



Woodlands Meed Strategic Plan 2023 – 2026

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 be a nationally recognised best practice Generic Special Needs School with particular expertise in Autism, Communication and SEND careers education.

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 staff team, families and outside agencies to

	opportunities to maximise learning and potential	achieve the best outcomes 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 pupils, parents and staff 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 to promote and showcase Woodlands Meed in the SEN and wider community

Background:

1. 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.

2. A new school site with purpose-built facilities was built for EYFS to KS3. The old Key Stage 4 & 5 accommodation is currently being replaced with provision which now meets minimum basic standards for a SEND population of 100 pupils, and will permit the school to provide a broad and balanced curriculum for Key Stage 4 & 5. The new facilities will enable a complete review of PMLD provision.

3. 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.

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

5. The school leadership team work to ensure that the core activity in KS 1- 5 is the best that can be achieved – it was judged as continuing to be "Good" in the last Ofsted inspection in June 2018. In 2022 the school was assessed as a Category 1 System Leader by West Sussex County Council.

6. 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 Woodlands Meed. 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 all the Gatsby Benchmarks.

7. 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.

8. Woodlands Meed 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.

9. 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 supports the Local Area Improvement and Inclusion Board (AIIB Area D), and the head is on the AIIB board.

10. The consequences of the status of the school as a Foundation School are not always fully appreciated. It was, however, set up without the benefit of a foundation. It is not currently the member of any federation and does not have a corporate sponsor.

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

12. Woodlands Meed constantly reviews policy changes in Education and assesses how they may impact on the governance of the school and college.

Strategic objectives to achieve our Vision:

1. Full Curriculum & Work Life Skills

- a) To ensure the new college building provides adequate facilities to deliver a broad and balanced curriculum.
- b) To ensure that the Early Years curriculum (including Complex Needs) provides the best possible basis for pupil development.
- c) To review the balance and location of the EYFS, key stage and PMLD classes across the school and college campuses.
- d) To demonstrate the value and benefits of employing people with a learning disability by showcasing the work skills and abilities of Woodlands Meed students. Align with and contribute to careers initiatives developed by Local Authorities and DfE.
- e) To ensure that school leavers are equipped as fully as possible for their future educational and life needs beyond Woodlands Meed.

2. Facilities

- a) To ensure that the new college site will be 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 ensure that the school and the provision in the new college building meet Government Digital and Technology Standards in Schools. To ensure pupils have access to the most up to date technology that is appropriate for their needs, and that the staff team are proficient in the use of this technology to best support pupil learning.
- d) To work towards becoming a carbon-neutral organisation by 2030.

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 (or other relevant) 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 a compliant 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.

f) To collaborate and develop relationships with other special schools to improve leadership, teaching and learning, and governance.

4. Secure Future – Status & Finance

a) To maximise the benefits of being a foundation school.

b) To review the potential impact on the school of government policy and to ensure the governing body has the facts needed to make an informed choice about change of status, taking into account current government consultation papers.

b) To review the Fundraising Business Plan to help meet the short fall in funding and allow for curriculum developments.

c) To support all efforts to fight for the best funding for special education.

5. Best Practice

a) To build on the teacher development programme with support for all Early Careers Teachers (ECTs) through the professional tutor role.

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

c) To ensure Woodlands Meed continues to be recognised as an exemplar of outstanding practice in Autism teaching.

d) To ensure Woodlands Meed will be recognised as an example of outstanding practice in the ‘Total Communication’ teaching approach.

e) To ensure Woodlands Meed is recognised as an outstanding SEND practitioner. The Meeds Send Alliance will develop a bank of IRIS resources/training/examples of good practice, to support SEND teaching across MSA schools.

f) To ensure Woodlands Meed is recognised as an example of outstanding practice in SEND careers education.

6. Diversity

a) To ensure that Woodlands is one that respects and includes everyone regardless of their gender or gender reassignment; marital status (including civil partnership); sexual orientation; race, language, ethnic or national origins and nationality (including citizenship); religious belief; disability and / or medical conditions; age; whether they have dependants; trade union membership status and activity or political views/affiliations.

b) To deploy a diverse workforce and governing body, auditing our own policies, processes and practices.

Implementation

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