Humberston Park School

Our Strategy for 2023-27

This strategy explains how we're changing to make sure we transform the lives of the pupils and families at Humberston Park School, providing long-term sustainable benefits. This transformation will also reach wider communities and more people, ensuring we work collaboratively to promote social fairness and a better understanding of complex SEND.

At Humberston Park School we are forward-thinking, challenging the expected norms so we transform practice and learning. By innovating and creating learning opportunities through a transdisciplinary approach, the pupils thrive, enjoying a friendly, safe and supportive environment, where they can take risks, be creative and expressive whilst learning relevant and meaningful skills through personalised learning.

Our **purpose**, 'engaging children and young people in creative and enjoyable learning that's of functional value to them now and in their future lives' drives all that we do.

Our three **values**, **Inclusiveness–Independence–Enjoyment**, are fundamental in keeping our purpose alive and real. We expect all those involved with Humberston Park School to live these values in School and out in the communities we serve. We enable each pupil to take an enjoyable, active and positive role in their social surroundings, and develop their capacity for living as independently as they can: autonomy for some is their aspiration.

Our Philosophy

Our Philosophy is simple. We are genuinely unique in our approach: our transdisciplinary approach means that the co-design of intent and delivery of health, care and education and co-developing strategies, essential for addressing complex problems, allows for trustful relationships to build so that solutions developed by the teams of staff have ownership by all those involved in a pupil's learning journey, enhancing intense collaboration, and looking at new ways of doing things differently and better. The outcomes and impacts for each pupil are therefore truly real, valuable and tangible, benefitting their lives long-term.



I am proud to be the Headteacher of such an amazing School, where the talented staff teams consistently promote social fairness with absolute focus on the quality of each learner's experiences. At the end of the day, it is **their life, their future and their journey**.

Richard Gargon, Headteacher

Doing Things Differently – Making a Difference

At Humberston Park School we emphasise collaboration and integration of knowledge from multiple disciplines like care, health and education, to address complex issues or problems which many of the pupils here experience. Unlike teaching within individual disciplines, transdisciplinarity encourages an inclusive, holistic and interconnected understanding that transcends the confines of specific academic subjects.

Strategy Overview 2023-2027

Our **Purpose**

...engaging children in creative and enjoyable learning activities that are of functional value to them now and in their future lives

Where we're heading...

'Within-Between-Beyond': Ensuring meaningful life experiences through inclusion and transdisciplinary working…

Strategic Areas leading Improvement

Leadership

Leadership ensures:

- ✔ **moral purpose**
- ✔ **professional learning**
- ✔ **wellbeing of staff and students**
- ✔ **quality assurance**
- ✔ an environment for **creative and enjoyable learning**
- ✔ the workplace is **professional**, **mindful** and **caring**

Professional Practice

Professional practice ensures:

- ✔ we **engage with all key stakeholders** on a regular basis
- ✔ we engage with **evidence-based research**
- ✔ principled **assessment** and **curriculum design**
- ✔ **appropriateness** and **continual review**
- ✔ **pupils' changing personal needs are met**

Transdisciplinarity & Learning

Transdisciplinarity and learning ensures:

- ✔ School is underpinned by a culture of **reflection**
- ✔ **continuing development**
- ✔ the **best climate for learning**
- ✔ **staff are skilled** in using a variety of **meaningful** and **relevant approaches**
- ✔ staff understand **effective learning behaviours**

Strategic Enablers: Helping deliver the Strategy

Reputation | Stability | Curiosity | Creativity | Reasoning | Composure | Communication | Collaboration | Compassion | Citizenship

Our Values: Underpinning Purpose and Strategy

Inclusiveness | Independence | Enjoyment

Our **Purpose**

...engaging children in creative and enjoyable learning activities that are of functional value to them now and in their future lives

Our Purpose is supported by **our transdisciplinary approach** which **recognises four areas of need**

Communication & **Interaction**

Cognition & **Learning**

Physical & **Sensory**

Personal, **Social, Emotional** & **Health** education including **Mental Health** & **Wellbeing**

What we're trying to achieve: Our Intentions

...working with pupils and their families to provide individuals with skills, abilities and attitudes that are useful to everyday life.

Promote **effective communication** and other **literacy skills** to express needs, desires, ideas and feelings and to comprehend those of others.

Promote **conceptual development** and numeracy skills.

Promote **knowledge** and **understanding** of the world.

Exploit the individual's potential to **acquire physical capabilities** which **minimise dependence** on others for self-care, sustenance, movement and social mobility.

Help individuals to **develop personally and socially** enabling them to make choices, behave appropriately, form relationships and develop healthy life-styles.

Provide opportunities for the development of **self-esteem** and **confidence**.

Promote individual's potential for full **sensory, imaginative** and **creative development** through the provision of a range and variety of experiences.

Promote **moral** and **spiritual development**.

Extend and supplement the individual's **natural abilities** and **interests** in sporting and artistic activities including health, fitness and leisure activities.

How we implement this: Delivery of experience

...recognising and respecting each child and young person as a unique individual.

Delivery is based on the **identification of individual need and ability** rather than to try and fit the individual to pre-set, general curriculum subjects or areas of learning.

We accept that our pupils are **not 'readymade learners'**.

Working on individual's **'Learning to Learn' skills** is essential for our pupils.

Improving children's **ability to stay focussed** and **utilising what engages them** provides a platform for developing new skills and broadening their experiences.

The context for learning and the methods for transdisciplinarity take into account **how each pupil learns best**. All of our pupils do however respond well to **consistency** and **continuity**.

Where pupils are **confident** and **comfortable in their environment**, they become more recipient learners. **Routines and schedules** are used to extend sessions and their **range of learning experiences**.

We can then adjust the **nature of the learning context** and the **methods applied** to suit the individual. Equally, the **level of distraction** will be a factor to consider.

Keeping records of **how individuals have responded** to these factors including how much help (prompting) was required will assist in **maintaining consistency** across each staff team member when they are working with different pupils.

Where we're heading…

'Within-Between-Beyond': Ensuring meaningful life experiences through inclusion and transdisciplinary working…

The **difference** we are looking to make: **Impact** and **quality** of **experience**…we want to guarantee that

- **Transdisciplinarity and learning** across the School is underpinned by a culture of **reflection** and continuing development of the **best climate for learning** for the range of pupils' needs. **Staff are skilled** in using a variety of meaningful and relevant approaches and understanding effective learning behaviours.
- **Professional practice** ensures that we **engage with all key stakeholders** on a regular basis, engage with **evidence-based research**, principled **assessment and curriculum design** that **is appropriate** and under continual review to meet all aspects of pupils' personal needs.
- **Leadership** at HPS promises that **moral purpose, professional learning, wellbeing of staff and students and quality assurance processes** support an environment for **creative and enjoyable learning** and a workplace that is **professional**, **mindful** and **caring**.

We will have helped pupils to achieve **improved communication**.

Children and young people will **never be frightened of failing or anxious in their learning** environments.

Children and young people's **accessibility** and **receptiveness** will have **improved**, **increasing participation**.

We will have made improvements in the young people's **social skills**, their **interactions** with others and their **preparedness** for **emotional challenges**.

Children and young people with **physical disabilities** will have **improved posture, core stability, coordination** and **mobility**.

We will have made a difference in terms of **accessing** and **participating** in their **wider community**.

'**Within-Between-Beyond**': What we'll be doing…

Driven by our three strategic lenses, **our improvement work will focus on six key areas**:

Transdisciplinarity and Learning	Professional Practice	Leadership
❑ Collaboration in learning: building transdisciplinarity through 'resource development' and 'child development' teams	❑ Learner Journeys: new curricula design and associated research and stakeholder engagement	❑ Estate audit and long-term masterplan
❑ Review and redesign of purposeful learning environments	❑ SEND Outreach: Local and regional provision awareness & inclusion	❑ HPS Strategic Plan: 2023-2027

Within each key area **we have identified key elements** as **progress** and **success** markers, and **inclusive inquiry** questions to help us better understand the **complexities of experiences** so we can build a **comprehensive** and **equitable** understanding of **diversity** and **inclusion**, equitable **representation**, cultural **sensitivity**, **collaboration** and **engagement**, and **accessibility**.

'**Within-Between-Beyond**': What we'll be doing…

Leadership

HPS Strategic Plan: 2023-2027

- Identify key strategic areas as focus areas for leading improvement
- Stakeholder consultation to agree what strategic improvement will ensure
- 'Within-Between-Beyond': Where we're heading…
- What will families and children and young people at Humberston Park School experience?
- What will staff and external professionals experience?
- What will be the impact in the community?
- What we'll use to deliver the strategy
- Using our values to underpin our purpose and strategy
- What difference will we make?

Estate audit and long-term masterplan

- Capacity audit by Lytle Associates [Architects] to establish state of buildings, site and transport accessibility
- HPS stakeholder consultation: what's working and what needs improving?
- Accommodation analysis: does the physical space give the flexibility to accommodate a range of relevant activities?
- Building suitability: do current buildings meet minimum requirements for specialist teaching?
- Site suitability: does the site area meet minimum area recommendations?
- Short-term proposals: what improvements would make a positive impact and mitigate current issues/risks?
- Option scenarios for sustainability: what options offer best value for money sustainability?
- NELC/DfE consultation
- Next steps: in collaboration with NELC and the DfE, what sustainable improvements can be agreed?

'**Within-Between-Beyond**': What we'll be doing…

Professional Practice

Learner Journeys: new curricula design and associated research and stakeholder engagement

- Transdisciplinary working: looking beyond boundaries
- Reviewing our structure of learning
- Reviewing and clarifying HPS Learning Offer
- Developing Learner Journeys for all pupils
- What does life-changing provision look like in terms of intent and content, implementation and delivery, experiences, outcomes and impacts?

SEND outreach: local and regional provision awareness and inclusion

- Delivering Better Value [DBV] in SEND Programme: partnership working, improving delivery of SEND services for CYP
- Learn SEND Hub: how could we be improving outcomes for pupils with SEND in mainstream settings?
- Transforming SEND Practice and Culture: design a two-year Development Programme 2024-26
- Realising improvements for our local area: how should we be addressing underlying challenges in NEL SEND system?
- Enabling access to support in a timely way, to prevent escalation of need: what does this look like?
- Removing barriers to mainstream inclusion for CYP with SEND: how do we support this?

'**Within-Between-Beyond**': What we'll be doing...

Transdisciplinarity and Learning

Review and design of purposeful learning environments

- Develop Environment Solutions Team
- Agree 'purpose', 'expected outcomes' of work and 'impacts'
- Audits: how do we best develop physical, sensory and personal solutions?
- Transdisciplinary collaboration: supporting communication solutions, complex health solutions, curriculum development and MOVEment for learning and life
- Communicating learning and information: display strategy, signage
- New library facilities: designing and resourcing indoors and outdoors to meet complex needs
- Research and design: how do these impact on equity, inclusion and connectivity?
- New website design: clarity of HPS offer, training and development offer, information sharing

Collaboration in learning; building transdisciplinarity through 'resource' and 'child' development teams

- Introduction of transdisciplinarity: working beyond boundaries
- Develop new Transdisciplinary Teams Model: improving the quality of pupils' experiences
- Child development teams: communications solutions, complex health solutions and MOVEment for learning and life
- Resource development teams: environment solutions and curriculum design
- Personalised outcomes and transdisciplinary impacts: what's meaningful and relevant?
- Recruiting and training specialist staff: professional learning to support transdisciplinary success
- Impact Assessment Framework: measuring effectiveness of practice and change
- Sharing findings to improve wider SEND practice

Strategic Areas leading Improvement

- What will we ensure?
- What impacts and success criteria will our partners experience?

Leadership

Leadership ensures:

- **moral purpose**
- **professional learning**
- **wellbeing of staff and students**
- **quality assurance**
- an environment for **creative and enjoyable learning**
- the workplace is **professional**, **mindful** and **caring**

Pupils & families will experience:

- A caring and mindful approach from HPS
- Involvement in school improvement
- Continual support with all aspects of health, care and education

Staff and other professionals will experience:

- Effective communication
- Transparency
- Leadership who listen and hear
- Visible, available and approachable leadership
- Partnership working of the highest quality

The community will experience:

- A greater understanding of what social fairness and SEND inclusivity is and, that inclusion in education is both a cause and symptom of disability discrimination in wider society

Professional Practice

Professional practice ensures:

- we **engage with all key stakeholders** on a regular basis
- we engage with **evidence-based research**
- principled **assessment** and **curriculum design**
- **appropriateness** and **continual review**
- **pupils' changing personal needs are met**

Pupils & families will experience:

- Being listened to and having a say in changes we make
- Meaningful, supportive relationships
- Flexible approaches to personalised learning
- Creative, enjoyable and innovative approaches to learning

Staff and other professionals will experience:

- A range of equitable opportunities to engage in research
- Practicable and equitable CPD and coaching opportunities
- Increased specialist outreach opportunities
- Greater range of learning about complex needs
- Opportunities to help develop continuing review of our curriculum and assessment design

The community will experience:

- Inclusion and social justice/fairness as drivers in changing current culture

Transdisciplinarity & Learning

Transdisciplinarity and learning ensures:

- Humberston Park School is underpinned by a culture of **reflection**
- continuing development
- the **best climate for learning**
- **our staff are skilled** in using a variety of **meaningful** and **relevant approaches**
- staff understand **effective learning behaviours**

Pupils & families will experience:

- A holistic approach to education, health and care support and learning
- Skilled staff who understand child and family needs
- High confidence in the appropriate provision and resources HPS offers
- A range of opportunities to reflect and feedback on HPS provision
- Respectful relationships
- A collaborative approach

Staff and other professionals will experience:

- Genuine transdisciplinary collaboration between teams and individuals
- Efficient and effective use of environments
- Creative and innovative practice based on research and findings
- A range of specialist expertise
- Purposeful outreach partnerships

The community will experience:

- Greater transdisciplinary impacts and better understanding of why 'transdisciplinary' approaches are needed to improve social fairness and associated outcomes

Strategic Enablers: Helping deliver the Strategy

Foundational strategic enablers are **capabilities**, **capacities**, and **resources** that contribute to the operating effectiveness needed to effectively execute the strategic plan; enablers are critical to realising the goals of our strategic plan efficiently and effectively. Strategic enablers are improvements or upgrades to existing practices embedded in our structure, processes, and culture, that are considered essential to achieving a higher degree of organisational maturity.

We use the enablers below as:

- They **promote effective transition** from the current state to a better state
- They are the **underpinnings** upon which strategic action takes place
- They function as our School's **competency mechanism**
- They enable us to **apply lessons learned** throughout the life of the strategy to upgrade or make adjustments to the enablers
- They **accelerate innovation**
- They **demonstrate leadership's commitment to innovation, continuous improvement** and appropriate **change**
- They are generally 'continuous improvement' items that are **already part of leadership and management** requirements and **school improvement planning**.

Reputation **Stability** **Curiosity** **Creativity** **Reasoning** **Composure** **Communication** **Collaboration** **Compassion** **Citizenship**

- ✔ The strategic value of **reputation** and its function can act as an enabler of growth and performance. Our reputation is embedded in driving strategic development.
- ✔ Continued focus on strategic planning is essential to ensure we have the resources needed to achieve our strategy. **Financial stability** and sustained funding that is aligned to our strategic drivers allow us the flexibility to adjust quickly to market conditions and challenges.
- ✔ Success is driven by the desire to explore, test, to see what happens, to question how things work, and to wonder why and ask, what if? When **curiosity** is engaged, be that in children or adults, they will learn for themselves, from each other, and from any source or experience they encounter. The ability to ask questions and explore helps to sustain strategic thinking, encouraging investigation and inclusive inquiry.
- ✔ Developing creative abilities is central to generating new ideas and applying these in practice. **Creativity** is at the heart of being human and all cultural progress. Richer imaginations and powers of creativity need to be cultivated with a sense of our 'Purpose' in mind. Our challenges are becoming more complex, so it becomes increasing more significant to develop more unique capacities for creative thought and action.
- ✔ Using both deductive and inductive **reasoning**, the School can explore ideas and use observations to prove and predict conclusions respectively, and at the same time, to work towards better transdisciplinary outcomes and solutions.
- ✔ **Composure** is the ability to connect with the inner life of feeling and develop a sense of personal harmony and balance. At Humberston Park School we recognise the importance of personal and community benefits due to regular practice of cultivating mindfulness and composure.
- ✔ **Communication** needs to be purpose-driven, led by a consistent narrative and clear principles, and adapted for different stakeholders, markets and cultures. High staff engagement is fundamental in providing exceptional transdisciplinary work that reaches out to all stakeholders and partnerships, and is highly connected with stakeholder satisfaction and experience. A highly engaged workforce understands our purpose and expectations. Our staff have a role in articulating Humberston Park School's values, and because the values reflect the pupils and staff, they live and demonstrate them.
  Communication is tightly integrated with engagement, and if executed well, we ensure alignment with our strategy, high levels of engagement impacting the quality of pupils' experience, collaboration across areas, and all activities promoting the impact our 'purpose'.
- ✔ The ability to work constructively with others through **collaboration**, is critical to the strength of communities and therefore key to enabling ownership of strategic direction. Working 'as' groups and not simply 'in' groups is key to enabling our staff and all stakeholders to work together, enhancing self-esteem, stimulating curiosity, heightening creativity, raising achievement and fostering positive social behaviour throughout Humberston Park School.
- ✔ By showing **compassion**, developing our ability to empathise with others and to act accordingly, brings about collaboration and team work where conflict and social divisions are minimised, thus enabling smoother development and improvement work throughout the strategy timeline.
- ✔ **Citizenship** and the ability to engage constructively with each other, the children and young people's families, our community and society in general, and participating in the processes that sustain it, is an important enabler, where stakeholders are active and articulate, responsible and help influence strategic change.

Our Values: Underpinning Purpose and Strategy

Inclusiveness

...by **enabling each pupil to take an equitable, active and positive role** in their social environment, at home, in School and in the community, according to socially accepted behaviour, and to create an awareness of moral and cultural values...

Independence

...by **maximising each pupil's capacity for independent living**, their full potential for intellectual and physical development, and their ability to act autonomously...

Enjoyment

...by **increasing every pupil's capacity for enjoyment** through the provision of creative and meaningful experiences...

Appreciating these **values**, we have widespread **'*commitments*'**:

- continuing development of **quality transdisciplinarity** and **learning environments**
- promoting **close-working relationships** with other providers and services
- promoting collaborative **opportunities** for learning in an open way
- sustaining **high levels of expectation** of ourselves and the pupils
- presenting **challenging** and **stimulating learning** opportunities
- **using resources efficiently** and **effectively**