

The Blue Tangerine Federation  
Specialist and Special Educational Needs Schools

# Three Year Strategy

2021-2024



## Our Federation Vision:

*Our vision is a world where people with learning disabilities and mental health difficulties thrive*

## Our Federation's values are:

- Worth – *Ensuring everyone knows they have positive worth and value as active participants in society*
- Respect – *We promote kindness, celebrate difference and seek understanding*
- Independence – *We support internal rewards from which to take on new challenges*
- Wellbeing – *We do not underestimate the power of our emotional literacy*
- Resilience – *We keep learning beyond barriers*

## Context for our Strategy

Young people starting employment now will work longer and change jobs more often – competing in what is an increasingly uncertain jobs market. Government statistics identify the vast majority of adults with SEND and/or complex mental health difficulties are not in employment. In competing with highly qualified peers (more than 50% of school leavers attend university) our curricula have to be relevant, purposeful and appropriate in securing employment opportunities for our leavers. Within and across our schools the young people's needs are incredibly diverse, requiring high levels of flexibility and creativity of the adults working with them to ensure curriculum breadth, work-related learning and the functional application of skills in addition to the rising confidence levels and self-esteem needed to effectively navigate the challenges of our mainstream world.

## Three Year Strategy Summary

- Adapt our curricula to better ensure our young people have success into adulthood
- Work collaboratively and creatively to secure quality-first teaching and learning



## In this rapidly changing world, we have identified two strategic priorities that will focus our drive on achieving our vision:

### 1. Adapt our curricula to better ensure our young people have success into adulthood

- In securing excellent progress in learning for young people, irrespective of needs or starting point, the curriculum will focus on relevance, purpose and the transitional skills required for individuals' success into adulthood and employability.
- Our partnerships with local, national and international organisations will be widened and maximized to create real work opportunities for our young people to gain every advantage in the Post-16 learning and work places of our mainstream world.
- Our environments require improved resourcing to facilitate the curricula and our high expectations.

### 2. Work collaboratively and creatively to secure quality-first teaching and learning

- Our rapidly changing cohort of children with complex SEND and mental health requires excellent CPD opportunities to extend staff knowledge, support and ensure quality-first teaching, innovation and relevance.
- Opportunities for outstanding teacher-led development practices within and across our schools can be enriched through existing specialisms of the adults working here along with the increase in online training available as one of the few positive outcomes of the pandemic.
- Clarity in whole school initiatives must be determined and shared.
- Work/activities must be evaluated for impact and discarded where necessary/ bolstered where proven effective to improve job satisfaction
- Improved use of research and the sharing of good practices must be captured to elevate our shared passion for improvement and impactful collaborative work.

### 3-year strategic plan *Our vision is a world where people with learning disabilities and mental health difficulties thrive*



| PLAN  |          | 2021/22  | 2022/23  | 2023/24  |
|---|----------|--|--|--|
| 1. Adapt our curricula to better ensure our young people have success into adulthood. | ACTION   | <i>To ensure Curriculum Pathways identify sequential steps of learning towards appropriate outcomes for our young people. To audit school leavers' experiences into and across adulthood for long-term tracking of the impact of their schooling.</i>                  | <i>To embed the curriculum and adaptations to assessments that ensure relevant outcomes including work-related accreditation.<br/><br/>To ensure resources match the curriculum needs and secured fundraising supports the acquisition of these.</i>   | <i>To evidence the impact of the curricula developments on individual's outcomes, suitability and onward adulthood requirements.</i>   |
|   | OUTCOME  | <ul style="list-style-type: none"> <li>We will have ensured each school's curriculum is clearly understood by staff, parents/carers and pupils and that Pathways are tested for their relevance, purposefulness and impact.</li> </ul>                                 | <ul style="list-style-type: none"> <li>We will have maintained and improved a high quality of education (measured by regulatory inspection results, pupil outcomes and stakeholder feedback).</li> <li>Environmental improvements will be evidenced as suitable and appropriate for the delivery of the curriculum.</li> </ul>               | <ul style="list-style-type: none"> <li>We will have made a demonstrable difference to people's lives (measured by evidence of outcomes and stakeholders' feedback).</li> <li>We will have developed our premises and our infrastructure will be evidenced as suitable for the needs of the organisation and its pupils (measured by accessibility audits, quality audits, outcomes and stakeholder feedback).</li> </ul> |
| 2. Work collaboratively and creatively to secure quality-first teaching and learning. | ACTIONS  | <i>To audit procedures, systems and activities that pupils and staff undertake over the course of the year and determine what is necessary, best practice and that no longer required. To ensure training is impactful on teachers and TA's work in the classroom.</i> | <i>To ensure collaboration between the schools will be extended to be inclusive, supportive and help secure standards in teaching and learning. To ensure work with our young people and their families around careers and employability skills is pertinent at different levels including EHCPs, where relevant.</i>                        | <i>To ensure teaching and Learning develops and improves, where staff feel valued for their collaborative input, sustainability of standards and procedures, whilst feeling supported to innovate.<br/><br/>To ensure work related learning is integral to our functional skills teaching and experiences for our young people.</i>  |
|   | OUTCOMES | <ul style="list-style-type: none"> <li>90% of teaching is very effective (Good or Outstanding.) That which is not has specific, measurable and focused interventions to rapidly improve.</li> </ul>  | <ul style="list-style-type: none"> <li>95% of teaching is very effective.</li> <li>100% of teachers and TAs are engaged in personalized CPD, with much work across the schools in the federation and beyond.</li> <li>Collaborations with partners on site with work-related learning will be an integral part of our provisions.</li> </ul> | <ul style="list-style-type: none"> <li>We will be an excellent place to work (measured by staffing levels, staff satisfaction, stakeholder feedback, enjoyment of school).</li> <li>We will have built a successful reputation with employers and industry to promote SEND (measured by brand, stakeholder and partnerships feedback)</li> </ul>   |

