



**Woodlands Meed School Strategic Plan 2021 – 2024**

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"> <li>I know there is a team of people who care about me</li> <li>I know there are people who will listen to me</li> <li>I know I am valued, respected and understood</li> </ul> | <ul style="list-style-type: none"> <li>I know there is a team of people enabling me to learn and succeed</li> </ul>  | <ul style="list-style-type: none"> <li>I know there is a team of people who understand me</li> </ul>        |
| For the staff this means  | For the staff this means   | For the staff this means  |
| <ul style="list-style-type: none"> <li>Recognising the individual needs and strengths of each child</li> </ul>  | <ul style="list-style-type: none"> <li>Planning and facilitating unique, enjoyable</li> </ul>                        | <ul style="list-style-type: none"> <li>Working with staff team, families and outside agencies to</li> </ul> |

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

### 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.

As a foundation special school, the governing body owns the freehold of the land and is the staff employer.

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 progressive Careers programme, which meets the Gatsby Benchmarks.

A 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.

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 work in partnership with local business 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

## **2. Full Curriculum & Work Life Skills**

- a) To provide adequate facilities to deliver a broad and balanced curriculum on both sites, removing the necessity to bus pupils from the college to the school and other sites.
- b) To challenge misconceptions that employers may have about employing people with a learning disability by showcasing the work skills and abilities the Woodlands Meed students have.
- c) To review the balance and location of the keystage classes across the school and college campuses.
- d) To provide progressive and meaningful education, training and careers learning which include opportunities to learn from and work with employers and external partners.

## **3. Working with the local community and organisations**

- a) To engage and develop meaningful relationships with local employers who can support young adults with SEND to achieve their careers goals.
- b) To establish and maintain relationships with organisations and professionals who have the skills and knowledge of how to support young adults with SEND and/or who are autistic into paid employment, including Access to Work funding.
- 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, families and staff.
- e) To maintain our successful working relationships with a number of departments within West Sussex County Council.

## **4. Secure Future – Status & Finance**

- a) To maximise the benefits of being a foundation school.
- b) 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.
- c) 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.
- d) To support all efforts to fight for the best funding for special education.

## **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.