

Building Schools for the Future



**A Strategy for
Change –**

**Turning Vision
into Reality**

Section 1: Vision and ethos statement for learners and the community

- Our vision for the future development of CNMSS is specified in 'The 8Ps – Designing the New Model Special School', a document co-authored by the school and Essex LA which sets out a transformational vision for the future of a new model of special school with the child and family at the centre and fully integrated partner agency services.
- The Chelmsford New Model Special School (CNMSS) vision raises aspirations for the outcomes that young people with disabilities could achieve rather than being constrained by the present organisation of provision and services.
- The desired outcome is that young people of all levels of disability leaving CNMSS will lead a socially inclusive and fulfilling adult life. In this way CNMSS has shifted its vision to outcomes for its learners and recognises individual hopes and aspirations.
- The CNMSS vision is for a separate school for learners aged 3-13 and a college for 14-19 year olds in order to ensure that children with disabilities have the same rites of passage as other children.
- CNMSS's vision for innovative age-appropriate environments and curricula encompass statutory requirements and foster the development of Key Skills – developing all aspects of a child's learning.
- CNMSS aims to support parents/carers and the community to be educators and supporters of our young people now, and in their future lives by making the child and the family the centre of all practice – education is not something which a child has to fit into – at CNMSS we will alter our practice and our services to meet the needs of each individual – we aspire to a truly personalised learning for life experience.
- Each CNMSS student will have an individual learning pathway defined and reviewed as part of a unified and person centred plan supported by the school, family and partner agencies.
- Each CNMSS student and their family will be supported by a designated keyworker.

Section 2: School Context

- CNMSS is a 'hard' federation of two schools (Hayward and Woodlands) with a single governing body and an overall Chief Executive.
- The two schools will have amalgamated before the commencement of building projects, though the Chief Executive and Governing Body are charged and able to make decisions on behalf of the combined school community.
- In securing vision for the future of the schools as specified in 'The 8Ps' the decision was made initially to federate. The federation arrangement allows us to carry out the transformational work needed whilst remaining focussed on learner outcomes. Had we opted for amalgamation straight away our attention would have been drawn to HR issues and diverted from our core purpose. Our intention is to achieve transformation without being diverted from learning outcomes and when we amalgamate in 2008 the process will not involve the usual 'fall-out' or culture shock.
- Fundamentally the schools have federated and will amalgamate because there is strength in partnership. We know that in order to secure our compelling vision for our learners we need to bring the best practice from both schools together. The Federation enhances our capacity, increases flexibility and gives us greater influence to secure the vision.
- All learners and young people in the schools have statements of special educational need except a few learners in the foundation stage who are undergoing statutory assessments.
- The age range is from 3 – 19.
- The school serves the Chelmsford and Maldon council areas and Mid-Essex PCT area. This area is in the lowest quartile in Index of Deprivation regionally and nationally.
- Learners attending the CNMSS are in the 1% of young people with the greatest special educational needs in the Country.

- Care demands placed upon parents / carers restrict employment possibilities and hence income, formal and informal childcare, and the rigours of travel restrict domestic living – we seek to enhance the lives of both children and their families by providing a range of extended services such as Keyworking. Our ability to offer these services is enhanced by our Federated status.
- The roll of the school has been agreed with Essex LA as 240.

Section 3: Adding value- Key Objectives to transform education, supported by BSF

4 Key Points:

1. Learning is central – successful learning will mean that young people can function well in a variety of contexts and as a consequence the school will support learning in the home and in the community settings that will feature in their lives.
2. Education, particularly for older students will often need to take place outside of the school boundaries.
3. At the centre of this process will be a unified learning plan that will bind together elements drawn from different disciplines and agencies towards a common end of the students' self-efficacy.
4. The CNMSS model takes learning as its primary purpose. The curricula, however, will be defined in the broadest sense to cover social, moral, physical and educational needs. To achieve the longer term aim of inclusion in society the curricula will seek to ensure that young people have their own aims, are aware of their needs and have the skills to make themselves active agents in their adult lives.

Personalising Learning

- Developing a culture where CNMSS staff see themselves as educators working in partnership with parents, community-based and partner agency staff.
- Embedding and sharpening the person centred, unified planning process for every learner facilitated by the 'team around the child' concept.
- CNMSS will ensure that systems fit the child and not the other way around.
- Developing new Key Working roles that facilitate parental/carers participation in planning, home-school learning and social inclusion opportunities.
- Developing new Networker roles and a coaching model for community-based learning.
- Transforming learning environments through large virtual reality displays that will allow lifelike and real time rehearsal of key skills, and experiences for some students that would rarely be accessible in real life settings.
- Personalising technology for use in school, at home and in the community to assist student communication and help people the student may encounter on how best to interact with them.

14-19 and 19+

- Preparing students and developing a more consistent transitional pathway to socially inclusive living.
- Ensuring shared agency responsibility and effective partnerships to buttress a successful transition from formally designated 'education' to adult life.
- Developing a Community Learning Centre (19-25 provision) that is a focal point for planning, a launch pad & occasional base for young people as their future living and working arrangements become cemented. (CNMSS would like to explore the possible use of the Hayward site as a Community Learning Centre).

Every Child Matters & Extended Services

- Ensuring continuity and consistency through the year so as to support learning and the capacity of families to thrive in the face of challenging needs, through the provision of 52 week and 8-6 child care with workers, who are able to follow through with strategies and objectives in learners' unified plans.
- The provision of adequate spaces for individual and small group therapies and assessments, in suitable and dignified settings, and integrated multi-sensory spaces.

- Improving the wellbeing / mental health of young people with learning disabilities through proactive support for and planning with families and partner agency staff.
- Improving and maintaining the general health and fitness of young people with learning disabilities through an extended range of physical opportunities that are challenging and inspiring (e.g. canoeing with students with PMLD) but also serve as the foundation for a sustained long term interest.

Partnerships, inclusion & access

- CNMSS will secure partnerships with statutory and voluntary organisations to ensure that, collectively, there is a seamless continuum of provision for young people and their families within areas and localities e.g. respite care, vocational learning.
- CNMSS will ensure the visibility of students with severe and complex needs as fellow citizens and consumers through the co-use of facilities (usually, but not exclusively facilitated through co location) and links with cinemas, theatres and other community amenities.

Section 4. Current characteristics and pupil performance

- CNMSS caters for children and young people with severe and complex needs. Cognition levels fall into 3 categories:
 - Profound and Multiple Learning Difficulties
 - Severe Learning Difficulties
 - Moderate Learning Difficulties
- Cognition is supplemented by in many cases by further diagnoses such as:
 - Autism
 - Communication difficulties
 - Behavioural, emotional and social difficulties
- The Hayward and Woodlands School inspections in 2006 both evaluated student achievement as good, and outstanding in the FE department. All other aspects of both schools were graded as good or outstanding.
- CNMSS intends to continue its leading role in the use of data both to monitor and impact upon pupil progress and performance.
- CNMSS curriculum design is built around a 'rites of passage' philosophy:
 - An early years curriculum built around play and the early development of key skills
 - A Key Stage 2 and 3 curriculum built around the development of basic skills and maximising intellectual, physical and personal development
 - A Key Stage 4 curriculum which is increasingly vocational in its nature but which also maximises opportunities for accreditation
 - A Further Education curriculum focussing upon community learning and social inclusion
- Over all curriculum design is layered a personalisation for each student which is manifested in their individual learning plan (ILP)
- Progress and performance of children and young people at CNMSS is better than that achieved at other schools in the County's extended database. To take our learners to the next level will involve the development of fully integrated therapy services; one of the top priorities in our BSF vision.

Section 5: Priorities and Strategies for Transforming Learning and Services

Choice, diversity and access – Where we are now:

- CNMSS students attain well below national standards. However, (based on external validation via OfSTED) achievement in the two schools is at least good and in many cases outstanding.
- On both sites the area available for students falls well short of recommended area guidelines for special schools, with acute problems on Hayward campus.
- CNMSS has been at the leading edge of the translation of the philosophy and principles of the NMSS vision into practice, and worked with partners within the

County's Corporate Learning Network that brings together all those schools working towards NMSS status.

- The 2006 Woodlands School inspection rated leadership and management as Outstanding with Outstanding capacity for future improvement, placing CNMSS well to continue to with these developments
- The school has already adopted innovative governance, leadership and management arrangements with a Chief Executive and a federated Governing Body.
- The main emphasis of our extended provision has been on social inclusion and is founded on a strong partnership with parents / carers.
- CNMSS offers a range of 'out of hours' on and off-site opportunities for students – which we intend to develop very much further in the future.
- Space precludes accommodating personnel from other agencies or for parents' use on an informal basis.
- The quality of buildings and ICT is a great impediment to realising our vision. Space falls well short of reasonable expectations for a modern special school and this is a problem that is exacerbated by the increasing range of specialist equipment.
- Overcrowding necessitates the use of re-locatable accommodation on both campuses.
- There has been a considerable investment in maintaining the quality of the fabric of buildings, with some new development on the Woodlands campus within a footprint of a longer scale development. All our capital investments in the site have been with our ultimate vision in mind.
- The schools have invested a good deal in ICT and our own support staff to ensure its reliability, development and technical support for teachers. Wireless access is available throughout. There are interactive whiteboards in most classrooms but there are no opportunities for young people to have choice and control over their environment through the wider use of ICT.

How we will ensure choice, diversity and access for all parents and pupils:

- The BSF development will ensure an improved match of accommodation to present and projected numbers in more suitable facilities.
- Opportunities for choice and diversity will be increased through the individualisation of pathways and support for students and families rather than choices between organisations.
- Individualisation will be still more at the heart of practice through increased use of ICT and more flexible learning spaces.
- Partnerships will be built with four crucial groups
 - partner agencies working with children and families to rationalise and unify services
 - other special schools to develop practice
 - local mainstream schools, mainly to extend the options available to our students but also to share good practice for both sets of students.
 - statutory and voluntary agencies
- The development and sharing of leading edge practice will be assured through the County's Corporate Learning Network of NMSSs which meets regularly to address common issues.
- The opportunities to re-design the docking of transport vehicles will reduce disruption, increase opportunities for informal and formal learning and lead to a more dignified experience for young people.
- To promote these developments the Governors will move to amalgamate and also reflect on the benefits that Specialist School and/or Trust status might bring for the community it serves, within the overarching framework of the Council's policy and strategy for the development of SEN provision across the County.
- In general the CNMSS is well-placed organisationally and geographically to contribute to the pattern of provision in the area complementing and supporting mainstream provision alongside the CLIP schools that offer outreach for students with less severe and complex SEN.

Challenges for School Organisation, Design and ICT

Organisational	Design	ICT
<ul style="list-style-type: none"> <input type="checkbox"/> Further developing governance and management arrangements that foster multi agency partnerships. <input type="checkbox"/> Increasing the number of key workers and introducing networkers, moving beyond piloting to streamlined recruitment, induction, training, supervision and performance management processes. <input type="checkbox"/> Developing leadership and management roles in the school to reflect the more diversified range of staff and integrate with the work of other agencies. <input type="checkbox"/> Offering extended services for a dispersed population given pressures on parents/ carers, their access to transport and the specialist requirements and expense that is involved in transport services. 	<ul style="list-style-type: none"> <input type="checkbox"/> Securing sufficient flexible accommodation for: <ul style="list-style-type: none"> ▪ a larger range of staff with different working patterns ▪ students' equipment <input type="checkbox"/> Ensuring an age-appropriate environment, particularly for 14-19 year old students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Creating easy access messaging systems between home and school. <input type="checkbox"/> Developing the use of ICT as an integral part of building design in order to ensure that opportunities exist for young people to exercise control over their environment.

Raising Achievement

- CNMSS has in place very rigorous processes for analysing the progress of all students, comparing their progress to cohorts of similar students elsewhere in the country.
- Pupil performance data at CNMSS cascades through the organisation and is configured specifically for people's job roles.
- Learning Teams meet regularly to focus on areas of underachievement and identify ways of removing barriers to learning.
- CNMSS will build on this, still further breaking down the convention of a 'class teacher' with a designated group with whom they spend most of their time. The approach will still ensure that every student has someone who knows them very well but teaching and learning will make greater and more flexible use of the variety of groupings of students and staff expertise.
- CNMSS will progress the use of data and recording systems to ensure that there is an immediately accessible up to the minute profile of the students' needs and their programme to fine tune learning.
- Data will cover both Key Skills to plan for the young person and P scales to enable the school to analyse its impact in comparison to other schools.
- In combination learning arrangements will be more rigorous, varied and resistant to disruption from factors such as staff absence.
- Key Workers will enable consistency in learning goals and strategies across home and school.
- The quality of teaching in the schools was graded as Good in the 2006 inspections, and Outstanding in FE. Nonetheless this is within relatively conventional organisational arrangements.
- CNMSS will be developing new 'school within a school' approaches with novel team teaching, room management and coaching strategies.
- The maintenance and transfer of Key Skills into adult life will be supported through transition planning with other agencies and it is hoped CNMSS will develop on its Hayward Campus a hub for 19 to 25 year olds as they take more and more control of their own lives.

Challenges for School Organisation, Design & ICT

Organisational	Design	ICT
<ul style="list-style-type: none"> <input type="checkbox"/> Developing the Learning Team approach through- <ul style="list-style-type: none"> ▪ Developing management processes that maximise the degrees of freedom available to Heads of Learning (school within a school) within an overall accountable framework for student outcomes. ▪ Developing teaching, deployment and room management models that will enable greater flexibility in grouping students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Designing spaces to support a 'school within a school' approach 	<ul style="list-style-type: none"> <input type="checkbox"/> Reducing bureaucracy in assessment and record-keeping. <input type="checkbox"/> Easy access to assessment data, ensuring that it is configured in transparent ways for students, staff, parents and partner agencies <input type="checkbox"/> Enabling parents to have secure remote access to shared records <input type="checkbox"/> Developing tailored communication and devices based on wireless/mobile platforms. <input type="checkbox"/> Creating virtual reality learning environments for students to rehearse learning and to offer experiences presently beyond the reach of some students.

Personalised Learning

- The approach of the CNMSS goes beyond personalisation to individualisation. Precise assessment and Person-Centred planning with students, parents, the school and services will assist all to achieve common goals through a distinctive individual learning pathway.
- To build on our practice we wish to make individualisation less an 'event' and more a continuous entitlement process.
- Staff will learn new techniques and increase their skills in Person Centred Planning, rising to the challenge of helping even young people with the most complex difficulties to contribute.
- CNMSS will seek to develop improved and tailored technological devices to aid communication and the exercise of choice and control.
- Improvements in transition planning and increased support between the ages of 19 and 25 through the CNMSS will ensure that young people have a continuing pathway and support into their adult lives.

Challenges for School Organisation, Design & ICT

Organisational	Design	ICT
<ul style="list-style-type: none"> <input type="checkbox"/> Developing skills and expertise in Person-Centred planning <input type="checkbox"/> Integrating and further embedding planning with a wider range of partners to ensure it is pro-active, relevant and unified in purpose. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning spaces which are flexible and age-appropriate for a range of purpose. <input type="checkbox"/> Learning spaces which facilitate integrated partner agency and stakeholder working. 	<ul style="list-style-type: none"> <input type="checkbox"/> Developing personal mobile technology matched to students' needs. <input type="checkbox"/> Ensuring interfaces with ICT are attractive and transparent for all users. <input type="checkbox"/> Ensuring ICT is an agent in the exercise of choice and control by making it part of the built environment.

14-19 Developments

- The CNMSS ‘College’ for 14-19 year olds will be an adult learning environment which serves as a launch-pad for off-site learning in community and work settings, supported by ‘networker’ staff directly supporting students and developing opportunities, tailoring these to life beyond school.
- Partnerships with local secondary schools will enable, where appropriate, CNMSS students to access vocational training opportunities offered through local consortia as part of their individualised pathway
- The core will be a community-based curriculum with accreditation mainly under the auspices of entry-level qualifications and Duke of Edinburgh Award supporting and challenging students to learn and apply Key Skills in real life settings.
- This approach requires that the CNMSS College setting represents the range of experiences we want for students in both social relationships and expectations.
- Similarly the physical environment will be appropriately adult with formal and informal spaces that the students rather than adults will be largely responsible for managing. The aim will be to have ‘real’ rather than mock facilities, for example a cafeteria, rather than a domestic kitchen.

Challenges for School Organisation, Design & ICT

Organisational	Design	ICT
<input type="checkbox"/> Establishing roles linking with local consortia to access the growing range of opportunities	<input type="checkbox"/> Creating an authentic socially inclusive learning environment in the 14-19 ‘College’	<input type="checkbox"/> As before

Every Child Matters Agenda

- CNMSS will be building on firm foundations. Personal Development and wellbeing were graded as outstanding in the 2006 inspection.
- The developments in communication, planning and key working will ensure a stronger network of support around young people promoting their health and well being and offering practical support for parents in supporting their child’s learning and parenting capacity through Key Workers, workshops and informal groups.
- The responsibilities and ownership inherent, especially in the 14-19 College element, will increase students’ opportunity to make contribution.
- The curriculum’s embracing of work related learning and its emphasis on independence will support economic wellbeing.
- The curriculum offer, we believe, will be still more challenging, varied and exciting-promoting enjoyment and encouraging attendance.
- On-site partner agency provision will increase access to services for parents living in challenging circumstances.
- At CNMSS children’s services will become more and more seamless within an interactive unified planning process enabled though ICT.
- In this context health and therapy needs will become fully integrated with plans for learning.
- CNMSS is already an active member of the Local Delivery Group (LDG) with a leading role in the commissioning of therapies for all school members.
- Further development of the LDG will extend the opportunities for contributing to the shaping of services for all young people. It will also provide the forum for the strategic planning of training and the mutual sharing of practice with mainstream schools.

Challenges for School Organisation, Design & ICT

Organisational	Design	ICT
<input type="checkbox"/> Ensuring that partner agency involvement is integral and not just a physical presence	<input type="checkbox"/> Locating agency provision within the school	<input type="checkbox"/> Developing a shared and secure portal for integrating the efforts of the ‘Team Around the Child’

Inclusion & SEN

- The vision and practice now and for the transformed CNMSS is based on the vital importance of achieving social inclusion for our students, including enabling inclusion between students with differing needs within the school.
- The role of the CNMSS is ambassadorial; it will invest its energies in breaking down the cultural barriers to the full participation of young people with disabilities in the community and society.
- Through the Local Delivery Partnership there will be opportunities to share expertise with other local statutory and voluntary providers; for example on the needs of children with autistic spectrum disorder.

Challenges for School Organisation, Design & ICT

Organisational	Design	ICT
<input type="checkbox"/> Managing the mix of vulnerable and challenging students within an inclusive model <input type="checkbox"/> Making the most of workforce reforms with staff other than teachers taking lead roles on behalf of the school in the community.	<input type="checkbox"/> Providing a range of spaces that support the integration and management of students with varying needs.	<input type="checkbox"/> Developing ICT systems which enable participation and facilitate understanding, empathy and social inclusion.

Headline Vision for ICT

Our vision for ICT has seven main strands (non-hierarchical):

Personalised Learning

CNMSS ICT systems will allow the student, parent and the 'Team around the Child' to move from static calendared planning, integrated bureaucratically to a genuinely interactive process where each person sees and adds relevant information that informs their actions. Through this process Plans are always fine tuned to students' needs. E.g. The Occupational Therapist

Communication Transfer

CNMSS ICT systems will provide easy and manageable ways for the key people, but mainly the student, parents/carer and the school to immediately share news, successes, concerns and plans. It will be accessible through a variety of devices including mobile technologies and will never require sophisticated knowledge of computers.

Empowering Social Inclusion

CNMSS intends to develop communication and control devices tailored to students' needs, built on an ICT platform that is available every day, all day, in term and out, in school/college and out and can be retained in adulthood.

Virtual Learning Environments

CNMSS will provide VLEs which reflect real-life and which provide opportunities for learning to take place in safe, supervised environments as part of a preparation for transition and transfer into real-life contexts.

Sensory and Sensory Integration

CNMSS will employ new ICT systems which foster and develop sensory and sensory integrated learning, especially for learners with profound and multiple learning difficulties and for those on the autistic spectrum.

The CNMSS Learning Portal

CNMSS will provide a learning portal for all its stakeholders which facilitates easy access and transfer of knowledge and information and provides on-line induction, training and coaching.

Choice and Control

CNMSS will integrate the use of ICT into the built environment such that children and young people can exercise choice and control over their surroundings e.g. a young person with PMLD enabled to open or close a door or a young person with autism enabled to dim lights or alter colours in a sensory setting.

Section 6. Design Features

Our design requirements have 7 Key design principles:

1. Design Innovation

- The design must be inspirational, exciting, age-appropriate and architecturally significant.
- The design must be ecologically significant and environmentally aware.
- The design must make a statement about the rights of disabled people and those with cognition impairment to be fully valued members of our society.

2. Design Accessibility

- The planning design and construction of the school(s) must achieve the highest standards of accessibility and go beyond the minimum standards as prescribed by Approved Document M of the building regulations.
- Design accessibility must allow for both entry and egress as well as freedom of movement within the buildings; linking spaces which allow as a minimum 2 wheelchairs to pass or 3 adults side by side.
- The design features should incorporate as a principle that learners will be enabled to exercise as much control and choice over their physical environment as possible. This means that the design itself will model social inclusivity and not disenfranchise its key stakeholders.
- The design must incorporate radical provision for equipment storage; especially wheelchairs and other mobility aids.
- The design must be flexible enough to adapt spaces to meet the range of access and learning needs of any generation of disabled users in future years.

3. Design Learning

- Learners require a range of settings which mirror the social groupings found in real life so the design should enable learning to take place in small areas for one to one work or small groups and in class settings for up to twelve students at a time.
- The design must be in itself an agent of training and induction; observation facilities must be integral to the design.
- Break-out spaces should punctuate the layout and social spaces where students can learn to interact with each other in real-life settings must be a key feature of the college.
- The design must incorporate outdoor learning and play as intrinsic features.
- Outdoor and indoor sensory learning facilities are essential.
- The design should be media rich and ICT should provide multi sensory stimulus and learning opportunity for all students
- The treatment of the external spaces should allow learners the opportunity for external learning and quality recreation time.
- The design must incorporate the highest known standards of sensory and physiological learning.

4. Design Health

- The design must incorporate medical facilities which offer care and dignity for young people who are sick, including those who are very poorly.
- The medical facilities must incorporate dignified and appropriate spaces for family and friends.
- The external sensory learning facility must incorporate a memorial garden.
- Swimming and hydrotherapy services must be readily available for all learners.

5. Design Materials

- Materials must be robust and high quality to demonstrate the value we place on learners.
- The use of colour, pattern and design should incorporate specifically the needs of learners on the autistic spectrum and sensory-impaired learners.
- Innovative use of colour, material and texture should be used to delineate and define spaces, particularly for sensory and visually-impaired learners.

6. Design Choice and Control

- Light, ventilation and thermal controls must be wherever possible derived from natural sources but must enable learner use.
- Particular attention should be paid to the design of health and hygiene areas; providing privacy and preserving dignity in a care setting.
- Technology should be employed to ensure that learner-interactive display areas are provided throughout the school to show student work

7. Design Partnership

- Pick up and drop off points must be sheltered and allow for efficient and dignified boarding and alighting from all vehicles. Delay is unacceptable.
- Partner-agency working will be an integral part of life at the school and therefore integral to the design.
- Space for community participation is essential.

Section 7. Cluster, partnership and/or area wide developments

The school will support and gain from partnerships and strategies at four levels: National, Countywide, Locality and School.

- CNMSS has already contributed to a number of **national** surveys and initiatives and is a member of the National Autistic Society's Partner in Autism Project.
- CNMSS is committed to learning from and incorporating the best practice nationally and indeed internationally and now realises that to further its own practice it has to look beyond county borders. CNMSS has just begun to develop its links with Jiangsu province, China.
- **Countywide** the school will work with other NMSSs through the Corporate Learning Network to both raise and ensure the equality of provision for students with complex needs, wherever they may live.
- CNMSS will be an active partner sharing, practice, personnel and resources.
- This opportunity is available through the active support of the LA in supporting events and the funding agreement set within their policy for NMSSs.
- The school plays an active role in the North Chelmsford **Local** Delivery Group which focuses its energies on ECM outcomes for all across 23 schools in the area.
- The LDG brings together schools and statutory and voluntary agency partners to commission services for children at a local level.
- CNMSS involvement has already included leadership on the development of speech and language therapy services for mainstream and special school pupils in the area.
- At **school** level CNMSS will work still more closely with statutory and voluntary agency partners around services provided for young people, especially through the Primary Care Trust and services for children with disabilities.
- CNMSS is currently exploring the possible co-location of the PCT's Child Development Centre on to the re-developed Woodlands site and see this as a significant and innovative step in bringing agencies together.
- CNMSS will be exploring also the possibilities of agency staff having management roles within the school to facilitate this.
- The school will continue to develop the wide range of informal partnerships that assist in delivering services to learners, including MENCAP, the Wells Park SCITT, Anglia Ruskin University, The Harlow Outdoor Education Centre, Writtle Agricultural College and Chelmsford College.

Challenges for School Organisation, Design and ICT

School Organisation	Design	ICT
Line management models-partner agencies providing part of management team	Suitable spaces for partner working, possibly co-locating the Child Development Centre	Shared information and communication systems
Workforce remodelling, to take account of non-educationalists in management roles	Parking/ access, taking account of the number of peripatetic staff.	Virtual consultations and conferencing to increase accessibility and reduce travel time
Succession Planning, ensuring that future talent is fostered		
Management capacity to contribute to wide range of plans and initiatives		

Section 8. Key Performance Indicators, monitoring and evaluation (KPIs)

- CNMSS will work together with our multi agency partners to develop new and innovative performance indicators which measure outcomes for disabled children aligned with the Every Child Matters agenda. We recognise that measures of health outcomes, emotional well-being, self esteem and personal confidence are more difficult to benchmark and are particularly complex for disabled children; nevertheless we believe that these are essential elements of our SEN strategy and we are committed to achieving ways of measuring our performance in these areas.
- In addition, we are committed to introducing performance indicators which address the long term outcomes for our learners. We believe that our collective goal of achieving long term social inclusion will be diluted if we only measure short term outcomes based on achievement and attainment at school. We will consider ways to measure issues such as whether our learners stay on in further education, whether they are living as independently as possible, whether they have effective familial relationships, friends and supporters and whether they are exercising as much personal choice in the way that they participate in society as they can.

KPIs**Choice, Diversity and Access**

- By 2011 100% of learners will be receiving school or college based education in an appropriate learning environment (appropriateness being defined as an index of space, equipment, flexibility, opportunities to exercise choice and control)
- By 2009 every learner will have an allocated keyworker or networker
- By 2011 every learner will have at their immediate disposal technological devices which facilitate their communication requirements.
- By 2011 the range of options available for learning will ensure that all provision is relevant and appropriate and provided locally.
- By 2010 transport arrangements will be personalised and cause minimise stress and 'down-time' to those with sensory sensitivities.

Raising Achievement

- The SEF grade for Standards & Achievement maintained as Outstanding in FE and Good or Outstanding for the rest of the school, three years after BSF building work completed
- 90+% of learners at CNMSS will meet or exceed expected levels of progress in core subjects when compared to other learners in the CASPA Database.
- By July 2011 we will develop a system for the rigorous recording of progress against Every Child Matters outcomes and introduce this as a core entitlement when the new premises open in 2011.

- Every learner will have access to at least one after-school club and at least one school holiday club.
- SEF grade for Overall Effectiveness will be maintained as 'Outstanding' three years after BSF building work completed.

Personalised Learning

- By 2010 every learner will have a Unified Plan identifying their needs, and the hopes and aspirations of them and their families. Each UP will be maintained by a Head of Learning in a revised personnel structure and will be a partner agency document with the principles of person centred planning at its core.
- By 2010 most families will be using our web-based learning portal to track their child's progress and contribute to their learning plan as well as maintaining contact with the school.

14-19 Developments

- By 2011 every learner will be based in an age-appropriate college environment with adult ambience.
- The curriculum on offer will encompass the statutory curricula and go beyond in providing opportunities for learning in the community (post-16 a Community Life Curriculum will ensure that learners spend most of their time out of college and included in community settings).
- Every person leaving CNMSS will have a clear transition plan from school to adult life developed in partnership with social services and voluntary services.
- By 2012 A post-19 provision which enables young people to remain geographically close to their families will be developed on the site of the old Hayward Campus.
- In order to judge our performance regarding our stated goal of social inclusion a system for the collection of data on outcomes for young people for the five years after they leave CNMSS will be developed and used to inform school planning and strategy.

Section 9. Development of Strategy & Engagement of Key Groups

The 8Ps vision, which is at the heart of our transformation, was formulated with a wide range of stakeholders within the school, other agencies and county colleagues. Therefore the direction of travel is already widely endorsed and understood.

Similarly the processes we have gone through to bring about the federation and in ongoing school development planning have ensured that we have a firm foundation for the next step of realising the school's vision through the BSF process.

- A BSF Stakeholder Group is now established and has begun discussions regarding educational design.
- A parent/learner (inc.School Council) reference group to be established to ensure wider consultation and involvement.
- CNMSS Stakeholders will visit a range of projects both nationally and internationally to feed thinking and ensure our design is aspirational and learns from the experience of others.

Section 10. Change Management Programme and Project Management Arrangements

The CNMSS Strategic Overview is due for review and re-expression in 2008. The timely BSF focused thinking on CNMSS vision and strategy for change will ensure that the revised plan is fit to deliver the outcomes envisaged for learners.

The CNMSS planning process ensures that strategic thinking is embedded in operational practice with quality assurance built in to ensure that this is the case.

The personnel structure at CNMSS has been developed to include a business and administration wing and to free up senior managers so that they are able to think and act strategically and lead learning. At the school level we will be further refining our personnel structure so that it is fit to deliver on the strategic goals. There will be at least one new senior post focused on training and development. Developing coaching skills amongst senior and middle leaders will be a particular priority allowing us to 'grow' staff within our new

approaches. Increasingly staff from partner agencies will fill roles in the CNMSS personnel structure and agency working will become full integrated into school life.

It is our intention that the quality of Leadership and Management and Capacity for Improvement (both graded as Outstanding in November 2006) will be further enhanced and will ensure that plans become reality. A key performance indicator is that these grades are maintained in our SEF and in each external inspection the school receives.

The school will also continue to work with an external continuous improvement partner (Edison Schools UK) on change management and quality assurance strategies within a research based design for school transformation.

Additionally a Consultative Board will be set up to advise the Chief Executive and Governors with a membership of leaders in their fields who will challenge and advise on strategic direction.

Finally a BSF project consultant is to be appointed who will work alongside the school throughout the process until handover and increase our capacity to contribute and gain the most from the BSF process. This will be a key element in ensuring that strategic vision realised in the new plans.