



**HELTWATE SCHOOL  
STRATEGIC BUSINESS PLAN 2021-2024  
REVIEWED AND UPDATED SEPT 2023 AND**

**EXTRACT FROM PLAN TO FORM PART OF  
APPLICATION PACK FOR HEADTEACHER POST  
FEB 2024  
FURTHER AMENDED TO REFLECT  
SUBSEQUENT CHANGES.**

Updated Sept 2023

## OUR STUDENTS

Heltwate School is a mixed, Community Maintained Special School offering education for 4-19-year-old pupils and has recently been re-designated as Severe Learning Disability with complex needs. This includes:

- Severe learning difficulties
- Autistic spectrum conditions
- Significant difficulties with communication (expressive and /or receptive language)
- Sensory impairment
- Related physical and medical difficulties.
  - Fine and gross motor difficulties
  - Hearing or visual impairment
  - Attention Deficit disorder (ADHD)
  - Sensory integration difficulties

Pupils may exhibit the following:

- Difficulties with appropriate interaction and understanding.
- Associated challenging behaviour.
- Limited awareness of danger
- Reliant on adults for activities and travel dependent.

The Local Authority is reviewing post 16 education within the City of Peterborough and is now looking to us to expand our post 16 provision for pupils with some with very complex needs.

In 2018 the school introduced reception children at the request of the Local Authority. In 2022 it was decided the school did not have capacity and a cohort was not forthcoming for Sept 2022. The Jubilee Site has been designed to accommodate younger children.

## ADMISSION

Admission to Heltwate School takes place after a full multi professional assessment of the child. All pupils will have an Education Health and Care Plan (EHCP). All pupil admissions come directly from the Local Authority after the SEND panel recommends a special school placement. Further information on the admissions process to our school can be found on our website or on the Local Authority local offer.

The school is currently full and whilst some new admissions are taking place there is a “waiting list” now.

## PROGRESSION

The ability of our pupils to make progress will be limited across all areas of development. They will have a lifelong learning disability which requires a multi-disciplinary service response. Children will have been assessed using standardised testing of cognitive functioning and will be performing below the 1<sup>st</sup> percentile. For primary age children, National Curriculum attainment levels will predominantly be in the range 8 months to Year 1 primary curriculum. (Principally in PSHE, English and Maths). Therefore children, joining Heltwate, will be functioning at significantly below their chronological age and may have an inconsistent development profile. A differentiated and personalised curriculum is provided for each pupil to meet their significant needs. The opportunities for independent learning may be limited.

Due to the wide range of learning needs it is not easy to effectively measure academic progress against national benchmarking norms. The school has detailed procedures in place to measure a large variety of developmental milestones which include academic progress, social and emotional development, physical steps, and preparation for the adult world.

The performance of the school was rated overall Good by OFSTED in November 2018. An OFSTED review is outstanding and is expected at any time.

## ACCOMMODATION

The school was originally designed for 130 but currently caters for 212 pupils aged 4-19, across three sites, (Heltwate main site, Heltwate Jubilee and St. Georges) and numbers are predicted to continue to rise potentially up to 220 pupils in Sept 2024 Two thirds of our pupils are on the autistic spectrum. The pupils are split 75% boys and 25% girls with half being eligible for pupil premium.

The present school has expanded rapidly and has outgrown the available accommodation on the main site. In conjunction with the Local Authority additional accommodation has been provided in the form of:

- Additional temporary mobile classrooms on the main site in Sept 2016 with a further block in 2019.
- Upgrading the vacant St. Georges School premises as a temporary measure. This opened September 2018, and for all intents and purposes is now a permanent facility for some Key Stage 3 and 4 pupils and all Post 16. Further space is being created on the old hydrotherapy pool site attached to St. George's.
- Heltwate Jubilee, a five classroom specialist facility has been opened Sept 23 on the old Jubilee pub site in Heltwate. This provides additional land connecting it to the main site. The 2 sites are split by a public footpath.
- Preliminary discussions have started about changes to the main site to accommodate an additional 30-50 pupils.

In the meantime, the school is managing increasingly complex needs across all sites. This is bringing increased financial pressures as to date with numbers increasing income has also increased.

## OUR VISION

Heltwate's Vision is to provide a happy, stimulating, supportive, secure, and positive environment which is high in expectation and creates a strong feeling of community.

As a school we are fully committed to:

- providing a **LEARNING** environment founded on happiness, enjoyment, and hard work, and making individual attainment the best it can be.
- **SHARING** and celebrating all pupil's achievements no matter how small the step.
- **GROWING** the life skills of pupils as they, themselves grow and develop socially; and
- Instilling a **CARING**, community ethos throughout the school.

## OUR ETHOS AND AIMS

- To provide a happy, healthy, stimulating, supportive, secure, and positive environment which is high in expectation, and which creates a strong feeling of community.
- To provide a high quality broad and balanced education based on the Early Years Foundation Stage curriculum and the 2014 National Curriculum where this meets the needs of our SEND pupils.
- To ensure pupils in all key stages will receive individual, age appropriate, relevant, curricular opportunities and experiences, which will reflect and respect differing developmental levels.
- To promote equality of opportunity to maximise pupil potential, academically, morally, socially, spiritually, culturally, and emotionally.
- To ensure personal and social needs are met.
- To stimulate in pupils a positive attitude to lifelong learning through a foundation of curiosity and interest in the world around them.
- To provide pupils with opportunities to develop active leisure interests which will enhance their adult lives.
- To promote continuity and progression through collaboration, joint planning and evaluation listening to the views of children, parents, and carers.
- To actively measure progress and maintain efficient recording, assessment, and reporting processes.
- To be active in its partnership with parents, carers, and all other agencies.
- To ensure that all staff feel valued and able to contribute positively to the development of the school.
- To encourage and support the professional development of all staff thus promoting continual school development.
- To forge links with the community, its people, schools, business, social groups, and those training in the education and caring professions.
- Share our special educational needs expertise with others as a fundamental part of our ethos.
- Ensure our pupils are safe and learn to keep themselves and others safe.

## HOW WILL WE ACHIEVE THIS?

### 1. ACCOMMODATION AND INFRASTRUCTURE

- a. Secure accommodation that is fit for purpose, well maintained and appropriate to the needs of the pupils and staff.
- b. The accommodation should be large enough to provide enough quality space for classrooms, activities, care needs, common areas, both internal and external play space and equipment, offices, staff areas and a reasonable level of parking.
- c. The premises and grounds should be secure and ensure the safety of all people on the school premises.
- d. Robust and safe system of traffic management on the site.
- e. All services and utilities should be fit for purpose.
- f. There should be an up to date and robust IT infrastructure, equipment, and systems.

### 2. STAFFING

- a. Ensure an appropriate level and mix of suitably qualified staff.
- b. Encourage and support the professional development of all staff promoting continual school development.
- c. Ensure all staff feel valued and able to positively contribute to the development of the children and the school.

### 3. LEARNING

- a. Establish a family ethos, creating a happy, healthy, stimulating, supportive, secure, and positive environment high in expectation and strong on community throughout the school enabling all members to care for each other and to share and celebrate achievements.
- b. Stimulate a positive attitude to lifelong learning and to experience the outside world.
- c. Establish broad and balanced education based on the Early Years Foundation Stage and National Curriculum, opportunities and experiences which meets the needs of the pupils. This will include individual attainment targets for each pupil, programs to enable pupils to develop social and life skills.
- d. Actively measure progress ensuring efficient recording, assessment, and reporting.

### 4. WORKING WITH OTHERS

- a. Ensure active partnership and liaison with parents/ carers and other agencies.
- b. Forge links with the community, other schools, businesses, social groups, and trainee professionals.
- c. Establish good relations and work with the Local Education Authority
- d. Share our special education needs expertise with others and seek to learn from others.

### 5. OTHERS

- a. Agree with the Local Education Authority the maximum number of pupils reflecting accommodation, staffing constraints and mix of conditions the school can accept.
- b. Ensure the school remains in financial balance and makes efficient and effective use of all resources ensuring value for money whilst delivering the other strategic objectives.
- c. Governors are suitably experienced, qualified, trained, and available to carry out their functions.

## **4- THE STRATEGY TO DELIVER THE BOARD'S AIMS AND OBJECTIVES**

### **CONTEXT AND INFLUENCES**

Pupil numbers and complexity will continue to play a significant role in how the school operates and actions it must take. This will impact on accommodation, staffing, learning, safety, and other areas. The Board and head teacher will continue to press the Local Authority for shared responsibilities of growth in numbers and complexity to ensure they are manageable, properly funded and their needs properly resourced. The school will need to ensure it has strategies for the short- and long-term management of this issue. In November 2018, the school had a section 8 short inspection by OFSTED. Areas for improvement to progress to an overall outstanding score are included within the plan. It remains the school's objective to maintain a minimum "good" score and achieve an overall outstanding score in OFSTED assessment in the future. This will prove to be challenging in the short term given the growing pupil numbers and accommodation issues. The next inspection was due in spring 2023 so one can be expected at any time.

### **NATIONAL ISSUES AND REQUIREMENTS**

The COVID legacy, pupil numbers and change of cohort overshadowed, and to some extent dictated the strategy going forward. The school will continue to take sensible and appropriate actions to protect all those in school and to ensure individual pupil plans reflect individual pupils needs.

**National Funding.** The Government has made additional funding available for education and special needs. However the level of national funding for education is an ongoing area of concern. Currently we receive core funding from the Local Authority using a local weighted formula. Additional government funding is made available such as COVID Recovery fund, Additional tutoring fund, Pupil Premium funding. This is targeted at disadvantaged pupils and those needing short term support to catch up. A sports premium is provided to improve physical education and sport. Each Premium requires its own delivery plan. Further details will be explained in the Finance section. How Heltwate benefits from increased national funding will be reflected in the financial plans.

### **LOCAL AUTHORITY ISSUES AND REQUIREMENTS**

Heltwate is a maintained school and therefore under Local Authority control with the school and Board operating under a scheme of delegation. The Local Authority has severe ongoing financial pressures which make it difficult for the school to secure additional funding. The Local Authority is the admitting body, and it has the final decision on admissions to Heltwate. The Education Capital Programme addresses the dual pressures caused by an increase in population and the growth in housing developments in the city. The Local Authority is currently under great pressure regarding SEND and whilst Peterborough has been declared an investment area by the government, we have yet to see the Local Authority's strategy for investing the additional funding this generates.

The question of academisation remains a potential issue and how it might affect the school is uncertain. The present expectation is that all schools will be part of an academy by 2030. The school needs to be proactive in securing its future.

