

The Blue Tangerine Federation

Specialist and Special Educational Needs Schools

Vision

The Next 5 Years



Five Year Vision: Summary

- Improve and develop our curricular in light of the complexity of SEND needs changing
- Acquire better funding for the significantly higher needs of pupils placed in our schools
- Ensure children have access to the best resources, opportunities and experiences to embed self-esteem and improved skills and knowledge for adulthood
- Build new structures to improve opportunities for work-related learning and functional skills
- 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





The Blue Tangerine Federation of Specialist and Special Educational Needs Schools

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| Capital Improvements across 3 schools. | Re-new, replenish and build capital projects to improve quality of provision, access to learning and sustainable improvements for the pupils and staff to deliver these. |
| Securing an increase in top-up funding relative to the increased needs of the pupils placed in the schools. | Move from being the lowest funded special schools in county to having appropriate funding for the complex needs pupils placed in our settings |
| Improved Cross-School working on operations. | To streamline procedures in order to improve effectiveness, reduce work and ensure greater time for analysis and moderation, sharing best practices. |
| Increased collaborative working to successfully embed a learning culture. | To further improve the quality of our teaching and learning through impactful CPD and Performance Appraisal that ensures staff investigations and efforts are in harmony with school improvement foci and improve opportunities and outcomes for individuals. |
| Sustained High Quality Teaching and Support; <i>reviewed with colleagues in an embedded culture of collaboration.</i> | To increase knowledge and skills of the workforce as the needs of the schools' clientele changes with clear recruitment, retention, induction and training programmes. |
| Improving the schools' use of data. | To ensure we have accurate, appropriate, useful and informative data, understood by stakeholders as part of decision-making. |
| Develop sustained and proactive relationships for pupils to experience the world of work. | Enabling our pupils to take part in adult working life; building skills, knowledge and experiences for successful engagement with working life post-16. |
| Fundraising supports priority needs and community partnerships. | With appropriate funding, our fundraising will move from essentials funding to supporting growth projects – working with community partnerships for the benefit of our pupils. |
| Develop opportunities for pupils and community – on sites. | Increase activities out of hours for young people with SEND and their families; enhancing the reputation of the schools and potentially providing revenue sources to invest in further development. |
| Occupational Therapy, SaLT and Sensory Therapies increased. | Outside of school hours – working with NHS and private providers to ensure better access to therapies that improve our young people's access to learning and activities. |
| Increase lettings and hirings. | Income generation which also expands the reputation of the schools. |
| Ensuring every child's needs are met earlier in their schooling. | Some pupils' needs are secondary and are not met early enough for improved progress later in their schooling. Auditing and planning provisions for pupils with particularly complex needs through earlier testing and sustained interventions and securing therapeutic support will support earlier meeting of children's needs. |
| Children are supported in learning and independence through a relevant, purposeful curriculum. | Potential freedoms of the new 2019 Ofsted framework supports the schools' development of unique curricular to meet the increased needs of pupils. |



St Luke's School

Essential Works

- New Build: 3 classrooms and sensory needs teaching spaces
- Rebuild of toilets and Shower Rooms
- Plumbing, heating, radiators replaced
- Information technology for pupils and staff
- Lower School Playground creation
- Safeguarding: Blinds for lock-down procedures
- Safeguarding Technology: Visual alarms for evacuation, Walkie-talkies for every classroom (24)
- Server replacement and improved access for all three schools
- Creation of Sensory Suite of Rooms
- Library - IT, visualizers, new books
- Medical Station

Medium Priority Works

- Quad redevelopment as learning space
- Acoustic improvements in sports hall
- Flat roof replacement on Main School Block and 2-story block
- ASD friendly lighting
- Minibus replacement
- New front entrance
- Sensory Garden adaptations for access and security
- Pathway and car park lighting

Development of the School

- Adaptation of Sensory Building to Sports Gym
- Refurbishment of 2-bed life skills house
- Creation of all-weather pitch on playground
- Horticulture Polytunnels for commercial growing - work-related learning.
- Additional car parking creation

- Public accessed bespoke café for work-related learning on site
- Public accessible bespoke artisan workshops and retail venue in café
- Access: Creation of roadway



The Collett School

An overview of the priorities of development for The Collett School:

- Toilets and shower rooms across the school
- IT equipment for pupils and staff
- Upper School playground improvements
- Rebuild of porta-cabin classrooms for pupils' needs
- Server replacement
- New Block new roof
- Safeguarding measures – blinds for lockdown, walkie-talkies, fencing around woodland areas, window vision panels on all doors
- Library replacement books and IT to support reading
- Car parking resurfacing
- ASD friendly lighting across the school
- Minibus replacement
- ASD Blue Room Sensory collaboration with NHS