

Free Schools in 2013

Application form

Special Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance for special Free Schools 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 & declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand & marketing
- **Section F:** Capacity & capability
- **Section G:** Initial costs & financial viability
- **Section H:** Premises
- **Section I:** Due Diligence & 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 special Free School. There is a separate downloadable form for this information. This will be available from 28 November, [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: [REDACTED].

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial**

plans) by 'Recorded Signed For' post to:

[REDACTED]
Department for Education
[REDACTED]
London [REDACTED]

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

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

[REDACTED]
Department for Education
[REDACTED]
London [REDACTED]

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 under 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

Main contact for this application													
1	Name: [REDACTED]												
2	Address: [REDACTED] The St Marylebone Church of England School [REDACTED] London [REDACTED]												
3	Email address: [REDACTED]												
4	Telephone number: [REDACTED]												
About your group													
5	Please state how you would describe your group: <table border="0" style="margin-left: 20px;"> <tr> <td><input type="checkbox"/></td> <td>Parent/community group</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Teacher-led group</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Non-maintained special school</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Independent school</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>Academy sponsor – see note at '6' below</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Other</td> </tr> </table>	<input type="checkbox"/>	Parent/community group	<input type="checkbox"/>	Teacher-led group	<input type="checkbox"/>	Non-maintained special school	<input type="checkbox"/>	Independent school	<input checked="" type="checkbox"/>	Academy sponsor – see note at '6' below	<input type="checkbox"/>	Other
<input type="checkbox"/>	Parent/community group												
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<input type="checkbox"/>	Independent school												
<input checked="" type="checkbox"/>	Academy sponsor – see note at '6' below												
<input type="checkbox"/>	Other												
6	If Other, please provide more details: The Group is led by The St Marylebone Church of England School, a mainstream secondary Academy with a well established SEN specialism. This Academy Trust will also operate the The St Marylebone Bridge School, the proposed special free school. The two schools will forge close links and the special school will benefit hugely from expertise within the mainstream school which is rated Outstanding by Ofsted.												
7	Has your group submitted more than one Free School application in this round? <table border="0" style="margin-left: 20px;"> <tr> <td><input type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>No</td> </tr> </table>	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No								
<input type="checkbox"/>	Yes												
<input checked="" type="checkbox"/>	No												
8	If yes, please provide more details:												
9	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation? <table border="0" style="margin-left: 20px;"> <tr> <td><input checked="" type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td><input type="checkbox"/></td> <td>No</td> </tr> </table>	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No								
<input checked="" type="checkbox"/>	Yes												
<input type="checkbox"/>	No												
10	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: The Group has consulted with the London Diocesan Board for Schools (LDBS) and Westminster City Council (WCC) . Both organisations are fully supportive of this proposal as both are acutely aware that there is very high demand for Speech and Language												

specialist education in and immediately around the Westminster area. Current provision falls substantially below what is needed to satisfy that demand. A new special free school will address that shortfall and provide access to an appropriate and significantly more cost effective solution for the education of children with special educational needs (SEN). The St Marylebone Church of England School is one of only a few mainstream schools in the country with SEN specialism. Given this established expertise, both LDBS and WCC consider the existing school to be an ideal vehicle to support the formation and growth of a new special free school.

LDBS have advised as to an appropriate legal and governance structure as set out in Section F6. In particularly several discussions and meetings have take place with [REDACTED] of [REDACTED] in this regard and also in respect of likely feasibility of proposed sites and capital funding thereof. Being a member of the Academy Trust Company, we expect LDBS to continue a very close relationship with the Special Free School in terms of its operation, governance and ethos in a similar way as it has provided the mainstream school for many years.

Westminster City Council will have a vested interest in the Special School once it is open as the majority of pupils at the school will derive from Westminster.

[REDACTED] solicitors have assisted us in drafting a Scheme of Delegation (attached in an appendix to this bid). This sets out much detail as to how the governance structure will work. Subject to proper procurement and value for money considerations, it is hope that this relationship can continue once the school, is open.

The mainstream school is affiliated to the **Woodard Corporation**, comprising of the Woodard Schools and the Woodard Academies Trust. [REDACTED], [REDACTED], has been consulted in respect of the suitability of various multi-academy structures and has assisted in developing the proposed legal and governance structure for the Special School.

Details of company limited by guarantee

11	Company name: The St Marylebone Church of England School
12	Company address: [REDACTED] London [REDACTED]
13	Company registration number: 7719620
14	Does the company run any existing schools, including any Free Schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/>

15	<p>If Yes, please provide details: The St Marylebone Bridge School (the proposed Special Free School) will operate alongside The St Marylebone Church of England School (the mainstream school), both schools operating under the same Academy Trust Company but with separate funding agreements.</p>
<p>Company members</p> <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>	
16	<p>Please confirm the total number of company members: Three members.</p>
17	<p>Please provide the name of each member below (add more rows if necessary):</p>
	<p>1. Name: [REDACTED]. Currently: [REDACTED]</p>
	<p>2. Name: [REDACTED]. Currently: [REDACTED]</p>
	<p>3. Name: [REDACTED]</p>
	<p>4. Name:</p>
	<p>5. Name:</p>
	<p>6. Name:</p>

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the special Free 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.

18 Where directors have already been appointed please provide the name of each and positions they will hold (add more rows if necessary):

As the Academy Trust Company already operates a school, all of the Governors of that School are currently Directors. All of the Directors that follow are therefore the current Governors of the mainstream school. However, if the Special School is approved and the Academy Trust Company is operating both the mainstream and special schools, it is unlikely that all Governors will also be Directors of the Company. It is envisaged that the foundation governors of the existing mainstream school and the Executive Headteacher will form the Board of Directors, exercising control over both schools (See Section F6 for further details). Consequently not all of the Directors below will necessarily continue as Directors if the Special School progresses.

1. Name: [REDACTED], [REDACTED]

2. Name: [REDACTED], [REDACTED]

3. Name: [REDACTED], [REDACTED]

4. Name: [REDACTED], [REDACTED]

5. Name: [REDACTED], [REDACTED]

6. Name: [REDACTED], [REDACTED]

7. Name: [REDACTED], [REDACTED]

8. Name: [REDACTED], [REDACTED]

9. Name: [REDACTED], [REDACTED]

10. Name: [REDACTED], [REDACTED]

11. Name: [REDACTED], [REDACTED]

	12. Name: [REDACTED], [REDACTED]
	13. Name: [REDACTED], [REDACTED]
	14. Name: [REDACTED], [REDACTED]
	15. Name: [REDACTED], [REDACTED]
	16. Name: [REDACTED], [REDACTED]
	17. Name: [REDACTED], [REDACTED]
	18. Name: [REDACTED], [REDACTED]
	19. Name: [REDACTED], [REDACTED]
	20. Name: [REDACTED], [REDACTED]
	21. Name: [REDACTED], [REDACTED]
	22. Name: [REDACTED], [REDACTED]
19	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]
Related organisations	
20	<p>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.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the special Free School. <p>London Diocesan Board for Schools (LDBS) Company Number 00198131</p> <p>Westminster City Council (WCC) [REDACTED] Company Number [REDACTED]</p>

	<p>The Woodard Corporation Company Number 4659710</p> <p>Please see Question 10 of this Section A for details of the role that these organisations will play in relation to the Special Free School.</p>	
22	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>The group's religious affiliation is to The Church of England denomination of the Christian Faith.</p>	
Existing Providers		
23	Is your organisation an existing independent school wishing to become a special Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24	Is your organisation an existing non maintained special school wishing to become a special Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25	Is your organisation an existing independent school or a non-maintained special school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27	If Yes to any of the above 4 questions, please provide your six digit unique reference number here:	137353
28	<p>If you are an existing independent school, non-maintained special school, state maintained school or an Academy, please provide the following information:</p> <ul style="list-style-type: none"> • the age range; • the current number of pupils on roll; • the current school capacity; and • the SEN currently catered for. 	<p>11-19 1039 1040 346 (in mainstream school)</p>

29	<p>If you are an existing independent school, non-maintained special school, state maintained school or an Academy please provide the date of your most recent inspection report and a link to the report on the Ofsted or other Inspectorate website: Ofsted Report dated: 26/11/2007 ██████████</p>
30	<p>If you are an existing independent school, non-maintained special school, state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>The following link is to the Schools and Local Statistics page of the DfE's website for The St Marylebone Church of England School. However, performance data is not published here for the Academy which has only existed since 1st September 2011. The second link provides the performance data for the School before conversion to Academy.</p> <p>██████████</p> <p>██████████</p>
31	<p>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:</p> <p>Not applicable – see Q30 above.</p>

**Please tick to confirm that you have included
all the items in the check list.**



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 special 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 hardcopy versions of your application. Please use black ink.

Section B: Outline of the school

1	Proposed school name:	The St Marylebone Bridge School
2	Proposed academic year of opening:	2013/14
3	Proposed age range of the school:	<input type="checkbox"/> Pre-School <input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If other, please specify:
4	The types/ designations of SEN the school will predominantly cater for (please tick all that are appropriate):	NB: An outline of SEN designations can be found at Annex B of the special 'How to Apply' guidance. <input type="checkbox"/> Specific Learning Difficulty (SpLD) <input type="checkbox"/> Moderate Learning Difficulty (MLD) <input type="checkbox"/> Severe Learning Difficulty (SLD) <input type="checkbox"/> Profound and Multiple Learning Difficulty (PMLD) <input type="checkbox"/> Behaviour, Emotional and Social Difficulty (BESD) <input checked="" type="checkbox"/> Speech, Language and Communication Needs (SLCN) <input 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 as a special Free School:	84 Pupils (but Financial Plan based on occupancy of 77 for prudence)
6	Date proposed school will reach expected capacity in all year groups:	2015/16
7	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed

8	<p>Do you intend your proposed school to have a faith ethos?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Please refer to the glossary of terms in the ‘How to Apply’ guidance for more information about religious character/designation/ethos.</p>	
9	<p>If Yes, please provide details here (please be as specific as possible):</p>	
10	<p>Will your school provide residential provision (ie where a statement specifies residential provision is required to meet the child’s SEN)?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	
11	<p>If Yes, please provide details here:</p>	
12	<p>Post code of the preferred site of the proposed school:</p>	<p>First site option: [REDACTED] ([REDACTED]) Second site option: [REDACTED] ([REDACTED])</p>
13	<p>Local authority area in which the proposed school would be situated:</p>	<p>Westminster</p>
14	<p>If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:</p>	<p>Not applicable.</p>
15	<p>This application form is designed to be used for special applications (as defined at Annex A of the ‘How to Apply’ guidance). If the school you are proposing does not really fit the definition of special but does not fit the definitions of mainstream, 16-19 or alternative provision either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application, please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>Not applicable.</p>	

Section C: Educational vision

Rationale:

The St Marylebone Bridge School will be a specialist centre for those with Speech, Language and Communication Needs (SLCN) 'which encompasses a wide range of difficulties related to all aspects of communication in children and young people. Approximately 50% of children and young people in some socio-economically disadvantaged areas have speech and language skills that are significantly lower than those of other children of the same age' (Bercow Report, 2008). These issues are, to some extent, accentuated in multi-ethnic and poly-linguistic cities such as London when communication skills are further complicated through learning and communicating in another language; 56% of St Marylebone pupils have English as an additional language, and this figure will be broadly reflected in the St Marylebone Bridge School.

Our aim to provide a high quality education for pupils fitting the SLCN profile corresponds with that of Westminster Local Authority, who also identify the need for a new Special School and with whom we have been working closely on this bid.

We believe that communication is a fundamental human right, a key life skill at the core of all social interaction. Children with SLCN commonly have difficulties with reading and writing and accessing the curriculum. They may also exhibit poor behaviour and some find it hard to socialise with their peers. The Bercow Report states that 'placing speech, language and communication at the heart of the school curriculum ensures that the subject is not an optional extra, but a mainstream feature of education policy'. At St Marylebone we have found that speech and language needs to be central to the curriculum. We have also become increasingly aware of the need to build a sound foundation of communication skills for those in need of Speech and Language Therapy (SALT). Of the 37 SEN statements in the school, 90% require SALT but get an average of one hour per term. One key motivating factor in our venture to establish a Special Free School is our desire to increase SALT provision for Secondary pupils, in response to the wide range of SLCN we have uncovered at St Marylebone School.

As Michael Gove argues, 'no child – regardless of their circumstances – should be denied an excellent education that is close to home. An education where teachers are free to decide what is best and where standards are high. Through Free Schools, we are breaking down barriers to make this a reality for some of the poorest and most vulnerable children in the country.'¹ We believe we would be fulfilling this objective with the establishment of the St Marylebone Bridge School.

Ethos:

"The ethos of St Marylebone School has been painstakingly built around respect and high expectations, for all." (ECM Ofsted inspection 2009, which gave the school an outstanding grade).

Founded in 1791, the St Marylebone School retains its original aim 220 years on, the pursuit of excellence: excellence in our academic and cultural achievements, excellence in our community life and excellence in our spiritual search. We expect the highest standards of effort, behaviour and commitment from every pupil and we seek to inspire a love for learning, and respect for all the members of our multi-ethnic community. The school aims to develop the whole person and to prepare pupils to become active and effective citizens, with no pupils leaving our school as NEETs (not in employment, education or training).

¹ <http://education.gov.uk/inthenews/inthenews/a00200147/first-special-and-alternative-provision-free-schools-given-the-green-light>

Focusing on these aims has helped the school to become the much sought after Secondary School in the North of Westminster with approximately 10 applications for each place. Our aim is to offer the same pursuit of excellence and high standards to those in the St Marylebone Bridge Special School.

Since we believe that no child should be denied an excellent education that is close to home, the St Marylebone Bridge School will break down barriers for some of our most vulnerable children in Westminster, in the pursuit of excellence.

The Christian ethos of the mainstream school will also underpin the education and community in the St Marylebone Bridge School.

It is the primary purpose of a Christian ethos in education to awaken a love of learning in young people, and to do this within a value rich and value driven context that recognises the unique value of each individual person and the responsibility of each individual in the school community towards each other. The Christian ethos will aim to:

- help young people develop character – people with largeness of soul, personal dignity and integrity.
- encourage students to become active, compassionate, inquiring and life-long learners, in search of truth.
- nurture creativity and capacity for independent and critical thought.
- help young people to recognise the importance of the spiritual, moral and cultural dimension of life.
- help young people to become confident individuals who understand how to be happy and to develop and maintain their own spiritual, emotional, physical and mental well-being, how to develop a positive self-awareness and self-confidence and how to become active and responsible citizens who make a positive contribution to society and are encouraged to participate, care for others and show leadership wherever that is possible. (See section D1 for more detail).

Vision:

The St Marylebone Bridge School will be a co-educational centre of excellence for pupils with Speech, Language and Communication needs (SLCN). It will serve the local community, equipping our pupils with the life skills and competencies they need to succeed as independent adults.

The link with St Marylebone C.E. School will allow St Marylebone Bridge School pupils to benefit from the main school's **specialism in SEN** and its proven commitment to outstanding, effective and inclusive educational provision, supported by integrated care. They will also benefit from St Marylebone's proven track record in the pursuit of excellence, and its high aspirations for all members of our multi-cultural, multi-faith community and its outstanding teaching and learning.

Pupils with specific conditions and associated needs are also likely to have strengths in other areas. This is why it is crucially important to treat each pupil differently and not to act on assumptions of need. Those pupils who come under the SLCN umbrella could have a number of associated or secondary needs. Below are a number of disorders or syndromes which are associated with having SLCN:

Down's Syndrome
Autistic Spectrum Disorder
Asperger's Syndrome
Cerebral Palsy
Global Developmental Delay
Hydrocephalus

Dyspraxia
 Dyslexia
 Attention Deficit (Hyperactivity) Disorder

See section D1 for more detail about these.

At St Marylebone School, 15% of our pupils are on the SEN register, and 50% of those have SLCN.

We regard the following as distinctive to our vision, and more difficult to replicate elsewhere:

1. We will **break down barriers** by developing pupils' social and emotional skills through **planned integration** with the main school, profiting from the **St Marylebone SEN specialism in Interaction and Communication and in Performing Arts**, with all pupils the mutual beneficiaries.

The affiliation with the main school will offer the possibility for easy and planned integration and enrichment. Pupils' timetables will allow for at least two afternoons a week of cross-curricular enrichment, where lessons will be based around a series of relevant themes as part of term-long projects.

There will be crossover with these projects and the main school Performing Arts productions. We envisage pupils from all key stages and from both schools participating in St Marylebone projects and performances.

2. As a **National Teaching School**, the training of staff is at the heart of what we do, both within the St Marylebone Bridge and beyond: we will provide SEN training for primary and secondary school teachers and support staff.
3. St Marylebone's **outstanding teaching and learning** will help each pupil to grow and flourish in the pursuit of excellence.

In terms of academic achievement, this is now St Marylebone school's tenth year of producing GCSE results above 90% 5 A*-C, and the school's SEN cohort gained a value added figure for total GCSE points of +10.

St Marylebone School SEN and NON SEN RESULTS

2010	% 5 A-C	%5 A-C with E&M	Ave GCSE points	Average total GCSE points
SEN	75	50	5.3	51
NON SEN	98	67	6.3	68
GAP	23	27	1.0	17

2011	% 5 A-C	%5 A-C with E&M	Ave GCSE points	Average total GCSE points
SEN	64	55	5.1	51
NON SEN	96	85	6.5	71
GAP	32	30	1.4	20

A culture that **encourages high aspirations** will be fostered by teachers working with pupils across the spectrum of academic ability in both St Marylebone School and the St Marylebone Bridge School.

The St Marylebone Bridge School staff will be a blend of teachers with background in Special Schools and St Marylebone subject specialist teachers who will receive significant SEN training. These latter teachers will be carefully selected, having experience in SEN in a

mainstream context and teaching at least four hours per week at the St Marylebone Bridge School. There will be a culture of dissemination of skills and cascaded learning among staff with time built in for collaborative planning.

We also regard the following as central to our vision:

4. The curriculum will be broad and balanced, but will focus on **depth before breadth**, with the emphasis on literacy, numeracy and independent life skills.

Our curriculum is designed to nurture young people with Speech, Language and Communication Needs (SLCN), who, on leaving the school, will:

- have achieved nationally accredited qualifications
- be functionally literate and numerate with developed ICT skills
- have sufficient life skills and competencies needed to succeed as independent adults
- be able to participate confidently and successfully in the world of work and adult society.

To achieve this, our curriculum will provide:

- depth of skill and confidence in literacy, numeracy, and speech, language and communication skills
- a broad and balanced access to non-core subjects which inspire and enrich
- maximum scope for **personalised learning (a pupil-centred approach)**. This will be achieved through collaborative teaching, effective Assessment for Learning, rigorous monitoring of progression data and individually-tailored programmes of support and intervention in each pupil's IEP.
- **cross-curricular enrichment activities** through planned integration into the mainstream school
- **extra-curricular** activities designed to enable and support the core curriculum
- excellence in teaching and learning, engendered through collaboration and 'best-practice-sharing' between professionals, in and beyond the school community, in keeping with our **National Teaching School** status.

The St. Marylebone Bridge School aims to create an environment in which our pupils can achieve their maximum potential, gain independence and social awareness so that they can, beyond school, enjoy and participate in the world of work and adult society along with their mainstream peers.

5. Within this context we will put in place **Individual Education Plans** for each pupil.
6. Our pupils will **progress at a higher rate than their counterparts in a mainstream setting**. By targeting the pupils' SLCN, we will fully unlock their cognitive abilities and academic potential.

National Curriculum Level on entry to school	Progress Per Key Stage
1	2 Levels (= 0.67 levels of progress a year)
2	2 Levels (= 0.67 levels of progress a year)
3	2 Levels (= 0.67 levels of progress a year)

In line with 'National Progression Data', our pupils will make two levels of progress per key stage. Our curriculum will be creative, challenging yet practical and relevant and designed to fit pupils' needs. It will place literacy, numeracy and life-skills at its core, while capitalising on the therapeutic and academic value of the performing arts subjects in which St Marylebone has a specialism.

By the end of KS4, all pupils will have gained nationally accredited qualifications in a range of subjects. The range of qualifications attainable by pupils will include:

- Entry Level Certificate
- GCSE
- ASDAN award
- COPE
- Sports Leadership Award
- Duke of Edinburgh award
- BTEC
- Functional Skills

By the end of KS4, all pupils will have gained the qualifications required to progress to KS5 courses of study and secure places in appropriate schools or colleges. By the end of KS5, all students will have gained the qualifications required to access further education or the world of employment. We will also set **targets for successful acquisition of SOFT SKILLS**. Soft skills include speech, language and communication skills, inter-personal skills, social, emotional and health skills, self-confidence, self-awareness, spiritual and moral development and work-related learning (see section D4 for more detail).

7. We will foster a culture of **high expectations** in our pupils' academic achievements, in their social and cultural life, and in their spiritual search.
8. We are working with the LA who will support us to meet a gap in local provision so that pupils can **stay in their local community**, becoming '**independent travellers**' to and from school wherever possible.
9. The St Marylebone Bridge School's intake will be multi-faith and multi-cultural, serving pupils coming from a full inner-city range of social and ethnic backgrounds. This fully comprehensive diversity will mirror that of the main school and the school's community hinterland.

The mainstream school has a record of excellence in equality: "The quality of St Marylebone's provision to promote equalities is outstanding" (Every Child Matters Ofsted inspection 2009). The St Marylebone Bridge School will provide for the same inclusive demographic as the main school's current intake, where 42% of pupils have Free School Meals, 56% have EAL (there are 80+ languages represented in the school) and 14% are refugees.

Section D: Educational plan – part 1

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

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Pre-School								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		11	11	11	11	11	11	11
Year 8		11	11	11	11	11	11	11
Year 9			11	11	11	11	11	11
Year 10			11	11	11	11	11	11
Year 11				11	11	11	11	11
Year 12			11	11	11	11	11	11
Year 13				11	11	11	11	11

*Nb We are aware that under certain circumstances, pupils at Special Schools can make the transition to mainstream education at any point in their school career. However, we anticipate high demand to replace those pupils, should that scenario arise. Furthermore, we would seek to transfer those pupils, where applicable, to St Marylebone School, while retaining them on the St Marylebone Bridge School roll (or integrating where appropriate as per our model). Furthermore, placing pupils with complex statements at The St Marylebone Bridge School, rather than in the mainstream, will represent savings of 72% per place for Westminster and other boroughs. This may have a positive impact on pupil retention. However, in order to make allowances for pupils leaving where they cannot easily be replaced, we are working on the basis of a maximum capacity per year group of 12, but in terms of funding and for the purposes of this plan, we will assume that there are an average of 11 pupils per year group – that equates to 92% of full capacity.

Section D: Education plan – part 2

Education Plan: Vision

The school aims to develop the whole person and to prepare pupils to become active and effective citizens, with no pupils leaving our school as NEETs (not in employment, education or training).

1. The curriculum will be broad and balanced, but will focus on **depth before breath**, with the emphasis on literacy, numeracy and independent life skills.
2. Within this context we will put in place **Individualised Education Plans** for each pupil.
 - a) *Our teachers are highly skilled in the developments in Assessment For Learning, in which Ofsted graded our main school ‘outstanding’ in 2010 (appendix A)*
 - b) *Culture of high expectations gained through the affiliation with the main school. At capacity, X number of teachers will work in both the main school and the St Marylebone Bridge School, bringing good and outstanding teaching and a culture of high expectations to bear across the spectrum of need and ability.*
 - c) *The St Marylebone Bridge School will provide pupils with access to a core but flexible timetable. In some cases pupils will integrate in lessons in the main school, gaining GCSE qualifications where possible and appropriate.*
3. Our pupils will progress at a higher rate than their counterparts in a mainstream setting. By targeting the pupils’ SLCN, we will fully unlock their cognitive abilities and academic potential.

Our pupils will make at least the following progress per year:

National Curriculum Level on entry to school	Progress Per Key Stage
1	2 Levels (= 0.67 levels of progress a year)
2	2 Levels (= 0.67 levels of progress a year)
3	2 Levels (= 0.67 levels of progress a year)

4. We will **break down barriers** by developing pupils’ social and emotional skills through **planned integration** with the main school, profiting from the **St Marylebone SEN specialism in Interaction and Communication and in Performing Arts**, with all pupils the mutual beneficiaries.
 - a) *The affiliation with the main school will offer the possibility for easy and planned integration and enrichment. Pupils’ timetables allow for one afternoon per week of cross-curricular enrichment, where lessons will be based around a series of relevant themes as part of term-long projects.*
 - b) *There will be crossover with these projects and the main school Performing Arts productions. We envisage pupils from all key stages and from both schools participating in St Marylebone projects and performances.*

5. As a **National Teaching School**, the training of staff is at the heart of what we do both within the St Marylebone Bridge School and beyond: we will provide SEN training for primary and secondary school teachers and support workers.

- a) *The St Marylebone Bridge School staff will be a blend of teachers with background in Special Schools and St Marylebone subject specialist teachers who will receive significant SEN training. These latter teachers will be carefully selected, having experience in SEN in a mainstream context and teaching at least 4 hours per week at the St Marylebone Bridge School. There will be a culture of dissemination of skills and cascaded learning among staff with time built in for collaborative planning.*
- b) *Our SALTs and other professionals will work closely and extensively with teachers and LSAs, teaching alongside them in order to develop and enhance pupils' learning and to ensure a foundation for is in place.*

D1: Set out a viable curriculum plan with appropriate focus on core areas of learning

The Christian Ethos of the main school, St Marylebone, will also underpin the education and community in the St Marylebone Bridge School.

It is the primary purpose of a Christian ethos in education to awaken a love of learning in young people, and to do this within a value rich and value driven context that recognises the unique value of each individual person and the responsibility of each individual in the school community towards each other. The Christian ethos will aim to:

- help young people develop character – people with largeness of soul, personal dignity and integrity.
- encourage students to become active, compassionate, inquiring and life-long learners, in search of truth.
- nurture creativity and capacity for independent and critical thought.
- help young people to recognise the importance of the spiritual, moral and cultural dimension of life.
- help young people to become confident individuals and understand how to be happy and to develop and maintain their own spiritual, emotional, physical and mental well-being and develop a positive self-awareness and self-confidence and help them to become active and responsible citizens who make a positive contribution to society and are encouraged to participate, care for others and show leadership wherever that is possible.
- equip young people with the confidence, aptitude and skills they need for life and for work.

A Christian ethos recognises that education is value rich:

- it will actively teach the importance of the value of love, forgiveness, truthfulness, integrity, courage, generosity and respect to all people. It is expected that such values will underpin the aims, objectives, shared values, policies, code of conduct, rewards and sanctions of the St Marylebone Bridge School. Teachers will have a special place in encouraging students to acquire these characteristics
- The school will provide a broad and balanced education and develop an inclusive, creative community that will build understanding, respect and empathy in young people. Pupils, staff and parents of all faiths will be welcome.
- The school will be a faith community that celebrates religious, cultural and ethnic diversity and encourages dialogue and understanding.
- In the school it will be recognised, understood and welcomed that teaching and support staff come to this school with a variety of faiths, beliefs and backgrounds. Against this background, however, staff will be required to agree to uphold the Christian ethos of the school. As part of the recruitment process, all potential staff will be introduced to the vision and ethos of the school and to its distinctive Christian ethos.

A Christian ethos places children at the heart of all that the school does:

- The Christian ethos of The St Marylebone Bridge School will acknowledge the value and uniqueness of every human being regardless of gender, age, ethnic origin, creed or sexual orientation.
- It will champion the cause of child-centred holistic learning, paying particular attention to the development of the whole person: spiritually, morally, culturally, academically, aesthetically and physically. This means that education will begin at the point of the child's need and places a high value on developing self-respect and self-esteem. Every student will be valued for who they are and be encouraged to give their very best at all times.
- The school will strive for educational excellence in all it does. It will recognise that each person has a unique set of skills and that it is the school's duty to enable each individual to fulfil his or her full potential. The school will recognise that ability comes in many forms and learners need to be supported to enjoy success no matter where their talents lie. The educational success of learners should not depend on their backgrounds and the school will work to close this gap by engaging the learner with exciting, relevant content and opportunities for learning through experience and by 'doing'.
- The school will be a place in which young people and adults are particularly cared for, nurtured and valued, as witnessed in a strong pastoral system. The spirituality will be evidenced in the quality of the relationships built between all members of the school community.

How will our curriculum address the needs of our proposed intake?

Our curriculum is designed to nurture young people with Speech, Language and Communication Needs (SLCN), who, on leaving the school, will:

- have achieved nationally accredited qualifications
- be functionally literate and numerate with developed ICT skills
- have sufficient life skills and competencies needed to succeed as independent adults
- be able to participate confidently and successfully in the world of work and adult society.

To achieve this, our curriculum will provide:

1. depth of skill and confidence in literacy, numeracy, and speech, language and communication skills
2. a broad and balanced access to non-core subjects which inspire and enrich
3. maximum scope for **personalised learning (a pupil-centred approach)**. This will be achieved through collaborative teaching, effective Assessment for Learning, rigorous monitoring of progression data and individually-tailored programmes of support and intervention in each pupil's IEP.
4. **cross-curricular enrichment activities** through planned integration into the mainstream school
5. **extra-curricular** activities designed to enable and support the core curriculum
6. excellence in teaching and learning, engendered through collaboration and best-practice-sharing between professionals, in and beyond the school community, in keeping with our **National Teaching School** status.

The following gives a brief outline about SPLCN and the specific needs that come underneath that umbrella. Here provided are some of the strategies that will be used in the classroom at the St Marylebone Bridge School in order to meet the needs of all our pupils and to ensure that they can access the curriculum. Those who attend The St Marylebone Bridge School will be operating at significantly lower levels than their mainstream peers, will have other associated problems and will need regular input from speech and language therapists and Occupational Therapists. There will be a major focus, therefore, in terms of teaching methods employed for these pupils; all of which, as can be seen below, will require a visual, auditory, kinaesthetic and tactile approach to learning.

Children and young people with specific conditions and the associated needs are also likely to have strengths in other areas. This is why it is crucially important to treat each child differently and not to act on assumptions of need. Those children who come under the 'SPLCN umbrella' could have a number of associated needs/secondary needs. Below are a number of disorders/syndromes which are associated with having speech and language and communication difficulties:

- Down's Syndrome
- Autistic Spectrum Disorder
- Asperger's Syndrome
- Cerebral Palsy
- Global Developmental Delay
- Hydrocephalus
- Dyspraxia
- Dyslexia
- Attention Deficit (Hyperactivity) Disorder

Strategies and Teaching Methods for Pupils with Specific Needs under the 'SLCN Umbrella'

Pupils with Autistic Spectrum Disorder (ASD)

ASD is a broad term that includes children with a range of diagnoses, such as Autism, Asperger Syndrome, Pervasive Development Disorder (PDD) and Semantic Pragmatic Disorder. It is a broad spectrum of need and includes children with varying degrees of difficulties and levels of cognitive ability.

The St. Marylebone Bridge School will accept those pupils on the higher end of the spectrum who may also have difficulty with dyslexia, dyscalculia and speech and language disorders.

Children with Autistic Spectrum Disorder (ASD) have difficulty in three areas:

- Communication
- Social Interaction
- Imagination (affecting flexibility of thought and imaginative play skills)

Other associated difficulties may include:

- Sensory Difficulties

Inclusive Strategies for the classroom include:

Communication

- Using simple language, using a visual clue or prompt (picture symbol, photograph or object) along with words so that instructions are easier to follow. Some pupils with ASD have delayed language development and may need to use an augmentative communication system such as PECS (Picture Exchange Communication System) or Makaton (a signing and symbol communication system)
- Avoid the use of idioms or sarcasm in speech. Many pupils with ASD are literal in their use and understanding of language and will not respond to this type of language use.
- Get the pupil's attention before you give instructions by either calling the pupil's name or providing some visual prompt to gain their attention.
- Provide time for the pupil to respond after asking a question. Many pupils with ASD have verbal processing difficulties and will benefit from having a ten to fifteen second response time after being asked a question. If the pupil does not respond, show him or her what to do while repeating the instruction.

Social Interaction

Pupils with ASD can become overwhelmed by the 'buzz' and confusing social activity of play and lunch times. Based on the pupils in the school, The St Marylebone School may:

- encourage play in a quieter area in the playground. Some structured games in the quieter section of the playground may also be advisable
- start a small lunch time club based on the pupil's interests, such as computers or drawing
- create a 'buddy system' or 'circle of friends' to provide pupils with a chance to build friendships
- encourage gradual introduction to large group times such as assembly and carpet time. The use of a 'personal cushion' or a 'Social Story' may help to manage pupils' anxieties
- use of 'Social Stories' to help with problematic social situations (see above)
- small group or paired work to develop sharing, turn taking, waiting, social use of language, and awareness of others needs.

Imagination

Pupils on the Autistic Spectrum do not tend to learn intuitively. Neither do they tend to generalise their learning to a range of new settings. They can be very resistant to change – for example moving from one activity to another.

Some strategies to help with this lack of flexibility are:

- the use of visual timetables to simplify and clarify choice making
- breaking tasks down into small, clear manageable steps
- demonstrating the finished product of a task
- adult modelling of the learning process of the task undertaken
- use of 'Social Stories' to increase flexibility in thinking
- drama, role play, small group circle time and photographs/pictures illustrating a range of emotions can help to develop an awareness of feelings

Classroom Structure

- Some pupils with ASD may need a 'workstation' with start and finished trays to reduce distraction (based on the TEACCH approach)
- A classroom with specific activity or learning areas is ideal for most pupils with ASD e.g. science corner, story corner etc). If the pupil has difficulty differentiating all the specific areas, visual markers such as carpet, different coloured chairs, or even coloured tape on the floor could be helpful.
- Being explicit about the rules of the classroom will make the environment more predictable and less stressful. Pupils respond well to saying, "the rule is..."

Including Pupils with Speech, Language and Communication *Delays and Impairments*

Speech, Language and Communication

Speech is specifically a range of sounds that we make by using various parts of our oral muscles and is one component of language

Language is a complex system comprising of grammar, vocabulary and meaning

Communication can include language or speech but also non-verbal gestures or other forms of communication including dance or art

Our main form of communication is language. Therefore it is important that opportunities for speaking (*expressive language or use of language*) and listening (*receptive language or understanding*) are prioritised for all children to be able to develop their language and communication skills.

(The St. Marylebone Bridge School will accept those pupils whose difficulties require specialised and focus work in terms of their learning difficulties. Their difficulty could not be met in the larger mainstream curriculum. They may also have other underlying needs such as dyspraxia and associated disorders, some elements of ADHD, attachment disorder. It will be for those more complex needs where a mainstream school as the sole environment is not suitable.)

Speech, Language and Communication Delays and Impairments

Pupils can have delays or impairments in one area, such as pronunciation of speech, or in more than one area of speech, language and communication (SLC).

Some pupils have speech, language and/or communication difficulties for a variety of reasons. It could be due to a **delay** in the development of some aspect of their speech, language or communication skills, due to trauma or illness. Pupils who are learning English as an additional language may sometimes appear as having language delay but could be adjusting to learning a second or sometimes third language. Pupils with delayed language may need extra support from a Speech and Language therapist or specialist teacher but over time they are able to develop a level of speech and language comparative to their peers.

Impairments or disorders of speech, language and/or communication can be due to a number of factors and can occur in either *expressive* or *receptive* language skills or commonly in both. These kinds of disorders can occur in isolation or, often, as part of another disorder such as Autistic Spectrum Disorders. Pupils with impairments or disorders of SLC may retain those impairments all their lives but can often improve their speech, language and/or communication skills through intensive therapy or specialist education.

Often pupils with SLC impairments will have difficulties in **related areas** such as literacy or in many areas of the curriculum that involve understanding more complex concepts and specific vocabulary. Impairments and disorders in SLC can also lead to behaviour difficulties.

Inclusive Strategies for the Classroom

- **Use direct language.** Teachers at the St Marylebone Bridge School will be encouraged to 'say what you mean', make instructions clear, only give 2 instructions at one time, keep to literal language and avoid idiomatic or figurative speech when making explanations or giving instructions.
- **Use picture or other visual and concrete cues where possible.** A written timetable or pictures are helpful for all pupils to process information. Showing pupils equipment that is being used for a particular lesson when introducing the lesson can also be helpful.
- **Think about the kind of questions you are asking.** Are they often ones to which you already know the answer you want? Or can you rephrase questions so that they are more open-ended? SLCN pupils may need more structured, close ended questions, but all pupils need the opportunity to answer questions that don't have a 'right' or 'wrong' answer.
- **Repetition.** Many pupils need opportunities for repetition, but those with SLC delays or disorders may need instructions or activities repeated several times before they understand new concepts or learn new skills.
- **Give time for pupils to answer the questions or to contribute to discussions.**
- **Make some time each day for reading aloud and for discussion.** 'Show and Tell', News, Current Affairs discussions are all helpful to develop vocabulary, public speaking skills and listening.
- **Teach pupils good listening skills:** sitting still, looking at the speaker, thinking about the words.
- **Try not to have too much written information on the board.** Keep written instruction to a minimum.
- **Provide opportunities for pupils to develop their language and communication skills.** This includes social interaction with others. Circle times can be good for development of social and communication skills.
- **Teach pupils listening and speaking behaviour.** Do not assume that they know how to listen and speak within a classroom setting.
- **Have clear guidelines of expectations displayed.** Pupils should know what is expected of them in terms of listening and speaking.

See below for brief examples of associated difficulties/syndromes and potential barriers and solutions to pupils' learning, which teachers will consider in class.

Down's Syndrome is a hereditary condition caused by a chromosomal irregularity. Children and young people with Down's Syndrome may exhibit some or all of the following: poor muscle tone and strength; loose muscular joints, can often have heart problems. They may be highly visual, with exceptional strength in visual processing and memory, but limited verbally with short term memory. They may have a different learning style – linked to a delay in the development of working memory and can be very sensitive to failure and emotional cues. If the child has a confirmed atlantoaxial joint problem in their neck avoid full contacts sports and activities where the neck is compressed eg forward rolls.

<p>Likely Needs</p> <ul style="list-style-type: none"> Co-ordination and movement Sensory Health and fitness Communication Following instructions/sequencing Attention, concentration and listening Reasoning, thinking & understanding 	<p>Possible Needs</p> <ul style="list-style-type: none"> Developing independence Emotional Behavioural
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Cerebral Palsy describes a group of conditions associated with brain development. The movement range affected is dependant on the severity of the condition. Children may have speech or hearing problems and often have difficulties judging distances. Avoid sudden loud noises eg whistles, as can cause startle reflex and anxiety. Muscles can be stiff or tight and children can be prone to seizures and get tired quickly.

<p>Likely Needs</p> <ul style="list-style-type: none"> Co-ordination and movement Health and fitness Communication Developing independence Self-esteem 	<p>Possible Needs</p> <ul style="list-style-type: none"> Emotional
--	--

Global Developmental Delay describes a child with delayed achievement in terms of many of the developmental milestones across all areas of development.

<p>Likely Needs</p> <ul style="list-style-type: none"> Co-ordination and movement Social interaction Communication Imagination/creativity Developing independence Following instructions/sequencing Attention, concentration and listening Reasoning, thinking & understanding Self-esteem Emotional 	<p>Possible Needs</p> <ul style="list-style-type: none"> Sensory Health and fitness
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Dyspraxia is a developmental delay in movement. Children may have an immaturity in processing of information, perceptual language and thought in addition to a poor ability in following instructions. They often have poor muscle tone and stability of hip/pelvic and shoulder girdles.

<p>Likely Needs Co-ordination and movement Following instructions/sequencing Self-esteem</p>	<p>Possible Needs</p>
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Dyslexia is a condition where children and young people have difficulties processing the written word. Although it is predominantly associated with difficulties in the classroom, the processes involved can also have effects in movement work.

<p>Likely Needs Following instructions/sequencing Self-esteem</p>	<p>Possible Needs</p>
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Attention Deficit (Hyperactivity) Disorder describes a number of conditions where children and young people have difficulties concentrating and paying attention

<p>Likely Needs Co-ordination and movement Social Interaction Communication Following instructions/sequencing Attention, concentration and listening Reasoning, thinking & understanding Self-esteem Emotional Behavioural</p>	<p>Possible Needs</p>
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Nature of Need: Developing Independence

Potential Problems:

Very reliant on adult/peer support – limited application of learning beyond formal environment
 Getting changed before and after sessions
 Unwilling to put forward ideas as worried it may be wrong, even in open-ended tasks

Potential Solutions:

Gradually establish roles and responsibilities within sessions – clearly explain expectations and agree timescales
 Set weekly or termly targets and rewards
 Pre-teach skills and vocabulary

Nature of Need: Following Instructions/Sequencing
Potential Problems:
<ul style="list-style-type: none"> Unsure of what is being asked of them May miss out important steps in learning a skill Possible danger if miss safety aspects Memory may limit number of actions performed in a sequence Memory may also limit acquisition of skills, as visual memory from demonstrations may be limited
Potential Solutions:
<ul style="list-style-type: none"> Limit number of instructions given Repeat important instructions Maintain ongoing safety procedures Involve children and young people in risk assessment Mark out space clearly using cones and other markers indicating changes in tasks etc. Use music/rhythm to help stimulate response Visual task sheets

Nature of Need: Attention Concentration Listening
Potential Problems:
<ul style="list-style-type: none"> Difficulties in listening to and remembering instructions Unaware of, or less developed risk avoidance strategies Fidgety with hands and feet May leave tasks unfinished Work/performance often rushed May be perceived as being 'badly behaved' – need to enable activity to give them freedom of movement
Potential Solutions:
<ul style="list-style-type: none"> Change activities or speed up tasks to refocus Concise instructions Agreed signals for timeouts Link praise and reward to effort Involve in setting up of activities Gain eye contact Need frequent and short term praise Need to be allowed to become immersed in movement Visual task sheets

Nature of Need: Reasoning Thinking Understanding
Potential Problems:
<p>Concepts may be misunderstood/misconceptions may cause problems in relation to appropriateness of responses to tasks</p> <p>Difficulties in predicting the future in terms of needs or outcomes</p> <p>Assumptions about pupils' understanding can lead to miscommunication</p> <p>Problem solving difficult as requires abstract thought</p> <p>Planning can be problematic if it involves more than a few stages of forward thinking – responses often reactive rather than proactive</p> <p>Application of skills into contexts such as games and activities can often be a step too far</p>
Potential Solutions:
<p>Provide overview of what pupils will be doing – then break down the activity into small increments, teaching in a paced, sequential manner</p> <p>Repeat instructions or tasks – constant reinforcement of what they have already done or achieved</p> <p>Encourage verbalising plans for next task</p> <p>Talk in short phrases about things the child can see and understand – use visual cues and pictures</p> <p>Don't assume that a stimulus will work – have back up plans and instructions</p>

Developing Skills for use in Everyday Life and Activities

In terms of all our pupils with SPLCN we will aim to cover all skills as set out in the QCA document for Developing Skills for pupils with learning difficulties. The following has been taken from this document and will be incorporated in addition to the National Curriculum Key Skills. A great deal of these skills will be developed throughout our pupils' time at the school in numerous ways: PSCE, Careers, Work Related Learning Programmes, Sex and relationship programmes; Work Experience and across all key stages.

Thinking skills

Thinking skills complement the six key skills and are embedded in the National Curriculum. Thinking combines the related structures and processes of perception, memory, forming ideas, language and use of symbols - the basic cognitive skills which underlie the ability to reason, to learn and to solve problems. The National Curriculum stresses that when pupils use thinking skills they focus on 'knowing how' to learn as well as 'knowing what' to learn. For pupils with learning difficulties, the development of thinking skills also involves working on sensory awareness, perception and early cognitive skills.

Three combined processes determine success in thinking:

- input - obtaining and organising knowledge through sensory awareness and perception to confirm 'what I know'
- control - thinking through a situation and making actions meaningful, *for example, planning, decision making and evaluating*
- output - strategies for using knowledge and solving problems that combine 'what I do' with 'what I know', *for example, remembering, and thinking about and generating new ideas.*

To begin to make sense of the world, a pupil must perceive, attend to or take in sensory

information. For some pupils with learning difficulties, sensory and/or physical impairments may make it difficult for them to select, separate and explain incoming information. For others, responses to information and their storage and retrieval of it may be affected.

Ways to remember information and access and use thinking skills may need to be taught explicitly to pupils with learning difficulties. Learning to think is not achieved on its own. Thinking takes place in a social context and is influenced and moulded by the culture and environment in which pupils learn.

In addition to key skills and thinking skills, pupils with learning difficulties will need to develop a range of skills which may form priority areas of learning in a range of contexts. While some of these skills are cross-curricular and may apply to pupils across the key stages, others are specific to individual pupils in a particular age group. Examples include:

- physical, orientation and mobility skills – **we would expect that these will be taught mostly at the Primary stage – however depending on the need we will also use the expertise of the Occupational Therapist.**
- organisation and study skills
- personal and social skills, which include personal care and health skills, managing own behaviour and emotions
- daily living skills, which include domestic and community skills
- leisure and recreational skills.

Organisation and study skills

Organisation and study skills may be taught at each key stage and in all subjects. In later key stages, they can be incorporated in **careers education** as part of preparation for adult life. We expect our SAL Therapists will be more involved at KEY STAGE 4/5. Pupils with SLCN have great difficulty organising themselves in terms of both their learning and their daily living skills. These difficulties include:

- attending to, and directing attention, *for example, learning to listen to verbal instructions*
- sustaining interest and motivation, *for example, during extended periods of work*
- selecting and organising the pupil's own environment, *for example, decorating a locker or workspace with personal items*
- managing their own time, *for example, using a personal schedule independently*
- completing a task, *for example, laying cutlery and crockery for a stated number of pupils for lunch*
- taking responsibility for tasks, *for example, working independently to a certain standard once a programme of work has been agreed.*

Personal and social skills

Personal and social skills have strong links with PSHE.

Personal care skills

Personal care skills include:

- dressing and undressing - **mostly primary school**
- eating and drinking – **can cross both secondary and primary depending on ability, special needs**
- **personal hygiene – this can become a major priority for pupils within the secondary age range**

- using the toilet - **primary school** - in terms of the cohort of pupils we would accept to the St. Marylebone Bridge school.
- medical routines – most pupils will need assistance in this but will depend on the medical need and ability of the pupil.

For all pupils, acquiring, developing and practising personal care skills will be a high priority in most primary schools and for some pupils may take a large amount of time. As they grow older, most pupils will achieve independence and these skills will continue to be practised, generalised and extended. Some pupils with learning difficulties may remain dependent on adults/ teachers parents carers for basic needs throughout their lives and, in such instances, personal care skills will remain priority areas of learning inside and outside school. Staff must make sure that pupils have as much control as possible over personal care and daily living activities. At St. Marylebone Bridge School, we will not expect to have pupils who are still at the very primary stage of personal care skills, particularly toileting, dressing and undressing – although for some pupils in secondary this aspect can prove difficult depending on levels of motor skills and co-ordination.

Daily living skills

Daily living skills are about practical preparation for adult life. They include domestic skills and community skills. For pupils with learning difficulties, greater stress is placed on these **skills in key stages 3 and 4 and post-16, in preparation for leaving school**. Some aspects of these skills are dealt with regularly in familiar routines at all key stages, *for example, making drinks and snacks*.

Domestic skills – part of the food tech curriculum:

- making drinks and snacks
- preparation of food, cooking and home management
- the ability to plan for a balanced diet
- following instructions and recipes
- cooking skills, *for example, slicing, grating, whisking, chopping, mixing, pouring*
- using appliances, *for example, kettle, toaster, microwave, cooker, food processor*
- understanding health and safety in the kitchen, *for example, hygiene, safe behaviour and actions*.

Community skills – part of a PSICHE programme, Careers, various trips out, visiting local amenities/ library/ museum etc

- developing a social sight vocabulary
- using different facilities and amenities in the community, *for example, cafés, park, leisure centres, playground, library, public toilets*
- getting to know a local area
- developing shopping skills, *for example, locating the shop and items in it, the use of lists, checkout procedures*
- using a telephone
- getting help, *for example, from police, community nurse, doctor*
- the practical use of money
- planning for and using public transport.

Leisure and recreational skills

- communicating preferences and choices, *for example, choosing between two familiar activities in school, choosing a game for the group in a club session, choosing from a wide range of local leisure activities*

- making effective use of unsupervised time, *for example, break time, lunch time, time at home*
- becoming involved in social organisations, *for example, sports clubs, youth organisations*
- using external amenities in local areas, *for example, swimming pools, ten-pin bowling alleys, cinemas*
- choosing, watching, listening to and evaluating media, *such as radio and television.*

Leisure and recreational skills are relevant across all age groups. Greater emphasis may be placed on skills for the use of community amenities in key stages 3 and 4 and post-16.

LEARNING STYLES

The following guidance will form the basis of staff INSET and teachers at The St Marylebone Bridge School will be expected to exploit as many of the following teaching styles as is appropriate to specific learners. See the beginning of this section for how these learning styles relate to pupils' specific needs.

Guidance for teaching staff: teaching and learning styles appropriate to SEN SCLN pupils

People take in and process information in different ways. A learning style is the method a person uses to learn. By knowing a pupil's learning style, a teacher can use teaching methods that maximize student learning. Pupils can use recognition of their individual learning styles to find what study methods, environment, and activities help them learn best. In terms of those pupils who have learning difficulties this is more problematic as they may not understand this concept. However we will ensure that we approach it in a way that they do understand and will ensure that all teaching styles are employed in order to meet the learning styles.

A large number of pupils with learning difficulties need a visual approach; they also learn by doing. Their auditory processing may be poor and they may need a great deal of information to be repeated in many different ways. Therefore it is important that information for all subjects is presented accordingly.

Types of learning style: ears, eyes, body and hands!

There are many different learning styles. These can be determined by looking at how a pupil's behaviour, responses, personality and engagement with learning influences the way they receive and process information, how they interact with peers and the type of learning environment and methods they prefer.

Auditory Learning Style

Auditory learners can learn by listening to tapes or CDs.

Auditory learners prefer to listen, take notes, discuss, memorise and debate. Pupils who use the auditory learning style can recall what they hear, follow oral direction and speak effectively. They repeat words out loud to memorise, and like to hear stories. They learn best in learning groups, discussions and listening to tapes or CDs

Visual Learning Style

Visual learners learn by looking, observing and reading (visual or verbal).

The visual or spatial learning style is preferred by students who like to use pictures, maps, colours and images to organise and communicate information to others. Pupils who use the visual learning style usually have a good sense of direction and enjoy drawing and doodling. They learn best using flash cards, written instructions, graphics, computer assisted learning, sight words and silent reading.

Tactile Learning Style

Tactile learners learn by drawing, writing, tracing and building models.

The tactile learning style is often grouped with the kinesthetic learning style, but it is more moderate. Students who use the tactile learning style learn by touching and moving objects. Also called 'hands-on learning', tactile learning involves learning by doing. Tactile learners like to write directions and practice following them. They learn best from demonstrations, drawing, writing, tracing and building models.

Kinesthetic Learning Style

Kinesthetic learners express themselves through movement.

Pupils who use the kinesthetic learning style like to use their whole body to learn. They express themselves through movement. They use large hand gestures when talking and use body language to communicate. They need to actively explore the physical world around them. Kinesthetic learners use their bodies and sense of touch to learn. They have a good sense of balance and good eye-hand coordination. They learn by 'getting their hands on' objects, taking them apart, and putting them together. They enjoy making models, working jigsaw puzzles, dancing and sports.

CURRICULUM OVERVIEW

The St. Marylebone Bridge School aims to create an environment in which our pupils can achieve their maximum potential, gain independence and social awareness so that they can, beyond school, enjoy and participate in the world of work and adult society along with their mainstream peers.

KEY STAGE 3 TIMETABLE (GROUPS 1 and 2)

This allocation of periods shows how we would implement (1) the depth of learning before breadth, (2) continuity and collaboration between core-skills and non-core subject delivery and (3) high expectations – all of which are integral to our education vision.

Key Stage 3

Subject	Periods per week	Percentage of timetable
Mathematics	4	13.3 (recurring)
Literacy	2	6.6
English	3	10
PSCHE	2	6.6
Science	2	6.6
PE	2	6.6
SALT discreet lesson	1	3.3
Performing Arts (Music, Dance, Drama)	2	6.6
Art	2 (1 double)	6.6
Design and Technology / Food (on rotation termly)	2 (1 double)	6.6
ICT	1	3.3
Modern Foreign Languages	1	3.3
Humanities (History, Geography, Religious Studies)	1	3.3
Cross-curricular projects	3	10
Assembly	2	6.6
Total	30	100

Notes:

- Pupils will also have one-to-one withdrawal sessions with SALT / OT / Ed Psych / Dyslexia Specialist as appropriate and according to need.
- Pupils will also receive Booster Numeracy sessions as appropriate, being withdrawn from one of the four periods of Mathematics to meet this need.
- Pupils will be moved into the appropriate group for their ability in core subjects.
- SALT also works alongside in certain lessons, notably English.
- As far as possible, morning lessons will be designed to allow links between subjects (eg PSHE leads into Science / Literacy leads into English)
- The Cross-Curricular Projects will develop inter-disciplinary skills and will engender further opportunities for integration with mainstream.

KS4 TIMETABLE (GROUPS 3 and 4):

At KS4, each pupil's timetable will be even more personalised. As such, the following totals are fluid since every pupil's timetable will be personalised. The core skills will continue to be strengthened while pupils will take KS4 qualifications appropriate to need and aptitude.

Subject	Periods per week	Percentage of timetable
Mathematics	4	13.3 (recurring)
Study Skills (including Literacy)	3	10
English	3	10
PSCHE	2	6.6
Careers	1	3.3
Life Skills	1	3.3
PE	2	6.6
SALT discreet lesson	1	3.3
ICT	2	6.6
<i>KS4 qualification</i>	2	6.6
<i>KS4 qualification</i>	2	6.6
<i>KS4 qualification</i>	2	6.6
Cross-curricular projects	3	10
Assembly	2	6.6
Total	30	100

KEY STAGE 5 TIMETABLE (GROUPS 5 and 6)

At Key Stage 5, the timetable will become more personalised still (see **The 16-19 Curriculum** above).

Pupils' core curriculum skills will continue to be developed in functional English, Mathematics and ICT. SALT and PSCHE sessions will be adapted to the individuals in each cohort. Each pupil will then access between two and four KS5 options, resulting in nationally accredited qualifications at the end of KS5. Study Skills tutorials will give pupils access to their link LSA's support in developing and applying skills to their courses, ensuring coursework is on-track and understanding is secure.

We would expect KS5 pupils to take part in one “Link Day” a week in which they participate in an off-site visit, a work placement, a course at another college or integration in St Marylebone School Sixth Form as appropriate.

Since every pupil’s timetable at KS5 will be different, it is difficult to create a typical timetable. However, the hours we anticipate devoting to core skills and non-core courses are as follows:

Subject	Periods per week	Percentage of timetable
Functional Mathematics	2	6.6 (recurring)
Functional English	2	6.6
Functional ICT	2	6.6
Study Skills	2	6.6
PSCHE	2	6.6
SALT	2	6.6
PE	2	6.6
<i>KS5 qualification</i>	2	6.6
Enrichment / workplace / college	6 (1 day a week)	20
Assembly	2	6.6
Total	30	100

The Key Stage 3 curriculum

Pupils at The St. Marylebone Bridge School will follow the National Curriculum, which will be specially adapted to meet the individual needs of pupils. We will adapt to the pace and progression of the pupil as indicated by the terms of their statement. We will also use our experience and expertise of pupils with speech language and communication difficulties in order to establish appropriate schemes of work and lessons for each group in each curriculum subject.

National Curriculum Key Skills

We will embed the six key National Curriculum skills in our teaching and learning in order to improve progress, enrich learning and enable full participation of every pupil in education, work and life. The NC skills are:

- communication (including literacy):

Opportunities for developing the key skill of communication will be provided across the curriculum as well as through English and literacy lessons. Pupils will have timetable periods with Speech and Language Therapists (SALTs) as well as lessons in Performing Arts, ICT and Modern Foreign Languages (where appropriate), all of which will explicitly develop pupils’ communication skills. This is especially pertinent to our proposed intake who will have mainly speech language and communication difficulties.

- application of number

This will be developed in Mathematics and numeracy lessons as well as those areas where pupils' use of number skills are required, such as in Geography (surveys), ICT (reading data), History (dates).

- information technology

This will be developed through ICT sessions and by pupils' use of ICT across the curriculum. Pupils will use computers, laptops, interactive whiteboards, digital audio and visual recording equipment in many subjects.

- working with others

The National Curriculum guidelines emphasise that all subjects, including PSCHE, provide opportunities for pupils to cooperate and work effectively with others in formal and informal settings, to appreciate the experience of others, to consider different perspectives and to benefit from what others think, say and do. To nurture this skill, lessons will be interactive, often involving team- and pairwork. Pupils will have opportunities to participate in assemblies, drama, music and dance productions and cross-curricular projects which will require them to work with others in and beyond their immediate peer group.

- improving own learning and performance

All subjects, including PSHE and careers education, will provide opportunities for pupils to review their work and discuss ways to improve their learning and performance. Effective Assessment for Learning will engage pupils in dialogue with teachers and parents about their learning in lessons and through Academic Review Days, Parents' Evenings, IEP reviews and Annual Review meetings (see D4).

- problem-solving

All subjects will give pupils opportunities to respond to the challenge of problems and to plan, test, modify and review the process to achieve particular outcomes.

The school will have a multi-disciplinary approach to the children's educational, emotional and physical needs. Speech and Language Therapists (SALTs), occupational therapists, a dyslexia specialist and an educational psychologist will work alongside teachers and their assistants. In addition we expect to work with medical professionals, family support workers and CAMHS (Child and Family Mental Health Services).

All pupils given a place at the school will have a speech, language and/or communication need (SLCN). The nature of their SLCN will have potential to impede their access to the curriculum, which means that teaching will be differentiated in terms of pace, style and content (see D4 for details regarding differentiation). Our focus on literacy and numeracy will enable pupils to progress at a suitable pace in relation to their starting points and ensure that they can continue to lay down solid foundations. Pupils will receive highly specialised support so that their ability to cope with the demands of the other areas of the school curriculum is increased. Each pupil will have an Individual Education Plan (IEP) which will address their individual educational needs and requirements (see D4 for details about IEPs). Whilst providing a high level of individual and small group specialist support for pupils, our aim is to help them develop the skills that are necessary to promote independent learning.

The Key Stage 4 and 5 curriculum

We are aware that the transition from KS3 to KS4, for SEN pupils as for mainstream pupils, often coincides with a transition from childhood to adolescence. Similarly, the transition from KS4 to KS5 marks a movement into adulthood and the world of work. For those with SEN, this can be very complex, both for learners and their families. This transition process needs to be managed very carefully; we will aim to keep the learner at the centre, so that the curriculum and the services they require are tailored to meet their individual needs, interests and aptitudes. Only then will our pupils be enabled to realise their personal aims and aspirations. This links in with our personalised approach.

The personalised approach will mean helping our young people to work out what they want, the support they require and how they are going to achieve their ambitions. We will need to listen to them in a way that respects their ideas and opinions, building on their strengths and interests of the whole person and use their choices as the basis for planning curriculum/programmes with a view to being able to provide for them. We aim to approach their education with a view to changing their lives, broadening their horizons and opening up new opportunities through being creative and flexible in our thinking and planning. Above all, the curriculum that our pupils will

experience and the services that support them, aims to enable rather than constrain them in their transition to adulthood.

Each pupil will need certain skills, knowledge and understanding to fulfil their aspirations. In order to determine appropriate goals and targets for learning we will gather information on what the pupil already knows, understands and can do (see D3 for targets proposed and measures of this).

Taking all this into consideration and the resources at our disposal in terms of staffing and suitable programmes, we will aim to offer a range of examinations and qualifications pertinent to our pupil intake. These will include GCSEs, Entry Level Qualifications and Functional key skills (Communication, Application of Number and ICT) to cater for the range of abilities, the aptitude of each pupil and as far as possible their interests in KS4/5. Alongside this, the ASDAN programme can provide opportunity for pupils to develop their life skills through a certified and well-recognised qualification in the Bronze and Silver Awards. We also want to offer a number of vocational qualifications and practical courses which will be key for those pupils whose needs are more complex and whose levels of ability would struggle with the more academic programmes. We want to ensure that our pupils will be given those necessary life skills in order to be able to take their place within society alongside their mainstream peers. The vocational offer will include food technology, ICT, D&T, Performing and Visual Arts.

Grouping of pupils for teaching

In the core curriculum, pupils will be organised for their learning into needs-based “family groups” of ten pupils per group. Since our vision is to provide personalised learning according to each pupil’s **Individualised Learning Plan (IEP)**, our grouping will allow for movement between family groups so that (for example) a KS3 pupil could be in Group 1 for English and Literacy and in Group 2 for Mathematics. In the same way, a KS4 pupil could be in Group 3 for Entry Level Science and Group 4 for GCSE Art.

Broadly then, these groups will cater for pupils’ learning in Literacy, English and Mathematics thus:

Group 1: KS3 NC Levels 1 – 2

Group 2: KS3 NC Level 2 - 3(+)

Group 3: KS4 Entry Level / Level 1 or 2 qualifications

Group 4: second year of KS4 study) / Level 1 or 2 qualifications

Group 5: first year of KS5 study

Group 6: second year of KS5 study

Group 7: Transition Group (individualised support for pupils moving between Key Stages)

This group comprises pupils who progress out of one Key Stage but do not yet have the resilience and ability to take on the higher demands of the courses at the next Key Stage. We are determined that no pupil should be left behind while others progress; this Transition Group enables **individualised learning**.

In the non-core curriculum, pupils will be grouped according to their peer groups and / or according to the courses they are accessing at KS4 and KS5.

See section D2 for more detail in terms of grouping of pupils and for sample timetables at KS3 and 4.

SPEECH AND LANGUAGE SUPPORT WITHIN THE CURRICULUM

There will be a Speech and Language Therapist (SALT) working with each group, who will be able to provide advice and assistance to teaching staff as appropriate. At full capacity, the school will employ two full-time SALTs who will train two of the Learning Support Assistants to specialise in speech and language support. In addition, the SALTs will provide therapy, advice and assistance to pupils according to the specific SLCN and the needs presented in lessons to enable the pupil to access the curriculum more effectively. SALTs will collaborate with teaching and support staff in their planning of support programmes for individuals and groups of individuals. **At Key Stage 4 and 5** teachers will identify key aspects of their schemes of work which will require particular support from the SALTs, such as presentations, new vocabulary, speaking and listening assessments, communication of complex ideas in written and spoken contexts. With such enhanced knowledge of these pupils' needs, SALTs will also be in a position to deliver relevant sessions on study skills and organisational skills for KS4 and 5 students. This coheres with our vision of encouraging pupils to take responsibility for their own learning, as identified in the DfE 'Progression Routes' guidelines.

OCCUPATIONAL THERAPY SUPPORT WITHIN THE CURRICULUM

Occupational Therapy will support pupils according to their needs, with a view to helping them to overcome needs such as gross and fine motor difficulties, sensory processing difficulties, access to the curriculum, personal care, posture and tone. Pupils will be referred by the SENCO to the Occupational Therapist (OT) for assessment. Following assessment, the OT plan and deliver support programmes for individuals and groups of individuals. The OT will also advise staff in setting appropriately personalised IEP targets, provide reports for Annual Review and advise subject teachers on the use of effective strategies to use for particular pupils.

THE CORE CURRICULUM: DEPTH

The following curriculum relates to all pupils aged between 11 and 16 who have Speech, Language and Communication Needs (SLCN), regardless of factors such as their ethnicity, culture, religion, home language, family background or gender, who, on entry to the school in KS3 are attaining NC Levels 1 – 3. The KS4 programme below also takes into account the possibility that some pupils, due to the severity of their SEN, are unlikely to progress beyond Level 2 at KS4. Those pupils who are able to progress above Level 4 will be in a position to access further subject specialism from teachers shared with the mainstream school, with the possibility of being entered for GCSE qualifications where appropriate. This will be notably suited to Gifted and Talented SEN pupils who may have a particular aptitude in a particular subject.

Modifying the programmes of study

The statutory inclusion statement of the National Curriculum for pupils with learning difficulties requires staff to modify the programmes of study to give all pupils relevant and appropriately challenging work at each key stage. Our staff will be expected to teach knowledge, skills and understanding in ways that match and challenge pupils' abilities.

The staff will modify our programmes of study for the pupils by:

- choosing material from earlier key stages
- aiming to maintain, reinforce, consolidate prior learning, as well as introduce new knowledge, skills and understanding
- using the programmes of study as a resource, or to provide a context, in planning learning appropriate to the age and needs of pupils
- focusing on one aspect, or a limited number of aspects, of the age-related programmes of study.

English:

English is a vital way of communicating both in and out of school. Through studying English, pupils develop skills in speaking, listening, reading and writing. English encourages pupils to express themselves clearly and to communicate with others effectively through speech and the written word.

All our pupils will benefit from a variety of challenging, inspiring and topical literature to enhance their desire to read and their passion to discuss new concepts and interests. They will be introduced to a range of modern and traditional texts, fiction and non-fiction, will develop writing skills and speaking and listening skills in a suitable, relevant range of contexts and registers.

In accordance with our aim to develop the whole person and to prepare pupils to become active and effective citizens, with no pupils leaving our school as NEETs, the study of English will help to provide our pupils with life choices and the ability to reflect on and evaluate the world around them.

Our English curriculum will offer our pupils opportunities to:

- develop the ability to respond, to listen and to understand
- interact and communicate effectively with others in a range of social situations
- make choices, obtain information, question and be actively involved in decision making
- develop creativity and imagination
- have access to a wide range of literature to enrich and broaden their experience.

Literacy

Literacy will be the backbone to much of the pupils' learning. Therefore, in addition to their English lessons, pupils in years 7-9 will also have two weekly literacy lessons. Lessons will develop pupils' skills in reading, comprehension, inference and deduction, spelling, writing and communication. The schemes of work and their appropriate resources will be adapted from the National Literacy Strategy.

Literacy will support an important aspect of our vision; for our pupils to progress at a higher rate than their counterparts in a mainstream setting. Improving literacy levels will target pupils' SLCN, and help to unlock their cognitive abilities and academic potential. Improving pupils' ability to manipulate language will affect their thinking skills and their ability to express themselves conceptually, thereby having a positive impact on their performance across the whole curriculum

Key Stage 4 English

Where appropriate and depending on ability pupils will do Functional Skills in English, Entry Level or, if appropriate, GCSE English. At KS4, SLCN pupils will be supported in particular by interventions from SALT and Dyslexia support will focus especially on Speaking and Listening skills, notably social and interpersonal communication, formal and informal letter-writing, interview and presentation skills; all of which will support pupils' development as young adults progressing into KS5 courses and the world of employment.

Mathematics

All work in Mathematics will be meaningful and purposeful for the pupils. In lessons, we will make explicit the relevance of Mathematics to life outside school for young people and adults so that our SLCN pupils develop a sense of how their mathematic skills have use and relevance in the real world.

To have an understanding of mathematical concepts, pupils will experience a range of practical situations that are real and relevant to their stage of development. They will sort and classify

objects, weigh, measure, shop and be presented with thought-provoking activities that require them to solve problems and apply previously learnt mathematical ideas. We aim to develop pupils' ability to calculate, reason logically, algebraically and geometrically, to solve problems and to read and interpret data.

We will use pupils' interests and current events from local, national and the world community where possible to stimulate learning. Additional **numeracy support** will be implemented where required across the key stages to ensure all pupils leave the school with sound core mathematics skills.

Mathematics will offer pupils with Speech, Language and Communication difficulties opportunities to:

- build on and express their awareness of events and actions to recognise changes in pattern, quantity and space in their immediate environment and in the wider world
- use their developing awareness to anticipate and predict changes
- use their awareness and developing understanding of pattern, space, shape and number, to develop problem-solving skills that contribute to making choices, taking decisions and gaining control over their immediate environment
- extend mathematical skills, experiences and understanding which allows them to visualise, compare and estimate. For some pupils this will be achieved in abstract as well as concrete contexts
- begin to think about the strategies they use and explain them to others
- develop a powerful set of thinking and communication tools to help them increase and express their knowledge and understanding of the world and, during the school years, to learn effectively in different subjects across the curriculum.

In modifying the curriculum as mentioned earlier, Mathematics teachers will:

- use everyday activities, shared routines and events, which capture and hold pupils' attention and interest, as the starting point for Mathematics lessons
- integrate aspects of mathematical understanding into the development of skills and understanding that form part of accredited awards and schemes at later key stages.

Key Stage 4 – Mathematics

As far as is appropriate, all pupils at KS4 will be entered for Functional Skills and Entry Level GCSE in Mathematics. To help older pupils, notably those with cognitive delay, to overcome problems experienced in understanding mathematical concepts we will organise and run 'Enterprise' programmes which enables the learners to experience real situations involving money, addition and subtraction, telling the time, forecasting and recording. This "real-life" application of mathematics will also benefit ASD pupils who may need greater support connecting and communicating concepts with daily, social and interpersonal situations.

Science:

Our Science curriculum will place emphasis on pupils developing using basic science skills applied to content which will inspire them to find out about themselves and their environment. As a result they will gradually build up scientific ideas. First hand experiences and experiments will enable SLCN pupils to develop scientific knowledge, skills and vocabulary, such as observing and questioning, hypothesising, predicting and planning and carrying out investigations. They will learn about the links between causes and effects, linking scientific knowledge to everyday life in terms of cooking and their own health. Progress will be evident as pupils move from being able to describe and identify events and phenomena to explanation and hypothesis.

Our Science curriculum will offer pupils with SLCN opportunities to:

- develop an awareness of, and interest in, themselves and their immediate surroundings and environment
- use their senses to explore and investigate
- develop and express an understanding of cause and effect.
- develop and express an appreciation of how science has contributed to the historical and cultural development of our society,

Notably, for pupils with cognitive delay and / or ASD, our Science curriculum will provide opportunities to:

- join in practical activities that link to ideas, *for example, doing and thinking*
- develop enough evidence-based knowledge to be able to make informed personal judgments in order to lead healthy, safe, comfortable and environmentally sustainable lives.

Key Stage 4 Science

Pupils will take Entry Level and GCSE Science as appropriate.

THE NON-CORE CURRICULUM: BREADTH

ICT

Developing capability in ICT helps all pupils become part of the rapidly changing world in which technology is an essential part. ICT will help pupils take greater responsibility for their own learning, plan and organise their ideas, and produce and present work of a high standard. Pupils will follow the National Curriculum for ICT, where necessary adapted and modified to meet the needs of the individual. They will learn how to use ICT skills to access ideas, information and experiences from a wide range of people, communities and cultures. It will offer pupils a unique way of communicating concepts and ideas, providing a means of developing knowledge, self-confidence and enhancing self-esteem. ICT provides vital experiences in the development of knowledge, understanding and technical skills, many of which are vital to pupils with SLCN who will need to exploit ICT creatively and competently as a means to overcome their learning difficulties.

Using ICT in the classroom will help our pupils to cope with the future demand for a higher level of technological knowledge and awareness. We will provide pupils with the basic skills and techniques needed to use the main curriculum software by providing opportunities to use ICT within the wider curriculum of the school. This will enhance pupils' communication skills and self-management skills as they learn to manage school-email, save and file their work and share and access information appropriately. The aim will be for all pupils to be 'Information and Communications Technology capable'.

ICT will offer SLCN pupils opportunities to:

- work with increasing independence in communication, language and literacy
- work on skills across the curriculum with increased confidence and understanding
- develop and enhance their work in all areas of the curriculum
- become fully involved in physical and practical activities using tools, such as switch technology which allows control of the immediate environment and aids mobility
- work on joint projects with others
- present work of a high standard
- develop visual, presentational and communication skills
- develop safe online behaviour

- improve their self-management skills through use of school email, saving and filing work and using the school's Virtual Learning Environment
- access a wide range of ideas, information and cultures
- track and celebrate their own successes in visual, aural and digital forms via web-learning software such as "Personalisation by Pieces" modified especially for SLCN, cognitively-delayed pupils.

Key Stage 4 ICT

At KS4, pupils will have an option to take Functional Skills ICT and ICT Entry Level and GCSE where appropriate.

HUMANITIES

Pupils will follow Geography, History and Religious Studies courses at Key Stage 3. These will be taught one lesson a week on a rolling basis over an academic year; schemes of work will be themed according to the rolling enrichment themes for each term.

History

History will help pupils to understand the society of which they are part and in which they will have rights and responsibilities as citizens. Through studying how past societies were organised, or how people lived and what they believed, pupils will begin to develop a sense of chronology and awareness of social, cultural, economic and political diversity and change. Pupils will learn to find evidence to give them clues about how we used to live and form opinions on their findings. To do this they must reach and defend their own conclusions, important skills that will influence their personal decisions and choices in adult life.

Studying history will offer pupils with SLCN opportunities to:

- develop skills in inference and interpretation, awareness of bias and subjectivity
- develop knowledge and understanding of the sequences, routines and chronological patterns that make up their world
- develop an understanding of their personal history alongside understanding about events in the world and what shapes them
- develop knowledge and understanding of how people lived in other times and how those times were different from today
- experience a range of representations of the past
- use a range of evidence to find out about the past
- apply and develop the expressive and receptive skills required to communicate inferences and insights both personal and empirical.

Geography

Geography is an exciting, constantly evolving, dynamic subject which provides a framework of information about places at local, national and global levels. For our SEN pupils with SLCN, including those with ASD and cognitive delay, we will place emphasis in our Geography offering on the human and physical processes which shape these places and the people who live in them to ensure pupils recognise the relevance of the course to their lives and – very importantly - a sense of the world beyond their lives. Through their studies of distant localities our pupils will develop an awareness and sensibility to social cultural and political issues. It will enable pupils to learn about the world outside their own locality and to develop a range of investigative and problem solving skills both inside and outside the classroom, supporting their preparation for adult life.

Geography offers pupils with SLCN opportunities to:

- develop curiosity and problem-solving, questioning and investigative skills
- become aware of, and interested in, themselves and their immediate surroundings
- explore local and then wider environments
- develop an interest in, and knowledge of, places and people beyond their immediate experience (regardless of cognitive delay or speech / language impediment)
- experience aspects of other countries and cultures, especially where there are comparisons with their own.

Religious Studies (RS)

All our pupils will study RS. Through RS our pupils will acquire and apply knowledge and understanding to topics that provoke thought and philosophical issues. While studying the major religions of the world the pupils will enquire into how these religions influence individuals, society and the world.

RS will offer our SLCN pupils opportunities to:

- develop their self-confidence and awareness
- develop and apply expressive and receptive communication skills in argument, debate and presentation
- understand the world they live in as individuals and as members of groups
- bring their own experiences and understanding of life into the classroom
- develop positive attitudes towards others, respecting their beliefs and experience
- reflect on and consider their own values and those of others
- deal with issues that form the basis for personal choices and behaviour.

Notably in terms of ASD, the values and perspectives explored in RS will be especially important as young people in our care are prepared for adult society. RS lessons will provide these young people with a safe environment in which to explore assumptions, perceptions and misperceptions and the complexities of multi-faith communities.

Personal Social Health Education and Citizenship (PSCHE)

PSCHE helps pupils develop their understanding of themselves as individuals in a wider society. It is imperative that our pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others.

PSCHE will offer pupils with SLCN opportunities to:

- make choices and decisions
- develop personal autonomy by having a degree of responsibility and control over their lives
- make a difference or make changes through their individual or collective actions
- find out that there are different viewpoints which lead to a respect for the opinions of others.

PSCHE will be studied at all Key Stages and all pupils will have two timetabled PSCHE lessons weekly. The PSCHE programme will introduce all pupils to a range of ideas that encourage their development into well-rounded individuals. Our aim will be to equip young people with the knowledge, skills and understanding to play an effective role in public life, and encourage them to take an interest in topical and controversial issues and engage in discussion and debate. Our pupils will learn about their rights, responsibilities, duties, freedoms and about laws, justice and democracy. They will learn to take an active role in decision-making and explore different forms of action and media. We hope they will progress to play an active role in the life of their schools, neighbourhoods, communities and wider society as active global citizens.

The PSCHÉ programme will encourage all pupils to share their ideas and feelings on a variety of issues in an environment where they feel safe to do so. The programme will be based on the objectives of the “Every Child Matters” values which specify that all young people’s education should prepare them to:

Be Healthy

It is essential that our pupils begin to recognise at an early age that a healthy lifestyle is of huge importance to their lives, but making a healthy choice relies upon having the information to make a responsible decision. Pupils will begin to understand that our physical, mental, sexual and emotional health affects our chances of leading a fulfilling life – and that dealing with growth and change are normal parts of growing up.

Stay Safe

Pupils will be taught to use a range of information to make informed choices about their safety, as well as how to find internal and external forms of help and support available to them. PSCHÉ encourages discussions, debates and offers advice on how to analyse risks and enjoy safe, responsible and fulfilled lives.

Enjoy and Achieve

As pupils begin to recognise and develop their qualities and skills, they also build knowledge, confidence and self-esteem which are fundamental to their future development. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. We will achieve this by teaching pupils to be creative and enterprising in the hope that this will allow them to enjoy their learning experience, embrace change, and most importantly feel positive about who they are.

Make a Positive Contribution

The world is full of complex and sometimes conflicting values and the PSCHÉ course will help pupils to explore this complexity; reflecting and clarifying their own values and attitudes. We hope that pupils will begin to identify and communicate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people and organisations.

Achieve Economic Wellbeing

It is hoped that the pupil’s economic and financial education will improve motivation and help them to see the relevance of what they learn in their daily lives. Pupils should begin to understand the nature of the world of work, the diversity and function of business, and how this can contribute to a nation’s prosperity. Pupils will develop as questioning and informed consumers and learn to manage their money and finances effectively.

Throughout the huge range of topics covered in the PSCHÉ programme, we hope to inspire pupils to make the right choices in life through creative and informative education. We believe that this will enable our pupils to become healthier, more independent and responsible members of society, who make a positive contribution to the life of the school and the wider community.

Careers

This area of the PSCHÉ is primarily for Years 10 and 11. At KS3 part of the PSCHÉ programme will cover careers in the context of the world of work and economic well-being.

Careers education will aim to:

- provide pupils with the knowledge needed to make informed decisions about their futures.
- deliver a relevant and individual careers course to each pupil over five years at school.

We aim to do this by:

- allowing all pupils to access the careers programme by studying a wide range of subjects, specifically during the summer term of Year 10 and Autumn of Year 11.
- helping pupils to embark on work experience in Year 11 and college link days (as appropriate), including access to The St. Marylebone Sixth Form.
- inviting all parents to attend a careers evening each year which will be attended by local colleges and careers services.
- providing in-house careers advisors to run one-to-one and group sessions for all pupils.
- advising Year 9 parents and pupils in choosing their KS4 options
- inviting external careers advisors to run interactive workshops on the world of work, such as 'The Real Game', in which pupils participate in work-place role plays.
- ensuring that careers education integrated across the curriculum; wherever relevant to topic or skill, careers will be highlighted by teaching and support staff, thereby **raising aspirations**.

Art and Design

Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and is a unique way to understand and respond to the world, and to communicate with others. It is particularly relevant for our pupils with speech and language and communication difficulties since success in this subject does not depend on verbal or linguistic ability.

The Art and Design course will aim to develop an understanding and knowledge in both 2D and 3D media whilst supporting links with other specialist fields. We will also aim to develop pupils' appreciation of other cultures and societies around the world. In this way, Art and Design at The St. Marylebone Bridge School will create an environment in which pupils can research and develop creative, academic, spiritual and holistic values, working in an environment that is open to opinion, culture, personal beliefs and different or contrasting interpretations.

Our aim will be to give all pupils a way of communicating and expressing ideas through visual, verbal or tactile means. In studying a broad diversity of subject material and media, the Key Stage 3 course will help pupils to make connections with other areas, interests and disciplines. We believe that creative learning should not only be informative and educational, but also challenging and exciting, inspiring all levels to try new experiences and take controlled and considered risks with their work.

In particular, Art and Design offers pupils with SLCN opportunities to:

- experience, experiment with and use colour, form, shape, space, texture, and pattern
- explore different materials and processes
- respond to and communicate what they see, feel and think, on their own or working with others

Key Stage 4 Art

Skills, knowledge and techniques learnt in Key Stage 3 will be built and expanded upon with projects often taking a more experimental and adventurous edge. At KS4, if appropriate, pupils will be encouraged to take Entry Level or GSCE Art. This would probably be delivered as part of the integration with our affiliated mainstream school. Pupils showing aptitude will also have access to the GCSE Textiles course.

Performing Arts – Music, Drama and Dance

Since the affiliated mainstream school has a Performing Arts Specialism, specialist teachers will lead the Performing Arts curriculum. This will ensure pupils benefit also from **Immersion Days** (see below) and a number of projects in affiliation with mainstream pupils this further fulfils our aim to break down barriers and provide **enrichment activities** for all involved. All pupils at Key Stage 3 will follow a Performing Arts course including Music, Drama and Dance.

Music

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world.

Drama and Dance

Drama and Dance will help pupils develop confidence in speaking, moving and improvisational skills. Through these explorative subjects, pupils will have the opportunity to express themselves, develop personal and social insights and understand issues with freedom from inhibition and safety from judgement. Dance aims to instil an artistic and aesthetic understanding within and through movement. The Drama curriculum will include activities which promote speech, verbal dynamics movement, language development, structured improvisation, dialogue development scene starters and mini scripts. Our aim is that pupils will be involved in at least two theatre productions during their time at The St. Marylebone Bridge School. As part of our proposed programme enrichment and planned integration with mainstream, pupils will also have the opportunity to take part in productions lead by the mainstream Performing Arts faculty.

In particular, Music, Drama and Dance will offer pupils with SLCN opportunities to:

- experience a sense of pride and achievement in their own work
- demonstrate their ability in an area not dependent on verbal or linguistic ability
- improve listening, concentration and attention skills
- develop imitation skills
- apply and develop expressive and receptive communication skills
- Produce sounds and develop expressive language
- experiment and try new ideas where there are no right or wrong answers
- develop co-ordination and functional fine motor skills
- develop movement and mobility
- become further involved in the school community
- be involved in activities that may provide a fulfilling hobby or pastime and promote lifelong learning.

Key Stage 4 Performing Arts

Pupils will be able to choose Performing Arts as an option. They will follow the AQA Music, Dance and Drama certificate course and the Performing Arts 'Arts Award'. This is particularly appropriate for those pupils whose SEN hinders them from undertaking a more academically-orientated qualification.

Physical Education (PE)

PE gives all pupils opportunities to develop their physical skills and to apply those skills in different situations. Regardless of reading and spelling ages, PE, enables personal and group achievements to be acknowledged. Of notable benefit to ASD pupils, pupils will develop team-working skills, self-confidence and a greater sense of the link between fitness and health, both mental and physical. PE will be timetabled for all pupils at all Key Stages and pupils will be encouraged to join one of the many PE Clubs offered by the mainstream school.

In particular, PE offers pupils with SLCN opportunities to:

- develop their skills of coordination, control, manipulation and movement
- enhance appropriate areas of health and fitness and contribute towards their physical development
- develop their personal qualities of commitment, fairness and enthusiasm
- develop their thinking, appreciation and evaluation skills
- compete against themselves and others, and take part in challenging activities
- develop their ability to express themselves and be creative
- work individually and as part of a team
- build their self-confidence and self-esteem.

Key Stage 4 PE

Some pupils will be given the opportunity to study physical education at Entry Level or higher level courses depending on ability and aptitude. Pupils will also be offered The Sports Leaders Award.

Food Technology

Food Technology will be taught with the aim of developing pupils' independence and confidence in their practical skills. The skills and knowledge they will acquire will allow them to equip them for many areas of their adult life including health, nutrition and hygiene. All pupils will follow a Food Technology programme at Key Stage 3.

Food Technology offers pupils with SLCN the opportunity to:

- develop knowledge about nutrition and diet, vital for healthy adult life
- practise skills learned in Mathematics and Science regarding weight, capacity, measurement, temperature and time.
- learn how to use kitchen equipment safely
- develop skills in self-management and independence as they organise their use of space, equipment, ingredients and timing.
- develop and apply vocabulary, expressive and receptive skills relevant to social situations, health and safety and adult life

Key Stage 4 Food Technology

Pupils will be able to study the Entry Level examination course at KS4.

Design and Technology (D&T)

D&T provides practical learning experiences accessible to all pupils. Pupils will apply knowledge and understanding from across the curriculum in practical activities in the D&T workshops. By designing and making real, useable products, pupils will gain a sense of achievement and greater self-esteem. All pupils will follow a Design and Technology programme at Key Stage 3.

D&T offers pupils with SLCN opportunities to:

- make choices and be involved in sensory and communication activities within a practical learning experience
- consider the needs and preferences of others, as well as themselves, so helping to develop their social awareness
- focus on design problems that are meaningful to them
- work on personally motivated design tasks where they take ownership of their work and of their own learning
- communicate using a range of methods avoiding over-reliance on the written word
- carry out practical tasks in which they all can make a contribution to the development of individual or group projects, rather than working to predetermined goals
- work within a flexible range of contexts and topics that can be adapted to suit individual interests and motivations
- use information and communication technology (ICT) to realise, develop and enhance their work
- work at their own pace and level, with appropriate staff support and intervention
- negotiate individual targets with staff that can be reviewed as required. Pupils who need to work at a slower pace can do so, and those who work more quickly can be further challenged

Key Stage 4 D&T

Pupils will choose this as an option and will follow an Entry Level course.

Modern Foreign Languages (MFL): Spanish and / or French main language focus

Learning a modern foreign language helps all pupils develop their interest and curiosity in the similarities and differences between themselves and others. This is the same for pupils with SCLN. This includes learning about countries, cultures, people and communities. Learning the basics of a foreign language helps pupils to extend and develop their language and communication skills and can enhance self-esteem.

Learning a modern foreign language will offer pupils with SLCN the opportunity to:

- develop listening and speaking skills in contexts in which they can use a modern foreign language for communicative purposes: in role plays, making-activities, visiting places with a Spanish/French atmosphere, listening to and moving to Spanish/French music and giving them opportunities to listen to native speakers through the media or in person
- relate the spoken word to the written word and facilitate the development of reading skills
- (where appropriate) read short Spanish/French texts for pleasure and information.
- use Spanish/French creatively, writing and acting out role-plays
- use appropriate dictionaries to find out the meanings of words
- recognise patterns in Spanish/French and relate them to patterns in English.
- develop the necessary skills (including ICT skills) to write short messages in Spanish/French, using the target language wherever possible
- apply expressive and receptive communication skills in “real-life” practical situations, applicable in their own lives regardless of culture

Key Stage 4 Spanish/French

Those who show an aptitude may be able to take an Entry Level course at KS4, as appropriate.

THE KEY STAGE FIVE CURRICULUM

The range of examinations and qualifications at KS5 will be tailored to the individual needs and students' areas of strength and interest. This will follow the 'entitlement areas' according to DfE. This curriculum will aim to provide students with as solid a foundation and preparation for post-school life as possible. Below are the type of curriculum areas that we may provide but we do not want to be too prescriptive as all of this will depend on the cohort and ability of students. We will have a far better idea by the time the pupils reach the end of Key Stage 3 and certainly by the end of Year 10.

In addition to developing core skills in functional English, Mathematics and ICT, The St Marylebone Bridge School will offer courses in:

- Travel and Tourism, Catering and Hospitality, leading to Entry Level qualifications
- Sex education, life skills, careers and study skills.
- The ASDAN Bronze and Silver awards and the Duke of Edinburgh Award
- Transition Challenge/Equals courses
- Travel training
- Speech and Language Therapy; pupils will still have access to either group work or 1:1 depending on need
- Diplomas (Levels 1 and 2) as appropriate

We will also offer 'Link Days' as appropriate, weekly or several times termly, on which students will take part in lessons at The St. Marylebone Sixth Form, local colleges or workplaces to broaden their experience and confidence. These days would be designed to enable the student to meet at least one of their IEP targets.

Staffing implications for delivering appropriate KS5 courses:

- The core-subject teaching staff at the school will be qualified to deliver KS5 courses in functional English, Mathematics and ICT.
- Our staffing and timetable plans to borrow specialist teaching staff from the mainstream school will ensure that we can deliver specialist courses at KS5: the mainstream school has already garnered expertise and experience in delivering KS5 SEN courses following our partnership with College Park, including the courses listed above, Entry Level and Diploma courses, Duke of Edinburgh and work experience placements.
- [REDACTED] ([REDACTED] – see Section F) and [REDACTED] ([REDACTED] – see Section F) will also lead and advise on KS5 integration and "Link Days" based on their experience of implementing whole-school Performing Arts, Academic Review and PLTS (Personal, Learning and Thinking Skills) Days which integrated mainstream and College Park pupils and teachers.

ENRICHMENT

1. Cross-curricular enrichment projects:

Period 6 of three out of five days in Key Stage 3 and Key stage 4 will be devoted to enrichment project-work designed to **raise aspirations** and foster greater self-esteem and community-spirit. The projects will follow termly themes such as "Me and My City", "Water is Life" and "If Music Be the Food of Love"; these will draw on **outstanding teaching and learning** from the mainstream school, including Performing and Visual Arts, Physical Education, environmental and community orientated activities and work-related learning.

2. Immersion Days in the Performing and Visual Arts

As St Marylebone is a nationally recognised centre of excellence in the Performing and Visual Arts, our intention is to use our proven skills in working with SEN pupils and adults with learning disabilities to foster a unique partnership between the mainstream and special school that allows for integration on many levels. Immersion Days in the Performing and Visual Arts will enable pupils from the St Marylebone Bridge School to be led by specialist arts teachers in collaborative creative projects. Working closely with our Arts Scholars in all year groups will afford pupils the opportunity to work side by side in a non-threatening, though challenging and creative way. Examples of previous successful immersive projects undertaken include *Twelfth Night* with Westminster Adult Education, *A Doll's House* with pupils with ASD and *The Iron Man* with the Graeae Theatre Company.

The Immersion Days will **break down barriers** and build connections between The St Marylebone School and The St Marylebone Bridge School, with pupils of all backgrounds and abilities being the beneficiaries. In accordance with our vision and ethos, these will represent relevant, enriching, skill-building activities alongside pupils in mainstream education.

3. PLTS (Personal, Learning and Thinking Skills) Days: planned integration

The St Marylebone Bridge School pupils will also be integrated into Personal, Learning and Thinking Skills (PLTS) Days at least once yearly. Each PLTS day would be designed for St Marylebone Bridge pupils to work in teams with mainstream pupils on day-long projects in which they will identify and develop skills crucial to education, employment and social integration: team-working, independent enquiry and creative thinking. PLTS Days will enable pupils to make links between the curriculum and the world outside school, adding to each individual's sense of self-worth, identity and purpose.

4. Clubs and enrichment activities

Further opportunities for such integration are built into the fabric of life at St Marylebone School, in the shape of extra-curricular clubs and activities. Our extended range of extra-curricular opportunities include over 10 music-related clubs, over 10 sports clubs and a whole array of dance, drama and other, more specialised activities such as 'bilingual book club', 'break-dancing club' and 'knitting club'. We will encourage pupils at St Marylebone Bridge to attend extra-curricular clubs where possible and if appropriate.

D2: Provide a coherent and feasible school timetable and calendar

THE SCHOOL CALENDAR

The school calendar will run in line with the mainstream school's calendar, in six terms from September to July. The proposed term dates for 2013-14 have not yet been proposed by Westminster Local Authority. The likely term dates will be:

- Term 1: 5th September 2013 – 18th October 2013
- Term 2: 28th October 2013 – 19th December 2013
- Term 3: 6th January 2014 – 14th February 2014
- Term 4: 24th February 2014 – 4th April 2014
- Term 5: 22nd April 2014 – 30th May 2014
- Term 6: 9th June 2014 – 24th July 2014

We intend to follow the Local Authority calendar for the following reasons:

- This is more family-friendly: it makes communication with parents clearer, notably when parents have one child in the Special School and another child in mainstream education. This also reduces issues around holidays and will help to maintain high attendance.
- This facilitates staffing and timetabling, notably because several staff will be teaching in both the Special School and the mainstream school.
- Sharing a calendar with the main school would also make site-keeping, catering, administration and finance operations more economical to run.
- Sharing a calendar with the main school strengthens the integration which is key to our vision: it is envisaged that St Marylebone Bridge School pupils will be involved in annual St Marylebone whole-school activities which **foster excellence in pupils' academic and cultural achievement and community life**, such as Prize-Giving, Sports Day, the Festival of Carols, Academic Review, the Performing Arts Festival, whole-school charity events, Awards Assemblies, Reading Week and the summer Activity Week.

THE STRUCTURE OF THE SCHOOL DAY

In order to provide **depth** in learning while maintaining focus and variety, there will be six periods of 55 minutes each in the school day, totalling 30 periods in a week. Of these, three will be class-, key stage- or whole school assemblies.

8.30 – 8.40	8.40 – 9.35	9.35- 10.30	10.30- 10.50	10.50 – 11.45	11.45 – 12.40	12.40 – 1.30	1.30 – 1.40	1.40 – 2.35	2.35 – 3.30
Registr ation	Period 1	Period 2	Break*	Period 3	Period 4	Lunch*	Registr ation	Period 5	Period 6

*Break-times and lunch-times will be adjusted as appropriate to pupils' needs to ensure they are provided with ample outdoor space, physical break-out opportunities and respite.

This structure matches that of the mainstream school; this will make integration between pupils in the two schools possible and will facilitate the sharing of staff and resources.

ASSEMBLIES

We will continue to **break down barriers through planned integration** of St Marylebone Bridge School pupils in mainstream assemblies in Church. These assemblies are central to the inclusive and high-aspiring community ethos of our school; involvement of the Free Special School would therefore be an important feature of our provision. These integrated assemblies will be scheduled in the school calendar.

ORGANISATION OF PUPIL GROUPS

In the core curriculum, pupils will be organised for their learning into needs-based “family groups” of ten pupils per group. Since our vision is to provide **Individualised Learning Programmes**, the timetable will allow for movement between family groups so that (for example) a KS3 pupil could be in Group 1 for English and Literacy and in Group 2 for Mathematics. In the same way, a KS4 pupil could be in Group 3 for Entry Level Science and Group 4 for GCSE Art.

Broadly then, these groups will cater for pupils' learning in Literacy, English and Mathematics thus:

Group 1: KS3 NC Levels 1 – 2

Group 2: KS3 NC Level 2 - 3(+)

Group 3: KS4 Entry Level / Level 1 or 2 qualifications

Group 4: second year of KS4 study) / Level 1 or 2 qualifications

Group 5: first year of KS5 study

Group 6: second year of KS5 study

Group 7: Transition Group (individualised support for pupils moving between Key Stages)

This group comprises pupils who progress out of one Key Stage but do not yet have the resilience and ability to take on the higher demands of the courses at the next Key Stage. We are determined that no pupil should be left behind while others progress; this Transition Group enables **individualised learning**.

In the non-core curriculum, pupils will be grouped according to their peer groups and / or according to the courses they are accessing at KS4 and KS5.

For PASTORAL support, including Registration, Assemblies and school-community activities, pupils will be organised according to their year group. Each year group will be allocated a Form Tutor who will see the group at least twice a day. The Form Tutor will be a point of contact for all subject teachers and the initial point of contact for parents. The Form Tutor is expected to act promptly upon any concerns presented regarding health and well-being, attendance and punctuality, academic and personal development, informing the SLT as appropriate of actions taken. Pupils will see their Form Tutor at Academic Review Day (see below) and their parents will also be able to meet with the Form Tutor at Parents' Evening.

THE TIMETABLE

The timetable at each Key Stage will be structured with a view to securing **continuity of core-skill development**, lesson by lesson. Learning in literacy, numeracy and life skills delivered through the core curriculum will be developed in non-core subjects. Each group will have an assigned "Link-LSA" present in all of their lessons; continuity will also be ensured through teachers' and LSAs' collaborative planning.

See Curriculum models in D1 for the allocation of subjects broken down by periods per week for each Key Stage. As stated there, it is hard to present a sample timetable without knowing the needs and aptitudes of the pupils. Based on our knowledge of the range of courses and possible needs of pupils at this stage, we have designed two sample timetables to demonstrate our intention to personalise the curriculum. These samples are designed for:

- a Group 3 pupil who is able to access Entry Level Certificate (ELC) qualifications in core subjects, Humanities and Design and Technology and who has an aptitude for PE allowing him / her to do the Sports Award.
- a Group 4 pupil whose aptitudes are in Art and the Performing Arts; he/ she will also access ELC qualifications in the core subjects.

All KS4 pupils will have timetabled periods for Study Skills, Life Skills, Careers Education, ICT, PE and Performing Arts. As in the KS3 timetable, the Cross-Curricular Projects will develop inter-disciplinary skills and will engender further opportunities for integration with mainstream. At KS4, a major theme in the Cross-Curricular Projects will be Enterprise.

	Monday Group 3 Group 4		Tues Group 3 Group 4		Weds Group 3 Group 4		Thurs Group 3 Group 4		Fri Group 3 Group 4	
1	Whole Assembly		Life Skills	SALT	Key Stage Assembly		SALT	Life Skills	Class Assembly	
2	ELC Humanities	Study Skills tutorial	Study Skills tutorial	ICT	Study Skills tutorial	ELC Art	English	ASDAN Cope (PSHE)	Study Skills tutorial	AQA Performing Arts Certificate
Break										
3	Maths	ICT	English	ELC Art	ICT	Maths	Maths	Study Skills tutorial	English	ASDAN Cope (PSHE)
4	ICT	Maths	ASDAN Cope (PSHE)	AQA Performing Arts Certificate	ASDAN Cope (PSHE)	Study Skills tutorial	ELC D&T	English	Maths	English
Lunch										
5	ELC Humanities	ELC D&T	Careers	Maths	PE Sports Award	English	PE Sports Award	PE	ELC D&T	Maths
6	Cross-curricular Project	PE	PE Sports Award	Cross-Curricular Project	Maths	Cross-Curricular Project	AQA Performing Arts Certificate	ELC Art	Cross-curricular Project	Careers

D3: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met

The St Marylebone Bridge School’s intake will be multi-faith and multi-cultural, serving pupils coming from a full inner-city range of social and ethnic backgrounds. This fully comprehensive diversity will mirror that of the main school and the school’s community hinterland.

The mainstream school has a record of excellence in equality: “The quality of St Marylebone’s provision to promote equalities is outstanding.” (ECM Ofsted inspection 2009). The St Marylebone Bridge School will provide for the same inclusive demographic as the main school’s current intake, where 42% of pupils have Free School Meals, 56% have EAL (there are 80+ languages represented in the school) and 14% are refugees.

“St Marylebone is an extraordinary school because not only do pupils feel a profound sense of security and well-being and achieve exceptionally high academic standards, but staff also flourish as well. Its sense of community is deeply felt by everyone connected with the school. This creates an atmosphere where both pupils and adults feel that they really belong, and where everyone can be successful.” (Ofsted 2007)

For a breakdown of the various needs we anticipate, the learning styles suitable to those needs and classroom strategies for how we will cater from them, see section D1. We will ensure that the St Marylebone Bridge School will meet the needs and interests of all pupils, with all groups of pupils sharing a strong sense of identity within the school community. This includes gifted and talented pupils, pupils from a deprived background, pupils who are learning English as an additional language, children who are in care, and learners with social, emotional and behavioural difficulties. As set out in section D1 of the bid, pupils at The St Marylebone Bridge School will have

speech, language and communication difficulties as their primary need, though other needs may overlap.

The St Marylebone Bridge School will provide for the same inclusive demographic as the main school's current intake, where 42% of pupils have Free School Meals, 56% have EAL (there are 80+ languages represented in the school) and 14% are refugees. Pupils will follow the National Curriculum, which will be adapted to meet pupils' individual needs. The school will have a multidisciplinary approach to the children's educational, emotional and physical needs. Working alongside the teachers and their assistants will be Speech and Language therapists, occupational therapists, a dyslexia specialist and an educational psychologist. In addition we would expect to work with medical professionals, family support workers and CAMHS (Child and Family Mental Health Services). Forming a positive link with CAMHS will be particularly important in light of the fact that our pupil profile will be pupils with SLCN. We will, of course, continue to work closely with Westminster Local Authority, in terms of Education and also on Health and Social Care. For more information about how we envisage this and other partnerships working please see section D5, section D6 and F3.

Initially we will be taking advantage of the specialist teaching staff from the affiliated St. Marylebone C.E. School, trained in SEN. The affiliated school will allow St Marylebone Bridge pupils to benefit from the main school's proven commitment to outstanding, effective and inclusive provision of education supported by integrated care, as well as the St Marylebone proven track record in the pursuit of excellence, high aspirations for all and outstanding teaching and learning.

A Westminster school community such as the proposed Free Special School and the affiliated mainstream school, is religiously, ethnically and socio-economically diverse. At St Marylebone School, in line with national guidelines for promoting community cohesion in schools, we are adept at catering for and celebrating diversity within the pupil body, and we will transfer these lessons to the St Marylebone Bridge School.

The St Marylebone Bridge School will work to ensure that pupils of all faiths, ethnicities and socio-economic backgrounds have the same opportunities as their peers with regards to the following:

1. Attainment
2. After school clubs, activities and school trips
3. A curriculum that addresses issues pertaining to all major religions, and to various global communities. For example, in English pupils will read and study novels such as 'The Other Side of Truth' by Beverley Naidoo which raises refugee issues, in geography pupils will discuss and learn about cultures and in RS pupils will discuss and learn about major world religions.

EAL: Pupils learning English as an additional language who are beginners (working at EAL stage 1-2) will require an intensive language course, which will involve tutorials with an EAL teacher (provided by the St Marylebone Academy) 1-5 times per week depending on need. A casual entrant EAL pupil will have an induction course, which will probably take place during period 1 of each day. In these sessions, the pupil will learn the building blocks of English grammar and will improve the 4 skills - reading, writing, speaking and listening. These lessons will be delivered by a specific teacher for the purposes of continuity and the pupil's confidence. The teacher will liaise closely with subject teachers in order that subject specific skills and vocabulary can be covered during these sessions where agreed and where appropriate.

As part of our National Teaching School status, LSAs will liaise closely with the EAL teacher in order to ensure that the pupils' language needs are catered for as part of the programme of in-class support.

In order to celebrate bilingualism in the school, we will run other programmes: English classes for

parents, 6th form students Interpreting at parents' evenings in school and local primary schools, 6th form students teaching English to primary children who are new to the UK. In school, we will run: World Culture Club, Refugee Week, Refugee Competition, World Culture Day, Bilingual Book Club.

FSM: We will audit annually the number of FSM pupils participating in extra-curricular clubs and activities and school trips. Where fewer FSM pupils are involved we will intervene to redress the balance. We will offer extra funding where we can, by charging a small surplus on the price of the trip to all other parents, and will seek to encourage our FSM cohort through discussion and incentives; e.g. attending basketball club for 6 weeks will result in a pupil gaining House Points

G&T: The school will aim to provide the following opportunities for pupils showing giftedness or talent in particular subjects. The following is not an exhaustive list of our programme as it is growing and developing over time.

In the mainstream school, each subject will use a range of test scores and subjective criteria to identify a talent pool in their area. Teachers at the St Marylebone Bridge School will also do this. This talent pool list will be forwarded to the designated G&T co-ordinator, who will be responsible for both schools and who will identify a common list for the whole school. The top 10% of these pupils will be monitored once or twice a year by the co-ordinator. They will create learning profiles about their progress and will be expected to attend workshops aimed at developing their thinking skills. They will be also be required to set G&T specific targets and reflect upon these 3 times a year. Each subject area will be involved in developing their own specific talent pool. All lists will be updated at least annually.

Within the curriculum structure, extra staffing and space will be financed for the provision of extension classes or early entry GCSE classes. Subjects involved successfully in the past have included Mathematics, Modern Languages, PE, Religious Studies and ICT. Subject leaders in the mainstream school have also been developing new materials to stretch and extend the abilities of those in their own talent pools, which they will share with the Special Free School where relevant and appropriate.

The St Marylebone Bridge School will also benefit from the fact that the mainstream school already has a wide range of after school clubs, trips, talks from outside speakers and workshops, which are ideal for those wishing to develop further a skill or a talent. In addition subject teachers have also created new short term projects aimed at the more able pupil. These have included projects in dance, photography, music theory, knitting, debating, Latin, science, newspaper-production and jazz – amongst others. We also collaborate with other partner schools, universities (such as UCL), museums (such as the Science Museum) and art galleries (such as the National Gallery) on such projects and will do so with the Special School also.

Through local partnerships, we have provided many pupils with opportunities to attend free one or two week summer schools at prestigious universities and also sent pupils to day courses at local universities.

The St Marylebone Bridge will join the mainstream school as a partner school with London Gifted and Talented and we are working with London schools continually to improve all Gifted and Talented provision.

Looked After Children: The St Marylebone School's social workers, psychotherapists and mentors will be available to work intensively with pupils at the St Marylebone Bridge School where appropriate. The Pastoral Leader will coordinate this provision, which might take the form of one or two sessions per week, depending on need.

For all pupils, The school's Behaviour for Learning Centre will tailor workshops in Social and Emotional Aspects of Learning (SEAL) to the needs of targeted pupils. For example, the theme of the workshops could be 'confidence and communication', or 'internet safety'.

In terms of attainment, we will closely track, monitor and evaluate pupils' grades, and analyse attainment across each of these groups. Where pupils are falling behind their Minimum Expected Grade (MEG) or target level, we will intervene through targeted support, which might take the form of extra tutorials, in class support or academic mentoring.

Where realistic, and in the vast majority of cases, we expect pupils from these groups to achieve in line with their counterparts.

How will we use ICT based resources to maximise our pupils' access to the curriculum, ensuring they are getting maximum benefit from school?

ICT will be a compulsory subject from Year 7 to GCSE level and school will provide a wide range of resources to ensure that pupils are proficient at using software programs.

Importantly, the skills that are taught in ICT lessons will be applied across the curriculum. Also, the Music department will use a variety of software (perhaps on Macs) to enhance the teaching of music, the Modern Foreign Languages department will use ICT software to record pupils' speaking and listening and help improve pronunciation, the Science department will use data logging and all other departments will use video and sound to enhance the quality of teaching and learning.

Some of our pupils will study ICT Functional Skills in, which focuses on how ICT is used in the work place. ICT will also be used to help pupils prepare for work experience, including writing CVs, personal statements and letters.

The school will be equipped with computers and interactive white boards in each classroom. Flip charts, web cams, digital cameras and camcorders will be available for staff to borrow and use for their lessons.

The St Marylebone Bridge School will have a Virtual Learning Environment, 'Frog', which will enable pupils to download and upload their work and resources, and provide an easy, 'user friendly' means of communication between staff, pupils and parents/carers. A program called planet e-stream allows students to view videos which have been used in lessons.

Teachers will be trained in how to manipulate 'Frog' so that as pupils use the service, the Virtual Learning Environment will be tailored to show the requisite amount of functionality, gradually introducing the material suitable to the pupil's ability.

As our pupils will have SLCN, we will need to consider which kind of computer programmes are most suitable to meeting their needs. For example:

- ASD pupils, who may work well independently, should be given opportunities to use technology, such as i pads, to support their learning wherever possible
- Dyslexic pupils will certainly use computer programmes, such as 'Touch, Type, Read and Spell' to support their learning, especially in Literacy lessons
- Computer programmes should be 'reward oriented'. They should be colourful and bright, with messages that flash 'well done' and other such types of re-enforcement. Teachers will be encouraged to create their power point and other resources in a similar fashion.

Preparing our Pupils for Future Life: A Life Skills programme throughout the Key Stages for our pupils

We have identified the following life skills as crucial to our SLCN pupils' development into independent adults. These will be delivered within and explicitly praised and acknowledged throughout the curriculum. They will help our pupils to enter into the wider world having sufficient skills and competencies needed to participate confidently and successfully in the world of work and adult society.

(See also D1 and D2 for curriculum vision, overview and subjects)

Skills	Importance	How we will do it	Intended outcome: pupils will be able to ...
Communication	Responding to others; communicating to others; interacting with others; communicating for a variety of purposes; communicating appropriately in different circumstances; recognising and obtaining information; recording and recalling information	Cross curricular, explicitly taught; literacy, social skills group, careers education	- use facial expressions or gestures appropriately, able to express their needs or preferences; participate with others successfully; express their feelings, forming and maintaining friendships; know how to speak when in classroom, home, workplace; how to text and use a telephone; find recipes; follow instructions; ask for directions
Application of number	Be able to recognise, predict and interpret patterns and routines; able to match, sort, group, compare and classify activities; being able to understand the use of mathematical language to solve practical problems	Maths and numeracy lessons/ geography lessons other subject areas where numbers are used. See Numeracy and Maths in curriculum D1	- sequence activities throughout a day; tell the time; organising money to buy an item at a checkout; arrange chairs for assembly, catch a bus, buy tube tickets, follow a train/bus timetable; organise work and deadlines; weigh ingredients; measure objects, people, spaces

Information technology	Be able to engage with a range of stimuli; working with computer generated models; promoting independence; improving communication; a source of information	Developed through ICT sessions and through the use of ICT across the curriculum see ICT in curriculum D1	- track images across a computer screen; listen to pre-recorded sound effects; take photos to improve presentation; use television, email, mobile phones, internet, DVD; present work clearly and attractively; access information safely; find and retrieve information effectively and selectively
Working with others	Helps to develop social skills; gaining, maintaining or directing the attention of others; adopting and accepting different roles appropriate to the setting; recognising the rules and conventions of different groups in formal and informal settings according to the size of the group, recognising a common purpose	Across the whole curriculum -The national curriculum emphasises that all subjects, including PSHE and citizenship, provide opportunities for pupils to cooperate and work effectively with others in formal and informal settings, to appreciate the experience of others, to consider different perspectives and to benefit from what others think, say and do.	- have greater awareness and/or tolerance of others, empathy and awareness of the feelings and perspectives of others; take turns, share, get a balance between listening and responding, negotiating and supporting; join in a group activity; recognise informal and formal social conventions (parties, playground games, one-to-one conversations or work experience); work together to create art, objects, drama, sports; build and construct; play in a sports team.

Improving own learning and performance	recognise why a task is carried out and what it involves; recognise the completion of a task; give reasons for individual preferences; identify and evaluate strengths and weaknesses; learn from mistakes and improve their own performance; set targets; develop attention and concentration	All subjects, including PSHE and careers education, provide opportunities for pupils to review their work and discuss ways to improve their learning and performance.	- join in with spreading and cutting activities in the kitchen on the understanding that this will lead to the preparation of food; express preference for a certain subject because it means working with a group of friends; use a tin opener; talking unfamiliar adults; ask for help or direction; recognise strengths and limitations; know what to work on next.
Problem Solving	Perception skills: recognising and identifying opportunities. Thinking skills: breaking down a problem into elements; planning ways to solve a problem. Evaluating skills: evaluating how a plan worked.	All subjects should be teaching how pupils can problem solve, thinking for themselves, evaluating their work. This will be throughout all areas of curriculum.	- take part in group attempts to solve problems; know what to do when a bus doesn't come; plan the steps involved in preparing, making, serving and clearing up after a meal; know what to do when faced with an overflowing sink or broken plate.

Life skills in the transition from school to adult life: Careers Learning

When pupils with learning (and other) difficulties leave school, even with qualifications, there is a high probability that they will become unemployed (or NEET) for two main reasons:

- either they will see themselves (or crucially their parents/carers will see them) as not fitting into the work environment; or
- they are 'perceived' by employers as being unemployable.

However, the problem can often be related to schools' general approach to Careers Education and Guidance. This is often delivered on a "needs-only" basis which could easily exclude SEN pupils.

We will avoid this narrow and ineffective provision by providing **Careers Learning** (CL) as advised by the 'Careers Education Framework 7-19' and yet more relevantly the "Blueprint Framework & Matrix" and "New DOTS (Decision Learning, Opportunity Awareness, Transition Learning, Self-Awareness)". This guidance suggests that Careers Learning should be a frequently visited and re-visited presence within the curriculum from Year 7 (and even earlier) through to Year 13 and incorporates, as a focal point, Work Base Learning (WBL) and Work Related Learning (WRL). This is particularly relevant for pupils with special education needs since they need specialised support and guidance to make the right choices about their education and working lives. The aims of Careers Learning for our SLCN pupils therefore are:

- 1) to raise their aspirations and see themselves as valid and employable members of the community
- 2) to build up their self-confidence and self-esteem
- 3) to increase their exposure and widen their experience of a wide range of work environments.

Careers Learning will be enhanced from Year 9 Options into KS4 with the addition of Work Base Learning (WBL) and Work Related Learning (WRL). The aims of WBL and WRL will be:

- 4) to build an impressive CV of all the work they have done with a clear delineation of their work and social skills and abilities;
- 5) to demonstrate to employers that these students have the potential to become a valuable/valid member of the/their work-force and community.

St. Marylebone School mainstream has already started its WBL initiative and in order to achieve its aims now proposes that 'The Village' (see below) is used within this, guided by Blueprint Matrix and New DOTS Analysis 'Learning to Learn for Life-Long use' tools. The St. Marylebone Bridge School will adapt "The Village" for Key Stages 3,4 and 5 (where relevant) and will enhance this with the complimentary resource "The Real Game", a set of interactive Career Education Programmes which are highly successful in Special Schools.

"The Village" – brief overview

Pupils collaborate as a class with their teacher to collectively create their own (virtual) village and to decide on the topography and the elements that go into making up a village - the green, church, shops, roads, houses, schools. A map is created and a name voted for. Everyone (including staff) made up characters within the village.

This set-up is used as a platform for literacy tasks, performing arts, numeracy activities and real-life scenarios: pupils write character profiles, "A Day in the Life of..." (their character), newspaper articles and reports about events ('cake shop burns down!' 'company to build theme park') role-playing and scriptwriting (BBC news anchors, vox pop), shop-management and shopping, receipt-writing, order-taking and related social, community interactions.

"The Village" is very popular and effective in delivering KS3 English Levels 1-4 of the National Curriculum and is particularly successful and effective for pupils in Years 8 and 9. The success of "The Village" particularly for pupils with SLCN is that through its role-play approach the students can inhabit and have ownership of their fictional village; it is an **aural, visual and kinaesthetic learning** tool.

"The Village" makes an ideal platform from which to deliver a comprehensive and widely accessible Careers Learning curriculum to SLCN pupils from KS3 to KS5. In KS3 Careers Learning is integrated into "The Village" through an exploration of the world of work of the created characters and their families with the further opportunity to introduce guests to the students and their village such as policemen, nurses, shop-keepers.

In KS4 "The Village" enhances Careers Learning with the addition of opportunities to do workshops on and role-play work-experience scenarios, interviews, customer encounters and discussions about professional responsibilities.

We will also seek to use every opportunity to involve parents, carers and employers in providing effective Careers Learning. Parents, carers and employers are crucially important to the effectiveness of Careers Learning and the transition of SLCN pupils into adult life and the work-place. Being the single most influential part of a child's life, parents / carers are a crucial

component in the success of the initiative and so will be invited to be active participants in the process of the careers learning of their children by bringing them into “The Village” and allowing them to have their own role(s) and consulting with them about work placements. Established and newly-made links with employers will also be used well; these too will be invited in to either twilight sessions to meet with the pupils, parents and carers.

Our vision for The St. Marylebone Bridge School aims to create an environment in which our **‘pupils can achieve their maximum potential, gain independence and social awareness so that they can, beyond school, enjoy and participate in the world of work and adult society along with their mainstream peers.’** With this in mind, we will be taking careful steps to support the transition of our pupils from school into the world of work. Our life skills programme will therefore be complemented by a tightly organised and structured ‘transition strategy’ as they move through and beyond the school.

Transition

Transition is a term used by professionals to refer to the process of helping a young person with a statement of special educational needs, to move from childhood to adult life. All pupils move from childhood to adult life and experience transition in this respect. However for pupils with SEN, there is sometimes a lot more planning which needs to take place, to ensure that this move is as smooth as possible. Entering adult life is a time of opportunity and significant change for all young people, including those with special educational needs. All our pupils will be encouraged to reach their full potential, to fulfil their hopes and aspirations, and to plan their pathway through life. Transition means change, and there will be lots of changes for young people when they grow up. This will include leaving school, taking up new leisure activities, transferring from child to adult services, starting training or college, finding employment, and moving towards independent living. In the St. Marylebone Bridge School we will aim to work together with our young people and their families to ensure that this period of change is a positive experience for all concerned.

What is a transition plan?

A transition plan will bring together information from all relevant professionals involved with the pupil in order to plan coherently for their transition to adult life. The pupil will be involved as much as possible in this process. Regulations require that the transition plan must be prepared for all young people with a statement of special educational needs following the Year 9 Annual Review and then updated on an annual basis. It is statutory that a Transition Advisor (previously Connexions) must attend the transition planning meeting. The plan will be reviewed annually from Year 9 through Year 13. The Head of School in his / her function as SENCO will be responsible for arranging the transition meetings. Someone from the Youth Support Service (who may well be the Transition Adviser) and maybe representatives from other services (including colleges, social care and health) may be present at the transition review to help draw up a transition plan. The pupil will be fully involved in this process.

In each meeting, professionals and the pupil will discuss the pupils’ progress, achievements, work-related experiences, ideas arising from “The Village”, skills and strengths, interests and qualifications. These will be matched against the possible next steps in education and towards employment, as appropriate to the pupil. All professionals involved in these reviews will consider the following needs and requirements:

From transition, pupils with SLCN want:

- a job
- a college place
- a choice of where to live, whether independently or with friends or family
- friends and social confidence
- a relationship / a partner

- to know more about sex
- to feel safe in social and professional circumstances
- to be in control and able to make good decisions
- to do things for themselves – shopping, cooking, look after money
- to do things for others
- to be healthy

From transition, parents want:

- clear, precise information
- to know how 'transition' works and what the options are at each stage
- to know how to help
- to know what services there are and how to contact them
- to know who will support their child to be in charge of their lives
- to know what advocacy services are available

We will be advising pupils and parents to consider these five stages in transition:

Start (entry to secondary school)

Getting ready (KS3)

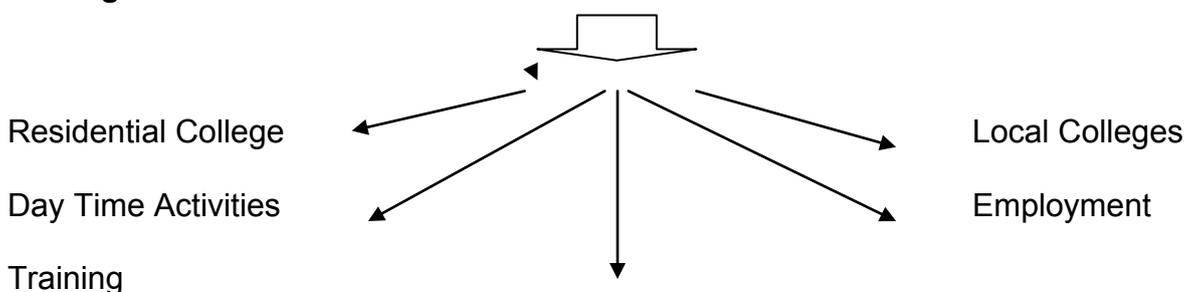
Making the Transition Plan (Year 9)

Planning Ahead (KS4 and 5)

Leaving School (KS5)

Where pupils are moving on and out of the school (at whatever stage), they will be advised on the following possibilities:

Moving On



Work experience for our pupils with SLCN

Work experience offers pupils with SLCN an opportunity for vocational learning and personal development and a chance to apply their speech, language and communication skills in a professional adult setting. It is important to ensure that pupils with SLCN, irrespective of age, ethnicity and gender, have the same access to work placements as their mainstream peers. This opportunity can be a key to the world of work from which they might otherwise be excluded. Work placements are increasingly integrated in KS4 and KS5 courses and are an anticipated, assessed part of the final grade or award. We will consider entering St Marylebone Bridge School pupils for such courses as appropriate.

We will take a very personalised approach to work experience, taking each pupil's individual circumstances into consideration. For example, we will audit carefully the type of work placement, the nature and length of the placement and the importance and appropriateness of the placement

in the particular pupil's learning. We will also consider sensitively the ways in which each pupil's SLCN will have an impact on the success, enjoyment and engagement of the pupil in the placement.

The teacher designated to manage work experience will follow procedures to ensure the quality and accessibility of placements before pupils embark on them. Procedural checks will include:

- physical access to the workplace
- funding arrangements if necessary (some placements will charge for the placements according to what it takes to meet the needs of a SLCN pupil)
- responsibilities for health and safety in the workplace
- risk assessment of activities associated with the work
- establishing procedures for responding to any difficulties, including complaints and health emergencies
- establishing procedures for providing feedback to the school and the student on their progress

Planning and preparing placements:

- Placement found by staff or pupil; in terms of the majority of our pupils we would expect that the school will find the placement
- Meet with pupil to discuss placement requirements, ensure they have appropriate briefing and guidance in advance
- Visit placement with student or prepare pupil for meeting with provider.
- Make placement agreement.
- Check workplace for accessibility, health and safety
- Placement approval for new placements/ ensure placement can meet the needs of the pupil attending depending on the ability of pupil.
- Ensure pupil is appropriately prepared for placements – in some cases some of our pupils may need more preparation than others.
- Ensure access to work placements, including transport arrangements
- Clarify arrangements for support LSAs or teachers who may accompany pupils.
- Ensure ongoing support for those pupils who may need it, those who have more severe learning difficulties through visits or telephone calls, particularly at the start of the placement.
- Ensure that the pupils are aware who to contact at school if there is a problem.

D4: How will your definitions and measures of success deliver your aspirations for pupils?

How will pupil progress be assessed, monitored and reviewed?

Assessment Calendar:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Term 1	Baseline testing Settling-in evening	Baseline testing	Baseline testing	Baseline testing	Baseline testing	Baseline testing	Baseline testing
End Term 1	TAL	TAL Short Report	TAL Short Report	TAL Short Report	TAL Full Report	TAL Short Report	TAL Full Report
December	ACADEMIC REVIEW DAY (whole school, in line with mainstream school)						
Term 2		Parents' Evening		Parents' Evening	Annual Review	Parents' Evening	Annual Review
End Term 2	TAL IEP Review	TAL IEP Review	TAL IEP Review	TAL IEP Review	TAL IEP Review	TAL IEP Review	TAL IEP Review
Term 3	Parents' Evening		Full Report		Parents' Evening	Full Report	Parents' Evening
End Term 3	TAL Short Report	TAL	TAL	TAL	TAL	TAL	TAL
Term 4		Full Report	Parents' Evening (including Options) Annual Review	Full Report			
April	ACADEMIC REVIEW DAY (whole school, in line with mainstream school)						
End Term 4	TAL IEP Review Full Report	TAL IEP Review	TAL IEP Review	TAL IEP Review	TAL IEP Review	TAL IEP Review	TAL IEP Review
Term 5			Short Report		Short Report	Short Report	Short Report
End Term 5	TAL IEP Review	TAL IEP Review	TAL IEP Review	TAL IEP Review		TAL IEP Review	
Term 6	ACADEMIC REVIEW End-of-Year Evaluation (whole school, in line with mainstream school)						
End Term 6	TAL IEP Review	TAL IEP Review	TAL IEP Review	TAL IEP Review	TAL IEP Review	TAL IEP Review	TAL IEP Review

Notes on the Assessment Calendar:

- 1. Annual Reviews for Year 7, 8,10, 12 and 13** will fall a year following the pupil's previous Annual Review (this will vary in accordance with birthdays, previous schools' schedules, entry-date to the school).
- 2. Annual Reviews for Year 9** are placed in Term 4 to coincidence with KS4 Options in order that pupils' KS4 choices are made in fully informed conditions, with full parental support.
- 3. Annual Reviews for Year 11 and 13** are placed in Term 2 to coincide with decision-making about KS5 / post-KS5 schooling and to ensure that pupils and parents are aware of expectations and demands of the next phase.
- 4. TAL = Teacher Assessed Level:** all teacher-assessments will result in a level or grade in line with the assessment criteria for the course or specification the pupil is studying. At KS3, this will be a National Curriculum Level showing sublevels of attainment. At KS4, this will be a grade or term reflecting progress according to the type of qualification (GCSE grade, Entry Level "on track to pass / merit / distinction", BTEC). See below for how teacher assessments will be carried out.
- 5. Baseline assessment:** we will assess each pupil's level of attainment at the beginning of each academic year and key stage. All pupils will complete baseline testing with 6 weeks of entry to the school, regardless of when they join. Depending on each pupil's SEN, the data available about his / her prior attainment and the needs he / she presents on entry, we will use a selection of the following baseline testing methods:
 - CELF 4: an assessment of SLCN
 - Hodder diagnostic reading tests
 - Wide Range Achievement Test 4 (WRAT 4)
 - Test Of Word Recognition Efficiency (TOWRE)
 - Single Word Spelling Test
 - National Curriculum framework for assessment including Assessing Pupil Progress (APP)
 - B Squared
 - ABAS – behavioural-related tests
 - Phonological Assessment Battery

At this stage (and notably when pupils are new to the school) we will also check data from the previous school / year about prior attainment. Data about prior attainment will be part but not all of our baseline assessment since this data reflects both the learning difficulties *and how well the pupil has been taught to date*. The more robust our understanding of the progress of each learner at the outset of each programme of study, the better-informed our expectations and our target setting will be.

6. Pre-entry assessments will take place before pupils enter the school. Testing methods will include:

- CELF 4: an assessment of SLCN
- Hodder diagnostic reading tests
- Wide Range Achievement Test 4 (WRAT 4)
- Test Of Word Recognition Efficiency (TOWRE)
- Single Word Spelling Test
- ABAS

This testing will generate baseline starting points from which to measure pupils' progress towards and transition into adult life. Even if the school is full and cannot offer a place to a pupil who is tested, as a National Teaching School we would expect to share the information provided from this testing with other secondary special schools as appropriate so that pupils entering secondary schooling are accompanied by robust baseline data on their abilities wherever they are educated.

TARGETS PROPOSED

In line with our vision, The St. Marylebone Bridge School will set measures of success for the whole-school and for individual pupils which foster a culture of **high expectations** in our pupils' academic achievements, in their social and cultural life, and in their spiritual search.

Maintaining our record as a National Teaching School, **we will set the following whole-school targets regarding teaching and learning:**

- On any given day, 100% of lessons being delivered will be either good or outstanding, according to the new Ofsted Framework.
- Of these, at least 20% will be outstanding.
- All teachers will be expected to demonstrate teaching which is at least good if not outstanding in order to progress up the pay scale and / or to pass threshold or receive promotion.
- All teachers employed in the school will develop and share their expertise in SEN-SLCN teaching with colleagues in the special and mainstream schools in whole-school INSET and departmental meetings.
- The school will maintain a supportive, communicative relationship with the Tri-Borough LA and will share resource and expertise in SLCN-SEN provision across the borough and through the National Teaching School Alliance actively as appropriate.

To measure our success in delivering our **aspirations for SLCN pupils in particular**, we will distinguish between **measures of success in hard and soft skills** acquired by pupils. These measures will be applied to the whole school and to individuals. Each pupil will have his or her individual targets, comprising of personalised and challenging targets for both hard and soft skills. These targets will be recorded in his or her Individual Education Plan (IEP) and reviewed and evaluated termly by the pupil, subject teacher and Senior Leadership Team (see below for further detail on the IEP and Annual Review cycle). Progress towards these targets will be reviewed termly by the SLT. The extent to which whole-school targets are met will be evaluated in the yearly Examination Report which will be reported to the Board of Governors by the Senior Leadership Team (SLT). The SLT will be ultimately accountable for the school's ability to meet these targets.

Targets for successful acquisition of HARD SKILLS:

1. Pupils will make progress at a more accelerated rate than their SLCN counterparts in mainstream.
2. *By the end of KS3, all pupils will make at least 2 NC levels of progress or the equivalent expected progress in relation to their starting points, according to DfE Progression guidance and B-Squared guidance (2011).*

National Curriculum Level on entry to school	Progress Per Key Stage
1	2 Levels (= 0.67 levels of progress a year)
2	2 Levels (= 0.67 levels of progress a year)
3	2 Levels (= 0.67 levels of progress a year)

*At the higher ability end of this spectrum, pupils could **possibly** follow this progression route:*

National Curriculum Level on entry to school	End of KS3	End of KS4
3c	4a	GCSE E or equivalent Entry Level Qualification / BTEC
3b	5c	GCSE D or equivalent Entry Level Qualification / BTEC
3a	5b	GCSE C / D or equivalent Entry Level Qualification / BTEC

Source: www.direct.gov.uk

For this reason, we will manage expectations and plan pupils' transition up the Key Stages carefully, ensuring that they are entered for suitable qualifications (see point 3 below).

- By the end of KS4, all pupils will have gained nationally accredited qualifications in a range of subjects. The range of qualifications attainable by pupils will include:

- Entry Level Certificate
- GCSE
- ASDAN award
- COPE
- Sports Leadership Award
- Duke of Edinburgh award
- BTEC
- Functional Skills

- By the end of KS4, all pupils will have gained the qualifications required to progress to KS5 courses of study and secure places in appropriate schools or colleges.
- By the end of KS5, all students will have gained the qualifications required to access further education or the world of employment.

Targets for successful acquisition of SOFT SKILLS:

It is more difficult to set whole-school targets for the acquisition of soft skills since every pupil's development needs will be different. Soft skills include speech, language and communication skills, inter-personal skills, social, emotional and health skills, self-confidence, self-awareness, spiritual and moral development and work-related learning. With this in mind, the **whole school targets** for our pupils' acquisition of these skills will be:

- All pupils will improve their speech, language and communication skills by increments specified in each individual's IEP.
- All pupils will participate in at least one whole school Performing Arts performance (Music, Dance, Drama) yearly designed to promote interpersonal, social and emotional skills.
- All pupils will make a positive contribution to the school community by taking part in at least one assembly, one extra-curricular charity event and one extra-curricular enrichment club termly.

4. All pupils will develop social, emotional and health skills, self-confidence and self-awareness, as measured by Social and Emotional Aspects of Learning (SEAL) questionnaires completed yearly and B-Squared PSCHE assessment guidelines,
5. All KS4 and KS5 pupils will all take part in relevant work-related learning placements or work experience with a view to fulfilling individual targets on their IEPs.

Individual soft skill targets:

Each pupil's Individual Education Plan will include targets for the development of his or her soft skills in precise, measurable, attainable but challenging terms in relation to the pupil's SLCN. For example:

1. W will make eye contact with the person with whom he is speaking.
2. X will be able to make three relevant oral contributions to discussion in every lesson.
3. Y will be able to use a range of connectives other than "and" and "but" in her spoken language.
4. Z will read and check each sentence he writes to ensure no words are missing.
5. W will communicate clearly with colleagues in written and spoken language when organising and attending and evaluating her work experience placement.
6. X will demonstrate her organisational skills by bringing all her equipment to school daily.
7. Y will demonstrate his time-management skills by planning and sticking to a homework timetable.
8. Z will improve her health and well-being by choosing the vegetarian or salad option for her school lunch at least three times a week.

See below for how IEPs will be, recorded and reviewed.

Why are these targets suitable?

These targets are suitable as they strike a balance between our **high expectations in the pursuit of excellence** and **contextualised, personalised education** suited to the needs of the individual SLCN pupil. Ofsted emphasises the importance of high expectations in improving progress and outcomes for SEN pupils:

Many [SEN pupils] in mainstream schools could do better, provided that the curriculum, teaching and other support were better adapted to their needs and greater rigour was applied to setting and pursuing targets for achievement. Until more is expected from the lowest-attaining pupils, improvement in provision for pupils with SEN and in the standards they reach will continue to be slow.

Ofsted (2004) *SEN and disability: towards inclusive*

schools

Our targets will require **accountability** on a whole-school, teacher, support-teacher and pupil level. The school will be accountable yearly both to the Governing Body and the DfE for KS3 progress data, and KS4 and KS5 examination results.

On a whole-school level, these targets demonstrate:

- our commitment to the pursuit of excellence
- our understanding of the educational needs, possible progress and potential obstacles to progress presented by SEN SLCN pupils

- our ability to differentiate and personalise within our curriculum to enable all pupils to make progress
- our recognition of the relationship between the development of the whole child in terms of soft-skills and the academic progress and attainment of the pupil in terms of hard-skills.

On an individual target-setting level, these **sample** targets demonstrate our intention to break progress down into specific, measurable, realistic yet challenging individual steps towards rigorously set, reviewed and evaluated targets, our pupils will develop the self-confidence, skills and knowledge to:

- attain nationally accredited qualifications
- be functionally literate, numerate and ICT literate
- enjoy, achieve and participate fully in school life
- develop sufficient, confident life skills with which to succeed as independent adults
- be able to participate successfully in the world of work and adult society

As per our vision, by targeting our pupils' SLCN, we will fully unlock their cognitive abilities and academic potential and enable them to make progress at a higher rate than their SLCN counterparts in mainstream education.

What strategy will enable us to achieve these targets?

Our strategy is one which places assessment at the heart of our curriculum.

Assessment is at the heart of an effective curriculum and is a fundamental part of good teaching and learning. It enables learners to recognise achievement and make progress, and teachers to shape and adapt their teaching to individual needs and aspirations.

QCA (2010): Assessing pupils' progress: learners at the heart of assessment, QCDA/10/4768 ISBN 978-1-84962-379-7

As recommended by the DfE in *Progression 2010–11*, we will base our approach to meeting our progression targets on these three principles:

- 1. High expectations are key to securing good progress.*
- 2. Accurate assessment is essential to securing and measuring pupil progress.*
- 3. Age and prior attainment are the starting points for developing expectations of pupil progress.*

(Progression 2010–11: Advice on improving data to raise attainment and maximise the progress of learners with special educational needs, DfE, 2011)

With this in mind, we will implement the following strategy in order to reach these targets:

1. Measure and account for pupil progress in relation to pupils' starting points. Baseline testing, will be used to establish starting points at the outset of each academic year.
2. Use local and national benchmark data to inform expectations and provide a contextualised base for comparison (again, using CASPA).
3. Adhere to an Assessment Calendar (see below) which includes IEP target-setting, review and evaluation, SEN Annual Review, termly teacher-assessment, reporting home, parents' evenings and Academic Review Days (see below for details of each of these).

4. Collect and review assessment data rigorously and regularly according to all activities in which pupils are engaged, using B-squared to form a summative judgement.
5. Adhere to a school-wide Assessment for Learning (AfL) framework which engages teachers, pupils and parents in an active understanding of how progress is being made and measured, how further progress can be made and a whole-school Marking Policy which sets the standard for exemplary systems of feedback and marking (see below for details of AfL strategies and Marking Policy).

Proposed success measures for individual pupils

As indicated previously, we will have high expectations of all pupils at The St Marylebone Bridge School. We are also aware that, as recognised by the DfE, that the progress of individuals and groups of individuals with SEN cannot be predicted and guaranteed quantitatively in the way that is more possible with mainstream pupils. Notably, for our proposed intake of pupils with SLCN, there is a vast range of presenting needs and overlapping of consequent barriers to progress which would be tackled differently in each pupil's IEP.

Consequently, while we will set a whole-school target expecting pupils making two levels of progress per Key Stage, we will also take care to measure, acknowledge and celebrate the progress of each pupil's incremental sub-level (or fraction of sub-level) progress in relation to their starting points and in line with the specific targets in the pupil's IEP. These individual targets will be designed to enable the pupil to overcome the obstacles presented in his / her SEN and thereby to learn effectively.

Example targets, therefore, for an individual SLCN pupil would be:

- to develop expressive and receptive language skills which communicate feelings effectively and respond to questions appropriately.
- to develop independent, self-help skills
- to develop ways of adapting tone and register of talk according to the audience and purpose
- to develop accurate use of punctuation
- to develop social skills through increased participation in team activities
- to develop clear, fluid letter and word formation in written work

How the progress of students will feed into CPD of Staff

In order to ensure high standards of teaching and excellent outcomes for pupils, staff performance will be managed through rigorous Staff Appraisal following the new DfE "Teachers' Standards" guidelines published in January 2012 to be implemented in September 2012.

These guidelines also include a model staff appraisal policy which will be followed. The same document provides the process for dealing with capability which will also be followed; staff whose performance is proved to be inadequate will be taken through the capability process.

Objectives for each teacher will be set in his / her Appraisal in September; these will be reviewed in Appraisal Review, according to evidence, in March and evaluated in July. All teachers' objectives will include the expectation that his / her pupils will make the expected rate of progress and achieve the expected examination results.

Under-performing teachers will be identified through Performance Management in Appraisal and Appraisal Review meetings where evidence is collated to demonstrate teachers' progress towards agreed objectives. Teachers will be fully supported by their Performance Manager (SLT) to help them to improve their performance, with a view to improving outcomes for pupils.

Where a teacher consistently fails to meet the required standards of teaching and learning and professional conduct, the Staff Appraisal system will no longer apply and disciplinary proceedings will be implemented. Where relevant, the under-performance of teachers will be addressed rigorously according to competency or capability criteria, leading, where appropriate, to dismissal. The school will follow the new DfE guidelines for capability to remove under-performing teachers as quickly as possible, as it is our view that pupils should not have to tolerate inadequate teaching or making inadequate progress for longer than necessary.

How will the Annual Review be used to support pupil progress?

All pupils entering St. Marylebone Bridge School will have a Statement of Special Educational Needs. It is a statutory requirement that the statement be reviewed annually. The Annual Review meeting is a key milestone in the SEN pupil's academic year.

The aim of the Annual Review meeting will be to:

- review the pupil's social and academic progress over the preceding year
- review the suitability of the placement at the school.

The process for conducting the Annual Review follows:

1. Prior to the Annual Review parents/carers will receive:
 - a copy of the most recent Full and / or Short Report
 - a parent questionnaire, giving opportunity to voice any comments/concerns that will be discussed during the review meeting
2. In line with statutory requirements, Learning Support Assistants, SALTs and other key professionals linked with supporting the pupil's statement will be invited to attend the meeting or submit a report.
3. The meeting will take place at the school. It will be chaired by a member of the Senior Leadership Team and will last between 40 and 60 minutes.
4. The meeting will have three distinct sections:
 - reading the previous review and commenting on progress since this
 - reading and commenting on achievements highlighted in the most recent Full Report and teacher-assessments
 - proposing areas for development in the coming year
5. Those present will be encouraged to:
 - share evidence of the pupil's progress
 - highlight strengths and achievements
 - make suggestions about additional support strategies or possible additional provision
 - voice concerns

6. The pupil will be invited to participate but may be asked to leave if deemed appropriate by a majority of the review panel.
7. The chair of the meeting will minute all discussions. This will be written up in the form of a summary within four weeks of the review and circulated to all interested parties.

How will teacher-assessments be planned, implemented and recorded?

1. Planning

Pupils' progress will be assessed termly in each subject. All staff engaged in the teaching of a pupil will collaborate to ensure pupils are receiving the right kind of teaching and support in the lesson and interventions outside the lessons to achieve their best in assessed work and activities. Pupils at KS3 will be assessed according to the National Curriculum levels, broken down into sublevels.

Teachers will plan their schemes of work according to the National Curriculum **programmes of study** and **attainment targets** for each subject, adapting content and teaching methods as appropriate to each pupil or group of pupils as appropriate to need. Lead teachers in each subject, under the leadership of the Head of School (SENCO), will write a **KS3 Subject Plan**, which stipulates **how skills and knowledge will be developed by pupils** in that subject term by term, year by year for the three years of KS3. The KS3 Subject Plan will ensure that all the subject requirements outlined in the National Curriculum attainment targets and programmes of study are fully addressed. *In core subjects, when teaching pupils working at NC Level 3 and above, teachers will be guided by Assessing Pupil Progress (APP), the National Strategies framework for assessment recommended by the DfE, used to a very high degree of success in the mainstream St Marylebone C.E. School (Ofsted "outstanding", January 2011).*

At KS4 and KS5, teachers will plan schemes of work and assessments in accordance with the specification issued by the examination board or qualification body for that course. Teachers will deliver course content and skills in a well-planned order, planning for the development of skills, knowledge and self-esteem needed by pupils to achieve in line with their potential. All professionals working with the pupil should be aware of the long-term plan for each course; deadlines and assessment dates stipulated by examining bodies or the school will be shared by all staff and parents where appropriate.

How will schemes of work (SoW) be structured so as to ensure robust curriculum delivery, skills development and assessment?

All individual pupil targets will be firmly rooted in each subject's scheme of work (SoW), which will be based upon the National Curriculum programme of study (at KS3) or the examination board's specification (at KS4).

Each scheme of work will provide **differentiation** options on three tiers. This planned differentiation will ensure that all pupils have the opportunity to access a meaningful and challenging curriculum and enjoy success at an appropriate level. Subject teachers will be expected to differentiate to an even finer degree in response to the needs and abilities of the pupils in the teaching group, to cater for pupils falling below or above the initially planned attainment levels of the scheme of work.

Each SoW will include the following:

- **Title and topic**
- **Context:** how does this scheme fit into the three-year plan / the KS5/5 programme? How does this scheme build upon previous learning and lead to next steps?
- **Learning Objectives:** what are the long-term objectives of the scheme, including skills development?
- **National Curriculum / Specification reference(s):** specifically which of the requirements of the NC or exam board specification does this scheme address?
- Cross-curricular links: how does learning in this scheme cross-reference with learning in other subjects & how will subjects collaborate in this learning?
- Key technical vocabulary: which key words will be learned and used in the scheme?
- Main teaching resources: which resources will be used to support learning (beyond those normally available) eg. use of digital video / audio recording equipment / access to garden space / visits to particular places or people
- Learning activities: this section describes the varied set of appropriate activities / experiences that will enable the pupil to achieve the Learning Objectives and their IEP targets. In designing activities, teachers will ask themselves: “If I want pupil X to achieve Y, what’s the most effective, personalised and creative way of enabling them to do it?”
- Learning outcomes: this section describes the assessable outcomes when the activities, described under learning activities have been completed by the pupil. The outcomes should reflect the learning objectives outlined at the beginning of the SoW. Teachers and subject leaders will make the learning outcomes SMART ie. specific, measurable, achievable, realistic and set within a defined time scale. Teachers will use the following language to frame these learning outcomes in order to make them more clearly SMART:
 - Pupils will know ...
 - Pupils will be able to...
 - Pupils will understand ...

For example:

Pupils will be able to... demonstrate a sequence of 3 gymnastic movements.

Pupils will know how to... draw a map of Britain with the 5 biggest cities correctly labelled.

Pupils will understand that... objects can be sorted according to their ‘magnetic’ and ‘non-magnetic’ properties.

These outcomes will be further broken down in order to meet the required three tiers of differentiation (all, most and some). For example (in a History SoW):

All pupils will be able to identify the difference between a primary and secondary source.

Most pupils will be able to explain how they can tell the difference between a primary and secondary source.

Some pupils will be able to explain how they can tell the difference between a primary and secondary source with specific reference to details in the sources.

At the end of the SoW, it will be the teacher’s responsibility to assess and record whether a pupil has fulfilled the **learning outcomes** and achieved their Subject Targets.

- **Formative assessment:** what opportunities for formative assessment are provided in the SoW?
Formative assessment is done throughout a scheme of work. It will be recorded in teacher’s files, on short term plans, through ongoing informal assessment and by effective marking and feedback. It is used to inform future planning and the setting of (shorter term) learning targets for individual pupils.

- **Summative assessment:** how will progress towards the overall learning objectives and learning outcomes be measured at the end of the SoW? This can be done in a number of ways and be based on a range of evidence eg.
 - marking coursework in the pupil's book or folder
 - a formal test or quiz
 - individual/group presentation
 - formal observation of an outcome being demonstrated
 - teacher-led question and answer sessions;
 - an artefact etc.

All summative assessment should be recorded on B Squared and in the school's central progress database.

- **Weekly short term plans (including sample lesson plans):** these will indicate planning for progression, ensuring that teaching develops the skills and knowledge of pupils in context of the whole SoW. Short terms plans will include:
 1. Information useful to the teacher in **pre-planning** the lesson, eg. an *aide-memoir* reminder of resources and ideas that work well.
 2. A list of helpful sample **lesson-specific learning objectives** pertinent to the SoW
 3. The expected week and date of delivery of particular activities, linked to the week numbering used in the school calendar.
 4. Guidance for teaching assistant: lessons will be planned and discussed by teacher and LSA so that objectives and roles are clear.

How will Individual Education Plans will be written and reviewed?

In line with the SEN Code of Practice, each pupil will have an Individual Education Plan (IEP). The IEP will be a document detailing:

- the pupil's particular SEN
- the ways this affects his or her learning
- the targets proposed for his or her development across all areas of school life
- the ways in which progress towards each target can be measured
- the strategies specific to the pupil that teachers should use to enable best progress
- the nature of support and intervention which the pupil will receive in school
- the required support and role of and parents and other professionals

The IEP will be written on entry to the school in line with the SEN Statement. It will be reviewed and updated three times yearly, at the end of Terms 2, 4 and 6 (or more often according to need and / or change of circumstances). Each pupil's IEP will be drawn up by the lead teachers working with that pupil, led by the Head of School, in view of all progress and activity in school since the previous IEP review. All professionals working with the pupil will contribute their experiences of and assessments of the pupil's progress and response to support and intervention.

Personalised targets will be set with a view to breaking down barriers between the pupil's SEN and his or her progress, enabling him or her to make progress at a faster rate than his or her counterparts in a mainstream setting.

When reviewing IEPs, the SLT will draw on evidence such as subject reports, certificates of praise, marked work, teacher-assessments, specialists' reports (such as SALT or Occupational Health assessment) and lesson observations to measure the progress of the pupil towards his or her targets. Outcomes at the IEP review might include (according to need and appropriateness):

- adjustment of targets to stretch the pupil further or to make progress more possible
- movement of the pupil into a ability group for particular activities or subjects
- best practice sharing between teachers to ensure all teachers are making best use of effective teaching strategies for the pupil
- praise and celebration of the pupil's achievement and progress, shared with parents
- entry for an appropriate nationally accredited qualification
- increase or change in intervention strategies being used to support the pupil's learning
- putting the pupil on a daily target report in certain / all lessons to encourage more rapid progress, to engender better learning behaviour or to overcome a particular obstacle to learning. The targets on this target report will focus on very specific learning behaviours or skills, the acquisition of which will help the pupil make progress towards his / her IEP targets.

How will pupil progress data be used to inform teaching and interventions?

Data on pupils' progress in the form of teacher-assessments will be entered into the school's central assessment database (SIMS Assessment Manager and the school's Academic Progress Database). These systems will enable the school to:

- monitor progress
- evaluate learning experiences
- improve planning
- diagnose difficulty
- see progression
- allow for individual differentiation
- plan and adapt support and intervention appropriately for each pupil
- improve the quality of teaching and learning
- evaluate the impact of interventions and support on learning
- evaluate attendance and punctuality and the impact this has on learning
- provide information in formative and summative terms to the pupil, parents, teachers, governors, involved external professionals as appropriate, the Local Authority and the DfE.

For example, at the end of Term 2, the teacher-assessments on pupil X may show notable progress in Mathematics and ICT, outstanding achievements in Performing Arts (PA) subjects and limited progress in literacy, English and Humanities subjects – all in relation to the pupil's starting points and targets. The Senior Leadership Team (SLT), reviewing progression data at this time, would then consult the IEP, examine the evidence of progress in teacher-assessments and would evaluate the extent to which successful strategies in Mathematics, ICT and PA could be deployed to engender better progress in literacy, English and Humanities. They would also observe the pupil in the areas in which limited progress had taken place, review the assessments undertaken, advise teachers and support staff, plan further / different / adjusted intervention as appropriate in order that better progress is made in the next scheme of work. Withdrawal sessions with the SALT, for example, would be more finely tuned to ensure that the performative and spoken aspects of PA were being transferred into English and literacy skills. The pupil could be given a daily target report for English, History and Geography which would encourage him / her in specific learning behaviours, gaining praise and recognition when these are demonstrated and thus stimulating greater engagement, achievement and enjoyment. Progress in all subjects would continue to be carefully monitored by all professionals working with the pupil and reviewed again at the end of Term 3 and Term 4. At this point, the SLT would agree to keep the interventions in place, to scale them up or down or alter them as appropriate.

Assessment for Learning strategies (including pupil involvement in assessment):

Effective Assessment for Learning (AfL) will underpin The St Marylebone Bridge School's success

in setting personalised, challenging yet realistic targets for our pupils, measuring their progress and closing the gap between the achievement of these pupils and their counterparts in mainstream education. AfL is, essentially, making maximum possible use of all opportunities for assessment - and the results of this assessment – in order to promote further, greater learning and progress. While we have proven “outstanding” success in using AfL for excellent outcomes for pupils in mainstream (Ofsted, January 2011), we are aware of how this practice will be refined and adapted to meet the needs of pupils at The St Marylebone Bridge School.

Effective AfL will:

- provide teachers with information on what a pupil knows, understands and can do
- provide pupils with opportunities to show what they know, understand and can do
- enable pupils to identify and articulate how they can improve
- identify, recognise and celebrate specific achievements
- identify specific strengths and weakness / difficulties
- inform the planning of lessons, schemes of work, support measures and interventions
- increase pupils’ motivation by consistently recognising individual achievement
- help both teacher and pupil in setting further learning targets
- enable teachers to measure progress in relation to starting points
- enable reasonable prediction of future attainment and progress
- provide information in formative and summative terms to the pupil, their parents, the school, LA, DfE
- help the school, in its self-review, to evaluate the effectiveness of the curriculum, teaching and learning, intervention and support

A large part of our implementation of effective AfL has been explained above. The Annual Review process, the planning and reviewing of IEPs, the planning and implementing of effective teacher assessment and the gathering, monitoring and evaluation of assessment data are all essential processes to support AfL. These processes are further supported through a school-wide Marking Policy, Parents’ Evenings, Reporting Home and Academic Review Day (see below for details). In addition, in our teaching and learning daily, we will be using **a range of AfL strategies**, adapted to the needs of SEN pupils. For example, we will:

1. ask effective questions:

- ask more how, why and what if question (*what if the river wasn’t there at all? How do we know that he is unhappy? Why do you think the roof caught fire?*)
- use probing questions (*how did you work that out? Can you tell me more about ...? I wonder how you got that idea ...*)
- ask pupils to listen and respond to each other, not wait passively to be asked directly by the teacher; pass the answer round the class before concluding
- ask for specific things in a specific place within a specific time (*can you find three examples on this page in one minute? Your time starts ... now*)
- avoid putting words in the pupil’s mouth; hear what the pupil has to say and leave time for the pupil to finish
- provide a false statement and ask pupils to correct or challenge it

2. make learning intentions explicit:

- share and discuss the objectives and outcomes of the scheme of work with pupils
- distinguish between the skills being learned (and name these clearly) and the knowledge being gained (using key words as per the scheme of work)

- make explicit, in comments of praise and recognition and in the naming of activities, when and how specific skills are being developed and / or demonstrated
- give pupils models and examples of the kind of work they should aspire towards
- ensure pupils are, at the outset of assessed activities, as aware as possible of the ways in which they will each be able to demonstrate their abilities and achieve certain levels of attainment
- demonstrate faith in pupils' ability to make the expected progress and sensitivity towards pupils' anxieties about failure

3. make feedback meaningful and useful (also see Marking Policy below):

- comment on the answer, task or activity not on the pupil
- give fewer uncritical throw-away judgements (*great, brilliant, excellent*) unless the work or effort shown has really merited this
- give more encouraging, acknowledging comments which recognise effort and progress (*I can see you've put a lot of work into this; you're getting the hang of it now; you worked really hard today; yes, that's just what we need*)
- in written work, highlight strengths and praise these specifically
- make written comments clear and relate them specifically to the task
- use a recognised code of colours and symbols to indicate strengths and areas for improvement in pieces of work
- give pupils time to read and respond to written feedback; include a question to be answered or a follow-up activity
- consider carefully when it is useful to the pupil to receive a level or grade on their work

4. actively involve pupils in their own assessment:

- embed explicit opportunities for learning objectives and outcomes to be discussed and understood by pupils in lesson planning and schemes of work
- ask pupils to indicate (in speech, colour, written form, hand-signal – as appropriate) their levels of confidence about specific aspects of the learning
- include follow-up evaluative activities after assessed tasks which require pupils to identify and explore what went well and how they can improve
- provide pupils with the language needed to articulate their experience of learning. This might be in the form of a questionnaire or chart in which they can put stars, colours or other symbols next to the tasks or skills used to show their level of confidence and attainment. This might also be in written or spoken-presented form, using prompt sentence starters or writing frames, for example:
 - The task helped me to show my skills.
 - I thought I would find difficult because
 - The part of this I found most rewarding was because
 - Now I know that I can

- I showed how I can when I
 - Next time, I will try to
 - If I were the teacher, I would give this work
 - I know I worked hard / could have worked harder on this because
- develop meaningful opportunities for peer-assessment, again providing structures and language-prompts which facilitate talk about work and progress.
 - ask pupils to identify and praise strengths in others' work, developing increased teamwork and social skills
 - use questionnaires and quizzes which gather pupils' opinions on and evaluation of the scheme of work, the teaching methods and their learning activities

Marking Policy:

The St Marylebone Bridge School will follow the mainstream's schools example of excellent practice in marking and assessment, noted in the success of the "Making Marking Matter" initiative praised by Ofsted (2011). In addition to deploying the strategies listed above under "make feedback meaningful and useful", we will maintain the same high expectations of teachers' marking at The St Marylebone Bridge School.

Our approach to marking will:

- value positive attitudes to learning
- promote trusting relationships between pupil and teacher
- encourage and builds self-esteem
- show pupils how to improve
- comment on the pupil's progress in relation to previous attainment, rather than in relation to other pupils
- encourage pupils to reflect on and take responsibility for their own learning
- demonstrate faith in pupils' ability to make the expected progress and sensitivity towards pupils' anxieties about failure

When marking work, all teachers are expected to:

- mark books at least fortnightly
- provide a balance of acknowledgement marking and diagnostic marking
- comment on the work and task rather than the pupil
- mark designated pieces of assessed work within a week of the task at the most
- in response to designated pieces of assessed work, provide a clear comment on the strengths of the work ("what went well") and a clear prompt, target or instruction which indicates how to improve ("even better if")
- consider carefully when it is useful to the pupil to receive a level or grade on their work
- be sensitive to the impact that comments, marks or grades can have on learners' confidence and enthusiasm and to be as constructive as possible in the feedback give.
- relate comments to the learning objectives and outcomes, explicitly using the language used in lessons to define knowledge (such as keywords), skills and assessment criteria
- recognise the range of possible ways in which the pupil has made progress and / or effort

Teachers will be accountable for their marking and should expect to have their pupils' books checked in lesson observations and SLT-led marking scrutinies. All teachers will take part in moderation of marking with colleagues both in the same subject and across the same cohort of pupils to ensure consistency of assessment and quality of written feedback.

Reporting home (see Assessment Calendar above):

In addition to the written report produced at Annual Review (see above), pupils and their parents / carers will receive two further written reports yearly: a short report and a full report. We will use many of the features of the mainstream school's report format but will adapt this format to ensure it meets the needs of our SEN pupils. The features underlined below are those which are notable additions to the mainstream report format.

The Full Report will include the following for each subject pertinent to the pupil:

- a progress grade or level, broken down into sublevels
- an indication of the extent to which the pupil has progressed, according to teacher-assessments, since the previous report
- an explanation of how the pupil's attainment was assessed
- a comment about achievements and strengths
- a target for improvement (*linked to the IEP*)

The Full Report will also give attendance and punctuality information, a comment from the SALT, the link-LSA who works most closely with the pupil and a Tutor and Senior Leadership comment.

The Short Report is a one-page summary of progress to-date, in relation to prior attainment and expected attainment, based on the TALs (teacher-assessed levels) gathered termly (see Assessment Calendar above).

All reports will be:

- worded constructively and clearly
- written in a non-technical language that is appropriate for the intended audience
- evidence based: wherever possible comments must be contextualised and examples given to substantiate a point
- written to celebrate achievement and share concerns

Parents' evenings:

Parents evenings will be held yearly for each year group. Parents will attend appointments with each subject teacher and, where appropriate, SALT and / or Link LSA. Pupils will also be invited to attend the appointments and to be an active voice in the discussion.

Teachers will be expected to present evidence of each pupil's work and progress at the appointments. This will help to contextualise and substantiate the messages conveyed to parents. Teachers will have a fully-informed understanding of each pupil's SEN and will be expected to show faith in the pupil's ability to make progress, sensitivity towards the way pupil and parent(s) may perceive the SEN and confidence to clarify expectations.

Parents will of course be invited to additional meetings at school in relation to specific issues as appropriate. Parents are also expected to attend the Annual Review meeting.

Academic Review Days:

Academic Review Day has established itself very successfully as part of the mainstream school's approach to **personalising learning**. Twice yearly, in December and in April, each pupil has a one-to-one appointment with his or her Tutor – or the most pertinent professional in school for that pupil – at which the pupil leads a discussion about his / her learning and progress so far that school year and sets targets for his / her future progress. Targets are set in December, reviewed and altered as appropriate in April and then, at the end of Term 6, each pupil completes an evaluation of his / her progress towards meeting these targets. Evaluation of the Academic

Review process has demonstrated how highly pupils and staff value these appointments. As a result, we will provide the same opportunity for pupils at The St Marylebone Bridge School, adapted according to the IEP requirements of each pupil.

The Academic Review appointment lasts 15 – 20 minutes. Parents are encouraged but not obliged to attend. As per the Assessment Calendar, in the terms preceding Academic Review Day, teachers will have gathered and recorded evidence of each pupil's progress, which will be available to the Tutor at Academic Review via the school's central database (SIMS Assessment Manager and or the Academic Progress Database). Informed by this, pupil and Tutor will discuss the pupil's progress, including consideration of issues which may be hindering the pupil's full engagement, enjoyment and achievement in school. As a result of the discussion, the Tutor and pupil will agree on two SMART targets (specific, measureable, achievable, realistic and time-limited) towards which the pupil will work. For The St Marylebone Bridge School pupils, these targets will marry with IEP targets – or the discussion will generate invaluable insight into how the IEP targets need to be altered, scaled up or down as appropriate. The purpose of Academic Review Days for pupils at The St Marylebone Bridge is NOT to generate another set of targets with which to confuse pupils. Rather, it is to provide another valuable opportunity for learning-related dialogue, encouraging the pupil to take greater responsibility for his or her learning and embedding a deeper understanding between pupils and teachers as to how their progress as learners and as young people is developing.

D5: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.

“St Marylebone is an extraordinary school pupils feel a profound sense of security and well-being and achieve exceptionally high academic standards” **Ofsted 2007**

“Excellent behaviour systems, founded on mediation, assertiveness and the importance of positive relationships enables pupils to take responsibility for their own behaviour” **Ofsted 2007**

Behaviour management, pupil wellbeing and attendance are of paramount importance, both inherently to the vision and as a means of achieving it. In particular, getting this right will:

- enable our pupils to progress at a higher rate than their counterparts in a mainstream setting
- prepare our pupils to become active and effective citizens
- foster a culture of high expectations in our pupils' academic achievements, in their social and cultural life, and in their spiritual search

Our principles are closely linked to our pupils' particular demographic and profile. It is with our pupils' specific needs in mind that our Behaviour for Learning policy aims to be simple, clear and precise, encouraging structure, routine and consistency at all times. See section D1 for a detailed breakdown of our pupils' particular needs.

Principles underlying the St Marylebone Bridge School Behaviour for Learning policy:

- Respect for the dignity of others and respect for each other, acknowledging the complementary rights and responsibilities of each member of the community.
- An acceptance of the equality of all in the school community, independent of individual differences, knowledge, information, abilities and position.
- Collective ownership through leadership and development of the Behaviour Policy. Ensuring that all governors, staff, pupils and parents or carers have the opportunity to contribute.

- Protecting and nurturing children and adults in an environment that is safe, permanent and creates a sense of belonging.

Aims

- To provide a rationale for a whole school approach to rewards and sanctions.
- To create a positive ethos in which all pupils can achieve to the best of their ability.
- To ensure that expectations throughout the school with regard to behaviour are consistent.
- To ensure that all members of the school community are aware of the school's expectations.
- By applying positive policies to create a caring, community atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills; this will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
- For all staff members to model positive values, attitudes and behaviour to assist the children's ability to learn these and generalise them in a wide variety of contexts.
- To encourage 'good' behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities. To help children to understand that they will gain attention through appropriate means.
- To make clear to pupils the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- To aim to develop the pupils' self-regulation skills, and support them in developing strategies for dealing with anger, frustration, worry and anxiety, which may be the root cause of behavioural manifestations.
- To support in gradually developing independent behavioural modification strategies, with less reliance upon external motivation. This is of course dependent upon the individual.
- To create holistic whole school, group and individualised behaviour policies which make use of the multi-disciplinary team in understanding and then supporting behavioural needs.
- There will be a strong focus on developing the individual's self awareness in terms of his or her difficulties and how these might manifest in school discipline and behaviour needs or difficulties with social interaction. The aim to support the pupil to understand how he or she can use his or her strengths to support areas of difficulty, developing his or her ability to implement strategies independently and in the longer term, becoming more internally motivated.

Rationale:

The policy seeks to use rewards, in particular, and also sanctions to influence pupil choices and conduct.

The focus on positive correction encourages consistency within the school community, which will foster confidence amongst pupils and staff. It allows staff to operate within a clear structure in which to administer sanctions confidently and consistently, as well as the opportunity for skilful interaction with pupils to avoid escalation.

The clarity of the structure and the clear communication it encourages allows both staff and pupils to make informed choices that offers protection for all and encourages an atmosphere of mutual respect and a positive environment in which learning can take place, in order that academic progress can be made. These aspects of being in a community are of particular importance for pupils with SLCN and ASD.

The school's standards for "Behaviour for Learning" will be based on a consensus of agreed rights and responsibilities. Rights are an expectation of how things ought to be. These are non-negotiable, fundamental rights.

All pupils have the right to:

- ✓ Respect and fair treatment
- ✓ Learn, without being distracted by others
- ✓ Feel safe and be safe

The responsibilities go with rights: we all need to care about ourselves, other pupils, parents, teachers, belongings, our school and equipment. There is a requirement for all members of the school community to share the responsibilities. Rules exist in order to help protect our rights & to encourage responsibility.

THE ST MARYLEBONE BRIDGE SCHOOL CODE OF CONDUCT

Every pupil is expected to pursue *excellence* in the following ways:

- All members of the school community are asked to respect each other.
- All pupils are expected to respect staff members, other adults and fellow pupils.
- All pupils are expected to respect their own and other people's property and to take care of books and equipment.
- Pupils are expected to be well-behaved, well-mannered and attentive, relative to their needs.
- Pupils should walk (not run) when moving around school.
- If a pupil has a grievance against another pupil, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents may lead to exclusion.
- Foul or abusive language is not acceptable.
- Pupils are expected to be punctual, although they need support with transitions between lessons.
- Pupils must not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- Pupils should wear the correct school uniform, in line with the school's Uniform Policy.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of educational and social learning. Rewards and sanctions exist to encourage adherence to the aims set out in the mission statement of the school. This forms the basis for principles underlying the Behaviour for Learning policy:

STANDARDS FOR BEHAVIOUR:

Praise:

At The St Marylebone Bridge School, we strive to foster an approach to Behaviour For Learning which is primarily based on encouragement and praise.

Incentive Scheme:

A major aim of the school policy will be to encourage pupils to practice good behaviour by operating a system of specific praise and reward. The scheme will be based on a range of stars, stickers, tallies, house points, post cards and certificates for which pupils can be rewarded for academic and non-academic achievements, for effort (social and academic) and for being caring, and for all aspects of good work and behaviour (relative to the individual's needs). Specific systems will be developed for individual pupils and for each group. These are regularly monitored and changed as judged necessary, through regular communication, liaison and meetings with the relevant staff. The individual's chronological and developmental levels will need to be taken into account when designing such programmes.

Individual certificates celebrating achievements will be awarded throughout the year. All members of staff should give verbal, descriptive praise as often as possible. Staff will be directed to do this in a manner appropriate to the age and individual needs of the pupil. This is also the case for the development of individual policies and behaviour plans. As many of our pupils will have ‘failed’ so often in the past they need to be praised for behaviours that are usually taken for granted - e.g. good sitting, good listening, being sensible, showing respect, delivered according to their age.

Pupils will be encouraged to display their achievements in and out of school in assemblies and on display boards around the school. Most pupils will respond to this positive approach over time, where their efforts are seen to be valued, and make considerable efforts to improve their behaviour and their work as a result, having a positive bearing on pupil attainment and outcomes.

There will also be a House Point reward system operating across both St Marylebone School and the St Marylebone Bridge School. This involves pupils earning points in every lesson for showing respect, participation, co-operation and organisation. These are signed by a member of staff in each individual’s diary. Members of staff will record any specific achievements or efforts into a document which will then be read out during assemblies or celebration assemblies when appropriate by the Head of School. This could be related to academic, social and/or emotional achievements, relative to the individual. The House Point system creates a strong sense of allegiance and social bond, with ‘micro-communities’ operating throughout the school.

PROCEDURES FOR MANAGING PRAISE

Pupil Action	Response	When	Who
Positive contribution to the lesson. E.g. attentiveness, good organisation, being ready to learn	Verbal Praise	Immediately	Class teacher
Pupil displays positive behaviour throughout lesson or/ and produces good class work or homework.	House Points	Immediately	Class teacher signs space in diary and records ‘Praise’, or ‘P’ in mark book
Positive contribution to school life e.g. Performing in productions, help with functions. Constant positive behaviour in lessons. Vastly improved behaviour in lessons. Also excellent coursework	End of Month Praise Pupil is entered into end of month ‘Praise’ by staff. Pupils informed by tutors and ‘Praise Board’ If 3 or more ‘Praise’ pupil receives a certificate and a letter of congratulations. Most ‘Praise’ and no ‘Concerns’ gets ‘Pupil of the Month’ certificate, letter home and prize.	End of the month.	Information logged on monthly praise for tutor and Pastoral Leader.

Pupil collects a number of rewards, makes outstanding contributions in subject area.	Prize at Prize Giving services and a congratulatory letter sent to parents	As appropriate	Pastoral Leader
Consistent mature/improved behaviour or good work.	Postcards, letters, phone calls home. This is to be encouraged, fostering good relationships with parents and pupils.	As appropriate	Information to Pastoral Leader who will log.
A number of praises received in one month	Letter of Congratulations When a certain number of Praises have been logged.	As appropriate	Letters to be signed by tutors and Pastoral Leader

There will be a similar focus on procedures for managing sanctions (below), though pupils with SLCN, will require, in particular, a great deal of meaningful and genuine praise. Also, we know, from our experience at St Marylebone School, that the Christian ethos can go a long way towards mitigating against bullying.

It is the primary purpose of a Christian ethos in education to awaken a love of learning in young people, and to do this within a value rich and value driven context that recognises the unique value of each individual person and the responsibility of each individual in the school community towards each other. Encouraging pupils to become active, compassionate, inquiring and life-long learners, in search of truth and helping young people to recognise the importance of the spiritual, moral and cultural dimension of life will equip the school to nurture positive relationships. This will have positive effects, including:

- Helping young people to become confident individuals and understand how to be happy
- Helping young people to develop and maintain their own spiritual, emotional, physical and mental well-being
- Helping young people to develop a positive self-awareness and self-confidence
- Helping young people to become active and responsible citizens who make a positive contribution to society and are encouraged to participate, care for others and show leadership wherever that is possible.

See section D1 for more details. A keen focus on community cohesion also helps to promote positive relationships within the school. A cohesive school community where all pupils understand the ethos and value system that the school upholds will be achieved through extensive opportunities to discuss diverse cultures within all areas of the curriculum. It will also be achieved through school council where pupils will take a leading role in promoting, developing and maintaining community based projects.

Social and emotional support will be available to pupils consistently throughout the school. This will be offered through one-to-one sessions, tutorials, in class support, mentoring sessions and referral to outside agencies such as CAMHS and Action for Children. This caring and supportive approach will be consistent among the student body, nurtured through schemes such as 'peer mentoring' and 'peer teaching' in literacy among bi-lingual pupils. These schemes will be overseen by the Pastoral Leader. A great number of after school clubs, shared with the St Marylebone School, will involve raising the profile and developing opportunities for vulnerable groups within the community, both school wide and beyond. These layers of support and pastoral care will underpin the Christian approach to Behaviour for Learning in the school.

PROCEDURES FOR MANAGING SANCTIONS:

There will be times when pupils will need to be supported in discovering where the boundaries of acceptable behaviour lie, which is a part of growing up and becoming a member of society. A Behaviour Policy must state these boundaries firmly and clearly. Staff are directed to make these boundaries explicit to groups of pupils and individual pupils throughout the school day.

Minor breaches of discipline will generally be dealt with by the staff involved at the time in a caring, supportive and fair manner, with some flexibility regarding age of the child, level of understanding and control over the behaviour, as far as sanctions are concerned. Each case is treated individually. Generally pupils are made aware that they are responsible for their own actions and that breaking rules will have a consequence.

Minor sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, significantly disrespectful behaviour towards other pupils and staff, bullying behaviour, and disruptive behaviour in class. These are dealt with by the Head of School, the Pastoral Leader, or a senior member of staff. Each incident is assessed carefully, and a strategy developed. This may include 'time out' or spending time away from the group and earning the right to be back with the other pupils. The staff involved in directing sanctions or consequences ensure that the pupil understands that this is a result of a particular behaviour. Serious acts of aggression may result in the pupil being collected by their parents/guardians and possibly followed by a period of exclusion. The aggressor's own needs, reasons for the act, and any extenuating circumstances would also be taken into account, as well as any impact upon the other pupil/s involved.

If a pupil is significantly physically aggressive towards another pupil or member of staff then his or her parents will be contacted and he or she will usually need to go home, or not come into school the next day.

For a certain level of behaviour over a length of time, the relevant staff involved, alongside the individual's parents, may need to implement a 'behaviour contract'. Close contact with parents is always involved. Other agencies such as CAMHS, LA and Social Services are involved if appropriate (refer also to the Child Protection policy).

Good classroom management and appropriate lesson preparation, structure and learning materials will immediately minimise the need to issue sanctions. Before any sanctions are issued, assertive discipline techniques and the language of choice must be employed. They should continue to be employed when issuing a sanction. It may be appropriate for a 'Time Out' to be given as an opportunity for the pupil to reflect on and change their behaviour. The language of choice should be employed throughout the process and every opportunity given for a pupil to adhere to the rules.

The following strategies are to be used with any pupils who are consistently disrupting a lesson:

Pupil Action	Response	When	Who
Rudeness shouting out, inappropriate behaviour.	Verbal Warning Teacher informs pupil their actions have led to a first verbal warning.	Immediately	Class teacher
Pupil persists in inappropriate behaviour	Second Verbal Warning With Half hour detention. Teacher makes clear that pupil is to stay for a detention, preferably on the same day. This is recorded in the pupil's diary and an incident form filled in and passed to the Pastoral Manager.	To be issued immediately and carried out ASAP	Class Teacher
Pupil persists in inappropriate behaviour after detention has been given.	Other Member Of Staff Called Class teacher gives 'RED CARD' to a trustworthy pupil to take to Reception. Duty teacher called to speak to and, if appropriate, withdraw pupil from the class. Letter is sent to parents. Detention becomes 1 hour long. Record is kept.		Staff 'on call'
Pupil persists in inappropriate behaviour consistently in a subject area.	Pupil is placed on Subject Report. If this fails, meeting with parents is arranged with involvement of Pastoral Manager and Class teacher	To be monitored for a fortnight	Subject teacher, copy to be given to Pastoral Leader and parents on completion.
Pupil persists in inappropriate behaviour as revealed by Exclusions, monthly 'Concerns', withdrawal from lessons, incident reports.	Pupil is placed on Pastoral Manager report. The pupil could spend time in the Behaviour For Learning Centre and may be placed on a Pastoral Support Programme with the involvement of school Governors.	When the appropriate LC, who has oversight of all the data, recommends it.	Pastoral Leader instigates the report
Serious breaches of discipline e.g. Swearing at teacher, violent or dangerous behaviour	Internal/ External Exclusion. Teacher sends pupil to reception to request support. Internal exclusion can last from 1 to 3 days and will be carried out in Internal Exclusion room. For serious incidents pupils will have a fixed term exclusion.	Immediately	Type and duration to be decided by Pastoral Leader and Head of School.

It is important to note that some incidents of rule breaking or poor behaviour may warrant detention or further sanctions without verbal warnings being issued. Notice of detention should be written in to the pupil diary. They may take place at break time, lunch time or after school. If the

detention is to be longer than half an hour then 24 hours notice must be given to parents/carers. (1) If the pupil is not removed then the Staff member on call will send a standard letter explaining what happened and inform parents of a three quarters of an hour departmental detention.

Establishing positive rules and helpful routines

Rules and routines are an important way of embedding rights into everyday school life. This is even more important for pupils with SLCN and ASD than for neuro-typical young people.

Routines are established to help in the smooth running of the school/classroom and to make expectations clear (e.g. *'...you sit at a table in the dinner hall until you are called up to collect a meal...'*), rules on the other hand are more specific and more related to:

- encouraging positive interpersonal relationships (e.g. *'Listen when other pupils are speaking'*)
- safety (*'We walk inside the building'*)
- or are bound up with the school ethos (*'We work hard and help others when we can'*)

Both rules and routines are a means to an end; they are derived from, and are firmly rooted the Learner's Code (Appendix Y) and the school vision, enabling our pupils to progress at a higher rate than their counterparts in a mainstream setting, preparing our pupils to become active and effective citizens, and fostering a culture of high expectations in our pupils' academic achievements, in their social and cultural life, and in their spiritual search.

Rules and routines need to be established at the start of the year and adhered to:

Traffic Light System

Teachers will operate a 'traffic light' system in order to convey to pupils, in a shared language across the school community, the acceptable noise level within class, in corridors and on school trips. For example, if pupils are expected to work in a group on, say, a drama activity, the 'light shown' will be green. On the other hand, if pupils are expected to work individually on a task the 'light shown' will be red; or when pupils enter a museum, teachers will make it clear that the 'light' is red.

Detentions and Reports

If a pupil fails to attend a half hour detention set by a subject teacher without a valid excuse then the teacher or Pastoral Leader will contact home and arrange a one hour detention. If a pupil fails to turn up to this, the school will write home and re-arrange the detention. A copy of the letter should be passed to the Pastoral Leader for the pupil's file. The pupil should then be placed on departmental report for one week.

If a pupil is consistently disrupting lessons, he or she should be placed on report, to be managed by the tutor or the Pastoral Leader. Parents need to be contacted and involved in this process.

Target Reports

After an accumulation of incident reports, concerns registered on Cause for Concern, or after a serious incident has taken place the tutor or Pastoral Leader will place a pupil on target report; with the targets to be determined by the nature of the incidents. Target reports are signed by staff at the end of each lesson and by parents at the end of the day. If the pupil persistently fails the target report, the Pastoral Leader will arrange a meeting with parents/carers. If further escalation is required, the pupil could be referred to the Behaviour For Learning Centre.

The Behaviour for Learning Centre (BLC)

A pupil, who is continually exhibiting poor behaviour or is having difficulty attending school/lessons or concentrating in lessons, may be referred to the BLC. If accepted into the BLC by the Inclusion panel:

- The pupil could spend an agreed period at the BLC full time, or may attend the BLC during identified lessons for a set period of time.

- A phased reintroduction to lessons will then take place.
- On leaving the BLC the pupil may be placed on a Pastoral Support Plan (PSP).
- On return from external exclusion a pupil may spend an agreed period of time in the BLC
- The BLC is also used for tutorials and for behaviour improvement courses such as Behaviour For Learning, Anger Management, Positive behaviour and Communication skills.
- In an emergency a pupil may use an 'Exit Card' to leave a lesson and come straight to the BLC. The pupil will fill in a form stating why they have left the lesson and the member of staff on duty will arrange appropriate support and reconciliation if necessary.
- If a pupil is unable to attend a lesson because of a problem they can be referred to the BLC by a member of the Inclusion team. In this case a 'Time Out' form should be filled in clearly stating why the pupil cannot attend lessons. A record is kept of all pupils who attend the BLC.
- A record is kept of all pupils who attend the BLC.

Pastoral Support Programme (PSP)

A pupil who is consistently exhibiting poor behaviour with the possibility leading towards an exclusion may be placed on a PSP. This programme aims to support a pupil through difficult times with the aim of changing their behaviour. The Pastoral Leader will involve relevant members of the inclusion team, outside agencies, and the parents/carers. The PSP will devise a number of targets that are achievable by the pupil and will be monitored by the Pastoral Leader and appropriate support within school. Regular meetings will be arranged by the Pastoral Leader with the pupil and relevant staff to discuss progress. The PSP should last for at least half a term. Continual failure of the PSP could lead to referral to a panel of school governors and the possibility of permanent exclusion.

Outside Agencies

There are a number of outside agencies that can be consulted if a pupil is experiencing behaviour difficulties, examples of these – YOT/YISP (Youth Offending Team), EPS (Educational Psychology Service), EWO (Educational Welfare Officer) and SS (Social Services). Connexions/careers are also involved in the School and have a timetabled slot in the BLC. Connexions have knowledge of and access to a wide range of outside help that can be made available.

ROLES AND RESPONSIBILITIES:

The pupils' responsibilities:

1. To be polite, kind and considerate to all adults and pupils in the school.
2. To work to the best of their ability and to aim for excellence.
3. To work with all members of the school community, to support the learning of others and to avoid any behaviour which would prevent others from working.
4. To do nothing that will intimidate others.
5. To accept responsibility for actions and to accept reprimands gracefully.
6. To accept and follow the School's **CODE OF CONDUCT**.

The parents'/carers' responsibilities:

1. To explain to pupils that school is primarily a place for learning, and that they must work as hard as possible to gain as much as they can from the opportunities presented at school.
2. To explain to pupils that they must value and respect all other pupils and all those who work in the school.
3. To explain to pupils that they should not interfere with the learning of other children. Parents/carers should impress on their children that all disputes should be settled through discussion.
4. To support the school by being actively involved in their pupil's education and progress.

5. To ensure that their child attends every day and is punctual. Parents/carers have a legal responsibility to ensure that their son or daughter is in school regularly and must produce a note to cover any absence.
6. To ensure that the pupils is in the best possible frame of mind for learning.
7. To contribute to any costs incurred through wilful damage or loss of school property.
8. To ensure that the pupil is in correct uniform.
9. To help their pupil to develop or maintain a good behaviour pattern.
10. To actively participate in any behaviour modification programme that the school may implement.
11. To recognise that an effective school behaviour policy requires close partnership between parents/carers, teachers and children.
12. To discuss the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
13. To attend the Parents Evenings, parents functions and by developing informal contacts with school.
14. To take part in 'Parent Workshops' and other programmes developed by the school as appropriate. This aims to help to develop support systems for parents/carers and build rapport between school and parents/carers, which is very highly valued by the school.
15. To know that learning and teaching cannot take place without sound discipline.
16. To remember that staff deal with behaviour problems patiently and positively.
17. To work with the Head of School or Pastoral Leader in creating and implementing a behaviour plan to be used both at home and at school, so as to ensure continuity. This may be delivering a reward at home which the pupil earns through showing a desired behaviour/s at school or vice versa.
18. To discuss problems or concerns with school, where appropriate, and sharing any worries that they have regarding the school's handling of behavioural incidents.
19. To inform the school of any changes at home that may impact upon the way in which a child presents in school (e.g. a parent going on holiday may create raised anxiety).

The staff's responsibilities:

1. To ensure that all pupils are treated as individuals.
2. To ensure inclusion and equality of opportunity.
3. To apply all rewards and sanctions with consistency.
4. To offer lessons that are interesting and stimulating.
5. To ensure that parents/carers are involved in pupil's educational progress through school.
6. To create an environment of mutual respect and politeness, in keeping with the spiritual ethos of the school.
7. To offer a safe and stimulating environment for working and learning.
8. To prepare pupils for the world of work in matters of punctuality, attendance and dress.
9. To help pupils develop or maintain a good behaviour pattern and to support pupils whose behaviour is in need of modification.
10. To ensure that pupils always have an opportunity to give their version of events.
11. To do what they can to ensure that rules are successful.

For rules/routines to have any chance of success it is vital that:

- **Teachers explain them to pupils** – reinforce them every day and apply them consistently. A pupil needs to understand why rules are in place, exactly what is expected of them and what the sanction will be if they break the rule
- **Teachers enforce them** - once a rule is in place and explained, it must be enforced. This is particularly true in the establishment phase (implementation of a new rule/routine), or the reminders stage (each week, each term, at the start of the new academic year etc.). Initially

some pupils may try to test new boundaries a little, but teachers should implement a new rule in the same way with everyone, most pupils will be prepared to go along with it. The aim should be for a particular rule to become habitual, an established *'pattern of expectation'*.

- **Teachers create positive 'can-do' rules** - teachers should tell a pupil what behaviour is required of them rather than state what behaviour is not allowed, e.g. *'Walk quietly in the corridor'* is more effective than *'Don't run down the corridor making a lot of noise.'*
- **Teachers limit the number of rules** – pupils won't remember page after page of rules, it's more effective to pare things down to a few important general rules specific to specific situations and places
- **Teachers positively enforce rules** - positive rules should be positively enforced, *'Hands up, without calling out, thanks'* is more effective than, *'Don't call out. How many times do I have to tell you?'* or *'Walking, thanks'* is better than *'DON'T !? *! RUN !'*
- **Teachers ensure that rules are congruent with other school rules** - such as the Learner's Code. Teachers must reinforce existing school rules and must not be undermined by the, *'But Ms. X lets us do it ...'* comment
- **Teachers make the rules public** - rules must be explained, perhaps even 1-1 with a pupil and should be exhibited wherever they apply in classrooms, learning spaces such as dance studios and workshops, and in corridors.

12. In terms of curriculum planning: to emphasise differentiation, and to employ varied teaching approaches, showing understanding of a pupil's individual learning styles and heritage, and enables a pupil's particular learning needs to be met.

In terms of curriculum planning, teachers are responsible for:

- Reinforcing key skills, through:
- Improving literacy and numeracy levels and competency
- Strengthening age-appropriate skills
- Boosting confidence and the level of self motivation to help pupils to become increasingly independent learners
- Developing self-esteem and the ability to cope with change or challenge
- Helping to encourage positive and appropriate relationships with peers
- Improving communication skills
- Encourage pupils' involvement in Personal, Social and Health Education and Careers Learning.

13. To ensure the positive condition of the physical environment

The condition of the physical environment, the classrooms and corridors allied to the whole school ethos create an atmosphere, which strongly influences pupils' behaviour and their attitude towards learning. Teachers have a role to play in developing the learning culture of the school. Teachers should develop a learning environment that is MOSTLY created by the pupils and reflects their efforts and achievements. Other displays should support the present schemes of work and help pupils to become more independent learners.

The teaching environment should aim to:

- engage and stimulate
- communicate clear messages about the purpose of your subject
- demonstrate a positive working relationship between you and the pupils
- be inclusive and welcoming to all pupils
- be dyslexia friendly

A pupil's frustration and sense of low self worth can fuel disaffection; teachers can go some way to addressing this through the learning environment by:

- Maintaining relevant and up-to-date displays, displays which reflect current schemes of work and/or celebrate the achievements of the previous scheme of work
- Clearly labelling displays so that all pupils can access the information
- Providing KEY WORDS, prompt sheets and information sheets to support a pupil's independent learning
- Maintaining a separate and distinct tutor-based display celebrating the group's achievements

Teachers should help the school create a welcoming ethos that celebrates pupils' achievements through:

- Providing photographs of pupils involvement in a range of school activities
- Encouraging a stimulating environment using artefacts and plants
- Creating a non-threatening and safe learning space with clearly labelled resources

Other less tangible aspects of developing a positive and supportive school ethos need to be specifically created and maintained by everyone in order to promote positive behaviour ie. All staff have a responsibility to:

- Ensure that a pupil spends their time profitably and enjoy their learning experiences
- Promote a climate of personal achievement and a work focus for pupils

Teachers can support a move towards this through promoting a range of practical strategies, such as:

- Ensuring that only those pupils with a specific medical need are allowed to go to the toilet during lesson time
- Promoting corridors as litter-free places
- Ensuring a pupil does not leave a lesson without good reason

Through supporting the development of a predictable working and learning environment, teachers all have a role to play in encouraging pupils' sense of belonging, and reducing uncertainty and anxiety for all pupils.

Teachers can help support the development of a predictable and safe environment that encourages a focus on learning and diminishes unnecessary distraction through, for example:

- Being punctual
- Clearly signalling a change of routine, preferably during the previous lesson
- Pre-planning and pre-booking rooms that are not timetabled
- Ensuring that all unnecessary clutter is removed from surfaces in classrooms
- Ensuring that all classroom doors are securely locked when vacated
- Ensuring valuables are safely stored and out of reach at all times

14. to encourage pupils to arrive at lessons on time by:

- Knowing the timetable, and regularly referring to it, to ensure pupils are clear on where they should be going next
- Sharing with the form tutor the names of pupils observed going 'the long way round' to lessons
- Urging slower pupils along by asking, '*Where should you be now ... (pupil's name)?*'
- When on break duty, ensuring that outdoor games etc. finish a few minutes before the end of break so that pupils have the opportunity to cool down, get a drink, go to the loo and begin to prepare themselves for the next lesson

15. encouraging pupils to leave lessons in an orderly way by:

- standing at the door
- praising individual pupil's achievements
- letting the pupils out under supervised direction, (NB. The 'pips' are a signal for you not an excuse for pupils to race to the door)

These codes of practice, operating consistently across all areas of school life, will create a culture of high expectations with which all members of the school community will be closely familiar, encouraging respect, good manners and responsible behaviour and enabling the school vision to be realised.

Physical Restraint

Physical restraint should not be attempted without specific training except in an emergency situation. Restraint is here defined as the restriction of an individual's movement. It is the positive application of physical force with the intention of preventing a pupil from harming his/herself or others or causing serious damage to property.

Injury is defined in this case as actual or grievous bodily harm, risking the lives of, or injury to, the self or others by wilful or reckless behaviour, sexual or physical abuse.

Physical restraint is only used when all other strategies have failed. It must not be used:

- As a sanction
- To humiliate a pupil
- To force compliance
- As a punishment
- In anger

Staff will ensure that pupils are at all times treated with dignity. All restraints must be absolutely safe for the pupil.

Procedures for using Physical Intervention with a pupil

We would only envisage a physical intervention plan to be required in extreme circumstances. Should a plan become necessary to support effective management of a pupil, we will ensure that:

- Parent/carer are always consulted. They must agree to its use and sign an appropriate form.
- The Head of School must countersign the agreement form.
- Physical restraint will be used as a last resort.
- There must always be another member of staff present.
- Pupils must be reassured at all times.
- It will only be used for the minimum amount of time.
- Staff must not hurt or alarm a pupil. They must not arouse sexual expectations or feelings or cause cultural offence.
- Staff must take the age, gender, cultural background and any other knowledge of the pupil into consideration when deciding appropriate methods of intervention.
- Staff should not respond to any physical or verbal attack by the pupil.
- Staff should be aware of the environment to avoid injury.
- There will always be two staff present.

Prohibited Forms of Physical Intervention

- Corporal Punishment
- Restriction of liberty
- Deprivation – of drinks or meals
- Intimate physical searches

Staff Training

Appropriate support and advice will be given to teaching staff and teaching assistants involved.

ATTENDANCE

In accordance with our ethos built around a culture of high expectations and the pursuit of excellence, the St Marylebone Bridge School will expect 95% attendance with allowances made for disabilities. We are aware that establishing routine and clear guidance in terms of the expectations we have of our pupils is particularly penitent to pupils with SLCN and ASD. See section D1 for details.

We believe that regular attendance and punctuality are vital to the success of every pupil and we are conscious of the statistical link between high attendance and academic success. In our aim for

pupils leaving school not to become NEETS, and in order to achieve the maximum attendance and punctuality, the school will take a proactive stance. The school will challenge the behaviour of pupils and parents who give low priority to attendance, as this may be detrimental to the Every Child Matters agenda.

Aims

The school will work to maintain excellent standards of attendance and punctuality. We will aim to work with pupils, parents and carers and where necessary outside agencies, to achieve 95% attendance and no unauthorised absences across the school.

Form tutors' responsibilities are to:

- complete the register accurately on SIMS Lesson Monitor and return the Tutor folder to the office at the end of each registration
- monitor attendance and punctuality and complete SIMS absence reports weekly, with the help of the SIMS manager
- where a pupil fails to attend registration, complete a slip and give it to the relevant administrator in the school office. The administrator will then call home. Tutors may call home themselves in certain cases
- ask the administrator to call home if an absence note is not brought in by the pupil. The tutor should contact home directly if there is a repeated failure to bring in a note and alert the Pastoral Leader if they require further support
- monitor irregular attendance and absence patterns and take appropriate action
- ensure all notes / correspondence to do with absence are kept and filed
- inform the Pastoral Leader about any attendance and punctuality concerns which may result in the pupil being referred to the Attendance Unit. An Attendance Unit Referral Form will be completed by the Tutor and emailed to the Pastoral Leader as necessary
- call upon the support of the Pastoral Leader where necessary

Pupils' responsibilities are to:

- arrive punctually to school every day or attend the appropriate late detention to make up any time missed due to late arrival
- sign in the late book in accordance with Health and Safety requirements.
- give a note covering absence to their form tutor at the first registration on their return from illness.
- sign out at the school office before leaving to attend an appointment. No child can leave school without permission from the Pastoral Leader or Head of School.

Parents/Carers' responsibilities are to:

- encourage their daughter / son to attend school and have a positive attitude to attendance and punctuality
- ensure that their child leaves home in time to arrive punctually for school
- inform the school on the first day of absence by calling the school office. Staff will be concerned if they do not hear anything
- write a note to authorise an absence stating the dates and reason for absence. This is to be sent with the child on her return to school
- try to make medical appointments out of school hours. An appointment card or hospital letter should be brought into school if a pupil has to attend a medical appointment during school time. Parents/carers should not, except with prior permission, keep their daughter / son away from school for anything other than illness.
- not book holidays in term time. The school does not authorise holidays taken during school time. If absence is planned, a letter should be written to the Pastoral Leader, outlining the reasons for the absence. This should be done at least two weeks prior to the

planned absence. If a pupil takes leave without first seeking permission from the Pastoral Leader they will only be allowed back into school when her/his parents / carers have been interviewed by the Pastoral Leader or a representative

Due to the anticipated pressure for school places it is the policy of the school to remove from the school register any pupil who takes more than 10 days' holiday in term time in any school calendar year. S/he may be readmitted to the school roll if there is a vacant place on his or her return.

For requests to participate in educational activities outside of school during school time, the Head of School or Pastoral Leader will view each request individually. If the request is deemed to be a valuable educational experience that will enhance the learning of the individual, permission may be given. The length of time of school missed will also be taken into consideration, as will the pupil's attendance, punctuality and behaviour in school. Permission will not automatically be given and it is unlikely that permission will be granted on more than one occasion.

The school will reward excellent attendance through various incentives throughout the year.

SAFEGUARDING

Underpinning values

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- Children, parents and other carers should be made aware of their responsibilities and their rights, as well as advice about the power of professionals to intervene in their family circumstances.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.
- Open-mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Early intervention in providing support services under Section 17 of the Children Act (1989) is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

Guidance on 'Whether this is a Child Protection Matter':

If staff have significant concerns about any child they will make them known to the schools Designated Child Protection Teacher, the Pastoral Leader. These concerns may include:

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

There are three thresholds for and types of referral that need to be considered: Is this a child with additional needs where their health, development or achievement may be adversely affected?

Practitioners will complete a Common Assessment Framework (CAF) when:

- Age appropriate progress is not being made and the causes are unclear
- The support of more than one agency is needed to meet the child or young person's needs. As this is a child with additional needs discuss the issues with the CAF trained practitioner in your

school, the child and parents. You will need to obtain parental consent for a CAF to be completed. Is this child in need? Section 17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- their health or development is likely to be impaired, or further impaired without the provision of such services.
- they are disabled.

Is this a child protection matter? Section 47 of the Children Act 1989 says:

- children at risk or who are suffering significant harm.
- children suffering the effects of significant harm
- serious health problems.

If this is a child in need, teachers will discuss the issues with the designated child protection teacher (the Pastoral Leader) and parents. If a matter is deemed to be Child Protection issue, the Pastoral Leader will refer it to First Response team as soon as possible. It is the 'significant harm' threshold that justifies statutory intervention into family life. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development. In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider the child's special needs that may affect the his or her development and care within the family. The nature of harm, in terms of ill treatment or failure to provide adequate care, also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

Making referrals

Where a child is registered at school, consultation must take place with the school's designated teacher or Child Protection co-ordinator who will often be the most appropriate person to initiate any referral. A written record of teachers' concerns will be made using the schools internal recording form. This should then be given to the Pastoral Leader who will then make the decision if a referral is needed to Social Services, and follow up with written confirmation on the multi-agency referral form.

Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation. Practitioners can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children will be provided to all practitioners at the school, as follows:

"I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to."

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, included social service departments, must always have regard to both common and statute law. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). The school will therefore follow the principle that wherever possible consent should be obtained before

sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared. All practitioners at The St Marylebone Bridge School will be aware of this and that the law requires the disclosure of confidential information necessary to safeguard a child or children.

Talking to and listening to children

If a child chooses to disclose, teachers SHOULD:

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that you must pass this information on;
- make a careful record of what was said.

Teachers should NEVER:

- take photographs or examine an injury;
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what you have been told;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure.

As our pupils will have SLCN, teachers must take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns will be reported in exactly the same manner as for other children in the mainstream school.

Record keeping

Well kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Records should:

- state who was present, time, date and place;
- use the child's words wherever possible;
- be factual/state exactly what was said;
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- be written in ink and signed by the recorder;

Attendance at Child Protection Conferences

The Pastoral Leader will attend the initial Child Protection Conference and subsequent core group meetings if a child is made subject to a Child Protection Plan.

Protecting staff against allegations of abuse

Teachers should seek to keep their personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be

taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open
- make sure that other adults visit the room occasionally.
- avoid working in isolation with children unless thought has been given to safeguards.
- do not give out personal mobile phone numbers or private e-mail addresses
- do not give pupils lifts home in your cars
- do not arrange to meet pupils outside of school hours

- do not chat to pupils on the social websites

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed. Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

Allegations of abuse against a professional

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer should therefore be taken seriously. If an allegation is received by the Head of School or Chair of Governors the following should be considered

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

Allegations of abuse made against staff, whether historical or contemporary, should be dealt with by the Head of School, not the designated child protection teacher (if the allegation is against the Head of School then it should be dealt with by the Executive Head or the Chair of Governors). The Head / Chair should contact the Local Authority.

Supervision and training for staff

Newly appointed staff will have initial training in Child Protection as part of their induction programme. They will be given a copy of the school's Safeguarding Policy and "*What to do if you are worried a child is being abused*".

E-Safety

The growth of different electronic media in everyday life and an ever developing variety of devices including PCs, laptops, mobile phones, webcams etc place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children

and in some cases arrange to meet them. Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The

internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school. Pupils can engage in or be a target of bullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping).

The St Marylebone Bridge School will make pupils aware of the dangers through curriculum teaching particularly PSHE and sex education.

Protection is Prevention

- We will have software in place to minimise access and to highlight any person accessing inappropriate sites or information.
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the Pastoral Leader will be informed immediately)
- Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords etc

- Pupils should adhere to the school policy on mobile phones. The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

RECRUITMENT, SINGLE CENTRAL RECORD OF STAFF AND VOLUNTEERS

In order to comply with Safeguarding Children legislation which came into force on 1 January 2007, the St Marylebone Bridge School will keep a Single Central Record for each member of staff, (including supply staff), volunteers, governors who work as volunteers and all others who have 'regular' contact with children.

The following information will be included in the single record:

- Identity – name, address and date of birth
- Qualifications – where the qualification is a requirement of the job ie those posts where a person must have QTS, NPQH
- GTC registration for teaching posts
- Evidence of permission to work for those who are not nationals of a European Economic Area (EEA) country
- CRB Enhanced Disclosure
- All employees and volunteers will be registered with Independent Safeguarding Authority (ISA).
- Further overseas criminal records checks where appropriate
- Date that the check was evidenced

We will use the following pro forma for recording the 'checks' that have been completed.

Identity				Qualifications		ISA	CRB	Right to work in the UK	Overseas criminal records checks
Name	Address	Date of birth	Evidenced & date	Qualification required: yes/no	Qualification evidence & date	Check evidenced & date	Check evidenced & date	Check Evidenced & date	Checks Required Yes/No

NB There may, in exceptional circumstances, be occasions where a teacher starts work prior to receipt of CRB Disclosure certificate. In these circumstances, the Head of School will ensure that the individual is **appropriately supervised at all times**, pending Disclosure.

References will be obtained **before** interview and as well as verifying the candidate's suitability and ability to do the job, should seek details of any disciplinary issues relating to the safety and welfare of children or young people, any allegations or concerns.

One reference must be sought from the current or most recent employer or from university/college if a first appointment. *(Any gaps in previous employment history should always be questioned and satisfactorily explained at interview stage).* If a candidate for a teaching post is not currently

employed as a teacher, the St Marylebone Academy will check with the school or LA where they were most recently employed to confirm their reasons for leaving.

Where the referee has not answered all the specific questions, ie sickness record, suitability for the post, past performance history etc, or where the reference is vague, the referee will be contacted by telephone.

Information provided will always be checked with the information provided on the application form and any discrepancies taken up with the candidate.

Emailed references will always be followed up by a signed copy on headed paper. Open references, ie 'To Whom It May Concern' will not be acceptable.

HEALTH CHECK

Under the Education (Health Standards) Regulations, a health check must be carried out for all school staff. The Head of School must be satisfied that individuals have the appropriate level of physical and mental fitness **before** an offer of appointment is confirmed.

RIGHT TO WORK IN THE UK

Under section 8 of the Asylum & Immigration Act 1996 all employers in the UK are to make basic document checks on every person they intend to employ.

Before an offer of appointment, ideally at interview stage, candidates must be asked to provide evidence of their right to work in the UK. The original right to work document must be seen by the Head of School or Office Manager and a copy taken for our records.

The following **original** documents are acceptable as proof:

Valid Passport
Full Birth Certificate

Once the nationality of the person is identified additional documents will need to be provided for those who are from outside of the EEA.

D6: Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other school and wider community.

The affiliation with St Marylebone C.E. School will allow St Marylebone Bridge School pupils to benefit from the main school's proven commitment to outstanding, effective and inclusive educational provision, supported by integrated care. They will also benefit from the St Marylebone proven track record in the pursuit of excellence, and high aspirations for all members of our multi-cultural, multi-faith community and outstanding teaching and learning.

*We will **break down barriers** by developing pupils' social and emotional skills through **planned integration** with the main school, profiting from the **St Marylebone SEN specialism in Interaction and Communication and in Performing Arts**, with all pupils the mutual beneficiaries.*

We expect pupils at the St Marylebone Bridge School to engage with the wider community in the following ways:

1. As evidenced in previous sections, the St Marylebone Bridge School will be closely linked to the St Marylebone School. The two schools will work in partnership every day, with enrichment, performance based and community projects in common, as well as some overlap in teaching provision. At the St Marylebone Bridge School, all pupils at KS3 and KS4 will develop inter-disciplinary skills through the Cross-Curricular Projects – see section D – which will take place during the afternoons, period 6. These projects will be delivered by teachers from St Marylebone School and, where appropriate, will culminate in combined projects and performing arts productions with the St Marylebone School.
2. As a National Teaching School, the training of staff is at the heart of what we do both within the St Marylebone Bridge School and beyond: we will provide SEN training for primary and secondary school teachers and support workers from the local and wider community.
3. SMS has a rich history of successful outreach work starting with the first ASTs and expanded as the specialisms increased. The unique combination of specialisms has enabled the school to meet the needs of many other schools. SMS has a very large number of ASTs (15), who provide a considerable part of the secondary advisory service for the LA. AST support work is centrally bid for through the LA. Demand for SMS expertise is high with all ASTs working at full capacity. With the advent of the St Marylebone Bridge School, staff who teach in both schools could include a number of ASTs. The ASTs are all linked to other schools, both secondary and primary, as are various other teachers in the school working on collaborative schemes such as our 'Interpreters Programme' where 6th form pupils visit local primary schools and provide an interpreting service at Parents' Evenings. Please see a list (non-definitive) of partnership schools below:

- St Augustine's High, Westminster
- Urswick Secondary, Hackney
- Westminster Academy, Westminster
- Capital City Academy, Brent
- College Park Special School, Westminster
- St Vincent's RC Primary, Westminster
- Christ Church Bentinck Primary, Westminster
- St Luke's CE Primary. Westminster
- Edward Wilson Primary. Westminster
- St Mary's Secondary, Hendon

The St Marylebone Bridge school will profit from this readily available network, working extensively to involve itself thoroughly in, and to reflect the diversity of the local and global community. Examples of this will include: inviting external speakers in citizenship and PSHE and all other subjects, conducting outreach work in primary schools, debating and sports competitions with other schools, hosting 'World Culture Day' show to showcase performance talents and inviting a speaker from Amnesty International as part of the celebrations for Refugee Week.

4. Work experience: all pupils in Year 10 will undertake a work experience placement in the local or wider community.

Work placement experience offers pupils with learning difficulties an opportunity for vocational learning and personal development. This opportunity can be a key to the world of work from which they might otherwise be excluded. Work placements are increasingly becoming integrated into courses and the awarding bodies for most vocational courses require a work placement as part of the programme. This may be something we will consider at Key Stage 4/5 depending on the ability of pupils and whether it is appropriate.

It is important to ensure that pupils with learning difficulties, in our case SLCN, irrespective of age, ethnicity and gender, have the same access to work placements as their mainstream peers.

See the 'Transition Plan' in section D3 for more information about Work Experience.

5. Engaging with parents and carers: The St Marylebone Bridge school will take on the same procedures as St Marylebone School for engaging parents and carers:

- For aspects of monitoring and assessment including Parents' Evenings, reports and Academic Review Days that pertain to parents/carers, see section D2
- We will open out the St Marylebone School English lessons for parents and carers to parents and carers of pupils at the St Marylebone Bridge School. These lessons are taught by a member of the English department with over 10 years experience of teaching English as a foreign language with International House. ICT Lessons
- We will provide termly tailored workshops for parents. Topics will include: avoiding substance abuse', 'sexual relationships' 'the new challenges posed by an adolescent's social life', 'staying safe online', 'organisation and homework' and 'managing friendship issues'. These issues are germane to pupils with SPLCN, who can be more vulnerable or exposed to potential dangers. It is important for parents/carers to know what age these issues become prevalent with regard to their children, who may develop at different rates from neuro-typical young people. Parents/carers will need strategies to manage these important aspects of teenage lives, and may need guidance in terms of the level of understanding our pupils might have about these issues.
- 'Core subject help and support evening', where teachers of core subjects present to Year 10 parents the demands of the various syllabuses and resources available. This will assist parents/carers with how to support their children to learn effectively and independently at home. The session will inform parents/carers about assessment frameworks.
- 'Settling in Evenings' for parents and carers of Year 7 and Year 12 pupils. This enables parents/carers to gain an idea about the school procedures and to meet tutors and other key staff members.
- Shows, performances and events (see some examples below): our pupils, largely through the enrichment programme and extracurricular activities, will benefit from taking part in these. The two schools will perform in at least one major production per half term to which parents/carers are invited.
- Events taking place at the Church means that events such as the 'Festival of Carols and Readings' and the 'Spring Concert'
- An 'Options Evening' for Year 9 pupils and parents to discuss their KS4 progression paths.

Engagement in education community:

*As a **National Teaching School**, the training of staff is at the heart of what we do both within the St Marylebone Bridge and beyond: we will provide SEN training for primary and secondary school teachers and support workers.*

As a National Teaching School we will have a central role in delivering the highest standards in teacher training and Continuing Professional Development (CPD) across our Alliance Schools.

The St Marylebone Bridge School will become a member of the LDBS family and, though this, may be involved advice to schools in this family asking for specific help; a current example is our support in leadership and teaching and learning at Hackney Free and Parochial School.

SMS has a rich history of successful outreach work starting with the first ASTs and expanded as the specialisms increased. The unique combination of specialisms has enabled the school to meet the needs of many other schools. SMS has a very large number of ASTs (15), who provide a considerable part of the secondary advisory service for the LA. AST support work is centrally bidded for through the LA. Demand for SMS expertise is high with all ASTs working at full capacity. With the advent of the St Marylebone Bridge School, staff who teach in both schools could include a number of ASTs.

The school also has Specialism-linked collaborations, which involves various projects which will be available and encouraged to pupils at the St Marylebone Bridge School:

Take Part!

Takepart! has been offering Performing Arts classes for boys and girls aged four to eighteen years old for the past 12 years. Based at St. Marylebone School on Saturday mornings, **Takepart!** is open to all members of the community.

Takepart! seeks to encourage and develop skills in Music, Dance and Drama. **Takepart!** members attend weekly sessions on Saturday mornings and are given the opportunity to participate in various artistic activities to create awareness and enhance enjoyment of different art forms within a friendly and relaxed environment. Bringing together the experience of both arts practitioners and teachers, **Takepart!** creates a unique performing arts course for young people in London.

Each term is centered around a particular theme and the performing arts work that is created by the young people is shared with parents at the end of the term.

Edgware Road Project

This project is in conjunction with the Serpentine Gallery and other including Westminster Archives, English Heritage and the British Library.

The Serpentine Gallery education department wanted to create a large scale project looking at the history and community of not one institution but a whole area – The Edgware Road, up to and including Marylebone. The involvement was aimed at the whole community not just schools but youth centres, market traders and as many representatives of the community as possible. Funding for the project was secured through English Heritage, National Lottery through Arts Council.

Linking artists, film makers, photographers and architects as artists in residence in schools. The strong Middle Eastern community should be reflected by the inclusion of artists and designer from Lebanon or elsewhere in the Middle East. From initial discussions with the other parties the links

with the local primaries might be extended, perhaps, making connections through the project and the British Library have begun discussions to offer accreditation for oral history to participants.

This cross-curricular project for Years 8 and 9 linked the performing and visual arts with humanities and citizenship. Through the project, the year group built up their knowledge from all the subjects to culminate in either a film or presentation which could be up loaded onto a website.

The culmination of the project was a week-long arts festival and a huge multi arts presentation in the sports hall in which the whole year group and staff performed to an invited VIP audience.

This 3 year long project between the arts and humanities subjects has resulted in pupils understanding the links between citizenship and migration much more fully, using the local area and its inhabitants as a research base. This has been celebrated in a performing arts festival in which pupils used their findings and knowledge in citizenship and worked creatively to celebrate their shared understanding. Teachers and pupils alike have been inspired to work in new and innovative ways, creating a shared language which has resulted in the publication of a 'hymn' book (Songs of citizenship) as well as a planned symposium and semi-opera on the rooftops near the school.

Graeae Theatre Project

St Marylebone School has a partnership sixth form with a local special school. Last year, our Year 7 pupils and arts staff were fortunate to work with them in a project led by Graeae Theatre company, the UK's only disabled led theatre group. Exploring the Ted Hughes story of *The Iron Man* they participated in 6 workshops led by people with and without disabilities.

Inset from the theatre company has enabled staff to use an exciting new set of skills in their lessons. Year 7 and Year 12 College Park pupils worked side by side to explore the text of Ted Hughes story 'The Iron Man'. The work was documented in a stunning DVD filmed and edited by Becki Smith, our Specialisms Coordinator. This showcased the exceptional work which the pupils performed, including foil puppets, a huge range of performance techniques, an audio soundtrack and a half hour long interpretation of the play. It was fantastic to see the pupils working so closely together. These pupils, along with the Year 7 Performing Arts scholars will be making a trip to Greenwich to see Graeae's production of 'The Iron Man' in an open air theatre.

'Many of our pupils have a love for drama and would love to pursue their interests; however they know they would not have the same opportunity as a mainstream pupil who can go onto further education. The project allowed the children to see that they could get involved in a project and succeed regardless of their learning needs. It was great to work alongside other mainstream pupils where the boys could be challenged to think creatively and learn how to work with other pupils. The pupils created their own radio version of the story, inventing their own sound effects, giving them ownership of what they had done in the project.' [REDACTED]

We plan to invite the Graeae Theatre company to collaborate in a similar project with pupils from the St Marylebone Bridge School.

Amberley Road

The culmination of the PA faculty's work with Amberley Road College for adults with learning difficulties was a stunning joint performance with St Marylebone pupils at the Unicorn Theatre on the South Bank as part of the national Shakespeare Schools' Festival. PA teachers have been working at the school for a number of years to enhance their confidence when performing. Future collaborations such as this will also involve pupils from the St Marylebone Bridge School.

Section E: Evidence of demand and marketing – part 1

Demand and Marketing: Vision

1. We will be working with the LA who will support us to meet a gap in local provision so that pupils can **stay in their local community**, becoming '**independent travellers**' to and from school wherever possible.

As Michael Gove argues, 'no child – regardless of their circumstances – should be denied an excellent education that is close to home. An education where teachers are free to decide what is best and where standards are high. Through Free Schools, we are breaking down barriers to make this a reality for some of the poorest and most vulnerable children in the country.' (*)

In the table below please provide information that clearly shows the level of demand for the proposed school.

Number of pupils whose parents indicate a preference for the proposed special Free School and the number of pupils local authorities anticipate placing at the proposed school (for each year group)										
	2013		2014		2015		2016		2017	
	Parent No.	LA No.								
Pre-School										
Year 1										
Year 2										
Year 3										
Year 4										
Year 5										
Year 6										
Year 7	*	11	*	11	*	11	*	11	*	11
Year 8	*	11	*	11	*	11	*	11	*	11
Year 9			*	11	*	11	*	11	*	11
Year 10			*	11	*	11	*	11	*	11
Year 11					*	11	*	11	*	11
Year 12			*	11	*	11	*	11	*	11
Year 13										
Totals										

*The St Marylebone School has 1036 pupils on roll, with 7.5% of our pupils identified as having SLCN – of these, 25 pupils are Statemented (roughly 50 more have SLCN without being statemented). We are oversubscribed to the point where 9/10 pupils who apply to St Marylebone are not able to gain a place, meaning that for every pupil in the school who has gained a place, 9,324 were unable to do so. Assuming that the number of children with SLCN applying to St Marylebone School is similar to those who do gain places, it is likely that, as we have acquired our current school roll, roughly 250 SLCN pupils have applied for a place. **On this reasoning we can expect, on average, roughly 36 SLCN pupils per year to apply to The St Marylebone Bridge School.**

This, of course, works on the assumption that parents who seek to send their children to St Marylebone School will also endorse the St Marylebone Bridge School. This is likely because the St Marylebone Bridge School will benefit both from the St Marylebone reputation and will have significantly more to offer SLCN pupils in terms of resources and specialised provision – see our rationale in section C.

Section E: Evidence of demand and marketing – part 2

Section E1 Evidence of demand and marketing

- *We will be working with the LA who will support us to meet a gap in local provision so that pupils can stay in their local community, becoming ‘independent travellers’ to and from school wherever possible.*

As Michael Gove argues, ‘no child – regardless of their circumstances – should be denied an excellent education that is close to home. An education where teachers are free to decide what is best and where standards are high. Through Free Schools, we are breaking down barriers to make this a reality for some of the poorest and most vulnerable children in the country.’

- *The St Marylebone Bridge School’s intake will be multi-faith and multi-cultural, serving pupils coming from a full inner-city range of social and ethnic backgrounds. This fully comprehensive diversity will mirror that of the main school and the school’s community hinterland.*

“The quality of St Marylebone’s provision to promote equalities is outstanding.” (ECM Ofsted inspection 2009). Similarly, the St Marylebone Bridge School will provide for the same inclusive demographic as the main school’s current intake, where 42% of pupils have Free School Meals, 56% have EAL (there are 80+ languages represented in the school) and 14% are refugees.

The Local Authority has made provision for SLCN in the Primary schools and one of the SALT units at Church Gardens is mentioned in the Bercow Report as an example of good practice. However there is not sufficient Secondary provision for these pupils to move into as there are also other pupils with SLCN who are in other schools. 405 of the statemented pupils in St Marylebone do not come from Westminster but the other local boroughs as St Marylebone is on the boundary of Westminster. The demand for SEN SALT placements from Camden, Haringey, Hackney and Brent remains constant at St Marylebone as research indicates that there is not enough provision in the central London area for all those needing SALT: a fact confirmed nationwide by the Bercow research. Our main concern is not that there will not be enough demand for the places but too much and we are aware that with limited physical space we will not be able to take more than 10 in each year. Each year we have more than 10 SLCN statements consulting on naming St Marylebone as the Secondary placement for a SEN statemented pupil. This is not likely to decrease as the early identification of SLCN is revealing the full extent of the needs.

The Local Authority is working with St Marylebone on this bid as they are trying to place as many of the SEN statemented pupils in-borough rather than sending them long distances to out-of-borough Special Schools. The additional provision at St Marylebone will help them meet their target. Many vulnerable pupils are having to travel considerable distances to other Special schools and a local Special School would meet their needs more effectively as well as educating them within their locality so that they can continue with their peer group who live in the same area, rather than being isolated by the geographic separation of the out of borough Special School.

Each year the St Marylebone School has around 15 SEN applications to name the school. Most of these pupils have SLCN and would be appropriately placed in the St Marylebone Bridge School. Some of the pupils can be accommodated in the main stream at St Marylebone

but the majority are not taken on roll as their levels of attainment are too low to be integrated into mainstream. These pupils' needs could, however, be met in the Special School. Parents are keen for their children to attend St Marylebone because of the mainstream reputation and are of the view that the Bridge School will be committed to the same pursuit of excellence, founded on traditional values and deliver the positive outcomes they want for their children.

We have received 19 letters of support from parents (see Appendix K) at St Marylebone School, many of whom state that they would have sent their children to the St Marylebone Bridge Special School, should they have had the option. We have received a further 10 from [REDACTED] of pupils in our school (see Appendix L) who meet the St Marylebone Bridge profile. We are also in close communication with [REDACTED], [REDACTED], [REDACTED], who informs us that letters of support have been written by parents attending that school, which would be an important feeder primary.

[REDACTED]
Westminster City Council

[REDACTED]
London [REDACTED]

[REDACTED]
London

[REDACTED]
United Kingdom

[REDACTED]
City of Westminster

[REDACTED]
Tel: [REDACTED]
Fax: [REDACTED]

Date: 13th December 2011

Dear [REDACTED],

RE: The Establishment of a Free Special School

I would like, on behalf of Westminster City Council, to support you in the setting up of a Free Special School. I confirm that the Local Authority was involved in discussions from an early stage and that St Marylebone School was responsive in agreeing to set up a Free Special School which addressed a gap in local special educational needs provision.

We provided the school with an outline of our out borough placements to show evidence that there was a need for such provision

We will continue to work in partnership with the school, giving them support and advice as the process continues.

We support you wholeheartedly in your big to establish a Free Special School.

Yours Sincerely

[REDACTED]

██████████, ██████████, has provided us with her full backing and support, because the St Marylebone Special School will:

- meet a gap in provision
- stop the throughput to out of borough providers
- provide a much needed alternative for pupils currently struggling in the mainstream; Westminster envisages moving the requisite number of pupils across as The St Marylebone Bridge School reaches capacity

██████████, ██████████, has voiced his support for the St Marylebone Bridge School, informing us that there would be demand in terms of the Tri-Borough (Westminster, Hammersmith and Fulham and Kensington and Chelsea). See timeline below. ██████████ agreed to produce a letter to us to this effect, which we are awaiting. ██████████, ██████████, has sent a letter of support stating that the St Marylebone Bridge School will represent a positive development and will meet a gap in provision (see appendix N).

Westminster LA state that they will be able to place '7-10 Year 7 pupils in the first year of opening and to identify suitable pupils for other year groups through the annual review process'. (See letter below)

[REDACTED]
Westminster City Council

[REDACTED]
London

[REDACTED]
City of Westminster

[REDACTED]
London

[REDACTED]
United Kingdom

[REDACTED]
Tel: [REDACTED]
Fax: [REDACTED]

Date: 9th February 2012

Dear [REDACTED],

RE: The Establishment of a Free Special School

This is a further letter of support for your proposal to set up a Free Special School for pupils with Speech, Language and Communication Needs and Autism.

The City Council is enthusiastic about your proposal. The provision is needed by the City Council to fill a gap in Westminster's provision and reduce the need for our borough placement.

I confirm that the City Council will promote the school, bring it to the attention of parents and encourage parents to make it their school preference.

The City Council anticipates being in a position to place pupils at the school in consultation with parents. We would expect to refer seven to ten year seven pupils in the first year of opening. Also through the Annual review process we would expect to identify suitable pupils. The free School would contribute to Westminster's range of Special Education Needs provision and will also contribute to reducing the cost of Special Education Needs Transport.

We look forward to working with the school in the development of this provision.

Yours Sincerely

[REDACTED]

The information Westminster sent to us, referenced in the letter of support above, is as follows:

Churchill Gardens Primary School has a Speech, Language and Communication (SLC) Centre; 12 pupils will leave there at the end of Year 6 in July 2012, but the LA does not have enough places for them in Westminster secondary Special schools. The same applies to the ASD pupils in the Millbank Primary School Unit. Figures from the LA indicate that there will be at least 30 Westminster Statemented ASD and SLC pupils leaving Year 6 over the next two years whose needs cannot currently be met adequately in the secondary school or special school system in Westminster.

Please see below information from Westminster Local Authority describing pupils with SLCN in Westminster in Year groups 4-9, whom Westminster might seek to place at The St Marylebone Bridge School.

***N.B NYC = National Curriculum Year**

We are aware that these data do not quite tally: pupils with SLCN statements in years 4-9 = 131, and pupils with ASD statements in years 4-9 = 65. This comes to a total of 196. However, the breakdown of pupils by school (on the 'detail' pages of the spreadsheet) comes to only 166. We have asked Westminster to clarify this apparent anomaly.

Pupils with Statements NCY 4 - 9 ASD and SLCN (The first column depicts the National Curriculum Level)

1	Number of Pupils with statements in Westminster in National Curriculum Years 4, 5, 6, 7, 8, 9.	314
2	Number of Pupils with SLCN statements in Westminster in National Curriculum Years 4, 5, 6, 7, 8, 9.	131
2	Number of Pupils with SLCN statements in Westminster in National Curriculum Years 4, 5, 6.	57
2	Number of Pupils with SLCN statements in Westminster in National Curriculum Years 7, 8, 9.	74
3	Number of Pupils with ASD statements in Westminster in National Curriculum Years 4, 5, 6, 7, 8, 9.	65
3	Number of Pupils with ASD statements in Westminster in National Curriculum Years 4, 5, 6.	30
3	Number of Pupils with ASD statements in Westminster in National Curriculum Years 7, 8, 9.	35
4	Number of Pupils in Westminster on School Action NCY 4, 5, 6, 7, 8, 9 (September 2011)	1344
4	Number of Pupils in Westminster on School Action Plus NCY 4, 5, 6, 7, 8, 9 (September 2011)	1216
5	Number of Pupils with SLCN statements in Westminster Mainstream Schools NCY 4, 5, 6.	47
5	Number of Pupils with SLCN statements in Westminster Mainstream Schools NCY 7, 8, 9.	39
6	Number of Pupils with SLCN statements in Outborough Schools NCY 4, 5, 6.	10

6 b	Number of Pupils with SLCN statements in Outborough Schools NCY 7, 8, 9.	36
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Statemented Pupils: Percentage achieving 5+ A*-C including English and Mathematics at GCSE

	2010/11	2009/10	2008/09	2007/08	2006/07
Westminster	16.7	14.0	11.3	6.0	4.3
National	8.5	7.3	6.1	5.3	4.5

Statemented Pupils: Percentage achieving 5+ A*-C at GCSE

	2010/11	2009/10	2008/09	2007/08	2006/07
Westminster	43.3	30.0	26.4	16.0	8.5
National	24.9	20.2	14.9	11.2	9.4

Breakdown of the above information by school

Gen der	N C Y	School	Prim ary Need
M	4	Parayhouse School	ASD
M	4	Essendine School	SLC
			N
M	4	Snowflake School	ASD
M	4	St Mary of the Angels RC School	ASD
M	4	Eagle House School (Mitcham) - Primary	ASD
M	4	College Park School	SLC
			N
M	4	St Luke's CE School	ASD
M	4	Burdett-Coutts and Townshend Foundation CofE Prima	SLC
			N
M	4	Churchill Gardens Community Primary School	SLC
			N
M	4	College Park School	SLC
			N
M	4	Edward Wilson Primary School	SLC
			N
M	4	All Souls School	SLC
			N
M	4	Churchill Gardens Community Primary School	SLC
			N
M	4	St Peter's CE School	SLC
			N
M	4	Millbank Primary School	SLC

			N
M	4	Churchill Gardens Community Primary School	SLC
			N
M	4	Millbank Primary School	SLC
			N
M	4	King Solomon Academy	SLC
			N
M	4	Millbank Primary School	SLC
			N
M	4	Wilberforce Primary School	ASD
M	4	College Park School	ASD
F	4	Queen Elizabeth II Jubilee School	SLC
			N
TOTAL- 22 YEAR 4 PUPILS			
M	5	Queensmill School	ASD
M	5	Wilberforce Primary School	SLC
			N
F	5	St Mary's RC Primary School (K&C)	SLC
			N
M	5	Westminster Cathedral RC Primary School	SLC
			N
M	5	Churchill Gardens Community Primary School	SLC
			N
M	5	Parayhouse School	SLC
			N
M	5	Swiss Cottage School	SLC
			N
F	5	St Edwards RC Primary School	ASD
M	5	Millbank Primary School	ASD
M	5	Wilberforce Primary School	SLC
			N
M	5	Hampden Gurney School CE	SLC
			N
M	5	St Augustine's CofE Primary School	SLC
			N
M	5	Churchill Gardens Community Primary School	SLC
			N
M	5	Barrow Hill Junior School	ASD
M	5	Whitefield Schools and Centre	SLC
			N
M	5	Queens Park Primary School	SLC
			N
M	5	The Rainbow School	ASD
M	5	Our Lady of Dolours RC Primary School	ASD
M	5	Christ Church Bentinck CE School	ASD
F	5	St Barnabas C of E Primary School	SLC
			N
M	5	Hampden Gurney School CE	SLC
			N
M	5	Paddington Green Primary School	SLC
			N
M	5	Gateway Primary School	SLC
			N

M	5	St Vincent's RC Primary School	ASD
F	5	St Gabriel's C of E School	SLC
			N
M	5	Essendine School	SLC
			N
M	5	St Barnabas C of E Primary School	SLC
			N
M	5	North West London Independent Special School	ASD
M	5	Millbank Primary School	ASD
		TOTAL - 29 YEAR 5 PUPILS	
M	6	Christ Church CofE Primary School	SLC
			N
M	6	Queens Park Primary School	SLC
			N
M	6	Essendine School	ASD
M	6	The Rainbow School	ASD
M	6	Hallfield Primary School	SLC
			N
M	6	Insights Independent School	ASD
M	6	St Mary of the Angels RC School	ASD
M	6	Muntham House School	SLC
			N
M	6	Abingdon House School	SLC
			N
M	6	Blossom House School	ASD
M	6	The Rainbow School	ASD
M	6	Churchill Gardens Community Primary School	SLC
			N
M	6	Churchill Gardens Community Primary School	SLC
			N
M	6	College Park School	ASD
M	6	Our Lady of Dolours RC Primary School	ASD
M	6	Churchill Gardens Community Primary School	SLC
			N
M	6	Churchill Gardens Community Primary School	SLC
			N
M	6	Essendine School	ASD
M	6	Millbank Primary School	ASD
M	6	Queen Elizabeth II Jubilee School	ASD
M	6	Churchill Gardens Community Primary School	SLC
			N
M	6	Tree House	ASD
M	6	Churchill Gardens Community Primary School	SLC
			N
M	6	St Vincent's RC Primary School	SLC
			N
F	6	The Rainbow School	ASD
M	6	Millbank Primary School	SLC
			N
M	6	Paddington Green Primary School	SLC

F	6	Gateway Primary School	N SLC
F	6	College Park School	N SLC
M	6	Millbank Primary School	N ASD
M	6	Barrow Hill Junior School	ASD
M	6	Queensmill School	ASD
M	6	Christ Church Bentinck CE School	SLC
F	6	Churchill Gardens Community Primary School	N SLC
F	6	Burdett-Coutts and Townshend Foundation CofE Prima	N SLC
F	6	Menorah Foundation School	N SLC
F	6	College Park School	ASD
M	6	Gateway Primary School	SLC
M	6	Wilberforce Primary School	N SLC
M	6	St Edwards RC Primary School	N ASD
M	6	Queens Park Primary School	SLC N

TOTAL - 41 YEAR 6 PUPILS

Gen der	N C Y	School	Prima ry Need
M	7	Pimlico Academy Speech & language Unit	SLCN
M	7	St George's RC School	SLCN
M	7	St George's RC School	SLCN
M	7	Swiss Cottage School	SLCN
M	7	College Park School	SLCN
M	7	Pimlico Academy	SLCN
F	7	St Augustine's CofE Secondary School	SLCN
M	7	Woodlane High	SLCN
F	7	Paddington Academy	SLCN
M	7	Woodlane High	SLCN
F	7	St Marylebone CofE School	SLCN
M	7	St George's RC School	SLCN
F	7	Woodlane High	SLCN
M	7	King Solomon Academy	SLCN
M	7	Pimlico Academy	SLCN
M	7	Tree House	SLCN
M	7	Paddington Academy	SLCN
F	7	Pimlico Academy	SLCN
M	7	London Oratory School, The	SLCN
M	7	St Augustine's CofE Secondary School	SLCN

**TOT
AL –
20
Year
7
Pupil
s**

M	8	Woodlane High	SLCN
M	8	College Park School	SLCN
M	8	Woodlane High	SLCN
M	8	Cardinal Vaughan Memorial School	SLCN
M	8	Lansdowne School	SLCN
M	8	Quintin Kynaston School	SLCN
M	8	London Oratory School, The	SLCN
M	8	Paddington Academy	SLCN
F	8	St Augustine's CofE Secondary School	SLCN
F	8	Westminster Academy	SLCN
F	8	Woodlane High	SLCN
F	8	Swakeleys School	SLCN
F	8	King Solomon Academy	SLCN
F	8	St Thomas More Language College	SLCN
M	8	Pimlico Academy Speech & language Unit	SLCN
M	8	Woodlane High	SLCN
M	8	London Nautical School, The	SLCN
M	8	Pimlico Academy	SLCN
F	8	St Marylebone CofE School	SLCN
M	8	King Solomon Academy	SLCN
M	8	Pimlico Academy	SLCN
M	8	College Park School	SLCN
M	8	Parayhouse School	SLCN
M	8	Westminster Academy	SLCN
M	8	St Thomas More Language College	SLCN

**TOT
AL -
25
Year
8
Pupil
s**

M	9	Battersea Park School	SLCN
F	9	St Marylebone CofE School	SLCN
M	9	Quintin Kynaston School	SLCN
F	9	Quintin Kynaston School	SLCN
M	9	Cambridge School	SLCN
M	9	Beachcroft School	SLCN
F	9	St Augustine's CofE Secondary School	SLCN
M	9	Whitefield Schools and Centre	SLCN

F	9	St George's RC School	SLCN
M	9	London Nautical School, The	SLCN
F	9	Grey Coat Hospital CE School, The	SLCN
F	9	St Marylebone CofE School	SLCN
M	9	King Solomon Academy	SLCN
M	9	St Thomas More Language College	SLCN
M	9	Quintin Kynaston School	SLCN
M	9	Blossom House School	SLCN
M	9	Westminster City School	SLCN
F	9	Maria Fidelis RC Convent School	SLCN
M	9	St George's RC School	SLCN
M	9	College Park School	SLCN
M	9	College Park School	SLCN
M	9	Cambridge School	SLCN
M	9	King Solomon Academy	SLCN
F	9	Pimlico Academy	SLCN
F	9	Swiss Cottage School	SLCN
M	9	Queen Elizabeth II Jubilee School	SLCN
M	9	King Solomon Academy	SLCN
M	9	Woodlane High	SLCN
M	9	Quintin Kynaston School	SLCN

TOTAL - 29 Year 9 Pupils

ALL YEAR GROUPS TOTAL – 166 pupils

E2: Wider community

Timeline - communication with the LA

DATE	NAME OF CORRESPONDENT	JOB TITLE OF CORRESPONDENT	FORM OF COMMUNICATION	SYNOPSIS OF DISCUSSION
22/09/2011	[REDACTED]	[REDACTED]	Meeting	[REDACTED]. [REDACTED].
09/10/2011	[REDACTED]	[REDACTED]	E-mail	[REDACTED].
13/12/2011	[REDACTED]	[REDACTED]	Letter	[REDACTED]

26/0 1/20 12	[REDACTED]	[REDACTED]	E-mail	[REDACTED]
08/0 2/20 12	[REDACTED]	[REDACTED]	A talk at an Inclusion Coordinators Network Meeting at a Westminster Primary School	[REDACTED]
09/0 2/20 12	[REDACTED]	[REDACTED]	Letter	[REDACTED]
09/0 2/20 12	[REDACTED]	[REDACTED]	E-mail	[REDACTED]
10/0 2/20 12	[REDACTED]	[REDACTED]	Meeting	[REDACTED]

The St Marylebone school community is multi-ethnic. Around 80 languages are spoken in the school and pupils come from most of the major ethnic groups. All the major faiths are represented in the school together with a large number with no faith. The school has a strong focus on community cohesion and an outstanding Ofsted report on its success with inclusion. The main school all-inclusive ethos will be carried over into the Special School with all welcomed and valued and the school striving to close the attainment gaps. The cohesion comes from the school focus on caring for each other and showing respect to everyone- teachers for pupils and pupils for teachers and then extending that to the wider community.

The Special School will work with parents very closely and will appoint a Family Liaison officer to take a lead in this very important area of communication. We aim to provide with the various LAs, the parents and the Primary feeder schools, the best continuum of service we can manage as the involvement of all those involved with the pupil will help to improve the outcomes for the pupil. There will be complications as not all SLCN pupils will come from the same LA and will not have had the excellent induction that those from, for example, Churchill Gardens in Westminster might have had. Nevertheless, we aim to build the strongest team we can around the child to build confidence, provide life skills and a pathway eventually into employment. We can see that we will have to continue the team support for the transition into work and this is built into our plans.

As the pupils' needs will change over time we intend to continue the dialogue with parents and carers, preparing them as best we can to support and help their child. We have experience running information sessions for parents as part of our outreach work and will have a schedule of these meetings to involve the parents in the communication development of their children so that they understand the needs and what they can do to compliment the work of the school. The Bercow Report points out that parents could see the benefits of continuity, but with changes of schools a new SLT will almost be inevitable but knowing the need for continuity we aim to build a whole programme around transition so that the SLTs from the Primary to the Secondary can be familiar with the programmes used and what was successful and what was not.

Using our National Teaching School Alliance and our Westminster outreach programme through the Westminster Secondary School Improvement Consortium (WSSIC) we will work with other schools. We will provide training Speech and Language sessions for all teachers on training programmes to make sure all are familiar with the identification of SLCN and have at least some knowledge of how to work with these pupils to improve their communication skills. As the Bercow Report states: 'Placing speech, language and communication at the heart of the school curriculum ensures that the subject is not an optional extra, but a mainstream feature of education policy'. We know there is a need for a wider understanding of SLCN as we have been asking for such training for our staff and have not been able to find it. To that end we have employed a Speech and Language specialist to train our mainstream staff. Our Special Free School staffing and timetabling proposal makes explicit the fundamental role of SLCN and SALT (see Sections D (curriculum) and F (staff)).

One great advantage of the alliance between The St Marylebone Bridge and The St Marylebone School will be that those in mainstream with SLCN will also benefit from the excellence of the provision which will lead to economies of scale and an improved educational provision for more than those in the new Special School. A second advantage will be that The St Marylebone Bridge will be able to offer SALT to other Secondary Schools in Westminster all of which are crying out for more Speech and Language therapy. In Westminster there is the minimum of Speech and Language provision for the Secondary pupils as the Bercow Report found was not unusual at secondary level throughout the country. However if these pupils who have SLCN are going to go on and be effective members of the work force and proactive citizens they will need to improve their communication skills. It is our mission to be able to offer

these services to other secondary schools who have been searching for these, just as St Marylebone has, and with a similar level of success.

We have found that the transition from school to work is very difficult for certain pupils with communication problems. Firstly there are few jobs for those who do not communicate well and many small employers are not persuaded of the benefits of taking these pupils on as part of the work force. St Marylebone bid for and gained a Pathfinder project grant to train a member of staff in Careers Advice and Guidance and to concentrate on the local area working with employers to set up initially work experience placements which we trust will become jobs for the individuals. This work, which is only in its embryonic stage at present, will offer our SLCN pupils an opportunity to be gainfully employed which is one of the major aims of the mainstream school: not to have any NEETs. To date we have been very successful in meeting this target. Building on our previous experience and the foundations laid by the Careers Pathfinder programme we will aim to provide the opportunity for all The St Marylebone Bridge pupils to find employment.

For details about how we will provide work experience in the community, please see section D3.

Section F: Capacity and capability

Capacity and Capability Vision

1. We will **break down barriers** by developing pupils' social and emotional skills through **planned integration** with the main school, profiting from the **St Marylebone SEN specialism in Interaction and Communication and in Performing Arts**, with all pupils the mutual beneficiaries.
2. As a **National Teaching School**, the training of staff is at the heart of what we do both within the St Marylebone Bridge and beyond: we will provide SEN training for primary and secondary school teachers and support workers.
3. St Marylebone's **outstanding teaching and learning** will help each pupil to grow and flourish in the pursuit of excellence.

In terms of educational expertise, the St Marylebone Bridge School staff will be a blend of teachers with background in Special Schools and St Marylebone subject specialist teachers who will receive significant SEN training. These latter teachers will be carefully selected, having experience in SEN in a mainstream context and teaching at least 4 hours per week at the St Marylebone Bridge School. There will be a culture of dissemination of skills and cascaded learning among staff with time built in for collaborative planning.

Our SALTs and other professionals will work closely and extensively with teachers and LSAs, teaching alongside them in order to develop and enhance pupils' learning and to ensure a foundation for is in place.

F1: show how you will access appropriate and sufficient educational expertise to deliver your vision

To drive forward the vision of The St Marylebone Bridge School, The St Marylebone CE School Governors established the steering group. The group comprises:

- [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED]
- [REDACTED], [REDACTED], [REDACTED]

The steering group has been consulting and will continue to consult and draw on the expertise of the [REDACTED], [REDACTED].

What expertise will these people bring to the realisation of The St Marylebone Bridge School?

We have identified the following skills required to supply appropriate and sufficient expertise to deliver our vision:

- administration
- admissions
- budget monitoring & reporting
- community cohesion
- curriculum planning and design
- curriculum mapping and timetabling
- data analysis
- data systems
- IEP design and delivery, management of Annual Review, KS5 interventions, support for inter-Key-Stage transition
- dyslexia assessment and support
- EAL support
- e-communications, website and intranet
- examinations administration
- financial management
- governance and trustee experience
- health and safety,
- human resources
- income control
- knowledge and expertise in academy funding
- leadership of Assessment for Learning
- leadership of SEN Specialism
- leadership of whole-school assessment procedures
- line-management and performance management of staff
- linguistic and cultural integration
- payroll, personnel, invoicing, accounts
- Performing Arts integration
- premises management experience
- procurement and obtaining value for money

project management
 promoting school-church community
 reception
 restructuring and recruiting staffing
 Special School Leadership
 Speech and Language therapy
 staff cover
 staff INSET and CPD
 strategic and practical pastoral experience
 whole-school monitoring, evaluation and review

What expertise will the steering committee bring to the realisation of The St Marylebone Bridge Academy? The skills listed above are highlighted in these charts.
 (SMS = The St Marylebone CE School)

Name	Career history (current role in bold and underlined)	What expertise does this person bring and will continue to bring to this plan?
<p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>- [REDACTED].</p> <p>[REDACTED]</p> <p>- [REDACTED], [REDACTED], [REDACTED],</p> <p>[REDACTED]</p> <p>(see section F5 [REDACTED])</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>- [REDACTED]</p> <p>- [REDACTED]</p> <p>- [REDACTED]</p> <p>- [REDACTED]</p> <p>- [REDACTED]</p> <p>- [REDACTED]</p>

	- [REDACTED] -	- [REDACTED] -
[REDACTED]	- [REDACTED] - - - - - - - - - -	- [REDACTED] - - - - - - - - - - [REDACTED]
[REDACTED]	- [REDACTED], [REDACTED]	- [REDACTED] - [REDACTED] - [REDACTED] - [REDACTED]

In summary: the Senior Leadership members of the committee have depth and breadth of experience in leading outstanding teaching and learning, creative and cultural enrichment, curriculum planning, community cohesion and visionary educational leadership, including management and training of staff, recruitment and human resources, whole-school statutory and non-statutory priorities, School Self-Improvement planning and Ofsted. We also comprise [REDACTED] and [REDACTED]; two areas of subject specialism which are central to our curriculum vision.

We have seized every worthwhile initiative in achieving our Specialisms, outstanding Academy status and National Teaching School status. As such, we have significant expertise in project management. Our [REDACTED] also has a background in [REDACTED]. [REDACTED] is provided by our [REDACTED]. [REDACTED] of our group are or have been [REDACTED] and as such have substantial experience in school governance.

Our high quality SEN educational experience is grounded in the combined experience and knowledge of our Assistant Head i/c Specialisms and our Consultant SENCO, as well as our Senior Leadership Team's experience of setting up and working in the main school's current Learning Support Unit, our "outstanding" (Ofsted May 2011) SEN partnership with College Park at KS5 and through additional consulting with education partners through our National Teaching School Alliance. As a National Teaching School, we also have systems in place which facilitate effective consultancy between the mainstream school and other schools; these systems will support the special-to-mainstream integration aspect of our enrichment curriculum as well as financial and administrative support and dyslexia specialist training.

Time commitments:

The time committed by the steering group to the successful delivery of this vision to-date and in the future is and will be voluntary. Once the school is up and running, we will pursue our commitment to the success of the school on this voluntary basis either as part of the Governing Body OR as part of our service to The St Marylebone School community.

In the lead up to the opening of the school and in the first year of operation, we can specify the following time commitments (in days per week):

- [REDACTED], [REDACTED] – 1 day plus Governing Body time
- [REDACTED], [REDACTED] – 1 day plus Governing Body time
- [REDACTED], [REDACTED] – **accounted for in budget** plus Governing Body time
- [REDACTED], [REDACTED] – 1 day plus Governing Body time
- [REDACTED], [REDACTED] – 0.5 days
- [REDACTED], [REDACTED] – 1 day
- [REDACTED], [REDACTED] – 1 day
- [REDACTED], [REDACTED] - 0.5 days plus Governing Body time

In addition, the steering committee will consult the following people employed by the St Marylebone CE School for expertise in curriculum, Individual Education Plans, intervention and support programmes:

Name and role	Expertise
[REDACTED], [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED].
[REDACTED]	[REDACTED].

See F4 for details of the proposed staffing structure and the build-up of staff over the first three years.

F2: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

[REDACTED], the [REDACTED] of the mainstream school will lead the financial management of the Special School. The St Marylebone Bridge Academy will use 17% of the Finance and Administration team's capacity (after allowing for a 20% increase in current capacity so as to fulfil the finance and administration function of the Special School in addition to , but without impacting on, delivery within the mainstream school), making good use of efficiently-run financial and human resources expertise that underpins the successful functioning of the mainstream school.

The Finance and Administration team comprises the following roles which we deem necessary to ensure the successful financial and administrative management of both schools:

Name	Career history (current role in bold and underlined)	What expertise does this person bringing and will continue to bring to this plan?
[REDACTED]	[REDACTED] : [REDACTED]	<ul style="list-style-type: none"> - [REDACTED]. - [REDACTED]. - [REDACTED]. - [REDACTED]. - [REDACTED]. - [REDACTED].
	[REDACTED] : [REDACTED]	

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As part of the proposed increase in capacity of the Finance & Administration team, to be shared by both schools, a Finance Assistant will be recruited, reporting to the Director of Finance & Administration. This additional role will involve the following aspects in respect of the Special School:

- Budget monitoring & reporting
- Day-to-day processing of transactions
- Procurement and obtaining value for money
- Income control

In addition, the Special School will make use of the following external expertise, the services of which have proven reliable and value-for-money for the mainstream school:

Expertise required:	Source of expertise:
Statutory audit of financial statements for the Academy Trust	Buzzacott: track-record of efficient and reliable audit in academies (experience with over 50 academies / academy-converters).
Payroll	United Westminster Schools (UWS): The mainstream school has outsourced payroll to UWS for many years as an economical and efficient sharing of resource between Westminster Schools.

F3: show how you will access other relevant expertise to manage the opening and operation of your school

In addition to the Finance & Administrative roles identified at F2 above, we have identified the following areas of expertise required and the following sources of that expertise to ensure the successful opening and operation of the school:

Expertise required:	Source of expertise:
Catering	Catering Academy: an outsourced provision, shared with the mainstream school. The contract is currently successful and already operates on two sites three times daily.
ICT Managed Service	Capita*: currently providing the mainstream school's managed service, Capita maintains all server, PC, laptop, interactive whiteboard, printer, projector and daily ICT-related issues and needs; a helpdesk is accessed by staff at any time via home or email; technicians are based on-site.
Human Resources: high level expertise	<p>London Diocesan Board for Schools (LDBS): The mainstream school is an LDBS school and, as such, LDBS guidance and expertise on HR, leadership, governance and community is integral.</p> <p>██████████ (██████████): ██████████.</p> <p>██████████, ██████████: ██████████.</p>
Legal advice / instruction with notable experience of education sector	<p>██████████ (██████████): ██████████ that work closely with LDBS; as such, they have been instructed to handle the school's legal affairs. Notably, they were instructed by the Governing Body to manage the school's Academy Conversion in 2010-11; in liaison with the ██████████, ██████████, ██████████ oversaw the successful legal transition, including TUPE.</p>

Surveyors and premises consultancy

work closely with . As such they have been consulted on all premises, building and renovation work considered or undertaken by the school, including BSF, providing effective service and sound advice.

F4: show how your staffing structure will deliver the planned curriculum

In the first two years as the school reaches full capacity, The St Marylebone Bridge School will be able to minimise staff recruitment by utilising expertise from the mainstream school (see Section G). The Financial Plan assumes that 10 periods per year group will be taught by teachers from the mainstream school. At full capacity, 70 periods in total will be taught by SEN-trained teachers from the mainstream school. This keeps the Staff Dis-economies Funding requirement to a minimum – just two key members of staff. Close links with the mainstream school therefore have both academic and cost benefits.

THE FULL STAFFING STRUCTURE (at FULL CAPACITY)

Senior Leadership (full-time):

Head of School (Principal Designate), responsible for:

- overall leadership of school
- ultimate accountability to Governing Body and Secretary of State
- curriculum design and individualised learning programme strategy
- Special Educational Needs Co-ordinator functions including Annual Review and IEP overview, intervention programmes
- assessment and pupil progress
- teaching and learning
- professional development, INSET and performance management

Pastoral Support Leader, responsible for:

- personal and social development, pastoral care and well-being
- child protection and safeguarding
- therapies and involvement of outside agencies
- behaviour for learning
- attendance and punctuality
- parents and community
- professional development, INSET and performance management,
- outreach

Teaching staff (full-time):

Six SEN-trained specialist subject teachers – of whom five will be SMS Bridge Form Tutors and of which at least three will also be trained to deliver Literacy, English or Mathematics:

- Lead SEN Teacher, English and Literacy: responsible for planning and implementing the English curriculum and personalised literacy programmes, in line with National Curriculum recommendations and modified to meet needs of SLCN pupils, at all Key Stages
- Second i/c English and Literacy: develops and implements English and Literacy

Schemes of Work and intervention/support programmes under leadership of Lead English / Literacy teacher

- Lead SEN Teacher: Mathematics and Numeracy, responsible for planning and implementing the Mathematics curriculum and numeracy programmes to support learning both in timetabled lessons and one-to-one or small-group withdrawal, at all Key Stages
- Second i/c Mathematics and Numeracy: develops and implements Mathematics and Numeracy Schemes of Work and intervention/support programmes under leadership of Lead Mathematics / Numeracy teacher
- Two core subject teachers: SEN-trained and i/c core or non-core subjects, according to needs of pupils in school at time of recruitment (emphasis on PSCE, Science, Life Skills)

AND

- Fourteen SEN-trained non-core subject teachers* to deliver courses and cross-curricular projects in Humanities (History, Geography, Religious Studies), Performing Arts (Music, Drama, Dance), Food Technology, Design and Technology, Art, Modern Foreign Languages, Physical Education.

These teachers will be SEN-trained St Marylebone School teachers whose time will be bought into the Free School (10 hours total weekly, per year group) to deliver subject specialist lessons, cross-curricular projects, planned integration and immersion days. Their contribution to the Free School is an important part of the **planned integration with the mainstream school, enriching pupils' education and making effective use of human resources.*

Teaching support staff (full time):

Eight SEN-trained Learning Support Assistants (LSAs), including:

- two lead supervisory LSAs
- three higher LSAs
- three lower LSAs

Additional roles of the LSAs:

- Seven will be "link LSAs", each assigned to one group for continuity and depth in learning
- Two will be specialist SALT-trained and able to train the rest of the team
- Two will be further trained by the dyslexia specialist

Two Speech and Language Therapists (1 x full-time in Year 1; 2 x full-time from Year 2)

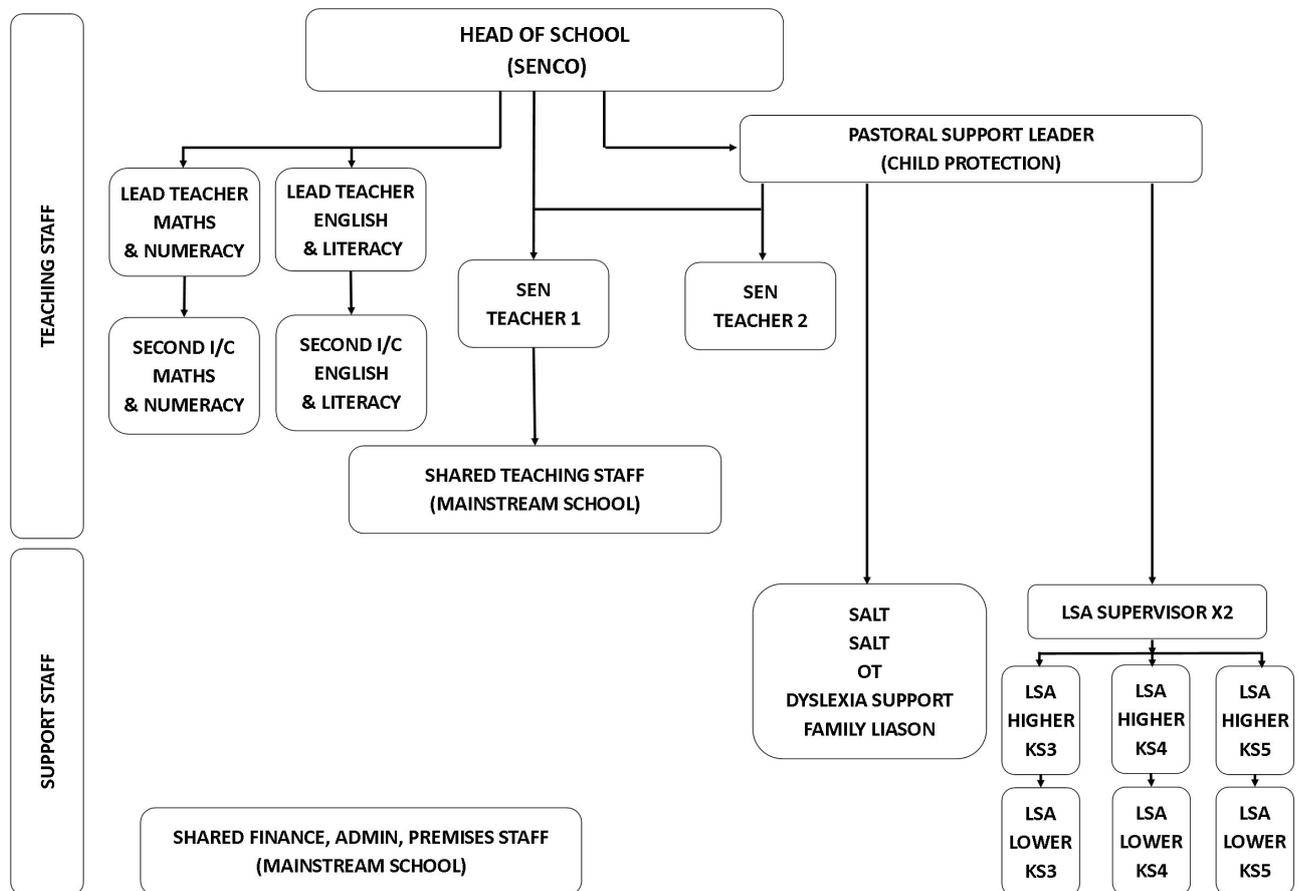
One Occupational Therapist (part-time: 1 day per week)

One Dyslexia Support Teacher (part-time: 2 days per week)

One consultant Educational Psychologist (part-time: ½ day per week)

One Family Liaison Officer (part-time: 2 days per week) – responsible for school-to-home communication, mediation, home-visits and liaison with outside agencies such as Social Services, CAMHS.

The staffing structure can be summarised thus:



Rationale for staff structure:

- Head of School to line-manage core curriculum staff and take share in line-management of non-core curriculum, thus informing and facilitating Annual Review and strengthening link between subject teachers, mainstream integration and SLT
- Pastoral Leader to take share in non-core subject line-management (as above), to support links between SLT, subject-teaching and mainstream integration. Pastoral Leader also leads support & intervention staff who are key to successful IEP delivery.
- SEN Teacher 1 will oversee delivery of non-core subjects increasingly as time goes on, under line-management of Head of School.
- While line-managed by the Pastoral Leader, the support staff are integral to curriculum delivery and successful intervention and support; therefore communication between support, core and non-core subject staff will be fundamental to the successful operation of the school.

THE BUILD-UP of STAFF

Our approach to the build-up of staff balances quality of provision with economy of delivery. We have taken care, in the planning of this, to ensure that each new group arriving into the school has a Form Tutor and that each teaching group will have a Link-LSA. We have also planned to recruit individual roles according to the arrival of pupils into the different Key Stages, with an emphasis on the delivery of core subjects. It is envisaged that the SLT will be teaching throughout the start-up phase and when the school is at capacity.

See “**FP Appendix 2: Pupil & Staff Build Up**” for a spreadsheet which quantifies the following:

IN THE FIRST YEAR OF OPERATION, when there will be 22 pupils on-roll (11 in Year 7 and 11 in Year 8), staff will be required for leadership, training, KS3 teaching, learning support, targeted intervention and preparation of programmes of study at KS4 and KS5 and SEN provision for the following academic year.

Role	Responsibility
Head of School (Principal Designate, SENCO)	As above, as well as: <ul style="list-style-type: none"> - family liaison - implementation of all policies - line-management of SMS-borrowed staff - recruitment - admissions and liaison with primaries - monitoring, evaluation and review (MER) of pupil progress - core- and non-core subject teaching (including English / Mathematics / Science as appropriate) - design and implementation of cross-curricular integration projects (with Pastoral Leader) - SENCO functions, including establishment of Annual Review Cycle
Lead SEN Teacher: English and Literacy	<ul style="list-style-type: none"> - Leadership and implements KS3 English and Literacy, with a view to expanding this to KS4 and KS5 in years 4 to 7 of operation - Assessment and intervention - Teaching: English, Literacy and elements of non-core curriculum / PSCHE as appropriate - Runs baseline English and Literacy Assessments and liaises with SALT and LSA team to ensure effective personalised support programmes are established for initial intake of pupils - Collaboration with non-core SMS teachers to maintain English skills-development in broader curriculum and cross-curricular projects
Lead SEN Teacher: Mathematics and Numeracy	<ul style="list-style-type: none"> - Leadership and implementation of KS3 Mathematics and Numeracy, with a view to expanding this to KS4 and KS5 in years 2 and 3 of operation - Assessment and intervention - Teaching: Mathematics and Numeracy and elements of non-core curriculum / PSCHE as appropriate

	<ul style="list-style-type: none"> - Collaboration with non-core SMS teachers to maintain numeracy-development in broader curriculum and cross-curricular projects - Develops ICT provision as appropriate - Year 7 Form Tutor
SMS borrowed staff (combining to 1FTE: providing 10 periods for each of Year Groups 7 and 8)	<ul style="list-style-type: none"> - Planning and delivery of individualised non-core SEN targeted subject courses - Collaboration with Head of School in design and implementation of cross-curricular integration projects, as specified in our Curriculum Overview - Assessment and planned intervention to support pupils' learning
Speech and Language Therapist (SALT) 1	<ul style="list-style-type: none"> - Design and Implementation of SALT programme - Training of LSAs and teachers - Support of core and non-core teaching - One-to-one support for pupils - Assessment and planned intervention - Liaison with teaching staff to inform planning - Liaison with parents
Learning Support Assistant (LSA) (higher scale) 1	<ul style="list-style-type: none"> - Link LSA and in-class support for one group in first intake - Establishing training programme for LSAs (lower) - Assessment and intervention - Literacy programme (in collaboration with SENCO) - Undertaking SALT training (delivered by SALT) - Year 8 Form Tutor
Learning Support Assistant (LSA) (lower scale) 1	<ul style="list-style-type: none"> - Link LSA and in-class support for one group in first intake - Undertaking dyslexia training - SALT support - Literacy and numeracy withdrawal sessions
Occupational Therapist (0.2)	<ul style="list-style-type: none"> - One-to-one sessions with pupils - Liaison with staff - Assessment and intervention
Dyslexia Support (0.4)	<ul style="list-style-type: none"> - Completes dyslexia assessment on pupils as appropriate - Trains and advises LSAs teaching staff - In-class support - One-to-one dyslexia support
Family Liaison Officer (0.4)	<ul style="list-style-type: none"> - liaison with outside agencies such as Social Services, CAMHS - Supervision of Parents' Evenings - Sets up home-learning workshops - Liaises between staff and families to inform IEP planning - Home-visits and mediation

IN YEAR TWO OF OPERATION 55 pupils will be on-roll, as we will take new pupils into Years 7, 10 and 12, and if required fill any unfilled places in Years 8 and 9 resulting from existing pupils leaving. Courses at KS4 and KS5 will be starting for the first time and every KS3 year will be full. In order to support this growth, staffing would increase through the addition of:

<p>Pastoral Support Leader (Child Protection)</p>	<p>As above, as well as:</p> <ul style="list-style-type: none"> - training for all support staff and SMS-borrowed staff - Upholding the School's 'Behaviour For Learning' policy - design and implementation of cross-curricular integration projects (with Head of School) - reporting home - parents' evenings - development of PSCHE courses - core- and non-core subject teaching (including English / Literacy / Science as appropriate) - outreach
<p>2nd i/c English and Literacy</p>	<ul style="list-style-type: none"> - implements English and Literacy schemes of work at KS3,4 and functional literacy at KS5 - runs and develops withdrawal literacy programmes for individuals and groups of pupils as appropriate to need. - Form Tutor
<p>2nd i/c Mathematics and Numeracy</p>	<ul style="list-style-type: none"> - implements Mathematics schemes of work at KS3 and 4 and functional numeracy at KS5 - runs and develops withdrawal numeracy programmes for individuals and groups as appropriate to need - Form Tutor
<p>SEN Teacher 1</p>	<ul style="list-style-type: none"> - Takes leadership in Core and Non-Core provision as appropriate to needs of pupils accessing KS4 and KS5 curriculum - Takes increasing management responsibility for non-core subjects under leadership of Head of School - Teaches at least one subject (non-core and /or PSCHE) - Form Tutor
<p>SMS borrowed staff (increasing from 1FTE to 2.5FTE: providing 10 periods for each of Year Groups 7, 8, 9, 10 and 12)</p>	<ul style="list-style-type: none"> - As above

Speech and Language Therapist (SALT) increasing from 1 to 2	<ul style="list-style-type: none"> - As above, to plan and deliver support at all Key Stages - Trains LSA 2 (lower)
Learning Support Assistant (LSA) (supervisory)	<ul style="list-style-type: none"> - As for LSA 1 (higher) above - Leads development of in-class support programme and takes substantial role in co-ordinating IEPs under SENCO supervision - becomes Link LSA for KS4 group
Learning Support Assistant (LSA) (higher scale) increasing from 1 to 2	<ul style="list-style-type: none"> - As above for LSA 1 (higher) - Link LSA for KS5 group - Undertakes dyslexia training
Learning Support Assistant (LSA) (lower scale) increasing from 1 to 2	<ul style="list-style-type: none"> - As above for LSA 1 (lower) - Link LSA for KS3 group - Undertakes SALT training

IN YEAR THREE OF OPERATION, when the school will be at full capacity with 77 pupils on-roll, with two year groups engaged on KS4 courses and two year groups engaged on KS5 courses, staffing would increase through the addition of:

SEN Teacher 2	<ul style="list-style-type: none"> - Takes responsibility for expansion of Core and Non-Core provision as appropriate to needs of pupils accessing KS4 and KS5 curriculum - teaches at least one curriculum subject (core or non-core and / or PSCHE) - Form Tutor
SMS shared staff (increasing from 2.5FTE to 3.5FTE: providing 10 periods for each of Year Groups 7 to 13)	<ul style="list-style-type: none"> - As above
Learning Support Assistant (LSA) (supervisory) increasing from 1 to 2	<ul style="list-style-type: none"> - As above
Learning Support Assistant (LSA) (higher scale) increasing from 1 to 2	<ul style="list-style-type: none"> - As above for LSA 1 (higher) - Link LSA for KS3 group
Learning Support Assistant (LSA) (lower scale) increasing from 1 to 2	<ul style="list-style-type: none"> - As above for LSA 1 (lower) - Link LSA for KS4 / 5 group according to need and numbers - Form Tutor

IN YEAR FOUR OF OPERATION, the school will be fully staffed and be running for the second year at full capacity. Training programmes will be complete if not fully underway and courses at every Key Stage will be in their second if not third year of implementation.

While the ratio of teaching and non-teaching staff to periods required in the third and fourth years is very tight, we believe it will make greatest use of human and financial resource to run the school at full capacity in this way. Close links with the mainstream school therefore have both academic and cost benefits.

See **“FP Appendix 2: Pupil & Staff Build Up”** which quantifies this build up in a spreadsheet.

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

Recruitment of Head of School:

It is the intention of the Board of Trustees to engage a firm of Head Hunters. The one they have in mind is TES Prime which they have used before. St Marylebone School does not have any problems recruiting very good staff and we trust that the main school reputation will encourage ambitious and effective candidates to apply. The main school also works effectively with several recruitment agencies which will also be looking for good candidates for the post.

The Trustees will be looking for a Head of School, not an [REDACTED], as the [REDACTED], [REDACTED], will become the [REDACTED]. As the Headship of the St Marylebone Bridge School is a developmental post from which the Head of School could move to take on the Headship of a large Special School, we have been led to believe that there will be great interest in the post.

We will appoint The Head of School to be the school SENCO; this so we do not 'lose focus' in terms of certain key responsibilities such as IEP reviews, LAC reviews and Annual Reviews (see fuller duties and responsibilities of the SENCO below). Further rationale for combining the roles of Head of School with SENCO is the fact that our [REDACTED], [REDACTED], will lead on strategy. See [REDACTED] biography later in this section.

Head of School Person Specification - St. Marylebone Bridge School

1. Qualifications and Experience
1.1 Qualified teacher status and NPQH qualification
1.2 Senior Leadership and Management experience in a school setting
1.3 Experience of working with children with special needs
1.4 experience of raising pupil attainment
2. Shaping the Future
2.1 Leading and managing effectively in different situations e.g complex projects pressurised environment, supplying innovative solutions and empowering others
2.2 Developing a strong vision and inspiring others to work towards it. (N.b. The Executive Head will take the lead on this).
3. Leading Teaching and Learning
3.1 Developing and implementing strategies to improve and enhance educational standards
3.2 Developing and implementing strategies to improve effective teaching and learning e.g. CPD
3.3 Monitoring the curriculum to ensure inclusion and access for all pupils in particular for vulnerable groups
3.4 Undertaking self evaluation and performance monitoring including using data to analyse performance

3.5 Ability to lead, motivate and inspire children and staff
4. Working with others
4.1 Collaborating with others both internally and externally to secure the best outcomes for pupils e.g working with executive Headteacher from the mainstream school, local and national government, employers, stakeholders and parents
4.2 Developing and maintaining an effective relationship with the Executive Headteacher and the Governing body
4.3 Developing and maintaining an effective relationship with parents and carers
5. Managing the Organisation
5.1 Understanding the legal issues and guidance in relation to managing a school
5.2 Strategic financial planning, budgetary management and resource allocation
5.3 Using a range of evidence to support, monitor and evaluate performance
5.4 Understanding the accountabilities a school has and to whom

ROLE OF THE SENCO

The role of SENCO has changed considerably in recent years due to an increased number of initiatives in both primary and secondary phases of education. The role has never been easy to define and has always been open to interpretation. It is a role that has evolved within schools, based on the needs of the individuals within each establishment.

We have chosen the Head of School as the SENCO as it will be he/she who has overall responsibility for those pupils within the school in terms of their learning, their progress and their well being. In most special schools it is the Headteacher who has the main responsibility for this very important role. However, some of the responsibilities will be delegated to key staff depending on their position within the school particularly as the school grows to capacity.

An effective SENCO should have the following qualities:

- Personal impact and presence
- A positive response to change
- Energy, vigour and perseverance
- Self-confidence
- Enthusiasm
- Intellectual ability
- Reliability and integrity
- Commitment

Strategic direction and development

- Ensuring that all pupils, receive their full educational entitlement and have access to the whole curriculum
- Managing staff – other teaching staff and non teaching staff (Teaching Assistants) – this includes timetabling, delegation of tasks, advising, supporting and monitoring
- Managing Interventions and the development of alternative teaching strategies and individual programmes where necessary

- Strategic overview of SEN and Inclusion throughout the school including planning, policy writing, advising and supporting other staff. Where used this would also include writing of provision maps for individual /groups of pupils
- Preparing and managing statutory assessment paperwork
- Organising, attending, chairing and the administration of annual reviews (including writing the school's advice and the recommendation report)
- Meeting with parents and carers
- Preparing referrals and attending meetings with other outside agencies
- Managing the transition process
 - Tracking pupil progress using all available data and evidence
 - Initiating and carrying out assessments
 - Managing budget and resources including annual audit where this is necessary to secure additional funding from local authority
 - Leading CPD for all staff, governors and parents.
 - Contributing to Individual Education Plans

Supporting Teaching and Learning – particularly important for teaching staff from the mainstream school

- Acting as a role model for quality first teaching for all pupils
- Supporting staff in the differentiation of curriculum to ensure full access for all pupils- this includes working with staff on curriculum policies to ensure differentiation for each year group
- Implementing a variety of teaching styles to support the learning styles of individual pupils
- Providing support and training for all staff
- Monitoring class teachers, advising on and supporting their teaching and curriculum delivery
- Supporting a positive school ethos and celebrating achievement for all
- Supporting colleagues with behaviour issues through training, in class support and strategies for classroom management
- Analysing data to ensure that teaching and learning is effective
- Providing support and training (where necessary) for teachers to manage and work effectively with other adults.

Managing other adults

As Head of school all of the staff employed will be the responsibility of the Head of School

It is the SENCO's responsibility to ensure that resources and support are allocated and maintained to all those individual pupils who may need additional provision. There are many different kinds of support staff in our schools today: Teaching Assistants, Learning Mentors, Behaviour Support Staff and many others are working together to provide alternative provision for those pupils requiring additional support. The SENCO will manage these staff.

Staff need to feel part of a team, be given the opportunity to communicate with each other and feel that their contributions are worthwhile. The work of other adults needs to be reviewed regularly. In reviewing pupil progress and tracking achievement, SENCOs should review targeted support on a regular basis.

All staff should have very clear job descriptions and an annual review process of their work and role within the school. All staff should be trained and supported to ensure that they are providing the best quality support for all pupils. This may mean allowing planning and preparation time for all staff to discuss the best ways of working together within a classroom.

It is very important that parents are kept informed of any provision that is being made for their child. This can be effectively managed by ensuring that all staff who will be supporting the individual pupil meets with the parents and discusses the support they will be giving to their son/daughter.

Interpreting data to support pupil progress

There is a wide and diverse amount of data collected by schools, which is used in a variety of ways. SENCOs should be actively involved with the analysis of data for the whole school and in planning and intervention of those pupils not making expected progress.

They should:

- Know their school's data
- Track progress of all those pupils with special educational needs
- Plan appropriate interventions
- Monitor and review

The statutory collection of P Level data from summer 2007 and the introduction of RAISEonline should support this work.

A Programme of Change

To ensure the SENCO is able to carry out their role effectively and efficiently they need to be aware of and have regard to a number of important legislative documents that are currently part of the Government's programme of change.

- Disability Discrimination Act 1995
- SEN and Disability Act (SENDA) 2001
- SEN Code of Practice 2001
- Removing Barriers to Achievement
- Every Child Matters
- School Self-Evaluation – Ofsted Framework
- Local Authority Formula Funding – delegation to schools
- Five Year Strategy for Children and Learners
- Children Act 2004
- National Service Framework for Children young people and maternity services
- Ten year strategy for childcare
- Education and Inspections Act 2006

The Government have acknowledged that SENCOs should be qualified teachers and part of the leadership team. – Head of School for the St. Marylebone Bridge School. It is a key role and the main focus for the SEN within the school. SENCO accreditation and the overall role will ensure that the management of SEN provision will have the status and authority in the school to impact directly upon policy and practice in teaching, learning, pupils' personal development (including behaviour management and care for pupils).

ROLE OF THE [REDACTED]

We propose [REDACTED] as the [REDACTED] of The St. Marylebone Bridge School because she has [REDACTED], has [REDACTED], is [REDACTED], and has [REDACTED]. As [REDACTED] she will facilitate and steer the cohesion of the new school with the mainstream school and the Teaching School; this cohesion is key to the smooth running and clear, focussed leadership of and integration between these three establishments

██████████: biography

██████████. ██████████.

██████████. ██████████. ██████████.

██████████. ██████████.

At present ██████████, ██████████ and ██████████. She also ██████████.

Ofsted 2007

“St Marylebone is an extraordinary school because not only do students feel a profound sense of security and well-being and achieve exceptionally high academic standards, but staff also flourish as well. Its sense of community is deeply felt by everyone connected with the school. This creates an atmosphere where both students and adults feel that they really belong, and where everyone can be successful.

“The school is outstanding in every respect. This is due in no small part to an exceptionally talented ██████████ who is driven by a strong sense of Christian duty to ensure that nobody is left behind, either in their academic or personal development. She has ensured that the high standards apparent across all areas of the schools' work at the last inspection have continued to improve. She has a keen sense of the strategic direction of the school, and high expectations of herself and everyone else in the school community. Students rightly regard her extremely highly. They report that she knows all their names and that when she talks to them it is a 'personalised conversation'.”

Recruitment of high quality members of staff:

Were our bid to be successful, recruitment for all the roles in the proposed STAFFING STRUCTURE required for Year 1 will begin immediately (see BUILD-UP of STAFF YEAR 1). Job specifications will be written and advertisements placed on the school website and in the Times Educational Supplement. Roles required in the second year of operation (see BUILD-UP of STAFF YEAR 2) will commence in Year 1 of operation, with the important participation of the newly-recruited Head of School and Lead English and Mathematics teachers. Roles required to bring the school into full operational capacity in its third year will be recruited in Year 2 of operation (see BUILD-UP of STAFF YEAR 3).

The St. Marylebone School is well known and attracts a high calibre of teaching and support staff. This is a standard we would expect to maintain in recruitment and retention of staff for the Special School. All posts will be recruited according to rigorous criteria: we will use our current recruitment practice which is underlined by safeguarding legislation and entails a careful evaluation of candidates' skills, aptitude and ethos. The panel for interviews will comprise members of the steering group; questions will be planned to ensure we recruit according to Safe Recruitment procedures and that we recruit high calibre people offering:

- Suitable qualifications and (where appropriate) subject specialism
- SEN expertise, training and experience
- drive to raise standards
- flexibility and creativity
- community-spirit
- a genuine interest in improving outcomes for young people.

Aim and Objectives

- to ensure that the safeguarding and welfare of children and young people occurs at each stage of the process;
- to ensure a consistent and equitable approach to the appointment of all school based staff;
- to ensure all relevant equal opportunities legislation is adhered to and that appointees are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, sexual orientation;
- to ensure the most cost effective use is made of resources in the recruitment and selection process.

Principles

- all applicants will receive fair treatment and a high quality service;
- the job description and person specification are essential tools and will be used throughout the process;
- employees will be recruited on the knowledge, experience and skills needed for the job;
- selection should be carried out by a panel with at least two members. At least one panel member should have received Safer Recruitment training;
- selection should be based on a minimum of completed application form, shortlisting and interview;
- monitoring and evaluation are essential for assessing the effectiveness of the process;
- all posts will normally be advertised;
- the Disability Discrimination Act (DDA) makes it a requirement to make reasonable adjustment to the recruitment process if an applicant makes the employer aware that they have a disability. This applies to the entire recruitment process, from advertisement to

appointment.

Equal Opportunities

The School will be committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, sexual orientation. The School acknowledges that unfair discrimination can arise on occasion and therefore will ensure that the Equal Opportunities Policy is the foundation for all its activities.

Pre-recruitment Process

The objective of the recruitment process is to attract, select and retain staff who will successfully and positively contribute to the future development of the school. The first experience an individual has is important, therefore the experience should be positive and all those responsible for recruiting should:

- leave a positive image with unsuccessful applicants who may currently be involved in the school or customers of the LA or future employees;
- give successful applicants a clear understanding of the post and what is expected of them;
- reduce the risk of a bad selection decision that can be expensive and may cause line management problems in the future or may not meet our commitment to safeguard children.

Application Form

A standard application form should be used to obtain a common set of core data from all applicants.

Job Description and Person Specification

An accurate job description is required for all posts. A person specification is a profile of the necessary requirements for the post.

References

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They should always be sought and obtained directly from the referee. Ideally, references should be sought on all short listed candidates, including internal ones, and should be obtained before interview so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview. One reference should be from the candidate's most recent employer and in the case of those working in a school this should be from the Headteacher.

Interviews

The interview should assess the merits of each candidate against the job requirements, and explore their suitability to work with children. The selection process for people who will work with children should always include a face-to-face interview even if there is only one candidate.

Interview Panel

A minimum of two interviewers will form the interviewing panel, but preferably three. For appointments to the Senior Management Team the interview panel should include a governor. Governors may be invited to be on the interview panel for other posts where appropriate.

The members of the panel should: have the necessary authority to make decisions about appointments; be appropriately trained (one member of the interview panel should have

undertaken training 'Safer Recruitment' training); meet before the interviews to:

- reach a consensus about the required standard for the job to which they are appointing;
- consider the issues to be explored with each candidate and who on the panel will ask about each of those; agree their assessment criteria in accordance with the person specification.

Where a candidate is known personally to a member of the selection panel it should be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

Scope of the Interview

In addition to assessing and evaluating the applicant's suitability for the particular post, the interview panel should also explore:

the candidate's attitude toward children and young people;
his/her ability to support the authority/establishment's agenda for safeguarding and promoting the welfare of children; gaps in the candidate's employment history;
concerns or discrepancies arising from the information provided by the candidate and/or a referee; and, ask the candidate if they wish to declare anything in light of the requirement for a CRB check.

If, for whatever reason, references are not obtained before the interview, the candidate should also be asked at interview if there is anything s/he wishes to declare/discuss in light of the questions that have been (or will be) put to his/her referees.

F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school

Governors & Committees:

The Academy Trust already has a Board of Governors in place. On creation of a Special Free School, to be operated by the same Academy Trust, those Governors would form a Board of Governors for the mainstream school only. They meet regularly and work closely with the Headteacher and the staff to formulate the mainstream school's aims and policies and to oversee the efficient running of that school.

The Governors work in partnership with the London Diocesan Board for Schools and have particular responsibility for:

- Setting aims and planning for the future of the school
- Agreeing targets to raise standards of achievement
- Ensuring the curriculum for the school promotes the spiritual, moral, cultural, mental and physical development of the pupils
- Managing the school budget by providing the head teacher with guidance, setting priorities and budget monitoring
- Staffing issues, including appointing the head teacher and other staff and determining salaries
- Deciding the school's policies on issues including admission
- Making sure all pupils have equal opportunities within the school and providing for pupils with special educational needs
- Ensuring there is a high standard of maintenance of the school's premises
- Dealing with complaints about the school
- Raising funds through the annual voluntary maintenance contributions from parents
-

There are twenty three Governor places which include foundation governors, elected parent governors, staff governors, and local authority governors (see below for a full list). In addition to the six meetings of the full governing body each academic year, there are also regular meetings of the three main committees:

- Staffing and Management
- Curriculum and Pupils
- Finance and Premises

[Redacted]

[Redacted]
[Redacted]
([Redacted])
[Redacted]

[Redacted]

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

[Redacted]
[Redacted]
[Redacted]
[Redacted]
([Redacted])
[Redacted]
[Redacted]
[Redacted]
[Redacted]

Other [Redacted]

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

[Redacted]
[Redacted]

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

The Special Free School will have its own Board of Governors, members of which may also be Governors of the mainstream school. However the Special Free School will also ensure that there is specific representation from Teachers, Support Staff and Elected Parents from within its own community.

Having members who are governors of both schools will aid consistency of purpose and ethos. Both schools will ultimately be controlled by the Board of Directors of the Academy Trust. Whilst representing the members of the Academy Trust, they will also ensure that there is consistency in dealings with both schools so as to mirror in the Special Free School those aspects that have created a mainstream school of excellent reputation. Just as importantly they will ensure that both schools complement each other in terms of offering and delivery.

This bid has the full support of existing Governors, many of whom are passionate about SEN provision, and we are aware that a number of them will be keen to get involved in the governance of the Special Free School

In terms of the Committees, 'Staffing and Management' and 'Finance & Premises' will represent both schools given that the sharing of resources is key to this bid and consideration of both schools will be necessary when decisions are made. It is deemed appropriate to operate separate 'Curriculum and Pupils' committees for each school given that issues to be tackled within the Special School are likely to be quite different to those within the mainstream school.

Schemes of Delegation will be created, to allow the Board of Directors to grant powers to the boards of Governors and other sub-committees.

There follows an organisational chart setting out how the governance structure might look. The exact make up of the individual Boards of Governors (i.e. how many Directors are also on the Boards of Governors), will depend on the schemes of delegation that are set up. Professional legal advice will be taken in this regard.



Commentary supporting the proposed Governance Organisational Chart shown above:

The subscribers and members of the existing Academy Trust Company will remain the same as they are currently.

The existing Academy Trust Company will continue but it will operate The St Marylebone Bridge School as well as the existing mainstream school and the existing Teaching School. It is possible that the name of the Academy Trust Company might change so as to differentiate the company from the schools that it will operate.

Currently all Governors of the existing mainstream school are also Directors of the Academy Trust Company. However, when the Academy Trust Company is operating both the mainstream and special schools, it is unlikely that all Governors will also be Directors of the Company. It is envisaged that the foundation governors of the existing mainstream school and the Executive Headteacher will form the Board of Directors, exercising control over all schools.

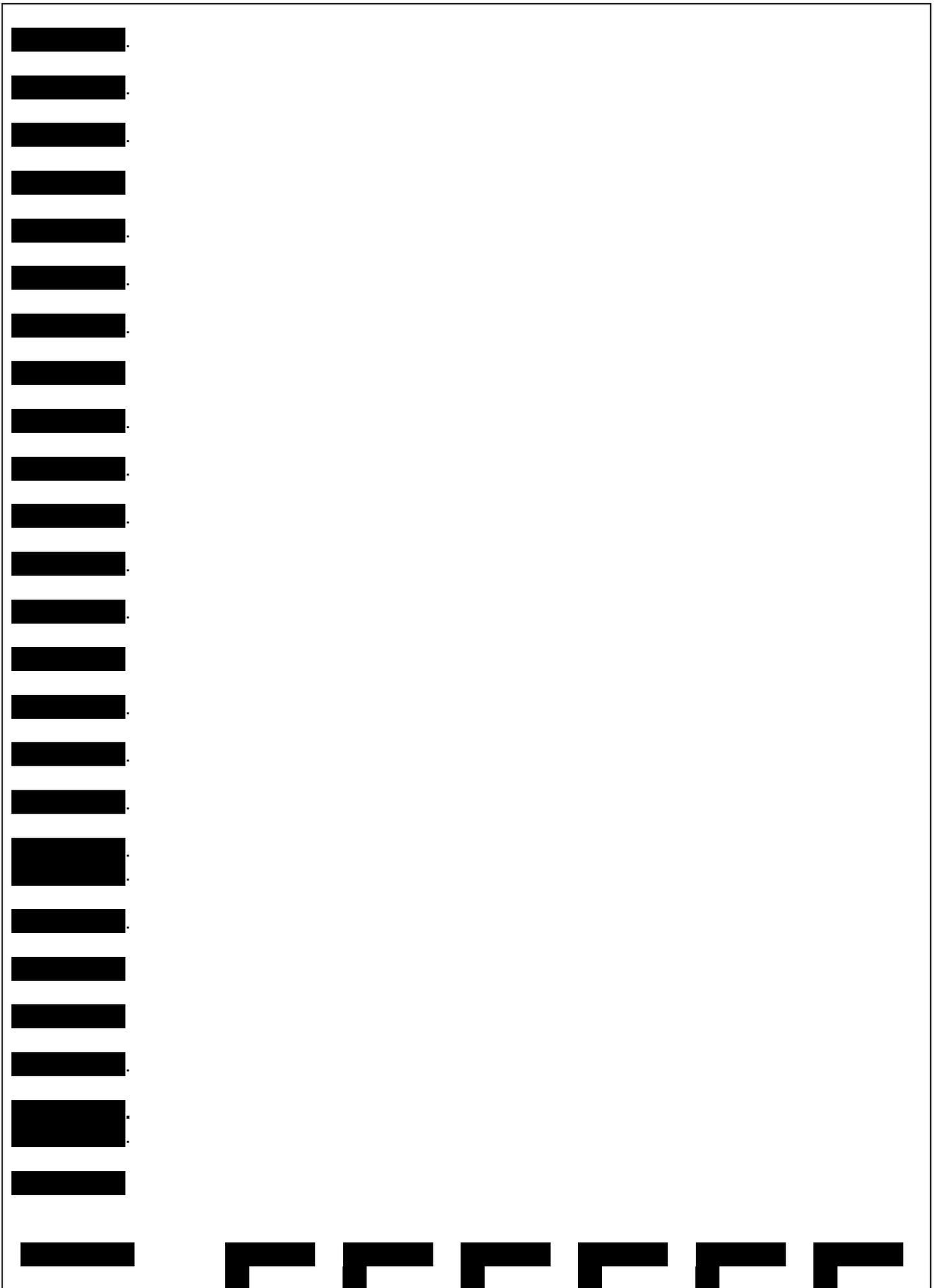
The existing Board of Governors of the mainstream school may remain the same, as depicted in the chart above, being made up of a combination of foundation governors (with Director responsibility) and other representatives (of Westminster City Council, parents, teachers, support staff and the local community). However it is possible that those who are Directors of the Academy Trust Company may not need to be on the Board of Governors. As directors, they will have a right to attend the meetings of the Board of Governors.

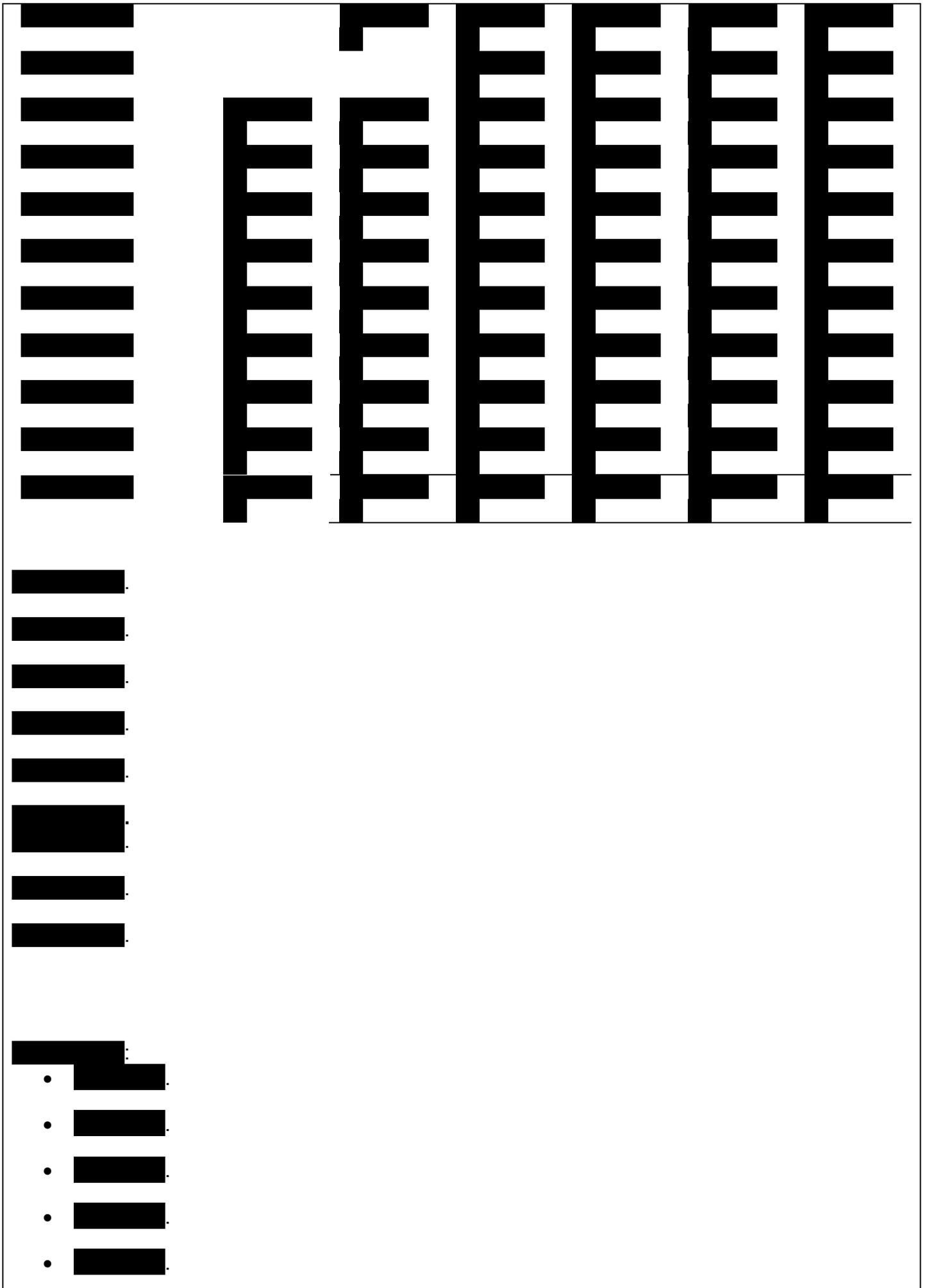
The proposed Board of Governors of the Special Free School will be made up of a combination of foundation governors (with Director responsibility) and other representatives (of Westminster City Council, parents, teachers, support staff and the local community). However it is also possible that those who are directors of the Academy Trust Company may not need to be on the Board of Governors. As Directors, they will have a right to attend the meetings of the Board of Governors.

The existence of a Board of Directors, controlling all schools, may mean that a fewer number of Governors is required for each individual school.

The [REDACTED] ([REDACTED]) may also have ex-officio roles on their respective Board of Governors. The Head of the Teaching School may have an ex-officio role on both Boards of Governors.

Schemes of Delegation will be created, to allow the Board of Directors to grant powers to the Boards of Governors and other sub-committees. A draft **Scheme of Delegation** has already been prepared, with input from [REDACTED], and a copy is attached as an Appendix to this bid (appendix F). The document provides a great amount of detail as to the interaction between, and the powers of, the members, directors, governors and other key roles. In particular, it explains how conflicts of interest will be dealt with and how independent challenge will be provided to those with executive functions.





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

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Section H: Premises

Please refer to pages 29-31 of the 'How to Apply' guidance for what should be included in this section.

We have made clear throughout this bid that close linkage with the mainstream school is essential in order to benefit from the efficiencies afforded by the sharing of resources, and also to benefit from the expertise that exists within the mainstream school (a National Teaching School). Proximity to the mainstream school is therefore key to achieving this.

For this reason, our preference is to locate the Special School in, and directly around the existing mainstream school although we would be open to consideration of alternative solutions should that be necessary.

██████████

This is a large ██████████ located ██████████. The site is owned by Westminster City Council who have produced a Planning and Development brief on the site. Westminster regards an "education use on part, or the entire site as an appropriate land use". We have registered our interest in obtaining part of the site as a location for the Free Special School. It is possible that the provision of an educational element to the development site will be provided by the ultimate developer by way of a section 106 obligation.

Below is the latest planning brief on ██████████. For the history of the site and the case for educational use, see page 17 - 18

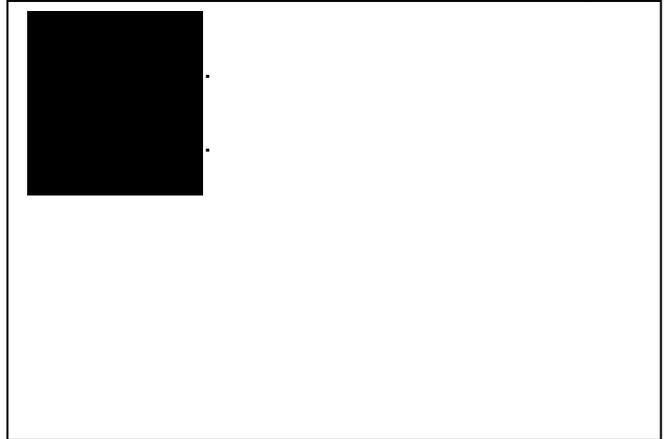
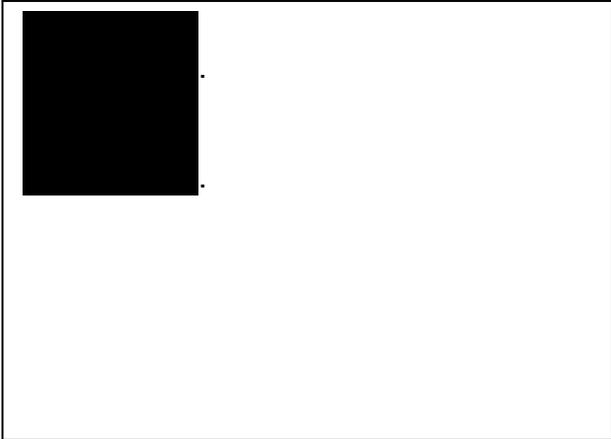
██████████

The sites of St. Marylebone CE School (mainsite and ██████████ site) and the proposed / potential ██████████ is shown on this map. Since 2008, St. Marylebone pupils have been walking between sites A and B in timely, safe, fashion, escorted by staff, to get to and from lessons (see next page).

██████████

██████████

Routes with pupils to and from [REDACTED]



Parish Church of St Marylebone

The mainstream school has very close links with the [REDACTED] St Marylebone Parish Church, [REDACTED], [REDACTED], [REDACTED]. The Church has potential to develop and extend the eastern elevation by undertaking straight forward excavation works, effectively extending the lower ground level of the building. They have already completed a similar exercise on the western elevation, creating a significant amount of space without impacting on the character of the area. It is envisaged that this development, under 20m from the mainstream school on [REDACTED], could form the heart of the Special School with additional facilities being available as outlined below.

The proposed development has the support of the Rector of St Marylebone, with Holy Trinity St Marylebone and the London Diocesan Board for Schools, subject to further investigation. The Rector would be the Freeholder and the site would be available as soon as it is built subject to LA planning and the granting of Ecclesiastical Faculty. If used, the site will be occupied under licence granted by a further Faculty.

[Redacted]

St. Marylebone Parish Church

[Redacted] London [Redacted]

Tel: [Redacted] Fax: [Redacted]

Mobile: [Redacted]

e-mail: [Redacted]

website: [Redacted]

[Redacted]
[Redacted]

10th February 2012

[Redacted],
[Redacted]

The St Marylebone School
London

Dear [Redacted],

As [Redacted], and [Redacted], I write to give my full support to the proposals to site a new Free School on [Redacted], namely the site lying to [Redacted] of St Marylebone Parish Church [Redacted] to the Church Garden.

The use of the site will be subject to permissions to be granted by the ecclesiastical and civil authorities.

Any buildings erected on this site will be subject to a further Licence to Occupy granted under the Faculty Jurisdiction of the Ecclesiastical Exemption Measure and administered on [Redacted] by the Diocesan Advisory Committee and the Diocese of London and with the goodwill of the Parochial Church Council of St. Marylebone with Holy Trinity, St Marylebone.

I very much hope that the bid will be supported by Westminster City Council and the Department for Education.

Yours sincerely,

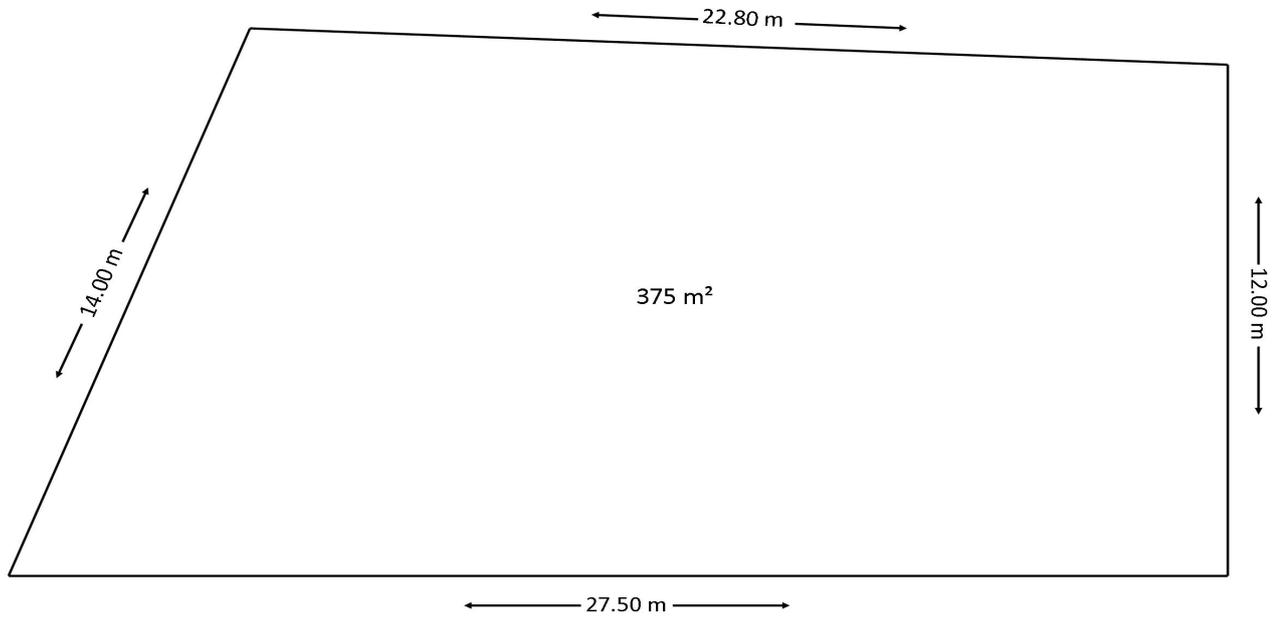
[Redacted]
[Redacted]

[Redacted], [Redacted]
[Redacted]
[Redacted], [Redacted], [Redacted], [Redacted], [Redacted] and [Redacted]
[Redacted]

Registered Charity No: 1129435

MEASUREMENTS OF SITE AT ST MARYLEBONE PARISH CHURCH

LONDON



██████████:

██████████, ██████████, who has ██████████, estimates that the capital investment, with fitting-out costs included, will be ██████████. See the letter of support for the building work from ██████████ below:

[REDACTED]

Direct line [REDACTED]
Email: [REDACTED]

The Diocese of London
Board for Schools

London [REDACTED]

[REDACTED]
St Marylebone Church of England School
[REDACTED]
London [REDACTED]

20th February 2012

Dear [REDACTED],

Proposal to set up St Marylebone Bridge Academy - a special free school

The London Diocesan Board for Schools is delighted to support St Marylebone Church of England School in setting up a school to cater for the growing number of young people in Westminster with special needs.

We are excited that you might be able to use the space [REDACTED] the Church which is underused and would enable the Special School to tap into the many facilities that the Church and St Marylebone School can offer. There should be considerable benefits financial and educational by locating the new school [REDACTED] the existing Academy.

Yours sincerely

[REDACTED]

SITE PLAN- ST MARYLEBONE PARISH CHURCH



Use of Mainstream School Premises:

The mainstream school currently has a lease of premises at [REDACTED], [REDACTED] [REDACTED]. This is currently used as a [REDACTED] and would be ideally suited for use by the Special Free School. The premises are located [REDACTED] at [REDACTED], [REDACTED] [REDACTED].

The mainstream Sixth Form occupies premises at [REDACTED], [REDACTED] [REDACTED]. Again there is scope to use classrooms here for [REDACTED].

The following mainstream facilities at [REDACTED] would also be available to the Special School at scheduled times:

- Sports Hall
- Dance Studios
- Theatre
- Playground

Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

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Department for
Education