



Woodlands Meed School Strategic Plan 2020 – 2023

Strap Line: “Building Unique Futures Together”

Woodlands Meed Mission: *To provide an excellent education, together with independence, life and employment skills for generic special needs learners from 2 – 19 years in the heart of the community.*

Woodlands Meed Vision: To become a nationally recognised best practice Generic Special Needs School with particular expertise in Autism and Communication

Core Values:

Students First - everything we do is in the interests of achieving the best possible outcome for our young people.

Aspiration – we are looking to provide the best possible opportunities for each individual.

Empowerment – we will provide the staff team with the training, support and facilities to enable us to achieve our vision

Strategic Approach

RESPECT	CHALLENGE	COLLABORATION
To ensure individual respect for each child	To ensure each child is challenged to achieve their potential in independence , life skills and academic achievement	To work collaboratively throughout all areas of the school and with parents and local community
For the child this means	For the child this means	For the child this means
<ul style="list-style-type: none"> • I know there is a team of people who care about me • I know there are people who will listen to me • I know I am valued, respected and understood 	<ul style="list-style-type: none"> • I know there is a team of people enabling me to learn and succeed 	<ul style="list-style-type: none"> • I know there is a team of people who understand me
For the staff this means	For the staff this means	For the staff this means
<ul style="list-style-type: none"> • Recognising the individual needs and strengths of each child 	<ul style="list-style-type: none"> • Planning and facilitating unique, enjoyable 	<ul style="list-style-type: none"> • Working with families and outside agencies

	opportunities to maximise learning and potential	to achieve the best for each child <ul style="list-style-type: none"> Ensuring opportunities from the wider community are utilised
For the parent this means	For the parent this means	For the parent this means
<ul style="list-style-type: none"> Knowing I can contact the school with fears and anxieties and that I will be supported Feeling confident that my child is safe, valued, understood and respected 	<ul style="list-style-type: none"> Knowing my child is being challenged to achieve to the best of their ability 	<ul style="list-style-type: none"> Working with the school and outside agencies to achieve the best for my child
For the governor this means	For the governor this means	For the governor this means
<ul style="list-style-type: none"> Ensuring that policies and procedures are in place to guarantee a safe and compliant school environment Endorsing decisions that are in the welfare interests of staff, parents and pupils Knowing that staff will welcome Governors into the school to further their knowledge 	<ul style="list-style-type: none"> Ensuring that resources are available and deployed for the best possible outcomes for pupils Ensuring that all employees of the school are accountable and maintain the highest values and ethics in their working practices Challenging the leadership team to ensure that the Woodlands Meed development plan supports the strategic priorities for Woodlands Meed 	<ul style="list-style-type: none"> Working with the wider school community for the benefit of the pupils and their families Working with the local authority, other stakeholders and businesses to maintain the excellent reputation of the school Working in partnership to promote and showcase Woodlands Meed in the SEN and wider community

Background:

Woodlands Meed is a Foundation Special School created in 2012. It was formed from the amalgamation of two special needs schools (Court Meadow and Newick House) and through this merger WSCC planned to provide a new single site generic through school.

A new school site with purpose built facilities was built for EYFS to KS3, however Key Stage 4 & 5 provision remains accommodated in the old 1974 prefabricated buildings of the closed Newick House School. These buildings, despite being re-furnished, do not provide a suitable environment or facilities to meet the needs of a generic SEND population and cannot provide a broad and balanced curriculum. The lack of facilities at the college site and reduced funding makes providing full PMLD service extremely difficult.

Designed for 230 pupils, it currently has over 260 pupils, from a large catchment area in West Sussex, together with out of county learners from Surrey, East Sussex, Brighton and beyond.

Woodlands Meed believe that attendance at the school from the very earliest opportunity undoubtedly gives pupils the best start, and WM should grow this provision. “The Earlier the Better”.

The school leadership team work to ensure that the core activity in KS 1- 5 is the best that can be achieved (subject to accommodation restrictions) – it was judged as continuing to be “Good” in the last Ofsted inspection in June 2018.

In KS4 and KS5 the curriculum is designed to prepare our young people for adulthood and maximise the benefit pupils can receive from their time at WM. As well as an academic curriculum - it includes Enterprise and Vocational elements, Independent Life & Living Skills, College link courses and a Government recognised Careers programme.

The key concern for parents is what will happen to their children once they leave the school environment - the college provides parents with support for this transition by facilitating access to a range of multi-disciplinary professionals and external care providers. We have a proven track record of ensuring all pupils leaving Woodlands Meed go into employment, further education or training. As a school and governing body, we believe in a post 19 provision but it is currently being constrained by the West Sussex Education policy.

WM has successfully developed a significant number of teachers through teacher training and school direct programme and supported their existing staff team through training for their own personal development and to ensure best practice, which can be shared with others.

Over 60% of our school population have Autism as their primary need. Since it was established the school has developed recognition for its skills and expertise and readiness to share these with local mainstream schools through the Meeds SEND Alliance, providing outreach support and a full training programme. The school and the Head support the Local Area Improvement and Inclusion Board (AIIB Area D).

The consequences of the status of the school as a Foundation School is not always fully appreciated. It is not currently the member of any federation and does not have a corporate sponsor.

Like all schools it is vulnerable to effective reductions in income as result of issues with education funding.

Strategic objectives to achieve our Vision:

1. Facilities

- a) To have a college site that is appropriate for and can meet the needs of a generic population and can fully support a broad and balanced curriculum.
- b) To develop an off- site enterprise offering work experience to KS4&5 offering these pupils a wider range of opportunities.

c) To expand the WM nursery and EYFS provision to be able to accept increased numbers of 2 – 5 yrs SEND pupils

d) To provide education, training and career opportunities exploring the possibility of working with external partners.

2. Full Curriculum & Work Life Skills

a) To deliver a full balanced curriculum at the college site without the necessity to bus pupils every day 2½miles back to school buildings.

c) To showcase the work related learning skills of WM pupils in order to be able to demonstrate to local employers they are suitable candidates for employment.

d) To review the balance and location of the keystage classes across the school and college campuses.

3. Working with the local community and organisations

a) To build links with the local business community to encourage local employment opportunities

b) To build and develop links with organisations which support access to work

c) To develop a partnership with a social housing group to ensure that pupils have greater opportunities for independent lives in the community of their choice.

d) To maintain the school Website as the “shop window” for the school. To ensure it effectively reflects the activities of the school and potential for co-operation. To provide a “go to “place for advice for parents and families.

e) To maintain our successful working relationships with a number of departments within West Sussex County Council.

4. Secure Future – Status & Finance

a) To ensure the governing body has the facts needed to make an informed choice about change of status if appropriate including options such as joining a federation or a special needs academy.

b) To review the Fundraising Business Plan to help meet short fall in funding and potentially allow the foundation status of the school to be supported by a financial supporter.

c) To support the “Worthless Campaign” to fight for fairer funding.

5. National Centre of Excellence

a) To build on the teacher development programme with support for all newly qualified teachers through the professional tutor role.

b) To ensure that all teaching is supported by best practice in assistive technology for learning.

c) To achieve “Autism Accreditation” and become a centre of excellence for Autism teaching and support.

d) The Meeds Send Alliance will develop a bank of IRIS resources/training/examples of good practice, to support SEND teaching across MSA schools.

Implementation

How we will implement our strategy including milestones and checking progress is included in the School Development Plan.