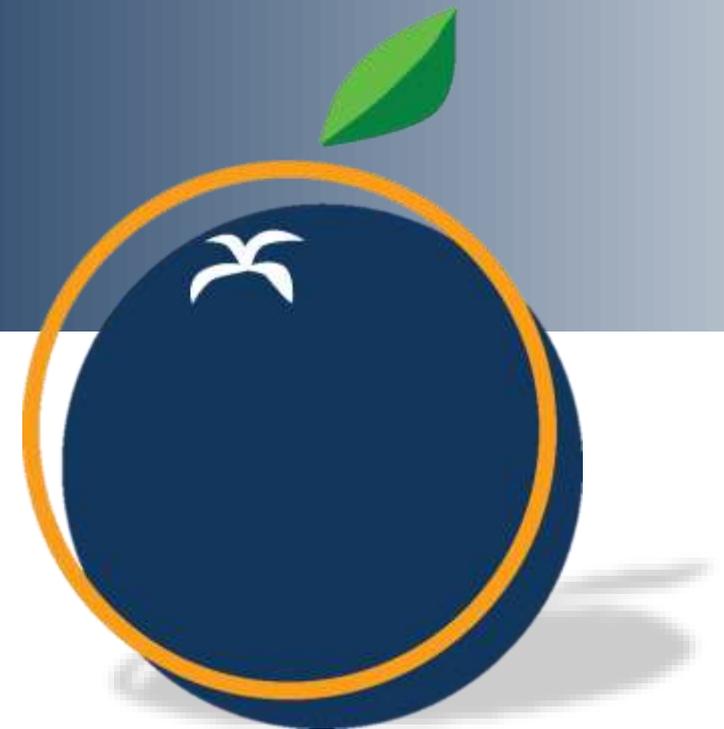


# The Blue Tangerine Federation

Specialist and Special Educational Needs Schools

## Vision

The Next 5 Years





# Five Year Vision: Summary

- Reduce unnecessary burdens on adults: free up staff to think creatively, be inspired and improve job satisfaction levels to impact on every aspect of our federation
- Improve training and teacher support to secure consistently effective pupil learning in light of the complexity of SEND needs changing
- Acquire appropriate funding to ensure children have access to resources, opportunities and experiences needed to embed self-esteem, improved skills and knowledge for adulthood in a mainstream world
- Develop and build partnerships to improve opportunities for work-related learning and functional skills

## **Strategic Objectives of the Federation**

- To achieve financial stability (measured by financial outturn)
- To maintain a high quality of education and further improve standards (measured by regulatory inspection results, pupil outcomes and stakeholder feedback)
- To build on our reputation with acknowledged strengths in SEND (measured by brand, stakeholder and partnerships feedback)
- To make a demonstrable difference to people's lives (measured by evidence of outcomes)
- To be an excellent place to work (measured by staffing levels, staff satisfaction, stakeholder feedback)
- To develop premises and an infrastructure suitable and sufficient for the needs of the organisation and its pupils (measured by accessibility audits, quality audits, outcomes and stakeholder feedback)

# Five Year Vision: Detail



## The Federation

Priority	What?	Why?	Benefits? - known & assumed	cost £	Funding source(s) £	School's Project Lead(s)	Comments
<b>Better Resources</b>							
	<b>Capital Improvements across 3 schools.</b>	Capital work is required to improve the quality of the three schools' provisions. HCC Capital Grant work at Collett (replacement of two portacabins). HCC Capital Grant work (tbc) to replace four portacabins and create Lower School – extending the provision at St Luke's by 20 pupils as part of the HCC SEND strategy.	Appropriate buildings that facilitate effective safeguarding and support the teaching of pupils with complex needs.	£4m	Capital Grant, fund-raising	SHA MS GL	HCC Capital Grant Bid secured at Collett Sum '20 TBC at St Luke's. Aut'20 Improvements at FHEC sum '20
	<b>Secure an increase in top-up funding relative to increased needs of the pupils placed in the schools.</b>	Evidenced by the schools and agreed through the HCC audit (Dec 2019) is the change in banded needs of pupils. Schools require appropriate funding to meet these needs – evidenced through SEMH and SLD provisions' funding to undertake safe and appropriate levels of staffing.	Increased training for staff. Specialist classroom equipment and resources.	Time	n/a	SHA MS JC PS HB	HCC review of St Luke's and FHEC banding Dec 2019.
	<b>Improved Cross-School working on operations.</b>	To streamline procedures in order to improve effectiveness, reduce bureaucracy and ensure greater time for analysis and moderation.	Strong and effective governance that supports schools to improve. Effective contracts providing services that improve the schools, not just sustain them.	Time	Sch.	MS SHA PS JC HB Bursars Office	IT server, website, contracts renegotiated.

Embedding a Learning Culture							
	<b>Increased collaborative working to successfully embed a learning culture.</b>	To tap into existing skills of the schools' workforce and have a voice. To ensure impactful CPD and Performance Appraisal in harmony with school improvement foci. High quality, relevant training that improves knowledge and skills for a changing cohort of pupils with more complex needs.	Curriculum pathways created through co-production; targeting pupils' needs and abilities. Reflective, specialist practitioners. Aspirational and inspiring Teacher-led Action Research to build increased job satisfaction.	Time	Sch.	SHA JC PS HB	Learning Culture Champion: KFA
	<b>Sustained High Quality Teaching and Support.</b>	Ensure effective staffing structures with clear lines of responsibility, to sustain monitoring and mentoring support with targeted training	Effective leaders with clear standards and pay grade expectations. Clearer recruitment, retention, induction and training programmes	Time INSET & Training costs	Sch.	SHA JC PS HB	
Data							
	<b>Improving the schools' use of data.</b>	To ensure we have accurate, appropriate, useful and informative data, understood by stakeholders as part of decision-making. GDPR compliance.	Unnecessary workloads reduced Data supports efficiency Understanding is improved by increased use of stakeholders.	Time, INSET, Training	Sch.	SHA MS	Switch from SIMS to Arbor June 2019. Planned new cross-school server Aug 2020.
Partnerships							
	<b>Develop sustained and proactive relationships for Work Experience</b>	To facilitate our pupils' partaking in adult working life to build skills, knowledge and experiences for successful engagement with working life post-16.	Each child experiences work and informs decision making. Parents supported to access post-16 life for their children with greater knowledge and reduced anxieties	£100K Time Travel Fees Insurances	Sch Volunteers Travel parents	Head of Outcomes: CW  SHA, GL, MS,	Partnerships Work Stream Champion: CW
	<b>Fundraising supports community partnerships</b>	Fundraising is used to prop up the school budgets. Fundraising is needed to support opportunities to improve the school in its community.	Fundraising will be for additional resources and community relationship building, not the basics.		Fundraising HCC, LA, SEN Team, Businesses	SHA, GL, MS, JC, PS, HB, CW	

	<b>Develop opportunities for pupils and community – on sites.</b>	Increase activities out of hours for SEND pupils and SEND mainstream pupils with their families; enhancing reputation of the schools.	Organisation partnerships on school sites will support access for our young people, increase learning opportunities and engage our community purposefully.	<b>Grants</b>			
	<b>Increase lettings and hirings.</b>	Income generation. Expansion of reputation as an excellent venue; community orientated and, specialist SEND centre through private therapies outside of school hours.	Dynamic, busy centre that is recognised as a positive space for therapeutic, physical and emotional improvement.	<b>Income generation</b>		MS, staff teams, Office, premises	
<b>Meeting Needs</b>							
	<b>Ensuring every child's needs are met earlier in their schooling.</b>	Some pupils' needs are not met early enough for improved progress later in their schooling. Need to fully audit and support complex needs through early intervention and sustained, effective teaching in the classroom.	Pupils' self-regulation improves. Pupils' metacognition is improved. Behaviours are reduced over time. Pupils engage with learning more successfully.	Time, Training, curriculum Increased additional support	Sch. OT, EP, SaLT	Heads of Schools, Outcomes Interventions, Depts, Teachers, TAs	Meeting Needs Work Stream Champion: AG
<b>Curriculum</b>							
	<b>Children are supported in learning and independence through a relevant, purposeful curriculum.</b>	Increased needs of pupils and more complex needs require more bespoke curricular. Development of subject areas of learning with re-focused teams to improve the provisions – working through pathways.	Children are exposed to new learning, whilst ensuring deeper learning of necessities in order to transition into adulthood successfully in our mainstream world.	Time, training, additional resources, IT		Head of Sch.,  Dept. leaders	

