEAL curriculum (social emotional aspects of learning) will be embedded throughout the scheme of work and will support pupils' emotional intelligence. E safety will also be prioritised, as experience and research (and recent news stories) has highlighted how vulnerable people with Autism can be in this area.

Citizenship will also be given greater emphasis, enabling pupils to understand their roles and responsibilities within society and identify the contribution they can make.

The equality act 2010

It is an aim of the proposed NAS Vanguard School that there will be a distinctive ethos and philosophy in the school. From the moment a person enters the building you will know this is a school where pupils and staff are respected, achieve beyond what is expected, are empowered to make positive choices about their own lives. This includes and applies to all staff, parents and children no matter what sex, sexual orientation, race, religion or belief or disability or gender.

Reasonable adjustments will be made for all pupils and staff in the school to take account of their SEN and disability. Governors will also be given training to ensure that they fully understand equality law. The school will be a community where all people are treated with fairness and respect. The accessibility plan will be part of the School development plan and it will detail how pupils will be supported to access learning, how the physical environment of the school will increase access for all pupils and how information will be available for pupils and parents in a range of different ways. For example those parents who have learning disabilities or visual difficulties may prefer to have information available on tape.

As required by the Public Sector Equality Duty, the school will publish information on the school website to show how it is complying with the duty. The due regard detailed in the duty, to eliminate discrimination, to improve equality of opportunity, remove barriers, to foster good relationships between different groups, meet the needs of disabled children and encourage participation in the life of the school, is an intrinsic part of the proposed NAS Vanguard School education plan.

Overcoming barriers to learning and provision for specific groups of pupils

We recognise that whilst all our pupils will have a diagnosis of Autism and will therefore have specific need related to that they may also have additional needs. Pupils from our intake may also be:

- Physically Disabled
- Looked after children
- From deprived backgrounds

- English as Second Language
- From ethnic minorities

The school will be committed to promoting equality and diversity, by providing an inclusive and supportive environment for all pupils.

The school will write an equal opportunities policy which will detail how pupils from these groups will be identified, supported and how progress will be monitored. The school's SENCO will have designated responsibility for overseeing provision and progress of these groups and will train groups of staff as necessary. As part of pupil tracking the data related to these groups of pupils will be carefully evaluated and monitored.

Pupils may also have other developmental disorders or specific learning difficulties such as dyspraxia, Attention Deficit Hyperactivity Disorder, Dyslexia or Fragile X. The school's SEN policy will detail arrangements to support these groups of pupils.

The school's Accessibility plan will detail specific arrangements to support those pupils with a physical disability.

They may also have additional health needs such as Epilepsy. The school's medication policy will detail arrangements to support these pupils.

Arrangements for individual therapies

In the first year, the school intends to employ therapists on a sessional basis. It is planned that this will equate to a speech and language therapist for the equivalent of at least one day per week, an occupational therapist for one day per week and a psychologist for the equivalent of two days per week. As income allows, the Psychology and Speech and Language Therapy posts will be increased to full time. In the case of Psychology support, the steering group will aim to have established relationships with Lambeth professionals. The school will also identify learning support assistants who can develop a specialism in these areas.

All pupils will have a statement of special educational need and as such may have provision for individual therapies detailed within their statement and the school will address these prescribed needs as priorities. If there is a pupil who has a need identified on the statement that is beyond the provision of the school, the NAS Vanguard staff will work with the local authority, either on admission, at the baseline review or at annual reviews to identify the way forward on how this need can be met. This may include organizing an external therapist to visit the school either on a regular basis or to assess, establish a programme and support staff in its delivery.

Use of a range of Autism specific Teaching and Learning Approaches

Teaching and Learning approaches will be in line with those of the National Autistic Society. Rather than adopting one Autism specific teaching method the school will have an eclectic approach that combines the best elements of the best methods and practices.

The SCERTS method is currently being incorporated into the NAS schools approach and the NAS Vanguard school will also adopt the SCERTS philosophy

and framework. This structure allows for a variety of teaching methodologies based on individual needs of the child (see below). All approaches will be ethical and proven to be effective through research and experience. They will adhere to the National Autistic Society's SPELL framework of principles for good practice in Autism. SPELL is an acronym that stands for: Structure, Positive, Empathy, Low arousal, Links.

Training and information on SPELL describe how, within each of these elements, best practice can support the education, care and wellbeing needs of people with Autism through each stage of their life.

Examples of Autism specific teaching methods that will be used include:

- TEACCH: 'Treatment and Education of Autistic and related Communication handicapped Children'. The primary aim of TEACCH is to use structured approaches to help to prepare people with autism to live or work more effectively at home, at school and in the community.
- The Picture Exchange Communication System (PECS): is a tried-and-tested approach that uses pictures to develop communication skills. It's appropriate for children and adults with a wide range of learning, speech and communication difficulties, including autism (suitable for pupils within enhanced provision).
- Social Stories and comic strip conversations assist a person with Autism to understand a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format.
- Intensive interaction: is an approach to teaching the pre-speech fundamentals of communication to children and adults who have severe learning difficulties and/or autism and who are still at an early stage of communication development, (suitable for pupils within enhanced provision).

This is not an exhaustive list and all approaches will be applied to individuals and groups according to needs identified through their baseline assessment.

SCERTS approach

SCERTS® is an innovative educational model for working with children with autism spectrum disorder (ASD) and their families. It provides specific guidelines for helping a child become a competent and confident social communicator, while preventing problem behaviours that interfere with learning and the development of relationships. It also is designed to help families, educators and therapists work cooperatively as a team, in a carefully coordinated manner, to maximize progress in supporting a child.

The acronym "SCERTS" refers to the focus on:

"SC" - Social Communication – the development of spontaneous, functional communication, emotional expression, and secure and trusting relationships with children and adults;

"ER" - Emotional Regulation - the development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting;

"TS" – Transactional Support – the development and implementation of supports to help partners respond to the child's needs and interests, modify and adapt the environment, and provide tools to enhance learning (e.g., picture communication,

written schedules, and sensory supports). Specific plans are also developed to provide educational and emotional support to families, and to foster teamwork among professionals.

Specialist rooms

The entire building will be designed in line with the National Autistic Society's SPELL framework in that it would have structured and low arousal spaces.

Essential on site specialist rooms will include :

- Teaching kitchen
- Science and Technology room
- Additional quiet working rooms / calm / safe spaces
- Central learning resource area (including computer workstations and quiet areas where pupils can retreat to, to do their work, if finding classroom stressful)
- Meeting / parents / training room
- Life skills base
- Pupil common room

Use of facilities beyond the school

- Specialist rooms at Lambeth college (see partnership working, section D4)
- Sports centre

Specialist ASD resources

It is well known that individuals with Autism can benefit from a range of visual resources to minimize anxiety, aid understanding, enable processing, develop executive function (planning and sequencing), learn social rules and cope with change. Therefore an essential element of high quality teaching for this population is to produce high quality Autism specific resources.

The school will use 'Communicate in Print' (Widget company) symbol software for those students who also need symbol versions of the written word and an extensive range of resources that aid the teaching of students with Autism.

D5: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

Outline of proposed targets and success measures

How will we define success?

Our overall measure of success will be in the realisation of our vision and having evidence that we have achieved what we set out to. The table below illustrates how the success of our vision will be measured and how this links to pupil outcomes.

<p>We are successful when the school achieves its vision:</p>	<p>We will know this by:</p>	<p>This will lead to positive outcomes for pupils:</p> <p><i>(Targets for pupils and measurement of pupil outcomes is expanded upon in the next section)</i></p>
<p>Has a distinctive ethos and philosophy: from the moment a person enters the building you will know this is a school where pupils are respected, achieve beyond what is expected, are empowered to make positive choices about their own lives and have rich and varied experiences.</p>	<p>Obtaining the views of: Pupils Parents Staff Other stakeholders Visitors to the school (including Ofsted)</p>	<p>Pupil surveys indicate pupils feel they are respected, their views are taken on board, they are able to make choices and that they enjoy a variety of experiences.</p> <p>Pupils communicate positively with peers, staff and parents</p> <p>Pupils speak positively about their future.</p>
<p>Build on pupils strengths and capitalise on interests, giving them a reason to learn and instilling a belief in the importance of what they can achieve, not what they can't!</p>	<p>Comparing pupils attendance, engagement with learning and behaviour over time (from starting point) (See section on systems for measuring pupil outcomes)</p> <p>Pupil contributions to annual review</p>	<p>Pupil's attendance and behaviour are good and enable them to have increased access to learning. (Poor attendance, school refusal and challenging behaviour show quantifiable reduction)</p> <p>Pupil's engagement with learning is high.</p>

	<p>Pupils transition and career planning</p> <p>Monitoring enrichment curriculum</p> <p>Monitoring quality of teaching and learning and curriculum.</p>	<p>Pupils speak positively about their strengths and how these will be incorporated into their future</p> <p>Pupils overall expectations of themselves are high; they are ambitious and work towards own goals</p> <p>Pupils are willing to try new activities and believe they can succeed.</p>
<p>Support pupils to achieve recognised qualifications including GCSEs.</p>	<p>Accurate assessment and recording and pupil tracking that analyses progress from starting point and against expectations.</p> <p>Benchmarking against other schools</p> <p>Qualifications achieved by pupils</p>	<p>Pupils achieve beyond what is expected for themselves given their starting points</p> <p>Pupils achieve beyond (or at least in line with) National expectations</p> <p>Pupils achieve nationally recognised qualifications</p>
<p>Build on the extensive knowledge and experience of the National Autistic Society to be creative, pioneering and innovative in its approach to meeting the needs of these specific groups of pupils.</p>	<p>Observation of teaching and learning</p> <p>Staff meeting minutes – (where new approaches are discussed)</p> <p>Pupil Learning pathway plans showing evidence of individual approaches</p> <p>Involvement in research</p> <p>Journal club</p> <p>Senior Leadership team observations</p> <p>School Improvement Plan</p> <p>Attaining Accreditation status (National Autistic Society programme) and as a member contributing to its good practice</p>	<p>Pupils have access to highly specialised and individualised teaching and resources</p> <p>Individual approaches, strategies and interventions enable pupils holistic needs to be met and increase access to learning</p> <p>Pupils are inspired and excited to participate in creative learning experiences</p>

	network meetings	
Be regarded as a regional resource; a school where it is common practice to share practice with local schools, the community and beyond	<p>Cascading knowledge through outreach, external training and conferences</p> <p>Setting up shared interest groups</p> <p>Hosting visits</p> <p>Delivering PSHCE sessions for pupils within other schools about Autism</p> <p>Hosting student placements</p> <p>Establishment of the school as one of the first ASD specific teaching school (though this does not form a main part of the plan this would be identified as a future development of the school)</p>	<p>Pupils from beyond our school benefit from our knowledge and expertise: Increased understanding of Autism, challenging behaviour, communication</p> <p>Increased opportunities for inclusion</p> <p>Wider understanding and acceptance of differences within the community</p> <p>Acknowledgement of the contribution they make within the community</p>
Be based on an overriding understanding between staff and pupils that expectations are high.	<p>Obtaining the views of: Pupils Parents Staff Other stakeholders Visitors to the school (including Ofsted)</p> <p>Staff performance reviews</p> <p>Teaching and Learning observations</p> <p>Monitoring of target setting</p>	<p>Pupils are involved in target setting and set and evaluate own targets / goals</p> <p>Pupils are aspirational and talk about how they can challenge themselves and achieve even more</p> <p>Pupils believe they can achieve and know staff want them to do well Pupils can talk about why they want to do well and how they will get there.</p> <p>Pupils have a positive identity; they understand their own diagnosis and the difficulties it can cause for them but they do not use this as an excuse or a reason to think they will not do well in life</p>

<p>Recruit staff on the basis that they have an uncompromising commitment to demonstrating outstanding teaching and learning which embraces the best practice in Autism and education.</p>	<p>Observations of teaching and learning</p> <p>Staff performance reviews</p> <p>Monitoring of staff induction and training programme</p>	<p>Pupils are supported to achieve by staff who 'will leave no stone unturned' in delivering high quality teaching and support</p>
<p>Establish a curriculum that enables pupils to overcome their barriers to learning, develop social skills and coping strategies and learn to manage their own behaviour.</p>	<p>Monitoring of curriculum</p> <p>Observations of teaching and learning (including enrichment activities, social skills groups and leisure time)</p> <p>Behavioural observations and analysis of incident data</p> <p>Achievement of individual Education Plan objectives</p> <p>Obtaining the views of: Pupils Parents Staff Other stakeholders Visitors to the school (including Ofsted)</p>	<p>Pupils demonstrate and talk about how they're behaviour has improved and how they manage their own behaviour</p> <p>Pupils have a positive self esteem, self identity and are proud of their achievements</p> <p>Pupils have friends and feel more confident in social situations in and outside of the school</p> <p>Pupils have developed a toolkit that assists them in learning effectively, they can talk about what factors are in place for them to learn well</p>
<p>Place an emphasis on social skills and citizenship work, supporting pupils to achieve and make a positive inclusive contribution to their community.</p>	<p>Monitoring of curriculum</p> <p>Observations of activities that take place in the community</p> <p>Feedback from members of the community</p>	<p>Pupil's behaviour in the community is positive and members of the community recognise this.</p> <p>All pupils carry out activities in the community and can talk about the contribution they make</p> <p>Pupils are prepared for the future and aspire to be included in society</p>
<p>Provide bespoke education</p>	<p>Evaluation of Individual Learning pathways</p>	<p>Pupils access a truly individualised education that</p>

<p>through carefully planned educational pathways, which are focussed on long-term outcomes and seek to improve the current and future lives of the students, their families and members of the local community.</p>	<p>Obtaining the views of: Pupils Parents Staff Other stakeholders Visitors to the school (including Ofsted)</p>	<p>focuses on their needs and individual outcomes</p> <p>Pupils leave the school with increased self-esteem, knowledge of their strengths and clear about the positive contribution they wish to make.</p> <p>Pupils are happier in both school and home for the duration of their time at our school.</p> <p>Pupils are supported effectively through difficult times and become emotionally more resilient and able to cope.</p>
<p>Be innovative in its “revolving door policy”, truly addressing the issue of personalisation and offering a menu of flexible packages that provide the education needed for the time that it is needed.</p>	<p>Evaluation of admissions and, where appropriate, the ‘revolving door’ data and provision</p> <p>Evaluation of Individual Learning pathways</p> <p>Views of: Pupils Parents Local schools</p> <p>Case studies on pupils who have returned to mainstream education</p> <p>Relationships with mainstream schools</p> <p>Training and support offered to mainstream schools</p> <p>Follow up support required</p> <p>Obtaining follow up data on pupils progress and wellbeing in their mainstream school</p>	<p>Pupils get the support they need for the time they need it.</p> <p>Pupils catch up on learning and acquire the necessary social, life and behavioural skills to function well in a mainstream placement</p> <p>Pupils self esteem is improved</p> <p>Pupils join schools that understand their needs and know how to support them</p>

To be pioneering in its Autism specific ICT provision.	State of the art ICT resources	Pupils are safe confident users of new technology
	Availability of new technologies	Pupils have access to the most up to date resources, particularly that support their Autism specific needs
	Involvement in research around Autism specific technology	ICT adds to pupils lives and opportunities
	Monitoring of teaching and learning to ensure ICT is fully integrated into all aspects of curriculum	Pupils, at times in their education, have opportunities to learn or catch up on learning through a means that is not dependent on social interaction
	Pupil attainment in ICT	Pupils achieve beyond what is expected in this subject
Development of bespoke e-safety training which highlights specific needs of pupils with Autism	Pupils leave school with ICT skills that would support them in their adult pathways , including college or employment	

Specific Targets for pupils

The above table describes how the success of the school will be linked to its vision and it describes the expected positive outcomes for pupils that will result from successful implementation of the vision.

However, it is essential that the school defines exactly what it will measure in relation to pupil success. We have identified the following pupil targets:

For pupils working at P Levels

- Pupils working at P levels will achieve at least one level increase per Key Stage.
- Pupils' achievement and progress will be mapped against national data sets in CASPA and Progression Guidance

Those with additional behaviour challenges:

- 100% to achieve an ASDAN qualification, which will incorporate all aspects of Foundation Learning
- Be included in learning experiences accessing a full weekly timetable designed to meet their needs.
- Show progression on from baseline on standardised assessments for social, emotional and communication skills.
- Acquire a range of interests and engage in leisure activities
- Access the local community at least once a week.
- Develop relationships with staff

- Show a reduction in incidents of extreme challenging behaviour (defined as requiring 2 or more staff to manage) and elimination or reduction in the need for restrictive physical intervention.

For pupils working at National Curriculum Level 1 and above

- 75% of pupils who achieve level 1-3 at Key Stage 2 in core subjects to achieve GCSE or equivalent (e.g. Functional Skills) outcomes in line with the lower or median quartile in Progression Guidance.
- 75% of pupils who achieve level 4 at Key stage 2 in core subjects to achieve level C at GCSE's or equivalents.
- 75% of pupils who achieve level 4 in ICT at Key stage 2 to achieve level C at GCSE's or equivalents.
- 75% of pupils to achieve at least one foundation subject GCSE in an area most aligned with their strengths or special interests.
- 100% of pupils who are not entered for GCSE's to obtain an ASDAN qualification.
- For 80% of pupils to achieve their Individual Education Plan target (rising to 85% after 2 years when the school has had opportunity to ensure realistic yet challenging targets are being set and there is an effective system in place for identification and moderation of targets).
- For 90% of students to access a mainstream college or take on meaningful work experience during years 10-14.
- For 90% of pupils that return to mainstream schooling to maintain successful placements.
- Pupil attendance to be above 90% and for those where school refusal and non-attendance has been an issue their attendance to improve year on year.
- Reduction in incidents of challenging behaviour.
- For the majority of pupils to learn strategies for managing their own behaviour so as to engage with learning, make a meaningful contribution to their community and live with dignity and independence.
- For no pupils to be excluded.
- For pupils to acquire the technological skills that prepare them for 21st Century life enabling them to be safe, confident users of ICT.

Further targets and goals will be individualised and aligned with the SCERTS framework model.

Suitability of targets

These targets are appropriate for pupils as they are based on an evaluation of expected intake and general knowledge of the needs of pupils with Autism from across the spectrum. They are based on knowledge of what parents and pupils within NAS schools and from the focus groups say they want to achieve and are informed by achievement of this group of pupils within NAS schools over recent years. They will be continually monitored and reviewed.

These targets will inform school improvement planning and if there is a target not being met this will be addressed through the school improvement plan before it is judged to be unrealistic or any amendments are made.

These pupil targets will be reported on annually to both parents and governors via

the Principal's report.

How success measures will be monitored, reviewed and reported and how pupil progress will be reported

External Measures

- Providing data to DFE on end of Key stage results, including SATS and P level progression
- Ofsted inspections
- Accreditation Inspections (NAS Autism specific peer review resulting in being awarded accredited status – recognition of effectiveness of Autism specific provision). The school will plan to join the accreditation programme in year 2 and achieve Accredited status by year 4
- Reports from external professionals e.g. Educational Psychologist, Occupational therapists
- Feedback from School Improvement Partner

Internal measures - quantitative indicators

- Pupil numbers
- Attainment (test scores, end of key stage levels and achievement of qualifications)
- Pupil attendance
- Behavioural Incident data and removal of behaviours from support plans.
- Number of students who return to part time or full time placements in less specialist settings
- Number of students who take up college placements or employment on leaving the school
- Pupil exclusion data
- The school Business manager's annual report demonstrating the school's ability to balance a budget and be value for money
- E-safety incident data
- Achievement data for whole school targets
- Achievement data for achievement of Individual Education Plan objectives
- Pupil tracking and annual analysis of data to monitor whether: Pupils achieve at least what is expected for themselves against own starting points and pupils achieve what is expected according to national norms

Internal measures - qualitative indicators

- Views of pupils (from their contribution at annual reviews, pupil satisfaction surveys and via the school council).
- Views of parents (from parents group, parents' evenings, their contributions to annual reviews and parent satisfaction surveys).
- Governors visits, observations and reports.
- Views of members of the community (from open evenings, stakeholder questionnaires and focus group meetings).
- The school's ability to balance a budget and be value for money.
- Annual review summative assessments (subject report).

- Annual review report on ‘what has been achieved since the last review?’
- Reports from internal professionals e.g. Educational Psychologist, Occupational therapists, including outcomes reports showing progress as a result of interventions or on sleeping, eating, toileting programmes.
- Individual pupil case studies: each year the school will complete case studies for 3 pupils reporting in details their progress and outcomes against a range of measures.
- Review of statement of Special Educational Needs (or proposed combined education, care and health plan) demonstrating pupils have made sufficient progress that these require updating.
- Records of achievement: will show examples of annotated and cross-moderated work that illustrate progress through National Curriculum levels.
- Major milestones. Pupils will have a portfolio that includes comments from themselves, staff and parents on major achievements, these will relate to the things that are most difficult for our pupils to achieve and are not easily measurable, such as the first time they cope with a specific situation or manage something independently, such as delivering a message. These will be completed by pupils as part of their form time.
- Pupils learning pathway files (including targets for transition, mainstream placement, individual intervention programmes).
- Notes of meetings: for example class meetings discussing a specific pupil issue may show progress over time.
- Evaluation of School Improvement Plan.
- Senior Leadership Team termly pupil review (explained in later section).
- Teaching and Learning observations (including data on judgements of lessons)

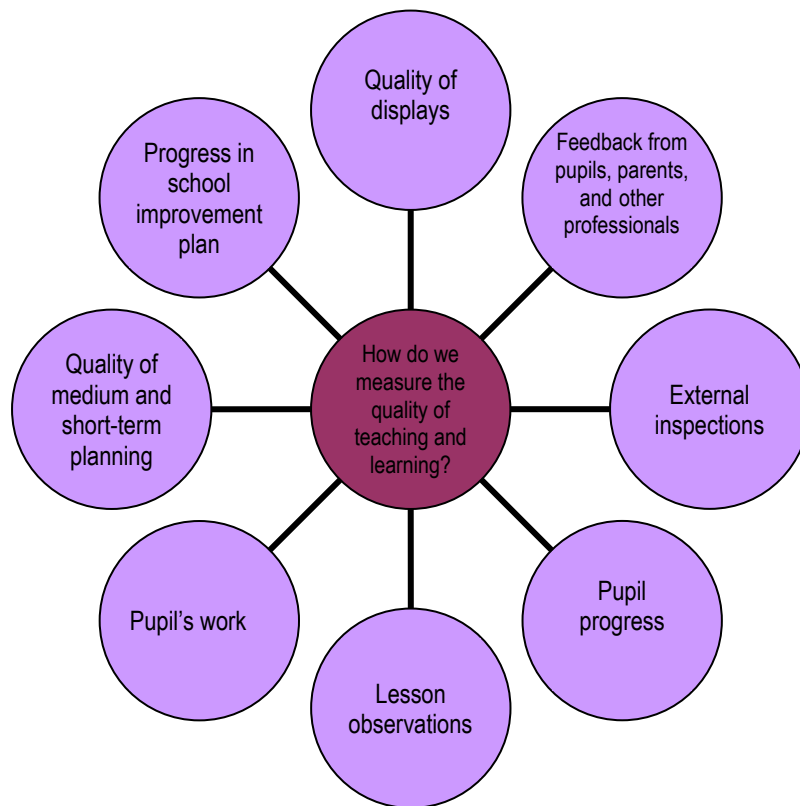
Strategy for success:

The elements that support successful pupil outcomes are:

1. Achieving excellence in the quality of Teaching and Learning
2. Accurate and thorough procedures for Assessment Recording and Reporting
3. Pupil self-evaluation and Assessment for Learning
4. Effective school Leadership: Arrangements for school self-evaluation, improvement and monitoring

These elements will now be discussed in more detail.

1. Achieving excellence in the quality of Teaching and Learning



Quality of displays

The school will have a displays policy that includes guidelines for Autism specific displays that provide enough interest and support for learning but which are not too distracting so as to detract from the low arousal nature of our classrooms. The school will view displays to be fundamental in promoting the ethos of the school and as such will be produced to an exceptional standard reflecting the best achievements within the school. The quality of the school's displays will reflect how much their work is valued. An identified staff member will have overall responsibility of the quality of displays and will support staff and share good ideas.

Short term and Medium term planning

The Principal and Deputy Principal will carefully monitor the quality of planning and will provide support as necessary. High quality teaching and learning has to be planned for and must be informed by assessment and the schemes of work.

Programme of lesson observations

Lesson observations fall into five different categories and have different purposes:

- a) Senior Leadership observations: each class will be observed once per half term. They will be observed against set criteria and recorded on a lesson observation form. Formal feedback will be given which will feed into staff performance reviews. These observations will also look at the quality of the support given by the learning support assistants and will inform learning

support staff training programmes. These will identify areas of good practice that should be shared at staff meetings and areas for development. The standard of the lesson will be rated and data collected across a year will inform an overall judgment on the quality of teaching and learning which will be reported on as part of the Principal's annual report to parents and governors.

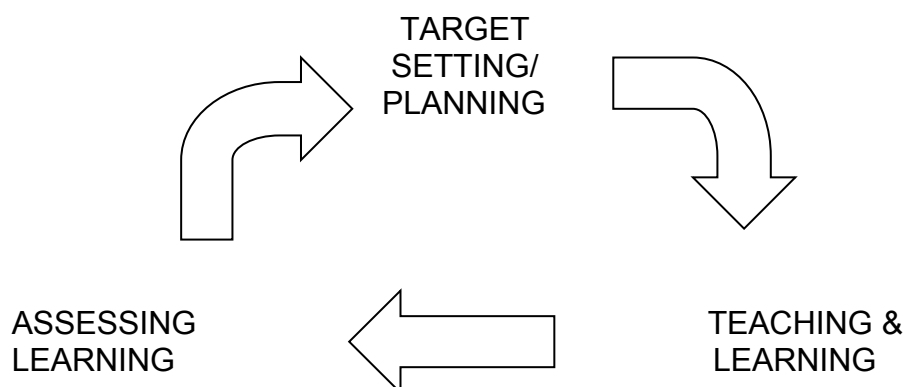
- b) Subject specific observations: curriculum leaders will observe their peers delivering specific subjects and give informal feedback and support. These will usually be in line with the school improvement plan.
- c) Video coaching sessions: once a term each class will be video recorded. The teacher and line manager will then watch the recording together and the line manager will adopt a coaching approach, supporting the teacher to identify their own thoughts on the lesson and how to take their class forward. The teacher will then watch the video with their class team and carry out the same exercise. Staff will receive training on coaching in order to acquire these specific skills.
- d) Support for Learning team individual pupil observations: specialist staff (Speech and Language therapist, Psychologist etc) will observe individual pupils as required throughout the year, in order to advise staff and inform assessments, support or intervention programmes.
- e) Peer observations: teachers will have the opportunity to observe excellent practice from other teachers within the school and in other schools, particularly in National Autistic Society schools. This will be agreed and planned within school improvement planning and staff performance reviews.

Pupil work

The school will have a marking policy which will detail how work should be annotated and stored. Pupils work folders will be viewed by the senior leadership team at regular intervals and should match medium term planning.

2. Accurate and thorough procedures for Assessment Recording and Reporting

The school will have comprehensive procedures for assessment, recording and reporting. These will all link together to give the full picture of the child and will be used to inform planning for individual and group learning, following the cycle illustrated below.



Pupil tracking

The school will gather, share and use assessment and other data to check whether individual pupils, classes, year groups, specific groups (gender, ethnicity, Looked after children etc) and the school as a whole are 'on track' to meet their targets.

We will use a range of assessment recording tools, including Bsquared, CATL PLANA and SIMS assessment manager to ensure compatibility with systems from our feeder schools and schools our pupils move on to. Teachers will use B squared assessment software to record progress made at the end of each term. The data will be analysed and conclusions drawn, information will be cascaded at teachers' staff meetings, Management, support and development meetings and the senior leadership team's improvement planning day (held in June). Conclusions and recommendations from the analysis will directly inform future target setting and School Improvement planning.

The school will use national tools (such as RAISE on line and Progression Guidance) where appropriate or in line with any mandatory regulations.

3. Pupil self-evaluation and Assessment for Learning

All lessons will follow a format that promotes assessment for learning. The teacher will introduce the lesson with clear targets. At the end of the lesson pupils and staff will reflect and record whether these have been achieved. As it is a priority for pupils to be self motivated to learn and to a certain extent take control of their own learning pupil self evaluation will be central to all teaching and learning activities. Pupils will also contribute to judgements on whether they have achieved their individual education plan targets and will reflect on their standards of behaviour.

4. Arrangements for school self-evaluation, improvement and monitoring

The school will operate a constant, rigorous cycle of self-evaluation. This will directly inform school improvement planning in the form of the Schools annual and 3-year school improvement plan. This in turn will be closely linked with budget setting. Systems for ongoing monitoring will ensure the senior leadership team are constantly up to date with how well the school is doing and are able to manage change and improvement effectively.

The cycle of school improvement is as follows:

Sept - May	June	July	Sept	Autumn term
Ongoing monitoring from senior Leadership team Termly Staff performance reviews Ongoing programme of	Collations of data: Pupil results Teaching and learning observations	Senior Leadership team meet and agree School Improvement plan (1 yr and review 3yr plan) Accessibility	Senior Leadership team look at training needs analysis and plan training for the year.	Set budget in line with School Improvement plan and training plan.

observations of teaching and learning		Plan is reviewed and updated.		
---------------------------------------	--	-------------------------------	--	--

Annual self-evaluation

The quality of the school will be measured using the following indicators:

- Attainment and progress
- Quality of learning and teaching
- Pupil attendance
- Behaviour and safety
- Pupils' enjoyment of school
- Parents' and carers' attitudes
- Leadership and management including governance
- Budget planning and management

In June the school will analyse and report on the following:

- Pupil data:
 - The overall standards they attain (test scores, end of key stage levels and achievement of qualifications)
 - The standards attained by different groups such as girls and boys, the gifted, children in public care, the talented, those from different ethnic groups, and those with different special needs
 - The progress made by different groups of learners over time - for example, how well they do between Key Stages 2 and 3, 2 and 4, and 3 and 4 or in all age settings across all the key stages
 - Outcomes from learners' personal development and well-being
 - The school will compare itself with similar schools nationally and will use this information to set challenging targets
- Pupil attendance, including individual reports for those whose attendance is below 90%.
- Behavioural Incident data and removal of behaviours from support plans.
- Number of students who return to part time or full time placements in less specialist settings.
- Number of students who take up college placements or employment on leaving the school.
- E-safety incident data
- Achievement data for whole school targets.
- Achievement data for achievement of Individual Education Plan objectives.
- Pupil tracking and annual analysis of data to monitor whether: Pupils achieve at least what is expected for themselves against own starting points and pupils achieve what is expected according to national norms.
- Teaching and Learning observations.

Additionally we will obtain the views of pupils, parents, staff and stakeholders via satisfaction surveys. The results of these will be collated and key themes taken forward into improvement planning. The summer newsletter will report on any actions that will be taken as a result of these surveys.

The school will complete case studies for 3 pupils reporting in details their progress

and outcomes against a range of measures.

The school Business manager will also produce an annual report demonstrating the school's ability to balance a budget and be value for money. This will be in line with the budget cycle and will be reported to parents and governors.

Ongoing monitoring

On a half termly basis the Senior Leadership Team will be responsible for completing monitoring sheets. The Principal, Deputy and School Business Manager will all have designated areas to report on. For example the Principal will report on teaching and learning and progress of pupils, the Deputy and lead teachers will report on the quality of the learning environment, behaviour and safety of pupils and the school business manager will report on the quality of premises and provide budget information. The Principal will view these documents and if required use as a basis for planning senior leadership team meetings or staff meetings.

Once a term the Senior Leadership team will allocate one of their senior leadership meetings to carry out two evaluation tasks:

- Evaluation of School Improvement Plan – this will assess how much progress has been made towards achieving the school improvement plan and will identify any additional support / resources required.
- Senior Leadership team termly pupil review – each pupil will be discussed under the following headings:
 - areas of progress
 - areas of concern
 - risk assessment
 - individual interventions and
 - inclusion and transition planning

Teachers will be asked to provide any comments beforehand and the support for learning team (Speech and Language therapist, Psychologist and Occupational therapist) will join the Senior Leadership team meeting.

These two tasks will inform reports presented at governors meetings. The Principal will also produce a termly update for staff and parents on progress on the School Improvement Plan.

The Role of Governors

School governors will play a key part in school self evaluation and will receive regular reports from the Principal that will enable them to monitor all aspects of the school's provision. They will be involved in the writing and approving of all school policies and school improvement plan. They will also be involved in the Performance management of the Senior Leadership team, in particular the Principal of the school.

Governors will regularly visit the school and carry out observations and produce reports on their findings. These will feed into governors meetings, Senior Leadership team meetings and school improvement planning.

D6: If you are intending to cater for pupils with SEN but without a statement, describe your admissions policy, confirming commitment to fair and transparent admissions practices.

NAS Vanguard School will admit pupils with statements for SEN only.

D7: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.

Strategies for promoting good behaviour

The school views its strategy for promoting positive behaviour to be absolutely fundamental in achieving its vision and aims. Pupils will only achieve beyond what is expected if challenging behaviour is replaced with positive behaviour patterns and no longer acts as a barrier to learning and inclusion. Evidence of demand for our proposed group indicates that many pupils have previously had negative experiences of schooling, demonstrated frequent displays of challenging behaviour and in some cases have been excluded. The school's behaviour strategy must take pupils from this starting point and:

- Motivate pupils to attend school and engage with learning
- Have high expectations of themselves; planning to behave well and achieve
- Eliminating negative views of themselves, instilling a belief that they can do well
- Enable them to develop an understanding of their own behaviour and use self regulation techniques
- Enable them to cope through difficult periods in their life
- Understand the link between making positive choices and long term outcomes for themselves.

The school's strategy for the management of behaviour encompasses 2 key elements: the ethos of the school and its approach.

Ethos

From the opening of the school staff will meet and agree a common understanding of the ethos of the school in relation to the management of behaviour. All staff will agree to work within the same principles and will understand their importance in relation to meeting the aims of the school. The table below illustrates key principles and how they will contribute to pupil outcomes.

Principle	Key Indicators
Low arousal Non confrontational approach	Pupils' behaviours are diffused. Pupils work together with staff not against them. Pupils feel safe and trust staff.
Empathy and Understanding	Staff understand Autism and empathise with difficulties individuals face, therefore when faced with challenging behaviour do not take behaviours personally and see at as

	<p>their responsibility to help pupils through difficult times. Pupils feel understood by staff and know they are there to help.</p>
High standards	<p>Pupils and staff aim for this to be a school where pupil behaviour is excellent. Pupils know that staff want them to achieve. Negative self fulfilling prophecies are eliminated and it is common practice for pupils to be polite, respectful and communicate positively with staff and peers. Pupils and staff will feel pride in belonging to this school!</p>
Pupil empowerment	<p>Staff place pupils at the centre of controlling their behaviour and making decisions about what will help them. Staff will reinforce that if they behave in a certain way that is their choice and talk to them about the likely consequences of their actions.</p> <p>Pupils are self motivated to behave well and understand the connection between behaving well and outcomes for themselves.</p>
Relationships are key	<p>Staff understand that in order to be effective in supporting pupils through difficult times they must have firstly established a positive relationships with them. This will be fostered through ensuring staff take an interest in pupils, spend time with them in enjoyable activities and take time to listen to their needs / wants. Pupils will feel safe and secure with their core staff team and with the Senior Leadership team, they will know they are liked (even if they make mistakes) and that staff care about them. They will understand that staff are there to help them be the best they can be!</p>
Pupils cannot learn when they are distressed or anxious	<p>Staff are skilled in judging situations and don't push pupils at the wrong time. They know that they need to support pupils emotionally and allow them to have time out of lessons and complete learning at other times. Pupils learn to identify their own feelings and learn how to manage their anxiety. They learn to talk to staff and ask for help and understand they can catch up on learning at other times. They do not feel pressured.</p>
High quality teaching and learning engages pupils and reduces challenging behaviour.	<p>Staff understand that there is a direct link between the quality of teaching and learning and pupils' motivation and behaviour. They see it as their responsibility to deliver engaging, relevant and fun lessons. Pupils value and enjoy lessons and see the purpose of attending and behaving well.</p>
We do not exclude!	<p>Zero % exclusions. Staff understand that there is no option but to work together and with parents to identify an alternative solution. Pupils feel safe and secure and do not feel the need to test boundaries.</p>

These positive outcomes in turn will lead to good behaviour and a reduction in discipline issues.

Approach to Behaviour

Multi disciplinary meetings

Each class will hold one class meeting per half term. A member of the Senior Leadership team and members of the Support for Learning team (Occupational therapist, Psychologist and Speech and Language therapist) will attend. These will enable staff to collectively understand behaviours and set clear expectations. They enable strategies to be agreed and applied consistently. Where pupils are experiencing periods of extreme difficulty an individual meeting will be held and all adults involved in the life of the child will be invited to collaborate to plan the way forward.

Access to Learning Plans (ALP's)

These documents will contain clear expectations for behaviour and effective behaviour support strategies, including self management techniques. It is acknowledged that for any form of behaviour plan to be effective it needs the pupils themselves to be 'signed up' to its implementation. In the Secondary department pupils will be involved in the writing of these plans.

Recording and Analysing Behaviour data

The school will purchase a commercial programme which will enable staff to record behavioural incidents on each day they occur. The school will use the Significant Event Recording System (SERS) developed by the National Autistic Society in conjunction with Advanced Health and Care organisation. A member of the senior leadership team will be designated as having responsibility for overseeing behaviour and will work with the Psychologist and other key staff on analysing data for specific pupils and identifying interventions / strategies that will support incident reduction.

Monitoring

At a fortnightly Senior Leadership Team meeting any concerns, issues or patterns will be discussed in order to ensure the Leadership team are up to date, respond quickly and are able to deploy additional targeted support where necessary. These will be presented to governors on a termly basis.

Ready to Learn Curriculum

The school will have a curriculum document entitled "being ready for learning" which will detail how pupils will be supported in acquiring essential prerequisite skills and behaviours. This will have an emphasis on building self esteem, agreeing rules for behaviour and working, understanding reasons for rules and understanding the link between working hard and positive outcomes for themselves. It will also teach pupils explicitly about what is expected and appropriate behaviour and simple techniques for self management. It will include some elements of anger management work such as "the volcano in my tummy", 'behaviour thermometer scales' and breathing techniques. This will give pupils the foundation skills to begin to understand and manage their own behaviour.

Residential weeks

These are viewed to be one of the elements of the curriculum that supports positive

behaviour. They are a proven opportunity for staff and pupils to develop trusting relationships and a chance for pupils to develop self esteem through acquiring new skills and overcoming problems.

Systems for working in different locations and at different times

Pupils will be taught that they do not need to exhibit challenging behaviour if they are not coping in a group setting. An essential component to the school will be an identified central learning resource area with computers and individual workstations that pupils can request to use at different points in the day.

Managing challenging behaviour safely

The school's philosophy will be to empower students to control their own behaviour and therefore we will only use Restrictive Physical Intervention in exceptional circumstances and as an emergency response. Other strategies (as detailed on children's Access to Learning Plans) will be employed and Restrictive Physical Intervention will only be used where there is no alternative.

The rights and dignity of our pupils, including when demonstrating challenging behaviour, must be of the utmost priority. Any restrictive physical intervention must always be used with a view to keeping them safe, with the aim of allowing the individual not only to recover self-control, but also to acquire alternative behaviours that may, over time, decrease the level of intervention needed.

The school will record all restrictive physical interventions and will report these to parents and relevant stakeholders. The Principal and a designated member of the governing body will be responsible for monitoring these records. The school will write a Policy on Restrictive Physical Interventions which will be informed by studio 3 training or Team Teach training and by legislation and guidance.

Training

In addition to Studio 3 training or Team Teach (see earlier section on arrangements for the safe management of challenging behaviour) the school will devise its own training and behaviour management guidance. These will emphasise the ethos of the school in relation to challenging behaviour.

Working with parents and other agencies

The school will see parents as partners in the pursuit of positive behaviour. Parents will be involved in the drawing up of Access to Learning plans, goal setting and IEPs and will be offered training through parents' workshops and will be invited to any multidisciplinary meetings about their child.

The school will make it a priority to establish close links with other partners in this area including social care providers, respite services and Child and Adolescent Mental Health (CAMHS) teams. The school will also draw on its existing links with experts from the National Autistic Society and other organisations, including behaviour consultants from Studio 3 or Team Teach and [REDACTED] from Birmingham University who is [REDACTED]

The school will devise Guidance sheets for drivers and escorts and will offer training on an annual basis.

Specific procedures to support a reduction in discipline issues

A range of positive behaviour support strategies will be detailed on the Pupil Support plan and will be deployed consistently in order to reduce discipline issues. The use of restrictive physical intervention will only be used as an emergency, when there is no other alternative and in order to keep pupils or staff safe.

The use of sanctions will not commonly be used as whole school policy as it is generally not in line with our ethos and approach to managing challenging behaviour. However, it is acknowledged that for a small group of pupils to understand the affect they have on lives of others and how their own choices affect their own life it may be deemed necessary. Therefore, sanctions may be applied on an individual basis according to the arrangements detailed in the Behaviour support policy. These will be agreed at a multidisciplinary meeting and recorded in a Sanctions book. Where sanctions are part of a planned intervention the agreement of parents will be sought.

Strategies for securing good attendance

The school believes that the success of its vision and intended pupil outcomes is fundamentally influenced by pupils' motivation and ability to attend school.

Through our attendance strategy we will seek to ensure pupils:

- See the benefits of attending school
- Know how to keep themselves healthy
- Understand clearly that the school has high expectations in relation to attendance
- Know that poor attendance will be addressed
- Communicate with the school about reasons for poor attendance
- Participate in dialogue to identify strategies to increase attendance

The school will monitor and evaluate pupil attendance patterns via:

- Analysis of pupil attainment data and identification of those pupils whose results are affected by poor attendance
- Half termly summaries of attendance, identifying those who are most vulnerable
- Reporting to governors termly

It will address attendance issues through:

- Systems for catching up on missed work
- Consistent and timely communication with parents to identify ways forward and follow up on absences
- Identified mentors for pupils and specific meetings to talk about reasons why they are not attending and to agree targets.
- Individualised strategies for increasing attendance – nothing will be seen as too much trouble, the school will deploy whatever means necessary to support pupils to get to school and learn, whether this will mean helping with transport issues, providing learning to do at home, encouraging pupils who have missed morning sessions to come in for afternoon sessions.
- Record attendance issues formally at annual review meetings.

- Liaise with attendance welfare officer of local authority.
- Liaise with relevant medical professionals e.g. General Practitioners.
- In the case of persistent absences or regular school refusal, hold a multi disciplinary meeting.

Autism and attendance

It is not uncommon for pupils with Autism to experience higher levels of anxiety and mental health problems. This in turn can increase the likelihood of school refusal. This is particularly compounded by this group's difficulties with transition and becoming fixed in routines, resulting in school refusal becoming an embedded behaviour that is difficult to break.

Therefore, in such cases it is essential for school refusal to be taken extremely seriously and a response plan formulated and agreed promptly. This plan will require the school to have a flexible approach and where necessary, to look at adapting the curriculum in order to motivate the pupil to attend school.

Registers

The school will maintain accurate and up to date registers in accordance with The Education (Pupil Registration) (England) Regulations 2006.

Approach to Pupil well-being and pastoral care

As described in more detail above, our approach to emotional well being of pupils will include:

- Comprehensive PSHCE curriculum with emphasis on SEAL programmes, SMSC and Citizenship
- Advocacy: Guidance document and staff training on promoting pupil advocacy
- Individual programmes e.g. managing anxiety, self esteem, What Autism means to me?
- Support from Clinical Psychologist: assessment, intervention and evaluation
- Enrichment Curriculum that allows pupils to develop the confidence to try new activities and develop interests
- Pastoral elements of timetable e.g. tutor time, breakfast club

Anti bullying

The school will have its own Anti Bullying policy, which will detail the school's arrangements for tackling bullying. It will include the following information:

- Statement of Intent
- What Is Bullying?
- Autism and Bullying
- Why is it Important to Respond to Bullying
- Objectives of this Policy
- Signs and Symptoms
- Procedures
- Outcomes
- Prevention
- Organisations that can help

Because of the flexible packages on offer, transition arrangements will be complex for pupils who may attend more than one school. Where pupils are moving to other schools or attending other schools on a part time basis we will liaise closely with the partnership school re the vulnerability of our students, their own anti bullying policies and will, where necessary, provide support and training for their staff team.

Ensuring that pupils are kept safe

The school will place safeguarding procedures in the highest priority and we will ensure our provision is of the highest standard. It is recognized that the school will cater for one of the most vulnerable groups of pupils in that impairments in social understanding and communication mean that they may have increased difficulty in communicating safeguarding issues or may not have the social understanding to know that behaviours directed to them, or by them, are wrong.

The school's policy and practice in relation to safeguarding will adhere to our legal obligations and be informed by the following legislation and guidance:

- Working Together to Safeguard Children: A guide to inter agency working to safeguard and promote the welfare of children, HM Govt. 2010;
- Safeguarding Disabled Children Practice Guidance, Department for Children, Schools and Families 2009
- Safeguarding Children and Safer Recruitment in Education (DES 2006)
- Children Acts 1989 and 2004.

The school will have a comprehensive safeguarding policy outlining responsibilities and arrangements.

The Principal will take on the role of Designated Protection Officer and will be responsible for all aspects of safeguarding. The governing body and Principal will have ultimate accountability for overseeing policy and practice.

All staff, governors and volunteers will be trained in safeguarding on a continuous basis.

The school will develop links with local and national safeguarding agencies such as Social Services, the Local Authority Designated Officer (LADO), the Local Safeguarding Board, the Independent Safeguarding Authority (ISA) and the police. It is expected that a proportion of children may be classed as Looked after Children and may have their own designated social worker. In these cases the school will be committed to establishing a close working relationship and maintaining regular contact.

The school will display, in each room, guidance for pupils on what to do if they are worried or someone is upsetting or hurting them. This guidance will be available in different formats (including symbol versions) so all pupils can access it. It will contain details of who they can talk to, including people outside the staff. Numbers for Childline, Kidscape, Ofsted and an independent advocate will be displayed. The

independent advocate will be appointed and trained on autism and safeguarding procedures by the school and will regularly visit the pupils to meet them informally and to go through the guidance on what to do if they are worried, upset or being hurt. This guidance will also form part of PSHCE lessons on keeping safe. Other PSHCE lessons will teach pupils about their rights, what is unacceptable behaviour towards them and the importance of telling adults.

Where pupils disclose information to staff, the staff will follow the procedure for reporting safeguarding concerns. Staff will follow the guidance given during their safeguarding training on how to interact with pupils during a disclosure, how to support their emotional needs and not ask questions that would jeopardise any future enquiry.

Whistle blowing

The school will devise a separate policy on whistle blowing based on the procedures and policies of the National Autistic Society. The purpose of this will be to ensure employees are aware of their duty to report any concerns they have about the practice of colleagues. The ethos and policy of the school will be to encourage openness and honesty. Where staff disclose information they will be protected against any victimisation, harassment or recrimination. A whistle blowing flow chart will detail the procedure for reporting and acting upon concerns. In all safeguarding training and management support and development meetings staff will be reminded of their obligations and the importance of this duty,

Safe recruitment procedures

In accordance with legislation and guidance, the school will ensure that all correct procedures are in place prior to employment.

All our job advertisements will state that successful candidates will be required to submit an Enhanced Disclosure application. When an offer of employment has been accepted, the staff member will be asked to come in to the school to meet with the School Business manager to complete an Enhanced Disclosure application form and to provide the appropriate documentation. When completed, the form is sent to the CRB and until the Disclosure application has been cleared the staff member will not be able to start employment.

All staff, governors and volunteers will have enhanced CRB checks. All CRB's will be updated every three years.

Each candidate will be asked to supply details of three referees, one of whom must be their most recent employer. At the time of interview, referees are contacted and asked to complete a standard reference form (or letter for personal referees) which makes particular reference to any reason why the candidate may not work with children. When the written references are received they are telephone verified. A candidate would not be able to commence work until this process is completed.

The School Business manager and one member of staff on all interview panels will have been trained in Safer Recruitment Procedures.

All visitors, including contractors, will be supervised to ensure that they won't have

unrestricted access to the young people or their accommodation. All bank staff, students and volunteers will follow the same procedure as other staff. Where agency staff are used the School Business Manager will be responsible for liaising with the agency and the person themselves to ensure all documentation has been checked.

The School Business Manager will be responsible for ensuring the single central register is complete and up to date. Governors and the Principal of the school will monitor this on a termly basis.

Medication

The school will have a comprehensive policy for the storage, control and use of all medications and this will detail arrangements for training, self administration and reporting errors. The Principal will be designated as having overall responsibility for Medication. The governing body and Principal will have ultimate accountability for overseeing policy and practice.

We will access the NAS medication training. Opus pharmacy services are the preferred supplier of medication training to the NAS. There is a comprehensive range of courses available which increase staff awareness and understanding of medication, enable staff to support individual with storage and administration of medicines and minimise the likelihood of error.

The content of the training has been developed by qualified pharmacists and meets and exceeds the outcomes set by regulators for the people who are being supported. Following the training all staff are required to be observed by assessors to ensure competence, before they can administer medication on their own. The training offers on line competence refresher training to ensure on going training and knowledge updates.

The training for staff is refreshed every two years to ensure on going competence, or can be immediately accessed when new staff join.

Internet and digital media

The use of information and communication technologies (ICT), including the Internet, has developed over the past 25 years and now involves every pupil and member of staff. While these advances bring many benefits, they have their dangers, particularly for our pupils whose lack of social understanding and theory of mind may impact on their ability to make safe decisions when using on line technology independently.

It is the aim of the school not to block access to these technologies but to teach pupils how to keep themselves safe and put in place a number of safeguards that will protect them. A key part of this protection will be the teaching of e-safety to pupils so they can recognise and manage the risks themselves during use in school, residential unit or the home. E safety is embedded into the ICT and PSHCE curriculum at several points throughout each key stage. The school will also write guidelines and provide training for staff to detail their responsibilities and strategies to support pupils in keeping safe.

All incidents related to safety will be reported to the designated E-safety officer of the school and the Principal, who will in turn report details of the incident and outcomes to the governing body.

Procedures for keeping children safe when not on site

As with other aspects of safeguarding our intended pupils, due to the impairments associated with Autism, our pupils may find it especially difficult to make appropriate choices about their safety when out of school on educational visits.

It is therefore vital that we teach pupils how to carry out these activities safely and make appropriate decisions as well as having clear guidelines in place to support staff. The school will write an Educational Visits Policy and guidelines for staff. These will detail all arrangements for keeping pupils safe.

All significant incidents during educational visits will be reported to the designated Educational visits co-ordinator of the school and the Principal, who will in turn report details of the incident and outcomes to the governing body.

Risk assessments

The school will have risk assessments for activities that take place in and outside of school that can present a risk to pupils, staff or the public. Relevant staff will be trained on how to write risk assessments and all staff will sign to say they have read existing risk assessments.

The School Business Manager will complete and maintain an up to date risk assessment register which will be monitored by the Principal and a member of the governing body.

The school will promote a positive risk taking philosophy. This philosophy should lead to an identification of the potential risks involved, and the development of plans and actions that reflect the positive potentials and stated priorities of the individual. Risk assessments will be seen as a tool which enables pupils to do activities safely, rather than prevent them from being included.

The rights of the individual must always be taken into account and a person centred approach should be adopted. Where possible the individual should be fully involved in the risk assessment process. This may require the use of modified forms for the capture of information e.g. the use of pictograms. These should be used to inform the risk assessment which should also be recorded on the standard forms.

Pupils will also be taught through Community based education, our PSHCE and Life skills curriculum how to keep themselves safe. Our behaviour management philosophy will promote pupil's understanding the outcomes or consequences of the choices they make.

Prior to opening the Principal will write policy and procedures for risk assessments based on the existing ones from the National Autistic Society.

How these strategies are informed by the education vision

In line with our vision we will have a distinctive ethos and philosophy: from the moment a person enters the building they will know this is a school where pupils are respected, achieve beyond what is expected, are empowered to make positive choices about their own lives and have rich and varied experiences. We will build on the extensive knowledge and experience of the National Autistic Society to be creative, pioneering and innovative in its approach to meeting the needs of these specific groups of pupils. The provision in this area will be based on an overriding understanding between staff and pupils that expectations for behaviour and attendance are extremely high! Staff will have an uncompromising commitment to the wellbeing and safeguarding of pupils. All policies and practice will be carefully thought out in order to support pupils in being successful in managing their own behaviour and engaging in community activities.

Section E: Evidence of demand – part 1

Table 1: For pupils with statements of SEN

If your school is new provision:

- In **column A** please provide the proposed number of places for children with statements in each year group.
- In **column B** please provide the number of children of the relevant ages local authorities would anticipate naming your school in their statements.
- In **column C** please provide the number of children of the relevant ages whose parents have indicated that they would request your school to be named in their child's statement.
- Please leave **column D** blank.

If your school is an existing independent school or NMSS applying to become a special Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school with statements of SEN.
- In **column C** please provide the number of children with statements of SEN of the relevant ages, who are not currently on roll but local authorities anticipate naming your school in their statements.
- In **column D** please provide the number of children with statements of SEN of the relevant ages, who are not currently on roll but whose parents have indicated that they would request your school to be named in their child's statement.

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	10		14		15			
Year 8	8		8		12			
Year 9	6		4		9			
Year 10	5		4		7			
Year 11	4		7		5			

Year 12	0				4			
Year 13	0				2			
Totals	33	See below	37*		54	See below	96*	

Table 1: For pupils with statements of SEN

Notes regarding Lambeth authority support for the school

While Lambeth local authority has indicated its support for the school and confirmation of demand for places (see Annexe 1) they have not provided a detailed break down of anticipated student numbers by year group.

* In the public survey we conducted to assess popular demand for the school (Annexe 2) we asked whether or not parents of children with autism would consider naming the school as their preferred choice. We also asked respondents to indicate their child's date of birth.

96 parents responded positively to this question but only 37 provided their child's age and these details are reflected in column C for 2014. We have not attempted a breakdown for 2015 and have simply shown the total of 96 positive responses.

In any event, it should be noted that the specific admissions criteria for an autism specific school make it difficult for many parents to give meaningful responses since:

- Some children might not yet have a formal diagnosis of autism
- Parents might not know if their child will receive a statement of SEN
- Many parents initially prefer the idea of a mainstream school and only favour a special autism school when it has become clear that a mainstream setting is unsuitable.
- Many parents are unsure about the range of provision available

Table 2: For pupils without statements of SEN complete the table using information below to assist you.

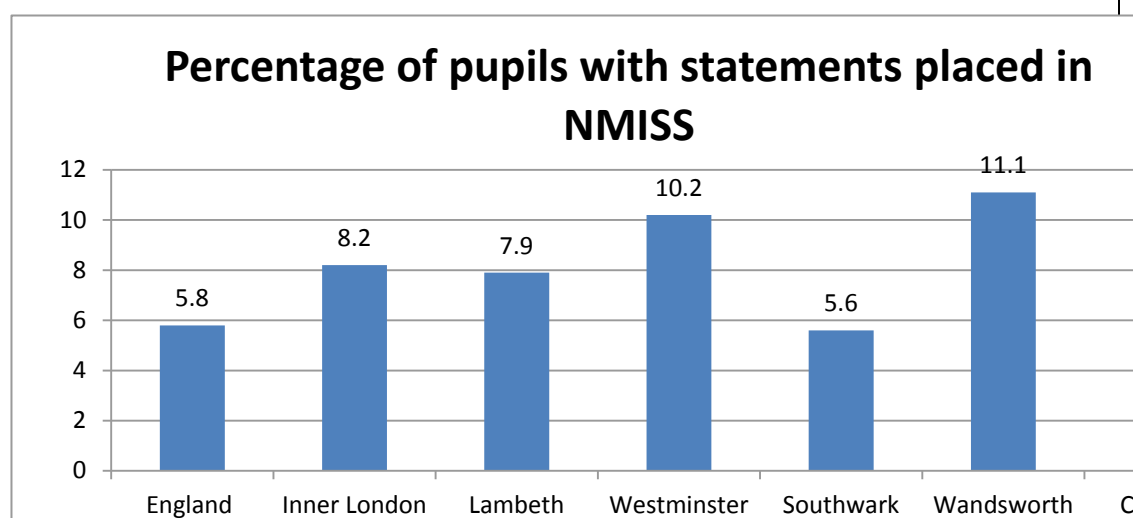
Not applicable, all pupils will have statement of SEN.

Section E: Evidence of demand – part 2

Please refer to pages 23 to 25 of the 'How to Apply' guidance for what should be included in this section.

E1: Provide evidence showing clear levels of parental demand, need for the numbers and type of SEN provision and number of places proposed. Include solid evidence from local authorities that shows they will be willing to place children at your school in line with parents' wishes and the special educational needs of children. Independent schools and NMSS will need to demonstrate evidence of demand beyond their existing pupil and parent base.

Lambeth in the Context of Pupils placed in NMISS Nationally



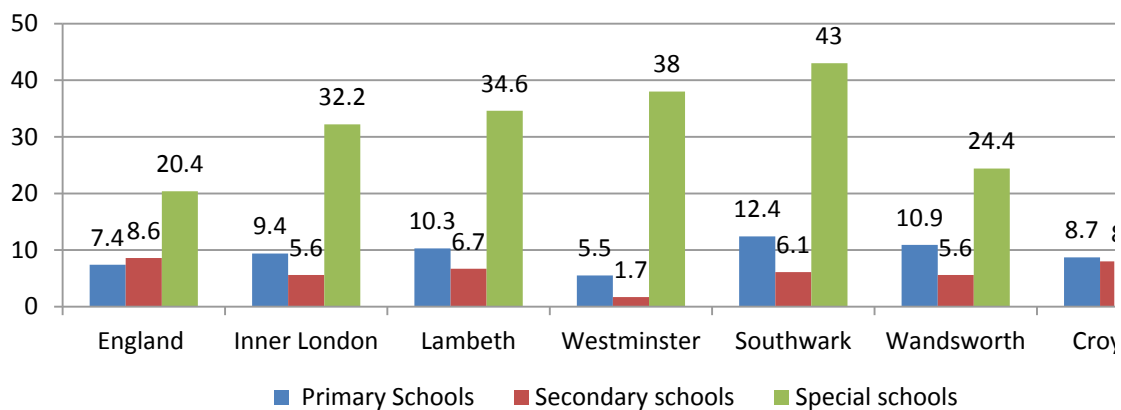
Source: SFR14-2012LAv2

The percentage of Lambeth pupils with statements placed in NMISS is 7.9%. This is 2.1% above that for England, and 0.3% below the average for Inner London.

Lambeth has identified high numbers of pupils with ASD who need to be placed in borough during the next five years, together with those pupils who need to be brought back from NMISS. These two factors will require significant resourcing and investment in order to achieve local solutions. The NAS Vanguard School will work in partnership with Lambeth to achieve its objectives to offer local places for pupils with ASD.

The Placement of pupils with ASD with statements or at School Action Plus in England, Inner London, Lambeth and neighbouring local authorities

Percentage of pupils with statements or at SA+ for ASD by placement



The information relating to the percentage of pupils with ASD at primary level across the differing areas shows 2.9% higher placement of pupils with ASD who have statements or are placed at School Action Plus (SA+) on the Code of Practice in Lambeth, compared with that in England.

At maintained secondary school level, Lambeth has 1.9% fewer pupils with statements or at SA+ than those placed in similar schools in England, and 14.2% more pupils with ASD placed in special schools.

The number of pupils with ASD (statements and at SA+) across all types of school is 540, and Lambeth currently has 7.9% (110) placed in NMISS. (SFR 2012LAv2).

The SEN Review report for Cabinet (January 2012) states that in the year 2010 -11, there were 370 statements for ASD in Lambeth; this comprised 23.9% of all statements, almost 5% above the nearest higher figure of 18.06% for pupils with learning difficulties.

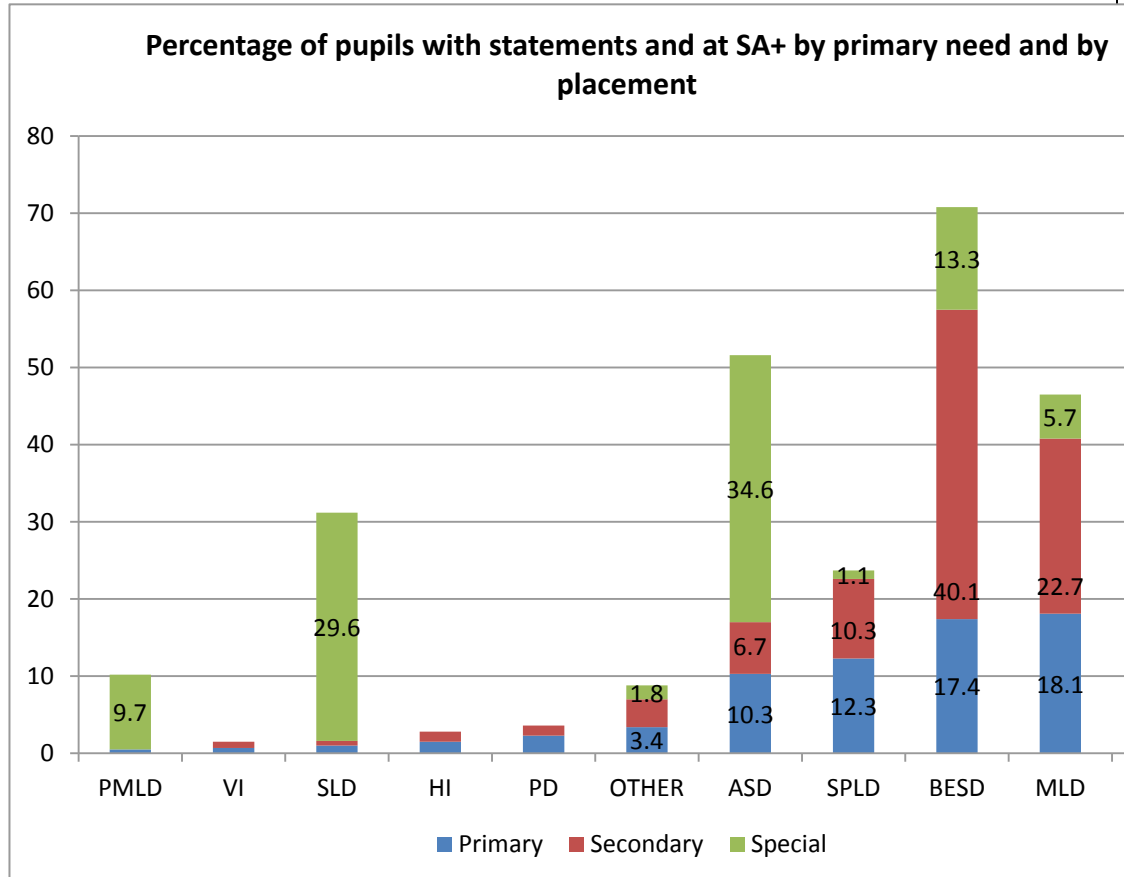
In 2007, the figure for pupils with statements for ASD in Lambeth was 15.5%, compared with 23.81% for those with learning difficulties. This represents a 54% increase in the incidence of pupils with statements for ASD in the last 5 years. The increase is believed to be largely a result of improved rates of identification and diagnosis.

Approximately half of the out of borough and independent placements are for

children on the autistic spectrum.

The NAS Vanguard School will support Lambeth to increase the number of pupils with ASD accessing secondary mainstream schools, by its network of support and training. By providing an ASD specific special free school, the NAS Vanguard School will offer the expertise and experience of the NAS to ensure that Lambeth will be able to return pupils in out of borough placements and from Independent Boarding Schools.

The distribution of Lambeth statements by primary needs for 2010-2011 is as follows:



Lambeth Council have clearly stated in the Cabinet Review of SEN (12/11/12) that it is its intention to expand its mainstream capacity to meet the needs of its pupils with ASD.

Currently, 10.3% of primary pupils with statements and at School Action Plus with ASD have their needs met in primary schools, but this drops to 6.7% for secondary education.

In contrast to other groups of pupils with SEN, the percentage of those in special schools is significantly higher, by 5% for pupils with severe learning difficulties, and 21.3% higher than those pupils with behaviour and emotional and social needs.

The NAS Vanguard School can support Lambeth to achieve a higher rate of

placement in secondary mainstream schools by offering an innovative resource base which includes intensive transitional support for pupils with ASD. In this way, the dropping off in numbers of pupils who managed within primary schools but who then do not manage to sustain this into maintained secondary schools can be averted.

Exclusions for pupils with ASD

DFE statistics show that in 2010-11, 4.6% of pupils with ASD who were at School Action Plus or statemented had fixed term exclusions of one day or longer, compared to only 1.5% of those with no identified SEN. When exclusions are compared for statemented pupils (without defined primary need), 8.1% received fixed term exclusions, and if this is defined further by gender, the fixed term exclusion rate for statemented boys is 9.8%. (SFR24 2012)

When pupil enrolments are broken down by phase, 4.3% of statemented pupils in primary schools receive a fixed term exclusion, and in secondary schools 12.1% of statemented pupils receive fixed term exclusions.

Because of the way it is organised, the primary school offers greater levels of routine and consistency; for pupils with ASD this means a lower level of exclusions, whereas the larger secondary school environment, with transitions between classrooms and teachers, can be harder for pupils with ASD to adjust to, which may result in a higher level of exclusions at this phase for pupils with ASD. The NAS Vanguard School will offer the opportunity to ensure inclusion for all pupils with statements for ASD, and a specific focus on supporting pupils to make the transition to secondary school.

Local Authority Support

Lambeth has written a letter confirming the need for additional autism education at secondary level and expressing the council's support for the NAS Vanguard school. A copy of this letter is attached at Annexe 1.

Public Feedback

A questionnaire was distributed across Lambeth and other central London boroughs to assess demand for an autism specific school. In addition, an open day was held on a Saturday morning where anyone who was interested had an opportunity to find out more about the school and to express their views.

The questionnaire could be completed either on line or in paper format and the results are shown at Annexe 2. In summary they show:

- A total of 440 responses, of which 62% were parents of a child with autism.
- In response to the question "How interested are you in a new secondary school for children with autism in the Lambeth area?" 95% expressed a positive interest.
- 80% of respondents' children have a statement of SEN.
- 19% of children had at some point been excluded from school.

Comments from parents included:

E2: Demonstrate how you intend to reach out to the wider community including, where relevant, children from a range of backgrounds, faiths and abilities.

Community engagement

The NAS Vanguard Free School ethos is outward looking and supports all staff to be community ambassadors for the pupils attending the school. The education plan places an emphasis on citizenship work which supports pupils to achieve and make a positive contribution to their community. This will involve breaking down barriers for many of the young people at the school as the majority will have experienced failure in their school placements and may feel disengaged with their communities and be reluctant to re-engage.

Local authorities and councils

We plan to maintain close relationships with Lambeth LA and the neighbouring authorities and see this as a key relationship for the success of the school. We have written confirmation that Lambeth is willing to name the school in pupil's statements.

The LA will continue to be closely involved in the school as they have committed to have a representative as a Governor for the school.

The NAS is already working in partnership with Lambeth, developing a Baseline Assessment earlier this year to examine the needs of young adults transitioning from education and the drafting of a Development Plan. This work illustrates the positive relationship that the NAS has with the local authority and this will be further enhanced through the development of the school.

The NAS also has a highly active branch operating in Lambeth, supporting families affected by autism and working with the local authority to develop services.

We have had a number of discussions with representatives of Lambeth LA and have ongoing communications, as part of our communication plan to keep them engaged in developments and any press or media releases.

Schools and colleges

At the time of admission a local maintained school will be identified as a partner provision. The choice of this partner school will be led by the pupil but the young person's family, as well as the local Authority and the head

teacher of the identified provision, will be consulted.

The NAS school will set up an agreement of understanding with the partner school with regard to the amount of and the nature of the contact that will take place. Discussions will be held with primary and secondary schools in the area to develop future partnerships.

We will ensure that our planned Technology and ICT provision is compatible with other schools in the area. The school will have a role as a local resource centre of excellence providing advice on effective use of ICT for pupils with autism and communication difficulties.

All of our NAS Education Group Schools work closely with a number of universities across the UK and we envisage the NAS Vanguard Free School linking with local universities. The school will also share best practice with the NAS Thames Valley Free School and will be able to benefit from the experience derived from that school being opened 12 months ahead of NAS Vanguard.

We have discussed the proposed development of the school with Lambeth College and they have expressed their enthusiasm to work with the school to ensure a continuity of educational provision for our young people as they move on to further education.

In addition, the NAS operates a Transitions service to help young people moving on from school and also has a Student Support scheme to help those in further or higher education to make the most from their student experience.

Business

We know that to give our pupils the best preparation possible for their chosen pathways in adulthood, we need to engage local businesses. As detailed in the Social and communication curriculum, all pupils will have an identified transition or job coach who will prepare them for the next stage of life. We plan to engage with local businesses to support this. All people with autism find communication, problem solving and collaboration very difficult and yet these are skills needed for work and higher education. We will work with our pupils to develop these skills but also to find future pathways that suit their strengths and aspirations.

The NAS operates a Supported Employment Service, working with young people to help them prepare for work and with employers to ensure that they provide autism friendly working environments.

We will build strong partnerships with local businesses, especially in the IT world to share knowledge about autism and showcase our pupil's skills. Within the NAS we have leading edge expertise in educational ICT and we will ensure that the school's IT curriculum reflects this and is also compatible with the ICT structures in mainstream schools. We will also collaborate with local businesses to ensure that ICT is relevant to the workplace.

We intend to build relationships with local businesses so that we can work together to explore how we can better support young people with autism in the community and also develop skills in our young people that are relevant to local businesses and their future growth.

Black and minority ethnic communities (BME) and faith groups

The NAS Vanguard Free School will be a community school drawing pupils from across the local area. They will represent the range of faiths cultures and backgrounds in the diverse area of Lambeth. The school will appreciate and celebrate diversity and welcome children and young people with autism from all faiths and cultures. Contact will be made with religious leaders from the community with the aim that they will be able to contribute to the programmes of RE at the school.

Children with autism from BME communities can experience discrimination on two fronts, their disability and their ethnicity. We will include training in cultural awareness for all our staff and work closely with parents to ensure BME groups have appropriate information on how to access the school.

Parents

Our first steps in Community engagement will be through family engagement and our work with parents and carers. Research affirms that family engagement is critical to educational success. We want our parents to have a central role in supporting learning in our school and to be;

- school partners in developing school activities,
- advocates for the school,
- involved in decision making and leadership.

We intend to do this through;

- Transparent and structured admissions policy.
- Clear expectations articulated in the initial interviews conversations between student, family and school.
- Ongoing consultation on development of individual learning plans and curriculum focus.
- A shared understating between the parents, student and school of agreed personalised learning goals identifying how a student learns best, pace of learning and ensuring that they gain the competencies needed to success in school, college and the work place.
- Parent school agreement on homework and strategies to support access to learning across school and home settings.
- Half termly parent workshops based on the highly respected NAS Help! Parent programmes. These workshops will include subjects such as Anger Management, Visual Resources, Managing Homework and Teen Life.

The NAS operates a network of branches across the UK, including one in Lambeth. These branches support parents and families affected by autism. They are embedded in the local community and often run a number of autism

specific community services, including:

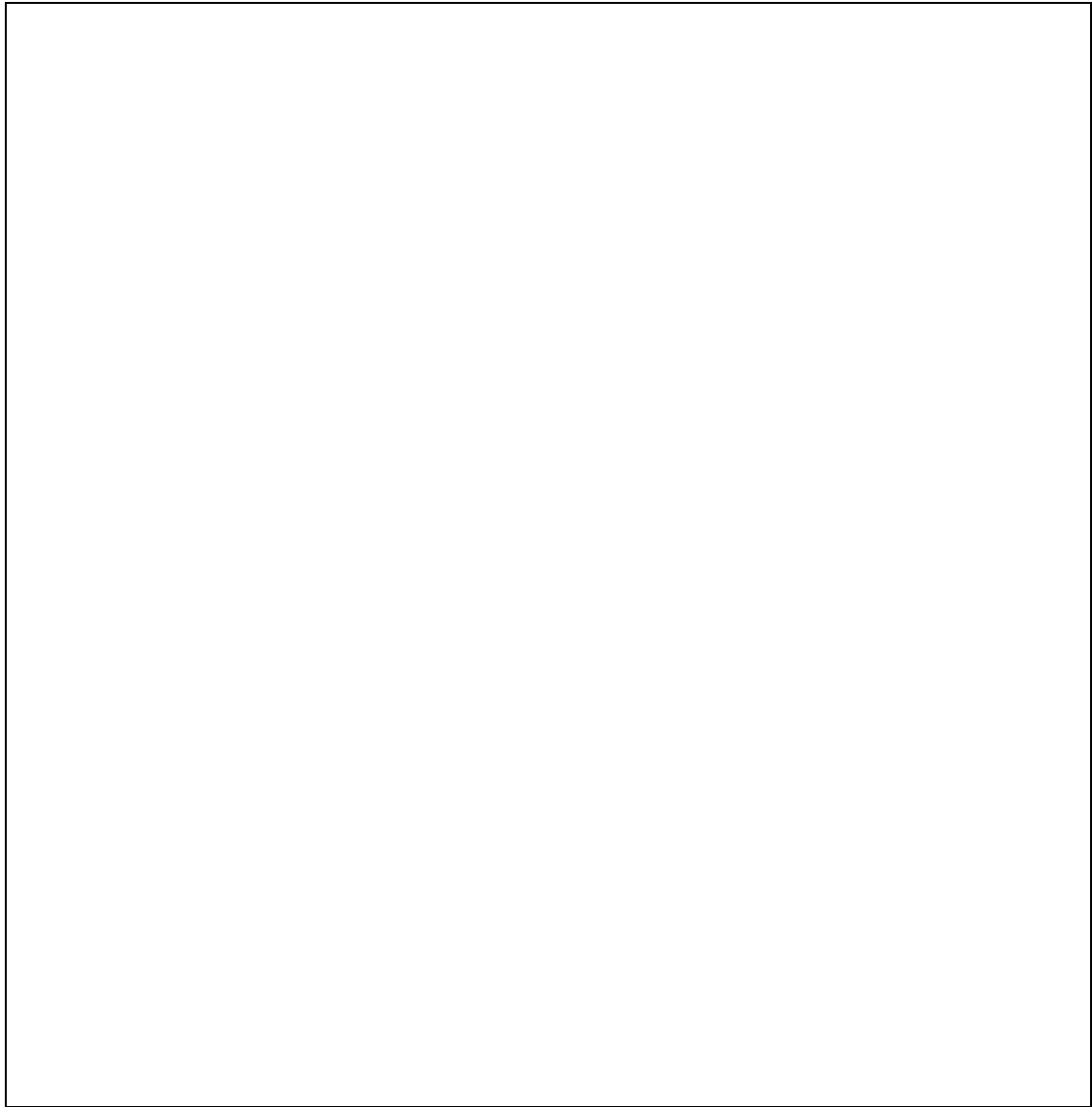
- Spectrum youth club for children with autism aged 9-13
- Short breaks through the Oasis club for 13-19 year olds
- Day trips for children and their families
- Coffee mornings for parents of children with autism
- An adults with autism social pub group

The wider community

The school leadership team and staff will use the close partnership with parents to drive continuous improvement in our engagement with and contribution to our wider local communities. Community engagement will be embedded into our school Development Plan and is fully reflected in our Well Being curriculum and Enrichment curriculum. Our PSHE curriculum includes community-based education as recommended by DfE (2011) and supports young people with autism to take the theoretical learning from the classroom into real life situations. Generalisation and transfer of knowledge is difficult for anyone with autism and so this is an essential part of any specialist curriculum. Students will be encouraged and supported to make a positive contribution to the wider community and to their school community.

We believe that our students need to be fully supported outside of the school day and we need to engage the community to support them in their acquisition of the accomplishments necessary for success in work and FE or HE. Whatever pathway our young people choose to take they will need the key skills of communication, problem solving and the ability to be able to work collaboratively. These key skills are a major challenge for people with autism.

The NAS is a membership organisation. We will keep all our members in Lambeth fully informed on the development of the Free School and will build on this relationship to encourage our local members to become friends and supporters of the school.



Section F: Capacity and capability

Please refer to pages 26 to 29 of the 'How to Apply' guidance for what should be included in this section.

F1: Demonstrate a clear understanding of, and describe, the respective roles of the company members, governing body and principal in running your school.

Structure and lines of accountability

The three Company members, [REDACTED], [REDACTED] and [REDACTED] have extensive experience between them in charity and business leadership. One of the company members will initially take on the role of Chair of Governors and support for the role will be accessed through the National College of Schools leadership programme. The Governing body will adopt a code of practice that will be adapted from the model version provided by National Governor's Association (NGA 2010).

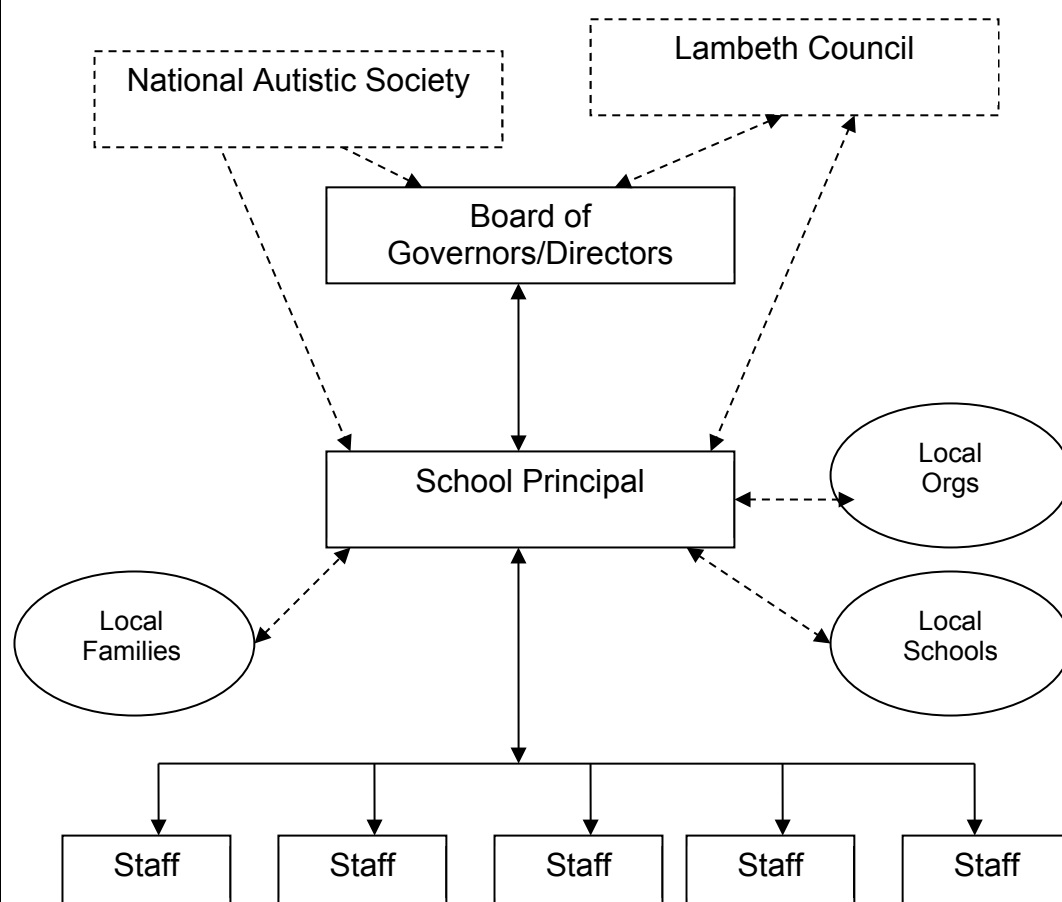
The School Business Manager will have the role of clerk to the Governors and this role will be included in the Job Description. However, responsibility and lines of accountability for the role of clerk to the governors will be discreet and clear to ensure that there is no confusion across the two roles. The role of clerk is important in ensuring that governors' time is used efficiently and effectively. The school will access the local authority governor support service to ensure the clerk receives regular training and briefings.

We expect the governing body to have an important role in engaging with parents and the wider community to promote the school's work. We plan for there to be a governor section on the school website that's explains the governors' roles and keep the parents and pupils up to date with their work.

The initial impetus for the school came from a group of parents of children with autism (the Vanguard group) and they will continue to play an active part through participation in the project steering group and through representation on the school's governing body.

A diagrammatic representation of the structure of the school is shown below. The structure and reporting lines are shown below with the solid lines indicating both communications and specific accountabilities, while the dotted lines indicate lines of communication but without direct accountability. Note that the arrows are double headed, indicating that at all levels communications are a two way process.

Structure and Lines of Communication



Roles & Responsibilities and protocols for minimising conflicts of interest

The Board of Governors has the overarching responsibility for all aspects of the school's performance. The day to day management of specific areas will be delegated by the Board to the Executive Principal and Head of School but the Board will remain responsible and accountable to external stakeholders.

Key policy areas the Board will set and monitor will include:

- The admissions policy
- Strategic plans for future developments and growth
- Capital investment programmes
- The educational performance of the school
- The welfare of the pupils
- The financial performance of the school
- The school's relationship with the Secretary of State for Education
- The status and reputation of the school with stakeholders in the region,

e.g.: Parents and families; Other schools; The school's reputation with local authorities; The school's relationship with the NAS; Ofsted reports and recommendations.

The School Principal will be responsible for:

- Ensuring that the Board's strategic and policy decisions are communicated to the head of School and implemented.
- Feeding back information from the Head of School to the Board.
- Ensuring that agreed policies and procedures affecting the teaching and care of the pupils are implemented and followed.
- Monitoring the quality of the teaching and care at the school and agreeing action plans with the Head of School, as appropriate.
- Monitoring the financial performance of the school, taking action as necessary.
- Monitoring and contributing to the development of relationships with partner schools and colleges to ensure that the 'revolving door' policy of the school is developed and maintained.
- Ensuring that friendly and productive relationships with neighbourhood organisations are developed and maintained.
- Admissions.
- Staff recruitment, training and retention.
- Delivery of the curriculum.
- The efficient financial administration of the school.
- Ensuring that the school's policies are appropriate, up to date and are applied.
- The quality of the education.
- Managing and developing relationships with partner schools, so that the school's 'revolving door' policy is developed and maintained.
- Managing relationships with local external organisations.
- Relationships with parents and families.
- Relationships with local authorities across the region.
- Developing and maintaining relationships with local colleges and employers in order to facilitate successful student transitions.

F2: Show how you will access appropriate and sufficient educational expertise to deliver your vision

Resources for setting up the school

Our vision for an autism specific special free school will be delivered by a project team that combines project management skills and experience with in depth knowledge and experience of managing and operating autism specific schools.

Key roles, together with their responsibilities, are as follows:

Executive Sponsor of the Free school within the charity

The Executive Sponsor, [REDACTED], will be responsible for owning the Free

School project on behalf of the organisation. This person will be ultimately responsible for the realisation of the vision. He has extensive business management and development experience and is a qualified Chartered Director and member of the Institute of Directors (IOD).

Project Director

The Project Director is [REDACTED], [REDACTED], [REDACTED]

Project Manager

The NAS has an established Programme Management Office (PMO) with a number of qualified and experienced Project Managers. The PMO will allocate a Project Manager to assume responsibility for the management of the Free School project on a day-to-day basis, reporting to the Project Director. He will be responsible for ensuring that the various work streams are progressing in line with the project plan for the free school and within budget and that risks are identified and managed. The Project Manager will liaise closely with all those involved especially the NAS Head of Finance, the Head of Marketing and the NAS Internal Auditor and will be supported from the resources of the PMO.

Education Consultant

The consultant will advise on curriculum, pupil outcomes and the core business of teaching and learning. She will identify and lead on all practical work linked with current leading edge practice in the world of autism and education. At the more detailed planning stage, this will include the development of appropriate resources and environment.

The Project Steering Group

The Steering Group will provide active guidance and direction to the development of the free school. It will focus on the goals and objectives and ensure that these continue to be appropriate and achievable. The creation of a new Free School requires close cooperation between the host local authority, families in the school's catchment area and the NAS so membership of the Steering Group is designed to reflect this imperative. Membership includes (*inter alia*):

- A representative from Lambeth Council
- Members of the Vanguard parents group
- A young person with Autism
- A parent of a child with Autism
- NAS Head of Finance
- Manager of the key Local Autism Group

In addition, the project team will be able to draw on the resources of the NAS in specialist areas such as HR, IT, Property and Marketing.

Resources for operating the school

The NAS established the world's first autism specific school 50 years ago and has been at the leading edge of autism education ever since. The experience and

knowledge that has been gained from running seven autism schools across the UK will inform all aspects of running the Free School, from the selection and training of staff, assessing the needs of the students, to delivering effective education designed to meet each child's specific needs. This in-depth experience will inform the continuing management and operation of the NAS Vanguard School and will provide access to highly experienced SEN specialists.

The Board of Governors will combine educational expertise with first hand knowledge of autism and a range of management skills. As a resource for the community, the governing body will include a representative from the parent group and a person from Lambeth BC. At least one trustee is expected to be a young adult with autism who has highly relevant recent experience of education.

Confirmation of sufficient time commitments for the project team

Setting up a Free School is a flagship project for the NAS and will be a high priority for all those involved. For this reason, the time required to manage and deliver the project will not be a barrier to the project's success.

F3: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

Resources for setting up and undertaking financial management

It is anticipated that the school will buy in financial support and expertise from the National Autistic Society (NAS) - Treasury, Accounts Payable, Payroll, Financial and Management Accounting support.

The NAS Director of Finance (CIPFA qualified) is supported by a Head of Finance (ACMA qualified) and an experienced team which includes seven qualified and two part qualified accountants. The NAS currently runs seven commercially viable specialist schools and sixteen adult services across the UK, all of which are supported by this Finance Team.

Key Roles:

Director of Finance, IT and Resources - [REDACTED] - [REDACTED]

[REDACTED]

Head of Finance - [REDACTED] - [REDACTED]
[REDACTED]

Senior Management Accountant - [REDACTED] - [REDACTED]
[REDACTED]

Central Finance Manager - [REDACTED] - [REDACTED]
[REDACTED]

Contract Management and Sales Ledger team

The Sales Ledger team is headed by Head of Contracts who is responsible for ensuring legally binding contracts are signed for each placement at an appropriate fee level. The contractual management and Sales Ledger team will be responsible for ensuring fees are invoiced in a timely and accurate manner and in line with the relevant contract. The school's Finance and Business Manager will work closely with the Head of Contracts and her team.

Head of Contracts – [REDACTED] - [REDACTED]

[REDACTED]

The NAS Vanguard Free school will tap into the existing NAS systems as follows:

- Reportnet – Online Income and Expenditure monitoring at detailed level by activity type, such as primary, secondary and enhanced provision
- CareSys – Sales ledger system with fee information, provision and funder details
- Cognos – Budgeting and forecasting system
- Proactis – Purchase Ledger processing and control system with clear structure of input, authoriser and spend limits
- Compel – HR system
- Ceridian – Payroll system
(Compel and Ceridian are both in the process of being replaced by an integrated system. This new system will be available for use by the school.)

In addition, training and peer support will be available for the school's Finance and Business Manager from the existing Finance Managers in NAS schools. Hands on training will be provided through shadowing existing local Finance and Business Managers at Radlett School and Helen Allison School.

Confirmation of sufficient time commitments for the project team

The NAS finance team is well resourced and plans have been made to increase the number of team members to accommodate growth plans and provide flexibility.

F4: Show how you will access other relevant expertise to manage the opening and operation of your school.

Details of members of the group

The three founding members of the NAS Vanguard Free School are [REDACTED], [REDACTED] and [REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

In addition to these three members, the Board of Governors will bring a range of expertise and local knowledge, as described at section F1, above.

Identification of other expertise

The NAS has the experience and knowledge acquired from 50 years of operating autism specific schools and this will be available to support and guide the Lambeth Free School. In addition, management expertise in functions such as HR, IT, procurement, finance, premises and marketing will be made available. The NAS is a charity with annual turnover of almost £100m and some 3,500 staff (plus a further 1,000 volunteers). It therefore has the structures and resources to provide the range and depth of management expertise and experience that the Free School will need and relevant staff will be briefed on the time commitment required of them in supporting the set up and operation of this school.

We are seen and trusted as leading practitioners in the field of autism and provide specialist information for professionals, people with autism and families. Our conferences provide a crucial platform for greater collaboration, helping professionals to share information and best practice.

Links with research, best practice and national developments.

Our schools work closely with universities, Research Autism (a charity) and the NAS

Director of Research to ensure that all research is relevant and conducted in accordance with ethical and best practice standards. The NAS Research Department is involved in the development and dissemination of an evidence base for practice and training and contributes to national policy.

Our School Principals and Director of Education all have relevant masters' degrees and are regularly involved in action research within our schools. This helps to ensure that the NAS maintains its reputation as a leader in the field of autism education.

The NAS Research Department provides an interface with universities across the UK and internationally and through this our schools are involved in a number of collaborations. These currently include:

- Autism and girls
- ADHD and autism
- Evaluation of social stories
- Pets and autism.

Research forms an important element in the professional development of teachers, care assistants and support assistants. Staff engagement in research is a practical way to increase knowledge and understanding of effective autism practice and it has a positive impact on the achievement of pupils.

Staff from our schools regularly present to local, national and international conferences.

Balancing work on this school with other commitments

The NAS has a Programme Management Office dedicated to the professional management of projects and staffed by a number of qualified project managers. This resource will ensure that the projects to develop both the NAS Vanguard school and the NAS Cheshire East school are managed through a structured framework with the necessary work streams being clearly identified and resourced, as required. Experienced gained through the development of the NAS Thames Valley free school will also be highly relevant in ensuring that these schools are developed and established successfully.

F5: Provide realistic plans for recruiting a high quality principal, other staff and governors in accordance with your proposed staffing structure and education plans.

Plans for recruiting the school principal

We will recruit the School Principal in the pre opening phase.

The Principal post will be advertised in the summer term 2013 with the aim to have

the process finished by July 2013, with someone post in January 2014. The interview panel will have representatives from the free school governance and host local authority as well as representatives from the NAS. The panel will include one of the three designated members of the free school governance and at least one of the already appointed governors of the free school. An NAS Trustee and the NAS Director of Education, NAS Director of HR and a person who is on the autism spectrum will also be part of the panel.

Advertisements will be placed on the NAS Website and in the Guardian and Times Educational Supplement.

The job description and person specification use the six domains of the National standards for Headteachers (DfES 2004).

NAS Vanguard Free School

Principal

Division / Function :
Education

Reports to :
Chair of Governors
Works closely with :
The Director Of Education (NAS)

Why

Job summary:

Provide professional leadership, vision, direction and management of the school that establishes a culture that promotes excellence, equality and high expectations of attainment for all pupils so that they are empowered to make positive choices about their own lives.

What	<p>Principal accountabilities</p> <p>Creating the future</p> <ul style="list-style-type: none"> • Lead the strategic direction of the school. • Understand the inclusive and community focused vision for the school and work with governors, members, and staff to ensure the vision is shared across all stakeholder groups. • Translate the Lambeth School vision into an operational plans • Create a learning culture within the school • Share and support good autism practice across the community. <p>Leading Teaching and Learning</p> <ul style="list-style-type: none"> • Keep up to date with current innovations in autism practice • Ensure autism practice is effective and evidence based and matches the needs of all pupils • Monitor, evaluate and review classroom practice and also the delivery of the after school enrichment curriculum. • Ensure that information and data is used to drive improvement and track pupils progress • Challenge under performance at all levels <p>Develop Self and working with others</p> <ul style="list-style-type: none"> • Develop and maintain effective systems and procedures for staff induction , professional development and performance review • Establish partnerships with local schools and community groups to ensure maximum inclusion opportunities for all staff and pupils and in-reach opportunities for partners. • Develop, model and maintain a culture of high expectation <p>Managing the organisation</p> <ul style="list-style-type: none"> • Produce and implement evidence based improvement plans and policies • Recruit, retain and deploy staff appropriately • Ensure that the needs of all pupils are met through an organisational structure that reflects the vision , values and aims of the school • Work closely with the Governors and the Business manager to plan business development , marketing, income generation and planned expenditure as well as effective management systems and practices to ensure value for money and improved school and service standards in line with targets • Work closely with the Governors and the Business manager to plan business development , marketing, income generation and planned expenditure as well as effective management systems and practices to ensure value for money and improved school and service standards in line with targets • Work in partnership with the Governors to provide leadership and direction for the financial and business growth and financial success of the school.
-------------	---

What	<p>Securing accountability</p> <ul style="list-style-type: none"> • Ensure the safeguarding and welfare of all pupils • Ensure staff accountabilities are clearly defined , understood and agreed • Work with the governors to ensure that the school meets all statutory responsibilities <p>Strengthening the community</p> <ul style="list-style-type: none"> • Work collaboratively with other schools, colleges, community groups and stakeholders to respond to needs and enable inclusion. • Support and promote good autism practice across the wider community and stakeholder groups. • Engage with parents so that they are empowered to take a central role in supporting learning in the school. <p>Job descriptions only reflect 80% of a role, and are not an exhaustive list of duties. You are expected to carry out other activities that are within the scope of the role.</p> <p>Qualifications and experience</p> <p>Essential :</p> <p>First degree QTS Senior leadership experience Taught children with autism Budget management skills</p> <p>Desirable</p> <p>Higher degree or equivalent further study NPQH Additional qualifications in SEN or /and autism Taught in mainstream education Leadership experience at Deputy Principal or Principal level.</p>

Plans for recruiting school staff

The Principal will lead on the recruitment of the staff team, with support from the NAS Director of Education.

The staff will be recruited following a robust procedure which will identify how closely their qualifications, experience and values meet with those of the NAS Vanguard Free School and the way in which the curriculum is to be delivered.

The Lead Teachers will need to be experienced and confident in their knowledge of autism and mainstream secondary and primary education. Other staff may be less experienced and with the support of the extended NAS Education group and the NAS learning and development structure, the lack of autism expertise will be quickly and effectively addressed. Experience of employment of NQTs for instance in our other schools has shown that their enthusiasm and open mindedness usually means that they rapidly embrace the opportunities to develop their autism knowledge.

High quality training and continuous professional development in educating children and young people with autism will be a key part of our offer to potential staff and we believe this will attract people to apply for the roles.

The NAS HR department will lead on placements of adverts and as well as the usual national papers for Teachers, adverts will be placed in local press and on the NAS web site. Support staff vacancies will be advertised through local press, local shops and through local charity and NAS Branch newsletters.

All appointments are subject to the successful completion of a six month probationary period and appointees will be subject to rigorous reference checks, enhanced CRB, POVA/POCA checks and the satisfactory completion of induction training.

We will have a comprehensive three week staff induction programme that covers topics including: autism, SPELL, SCERTS, behaviour support, safeguarding, and person centred planning. The NAS Vanguard Free School and the NAS are committed to delivering high quality, values-led training to its entire staff. Following a robust induction programme, ongoing training will be delivered locally and also through the NAS training department. All NAS support staff are trained to reach NVQ level 3 standards in care and support and the proposed free school will adhere to these standards. All staff will receive supervision from their line manager every two months. This is an opportunity to provide staff with feedback and direction as well as to discuss any other issues.

Governors

In line with good practice in corporate governance the school will give due regard to promoting equality and diversity and will endeavour to ensure that in recruiting governors, the governing body represents the community the school will serve. The NAS Vanguard Free School steering group will take into account the skills of the three company members with regard to leadership, finance and business acumen and have identified that the skills gap required for the governing body as being local knowledge and local presence. To address this we have approached a key leader from the local

community who has agreed to be a governor. The Director of Education from the NAS will also be a Governor and as a major contributor to the application, ethos and vision for the proposed school will have a major role to play in the facilitation and translation of the school vision into practice within the governance group.

Governor 1

[REDACTED]

Current Position

[REDACTED]

[REDACTED]

Governor 2

[REDACTED]

[REDACTED]

Current Position (2010 to date)

[REDACTED]

[REDACTED]

Qualifications

[REDACTED]

Recent career history

[REDACTED]

Other

[REDACTED]

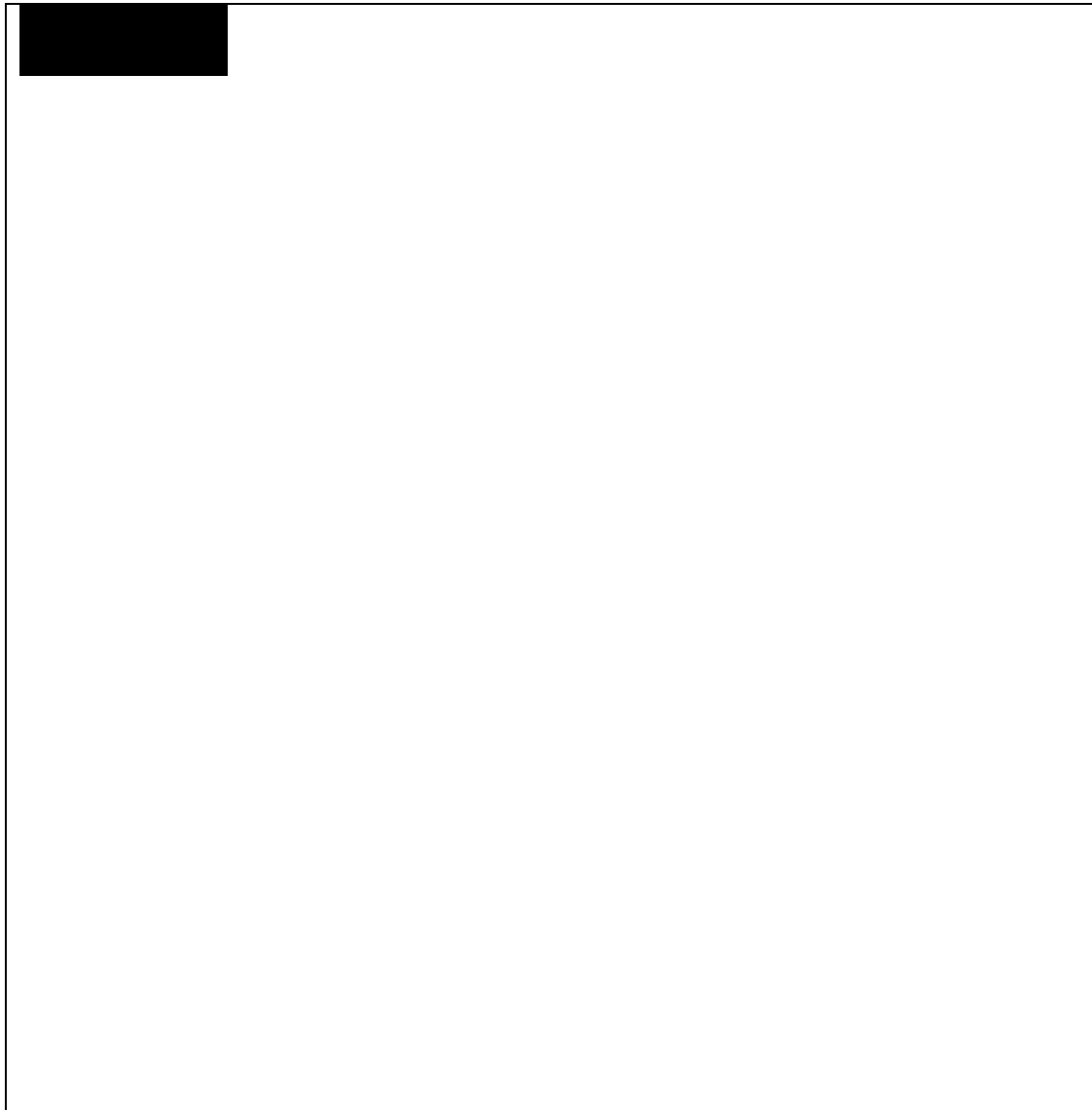
Additional Governors to be appointed

We plan to have at least one person with autism as a governor at the school. Two more governors will be recruited from the parents of pupils at the school and we also plan to recruit a governor from a local business and local faith group. Once the outcome of the application has been announced we will revisit those that have given positive responses to explore the possibilities of recruitment.

An induction pack will be prepared for governors which will provide information about the school and explain the roles of the governors. It is anticipated that this pack may also be given to prospective governors to help them decide whether they wish to become governors.

Section G: Initial costs and financial viability

Please refer to pages 30 to 34 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.



Section H: Premises

Two sites are being actively considered at present with a view to having two campuses, split by age groups. Both are owned by [REDACTED], although it has yet to be established if either site would offer sufficient space to meet the school's needs.

The larger site which could be suitable for the younger age group is at [REDACTED], London [REDACTED].

The smaller site is the [REDACTED], Clapham Common.

[REDACTED] is aware of our interest in both sites.

Annexes

The annexes:

- are included within the page limit and restricted to documents relating to your evidence of demand (e.g. questionnaires and maps) and relevant CVs;
- should be submitted as part of your application i.e. as one Word document; and
- do not include the financial templates (which should be submitted separately in Excel and are excluded from the page limit).

Letter of support from Lambeth
Public survey results

Annexe 1
Annexe 2

Annexe 1

Letter of Support from Lambeth Borough Council

Your Ref: Vanguard Free schools

Our Ref: AA/SB/Free School



[REDACTED]
52 Hanover Garden
London
SE11 5TN

14 December 2012

Dear [REDACTED]

I am writing on behalf of the Council in response to your request for a letter in support of your application to the Department for Education to set up an ASD specific free school in Lambeth.

I understand that you are making application to the DfE to establish a free school within Lambeth which will provide places for up to 60 Secondary age young people with significant educational needs associated with autism.

I can confirm that the Council has identified the need for growth in the number of ASD places in the Borough at both Primary and Secondary ages within the 5 year SEN Strategic Plan. There are plans now being progressed to develop such resources within the Borough both within mainstream and special school settings. Your proposed free school can fit into those plans and I can confirm that the Council will consider including the school in the Borough's SEN core offer from September 2014.

This support is offered within the following constraints:

1. That the Vanguard group is committed to developing the school in full and open cooperation and collaboration with the Council.
2. That the development of the places at the school is fully within the needs of the Borough as identified in the SEN Strategic Plan and is coherent with the general development of places in all settings across the Borough.

Based on the earlier communications between your group and the Council I am confident that you will be happy with these conditions on our offer of support for the school.

I wish you well and look forward to working together towards creating the ASD resources the Borough needs.

Yours sincerely

[REDACTED]

[REDACTED]
Executive Director Children & Young People's Service

London Borough of Lambeth
Executive Director's Office
Children & Young People's Service
7th Floor, International House
Canterbury Crescent
London SW9 7QE

E-Mail: [REDACTED]
Telephone 020 7926 9771
Facsimile 020 7926 9778
www.lambeth.gov.uk



INVESTOR IN PEOPLE

Annexe 2

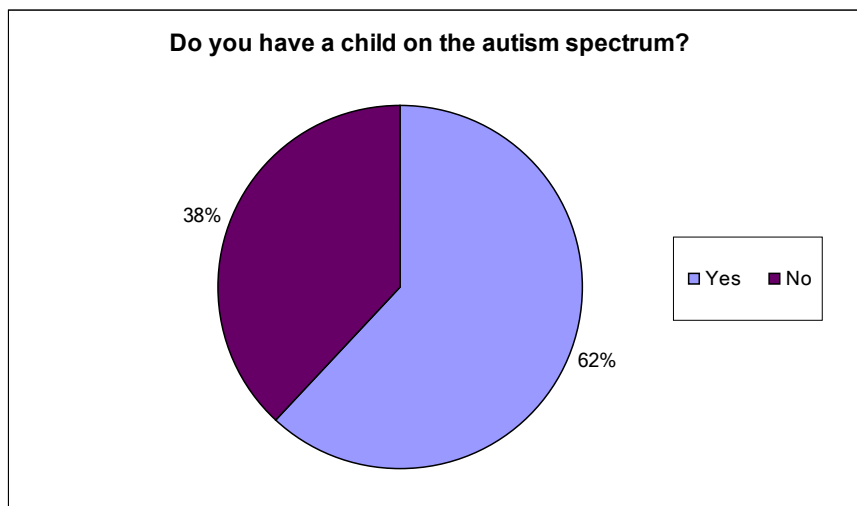
Results from Parental Survey

(Questionnaire publicised via NAS website, emails and via public open day in Lambeth).

NAS Vanguard Free School in Lambeth Survey

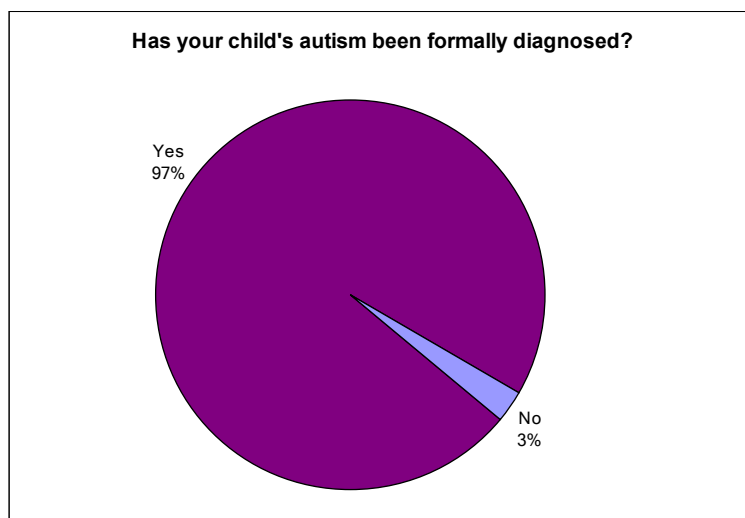
1. Do you have a child on the autism spectrum?

Responses: 440



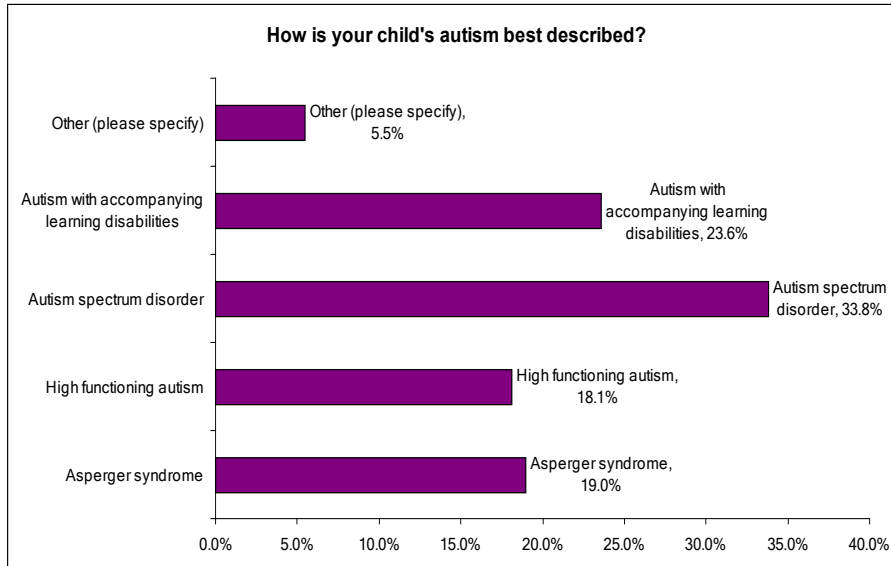
2. Has your child's autism been formally diagnosed?

Responses: 209



3. How is your child's autism best described?

Responses: 237



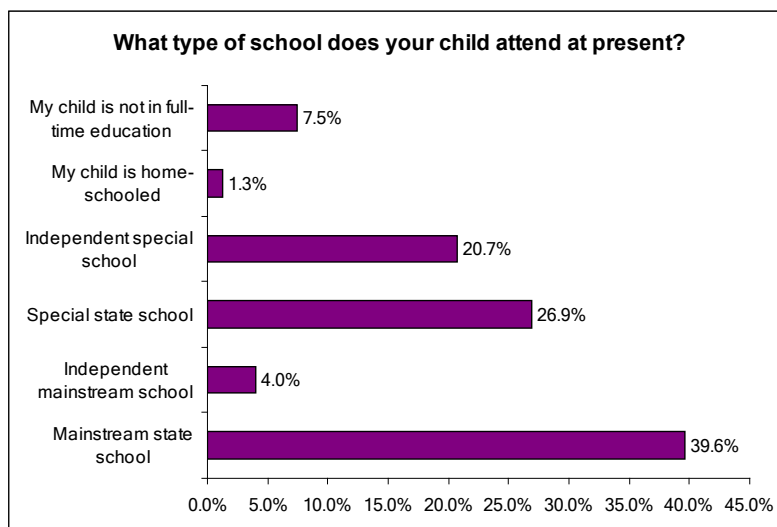
4. Does your child have a statement of Special Education Needs?

Responses: 235

Yes	188	80%
No	47	20%

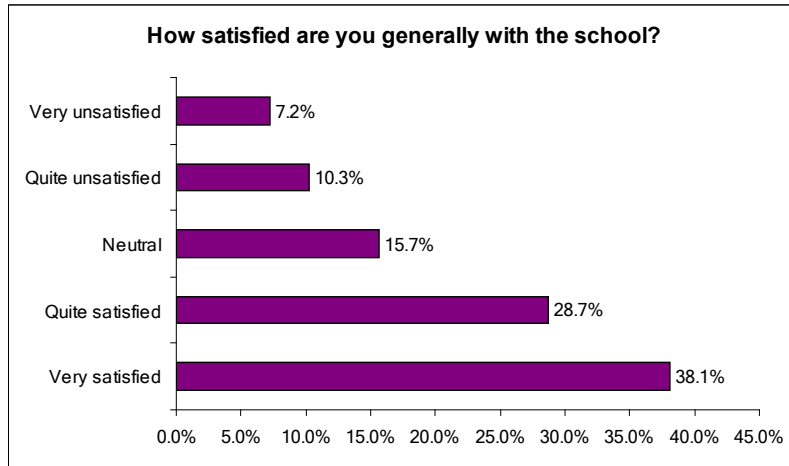
5. What type of school does your child attend at present?

Responses: 227



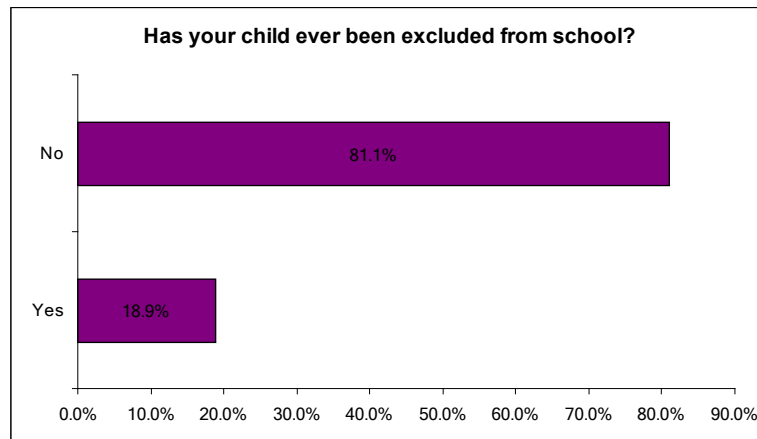
6. How satisfied are you generally with the school?

Responses: 223



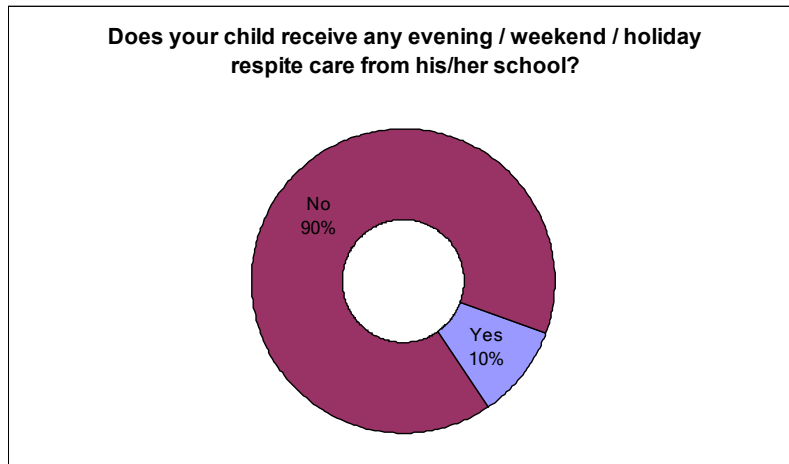
7. Has your child ever been excluded from school?

Responses: 228



8. Does your child receive any evening/ weekend/ holiday respite care from his/ her school?

Responses: 232

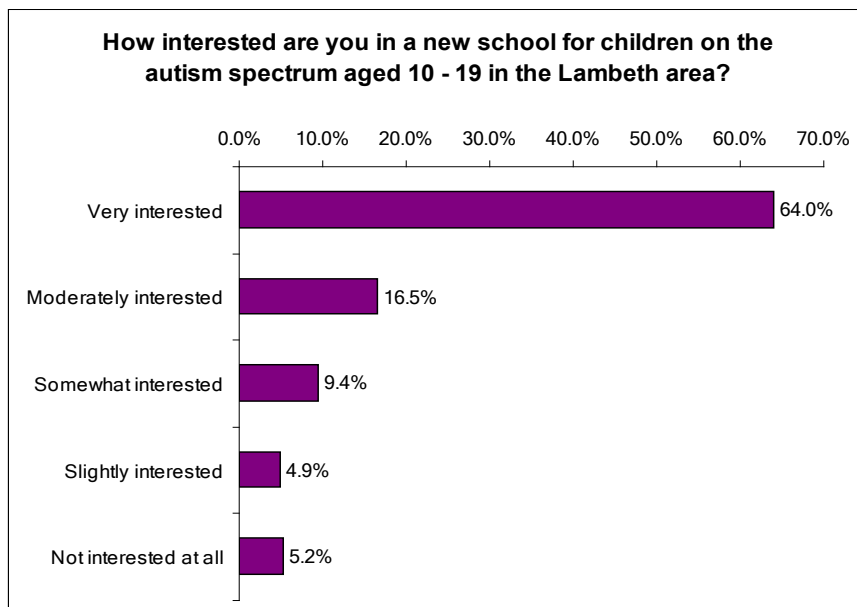


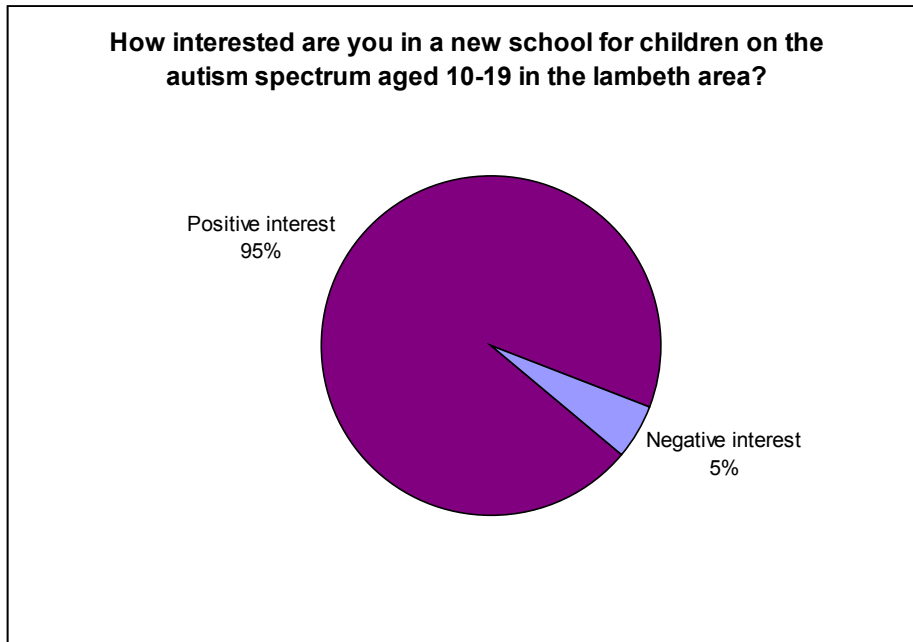
**If 'yes' please tell us how satisfied you are with the respite provided
(Sample of responses – edited to remove single word answers etc)**

██████████

9. How interested are you in a new school for children on the autism spectrum aged 10-19 in the Lambeth area?

Responses: 268



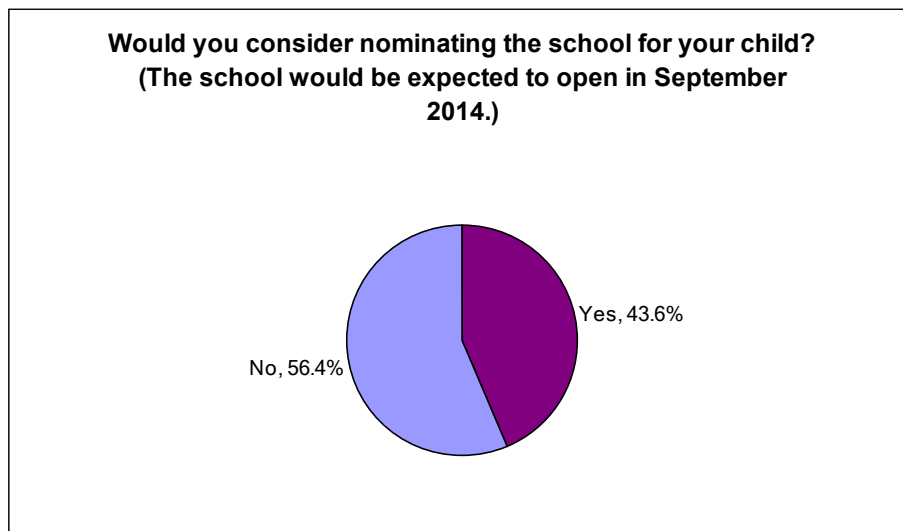


Sample of responses:

██████████

10. Would you consider nominating the school for your child? (The school would be expected to open in September 2014.)

Responses: 221



Distribution of those who would consider sending their children to the Vanguard Free School – London Postcodes:

██████████

11. What is your child's date of birth

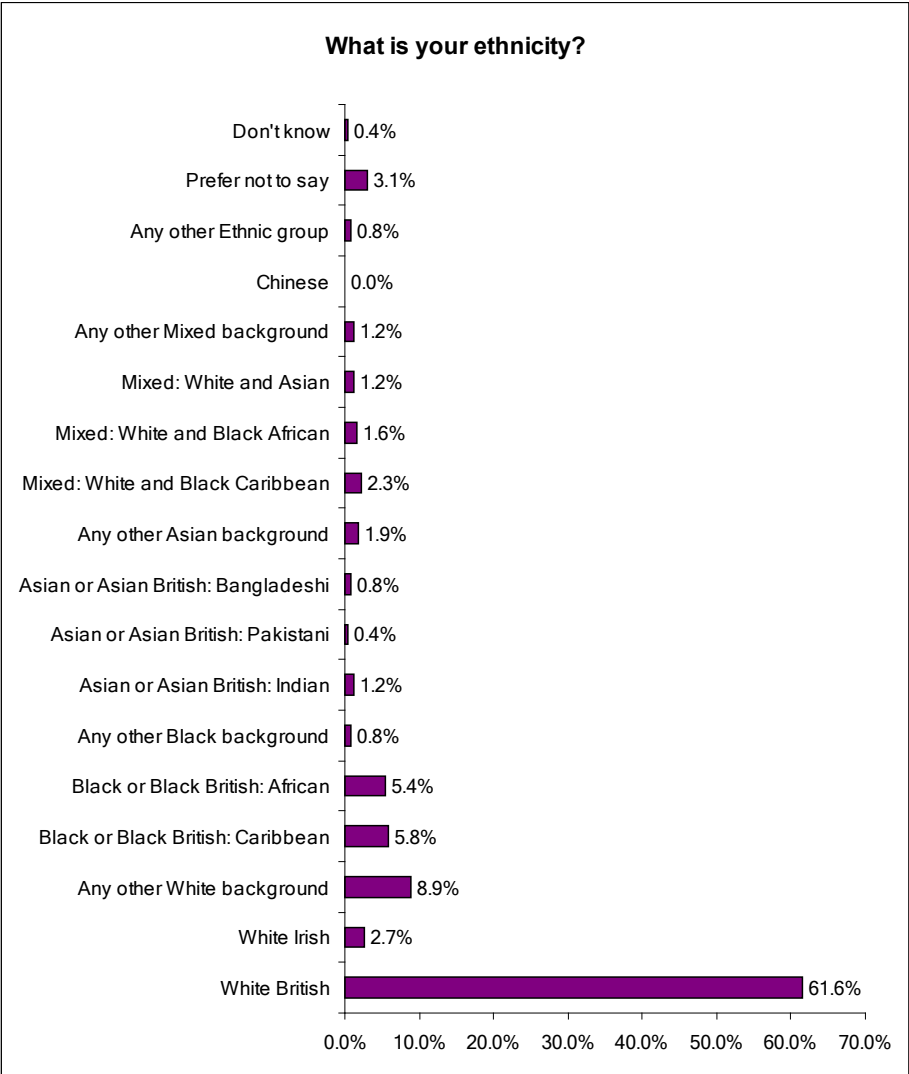
All survey respondents' children's ages at -1/09/2014

School Year	Age	Number
Primary School	Under 12	76
Year 7	12	19
Year 8	13	20
Year 9	14	13
Year 10	15	7
Year 11	16	9
Year 12	17	5
Year 13	18	3
Over 19	19	13

Children whose parents would consider sending their children to Vanguard Free School, school year at 01/9/14

Respondent Children's Age at 01/09/14	
Year 7	14
Year 8	8
Year 9	4
Year 10	4
Year 11	7
Year 12	
Year 13	
Total	37

Ethnicity



© Crown copyright 2012

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence.

To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is also available for download at www.education.gov.uk/publications

