SEAX Trust

Strategy Document

24-27

WELCOME TO OUR TRUST

Contents

INTRODUCTION

This document has been co-produced with Trustees, school leaders and the executive team at the SEAX trust. It has been shared with stakeholders and forms the basis for the work of the Trust for the next three years.

We are a Trust with high ambitions for our young people and families. We know that the young people we serve are amongst the most vulnerable and in some cases marginalised in society and that for this to change, we need to be advocates for them, but more than that we need to ensure that everything we do gives them the best opportunity to have a good life where they contribute to the community, they live in.

To do this, as well as achieving accreditations and qualifications that open doors and lead to work or further education or training, we will ensure that they have the life skills to live as independently as they can, the social communication skills to feel comfortable in and contribute to their community and the resilience to keep trying when things go wrong.

We believe that education in our schools is transformative for our young people. We see our work as about more than education however, it is about preparing them for a life well – led.

Our Vision

WE ARE A TRUST WHICH:

o   puts no limits on what we believe young people can achieve; creating opportunities and meeting individual needs so that our young people can live rich and fulfilled lives

o   Values our staff and is committed to providing an environment which creates opportunities for professional growth and development

o   has the courage and drive to challenge and champion change to enable equal opportunity and equity for all

o   influences, respects, listens and acts and which in turn is known as a voice to listen to, act upon and respect.

OUR SEVEN KEY DRIVERS:

1. Ensuring an excellent education with a focus on meeting individual needs and where no limits are placed on achievement

2. Young people are prepared for the future; for meaningful and suitable employment, self- advocacy and independent living

3. Leadership at all levels including governance supports our academies and challenges them to better meet the needs of our children and young people

4. Investing in our staff means that they are well equipped and passionate about providing the very best for all our young people

5. Providing a safe, sustainable and stimulating environment in which we push the boundaries of what is possible through harnessing the power of edtech

6. Collaboration and sharing are central to our belief that we all learn from each other

7. Financial decisions are always made with our children and young people at the centre of our thinking which results in value for money

School Improvement Areas of Responsibility & Accountability

Trust level executive directors provide strategic leadership for a wide range of school improvement areas including:

- Safeguarding
- Teaching and Learning
- Curriculum and Assessment
- IT
- Leadership Development & Professional Learning
- Finance
- Estate Management
- Governance and compliance
- HR
- School Improvement Areas of Responsibility & Accountability

Further support comes from Trust Headteachers Trust Deputy Headteachers. School leads for specific areas also work on areas of significant development across the Trust.

At school level, Headteacher and others in leadership positions lead on:

- Identify and analyse complex or persistent problems and barriers which limit school effectiveness or efficiency;
- Ensure the leaders focus on improving teachers' subject knowledge and pedagogy, drawing on evidence-informed strategies;
- Lead well targeted plans for improvement; Evaluate progress of improvement plans; Identify impact and reshape where necessary;
- Coach senior and middle leaders using the GROW model, developing a culture of coaching across their schools.

Areas of responsibility delegated to our school leaders include:

- Safeguarding

- Curriculum & Assessment Teaching & Learning
  (including Feedback & Response)

- Pupil outcomes including wider pupil outcomes

- Staff recruitment, training, professional learning, coaching & mentoring

- Reporting to the Local Academy Committee (LGG)

- Pastoral care and opportunities for pupils

- Year group / phase leadership

- Subject leadership

- Pupil Voice & Parent Partnership

- Educational visits & residential trip

- Implementing the Trust Strategic Plan

- Equality & Diversity

- Staff wellbeing, support and day-to-day management

- Data protection & compliance

- Manage the financial performance within agreed budgets

SUPPORT AROUND OUR SCHOOLS
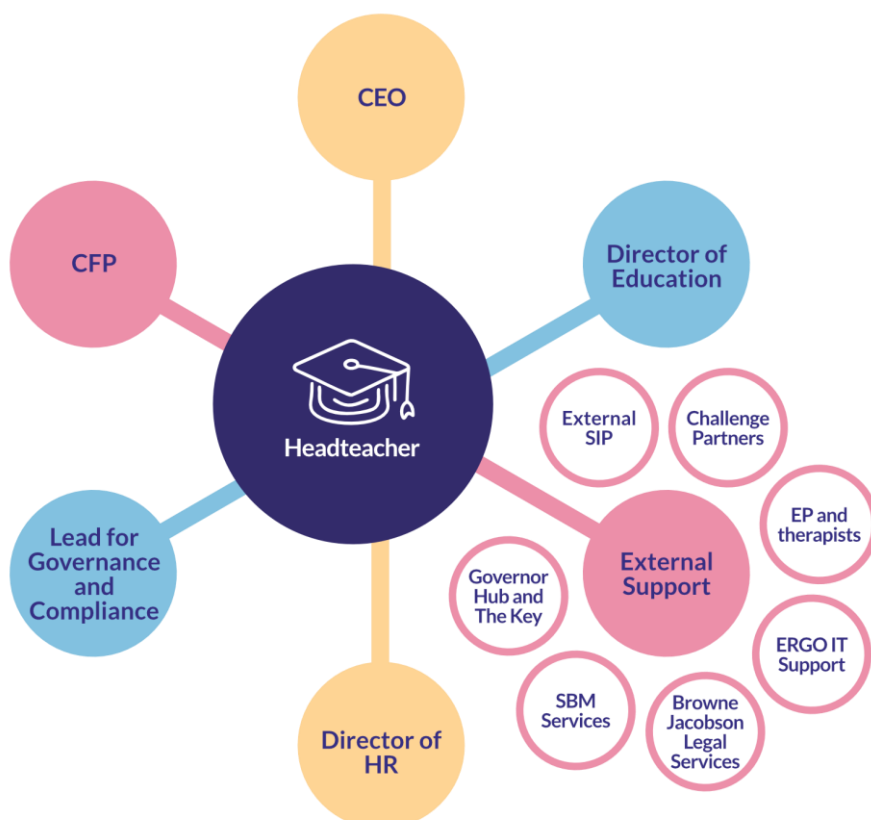
School Improvement Meetings

Teams within the Trust meet with varying frequency in relation their particular areas of development.

The Trust Executive Team meets fortnightly with a focus on:

- Safeguarding

- Schools - Support & Challenge Updates

- Teaching & Learning and Curriculum)

- Finance

- People including staffing, well-being, training and development

- Estates & Services (including catering, premises, IT Network & sustainability)

- Governance & Compliance

- Growth and Development

- Other items as required

TEAM AROUND THE SCHOOLS MEETING – TERMLY

This meeting includes the headteacher, school business manager and other school staff as required along with the CEO, Director of Education, Director of HR and CFO. Other members of the executive team attend as required.

The agenda for these meetings:

- Financial performance and risks

- HR updates including vacancies, staff well – being training and development opportunities and plans

- The AIF, AIP and SEF

- Challenges and lessons learned

CEO AND HEADTEACHER MEETINGS -TERMLY (WITH OTHERS AS REQUIRED)

The aim is to develop leadership, focus on progress against the Trust Academy Improvement framework, progress against the Trusts vision and values and individual coaching/professional dialogue

DSL MEETINGS

The DSLs meet on a termly basis as a team which provides the opportunity for them to share practice, explore challenges and solutions. Individual meetings between the Director of Education and the DSLs also take place termly where the systems and processes around safeguarding, cases and staff training are explored.

Other meetings are arranged as required but are frequent between the Trust executive and the school staff.

OUR ANNUAL CYCLE OF IMPROVEMENT

OUR STRATEGIC INTENT FOR THE NEXT STAGE OF OUR DEVELOPMENT AS A TRUST

This document shows the key strategic direction the Trust is taking over the next three years 2024- 2027. It is ambitious and will transform the Trust as it continues on its journey of growth, development and influence.

The key areas of strategy in this document are:

- o Teaching and Learning Strategy
- o Curriculum Strategy
- o Financial Strategy
- o Risk Management Strategy
- o Growth Strategy
- o Digital Strategy
- o People Strategy
- o Sustainability Strategy
- o Communication Strategy

SEAX Trust Teaching & Learning Strategy

Our Teaching and Learning strategy is at the heart of the school improvement work in all of our schools. It delivers our mission, vision and aims through our rich curricula offer which provides a wide range of opportunities for our young people. We will ensure that every young person will be given the opportunity to achieve academically. Equally important is the development of self – belief, communication and social skills which will lead to them being active participants in the world beyond education so that they live rich and fulfilled lives. All our schools deliver a curriculum that is aligned to the SEAX curriculum statement.

We believe in providing our young people with the skills and knowledge they need for the next stage through a curriculum that is aspirational, irresistible and flexible. There is an emphasis on building on prior learning and providing opportunities for regular revisiting of skills and knowledge to ensure young people are making progress. Equality, diversity, and inclusion are key features in all our schools. To ensure our young people are ready to learn each of our schools' work with our young people to develop self-regulation.

All our schools have a sequenced curriculum which has been designed to develop knowledge and skills progressively and is tailored to the needs of our young people. When planning learning experiences for our young people we:

- o utilise evidence-based practice alongside nationally recognised valid research

- o include opportunities to generalise the learning across the curriculum.

- o flex our approaches to meet the needs of the young people, ensuring it is accessible.

- o constantly review and adapt our approaches and look for imaginative and creative ways to inspire our young people.

- o incorporate opportunities to learn from and in the community.

- o consider how learning will support with accessing the next stage of learning.

As part of the collaboration that takes place across the Trust, we have developed an overview of expectations for effectiveness of leading learning. The features of effectiveness in Leading Learning are summarised in our overview document (see below). The diverse need of our learners means that this will look different in each of our schools; however, we expect these features to be present.

In the development of staff skills, the Trust has invested in and has committed to a coaching approach to develop skills and expertise in teaching.

- o Teacher training

- o Prof development for support staff

- o NPQs

- o ECTs

- o Alternative routes into teaching

- o Schools all have a CPD programme aligned to their AIP

- o We encourage sharing of curriculum and learning approaches across the Trust which includes providing structured opportunities through curriculum groups for staff to share and develop their practice.

OUR SEAX PUPIL OUTCOMES

- o Young people are confident members of the community who are safe in both the real and online world. They are able to participate in social situations in a way they want to appropriately.

- o Young people are prepared for a purposeful adulthood. They have developed a sense of self and are able to self-advocate.

- o Young people achieve a suite of accreditations enabling them to access the next stage: employment, college, apprenticeships, internships.

- o Self-advocacy

- o Sense of self

- o Confident

- o Members of the community

- o Purposeful adulthood

- o Suite of accreditations enabling them to access the next stage

- o Young people are prepared for the future; for meaningful and suitable employment, self- advocacy and independent living

- o Environmentally aware

- o Participate in social situations in a way that they want to appropriately.

- o Being safe and in the real and virtual world in which they live

- o Mechanisms to get the support they need

Leading Learning Overview

Effective planning based on the needs of the young people
- Planned sequence of learning over time securing knowledge and skills
- Review and evaluate evidence of learning to inform planning
- Responsive to the needs of every young person

Established and embedded routines
- Clear classroom structure
- Shared understanding of the learning intentions
- Opportunities to review learning

Positive and respectful relationships
- Culture of trust enabling risk taking
- A culture of listening and co-production
- Lived vision and values

Strong subject knowledge and pedagogy
- Use of subject specific vocabulary
- Knowledge of how to sequence specific subject knowledge and skills
- Application of pedagogical approaches linked to the needs of the young people

Systematic generalisation of learning
- Systematic approaches to practise, revisit and generalise learning
- Cyclical approach to learning (spacing and interleaving)
- Regular and planned opportunities for retrieval

Monitoring learning
- Knowledge and understanding is continually reviewed through ongoing assessment
- Identify and address misconceptions, providing timely and targeted feedback
- Ongoing progress dialogue between class practitioners around all young people

Effective questioning
- Pre-planned questions
- Targeted questions matched to the ability of young people
- Processing time

Manage resources and time effectively
- Provide 'hooks' to interest young people
- Tailor and select resources appropriate to the needs of young people
- Use of visual and practical resources, including additional adults
- Use of experiential resources

Effective deployment of additional adults
- Using a model of the least amount of support to enable independence
- All adults know their role with a focus on learning
- Clear systems of communication between teachers and additional adults

Effective use of the scaffolding framework
- Modelling and explanation
- Clueing and prompting
- Self-scaffolding

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o Sherrington, T. (2019). Rosenshine's Principles in Action. United Kingdom: John Catt

o Educational, Limited.

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o Webster, R., Russell, A., Blatchford, P. (2016). Maximising the Impact of Teaching Assistants. Routledge.

o Paula Bosanquet, Julie Radford, Rob Webster (2016). The Teaching Assistant's Guide to Effective Interaction. Routledge

o Mccrea, P. (2019). Learning: what is it, and how might we catalyse it? Ambition Institute

o Robertson, B. (2023). Power up you pedagogy John Catt Educational Ltd

SEAX Trust Curriculum strategy

'NO LIMITS'

CURRICULUM INTENT

At SEAX Trust our curricula are systematically designed to be progressive based on the starting point and needs of the individual. The focus is on the development of social interaction, communication and functional skills enabling our young people to live independent and fulfilling lives. We ensure we flex to the needs of the young people, whilst remaining aspirational and focused on preparation for adulthood.

Our curricula have been developed from the national curriculum. They provide well-structured learning opportunities designed to embed knowledge and understanding with opportunities for revisiting learning regularly to ensure it is consolidated. We encourage collaboration in our curriculum design to ensure expertise is shared and developed across our schools and the Trust.

To support the personal and social development of our young people we provide frequent opportunities for community learning where pupils consolidate their skills and interact with people from a range of backgrounds.

All pupils have an Education, Health and Care plan which inform how our curricula are designed; this ensures individual needs are met with talents recognised and encouraged.

Our curricula are continually evolving, responding to new needs as well as reflecting our developing knowledge and experience.
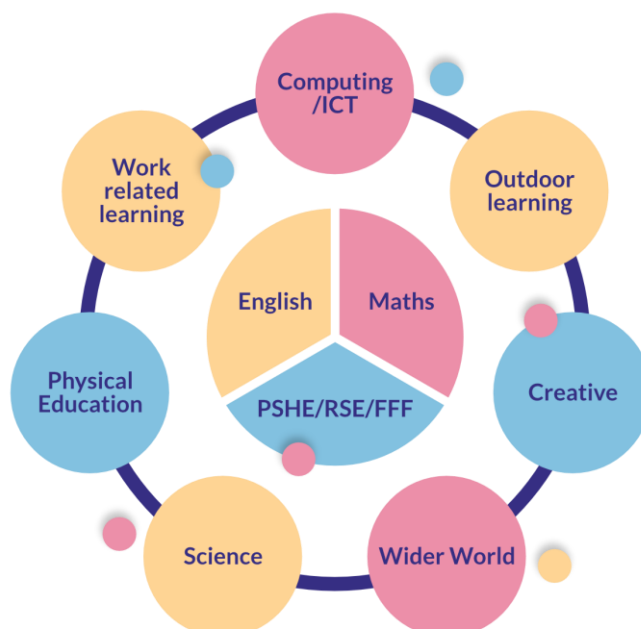
Our Curriculum Model

To ensure access to learning our learners are supported through a range of approaches relevant to their needs. These are exemplified in the diagram below.
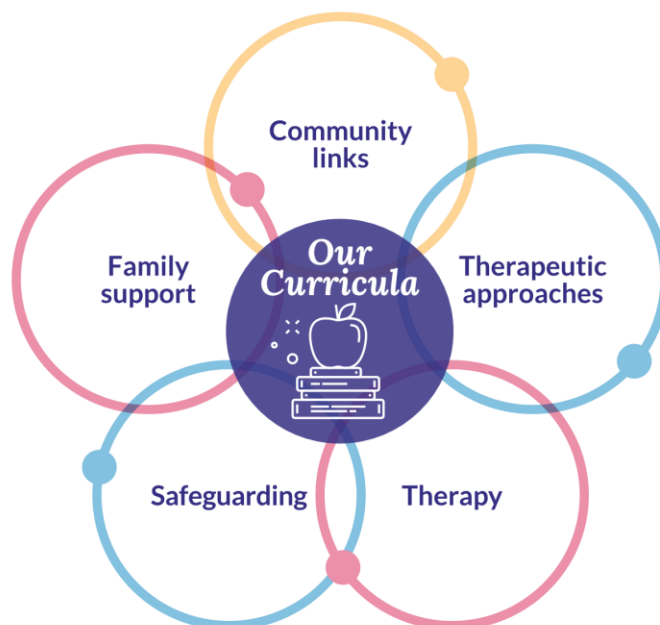
Curriculum Implementation

CURRICULUM AND PEDAGOGY

Curriculum planning allows young people to build schema enabling them to achieve curriculum goals as well as outcomes in their EHCPs. The principles outlined in our Leading Learning document are used to deliver the curriculum in our schools. The curriculum in our schools draws on evidence informed practices.

CURRICULUM PRINCIPLES

- Each school has a curriculum that is ambitious for all preparing young people for adulthood.

- Each school has developed a curriculum which is effectively structured and sequenced from pupils starting points. This is based on the national curriculum as well as the needs identified in each young person's EHCP. This prepares them for current and future learning.

- Curricula are designed to consolidate and extend skills.

- Therapeutic approaches are a key feature of our curricula.

- At each school, the curriculum is taught using the Leading Learning framework in our Teaching and Learning strategy.

o Young people have opportunities for explicit and implicit learning of new vocabulary across the curriculum.

o Reading is central to the curriculum in each school. Each school has a reading strategy which includes an emphasis on promoting a love of reading, as well as focusing on functional reading to ensure young people are prepared for the future. Young people have opportunities to read widely, speak and write well across the curriculum (disciplinary literacy).

o The teaching of early reading focusses on a robust systematic synthetic phonics programme, with materials that match the phonic knowledge of our young people. This develops as young people move through the schools. Schools utilise a wide range of approaches to develop functional reading, including the use of sight words and alternative reading programmes targeted at older pupils.

o The curricula are designed to enable young people to gain appropriate and valid accredited outcomes which help prepare them for the next stage.

ENRICHMENT OPPORTUNITIES

We pride ourselves in offering a wide range of enrichment activities which are available to all young people. These sometimes provide opportunities for young people to engage in activities and experiences that they might not otherwise be able to. These experiences include:

o Visits to theatres, historical sites/building, museums

o Visitors to schools

o Duke of Edinburgh scheme

o Residentials

o Celebrations

o Community projects

o Enterprise projects (horticulture, produce, school shop, school coffee shops)

o Sports events and competitions

o Forest and Coastal schools

o Outdoor pursuits (kayaking, biking)

o Arts projects

Curriculum Impact

We expect our young people to be prepared for living a good life after education by being:

- o Literate

- o Numerate

- o Able to advocate for themselves

- o Engage with the ever-changing digital world, using it to enhance their access to information, to improve their ability to communicate whilst keeping safe

- o Being able to judge and understand risk, to take advantage of opportunities they may be given whilst at the same time keeping themselves safe

- o Understand the world around them

- o Be part of and contribute to their community

- o Be global citizens with a passion to live in a sustainable society

- o Be able to contribute to the economy through work which may be paid or voluntary, full time or part-time according to their social and health needs as well as their ability.

REFERENCES

- o Myatt, M. (2018) The curriculum: Gallimaufry to coherence. John Catt Educational Ltd.

- o Myatt, M. (2021) Huh: Curriculum conversations between subject and senior leaders

- o Howard K, Hill C. (2020) Symbiosis: The Curriculum and the Classroom

- o Ireland, J. Mouthaan, M. (2020) Research Matters: Perspectives on curriculum design: comparing the spiral and the network models. Cambridge Assessment.

KEY LINKS

- o Education Endowment Foundation

- o Guidance reports https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports

- o Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit

SEAX Trust Financial Strategy

Our Trust's financial strategy is aligned with the Trust's overall strategic plan.
This ensures that the Trust's financial resources are used in a way that supports the achievement of our overall goals. In order to achieve this, we:

- o Have a sustainable business model which ensures high quality education for all of our young people.

- o Have good governance and compliance in place, so that trustees can monitor the trust's financial health.

    - o Provide transparent information to trust's stakeholders regarding financial performance and about how we are using our resources.

    - o Make informed decisions by tracking our academies' financial performance over time, benchmarking spend against other schools, and using this data to identify areas where efficiencies can be made and value for money can be assured

    - o Ensure that purchasing decisions are efficient, effective and economic and that efficiencies do not lead to a reduction in quality of provision

    - o Maintain adequate reserves (5-8% of revenue) to support our financial stability and protect our ability to deliver high-quality education.

- o Understand and act upon the trust's appetite for risk which supports our decision making

    See Risk strategy

SEAX TRUST RISK MANAGEMENT STRATEGY

The SEAX Trust has a robust risk management framework in place which ensures that risk is identified and reported at all levels of the organisation. This helps to protect the trust from financial losses, damage to reputation, and other risks which will vary over time.

Our risk management is aimed at ensuring that the Trust achieves its objectives in the most effective way and that resources are directed at those objectives. It will not be seen as a separate exercise but as the means of best achieving the Trust's objectives. This risk management strategy has been designed to provide a framework for managing and reporting the risks the Trust faces and ensuring its objectives are achieved and is detailed in the trust risk management policy.

It has been designed for use by all staff of the Trust and it serves to:

- o Communicate the strategies for managing risk within the Trust

- o Identify and evaluate risks which could prevent the Trust from achieving one or more of its strategic aims, objectives or delivery targets, or make their achievement substantially more difficult.

- o Assess the likelihood of such risks occurring (high, medium, low) and the potential impact of such occurrences with particular reference to the areas of finance, reputation and planning/operations.

- o Enable decisions to be taken on how much risk to accept, the actions/controls applied to avoid or mitigate the likelihood of such circumstances arising, to transfer risk or insure against the consequences and assign responsibility for implementation.

The Trust's overall risk management plan is aimed at:

- o Protecting students, staff and assets.

- o Managing risk in accordance with best practice and reducing the cost of risk. Anticipating and responding to changing social, environmental and legislative requirements.

- o Raising awareness of the need for risk management.

- o Integrating risk management into the culture of the Trust. Adopting legal compliance as a minimum standard.

Our risk strategy involves categorising and acting upon our risks under these headings:

- o Strategic

- o Operational

- o Compliance

- o Financial

- o Academic

We also have a clear assurance map and risk registers in place to support leaders at all levels to make strategic decisions around risk management.

SEAX Trust Growth Strategy

The SEAX Trust is a well-respected Trust of five special schools in Essex. We meet the needs of over 600 children and young people with a variety of needs form moderate learning difficulties to autism, speech, language and communication needs, SEMH and an increasing number of children and young people with more complex learning difficulties. Our Trust has a clear vision which is:

We are a Trust which:

- o puts no limits on what we believe young people can achieve; creating opportunities and meeting individual needs so that our young people can live rich and fulfilled lives

- o has the courage and drive to challenge and champion change to enable equal opportunity and equity for all

- o influences, respects, listens and acts and which in turn is known as a voice to listen to, act upon and respect.

In the past year we have reviewed how the educational landscape has changed and have developed as a Trust to meet the demands of education today whilst having an eye on its future direction. We know that to grow we need to build and develop our capacity and conversely that to increase our capacity we need to grow in an impactful way.

Our reasons for pursuing a growth agenda are:

- o The White Paper, although not currently an education policy, is still clearly the direction of travel and we believe that we must be part of the desire for bigger trusts that can benefit from economies of scale, bigger communities of learning which benefit all staff and bring more opportunities to our young people and which can lead to greater opportunities for school improvement across the Trust and beyond. We want to grow carefully and with improvements to our capacity to develop, innovate and be a greater influence on the system in the future

- o We judge ourselves against the DfE Strong Trusts document and are adapting the metrics and the quality descriptors to our unique settings and believe that the evidence indicates that we are a strong trust which. Has much to offer other schools

- o We have capacity through a strong and experienced executive team and school leaders to offer a school improvement package which will improve the offer of schools not in our Trust. We offer high quality CPD for all staff and ensure that the senior leaders in our school are working collaboratively across our schools to ensure excellence for all our young people

- o We have strong financial systems which ensure good use of public money to the benefit of all young people making our schools great places to learn and to work and we have the capacity to share this with others

Key Factors for Growth for the SEAX Trust

WHAT CAN WE OFFER?

- o An experienced and committed executive team and trustees.

- o Expertise from school leaders with a good track record of school improvement

- o A wide range of knowledge about special educational needs which is constantly developing and increasing

- o Expertise in good financial management and HR functions

- o A CPD offer which is bespoke to the needs of staff who teach in special schools including those that move from mainstream.

- o A research-based model of staff development which leads to positive outcomes for our young people

- o An ambition for all young people with additional needs to have a positive place in their communities including in the world of work.

- o Experience of inducting new headteachers into their role and pathways to leadership available within the Trust

WHAT ARE OUR CRITERIA FOR NEW SCHOOLS JOINING US?

We see our Trust developing and improving by schools joining us who have skills and areas of expertise which would enhance our offer. We want to be the best we can at meeting in needs and breaking down barriers to every young person with SEND having the best life chances and we want schools to join us who have the same ambition and who can bring new thinking to our work. Our values of Integrity, Collaboration and Excellence are at the heart of everything that we do, and we would want schools who are like – minded joining us so we have a stronger voice and more opportunities to develop our approach to giving our young people every opportunity to succeed.

SEAX Trust People Strategy

The SEAX Trust People Strategy has been referenced to current models and directives by Central Government and the Chartered Institute of People Development (CIPD), amongst others. The following document represents the SEAX Trust's approach to workforce development, employees and the wider community of the schools.

OUR KEY AREAS FOR THE PEOPLE DEVELOPMENT STRATEGY

1. COLLABORATION – WE ACHIEVE MORE TOGETHER THAN WE WOULD EVER DO AS INDIVIDUALS.

- Development of a data-driven 'coaching culture', where everyone is trained and has regular opportunity to practice a consistent model

- Broadening of Cross-Trust Working Groups, to represent all functions of the organisation, where policy & practice are developed by relevant stakeholders before ratification

- Development of outreach training and in-reach 'Taster sessions' to build reputation as a 'learning and development trust for SEND'

- Pooling of job applicants cross-Trust, wherever possible, to ensure 'right fit'

- An incremental move towards leadership and management of business services centrally, including admin, catering & site teams, allowing schools a sole focus on teaching and learning

2. WELLBEING OF OUR STAFF MATTERS TO US AND WE TAKE A POSITIVE, PROACTIVE APPROACH TO ENSURING THIS IS CONSIDERED IN ALL DECISION MAKING.

- A cross trust Wellbeing Group with representation from all provisions and Wellbeing Leads in all schools

- Regular staff wellbeing surveys and transparent feedback to staff on resultant actions

- A consultation procedure where every stakeholder has opportunity to shape policy and practice and collaboration with unions

- Pro-active support and training for mental and physical health needs; OH, employee assistance programme, supervision, counselling, mediation, coaching and with reasonable adjustments made readily available

3. WE CELEBRATE, EMBRACE AND SEEK OUT A DIVERSE WORKFORCE AND WHICH REFLECTS THE DIVERSITY OF OUR YOUNG PEOPLE AND THEIR FAMILIES.

- o 'Live' Equality & Diversity Policy including bi-annual targets set and monitored by all stakeholders, with transparent publication of progress on website

- o An Equality & Diversity Group with Cross-Trust representation which helps to shape policy and practice

- o Staff equality and diversity training from induction and throughout career

- o Apprenticeship, work experience and FTC opportunities for our own SEAX pupil population

4. STAFF DEVELOPMENT IS ESSENTIAL TO DEVELOPING AND KEEPING THE BEST QUALITY STAFF.

- o "A focus to provide high quality professional development opportunities for all staff, with the development of a staff "curriculum offer"

- o A 'Career Pathway' approach, promoting in-house training opportunities and resulting in individuals who can cover absence and are ready to apply for the next career move – inside or outside the Trust

- o Development of a 'Stepping-Stones' initiative where staff are encouraged to experience aspects of their chosen job family more widely as a development of our Professional Growth Policy

- o Development of a system for opportunities for staff to work cross-Trust on secondments/visits/'staff-swaps'

- o Coaching at the centre of our approach to staff development and school improvement

5. TECHNOLOGY ALLOWS US TO WORK AT OUR MOST EFFICIENT AND INNOVATIVE.

- o Development of the use technology to educate inside and outside the organisation, with outreach/training videos and 'bite-sized learning' readily available on our website and intranet

- o Development of an online Induction process which will lead to a consistent cross-Trust process

- o Microsoft Teams' meetings allow attendance by a wider staff population, reducing unnecessary travel and time factors

SEAX Trust Digital Strategy —
A move from ed tech to ped tech

OUR FIVE KEY DRIVERS FOR DIGITAL SUCCESS

Anywhere, any device, any time for all stakeholders

- o As the employer of choice for potential employees, flexible working is encouraged in all business functions. Systems and processes do not prevent staff from working in specific ways.

- o When reviewing systems, processes and functionality, a cloud first approach is always championed.

- o CPD and staff support is provided in the most efficient manner, ensuring that staff are given quality professional development whilst being mindful of fulfilling their roles.

- o Working in the cloud, enables staff across the organisation to work flexibly to increase productivity and collaborate internally and externally.

Independent learning, where young people select the appropriate technology to help them learn

- o Staff across the Trust will be inquisitive and intrigued about exploring new and innovative approaches to the use of technology in the classroom.

- o Young people are independently learning, utilising technology where appropriate.

- o Young people are increasingly becoming content creators, as well as consumers of online content.

- o The culture across learning environments in all schools, encourages young people to have ownership of their learning and to independently select and use tools which help them to learn.

Every school a blended school using the benefits of 1:1 devices to enhance learning

- o Young people and staff across the organisation will have a seamless learning experience regardless of the location of learning.

- o Pupil outcomes and opportunities are constantly developing, using digital technologies to engage and enhance learning where appropriate.

- o All young people, including the most disadvantaged provided with a wide range of tools and resources to support them at school and at home.

- o Staff across the organisation are provided with a wide range of high quality CPD and support, enabling them to constantly deliver innovative practice.

Technology used to integrate parent/carers into all aspects of school life

- o Parent/carers will be able to access young people's learning to support further at home.

- o Parent/carers will be able to flexibly access information and training using technology.

- o Parent/carers will be more aware of young people's behaviour at school through virtual systems.

- o Through our effective use of technology, more Parent/carers will be able to remotely participate in events including Parent/carer Consultations Evenings, open days and Parent/carer workshops.

Systems are aligned to ensure efficiency across the whole organisation

- o Staff across the organisation will seamlessly be able to look at aggregate data, whilst also considering granular data on individual specifics to support school improvement.

- o A cloud first approach to systems and processes, will ensure that resources are used to maximise pupil outcomes and opportunities.

- o Data and systems will be aligned across the Trust, ensuring economies of scales and collaborative working.

- o All technology will be used to conduct complex data analysis and evaluation. Consequently, staff are able to work efficiently, making data informed decisions as part of their roles.

- o High levels of security are in place to guard against cyber security breaches as far as possible

SEAX Trust Communication Strategy

We aim to ensure that The SEAX Trust is a known and valued organisation, and we will use a variety of methods to ensure that we are known locally and nationally. Our vision is that we are a Trust which:

'Influences, respects, listens and acts and which in turn is known as a voice to listen to, act upon and respects'

This vision is a summation of our approach to communication and includes our approach to being heard as well as listening to the voices of stakeholders.

Our strategy is that by being a well – known and respected voice, we can:

- o grow by attracting like-minded schools and academies to join us

- o encourage and reassure stakeholders that we have the needs of our young people at the centre of everything that we do and every decision that we make.

- o be seen as an employer who takes the well-being of our staff seriously and offers opportunities for development for all our staff

- o build relationships with our communities both locally and nationally

KEY MESSAGES

- o We are a Trust that celebrates the diversity of our young people, their talents and successes

- o We are innovative and forward looking, constantly looking to develop our practice and improve the offer we make to our young people and their families

- o We are a cohesive organisation with a strong set of core values

- o We are collaborative and generous in sharing our expertise to the benefit of the wider community

- o We are a voice and advocate for young people with SEND and their families

- o We know that all of our young people are successful individuals who can contribute to their community and to the world of work

METHODS OF COMMUNICATION

We will communicate in a variety of ways including:

- o School and trust newsletters

- o A range of social media including and will review this regularly

- o Trust and school websites

- o Local, regional and national news coverage

- o Stakeholder engagement

- o Membership of local policy making and influencer groups including Local Authority, CST and Challenge Partners

As well as talking we will listen and act on what we hear through:

- o Local School pupil councils and a Trust Pupil Council

- o Staff surveys

- o Full consultation with staff and stakeholders at times of change

- o Parent/ Carer surveys and meetings including Annual Reviews, Parent forums and local and Trust level

- o Staff meetings/ discussions in all our school led by senior teams in schools

- o Local governance groups feeding into Board committees and Full Board meetings

- o Trust Staff Well-Being groups

- o Trust collaborative groups for subject staff and staff with particular responsibilities including school business manager and HR staff.

KEY PRINCIPLES FOR COMMUNICATION

We will always work with these in mind when listening and communicating with all stakeholders

- o Honesty and Transparency are essential

- o The privacy of all stakeholders is paramount and will be respected at all times

- o Respond positively to enquiries from the media, public and any agencies as appropriate

- o Use social media positively and ethically

EVALUATION

We will evaluate the success of our strategy through:

- o Review of web-site traffic

- o Social media engagement

- o Parent/Carers and student satisfaction surveys

- o Staff satisfaction surveys

- o Pupil outcomes and achievements

CONCLUSION

The SEAX Trust is committed to using all forms of communication to enhance its reputation, celebrate the wonderful successes of its young people and to be a voice for young people with SEND and their families. We will always use media in an ethical and positive way and we believe that by doing so we will encourage growth and collaboration to the benefit of staff, young people and our wider stakeholders.

SEAX Trust Estate Strategy

We are committed to ensuring that all our schools have the best and most stimulating environment for our young people to learn. We will have these principles at the centre of our thinking and planning:

- o Quality environments which meet their needs and which enhance the learning experience

- o ICT resources that are flexible, reliable and which have safeguarding and security a central to thinking and planning

- o All our financial decisions will be driven by best value, savings and be aimed at increasing efficiency.

ESTATE

We manage a portfolio of estate and buildings which have a value of £15 million pounds. We have a duty to ensure that these are all well maintained and fit for purpose and that they are used to ensure that our curriculum offer is imaginative and encourages engagement, personal development and learning in all our young people.

We will ensure that:

- o Our buildings are fit for purpose, well maintained and meet the required compliance and health and safety standards

- o That there is a planned maintenance regime in place

- o We reduce carbon emissions and drive down energy costs.

We will work alongside other organisations including the Local Authority, the DfE, grant awarding bodies to take advantage of funding streams which ensure that we are constantly developing our sites and buildings.

1. ENVIRONMENTAL SUSTAINABILITY STRATEGY

We are committed to environmental sustainability and are working towards a green strategy. To achieve this, we are:

- Ensuring that all building refurbishment and new building work reduced energy consumption

- Lighting is replaced by LED lighting as current systems come to the end of their natural life

- New buildings have solar panels which will contribute to electricity supplies

We are committed to continue to invest in green technologies to reduce carbon and energy usage

2. ICT

We recognise that digital technology is fundamental in enabling our young people and our staff to achieve their very best. We aim to harness the developing world of educational technology and communications to prepare our young people for life after school and education and using it to reduce workload for our staff at all levels. We ensure that within the context of innovation and the exciting opportunities ICT offers, that safeguarding and security will be at the core of everything that we do.

OUR ICT STRATEGY HAS THESE KEY DRIVERS:

- That we use ICT to deliver an engaging and excellent education for all our students

- That it provides a safe, effective and efficient working environment for all of our community

- That our systems enable collaboration across our sites so that we can all work together and learn from each other

- That staff and our young people have access to technology when they need it and wherever they need it

We will use experts to provide conditions surveys which will guide our spending of reserves and capital income to ensure that all health and safety standards are met

We will develop and maintain high quality learning environments

We have an investment plan for IT in the classroom which will use and regularly update devices and other equipment to break down barriers to access to learning

We will keep informed about the use of IT as a pedagogical tool through a systematic programme of training and information to all staff and through a bringing together of the IT systems team with the staff with pedagogical knowledge about the use of IT in the classroom. With IT systems team ensuring that all decisions made are efficiently and effectively implemented without disruption to learning and administrative efficiency

All learning environments reflect the needs of our learners and therefore will vary from school to school and classroom to classroom. They will reflect the unique needs of our young people

SEAX Sustainability Strategy

We want to ensure that all schools in our trust adopt sustainability and awareness of the effects we all have on climate as central to their planning and thinking about the future in terms of education, buildings and estate management. As a trust we have a duty to play our part in ensuring that the climate change and net- zero agenda is one that is high on our agenda in any decisions we make. We will do this by:

1. **PROVIDING AND EXCELLENT EDUCATION FOR A CHANGING WORLD FOR ALL OF OUR YOUNG PEOPLE.**

   o Our curriculum will include learning in the natural environment

   o Our curriculum with include learning about the natural environment

   o We will work with our young people to develop awareness and positive actions around becoming eco aware schools and will work towards each school achieving Eco School Bronze Award by 2025

   o Ensure that our young people have the skills, knowledge and confidents to travel by public transport by the time they leave education

2. **DEVELOP A GREEN AND SUSTAINABLE ESTATE**

   o Our estates strategy will include a planned programme of changes to our buildings which will increase energy efficiency and reduce waste

   o Use data to analyse energy use, waste and heat to allow us to make evidence-based decisions on where and when to invest in estate development and improvements

   o Eradicate the use of single use plastics and use re-usable or recyclable products by the end of 2024

   o Reduce food waste through good management of ordering and planning

   o We will develop and implement a trust climate action plan by 2025

   o Reduce the use of paper and other consumables by ensuring that our digital strategy ensures that our IT systems are effective and reliable at all times for staff, students and parents/ carers

3. **ENSURE THAT PROCUREMENT DECISIONS INCLUDE CONSIDERATION ABOUT THE SUSTAINABILITY GOALS OF THE COMPANIES WE WORK WITH AND BUY FROM**

   o Our procurement process will include questions which allow and remind us to consider the "green credentials" of our potential providers