



The Special Partnership Trust Strategic Overview 2021-2024

2021 Context

Due to the world wide Coronavirus Pandemic, the current educational strategic picture is being deconstructed/remapped and a new strategic picture is emerging. The landscape of professional development, multi-agency service delivery, community partnership delivery of a quality SEN offer is changing , supported by Government initiatives.

The local and regional networks and relationships will change as Trusts and other organisations prepare to facilitate and lead reform. It is important to build a strong and sustainable Trust, by refocusing on the core purpose and reinvigorating the offer, whilst supporting pupils, parents, families and community and above all the staff. SPT is an organisation with the capability and capacity to lead the strategic and operational position of the SEN within the new landscape.

It is important that the Trust continues to integrate the best practice and build the local or regional networks and relationships that will ensure every school is part of a strong and sustainable Trust . We will develop leaders, working collaboratively across our Trust and with other MATs and organisations who can design and act on new systems/models of delivery rather than just participate in a system.

Whilst developing and delivering the strategic approach outlined within the document, the Trust must focus on developing the transition / recovery plan following the removal of national lockdown measures, the roll-out of the vaccine and therefore facilitating a return to the full Trust offer in 2021.

Introduction

It is important to remember that The Special Partnership Trust (SPT) is a single legal entity working collectively for the benefit for all. The Trust has become a dynamic flexible organisation that evolves to ensure it adds value to the learners and staff within the academies/ARBs in the Trust and contributes to the improvement of standards of teaching and learning for all children with additional needs in educational settings across the county and region.

The Trust is not static or one dimensional, it is evolutionary. The SPT is an open-minded Trust, which will consider all opportunities and act on them to ensure it continues to deliver the Trust's vision, values and ethos. Any discussion about the future of the Trust or potential opportunities must always reference the ethos and vision of the Trust.

The Board of Trustees develops a strategy to focus the work of SPT, enabling the organisation to reflect and to refocus priorities based on the prevailing operating environment of the time.

This is the strategy for 2021/2024. It was developed through a period of direct consultation with the Senior Leadership Team, Trustees and Governors. We took this collaborative approach to ensure the strategy, as with everything we do, was created in the spirit of SPT's core vision.

The core purpose of the organisation is to develop schools as centres of educational excellence where all pupils will achieve exceptional outcomes.

The core vision that underpins this is a Trust that is; ambitious, an inspirational partnership of outstanding learning providers, strategically assessing opportunities, working innovatively with partners, to support learners across the region. This vision for providing the highest standard of education to all learners, is delivered by developing an integrated organisation with strong leadership at all levels, valued & empowered staff, and an engaged community. .

The SPT draws on the individual strengths of each school to build good practice and ensures that a high quality offer is at the centre of everything we do.

Strategic Intent

SPT's strategic aim is to consolidate the Trust's position in delivering excellent SEN provision within a culture of continuous improvement. This reflects the strength of our feedback from all internal and external evaluations indicating that the organisation should concentrate on consolidation/embedding outstanding practice and in parallel develop the reach of the Trust. This includes:

- Completing the major projects currently in progress whilst ensuring we deliver excellent provision hence securing outstanding outcomes for all pupils.
- The SPT will continue to build the strength of our teams and the sense of a strong consistency of practice and purpose across the organisation.
- Exploring ways of sharing SPT's expertise and experience in SEN, helping others to build the quality of practice and provision regionally, nationally, and internationally.
- Ensuring the Trust is operating in a financially sustainable, efficient and effective way.

Five areas of strategic focus

Trust Team

Recruitment, retention, professional development, well-being and succession planning.

Trust Outcomes

Leadership, management, governance developing strategic and operational planning, achieving excellent outcomes for all pupils (3x1s).

Trust Culture

Building a universal sense of belonging to a successful organisation.

Trust Future

Delivering new free schools and developing a 'hub' concept in Cornwall, Devon and across the South West.

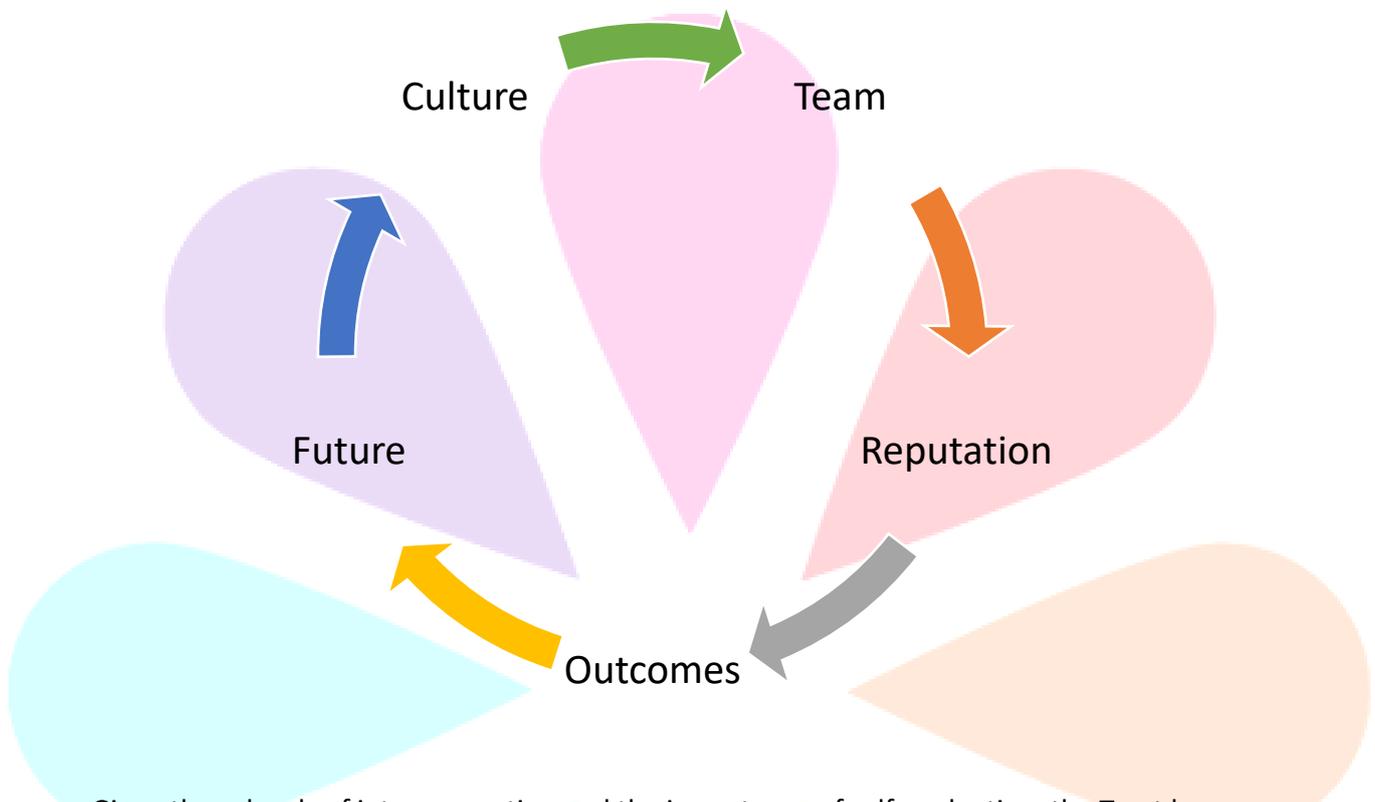
Trust Reputation

Building the visibility of SEN locally, regionally, nationally and internationally.

These areas collectively enable SPT to deliver on our strategic aims. They are interconnected to the vision.

Building and nurturing the Trust **team** will be critical to enabling SPT to enhance the Trust **reputation** for expertise externally. Equally, achieving aims around **Trust reputation** will depend heavily on our continued focus on ensuring the **Trust outcomes** are excellent for all pupils in our schools/ARBs.

Ensuring **Trust outcomes** are excellent for all pupils will depend on **the Trust future** agenda of completing and consolidating both the free schools project and South West hub development. Success on **Trust future** will be heavily reliant on ensuring **Trust culture** permeates across SPT, creating a strong sense of belonging and value added to individual schools/ARBs.



Given these levels of interconnection and the importance of self-evaluation, the Trust has a robust Quality Assurance Framework ([link to QA framework and reporting triangulation](#)). Every Spring Term, the Trust conducts a self-evaluation / Performance Evaluation using the SW Capacity Framework ([link to SW Capacity Framework](#)) and Trust information; data, survey, monitoring, minutes, and stakeholder engagement to assess progress in each of the focus areas. This process in turn will drive discussions about shaping priorities outlined in the Trust Development Plan. ([link here](#))

Each area is the subject of one section of this strategy document, including short sections on **Intent**: identifying the issues we need to tackle, **Implementation**: describing how this area will *help us achieve strategic aims, providing examples of the kind of actions we will take to support this, and summarising Impact*: what SPT hopes to achieve by the end of the period.

[Important link to the strategic and operational Risk Register.](#)

Trust Team

Recruitment, retention, and succession planning

This section focuses on the Trust's aim to recruit and retain a high-quality workforce who feel valued, motivated and supported and includes all staff members working in schools, services or operations. It also covers our ambition to secure strong future leaders who have an in-depth

knowledge and understanding of Trust culture, context and are committed to actively supporting other settings. SPT aspires to create and deliver best practice in SEN, this cannot be achieved without ensuring all our schools deliver high quality education and secure excellent outcomes for pupils. We want every member of our community to feel part of the Trust in addition to their individual school or ARB so we can build a networked community of excellent practitioners. How we disseminate and share the work of the Trust will be critical in attracting high quality candidates for positions across the Trust.

How does delivering for our team contribute to achieving our strategic aim?

It is essential that we recruit and retain a high-quality workforce. Currently schools and ARBs within the Trust are rated good or outstanding but maintaining these standards relies on each school and ARB continuing to develop and innovate in line with the concept of continuous improvement. This requires an environment characterised by effective and stable leadership and emerging leaders.

In addition, the Trust needs to recruit the very best staff into the full range of roles. We need to support this actively by building our reputation and developing deeper relationships with further and higher education institutions. We need to maintain our focus on supporting staff to build career pathways within the Trust to ensure we capitalise on their skills, passion and experience. This applies to all staff.

The Trust workforce remains our most important resource in creating and maintaining excellence in SEN practice and provision. The Trust must identify and provide suitable opportunities for every member of staff to grow and develop through targeted and relevant professional development and opportunities for career progression. This includes; training, secondments, leading task / finish projects, cross Trust working groups and promotion.

Illustrative actions below:

- Ensure multiple routes to Qualified Teacher Status (QTS) are available.
- Explore opportunities for building deeper relationships with further and higher education institutions to aid recruitment.
- Ensure that induction programmes are rigorously planned and delivered to ensure staff are seamlessly integrated into schools, ARBs and residential provision.
- Ensure that The Special Partnership Trust is seen externally as an attractive place to work therefore encouraging more applications for advertised posts.
- Adopt a strategic approach to succession planning particularly for those in leadership positions.
- Support staff gaining further professional qualifications
- Ensure there is a high quality, wide ranging professional development offer available in a range of formats for all staff which is motivating and supportive of their continuing development.
- Build opportunities for collaboration and research so staff can communicate effectively and learn from each other as well from other settings.
- Identify cross Trust opportunities for staff to undertake secondments, take part in working groups or take up temporary promotions to build leadership capacity.
- Promote the use of coaching as a tool for development across the Trust.

Impact

SPT wishes to achieve the following outcomes for our team at the end of this strategic period. *These are the outcomes we will measure our success against at the end of the specified period, rather than explicit actions, which may be subject to change.*

- Establish strong leadership and succession planning ensuring that there is an appropriate level of competition for progression into senior leadership roles across the Trust.
- Ensure healthy retention rates across all staff groups because people feel there is the potential for career progression and a wide range of opportunities open to them.
- Identify a clear set of development priorities for the following mid-term period 2024-2027 based on increased capacity at all levels.

Trust Outcomes

Planning and achieving excellent learning outcomes for all pupils

Intent

This focuses on our aim to create centres of educational excellence where all pupils achieve exceptional outcomes. SPT defines outcomes in the widest possible sense, relating to a pupil's physical, emotional, social and intellectual development and offers personalised education and associated therapeutic and family services for every pupil according to need.

This is the core of our work. It cannot be achieved without a high quality, motivated workforce who feel part of a supportive, networked community. To ensure this we must successfully complete our major development projects, achieved by creating a wider network of institutions that learn from one another thus securing better quality outcomes and expanded provision. For example, through the free school and sponsorship projects. High quality, exceptional outcomes are the most likely way we will be able to develop our reputation, contributing to our ability to consistently attract high quality staff.

How does delivering for our outcomes contribute to achieving our strategic aim?

Our aim is to consolidate SPT's position for delivering excellent SEN education in a culture of continuous improvement. Consolidating our position in relation to our outcomes means maintaining high standards where they exist and continuing to improve areas that we identify as needing development. In order to do this we need robust monitoring systems that ensure we understand our schools and ARBs well, and enable us to identify through analysis and constructive feedback across the Trust, where we need to improve.

By the end of this strategy period, we will ensure that all our schools are recognised as good or outstanding. This will drive high demand for pupil places, increased competition for staff roles, and SPT's increased involvement in policy discussions on current and future SEN provision locally, regionally and nationally. Critical to this are not just our school / ARB teams but our central shared services whose sustainability and continuing development must be a priority as all of this needs to be achieved with due regard to long term financial sustainability.

Central to the theme of continuous improvement is an expectation that the Trust will continue to self evaluate. The Trust must be outward facing with links to other special and mainstream schools, local and national networks, and engaging in research will support development. The Trust needs to broaden the take up of professional development and research opportunities to ensure they are relevant for the range of roles that exist within the Trust. In doing so, we will ensure that everyone is

contributing towards excellent outcomes for all pupils. Actions around this will be wide ranging and embedded across all our work, such as the illustrative list below.

- Reviewing current methodology for capturing information around pupil outcomes, target setting and moderation ensuring high expectations and a common language are used across the Trust. Included within this is an expectation that staff and parents will understand clearly each pupil's targets and their own part in supporting learning.
- Reviewing our curriculum provision to ensure that it is innovative, relevant and effective.
- Further development of central services (including professional development, family, career and therapies).
- Broadening our professional development and research offer to make sure it is relevant and meaningful for the full range of roles in the Trust.
- Improving transitions on entry, on leaving and between schools and ARBs.
- Adopting a new way of working in relation to IT provision across the Trust

Impact

SPT wishes to achieve the following outcomes for our team at the end of this strategic period. These are the outcomes we will measure our success against at the end of the plan period, rather than specific actions, which may be subject to change.

- Staff and parents will be confident about how we set targets and track progress and their contribution to helping pupils achieve these.
- Robust and effective central services will contribute to consistently great learning across the whole Trust.
- All young people will be transferring successfully into appropriate education settings, employment and/or independent living.
- Excellent outcomes in relation to pupil progress in all schools and ARBs.

Trust Culture

Building a universal sense of being an integral part of the SPT culture

What do we mean by our culture?

This section focuses on our aim to ensure that every member of staff, and every parent/carer feels they are part of the school/ARB/Trust. This means ensuring clarity at all levels on the tangible and intangible benefits being part of a wider organisation brings to their immediate working environment, and to them as an individual.

To achieve this we need to be clear about what being part of the Trust should mean for individuals, including pupils and parents, at all levels, communicate this effectively, listen to feedback, and adjust as appropriate. The Trust must be able to explain the benefits of being part of SPT clearly.

How does delivering for our culture contribute to achieving our strategic aim?

Our aim is to consolidate SPT's position for delivering an excellent SEN offer in a culture of continuous improvement. To achieve this, we need to continue to learn and develop so that outstanding practice is maintained and nurtured, and weaker areas improved.

Those in senior and middle leadership positions and shared services teams often have opportunities to collaborate with staff from other parts of the Trust. It is now time for the Trust to further extend these opportunities, and the understanding of the benefits of collaboration to other groups of staff.

This ambition is not limited to the Trust workforce. It also includes roles in the governance structure, and parents. Enhancing shared services to include, for example, therapy or health services teams, is a clear ambition for the Trust. Actions around this will be wide ranging and embedded across all our work, such as the illustrative list below.

- Reviewing our Trust communication plan to ensure that communications are fit for purpose, relevant and accessible.
- Creating more opportunities for all staff to have opportunities to work with staff from other schools.
- Building on the effective Governance/leadership model to include more opportunities for peer review and information sessions.

Impact

SPT wishes to achieve the following outcomes for our team at the end of this strategic period. These are the outcomes we will measure our success against at the end of the period, rather than specific actions, which may be subject to change.

- Ensure every individual within or associated with the Trust understands how it works and the benefits that are associated with it.
- Establish clear, consistent pathways for every group, including all staff members, and parents to access structured sessions on the wider Trust on at least an annual basis.

Trust Future

Delivering new free schools, growth and supporting partners

What do we mean by our future?

Our aim of completing successfully the major development projects SPT is working on currently, and consolidating progress made.

Current development projects fall into two categories.

- The first is the creation of an extended offer/outreach services/sponsorship that enhances and improve the quality of the Trust offer.
- The second is the delivery of two new free schools in Cornwall in 2023 and Plymouth 2024.

How does delivering for Trust future contribute to achieving our strategic aim?

Our aim is to consolidate SPT's position in delivering an excellent SEN offer in a culture of continuous improvement.

Successful completion of both categories is a requirement if SPT is to consolidate its position. Developing and establishing a successful 'hub' model across Cornwall, Plymouth and Devon will be important. Hubs, in their development, could support achieving the aim of providing consistently excellent SEN education for pupils across counties and the region.

While the strategy for the coming three years focuses on consolidation, it is important to distinguish this from standing still in development terms. SPT has promoted growth and partnership because it wishes to continue to strengthen its ability to provide an excellent SEN offer. Actions around this will be wide ranging and embedded across all our work, such as the illustrative list below.

Complete the inclusion of Partner Schools, ARBs within the Trust.

Build professional collaboration between the wider Trust network sites.

Note

Practically speaking, delivery of these actions will require development and execution of many smaller project plans and activities. In the case of the free school project, this will be a particularly complex undertaking, which is why the Trust has increased capacity centrally.

Impact

SPT wishes to achieve the following outcomes for our team at the end of this strategic period. These are the outcomes we will measure our success against at the end of the period, rather than specific actions, which may be subject to change.

- Establish a hub model and prove the concept of a hub structure as an operational model for further development.
- Open Free Schools in Bodmin and Plymouth.
- Use the experience of 2020 to 2021 to identify a set of relevant new development/growth projects.

Trust Reputation

Building our visibility as SEND specialists

This area focuses on how we plan to communicate externally the work the Trust is doing and its value to the continuous improvement of SEND provision. Stakeholder views are sought termly and feed into strategic and operational planning and delivery.

Many feel that SPT has more to do ensure it influences strategy and policy locally, regional and nationally, ensuring the SEN voice is heard.

How does delivering for Trust reputation contribute to achieving our strategic aim?

Our aim is to consolidate SPT's position for delivering an excellent SEN offer in a culture of continuous improvement. There are two main reasons why reputation and outreach are important to the strategy, just as delivery of excellence is internally.

Firstly, while 2020-2021 will be a period of consolidation, it is important that SPT continues to establish and pursue connections and opportunities for future development. External communication, networking, and sharing of experience and practice, are important ways of identifying fresh opportunities.

Secondly, SPT has a long-term commitment to strengthening SEN practice and provision more broadly than inside its own schools/ARBs. There are aspects of SPT's practice, such as the financial advantages, the development of individual pupil curriculum and outcome targets, that can be adapted and used easily by other providers. Ensuring this happens and more children and young people benefit from everything we know about excellent SEND provision relies on practitioners from SPT sharing and discussing their experience regularly with others. Actions in this area can, and should be, wide ranging. Illustrative examples might include:

Building SPT's reputation; This might include hosting a conference, taking up opportunities for speaker platforms, or advising MATs, schools and local authorities on their approach to SEND provision.

Communicating work on classroom practice; This is an area where SPT could showcase its approach, discussing the merits of collaborative working in SEND education.

Development and dissemination of individual research projects; Some members of staff are already in the process of designing and developing personal research projects. It will be important, not only for the reputation of SPT, but also as a contribution to the wellbeing and development of staff, to encourage this strongly, providing resources and opportunities for disseminating results (in peer reviews, on speaking platforms, etc) as appropriate.

Impact

SPT wishes to achieve the following outcomes for our team at the end of this strategic period. These are the outcomes we will measure our success against at the end of the plan period, rather than specific actions, which may be subject to change. What do we want to achieve by 2022/23 for our reputation?

- Consolidate SPT's reputation in Cornwall and across the region.
- Build a reputation for SPT across the South West as a high quality provider of a SEN offer. This should reach professionals and the wider public, as well as those who plan provision. One result of this work should be to strengthen the recruitment of staff and others wishing to work with SPT.
- Identify a clear set of development priorities for the period 2024-2027 by participating regularly in opportunities for external collaboration. This could include a wide range of areas from further geographic expansion across the South West, supporting the delivery of SEN in mainstream schools, to offering coaching and expertise.

Note

Should there be any acknowledgement of Covid and how this may impact on plans or how it may change how we view things in the future?