

# Free Schools in 2014

## Application form

### Special Free Schools

## 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](mailto: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  
3<sup>rd</sup> 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  
4<sup>th</sup> 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.	x <input type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<a href="#">Section A</a> : Applicant details – including signed declaration	x <input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section B</a> : Outline of the school	x <input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section C</a> : Education vision	x <input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section D</a> : Education plan	x <input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section E</a> : Evidence of demand	x <input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section F</a> : Capacity and capability	x <input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section G</a> : Initial costs and financial viability	x <input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section H</a> : Premises	x <input 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.	x <input type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	x <input type="checkbox"/>	<input type="checkbox"/>
5. <b>Independent schools only/NMSS</b> : you have provided a link to the most recent inspection report.	x <input type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only/NMSS</b> : you have provided a copy of the last two years' audited financial statements or equivalent.	x <input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to <a href="mailto:special.fsapplications2014@education.gsi.gov.uk">special.fsapplications2014@education.gsi.gov.uk</a> between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	x <input 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 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	x <input type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <a href="#">Section A</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 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	x <input type="checkbox"/>	<input type="checkbox"/>

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: The Bridge School 251 Hungerford Road London N7 9LD
3.	Email address: [REDACTED]
4.	Telephone number: 020 7619 1000
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. <span style="float: right;"><input type="checkbox"/> Yes x <input checked="" type="checkbox"/> No</span>
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <li><input type="checkbox"/> A parent/community group</li> <li><input type="checkbox"/> A teacher-led group</li> <li><input type="checkbox"/> An existing Free School sponsor</li> <li><input type="checkbox"/> An academy chain</li> <li><input type="checkbox"/> A federation</li> <li><input type="checkbox"/> An independent school</li> <li>x <input checked="" type="checkbox"/> A state maintained school</li> <li><input type="checkbox"/> Something else</li> </ul>
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <span style="float: right;"><input type="checkbox"/> Yes x <input checked="" type="checkbox"/> No</span>
10.	If Yes, please provide more details:

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 x <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:	
<b>Details of company limited by guarantee</b>		
13.	Company name: The Bridge Integrated Learning Space Ltd	
14.	Company address: 251 Hungerford Road London N7 9LD	
15.	Company registration number and date when company was incorporated: 31.12.2012 Company number 8343491	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes x <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
<b>Company members</b>		
<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: 3	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	
	4. Name:	

### Company directors

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.

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: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

21. Please provide the name of the proposed chair of the governing body, if known: [REDACTED]

### Related organisations

22. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. 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.

Yes  
x  No

23. If Yes, please provide the following information about each organisation:

- 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.

24. 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 (eg Pentecostalism, Deobandism, Reform Judaism, etc).

<b>Existing providers</b>		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes x <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes x <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	x <input type="checkbox"/> Yes <input type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	134030
29.	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:	PMLD/ SLD/ ASD 168 pupils on roll Age range 2-19
30.	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: <a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/134030">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/134030</a> November 2008	
31.	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: N/A Performance data can be provided on request	
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	



**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:	The Bridge Integrated Learning Space	
2.	Proposed academic year of opening:	2015	
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input checked="" type="checkbox"/> Other  If Other, please specify: 7 -19	
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: <a href="#">.</a>  <input type="checkbox"/> Specific Learning Difficulty (SpLD) <input type="checkbox"/> Moderate Learning Difficulty (MLD) <input checked="" type="checkbox"/> Severe Learning Difficulty (SLD) <input checked="" type="checkbox"/> Profound and Multiple Learning Difficulty (PMLD) <input checked="" type="checkbox"/> Behaviour, Emotional and Social Difficulty (BESD) <input type="checkbox"/> Speech, Language and Communication Needs (SLCN) <input checked="" type="checkbox"/> Autistic Spectrum Disorder (ASD) <input type="checkbox"/> Visual Impairment (VI) <input type="checkbox"/> Hearing Impairment (HI) <input type="checkbox"/> Multi-Sensory Impairment (MSI) <input type="checkbox"/> Physical Disability (PD) <input type="checkbox"/> Other (please specify below)	
5.	Proposed maximum capacity of proposed special Free School	For Statemented pupils	25
		For Non-statemented pupils	
6.	Date proposed school will reach expected capacity in all year groups:	2015	
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed	

8.	Will your proposed school include residential provision?  <input checked="" type="checkbox"/> Yes <input 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:	
13	Please tell us how you found this site:	
14	Is the site:	<input type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input checked="" type="checkbox"/> don't know?
15	If you have <b>not</b> identified a site yet, please tell us the postcode of your preferred location:	N1;N5;N7;N6;NW3
16.	Local authority in which the proposed school would be situated:	Islington

17.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Camden, Haringey, Hackney
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).</p> <p>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. <b><i>If this applies to your application please briefly outline the main differences below.</i></b> You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>n/a</p>	

## Section C: Education vision

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

The Bridge Integrated Learning Space (the BILS) will be a school for children and young people aged 7-19 who have PMLD and extreme sensory issues, and exhibit challenging behaviour. The school will have 25 places, eight of which will be residential. As representatives of an existing Outstanding Special school, the Bridge School, we want to establish the BILS for those children and young people who require a very high level of support, a specific sensory environment and a highly integrated team approach in order to make progress and achieve in their education.

### **Rationale: Why the BILS?**

In our experience of running an extremely successful Special school in north London, we have found that students with certain characteristics have been extremely difficult to place in appropriate provision. We want to meet the needs of this particular demographic. Our rationale for the BILS is:

#### **Need for specialised provision for our proposed student demographic:**

There is no specialist provision for children and young people with the characteristics and needs for which we have designed the BILS anywhere in London. This demographic requires a very specific educational experience in order to learn effectively. Every aspect of the school needs to be tailored, from a physical environment tailored to their sensory needs to an extremely high staff: student ratio of approximately 1:1 at all times. In a provision like this, we know that we can support these students to gain the most from their education. However, no such provision currently exists, and these students are being let down in the education system.

The BILS will be the first school in London which is specifically designed to meet the needs of these young people. We anticipate that we will receive more requests for places than we have available within the first two to three years after opening. However, we have decided on the size of the school as the most educationally beneficial for our pupils and will not, therefore, expand the school. In keeping with the ethos of the Bridge School, we will be very happy to provide support to other groups aiming to establish a similar provision in other locations, as we believe that there is a real need for schools of this kind.

#### **Need to offer a real alternative to residential provision:**

Many of the students for whom schools like ours at the Bridge are unable to provide appropriate support are placed in residential schools. There are key problems with this arrangement. Firstly, these residential placements often

take students a significant distance from their families and communities, placing a heavy emotional burden on both the young person and those around them. Secondly, these residential placements can remove the young person from their home unnecessarily; whilst some young people will thrive in a residential setting, others do not need to be there and could thrive at home with appropriate support from their school. And thirdly, these residential placements are very expensive between £180,000 and £400,000 per year, and do not represent value for money for the commissioning Local Authority.

JAP are the Joint Agency Panel (Health, Social Care and Education) who agree to jointly fund exceptional packages of support including residential provision for Islington children and young people. In addition to JAP there are instances where a single agency may fund an exceptional package, particularly if this is day rather than residential provision.

As part of putting together this application, we analysed the minutes for the past two years of JAP meetings. In this time 14 young people have been discussed who may be suitable for The Bridge Integrated Learning Space (the BILS). Some of these young people are already attending residential provision out of Borough and it may not be appropriate for them to return in Borough, but these numbers provide some indication of overall need for high levels of provision, such as that which will be provided by BILS. This number only represents children and young people from one Local Authority, and thus provides an indication of the high levels of need within north London taken as a whole.

**Need for an integrated, team-based approach to meeting needs:** We know that all of the professionals who work with children and young people with severe and complex needs are more effective if they work in an integrated way as a team. This is the model on which the Bridge School is run, and which has received Outstanding grading from Ofsted. Because the different needs – those around education, health and care – are so interlinked in the case of our proposed pupil demographic, it does not make sense to think in terms of different teams. The most effective school for these children will be one which can provide support in all of these areas, with staff members who know how to co-operate and share their practice. We have the expertise to deliver on this model.

By gathering these professionals into one school, we will be able to provide a highly specialised hub of expertise and best practice. This opens the potential for us to provide outreach services to other Special school with whom pupils with these or similar needs might be based. This may prevent children from reaching the stage at which they need to access our provision on the ground of the challenging behaviour. Our school will therefore have a more profound impact on the local educational community than might be imagined.

**Need to support families to support their children and young people:** When a child with the specified needs that the BILS will cater for is placed

into residential care, the placement is usually for life – pupils do not return to live with their families. The BILS aims to decrease the number of life-long residential placements required by:

- Intervening early, before a child's challenging behaviour is exacerbated by the lack of appropriate provision;
- Working in an integrated way with health and social services to provide an environment which meets the needs of these young people closer to home
- Supporting whole families to manage the presenting difficulties of the child.

**Need to provide value for money for commissioning Local Authorities:**

Whilst putting this application together, we have conducted a benchmarking exercise to ensure that the BILS will offer value for money for our commissioning Local Authorities. The local schools in which pupils who fit the BILS' demographic might be placed are:

Treehouse School: according to IBIS, a day placement at Treehouse costs between [REDACTED] and [REDACTED] per year. This school only provides for children with ASD and thus will not be suitable for all pupils for whom the BILS will cater. It also runs with a particular educational philosophy which is very different from that behind our educational vision.

The Tavistock Day Unit: a day placement at this unit costs approximately [REDACTED] per year. This school supports children with significant emotional and behavioural difficulties and runs a similar model to that planned for the BILS in that it is strongly multidisciplinary.

Kestral House: the latest available fees for this school are [REDACTED] for pupils with ASD. They are likely to be considerably higher for pupils with the severity of needs that our pupil population is likely to have.

There is no known residential education provision for pupils with significant special educational needs within a 25 mile radius. The closest known residential provision which has some similarities to the provision BILS is looking to make is Prior's Court, although this is only for children with autism. OFSTED 2010 reports the costs at [REDACTED] per year for a day placement and [REDACTED] for a residential placement. Additional fees are then charged on top of these costs for particularly challenging pupils.

A place at the BILS is planned to cost [REDACTED] for a day placement and [REDACTED] for a residential placement, with no additional charges being made on top of this. This represents considerable value for money in addition to meeting a need that is not met specifically by any of the organisations listed above.

**Our Student Demographic**

We have provided four detailed case studies of children and young people who would form our target demographic in annexe nine. These case studies

have been written on real children who have either had to take up distant residential places, or who are currently at the Bridge School where we are not able to provide them with the full support they need. These case studies give considerable detail on the precise characteristics of our proposed pupil demographic. From this, it can be seen that our provision is designed around their needs.

### **Our Vision**

Our vision is for a school which is tailored to meet the needs of this very specific group of pupils. There are three key elements to this vision: physical environment, staffing and teaching and learning.

#### **Teaching and Learning:**

Fundamentally, we want the BILS to be a school where pupils with very severe and complex needs are able to learn. Currently, pupils from our proposed demographic tend to access placements which are inappropriate for them in one way or another. Students can't learn in an environment – physical, social or any other sense – in which they aren't comfortable. By looking at the needs of our pupils as individuals, we aim to meet them in a way which does not depend on compromises. In this way, we can ensure that both the quality and the quantity of teaching and learning are maximised.

Underpinning everything that we do at the BILS will be our belief that any pupil is able to achieve. We will be aspirational for every single pupil who joins us, no matter what their needs or their previous engagement with education. Our school is designed to provide highly individualised support for every pupil: our curriculum allows teaching staff to design their specific teaching around the specific needs of their class, and a classroom ratio of 1:1 support for all pupils at all times will enable us to deliver this effectively.

All teaching and learning processes will be designed to address the individual barriers to learning which pupils face. These might include extreme sensory modulation difficulties, communication difficulties, learning disabilities, a lack of continuity between home and school, their parents lacking in the capacity to support them, housing issues and environmental pressures faced by living everyday life in London. Some pupils will be exhibiting highly challenging behaviour as a response to these challenges, which in itself may have been a challenge for members of staff at other schools and provisions. The key ways in which we will address these challenges are by focusing on communication, sensory and physical aspects of the educational experience at the BILS.

At the Bridge School, we have developed curricula for pupils with different needs and characteristics. These will be drawn upon and developed in putting together the curriculum plans for the BILS. The curriculum used in the school will be designed for children with the most significant and complex learning difficulties. This curriculum will be designed so that it can



be totally individualised depending on the class and on individual pupils. We trust our teachers as professionals capable of making the best decisions for the young people they are teaching about the content and structure of the school day. Senior leaders will provide guidance, rather than being prescriptive, to allow our teachers the freedom they need to meet their pupils' needs.

As well as teaching staff, we will utilise a team of other professionals (for more information, see below). Our school will provide thoroughly integrated multi-agency support at every level, including in the classroom on an everyday basis: either an OT or SLT will be in every classroom at all times. As well as providing a high level of support for our pupils, this staffing structure will enable members of staff to learn from each other so that all staff members can utilise techniques from across different disciplines as is most appropriate for individual pupils.

We also consider parents to be vital partners in enhancing their children's learning. We will work with parents, teaching them the strategies that they need to support our pupils and learning from them as well (please see below). This will include training around safe, effective physical intervention, which is often a traumatic experience for both adults and children and more so if not done correctly.

As well as working to respond to challenges, we will work to prevent them arising. One of the most crucial ways in which to do so will be to focus on enabling our pupils to communicate in the way which is most meaningful to them. In so doing, we will give them access to learning, enrich their personal relationships and reduce their need to communicate through challenging behaviours. Our aim is to promote functional communication skills amongst all of our pupils; for some these will be the sole aim of their curriculum for a time, but for all they will be woven throughout the entire educational offering of the school.

We also want the BILS to be a place in which pupils are able to build meaningful and sustainable relationships. These will include those with their families, with members of staff and with their peers, as appropriate. As with enabling them to communicate, facilitating the skills needed to build relationships will have a huge impact upon the richness and quality of a child's life. In doing so, it will also impact upon their willingness to engage with and their ability to access our curriculum.

#### Staffing:

We know from experience that running a successful school depends in large part on recruiting, training and developing outstanding members of staff. This is vital to any school, but in a school like the BILS in which our pupils will have severe and complex needs, the quality of our staff and their on-going professional development is arguably even more important.

Our vision for the staff team is that it is a team of multidisciplinary

professionals all working together towards common aims. These aims are large scale – the ultimate success of our pupils and their opportunity to live fulfilled, happy lives after they leave school – but in order to get there, our staff team will need to agree on and work towards goals which are annual, termly and even daily in scope. Our school will directly employ teaching staff, support staff, occupational therapists and speech and language therapists. We will also work closely with physiotherapists, psychologists and a psychiatrist. In the case of those pupils who are accessing the residential provision which will form part of the BILS, the team around them will also include the staff of the residential centre. By enabling all of these professionals to work as a true team, the BILS will be able to approach each child or young person totally individually, responding to their specific needs and interests.

We will consider the parents, carers and guardians of our pupils as partners in their learning, and make every effort to involve them in the life of the school. We intend to work closely with our parents to develop the skills that they will need to support their children educationally, emotionally and functionally. For example, we will provide frequent opportunities for parents to come into the school to work with the school staff who are supporting their child. The staff will provide information, advice and guidance which will help parents to begin to use the same strategies at home as are most successful in school. We also know that parents have a highly valuable insight into the needs and personality of their child, which we will take fully on board. Where pupils are in our residential provision, we will encourage parents to come and visit as often as possible so that their children remain part of their families and do not experience being cut off in the same way which many have in the past when placed in residential provision far from home. The Family Support Worker will also work with families in their own home.

In order to maximise our pupils' learning, we will ensure that all staff members are trained in the strategies, policies and use of resources that we know from experience are effective for pupils with these needs. There will be an emphasis within the school on developing and sharing best practice; this will be aided by the close links between the BILS and the Bridge School, which will enable wider sharing between members of staff. We value our staff as a crucial resource and will provide them with top quality on-going professional development. We know that working in a school like this one is a difficult job to which our staff will be totally dedicated, so we will provide the support that they need to fulfil their role to the best of the ability. For example, we will make counselling services available to staff members. Measures such as this will help to ensure that we retain our best staff, thus providing consistency which is so important to our pupils.

#### The Physical Environment:

One of the key reasons that pupils from the proposed demographic do not thrive in other schools, including the Bridge School which is closely involved in this application, is that the physical environment is not set up

appropriately for them. Pupils attending the BILS will have very specific sensory, dietary, mobility and emotional needs which few schools are in a position to meet. At the BILS, the entire physical environment will be designed around them.

Crucially, pupils must feel safe in the school. If pupils do not feel safe, they are not in a position to learn or positively interact with their peers or the adults around them. We know that one of the key factors in disturbing these pupils is a lack of order and organisation; we will therefore ensure that the school is laid out in a way which minimises unnecessary movement between learning spaces, discourages clutter and allows for the best quality learning to take place. At the same time, it is important that the environment should be versatile so that we are able to deliver the full curriculum as described in section D. We will therefore make use of furniture and fittings to create flexible learning spaces which do not cause stress to our pupils.

Part of this flexibility will be around having control over the sensory aspects of the learning space. Because so many of our pupils are likely to have sensory needs, it is important to minimise disruptive stimulation which will make the environment less acceptable to them and thus disturb learning. We will ensure that walls and displays are in appropriate colours and that we have versatile lighting arrangements which can be changed to respond to the pupils' needs at any given time. We will also ensure that rooms are soundproofed to avoid distracting or distressing noises to travel throughout the school. Staff will be expected to keep the school as a calm, quiet place where sounds are generally muted apart from in meaningful communication. Soft furnishings will be used throughout the school to avoid unpleasant tactile stimulation and to minimise the risk of any injuries.

As well as reducing distress through sight, sound and touch, we are aware that many pupils from our proposed demographic have very specific dietary requirements. We will therefore employ kitchen staff specifically for the BILS, rather than outsourcing catering. It is essential for our pupils well-being that they are able to access modified, individualised diets which meet their specific needs.

In addition to classrooms and normal learning spaces, we will utilise a soft play room and a quiet room which pupils can use if they or staff feel that they are nearing sensory overload or need to take a break from learning. If at all possible, we will also use an outside space, including covered space so that pupils are always able to access it regardless of the weather conditions. This outside space will include appropriate equipment to be used during lessons and break times to supplement different types of learning.

Central to our vision for the physical environment of the BILS is that all students can have their needs met in a safe, secure and calm environment. Indeed, providing this environment is a central part of meeting these needs in and of itself.

## **Our Team**

The team behind the BILS is largely drawn from the staff and governors of the Bridge School, an Outstanding Special school for pupils aged 4 -19 located on two sites in Islington, north London. If our application is successful, we intend to form a federation between the Bridge School and the BILS. We also intend to share key members of the senior leadership teams of each school, including an Executive Headteacher.

We are a team of highly experience professionals who believe that every child and young person, no matter how severe or complex their needs, has a right to an outstanding education. We decided to establish the BILS because we work with the pupils who would make up our target demographic every day, and we understand just how specialised their provision needs to be in order to ensure that they achieve. Although the Bridge School is highly successful, we do not believe that we are currently providing the support that this particular demographic needs, nor that it is possible to do so in the context of the existing school. We do, however, have the expertise to establish and run the BILS as a school tailored to the needs of pupils who are currently being let down.

As a nationally recognised centre of excellence, one of only 22 Special Teaching Schools and a National Support School (with the Headteacher [REDACTED] designated a [REDACTED]) the Bridge is committed to system leadership. It has a record of supporting special schools across London to develop their teaching and learning and subsequently achieve better inspection results.

This application has been put together by the senior leadership team of the Bridge School, with support from other members of staff from the school. This team will be involved at every stage of setting up the BILS and in running it. We are confident that, by working with an existing Outstanding school so closely, the BILS will be in a secure position from its first day of opening. The school's staff will be able to access partnerships built up over many years by the Bridge School which will be vital to its successful delivery of our planned curriculum.

## **Our Aspirations**

The following are our key aspirations for the BILS:

### **Supporting families to stay together:**

One of our key rationales for applying to establish the BILS is that currently students from our proposed demographic have to take up residential placements a long distance from their homes, their families and their communities. Keeping families together by enabling young people to remain at home, or close to their families in our residential provision, will therefore be a key target.

Target: Within 2 years to reduce the number of long term residential

placements for pupils with this demographic by at least 50%

**Developing our pupils' functional communication skills:**

Literacy, numeracy and ICT skills, the core functional skills which our young people will need to communicate, are central to our curriculum. As well as being taught discretely, they will be embedded across all aspects of learning. It is therefore appropriate that we use this as a key target for the BILS.

Target: Data will demonstrate an improved rate of pupil progress for 100% of pupils

**Developing our pupils' ability to self-modulate:**

The BILS will be designed for children with very complex sensory and learning needs. Typically, these children will be exhibiting highly challenging behaviour when they join the school. We want to support our pupils to develop their self-modulation skills, which will enable them to communicate through positive types of behaviour.

Target: Data will demonstrate improved ability to self modulate for 100% of pupils

**Maximising independence skills:**

The ability to which pupils at the BILS are able to develop the skills needed for independent living will vary, depending among other factors on each individual's cognitive range. This development will be key to our educational offering and thus the extent to which we achieve it is an appropriate target for our school.

Target: 100% pupils will demonstrate significant improvements in independence skills using both National Data and more detailed data reporting systems designed by The Bridge School.

**Reducing self-injuring behaviour:**

We believe that all behaviour is communication. A child who is self-injuring is not communicating positive messages about the way that they are experiencing life. At the BILS we will aim both to support pupils in learning more positive ways in which to communicate, and to provide a supportive, enriching experience which means that they do not need to communicate negative experiences in any case.

Target: Analysis of challenging behaviour will demonstrate a decrease in self-injurious behaviour for 98% of pupils

## 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
Reception						
Year 1						
Year 2						
Year 3		5	5	5	5	5
Year 4						
Year 5						
Year 6						
Year 7		15	20	20	20	20
Year 8						
Year 9						
Year 10						
Year 11						
Year 12						
Year 13						
Totals		20	25	25	25	25

## Section D: Education plan – part 2

Please refer to pages 19 to 22 of the 'How to Apply' guidance for what should be included in this section.

### **D1: Curriculum Rationale**

#### **Curriculum Aims and Principles.**

The BILS will cater for pupils with severe, profound and multiple learning difficulties, and pupils with autism. Most of our pupils will have language delay and some pupils are non-verbal communicators. Pupils are taught in small groups and many pupils require individual teaching. The school will be a multi-disciplinary environment and offer a holistic approach to pupils' education, with therapists an integral part of this process. We will build positive relationships between staff, pupils, parents and other agencies and in the appropriate curriculum it offers.

The Curriculum will reinforce the notion of a continuum of individual need, the framework of which is flexible enough to ensure pupil's progress at a pace commensurate with their intellectual, emotional and physical development at all times. It will also promote pupils' spiritual, moral and cultural development and prepares them for the opportunities, responsibilities and experiences of adult life.

The BILS will maintain a number of curriculum documents which are specific to Key Stage and achievement. These will identify the key learning intentions and the organisation required to support these. Where appropriate, the learning will be cross referenced to the National Curriculum. Differentiation will be planned and documented in lesson plans, target setting, and individual education plans, thus allowing for individual learning styles and progress. The school will use a wide range of approaches and resources to ensure each experience and/or lesson stimulates and sustains interest. Pupils will have opportunities to acquire basic skills in a variety of contexts throughout the school day and to build upon and develop these. They are encouraged as far as is possible to become independent learners who will leave school more confident members of society.

Our key aims are to:

- To provide a safe, caring and stimulating learning environment, with a variety of experiences, that increases the range of pupils' educational achievements.
- To develop essential life and independence skills, enabling all pupils to make choices and decisions according to their individual stages of development
- To accredit learning through nationally recognised schemes and qualifications.
- To offer the optimum balance between Individual Education Plans and the breadth of curriculum.
- To promote equal opportunities and provide access, where appropriate, to

all areas of the curriculum and systems of supported advocacy.

- To ensure consistent educational progression across phases and transition from school to adult life.
- To include pupils in mainstream education in a manner and to the extent that best meets their individual needs.
- To recognise and celebrate pupils' progress and achievements.

The school curriculum aims to provide opportunities for all pupils to learn and achieve. We want pupils at the BILS to make the best possible progress, building on their strengths, interests and experiences to encourage attainment. In order to do so, we will equip pupils with the essential learning skills of literacy, numeracy and ICT, whilst also developing creative and essential physical skills. We will facilitate both independent and collaborative work throughout the curriculum.

Our curriculum is also designed to promote our pupils' spiritual, moral, social and cultural development in order to prepare them for the opportunities, responsibilities and experiences of life outside school. Opportunities for learning will be embedded throughout the curriculum. Our pupils will develop their understanding of right and wrong, their appreciation of the beliefs of others and their respect for the environment in which they live. We believe that every student has the right to develop their own sense of self with integrity and autonomy, and that in so doing a curriculum will provide opportunities to develop their self-esteem and emotional well-being.

Each pupil attending the BILS will have an Individual Education Plan (IEP). Broad targets will be identified through the assessment process and via the pupil's Annual Review. These targets will then be broken down into smaller steps that cumulatively work towards achievement of the broader target. Targets will be set for areas of work that are not covered by lesson planning such as social and communication skills, independence and behaviour as well as situation specific programmes such as meal times. Speech therapists, occupational therapists and physiotherapists liaise with class teachers to write targets related to their discipline which are integrated into the IEP. Collecting evidence of progress will be an on-going activity. Evidence will be assessed, and targets reviewed each term. Parents will receive feedback on progress through a termly report. Every opportunity is taken by staff to promote and reinforce pupils' targets throughout the school day.

### **The Primary Curriculum**

Throughout the curriculum planning for our primary classes, we will use the content of the National Curriculum as a resource and to provide context. All planning will take the age, needs and other requirements of the pupil demographic and cohort into consideration. We will focus on the key skills of numeracy, literacy and ICT. The rest of the curriculum will be based around activities that meet our pupils' sensory, physical and social needs as well as their educational needs.



## **The Secondary Curriculum**

Curriculum planning during the secondary phase is highly differentiated according to the age, needs and other requirements of individual pupils. Each phase and group will have a whole curriculum overview each term; a termly plan will be drawn up using the scheme of work, and lesson plans will provide detailed information.

Some lessons during this phase are taught by specialised subject teachers. As in the primary phase of the school, there will be a key focus on literacy, numeracy and ICT. Other aspects of the curriculum will meet the pupils' range of needs, primarily educational but also including physical and sensory needs.

## **The Post-16 Curriculum**

Our post-16 curriculum will be based around a three year ASDAN accredited modular programme which focuses on life skills. These will include PHSE (relationships), Creative and Expressive Arts, Community and Environmental Awareness, Travel, Independent Living, Careers, PE/Recreation and ICT.

## **Teaching and Learning Principles**

Our aims for teaching and learning are that all children will:

- Achieve their potential in terms of spiritual awareness, academic achievement and aesthetic appreciation
- Be tolerant and understanding with respect to rights, views and the property of others
- Develop a responsible and independent attitude towards work and towards their roles in society.

We know from experience that effective teaching and learning takes place when young people are personally involved in their learning. Learning is effective when:

- Pupils know what they are aiming to achieve
- Pupils can work in a variety of ways as independent learners, in pairs, small groups or whole class groups.
- Pupils are encouraged to ask questions and/or report their findings to others
- Pupils experience work appropriate to their ability that challenges but is not beyond reach
- Pupils experience a range of tasks
- Pupils are supported through identification of skills, concepts and the language needed to complete the task
- Pupils know the criteria for assessing their work and how they can achieve maximum success
- Pupils enjoy and are interested in what they are doing
- Pupils can transfer learning skills into other learning situations
- Pupils are encouraged to use subject specific vocabulary when developing their knowledge and understanding
- Pupils make decisions about the outcomes of their work

- Pupils reflect on the work they have done and are involved in identifying how to improve
- Pupils can test and refine their ideas
- Pupils feel valued and have their achievements celebrated
- Pupils are able to work in a secure, attractive, safe learning environment.

We will ensure that all of these conditions are in place at the BILS.

Effective teaching takes place when the teacher encourages young people to develop some responsibility for their learning. Teaching is effective when:

- Teachers have high and consistent expectations of all pupils' behaviour and attainment
- Pupils understand the lesson's aims and objectives, what they should learn, and how this fits into the present theme
- Pupils are on task in an orderly atmosphere conducive to learning
- Classroom management is appropriate to the teaching situation – there is a prompt start and good time management throughout the lesson. Effective strategies are used e.g. seating plans. There is clear and effective intervention to deal with inappropriate behaviours
- Pupils have opportunities to be proactive and involved
- Clear targets are set for pupils and they receive feedback on the strengths and areas for improvement in their work based on regular and appropriate assessment
- Progress is being made and pupils are aware of this
- The scheme of work is appropriate with differentiation by task/resources/outcome so that all pupils can participate and feel valued. Tasks are appropriate, relevant and challenging to the age and ability of the pupils
- Teachers are well prepared and use a variety of teaching strategies to motivate, create interest and develop a range of skills amongst pupils
- Teachers use questioning to challenge and deepen understanding
- Teacher/pupil relationships are effective, praise and positive reinforcement are used and the teacher is enthusiastic, motivating pupils through tasks, lesson delivery and the celebration of achievement
- The learning environment is attractive and appropriate to the subject and activity.

We will ensure that all of these conditions, too, are in place at the BILS.

### **Transitions**

Pupils will be supported in all transitions into, within and leaving the BILS. This support will be planned to meet their (and their families) individual requirements. It will be supported with the use of visual aids, such as timetables and social stories.

All pupils in Year 5 and above will have a person centred plan each year. This will inform decisions for their future. From this plan a personal passport will be designed with the pupil so that they have a say in what they do next and they can communicate it to others. This passport will also support their transitions.

Islington is developing a wide range of adult social care and further education provision which should be able to meet the needs of this demographic. There will be both residential and day provision which will support young people in remaining local to their community, even after they leave the BILS.

### **Accreditation**

Where appropriate for our pupils, we will offer ASDAN accreditations at the level appropriate to reflect their achievements. We will ensure that the governing body and senior leadership team remain aware of any developments in accreditation which might be appropriate for our pupil demographic.

### **D2: Organisation of Learning**

In order to illuminate this section further, we have included a set of four detailed case studies for pupils with type and severity of needs which the BILS is designed to meet. These can be found at annexe nine at the end of the application.

### **Timetables**

#### **Structure of the School Year:**

Our school year will be 39 weeks long, which reflects that of a mainstream school and thus allows parents to make their own decisions about how they want to access support over the holiday periods. For young people whose places with the BILS are funded through an education budget, we will aim to provide wrap-around care which is an option for parents to access during the school holidays. In order to commit to providing this, we will need to secure an external source of funding.

For those in residential care, we will provide residential support for 39 weeks of the year. All children who are in residential placements will be placed with the BILS by JAP and there will therefore be enough funding available to meet the costs of this placement.

#### **Structure of the School Day and Week:**

Day students will have access to appropriate direct methods of transport to ensure the best possible start to the day. Drivers and escorts will always be well known to the pupil and their family. They will be fully trained to support young people with complex needs. We would establish a clear handover system which ensured that any new information was communicated between staff members in order to ensure continuity for the young person.

The school week will last from Monday to Friday. It will be a 4.5 day week for children and a five day week for staff. The half day will be used for staff training when needed. Pupils will stay at school for this half day but be taught by additional staff members. At other times, ie during a majority of weeks, it will be used to provide staff members with the opportunity to undertake an extensive

debrief. This will be led by a psychiatrist.

The school day will run from 10am to 4.30pm. There will be a breakfast club running from 9am which will give our pupils an opportunity settle into the rhythms of the school day. It will also be convenient for any parents who are not able to drop their children off at the later time but who nevertheless want to be involved in their transport arrangements. For some students, the day will start with sensory circuits rather than or in addition to breakfast club. This will be dependent on the learning priorities for that pupil. The initial sessions in class will be a registration session. It will be based around communication and PHSE skills which will be appropriate for the age and level of the pupils. These will be developed in conjunction with one of our SLTs.

During the day, there will be minimal formal transition between different sessions. Teachers will control the organisation of different sessions and activities based on their student's support plans, their progress and the circumstances of the day. There will be opportunities to develop functional receptive and expressive communication skills throughout all sessions. Sensory diets will be used intensively as required throughout each activity to maintain the pupil's readiness for learning and independent functioning. These will be individually planned by therapy and education staff teams and would be intrinsic to all areas of the curriculum. Teachers will provide regular sensory integration breaks between activities.

After the school day has finished, staff will attend a short debrief from 4.30-5pm. This will encourage the sharing of information and best practice. As stated above, there will be weekly sessions in which pupils are taught by creative staff from the Bridge School. This will enable the team from the BILS to meet either as a team, in groups or individually to plan and prepare for their work with pupils. This flexible time will also ensure that coaching, mentoring and supervision for staff happens on a weekly basis.

Lunch time will be shorter for the pupils and more structured for their benefit so that it continues to be anxiety reducing and they can access relationships with other people. Where necessary will also include sensory circuits and activities based in their sensory integration plans. The food will be anxiety reducing at first so that pupils can investigate a wider range of foods in safety.

All transitions from the point of the child/young person leaving the family home to get on transport will be individualized to optimize understanding and independent function. This will be applied throughout both the core school day and into the residential provision. Individualising will be according to the young person's developmental level. Handover times between parents/carers/staff to staff teams will be ring fenced to ensure continuity of support and generalization. The school will invest into ensuring that students are able to take part in retelling their day through the consistent use of video profiling, communication scrapbooks/passports and home school diaries.

### **Organisation of Pupils**

It is anticipated that the pupils will be organised into class groupings of 5 per class, however it is acknowledged that dependent on the needs of the individuals in the groups there may be groups of either 4 or 6.

### **Curriculum Content and Planning**

At the Bridge School, we have developed several curricula for pupils with differing needs and characteristics. We will draw on these, which have been proven to be successful, in designing the curriculum for the BILS. The curriculum structure will consist in three main areas: cognitive development; emotional, social and communicative development and physical, motor and sensory development. The areas are interrelated and dependent of each other.

Our curriculum plan will not provide the contents of the identified three main areas in order to not constrain teachers by telling them what to teach. These decisions are to be made with the students' needs, motivation, etc. in mind. We would not want others to think of this curriculum in terms of different headings that have to be justified in terms of paperwork. This is a different approach to a curriculum.

The core strands will be taught through Activities which are exemplified below. There is not a definitive list of such Activities, and apart from Intensive Interaction, which is essential, teachers are free to choose which Activities they want to teach and how they want to teach them. We recognise that our teachers will be highly skilled specialist professionals who are able to make judgements at this level, and who are willing to be held accountable for the effectiveness of their teaching and the judgements they make. We wish to encourage innovation from all our staff, both teachers and TAs, and believe that prescription will not aid this process. All activities will be taught through either process based learning or skills based learning.

#### **Process based teaching and learning:**

Process Based Learning (Collis and Lacey, 1996; Hewett and Nind, 1998; Nind and Hewett, 2001; Hewett, 2006) is a holistic approach which can be defined as the process of the teaching becoming the objective. Learning is taken as a whole rather than through teaching to specific individualised targets. Intensive Interaction (Nind and Hewett, 2001) is perhaps the best example of Process Based Learning where 'tasklessness' is at the centre of the interactive process. Interactors are urged to follow, celebrate and extend; 'tune in' to the learner and look for communication moments; creating the communicative flow being the objective of the session. Although the teacher may prompt and try different strategies to elicit progress, and the most skilful and experienced teachers will have many strategies for achieving this, it is not up to the teacher to decide specific targets. The learner decides where the interactive process will go; the pace and direction of learning, and therefore the pace and direction of teaching will be decided by the learner.

The assumption of Process Based Learning provides a platform for varied and disparate learning to take place, and individual progression may only be recognised in retrospect, at the end of each session, week, half-term, term and/or year. This retrospective target setting is legitimated by the tendency of objectives based teaching to narrow the learning opportunities offered to those with a PMLD whose learning cannot be guaranteed to be either linear or conventional (Ware, 2003; Imray, 2005; Hewett, 2006, Lacey, 2009, Carpenter, 2010).

Routes for Learning (2006) advocates that learning for those with a PMLD is best done holistically, that is, as a complete and self-contained exercise, rather than as a series of separate skills chained together. This is because a child or young person with PMLD has much more chance of understanding and connecting the process, sequence, and materials needed to wipe a runny nose if the learning takes place when she has a runny nose. Similarly, the child or young person with PMLD has much more chance of understanding and connecting the process and sequence of a story when a story is actually being enacted, and the learner is an essential part of that enactment (Park, 2004; Grove, 2010). All sorts of learning may take place here – sequencing, memory of events, anticipation, tracking, object permanence, emotional experience and understanding, contingency responding, contingency awareness, peer and adult interaction, sensory exploration, sensory tolerance etc.

Recording and reporting on progress is absolutely vital to the success of Process Based Learning and we will strongly recommend that each teaching session uses plenaries, where the whole class pauses the formal teaching process in order to celebrate success, record specific pupil progress, pick up areas of concern, and inform the next lesson. Traditionally plenary sessions have happened at the end of lessons, however recognition, celebration and recording of learning can happen and should happen at any appropriate time during the teaching and learning session. An example is that Learner A may for example, have tracked the teacher for 5 seconds or so during a sensory story and got very excited as it got closer to his turn to be tickled. Can we see if next time, Learner A will track for longer; at what point in the story does he start to get excited; will he get excited earlier in the story next time; does he show similar excitement for other parts of the story; will he next time?

Recording and reporting can be aided immensely by simple use of photographs and video. Setting up the video on a wide angle and letting it run for the session, enables staff to pick up on all sorts of things they might have missed. Viewing back such video evidence can provide an excellent focus for team meetings and of course can be legitimately used as evidence of progress for reports. Looking out for differences of any form will be second nature for all members of the class team. Class teams will record as they go along.

#### Skill based teaching and learning:

Skills Based Learning recognises that certain skills need to be acquired by much practice. A footballer will hone the skill of taking penalties by constant and repetitive practice. It is not necessary for this practice to take place within the context of a complete game of football, just as it is not necessary for a pupil to eat

lunch in order to practice holding a spoon. The skill can be transferred to the relevant situations once it has been acquired, or even partially acquired in the case of the PMLD pupil. Skills Based Learning will be assessed by using SMART targets which should be achievable within one term. It is really important therefore that teachers have clear and realistic individual objectives.

Skills Based Learning may cover eating and drinking; noticing stimuli; responding consistently to one stimulus; contingency responding; contingency awareness; tracking; object permanence; selecting from two or more items.

Skills Based Learning will only be practiced (with those with a PMLD) when the class can give one to one teaching and learning opportunities.

### **Core Subjects:**

#### **Literacy/ Numeracy and ICT**

These subjects will pervade all curriculum activities and will be recorded as process based learning. At times there will be specific skills based teaching pertinent to literacy, numeracy and ICT and there will be specific sessions to allow this to happen.

ICT will be utilised to motivate and engage the pupil, to provide them with a mechanism to explore learning themselves (for example through use of an ipad) and to provide a mechanism for communication where appropriate.

### **Curriculum Activities:**

Intensive Interaction is the only mandatory activity, and will be supported by some or all of Music, Swimming and Hydrotherapy, Cooking, Sensory Stories, Massage, Art, Sensory Integration, Switching Skills, Drama, Dance, Movement and Physiotherapy, Rebound Therapy, Community Awareness. Teachers must ensure that the curriculum on offer to each learner is broad and balanced and covers all of the Core Strands.

The purpose of this section is to give a brief outline of each of the suggested Activities which teachers may timetable as regular weekly events. As previously stated this is not prescriptive and we are not directing teachers to teach all of the Activities suggested, though there is an expectation that most of them will be covered. All of these Activities assume that learning will primarily be Process Based in nature.

#### **Intensive Interaction**

At its best Interaction is done all the time as a matter of course, but to get to that state it is advisable to give it at least one regular weekly slot on the timetable, and perhaps as often as once a day for the younger groups. There may on occasion, be some pupils – especially those who are at the earliest stages of communicative development and are exhibiting extreme challenging behaviours – with whom it is necessary to use Intensive Interaction techniques almost exclusively (Imray, 2008), at least until those challenging behaviours reduce

significantly.

### Cooking

Cooking is a classic process based activity that allows an infinite variety of sensory exploration and experience for pupils with sensory modulation difficulties. Cookery is also a fantastic vehicle for mathematical thinking and scientific exploration. Depending on the cognitive abilities of the learner, just the process of baking a cake covers areas like size, quantity, position, measurement, weight, structure of properties, temperature, sequencing, cause and effect, estimation, counting, addition and subtraction, fractions, division etc, etc. The state of the finished cake is neither here nor there – this is process based teaching and learning rather than objectives (skills) based teaching and learning.

### Music

Music is a fantastic medium for motivating learners of all abilities, especially if we get away from the idea of conventional tunes and allow, encourage, facilitate our learners to make musical notes for themselves. It really doesn't matter what order the notes are in as long as the learner is playing because they want to, rather than because they are being made to by hand over hand holding of a drum stick or other beater. Nor do teachers need to be able to play an instrument since the musical playing should be done by the learners rather than us.

Music can allow our learners to have fun and develop an inner satisfaction at communicating effectively. They also have the opportunity to tolerate the closeness of another person, initiate and maintain social interaction and develop and understand early communication, such as meaningful eye contact, facial expression and turn-taking exchanges. Music provides the chance for pupils to develop their sound production and vocal imitation skills as well as their physical imitation skills, eventually developing extended 'conversations' using these skills, together with any language they may possess.

### Musical Interaction:

Music is strongly based on the principles of Intensive Interaction and has been primarily developed by Wendy Prevezer (2000) and Margaret Corke (2002). It allows and encourages valid musical experiences; allows and encourages personal interactions; is a motivational communicative tool; is suitable for all learners who, like those at the BILS, are at the earlier stages of communicative development; does not require musical ability on the part of the teacher; and is a lot of fun. Musical Interaction requires:

- Us – through face, body language and voice;
- Social interaction games – such as burst-pause; anticipation games; rough and tumble; give and take; physical activities (clapping, tickling, rocking, rowing, peek-a-boo, hide and seek, throwing things backward and forward);
- Music – anything which makes sounds, including voices;
- Structure to the lesson – all round in a circle; a musical introduction; an (age appropriate) hello song; time for small group and peer interactions;



time for one to one interactions; an (age appropriate) good-bye song. Corke (2002) argues convincingly that a voluntary, active input from the learner is absolutely essential for growth and learning to take place. At BILS, will we therefore offer sessions where we use music to teach interactive and communicative skills.

### Sensory Stories:

Sensory stories are excellent vehicles for delivering whole school or class thematic topics in an interesting, exciting and wholly developmentally sympathetic manner. The 10 essential elements of a story are:

1. It should have a beginning – teachers will introduce the story by ‘sitting up straight’, ‘looking and listening’, ‘once upon a time’ for younger learners, story chairs or cushions to indicate the speaker, an object of ref and/or a musical cue for the story.
2. It should have relevance to the participants.
3. Repetition should be used throughout, e.g. through a strap line that’s repeated at regular intervals, rather like a short chorus in a song.
4. The actual story/episode should be short – and therefore easily remembered – though the telling of it may take half an hour or so, by the time props have been introduced and time dedicated for each learner to be actively involved in the story.
5. It should utilise all and every means of communication – signing, speaking, action, facial expression and props as well as the voice as the primary means.
6. It will use language selectively. This might include difficult language, but only if it has relevance to the story. Call and response might be used to bring out the rhythm.
7. It will introduce sequences of dramatic events which is exactly the same every week in order to encourage anticipation of events.
8. It is exciting and dynamic, with emotional content.
9. It has an ending.
10. It has as much audience participation as possible.

Once devised, the same story will be repeated weekly for at least half a term (and probably longer) so that learners have a real opportunity to become familiar with it and so practice their sequencing, turn taking, anticipatory and memory skills – all essential base elements of communication. There is no reason why secondary aged students should not be involved in sensory stories as they don’t need to be childish.

### Movement to Music Sessions

Covering the Core Strands of Cognition, Physical and Motor, Sensory Awareness, these sessions will be an excellent way of building muscle memory and improving both gross and fine motor control. At its simplest this might take the form of an aerobics session where a particular piece of music – say ‘Bonkers’ by Dizzee Rascal - indicates a particular movement – say rocking back and forth or swinging arms from side to side. At first this movement would need to be very heavily physically supported by an adult and indeed there may be an element of

considerable resistance which the adult would need to be sympathetic to. Over time however, we would be looking for a deeper understanding of what might be required, less resistance, moving towards passive co-operation, to active co-operation, to independent movement.

### Massage

Pupils with sensory modulation difficulties are likely to have very little awareness of their own bodies. They may not know how their body parts are connected (our proprioceptive sense) and may not know where their bodies are in relation to the space around them (our vestibular sense). These two kinaesthetic senses need to be worked on as much as the conventional five, and massage can be an excellent focus. Massage sessions might typically concentrate on a particular area of the body each half term. They are likely to last for at least 20 minutes and be a quiet, calm and relaxing activity. Staff members will use base oils but not essential oils, which might cause sensory confusion.

Proprioceptive Massage - Bluestone (2002) - comes from the HANDLE Institute in America (the Holistic Approach to Neuro-Development and Learning Efficiency), under the direction of Judith Bluestone. The process makes particular sense for those who may find the conventional skin on skin massage challenging. Proprioception refers to the brain's unconscious sense of body in space. The brain processes information from the other senses to give an understanding of its wholeness; to determine where our bodies are in relation to the environment around us and where the various parts of the body are in relation to one another – for example, where our knees are in relation to our thighs etc. For students with damaged or incomplete sensory awareness (likely to be all pupils at BILS) this can be problematic and will undoubtedly need developing. Massage of the proprioceptive sites of the body is carried out by using a small (tennis sized) soft foam ball instead of the hand, this avoiding skin on skin touch which some may find extremely problematic.

### Sherborne Developmental Movement

Developed by Veronica Sherborne, and of itself based on Laban's analysis of movement and movement qualities, this looks to extend the movement repertoire and vocabulary of learners; and explore the areas of body and spatial awareness, relationships and creativity. It requires teachers to undertake specific Sherborne training.

### MOVE:

MOVE - Mobility Opportunities Via Education – is a way of working more than anything, where concentration is given to maximising the opportunities of all learners to move independently at least in part and at least during some periods in each day. More information can be obtained from their website at

[www.disabilitypartnership.co.uk](http://www.disabilitypartnership.co.uk).

### Rebound Therapy:

Rebound Therapy is the therapeutic use of a trampoline to develop and promote motor skills, body awareness, balance, co-ordination and communication. It is designed to accommodate pupils' individual abilities and disabilities, whilst drawing upon their previous experience and likes and dislikes. Improved health and fitness and greater independence will be encouraged, whilst fun, enjoyment and the opportunity to succeed are of paramount importance. Rebound Therapy is accessible to pupils with a range of special educational needs and should therefore be suitable for many pupils at the BILS.

### Creative Arts:

Such activities as drama, movement, dance, music, and art are fantastic opportunities for communicating without language necessarily being the prime means. They are also first rate opportunities to practice inclusive teaching and learning across all intellectual ability ranges - see for example Odyssey Now, Nicola Grove and Keith Park's version of the adventures of Odysseus which manages to bring all the five areas of the creative arts noted above into one project – Grove & Park (1996).

Drama is an effective vehicle not only for teaching non-verbal communication – the expression of the face and the posture of the body when one is frightened for example – but also for setting this in context. Our pupils are likely to have extremely limited opportunities to play in the sense that conventionally developing children do as a matter of course (Sherrat and Peter, 2002; Grove, 2005) and we take their understanding of non-verbal communication at our peril. Similarly, it is extremely difficult to teach language in the conventional sense to those whose language skills are cursory and usually non-existent. Overt language teaching therefore is often tokenistic and meaningless, merely causing more confusion to those who have no voice.

### Call and Response:

Call and Response offers a real opportunity to be directly and meaningfully involved in language at a very basic level and is a very strong vehicle for inclusive work. Poems, stories and plays can be performed in a similar way, using call and response (one person calling out a line which is immediately repeated by everyone else, a method which produces a very rhythmic and powerful communicative atmosphere). The piece can be divided into short verses or sections, with possibly a 'cap line' or sound effect at the end that everyone does together. In this way the verses are easy to learn and provide an opportunity for pupils with spoken or signed language skills to lead the activities in an inclusive setting. This of course does not mean that only people who have speech can join in these activities. There are many other ways of participating, including rocking, stamping, clapping, vocalising, using VOCAs, and merely enjoying the process of being part of the rhythm of the group.

### Art:

Art clearly has the potential to be a major vehicle for sensory and cognitive

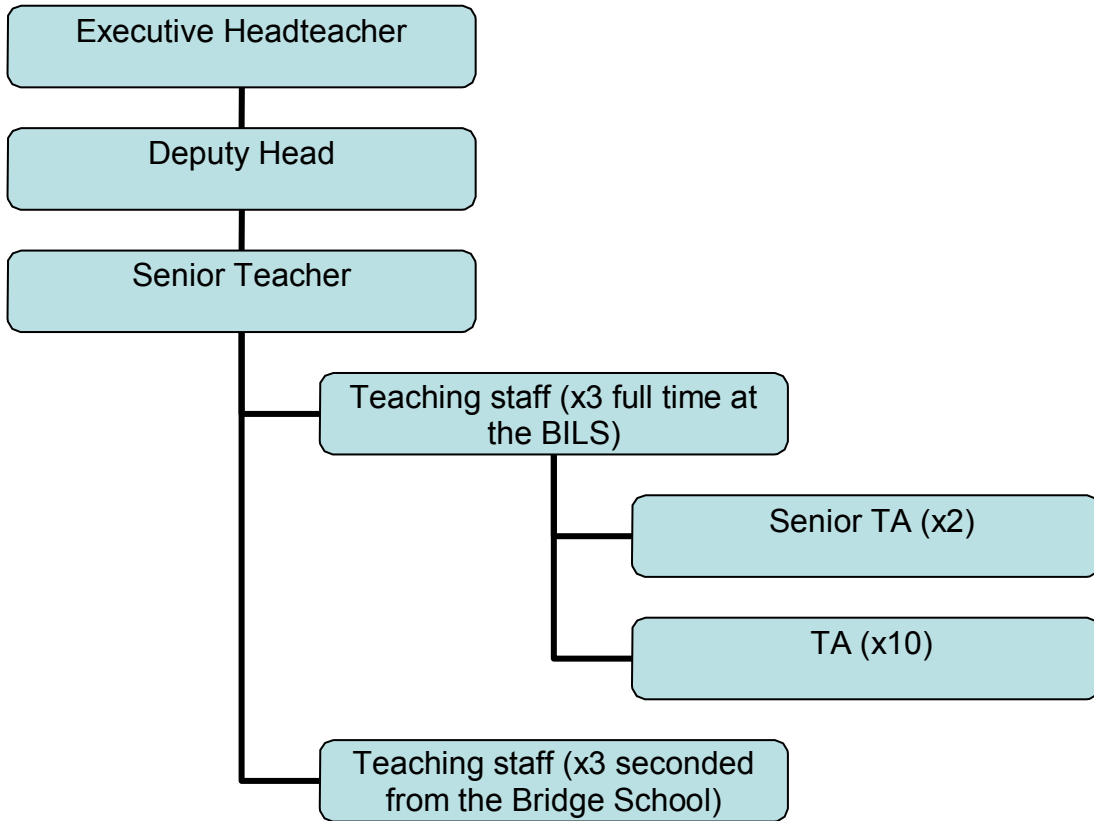
development. Care needs to be taken to ensure that learners are participants rather than merely observers or possibly worse, objects to do things to – making learners put their hands in paint in order to create a picture full of handprints for example. Like music above – we need to move away from the idea of conventional paintings, and allow, encourage, facilitate our learners to make art for themselves. The key to teaching Art is that the process of undertaking the sensory experiences relating to the materials and the cognitive experiences derived from combining materials is far more important than the finished work.

There will be huge scope for creativity within the curriculum. We will keep in mind that for the pupils at the BILS, the most important element to their education will be repetition.

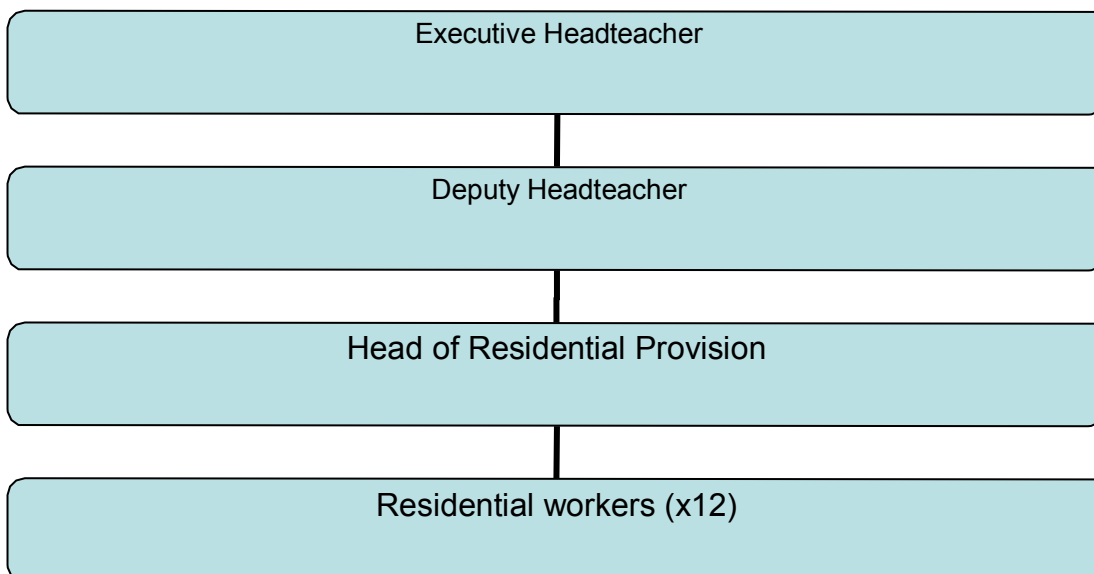
### D3: Staffing

#### Staffing in First Year

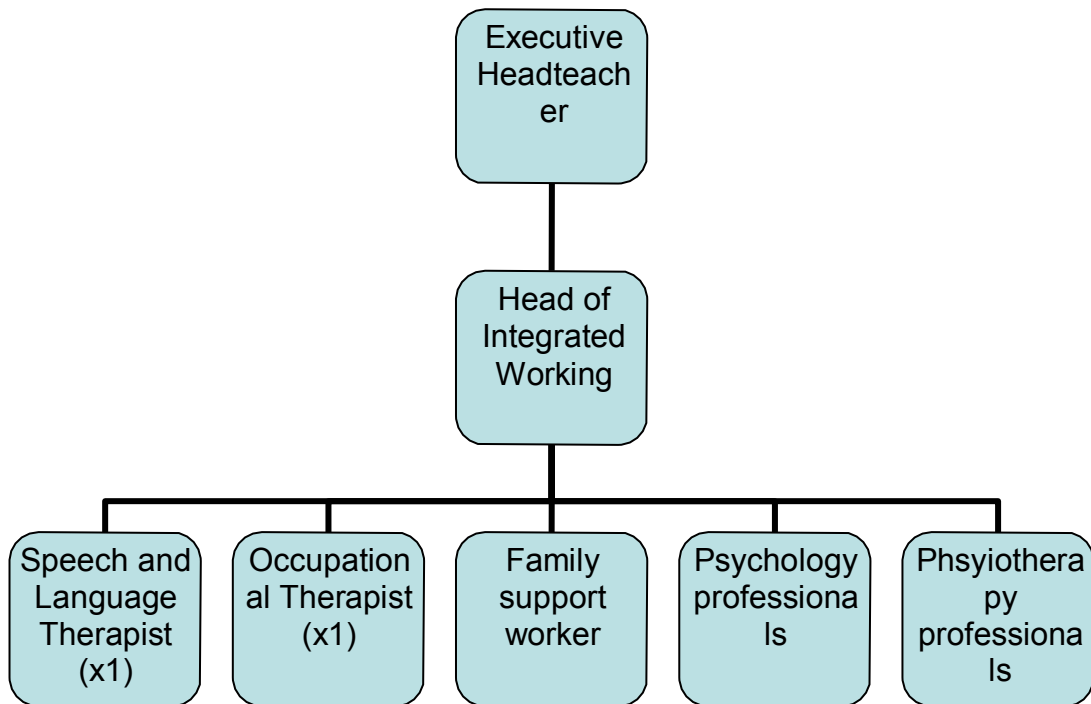
In our first year, our staffing structure for teaching staff will be as follows:



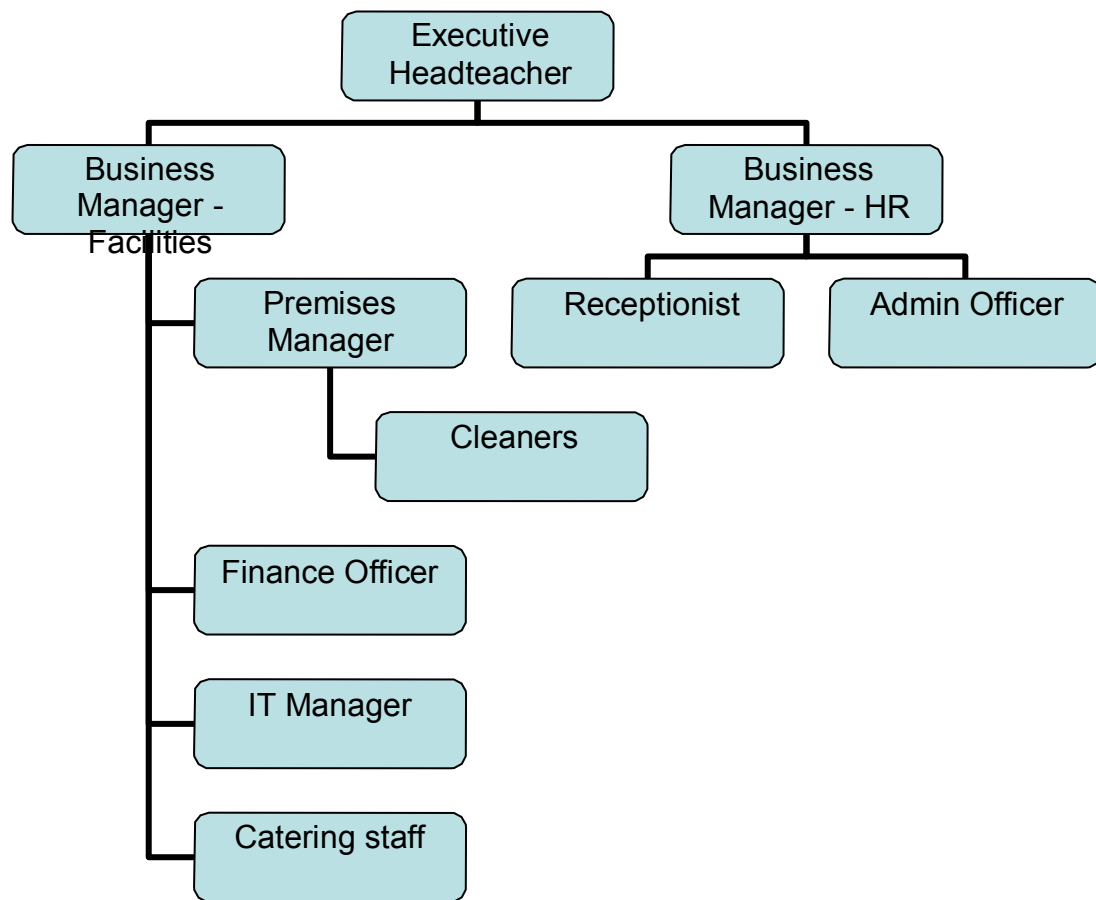
In our first year of opening, the staffing structure for residential care will be as follows:



In the first year of opening, our structure for integrated working staff will be as follows:

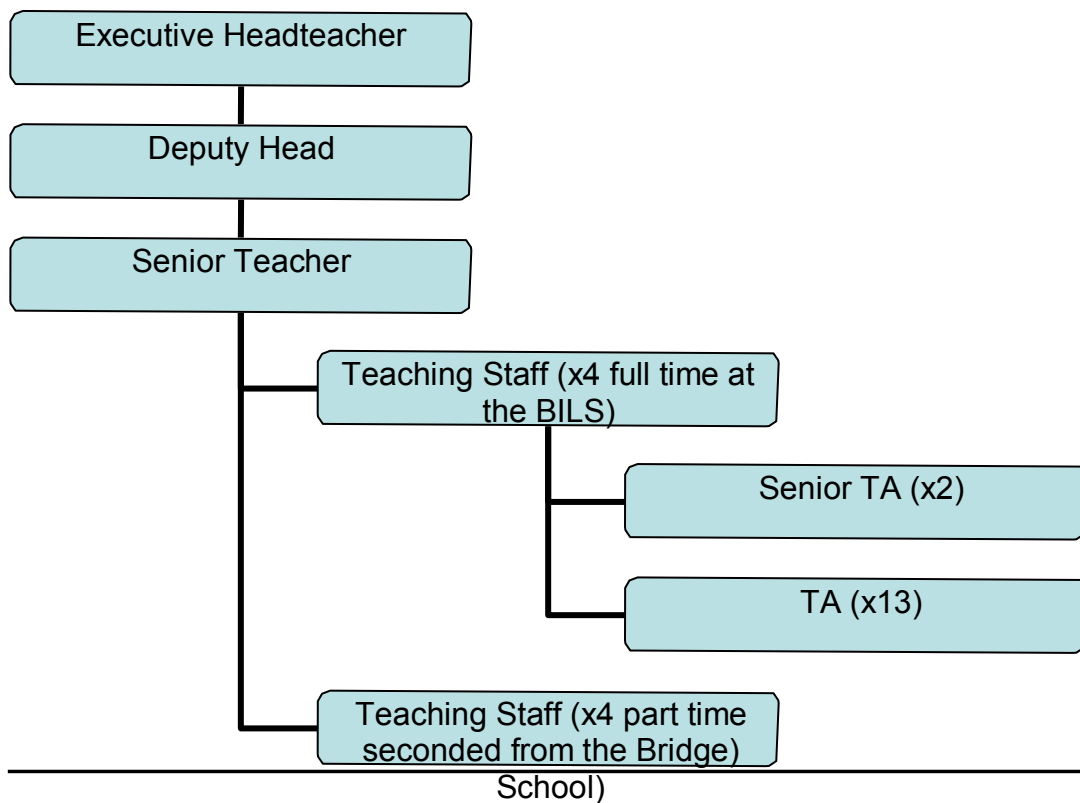


The staffing structure for business and support staff is as follows:

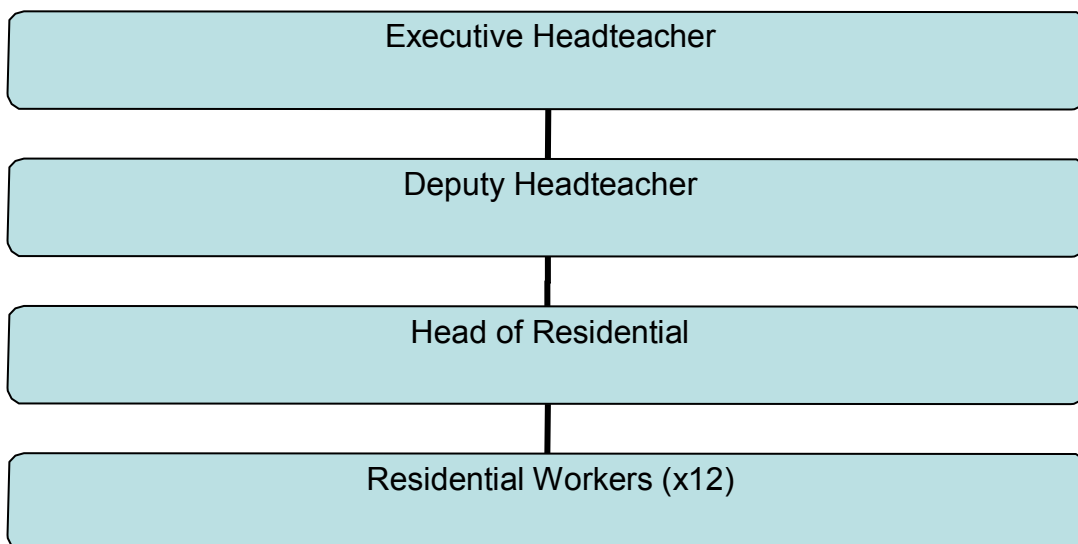


### Staffing from Year Two Onwards: Once at Capacity

At capacity, our staffing structure for teaching staff will be as follows:

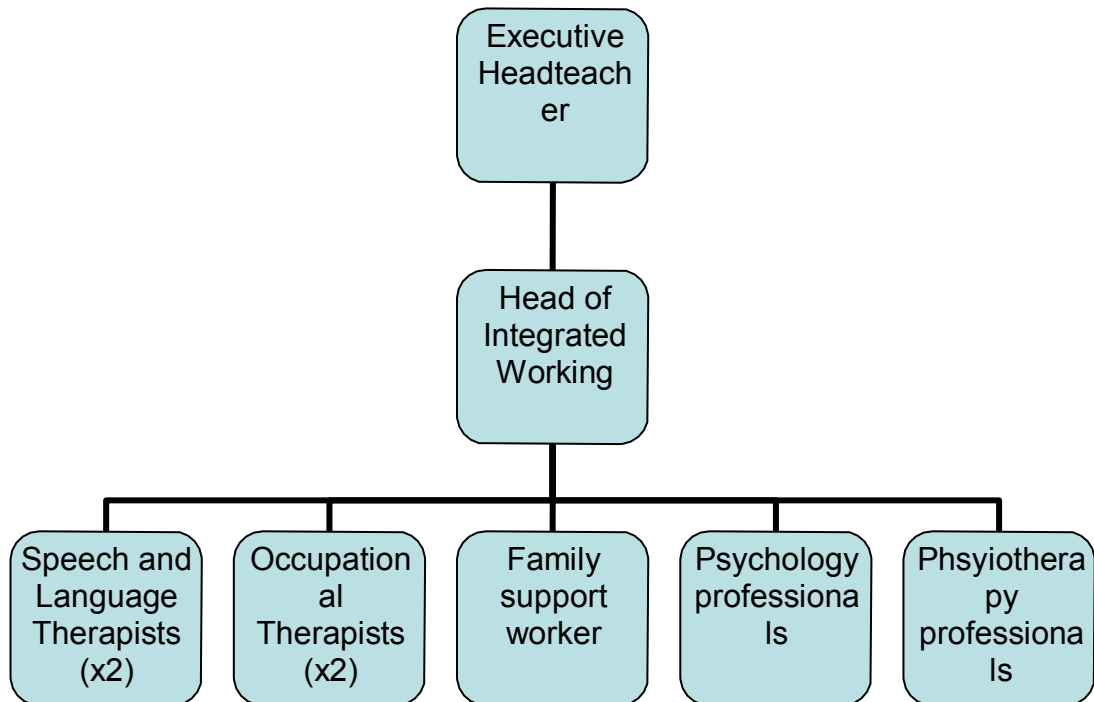


The staffing structure for residential staff will be as follows:

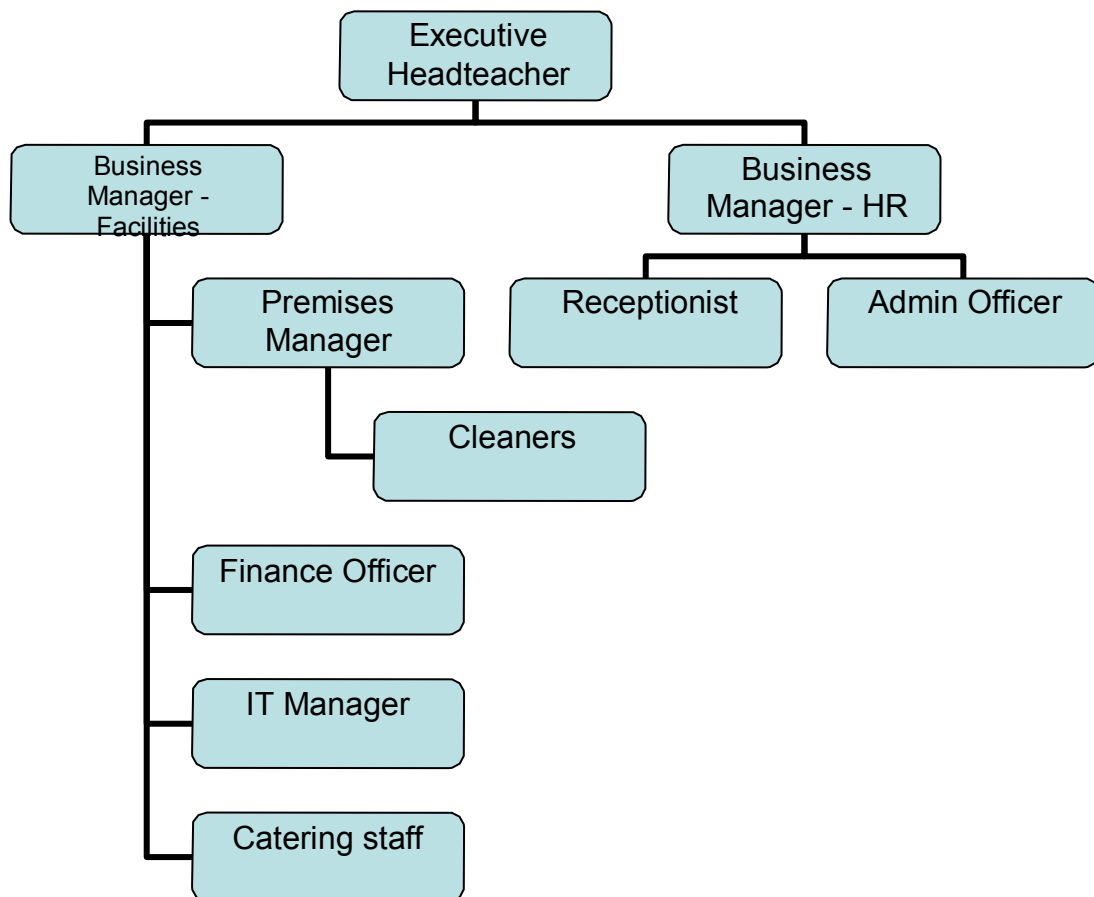




The staffing structure for integrated working staff will be as follows:



The staffing structure for the business and support staff will be as follows:



These staffing structures are based on our knowledge of the very high level of support required by our pupil demographic. Our experience of running the Bridge School means that we are keenly aware of the levels of teaching, therapeutic and support staff members who will be needed in and around the classroom. We are also able to draw on this experience in planning how many business and administrative staff will be needed for a school of this size.

## **Roles and Responsibilities**

### **Headteacher**

The Headteacher will be responsible for the following:

#### **Vision, Organisation and Management:**

- Setting a vision and reviewing and regularly refining the aims and values of the schools, taking account of external reports, self-evaluation and local and national initiatives;
- Overall responsibility for the staff of the school, sites and buildings;
- Managing and monitoring the budget and all resources, human and material, effectively and efficiently;
- Overseeing sustained fundraising to provide a high level of service to our pupils and community;
- Leading and coordinating staff in meeting the aims of the school improvement plan and legislative changes;
- Reviewing and developing management structures and school self-evaluation;
- Making appropriate delegation for the day to day management of the school to the senior leadership team;
- Reviewing and maintaining all policies;
- Liaising closely with all relevant services and agencies;
- Working closely with the Bridge School to maintain the most effective possible links between the two;
- Supporting appropriate local, national or international research concerning Special Needs education;
- Providing a report to each governing body meeting.

#### **Curriculum:**

- Ensuring the progress and continuity of a wide curriculum offer throughout the school;
- Leading and maintaining a broad and balanced curriculum within the context of the National Curriculum;
- Maintaining effective systems of planning and assessment;
- Providing opportunities for all pupils to achieve, including through nationally recognised accreditation;
- Working with local colleges and other providers to set up provision for further educational opportunities for pupils post-16 and post-19.

### Ethos:

- Developing a positive ethos in the school in which individuals feel valued in where personal endeavour and responsibility are encouraged;
- Developing high morale and confidence and setting an example of professional standards and leadership;
- Promoting a suitable system of pastoral care for pupils and staff;
- Maintaining good behaviour supported by policies and practices;
- Fostering a sense of community within the school;
- Ensuring that the school environment is well maintained.

### Pupils:

- Ensuring the highest standards of achievement through high expectations and a high quality curriculum;
- Putting the principles of Every Child Matters at the centre of the service provided to pupils;
- Establishing a range of extra-curricular activities to enhance the curriculum;
- Maintaining effective support systems for pupils and their families on entry to the school and at transition points;

### Staff:

- Participating in the appointment of teaching and non-teaching staff with the governing body;
- Leading staff to ensure that they have access to suitable advice, education and training appropriate to their needs and the needs of the school;
- Supporting staff through a programme of regular review and appraisal of their duties, providing training and setting appropriate targets.

### Parents/Carers/Guardians:

- Maintaining effective methods of communication and consultation with parents and keeping them fully informed about all matters relating to the education of their child;
- Promoting positive relationships with parents by linking home and school in a supportive working partnership.

### Local Education Community:

- Maintain effective links with local primary, special and secondary schools, and with voluntary organisations and support groups;
- Ensuring effective liaison with the LEA and other Council departments serving the school;
- Providing support and advice within the local educational community;

### **Deputy Headteacher**

The Deputy Headteacher will have responsibility for:

### Strategic Development:

- Contributing to the creation, development and implementation of the

- School Improvement Plan, and communicating its objectives to staff;
- Ensuring that effective organisational and administrative systems are in place;
  - Reviewing school policies and practices to take account of all appropriate research findings;
  - Maintaining liaison with other schools, the LEA and other organisations to ensure that the school is utilising best practice.

#### Teaching and Learning:

- Remaining in touch with the classroom by being involved with teaching at least one day per week;
- Contributing to the establishment and maintenance of policies which promote effective professional practice;
- Monitoring and evaluating the quality of teaching and standards of achievement for all pupils;
- Implementing the curriculum and assessment policies;
- Creating successful partnerships with parents to improve children's achievement and personal and social development.

#### Leading and Managing Staff:

- Supporting the Headteacher in his/her performance management duties;
- Planning, allocating, supporting and evaluating the work undertaken by staff and volunteers in the school;
- Working with the governing body to recruit and appoint staff.

#### Accountability:

- Providing information and informed advice to the governing body where appropriate;
- Contributing to regular reports of the schools performance to a variety of stakeholders;
- Contributing to the establishment of systems that keep parents well informed about the school and their child.

#### Head of Integrated Working

The Head of Integrated Working will work across both the Bridge School and the BILS. They will be responsible for:

#### Strategic Leadership:

- Contributing to the development and implementation of the school improvement plan;
- Writing and reviewing policies as appropriate;
- Preparing reports for governors as required.

#### Outreach:

- leading on the development and management of the school's outreach work;
- liaising with external agencies as appropriate;
- oversee written materials shared with other schools.

#### CPD:

- to contribute to CPD activities at a variety of levels;
- to support the development of new courses.

#### Liaison with Other Professionals:

- acting as the first point of contact for health and social care professionals;
- overseeing integrated working within the school, including its continued development in line with best practice.

#### **School Business Manager: Facilities**

The School Business Manager: Facilities will work across the Bridge School and the BILS. They will be responsible for:

#### Strategic Leadership:

- being a member of the school's leadership team and contributing to the strategic direction of the school;
- working with the Headteacher on the strategic development of premises and finance arrangements as necessary.

#### Management:

- leading and managing all premises and finance staff, organising regular team meetings, managing performance and providing on-going support to the team;
- allocating duties amongst the premises and finance teams;
- monitoring the service provided by any external contractors;
- maintaining records of any out of hours premises usage;

#### Finance:

- planning and monitoring all school expenditure;
- providing written financial information as required by the Headteacher or governors;
- financial planning in relation to building and asset management;
- undertaking other projects as required including the generation of new business.

#### Facilities:

- leading in all aspects of premises management;
- maintaining constant awareness of the physical condition of the building, furniture, fitting and fixture and authorising payment for repair of the above;
- ensuring the completion of all statutory testing requirements;
- assisting in the provision of a safe and healthy environment for all site users;
- promoting cost consciousness and energy conservation within the school;
- ensuring the security of the site and its contents and the provision of access and exit to the site for authorised persons.

## **Business Manager: HR**

The Business Manager: HR will work across the Bridge School and the BILS. They will be responsible for:

### **Administration:**

- leading the team of administrative staff, organising regular team meetings, managing performance and providing on-going support to the team;
- managing the allocation of administrative staff to duties;
- overseeing the admin budget;
- advising the Headteacher on administrative issues;
- reviewing practices within the school on a regular basis and implementing change where necessary;
- to prepare reports for governors as required.

### **Human Resources:**

- ensuring the maintenance of staff files, including records of absence and leave;
- ensuring completion of all data in relation to staff contracts and overseeing any changes;
- leading recruitment within the school by placing advertisements, arranging interviews and communicating with candidates;
- overseeing grievance and disciplinary procedures;
- establishing a record of all CPD and alerting staff to CPD opportunities;
- Overseeing induction procedures.

## **Class Teachers**

The class teachers will be responsible for:

- Delivering a broad and balanced curriculum which appropriately meets the needs of our pupils;
- Organising the classroom, its resources, pupil groupings and displays in order to provide a stimulating working environment;
- Attending reviews and case conferences when required;
- Keeping records efficiently and submitting them for inspection by the Deputy Headteacher on a regular basis;
- Directing and co-ordinating the work of support staff;
- Contributing to assemblies;
- Liaising with other professionals and support teachers to develop learning programmes for individual pupils and groups;
- Promoting good communication with parents via home/school diaries, phone calls and meetings;
- Supporting the Headteacher in implementing all school policies;
- Taking an active part in whole-school development planning;
- Taking responsibility for one or more areas of the curriculum;
- Managing class and curriculum budgets in accordance with school policy and practice;
- Co-operating with the school's performance management procedures.

### **Senior Teaching Assistants**

In addition to carrying out the professional duties of a teaching assistant (see job description below), Senior Teaching Assistants will be responsible for:

- Undertaking observations of individual children/classes;
- Writing up observations and reports;
- Leading on the writing of behaviour support plans;
- Keeping records on the progress of individual pupils;
- Conducting individual support sessions;
- Collaborating on learning objectives/IEP targets;
- Deliver training where appropriate;
- Contribute to parents' evenings, review meetings and other professional engagement as necessary.

### **Teaching Assistants**

Teaching Assistants will be responsible for:

- Working to support teaching provision and pupils' learning as directed by the teaching staff and senior leadership team;
- Working with individuals and groups in class to help them achieve to the best of their ability;
- Organising classroom activities and preparing resources under the guidance of the teacher;
- Observing pupils' performance and providing the teacher with feedback on pupil progress in relation to their targets;
- Encouraging and modelling positive behaviour and dealing with disruption as agreed in the school's behaviour policy;
- Assisting the pupils with their physical needs as appropriate;
- Supervising pupils in the playground and organising play time activities;
- Attending outings with pupils to provide assistance with learning, care and welfare.

### **Finance and Data Officer**

The finance officer will be responsible for:

- Maintaining accurate records and files of all financial data;
- Undertaking financial functions such as charging, invoicing, banking, issuing cheques etc;
- Completing VAT returns;
- Supporting the Business Managers with budget setting and monitoring;
- Oversight of bank accounts, petty cash and accounting.
- Monitoring the payroll;
- Carrying out an analysis of pupil absence on a monthly basis;
- Collecting pupil level data from staff and analysing it regularly using appropriate systems, working with the senior leadership team on its interpretation;
- Testing new financial systems if required;

- Arranging supply cover when necessary.

### **ICT Manager**

The ICT Manager will be responsible for:

- Undertaking the management of the school's networked computers;;
- Providing technical support and advice across the school;
- Maintaining the school's email system, website, intranet and internet access;
- Installing and maintaining all school hardware and software;
- Carrying out preventative measures such a regular backing up of school systems and maintaining anti-virus protection;
- Identifying and rectifying problems with ICT equipment;
- Provide staff training in ICT;
- Managing the ICT budget.

### **Premises Manager**

The Premises Manager will be responsible for:

- Undertaking maintenance and repairs to the premises within the scope of a competent handy person;
- Completing all statutory testing requirements;
- Undertaking the provision of a safe and healthy environment for all site users;
- Carrying out internal and external cleaning of defined areas and in emergency situations;
- Undertaking general portorage duties as required;
- Providing and replenishing toilet paper, soap, sanitary requirements, hand towels and similar;
- Checking stores/deliveries against invoices/delivery notes;
- Managing the work of in-house cleaning staff;
- Ensuring the security of the site and its content.

### **Receptionist:**

The receptionist will be responsible for:

- Providing cheerful, polite and high quality reception service ensuring that the school is well represented at all times;
- Providing first point of contact for all visitors and callers to the school;
- Maintaining an appropriate messaging system for staff;
- Dealing with all incoming postal and internet correspondence;
- Maintaining accurate systems for pupil and staff registration;
- Storing and administering the school's minibus keys and disabled badges;
- Maintaining children's and other confidential files, bearing confidentiality in mind at all times;
- Providing administrative support to senior members of staff as needed;
- Maintaining the school diary, including arranging appointments for the Headteacher and Deputy Head;



### **Residential staff:**

Detailed job descriptions will be drawn up for these members of staff during the pre-opening stage should our application be approved.

### **D4: Meeting all Needs**

#### **Core Educational Support**

All support for pupils at the BILS will be completely individualised. In a small school with a very high staff: student ration, teachers and other professionals will work together to put together individual learning plans for every student. As can be seen in sections D1 and D2 above, our curriculum will be highly adaptable to the developing needs and interests of each individual pupil.

At the Bridge School, we have designed communication and learning packages which are designed to meet the specific needs of children from our proposed pupil demographic. These will be updated in line with our developing practice within the specialist environment of the BILS.

When a pupil is admitted to the BILS, we will conduct an assessment of their needs in the most appropriate way for that individual. They will then be allocated to the most appropriate package to meet their needs, with individuation as appropriate. The senior leadership team of the school will then be responsible for ensuring that all of the professionals working with the pupil work together to provide the provision described in the package. The four packages can be found in annexes three to six and the end of this application.

#### **Additional Educational Support**

A number of factors have been identified that affect consistent underachievement at school and in various curriculum areas. These have been specifically (but not exclusively) identified as gender, disability, race and class. It is recognised that underachievement can be attributed to pre-conceived expectations and attitudes of teachers/support staff, as well as to teaching styles and to the content of the curriculum. When planning the curriculum, content will be drawn from human and material resources both in school and from the wider community and every effort made to give equal representation to pupils' own and others' cultures. The school will have a large number of pupils for whom English is not their first language. We are committed to raising our awareness of equality of opportunity and inequality by examining factors that might inhibit pupils' achievement.

In early 2012, a census was taken of pupil characteristics at the Bridge School. It is highly likely that these characteristics will be similar to those of pupils at the BILS, as there is no reason to believe that any of the cohorts identified below are more or less likely to have the kinds of SEN which will distinguish our pupils as a cohort.

We therefore understand that our pupil population is likely to exhibit the following

characteristics, from which it can be seen that they reflect the diversity of our north London community:

Characteristic	Proportion of pupil population (%)
EAL speaker	48
Minority ethnic background	86
FSM entitlement	56

**Notes:**

*EAL speakers are counted as all of those pupils for whom the first language of their family is not English. There were 23 different first languages in the school at this time.*

*Students from minority ethnic backgrounds are counted as those who do not identify as white British in terms of their ethnic heritage. There were 33 different ethnic codes describing pupils backgrounds in the school at this time.*

*We have used eligibility for free school meals as a proxy measure for other forms of deprivation here.*

Our family support worker will work closely with the senior leadership team of the school to ensure that the most effective provision is put in place to support those young people who might be vulnerable to educational disadvantage on the above grounds. As all of our pupils will be considered as individuals, so will our families, and all intervention will be carried out on a personal basis.

Particular examples of ways in which we will support pupils with additional educational needs and their families include:

- Providing assessments for pupils in their home language so that their SEN can be fully assessed without being exacerbated by a lack of understanding of the English language in particular;
- Providing translation for pupils and families where appropriate;
- Working with parents groups, voluntary groups and local charities to engage with all parents of children from our proposed pupil demographic;
- Sign-posting families to other organisations, resources and sources of funding which might be able to provide them with the specific support they need where this cannot be provided in full by the BILS.

**D5: Measuring Success**

There will be two major areas in which we will measure, monitor and, if necessary, intervene with regards to the success of our school. These are:

- For the whole school through the self-evaluation programme and external rating such as Ofsted's inspections;;
- For individual pupils.

Information about both of these follows. This should be read in conjunction with the key aims laid out in the 'Aspirations' sub-section of section C.

### **Measuring Pupil Progress and Setting Targets**

#### **Collecting data:**

We will measure pupil progress and attainment against the P levels and National Curriculum levels using PIVATS.

This means that we will record pupil's achievement using the PIVATS notation of A,B, C, D or E. Teachers will be expected to record this information on the pupil's file on our MIS. They will also be expected to keep data record sheets which record the achievements of all pupil's in the class along with predictions of progress for the next academic year.

As well as collecting this information, teachers will be asked to complete assessments of pupils achievements in relation to the Every Child Matters agenda, which will also be stored on our MIS. Finally, they will be asked to complete a challenging behaviour report which will also be submitted to the MIS. Both of these will be done on an annual basis at least.

Achievement using PIVATS notation will be reported to parents at the end of each term.

#### **Recording data:**

Before recording a pupil's achievement using PIVATS for a given year, teachers will need to look at their recorded achievement for last year and the target that was set for their achievement in the current year. To determine a level for each individual pupil teachers will need to consider whether a pupil has achieved each of the PIVATS statements. They will be building on the records from the previous year. Recording will take the form of colouring in the statements.

PIVATS scores allow for a useful degree of accuracy in recording a pupil's achievement. For example, for pupils working within P6, P6e would be the recorded score. The pupil will actually have achieved P5, but PIVATS will allow us to record that they have started to achieve within P6. It will also allow us to measure yearly progress which is within a level rather than having to be across a P level or National Curriculum level.

PIVATS levels are recorded as

- e for any one of the five subsections achieved;
- d for any two of the five subsections achieved;
- c for any three of the five subsections achieved;
- b for any four of the five subsections achieved and no subsections achieved in the next P level;
- a for all subsections achieved within this P level but no subsections achieved within the next.

If a pupil has achieved four subsections, and started to achieve within the next P level they can be recorded against the next P level.

When a final set of complete and moderated data has been inputted, it will be analysed for key messages using both CASPA and the National Progression Guidance. Both of these tools will compare how pupils achieve at the BILS in comparison with other pupils across England. For example a student who has been p5e at Year 6 will be compared with all other pupils across the country on p5e at Year 6 to see if they make better or worse progress. Both CASPA and the Progression Guidance also give predictions for achievement, so that we are able to see if we are being ambitious for our pupil's progress.

Once the analysis has been completed, it will be available for all staff to see.

### Recording Every Child Matters data:

This information will be recorded in a very similar way as the PIVATS recording. Teachers will go through each of the sections and colour in those statements that they feel appropriately apply to the individual pupil, on a consistent basis.

The senior leadership team will moderate this data, as they moderate the PIVATS data and once that has been done a student will be given a score for each subsection. This will be a percentage of the possible score. By regularly reporting this data we will be able to demonstrate pupil progress in non-academic achievements.

### Recording progress with Annual Review targets

These will be is recorded within an excel spread sheet which looks like this:

Name											Year Group	
Learning intention											baseline	00/00/00
											final assessment	00/00/00
Prompting												0.00%
Fluency												0.00%
Maintenance												0.00%
Generalisation												0.00%
C.S.D. Scale	<b>1</b>	2	3	<b>4</b>	5	6	<b>7</b>	8	9	<b>10</b>		
Learning intention											baseline	00/00/00
											final assessment	00/00/00
Prompting												0.00%
Fluency												0.00%
Maintenance												0.00%
Generalisation												0.00%
C.S.D. Scale	<b>1</b>	2	3	<b>4</b>	5	6	<b>7</b>	8	9	<b>10</b>		

In this sheet teachers will complete the pupil's name and year group and then put the target from the last annual review in the learning intention box.

They will then use the continuum of skill development and determine where the pupil was at the beginning of the year and where they are now. They will put a b (for baseline) in the box where you thought they were at the beginning of the year and then the relevant number in the box for where they are now. The percentages will be automatically calculated.

The continuum of skill development is shown below:

## CONTINUUM OF SKILL DEVELOPMENT



<i>from dependent</i>		<b>Prompting</b>						<i>to independent</i>	
<b>Learners complete tasks independently</b>									
The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help.		Support is still provided but there is a reduction in the level or frequency of prompting given.			The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.			The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>



<i>from approximate</i>		<b>Fluency</b>						<i>to accurate</i>	
<b>Learners reach a level of mastery combining speed and accuracy.</b>									
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.		The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.			The skill is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation.			The skill is smooth, swift and accurate. No further refinement is needed.	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>



<i>from inconsistent</i>		<b>Maintenance</b>						<i>to consistent</i>	
<b>Learners maintain competency over time through repetition. They remember how to do a task after a break.</b>									
The skill has been observed on a single occasion only.		The skill is observed on more than one occasion but only intermittently.			The skill is reliably repeated but may need refreshing after a break.			The skill is consolidated and maintained over time. It is remembered after a break.	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>



<i>from single context</i>		<b>Generalisation</b>						<i>to many contexts</i>	
<b>Learners achieve mastery in different settings or contexts, with different stimuli or with different staff.</b>									
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.		The skill is repeated but with some variation in setting, context, materials or staff.			The skill is frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different staff.			Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and with different staff.	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

### **Recording Challenging Behaviour Data:**

In the child's file there will be a place for the challenging behaviour score. The score relates to the provision that we make for pupils based on the behaviour they present.

### **Whole School Evaluation**

The Bridge School, which will work closely with BILS has in its School Improvement Plan the following targets:

% of outstanding teaching improves from 53 to 60

% of satisfactory teaching improves from 7 to 0

It would be expected that teaching at BILS would be targeted at 60% Outstanding and 40% good and this would be externally verified.

### **Self Evaluation:**

Monitoring and evaluation is closely linked to the maintenance and development of good practice in the classroom. Good teaching and learning needs to be evidenced if we are to be confident that pupils are progressing, achieving, and having the best possible education to meet their needs.

If monitoring and evaluation are to be about maintaining and raising standards and linked to school improvement they must be

- Focused
- Systematic
- Manageable
- Purposeful
- Participative
- Built into plans, developments and processes
- Based on appropriate strategies
- Measured against success criteria
- Used to maintain and develop good practice
- Cost effective

All the features of the BILS will be monitored and evaluated. Within this process there will be a clear focus on classroom practice and standards but everything that makes up a school must be included. This will include:

- Staffing, resources, accommodation
- Leadership and management
- Routines and procedures
- Planning
- Learning and teaching
- Standards
- Pupil attainment and progress
- Curriculum, assessment, recording and reporting

- Differentiation according to pupil need
- Equal opportunities
- Attendance
- Behaviour and discipline
- Welfare and guidance
- Partnership with parents.

In order that the maintenance and development of good practice is based on secure foundations and the process is to be manageable, then a wide range of people will be involved in the school's self-evaluation. These include:

- Head Teacher
- Deputy Head Teachers
- Teachers
- Teaching Assistants
- Governors
- Parents
- Pupils
- Health and Social Care professionals based in school
- Other similar schools
- The wider community
- External inspection teams
- Other school staff not classroom based
- Health professionals
- Visiting professionals
- After school and holiday club providers

The benefit of including a wide range of perspectives is that it allows triangulation. Involving a wide range of stake holders as providers of information for monitoring and evaluation means that the findings are more likely to be based on secure foundations. Involving a wide range of stake holders in the process of collecting monitoring and evaluation data will also generate a common sense of purpose and help establish an ethos of self-evaluation and development.

### **Monitoring and Evaluation Systems:**

There are many ways of monitoring the effectiveness of the school.

#### 1. Quality of Teaching

Teaching documentation including the following:

- Curriculum documentation
- Medium Term Planning
- Lesson plans
- IEP targets

which will be scrutinised by the Head Teacher, the Deputy Headteacher and other relevant members of the leadership team.

Individual Education Programmes will be shared with parents and other



professionals for comment. All class timetables will be overseen by the Deputy Head Teacher and daily lesson plans are commented on by class teams. Performance Management and structured lesson observations will support the monitoring of the quality of teaching.

## 2. Pupil Learning

Pupil learning will be monitored by analysis of P levels using the PIVATS framework, annual review records, IEP targets, and classroom recording. Parents' comments will be sought during annual interviews with class teachers and as part of the statutory Annual Review of the Statement of Special Educational Need. The Head Teacher, Deputy Head Teacher and Senior Teacher will monitor informally by working alongside teachers in classrooms.

## 3. Whole School Effectiveness

Governors will visit the school to spend time in classrooms and to pay focused visits to monitor and experience aspects of school life.

School finances will be monitored by the School Business Manager.

## 4. Other

Pupil absences will be monitored by class teachers, the Headteacher and the school administration team and are reported according to statutory requirements. Staff absences are monitored termly within school.

### **D6: Admissions**

We are not intending to admit any pupils who do not have Statements of Special Educational Needs.

### **D7: Behaviour, Attendance and Well-being**

#### **Behaviour**

#### **Our Behavioural Philosophy:**

Within the educational environment, the BILS will strive to engender respect for self and others. We believe that if our pupils can develop a strong sense of self-worth, a belief in their own abilities and confidence in themselves, good manners, and an attitude of consideration for others will naturally flow. Pupils will be positively encouraged to take responsibility for their own actions and behaviour, and we believe that this is always possible in the long term, irrespective of the degree of learning difficulty. For our pupils, behaviour will be taught and like any other subject it needs to be given time and a high profile if it is to be successful.

For some pupils, the need to be taught how to behave in ways that are appropriate to their age and maturity will form a large part of their daily and weekly timetable. For a few pupils, such a need may constitute the only

requirement of their daily and weekly timetable. For such pupils there will however, always be (i) a Behaviour Support Programme (BSP) in place (ii) named adult support and (iii) an expectation that pupils will progress towards re-joining the main curriculum of the school.

One of the most overt manifestations of challenging behaviour for our pupil demographic is the development of unusual patterns of physical behaviour. This may simply mean that a pupil's ability to understand and process social situations is impaired, resulting in behaviour and responses that might be considered unusual or inappropriate. For some pupils, such social impairments are exaggerated by the development of complex and compelling rituals and stereotyped or obsessive behaviours that may come to dominate their lives or others' perceptions of them. For a significant number of pupils, this will include the extremes of bizarre, uncontrolled, provocative or violent physical behaviour we refer to as "challenging behaviour". It is imperative both for staff and pupils concerned that a clear policy outlining support systems and appropriate strategies for managing such behaviours is provided.

Direct work with these areas of pupils' behaviour will constitute a significant component of the curriculum offered by the BILS. Much of this work will be done through the consistent approaches and teaching strategies used across the curriculum, but it will also include specific strategies for both the management and the modification of a range of inappropriate or unacceptable behaviours. This element of the school's work will be absolutely integral to, and consistent with, the all-round education of the pupils.

The school's behaviour support policy will be rooted on a positive approach – valuing mutual respect, participation and reward – and therefore is an absolute and categorical rejection of anything that could be construed as punishment. Core to this approach is the acceptance of each pupil as a human being capable of learning through a process of mutual change. This approach does not preclude the use of holding or restraint as there may be occasions when it is necessary to interrupt a behaviour to prevent harm or injury to themselves or others (or damage to property) occurring, but such holding or restraint will only take place by staff specifically trained to carry out such practices. Further, the continued use of such restraint is always taken by the school as an indication of our failure to teach a "better way", and as such its reduction and non-use is one of the main criteria for the success of our positive behaviour philosophy.

The first principle behind our approach is that all approaches to behaviour support within the school should adopt a non-aversive approach, by using the principles of "human presence, participation and reward" with the rejection of any course of action that could be interpreted as punishment.

- "Human presence" means that pupils will always have the reassurance of an adult presence no matter how challenging their behaviour;
- "participation" means that pupils' challenging behaviours, wherever possible, will be redirected into other activities by persuasion and encouragement;
- "reward" means that pupils' behaviour will be re-directed in a positive manner and so lead to a desire on the part of the pupil to re-engage in

acceptable behaviour;

Literature on the philosophy of non-aversive approaches will be made available in the Staff Library so that all staff can make themselves familiar with its content. Inset and opportunities to attend courses will be provided on a regular basis. The Bridge School will work closely with the BILS to provide staff with the most up to date information and training, including Inset from the Bridge's team of qualified Team Teach trainers.

### **Responding to Challenging Behaviours:**

Interventions will always be initiated when challenging behaviours are causing injury (to the pupils themselves, or to other persons) and may be initiated when there is damage to property. Such interventions should be consistent with any behaviour support programmes in existence for particular pupils. Where there is no such programme, or the behaviour is unique, it is essential that any action taken follows the general principles laid down in our behaviour policy. Where possible, advice will be sought from a senior member of staff, but when that is not possible retrospective advice should be sought to ensure that the actions taken are either ratified or modified to bring them into line with school policy.

Members of staff may allow challenging behaviours not causing injury or damage to continue when that is in line with specific behaviour support programme or when it is a "new" behaviour. In such cases it is essential that the environment is made as safe as possible and advice is sought from a member of the senior management team as soon as possible after that behaviour ceases.

Staff will have access to Break Out Rooms, facilities which enable them to support acting out pupils through violent tantrums or aggressive outbursts, helping them to remain calm whilst preserving the safety of other pupils and staff in the classroom. Under no circumstances will a pupil be left alone in a Break Out Room, without a member of staff being in the immediate vicinity.

Pupils with known challenging behaviours will not be left in the charge of single member of staff, where that person has no means of contacting assistance immediately. Such assistance must either be within calling distance or in the immediate vicinity on the end of a walkie-talkie or mobile phone link-up. It will be incumbent upon all staff to be alert to situations where assistance may be required and to act accordingly in the spirit of "help protocol".

A member of the senior management team will always be informed, preferably at the time of the incident but certainly afterwards so that the BSP can be reviewed or action can be initiated as required.

Where a child or adult has been injured as the result of an incident, medical treatment will always be sought either from the First Aider on site or the school nurse. An accident report will be completed and the parent/carer informed.

### **Physical Restraint:**

Training in physical restraint and holding techniques will be provided through collaboration with the Bridge School. Physical restraint will not occur as a matter of common practice, unless this is clearly stipulated within the individual pupil's BSP. Where such practice is common, such BSPs will be reviewed at least weekly. When restraint is used on any pupil the incident must be recorded.

It is paramount that the principles used to guide the actions of staff in this regard should be taken from the duty of care which stems from our responsibility of being in loco parentis. Pupils should be kept safe and secure from injury and any actions we taken in ensuring this will be judged as would the actions of a reasonable parent.

### **Partnerships with Parents:**

Parents/carers will be brought into the system of behaviour support as soon as the challenging behaviours have been identified. The insights of parents/carers into the behaviour patterns of their children will be used to provide as full a picture as possible of the context of their behaviours. The culture of the home must be taken into account when consideration is given to any response to those behaviours. Where a BSP is in use, the home/school diary may be used to monitor its effectiveness in both places.

We know from experience that behaviour support programmes are most effective when they are carried out in every area of the pupils' life. We will therefore make every effort to ensure that the management of behaviours is as consistent as possible in all places. However, it is accepted that support may be more effectively given in school where greater resources are almost always available. Change can take place in school in the first instance, before being translated to other areas of the pupils' life such as home, respite care, after school clubs etc.

### **Responding to Bullying:**

While the scope for bullying by some pupils at the BILS is more limited than in mainstream schools, many of our pupils are more vulnerable and it is accepted that some pupils are potentially capable of bullying.

Staff will positively promote a no-bullying approach through:

- i. being punctual for lessons and supervisory duties and being highly observant;
- ii. promoting self-discipline and good behaviour e.g. using praise to catch potential bullies doing things right, reinstating favoured activities as a pupil makes progress, etc;
- iii. praising co-operative and non-confrontational behaviour;
- iv. responding to and following up all incidents consistently;
- v. offering the victim immediate support and dealing with the bully by instigating an appropriate BSP;
- vi. ensuring that all repeated or serious incidents of bullying are reported to the Head of Site and all injuries are reported to the Head through the Accident/Injury/ Incident forms if not also directly;
- vii. helping both the victims of bullying and the bullies themselves raise their self-esteem through activities that are designed to improve their standing;

- viii. discussing bullying in PSHE sessions, where group discussion is possible;
- ix. promoting relationships and opportunities for pupils to share concerns with adults.

### **Attendance**

For any pupil in any school, high rates of attendance are important. Our curriculum is able to adapt around pupils' needs to a certain extent – e.g. ensuring that a pupil does not always miss a particular activity or subject if they have a regular medical appointment – but frequent absences will have an impact on that pupil's achievement. We will therefore monitor attendance carefully, and intervene to provide support where necessary.

We understand our statutory obligation to maintain an attendance register. We will ensure that this is accurate and updated promptly. Because of the size of the school, it is highly unlikely that any pupil's absence or persistent absence would be unnoticed; however, we will continue to monitor the register in order to ensure that we are putting appropriate interventions in place where necessary.

We will be in very frequent contact with pupils' parents, so we will be able to work with them to approach any issues around attendance. As with all of our work with pupils and families, these interventions will be personalised. In some cases our focus will be on supporting to parent to help them to get their child to school regularly. In others, the focus will be on the child themselves and on reasons they might be showing signs of reluctance about attending. The aim of every intervention will be to return the child to regular attendance at the school in a way which is positive for both the child and their family.

### **Safeguarding**

We take our responsibility to protect and safeguard the well-being of those children in our care very seriously. All staff members and governors are committed to:

- Supporting parents/carers/guardians and working in partnership with them;
- Listening to, relating effectively with and valuing each pupil in our care;
- Ensuring that all members of staff, both teaching and support, full time and part time, are properly trained and supported.

We recognise that some children and young people today are the victims of neglect and/or physical, sexual or emotional abuse and that staff of the school, by virtue of their day-to-day contact with and knowledge of the children in their care, are well placed to identify such abuse and offer support to children in need.

### **Responding to Suspicions, Allegations or Evidence of Abuse:**

Any member of staff who receives a disclosure of abuse or suspects that abuse may have occurred must report it as soon as possible to the Deputy Head

Teacher, who are the designated teacher for child protection issues. The matter should be brought to the attention of the designated person in charge of the site in the absence of the Deputy Head Teacher.

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (e.g. within an hour), writing down as exactly as possible, what was said or seen and putting the scene into context, time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.

If the suspicions in any way involved the designated senior teacher then the report will be made in the first instance to the LA who will advise on an appropriate course of action.

### **The Role of the Designated Teacher:**

The designated teacher will ensure that he/she is fully conversant with the ACPC Child Protection Procedures and will co-ordinate action on child abuse within school, ensuring that all staff are aware of their own responsibilities in relation to child protection.

He/she will be responsible for referring individual cases of suspected abuse to the Social Services Department, and for liaising with the Social Services. Department and other agencies on these and other general issues relating to child protection. He/she will also have responsibility for organising training on all aspects of child protection within school and acts as a point of reference on child protection issues for other staff.

He/she will ensure that the BILS is represented at Child Protection Conferences or, failing that, that a report is submitted to the conference from the school. He/she will also ensure that any recommendations made by the conference which involve school staff are carried out as agreed at the conference.

### **Responding to Child Protection Issues:**

The BILS fully recognises that it will be an agent of referral and not investigation. It fully accepts that the investigation of child abuse is the responsibility of the Social Services Department and the Police and will do everything possible to support and assist them in their task.

We will endeavour to build relationships with other agencies so that understanding, trust and confidence can be built which will help to secure effective co-operation in cases of actual or suspected abuse.

### **Storing and Communicating Information About Child Protection Issues:**

All records of a Child Protection nature will be handed to the designated teacher and will be kept securely by him/her. Access to these records is on a "need to know" basis and decisions about access will be made by the designated teacher.

When a child who is on the Child Protection Register leaves the school the designated teacher will inform the child's new school immediately and discuss with the child's key worker the transfer of any confidential information the school may hold.

### **Supporting Children and Families:**

Parents will be made aware of the school's child protection policy via the school brochure, initial meetings with parents of new pupils, the starter pack for new parents and regular parent-teacher meetings. The BILS is committed to helping parents understand its responsibility for the welfare of all pupils.

For any child undergoing a child protection referral and investigation the need for support will be great. We are the only agency with a statutory duty to work with children on a daily basis and despite heavy workloads and limited resources we will aim to meet their needs for support whenever possible. We aim at the very least to provide a secure classroom environment in which the child feels valued and protected. The designated teacher will also, whenever possible, make him/herself available to discuss individual children or situations with concerned members of staff.

The school will offer also support where possible to the family of a child or children involved in a child protection investigation within the time and expertise constraints of its role and always remembering the limits of confidentiality on all members of staff and the fact that it is the welfare of the child that is paramount.

### **Well-Being**

Promoting our students' well-being is central to enabling them to learn. Every aspect of the BILS will need to be tailored to the exact needs of our young people. This will include:

- The physical environment – please see sections C and H;
- The teaching and learning methods – please see sections D1 and D2;
- The curriculum content and structure – please see section D2;
- The organisation of our pupils into appropriate groups – please see section D2;
- The strong therapeutic input and input from other health professionals – please see section D3
- Our emphasis on keeping families together and encouraging parental input into their children's education – please see sections C and D2;
- Our provision of highly supportive residential care for those who need it, whether in the short or long term – please see section C and D2.







## 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.

### **Section E1: Evidencing Demand**

To date, we have received letters from Islington Local Authority, Hackney Local Authority and the Whittington Health Trust. These are attached as **annexes one, two and eight** to this application. Please note that the four places which Islington would be confident of filling per year are residential places and day places would be in addition to these.

We have also received verbal confirmation of support from Haringey and Barnet. If we are invited to interview, we are confident of being able to present written evidence of their demand prior to attending.

We have also engaged with local parents to gauge their demand for the BILS for their children. An example of a letter we have received in return is at **annexe seven** at the end of this application.

### **Section E2: Community Engagement and Partnership**

#### **Discussions with Local Authorities**

Because it will support pupils with such severe and complex needs, the BILS is liable to admit pupils from more than one Local Authority. We have therefore engaged not only with our proposed home LA, Islington, but with Hackney, Haringey and Barnet as well. We sent the following email round to the appropriate officers:

*Support for Bridge Integrated Learning Space*

*I am writing on behalf of The Bridge School who are proposing to open a Special Free School - The Bridge Integrated Learning Space (BILS). The Free School will be located as close to The Bridge's current sites as possible and will offer 25 places, which will include up to 8 residential places. The age range of the School will be from 7 years up to 19 years.*

*We plan to set up a Special Free School to cater for children and young people who have the most significant levels of disability and for whom an intensive, structured, sensory learning environment will make a significant difference to their independence, communication and learning outcomes. The target students for the school are those that often present with extreme sensory overload, severe learning difficulties and extreme behaviours that challenge in their current specialist settings and present their families with challenges that frequently lead to the child or young person requiring out of borough residential placement.*

*In order to complete our application to the Department for Education to open the Special Free School we need to show evidence of support for this provision from Local Authorities and our health and social care partners. Therapeutic and psychological input into this provision will be critical for its success and therefore we are planning a multi-agency integrated provision to ensure the success of the for children, young people and their families.*

*We plan to offer the children who attend a Special Free School that is close to home, pupil centred, that provides tailored individualised learning opportunities, developed in partnership with our therapy and psychology colleagues. We believe that this Special Free School is necessary because evidence shows that keeping children and young people with such severe levels of need close to their families and in their communities makes a critical difference to the long term outcomes. We also feel that with a local provision there is an opportunity to work with families to better understand the young person's needs and support them to develop strategies to cater for the young person at home. This work will be part of the provision and hence we hope that residential placements may be short term, rather than life long, as is the case for many of the young people who are placed a long way from their home. We are not aware of any similar provision in London.*

*Please would you confirm your support for our plans by amending the template text below, placing it on headed paper and returning it to us, signed, so that we may include it in our application papers to the Department for Education. We would be grateful if you could return your letter to us by 20<sup>th</sup> December so that we can meet the deadline to submit our application. Please do not return it directly to the Department for Education as we have been clearly informed letters of support should be included in our application.*

*Please do not hesitate to contact me if you have any further queries regarding our plans or the process to open the Special Free School.*

We also had several telephone conversations in which she shared further information and gained verbal commitments of support from every LA we had contacted. This was followed by written confirmation in most instances – see annexes one, two and eight.

### **Partnership Working**

#### **Partnership with the Bridge School:**

Our key partnership will be with the Bridge School. This application has been compiled by the senior leadership team at the Bridge School and the two schools will share governors. The major aspects of this partnership will cover:

**Leadership:** the two schools will share an [REDACTED], [REDACTED],

and other members of the senior leadership team will also work across both schools (please see sections D3 and G for more detail). By using an Executive Head model, the BILS will be able to draw on expertise, experience and leadership qualities which many schools are unable to access, let alone attract as senior leaders in their first year. This strong leadership will not only ensure that the pre-opening stage and first years are stable and effective, but that the school is driven forwards by a strong team committed to this educational vision into the future.

Staffing: some staff will work part time at the BILS and part time at the Bridge School. This arrangement will enable the BILS to access specialist staff for aspects of the secondary curriculum and for creative activities which would otherwise be much more expensive or difficult to arrange.

Relationships: local commissioners, parent group and other relevant organisations know and trust the Bridge School. Our team there has spend years building up these strong relationships. Through this partnership and shared leadership team, the BILS will be able to access these partnerships. It is likely that this will enable it to recruit students much more quickly than a Special school starting from scratch with no reputation in the local area.

Facilities and resources: we want BILS to take a lead in developing curricula and resources which are of the highest quality and tailored to the particular needs of its pupil cohort. The school will also provide a very distinctive physical environment. We will aim to share facilities, resources and expertise between the two schools in the most appropriate ways to promote the achievement and development of all pupils at both schools.

#### **Partnership with other local schools and provisions:**

The BILS will be a full member of the local educational community and we expect to build meaningful relationships with a variety of other schools. As an all-through school, we will work with primary and secondary provisions as is most appropriate for providing the best quality of education for our pupils.

#### **Working with other agencies and professionals:**

Throughout this application we have made reference to the variety of other agencies and professionals with whom we will work in order to deliver our curriculum and support services to pupils and their families. For a full explanation of how and why we will do so, please see the appropriate sub-sections within section D, and section G.

#### **Community Engagement**

As is evident throughout our application, we will treat all family members as partners in their child's education. We want to ensure that parents/carers/guardians from across all sections of the community are aware of the BILS and understand the support that we can offer to their child. As well as building excellent relationships with the Local Authorities

closest to our preferred site, we will directly engage with our local community.

One important way in which we will initially do this is by setting up a website for the BILS which will enable community members to find out more about our plans and about the process that we are going through. It will also provide a way for parents from across the community to contact us and ask any questions or raise any issues which they might have concerning the BILS. We will also utilise social media such as twitter where appropriate.

If the school is approved, we will devise a plan for public engagement for the school which covers not only potential commissioners, but potential parents/carers/guardians and other community stakeholders as well. We will ensure that this plan is fully inclusive and in particular will enable us to reach parents who are often hard to reach or vulnerable.

## 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: Governance**

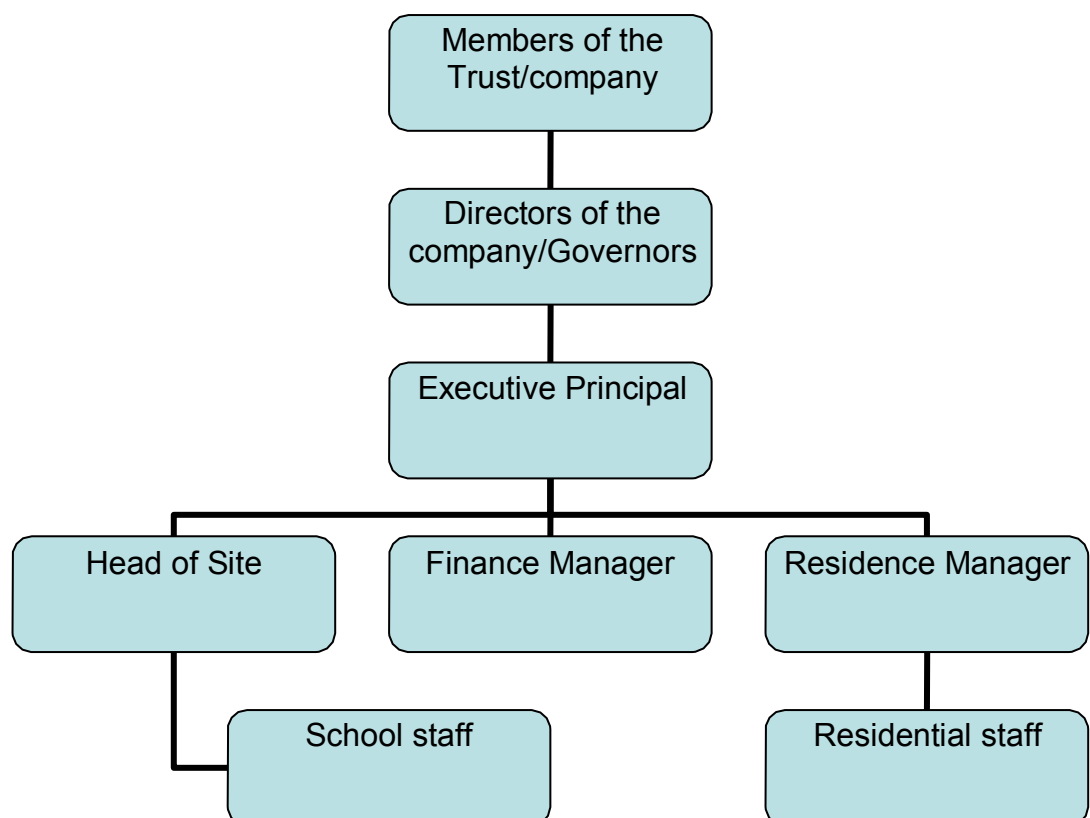
The governance of BILS will be kept straightforward, especially whilst it the school is establishing itself and growing to capacity. Our governing body will be made up of individuals with the breadth of experience to provide independent challenge to the Executive Principal and work with the school's staff to drive outcomes for our students.

In the future, we may aim to enter into a hard federation with the Bridge School, which has provided the team putting together this application. As part of this move, we would reconsider our governance structure to ensure that it remained maximally effective in the changed circumstances.

We understand that the Company Limited by Guarantee which has submitted this application will become an exempt charity, the Academy Trust, on signing a funding agreement with the Secretary of State.

### **Accountability:**

Accountability between the Members, Directors and senior leadership team will be structured as follows:



As can be seen, the lines of accountability are clear. The school staff members are accountable to the Head of Site, who is accountable to the Executive Principal. Similarly, the residential staff members are accountable to the Residence Manager, who is accountable to the Executive Principal. The Finance Manager is also accountable to the Executive Principal. The Executive Principal is directly accountable to the governing body, of which he or she will be an ex officio member. The governing body are accountable to the Members of the Trust. These clear lines of accountability will ensure that performance management is strong and that issues can be escalated to the appropriate level effectively.

For more information on the specific roles of non-leadership staff, and their line management structure, please see section D3.

### **Roles and Responsibilities**

#### **Members of the Company Limited by Guarantee/Academy Trust**

The Members of the Company Limited by Guarantee will become Members of the Academy Trust when the school signs a funding agreement with the Secretary of State. They are the owners of the company and as such have financial liability if the school is closed, to a total of [REDACTED] each. The Members have ultimate responsibility for the school and its success.

The primary role of the Members will be to appoint appropriate Directors, who will become governors of the school. It is our intention that at least some of our Members will also be Directors, although we understand that they should not form a majority on the Governing Body to ensure its independence. When appointing Directors, the Members will focus on the needs of the school in order to select governors with the appropriate skills set to complement the existing governing body.

Unless there are extraordinary circumstances requiring their attention, Members will meet as a group on an annual basis to ensure that they are abreast of the progress made by the school and its students. Members will not be paid for their attendance at these meetings, nor for any other duties which they carry out as Members. No Members of the Trust will be employed by the school, in order to ensure that lines of accountability are clear and to minimise the potential for conflicts of interest.

#### **Directors of the Company Limited by Guarantee/Governors of the School**

All Directors will be governors, and vice versa. As soon as a governor is elected or appointed, they will be registered as a Director with Companies House. When they leave the governing body, they will be removed. Directors may be employed by the school, although this may limit their involvement in certain discussions (see section below on conflicts of interest).

The governing body has a responsibility to work with the Executive Principal and the Head of Site to develop the strategic direction of the school.

Governors are then accountable for holding the Executive Principal to account for the implementation and delivery of these strategic objectives. They will do so through meeting on a termly basis to discuss the progress made since their last meeting in relation to the objectives for the school, intervening if necessary.

The governing body will also be called upon to consider and make decisions in cases which have been escalated up from the school's senior leadership. These might include cases where the school does not feel that it can continue to provide a placement for a particular student, staff misconduct or complaints about the school.

No governor will receive any remuneration for their work as a governor, although they may be paid by the school in another capacity which should be declared. Our governing body will act as a board rather than splitting into separate committees, as we believe that they will be more effective if every governor has a strong understanding of all the work done in school.

### The Executive Principal

The Executive Principal's role is described in full in section D3. The following is a summary based on the relationship between this role and the responsibilities of the governing body.

The Executive Principal is accountable to the governors. He or she will sit on the governing body but will not be involved in discussions pertaining to his or her performance management to ensure that there is real independent challenge. The Executive Principal will be responsible for working with the governors to determine the strategic direction of the school and identifying key objectives for the short, medium and long term. He or she will also work with the governors to recruit other key members of staff, both before and after the school opens.

The Executive Principal directly line manages the other members of the school's senior leadership team: the Head of Site, the Finance Manager and the Residence Manager.

### Conflicts of Interest

We know that avoiding conflicts of interest is important to the good governance of a school. We will therefore put rigorous systems in place to ensure that these are mitigated where necessary.

All Members and Directors will be required to act in line with the Articles of Association for Special Free Schools; the relevant articles in this case are 98 and 99. Members and Directors will be required to declare, on joining the school, any pre-existing commitments or interests which might constitute a conflict. A record of these will be kept securely. It is the responsibility of Members and Directors to keep this record up to date with any new interests, or any interests which may form a conflict due to some change by or within the school.



Relevant interests might be professional or personal, and either category can include financial interests. In relation to financial interests we will follow the definitions and procedures laid out in articles 6.6 to 6.10 of the Articles of Association for Special Free Schools.

Where discussions pertain to the issues around which there may be a conflict, the relevant governors will be asked to abstain from the discussion and physically leave the room before it commences. They will not be entitled to vote on these issues.

### **F2: Educational Expertise**

Our team are drawn from the senior leadership of the Bridge School, which has been rated Outstanding in every category by Ofsted since 2005.

***“The leadership and vision of the headteacher are outstanding...The stability in the senior leadership group, linked to the energy and enthusiasm it generates, ensures that the school continues to improve rapidly”*** – The Bridge School Ofsted Report 2008.

We have a deep understanding of the student demographic to be served by BILS and the educational provision which they will need in order to succeed. We therefore believe that we have sufficient educational expertise to establish and run BILS to a very high standard. We have conducted a skills audit for our educational team and included information on our steering group below.

### **Skills Audit**

	Application	Pre-opening	Open
Curriculum design	Yes – steering group	Yes – steering group/school staff	Yes – school Staff
Teaching and learning strategies	Yes- steering group	Yes – steering group/school staff	Yes – school staff
Behaviour strategies	Yes – steering group	Yes – steering group/school staff	Yes – school Staff
Meeting additional needs	Yes – steering group	Yes – steering group/school staff	Yes – school staff
Educational leadership	Yes – steering group	Yes – steering group/school staff	Yes – school Staff
SEN specific expertise	Yes – steering group	Yes – steering group/school staff	Yes – school staff
Primary expertise	Yes – steering group	Yes – steering group/school	Yes – school staff

		staff	
Secondary expertise	Yes – steering group	Yes – steering group/school staff	Yes – school staff

**Existing Educational Expertise**

The following members of our steering group constitute our educational expertise:

**Name:** [REDACTED]  
**Current Role:** [REDACTED]  
**Biography:** [REDACTED]  
[REDACTED]

**Name:** [REDACTED]  
**Current Role:** [REDACTED]  
**Biography:** [REDACTED]

Name: [REDACTED]  
Current Role: [REDACTED]  
Biography: Please see CV  
[REDACTED]

### **E3: Financial Expertise**

In addition to our proven educational expertise, we are experienced in successfully financially managing a Special school. As can be seen in our staffing structures in D3, we intend to use this expertise fully within the new school by sharing financial management. Below is a skills audit and information about the relevant members of our team.

### **Financial Skills Audit**

	Application	Pre-opening	Open
Managing school budgets	Yes – steering group	Yes – steering group/staff members	Yes – staff members
Generating revenue	Yes – steering group	Yes – steering group/staff Members	Yes – staff members

Auditing	n/a	n/a	No – bought in
Benchmarking costs	Yes – steering group	Yes – steering group/staff Members	Yes – staff members

**Existing Financial Expertise**

The following members of our steering group constitute our existing financial expertise:

**Name:** [REDACTED]  
**Current Role:** [REDACTED]  
**Biography:** [REDACTED]

[REDACTED]

**Name:** [REDACTED]  
**Current Role:** [REDACTED]

[REDACTED]  
[REDACTED]  
Name: [REDACTED]

Current Role:

Biography: [REDACTED]  
[REDACTED]

#### **Recruiting Financial Expertise**

We will buy in the appropriate expertise to conduct an external audit of our accounts as and when necessary. We have the experience necessary to do so whilst achieving best value for money.

#### **F4: Other Relevant Expertise**

We know from experience the broad range of skills needed to run an Outstanding school. We are also aware of the different challenges which running a Free School will bring. Within our team, we are able to access a

variety of relevant skills and expertise which will stand us in excellent stead during the pre-opening phase and once the school is open. Below is a skills audit and information about our existing team, including the Members and Directors of the Company Limited by Guarantee.

**Skills Audit: Other Relevant Skills**

	Application	Pre-opening	Open
Community engagement	Yes – steering group	Yes – steering group	Yes – school staff
Family Engagement	Yes – steering group	Yes – steering group/school staff	Yes – school staff
Marketing	Yes – steering group	Yes – steering group	Yes – school staff
Therapeutic input to curriculum	Yes – steering group	Yes – steering group/school staff	Yes – school staff
Legal expertise	Yes – steering group	Yes - governor	Yes - governor
Residential management	n/a	No - recruitment	No - recruitment

**Existing Expertise**

The following individuals constitute our other expertise which will be relevant to opening and running the BLIS.

**Name:** [REDACTED]  
**Current Role:** [REDACTED]  
**Biography:** [REDACTED]

**Responsibilities during pre-opening phase:** [REDACTED]

**Name:** [REDACTED]  
**Current Role:** [REDACTED]  
**Biography:** [REDACTED]

[REDACTED]

**Name:** [REDACTED]  
**Current Role:** [REDACTED]  
**Biography:** [REDACTED]

██████████

██████████

██████████

### **Recruiting Other Expertise**

#### **Members and Directors**

The Members of our company limited by guarantee are:

- ██████████, ██████████ and ██████████

The Directors of our company limited by guarantee are:

██████████, ██████████ and ██████████

More information about the skills and experience of each of these individuals is included in the relevant section of F2, F3 or F4 as appropriate to their area of expertise.

If the Free School application is successful further Directors will be appointed. These will be recruited to match identified needs, for example an architect to support the refurbishment of a building. The Bridge School has completed a lot of work with a local architecture company who have a great understanding of the needs of pupils with this demographic. They would be approached in the first instance.

As further needs are identified appropriate Directors would be recruited.

### **F5:Recruitment**

#### **Principal Designate**

Our intention is that ██████████, currently ██████████, will become an Executive Headteacher with responsibility for both the Bridge School and the BILS. We believe that this is the best way to ensure Outstanding leadership for the school. If we are approved, we intend to seek to form a hard federation with the Bridge School once the BILS is established in order that both schools can work in partnership to deliver the best possible quality of education for both cohorts of pupils.

The following is the person specification for the role of Headteacher at the BILS:



### Qualifications:

- Qualified Teacher Status and evidence of continuing professional development.

### Experience:

- At least 10 years successful teaching experience in one or more special schools for children with severe, multiple and profound learning difficulties and autistic spectrum disorders.
- Proven successful leadership and management experience at headship or deputy headship level of a special school.

### Personal Qualities:

- Evidence of the strong personal and intellectual qualities required to set an example to others and to lead a team of staff within a special school, to give direction or guidance on special needs education to the managers of mainstream schools, and to work co-operatively with education services, health and social services and other statutory and voluntary agencies.
- Evidence of an ability to involve the community fully, in order to enhance the life chances of all pupils.
- Evidence of a commitment to excellence and to the maximising of educational and personal achievement for all pupils taking into account their varied abilities and special educational needs.

### Leading and Managing Skills:

- Evidence of a clear vision about the future development of the school, and the ability to build on its strengths in order to ensure that improvements continue.
- Evidence of effective and successful staff management, including team building and staff development
- Understanding of and ability to promote inclusion and enable the effective transition of children and young people into part-time or full-time mainstream education where appropriate.
- Ability to deal effectively with a range of complex administrative tasks and coordinate the work of multi-agency contributions to the school.

### Teaching and Learning Skills:

- Specialist knowledge in the areas of communication and interaction with special needs pupils and proven success with enabling pupils to realise their educational and social potential.
- Evidence of detailed knowledge of differentiated teaching, evaluation processes and multi-agency collaboration to promote the effective learning of pupils with communication and interaction needs

- Evidence of contributions to research and/or publications about special needs education

#### Financial Management and Fundraising Skills:

- Evidence of an understanding of finance and budgetary aspects of schools, and the ability to manage finance effectively in accordance with the priorities of the school.
- The ability to pursue successfully all avenues of funding for the school, including local businesses and charitable sources, and the funding available through other initiatives e.g. Education Action Zones.

#### Educational Development Skills:

- Evidence of a thorough knowledge of the current major curriculum issues, as well as of recent educational developments and important legislative changes, together with an understanding of their significance for the management and leadership of the School.

#### Performance Review Skills:

- Evidence of the ability to define and monitor effective measures for the performance of the school, and to keep these measures under systematic review.
- Evidence of experience of performance management, and of supporting and managing staff.

#### Assessment and Record Keeping Skills:

- Evidence of knowledge and understanding of effective assessment processes and of record keeping and their use to promote the educational and personal development of all children and young people in the school.

#### Equal Opportunities Commitment:

- Evidence of a commitment to equal opportunities policy both in service delivery and employment and an understanding of its effective operation within a school.

#### Behaviour and Ethos Skills:

- Evidence of the ability to sustain a calm and positive ethos, and well ordered and self disciplined behaviour throughout the school.

#### Communication Skills:

- Evidence of the ability to communicate clearly both orally and in

writing with pupils, parents, governors, education services, health and social services and other statutory and voluntary sector agencies.

#### **Information and Communication Technology Skills:**

- Proven ability to use ICT for educational, communication and monitoring purposes.

We believe that [REDACTED] fulfils all of the criteria laid out in this person specification. Her C.V. is attached as annexe three. [REDACTED]

#### **Recruitment of Staff**

Staff will be recruited in line with standard HR policy and procedures. The Bridge School has a comprehensive policy on recruitment of staff which will be adopted for recruitment of staff for the BILS. Key features of this are:

- Senior posts will be advertised at a National Level
- All posts are comprehensively advertised
- Safer recruitment procedures will be followed for all appointments

The Bridge School has a national reputation and does not have difficulty recruiting, even to positions where people are working in very challenging situations. We would anticipate that this will be the case for the BILS. Staff who are appointed will know that they receive exemplary training, both prior to starting and as an on-going commitment.

#### **Recruitment of Governors**

Governors will be recruited once the application to open a free school has been accepted. This application has been shared with governors of The Bridge School who were very supportive. Some may wish to become a Governor of the Free School as well as a Governor at The Bridge School.

We have been transparent in this application and made the local community aware of the application and intention. Members of the local community have already made contact to say that they would like to offer their services and be involved in the Free School if the application is successful.

Governors will also be specifically recruited with appropriate skills that the steering group may be lacking. This is described above.

## 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

Please refer to pages 35 to 37 of the 'How to Apply' guidance for what should be included in this section.

As it is anticipated that the BILS will receive support from The Bridge School it is hoped that it can be located as near as possible to The Bridge School present sites, which are both in Islington, located at postcodes [REDACTED] and [REDACTED].

Islington postcodes of N1, N5, N7 and N19 would all be suitable areas. The Neighbouring Borough postcodes of NW1 and N6 would also be suitable.

There has been some discussion with the Free School team about the possible use of [REDACTED] and we are awaiting further information and an opportunity to view.

There has also been a conversation with the [REDACTED] about the possibility of refurbishment of [REDACTED]

The site needs to have:

Space for classrooms

Additional break out room and sensory room spaces

A hall

A kitchen

A dining area

Outside space, preferably in several sections

The residential component needs to have:

Space for two 4 bed units

Staff sleeping space

Break out space

Sensory space

Communal areas

Kitchen

Eating area

Outside space

It is possible for the two areas to be on one site or to be on two different sites

# Annexes

Annexe One: Letter of Support from Hackney Local Authority

██████████

Annexe Two: Letter of Support from Whittington Health.

Whittington Health 

The Northern Health Centre  
580 Holloway Road  
London, N7 6LB

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

**Tel:** 020 3316 1879

**Fax:** 020 7690 2860

20 December 2012

Dear Sir, Madam

Confirmation of support for The Bridge Integrated Learning Space (Special Free School).

We confirm that Whittington Health supports The Bridge Integrated Learning Space's application. We understand that The Bridge Integrated Learning Space is a day and residential special school for children aged 7 -19 who have sensory regulation difficulties, challenging behaviour, severe learning difficulties and/or autism in North London which is proposed to open in September 2014.

We confirm that we agree there is a need for the type of proposed provision in the local area.

Print name: ██████████

Date: 20.12.12

Regards,

██████████

**Annexe Three: Principal Designate C.V.**

Curriculum Vitae

[REDACTED]

Professional experience

[REDACTED]

Professional Certification

[REDACTED]

Publications

[REDACTED]

Relevant experiences

[REDACTED]

## Research

## Design and delivery of professional development opportunities

## References

### Annexe Three: Blue Communication and Learning Approach

The environment is **organised** and **structured** – this helps me stay **calm**, feel **safe**, helps me be **ready for learning** and know what I need to do in different parts of the classroom

My readiness for learning is **monitored** and my own **sensory diet** is implemented across the school day. This helps me stay calm and **alert** and manage myself

There are a variety of **smells**, textures, tastes and things to look at used in my lessons. This helps me learn. This is a **multi-sensory** approach

**Exercise** is a great way for me to develop my **self esteem**, confidence, **social skills** and lets me practice my **fine** and **gross motor skills**

I get lots of opportunities to develop my **independence** skills. It is important that I know how to **do things myself**

It is important that my **teachers, therapists** and **parents / carers** share the things they want me to achieve

It is really important that you use **key words** and **short sentences** when talking to me. I might get upset if you speak to me **too quickly**, loudly or tell me off



Core **Makaton** signs are used when I am given instructions. This **helps me understand** what you are asking me to do

Intensive **interaction** helps me to learn and develop **relationships**. It helps me develop non-verbal **communication** skills

**My actions** can make things happen. Adults **interpret** my actions meaningfully which teaches me **intentional communication**

I am **prompted** in lots of different ways to do things like tying my **shoelaces**, getting dressed, **washing** my hands

You might want to read my individual **profile** or **passport** to find out more about me

I will be shown **activities** that I can do during during my **free time**

**Visual timetables**, familiar **routines** and **objects** let me know what I'm doing during the day and also within a lesson

I use objects of **reference** to help me **remember** what I am doing. They can also help me remember **where** to go around school

My day is **organised** so that my **interests** are included in **each lesson**, which means that I am **motivated** and happy to learn





## Annexe Four: Green Communication and Learning Approach

**Visual timetables** let me know what I'm doing during the day and within lessons. **Checklists** can help me organise myself. **Transition schedules** remind me what I am doing next or what to do if I get stuck

The environment will be **organised and structured** - this helps me stay calm, feel safe, helps me be **ready for learning** and **know what I need to do** in different parts of the classroom

Playing simple **games** is a great way of developing **self - esteem, confidence** and **social skills**

I will develop a range of **activities** which I can do during my free time

I get lots of opportunities to develop my **independence skills**. It is important that I know how to do things myself

My **readiness for learning** is monitored and I am starting to recognise this myself

**Exercise** helps me become stronger, have better balance and allows me to develop more sophisticated **fine** and **gross motor control skills**

Even if I can talk, I might use **PECS** and other **communication** strategies to support choice helping me learn new **vocabulary** or new **sentence structures**



My **curriculum** is adapted to include my interests. Lessons are interactive and related to my **sensory learning** preferences to keep me happy, motivated and engaged

My **sensory diet** is implemented across the school day. This helps me stay calm and alert and manage myself

It is important that my **teachers, therapists** and **parents / carers** **share** the things they want me to achieve

Opportunities for developing my **social skills** are built into lessons

I might get **upset** if you speak to me **too quickly, loudly** or **tell me off**

It is really important that you use **key words** and **short sentences** when talking to me

You might want to read my individual **profile** or **passport** to find out more about me

Core **Makaton** signs are used when I am given instructions. This helps me **understand** what you are asking me to do

## Annexe Five: Orange Communication and Learning Approach

The environment is **organised** and **structured** – this helps me stay calm, feel safe, helps me be **ready for learning** and know what I need to do in different parts of the classroom

You might want to read my individual **profile** or **passport** to find out more about me

I am learning how to help prepare myself for learning. Staff use the **alert program** and **break systems** to help me achieve this. **Managing myself** encourages **learning** and **interaction**

It is important that my **teachers, therapists** and **parents / carers** share the things they want me to achieve

My **curriculum** is adapted to include my interests. Lessons are **interactive** and related to my **sensory learning preferences** to keep me happy, motivated and engaged

I might find it difficult to understand **spoken language** – especially if you give me a lot of instructions in one go! Try to explain new words and support complex instructions with **written words** or **pictures**

Playing simple **games** is a great way of developing **self-esteem, confidence** and **social skills**

**Exercise** helps me become stronger, have better balance and allows me to develop more sophisticated **fine** and **gross motor control skills**



Using **sequencing cards** helps me put my thoughts in order when I'm telling a story. They also **remind me of the order** that I need to tell things in

**Makaton** signs might be used in my classroom to help me **learn** and **remember** difficult **words**

I am learning how to **be in charge** of my own **language** difficulties. Learning how to use **active listening** is important for me

Opportunities for developing my **social skills** are built into lessons

I get lots of opportunities to develop my **independence skills**. It is important that I know how to do things myself

I get time during the day to practice a **range** of **activities** which I can do during my **free time**

**Schedules** can help me know what I'm doing during the day and within a lesson. **Checklists** can help me organise myself

Daily **schedules**, weekly **timetables** and **calendars** help me **learn** the **days** of the week and the **months** of the year and what I'm doing at those times. I can also use them to **organise** my **time**, talk about things I've done or am going to do

## Annexe Six: Yellow Communication and Learning Approach

I'm learning that **my actions** can be used to **make things happen** for me. Adults **respond** to these actions **consistently**, which supports the development of **intentional communication**. I have lots of opportunities created for me throughout the day to practice this

Using a **voice output** device will help me **participate** in lots of different activities. My Speech & Language Therapist and Class Team will **set this up** for me

Staff monitor my **learning state** and integrate my own **sensory diet** across the day to help me stay calm and alert

It is important that my **teachers, therapists** and **parents / carers share** the things they want me to achieve

Intensive **interaction** helps me to learn and develop **relationships**. It helps me develop **non-verbal communication** skills

My learning experiences are built around **clear** and repetitive **routines**. This helps me **predict** and **anticipate** what is going to happen to me

Teachers use a variety of **prompting** strategies to help develop my **independence** skills and meet my **communication** needs

You might want to read my individual **profile** or **passport** to find out more about me

The environment is **organised** and **structured** – this helps me stay **calm**, feel **safe**, helps me be **ready for learning**. It puts me in a great mood for learning and I know what happens in each part of the classroom



Environmental cues such as **touch** cues, **objects**, photographs, symbols, **smells**, sounds and **routines** are used to **build** my **understanding** of the world and help to stop me being surprised when things change

My **supportive equipment** should be **used each day** as instructed and should **fit me** appropriately

My teachers use a **variety** of smells, textures, tastes and great things to look at. This is called **multi sensory learning**

Core **Makaton** signs are used to support staff language. This helps me to **understand changes** that may be happening in my environment

During my free time adults make sure I have something **stimulating** to **engage** with. An individual **sensory environment** keeps me interested in what's going on around me – sometimes I may have a **switch** to **interact** with these experiences

My **postural care** program is carried out daily to keep me **strong** and **flexible**. It also prevents any problems developing with my **muscles** and **joints**

I get lots of opportunities to develop my **independence** skills. It's really, really important that you help me to learn how to **join in** with activities

Throughout the day I have lots of opportunities to learn in different **positions**, especially standing [if appropriate]. It's important for my **whole body** to be part of my **learning experience**

**Annexe Seven: Parental Support Letter One**

London

19 December 2012

Headteacher  
The Bridge School  
251 Hungerford Road  
London N7 9LD

Dear

**Re: Free Special School in Islington**

I strongly support the establishment of similar arrangements in Islington. There is a crying need for them. I believe the availability of full residential and respite provision locally for the most challenging pupils would not only transform the lives of the children and their families but would also be immensely beneficial to the Bridge itself; the school would be a calmer and more easily managed environment for the great majority of pupils whose daily school activities are adversely impacted by the small minority of extremely challenging students.

and I would certainly have considered such facilities had they been potentially available for locally and, as a, I'm extremely supportive of the special free school initiative. Best of luck with the bid.

Kind regards

Yours sincerely

Annexe Eight : Letter of Support from Islington Local Authority

**Annexe Nine: Case Studies**

**Four case studies are presented in this document**

- Two are retrospective written about young people who have had to move into residential provision in the last three years.
- Two are current students whom this type of specialist provision would be appropriate who are currently attending The Bridge School.





**Examples of two young people who needed to move into residential provision**

**Background:** [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]







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

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



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