

## Foundation Improvement Plan 2024/25

### 1. Children and Young Adults

The Curriculum –	The Brain & Pedagogy -	Residential Care and Outreach -	Health and Well-being -
<p>An ambitious, knowledge and skills rich programme of study and totality of all experiences across the 24-hour offer is truly personalised for each and every one of our students. Fully integrated, thematic, experiential, and immersive leaning experiences enhance and embed learning, aid retention and the ability to apply across all areas of the curriculum. Residential and Care experience adds to cultural capital providing a wealth and breadth of opportunities to develop relationships and build friendships, accumulate personal resources and assets. Coupled with whole community celebration and festival days, a greater focus on creative arts and digital literacy ensures students are equipped with the essential skills for future life-long success.</p> <p>Our responsibility for upholding the values of social justice is reflected across our 24hr curriculum. This means providing safe places to explore diverse perspectives, and the exposure to different cultures, viewpoints, and experiences, challenging dominant narratives, and critically evaluating teaching materials used to ensure they promote inclusion. Students are given the opportunity to examine colonial history and understand its legacy in the present day, developing a deeper awareness of global issues, essential for fostering a socially just mindset and for developing a well-rounded understanding of the world. CPD supports racially literate staff, ensuring our ‘teaching’ is fair, representative, impartial, and just.</p> <p>An even greater understanding of neurodiversity and the application of a strengths-based model and learning strategies enable staff to identify what students know, and what they can do and build on that knowledge, applying it to all areas of new learning to achieve, accomplish and overcome. Recognising, praising, practicing, and scaffolding- our staff ensure success breeds success.</p> <p>EYFS subject knowledge and practical application supports the delivery of a continuous provision. With a focus on key questioning, adults develop communication and language, personal, social, and emotional development, literacy, maths, through the world of words, numbers, cultures and creativity, and physical development.</p> <p><b>SLT lead: Leanne Clarke/Karl Adamski</b>  <b>Special Interest Group: Children and Young Adults</b>            Chair: Kate Wilson            Governance: Matthew Crowther, Sophie Baxter, Hayley Ramshaw, Sue Ackroyd, Karl Adamski, Damien Talbot, Leanne Clarke, Rachael Johnson</p>	<p>Strong brain development, emotional regulation, and social functionality in all students through a comprehensive evidence-based approach is a high priority and reflects age and developmental stage, and neurodivergence.</p> <p>Together with a whole Foundation commitment to the principles of PACE, the two hands Connection and Correction model, a strength-based approach to neurodivergence, consistent and predictable routines help students know what to expect and fosters emotional safety, in readiness for building the skills necessary for maintaining a successful and satisfying life. We are curious and find innovative and creative ways of curating stories from lived experiences so that the ideas, messages, and knowledge within them can be better shared to create positive change.</p> <p>Integrating co-regulation techniques, addressing primitive reflexes, and implementing strategies to calm the nervous system are essential core components of our practice across all disciplines. Integrative approaches such as listening therapies and the potential impact of music and sound as a therapeutic approach is trialled, alongside other modalities in place such as sensory processing and sensory integration, and EMDR. Skill practice sessions, service clinics, psychologically/trauma informed champions, and well-being supervision all contribute to a successful relational approach and the continued nurture of emotionally resilient staff.</p> <p>Positive Behaviour Support works in harmony and one plan exists to support a young person’s needs, risk, preferences, and interventions which guide universal care, with real life outcome monitoring using multidisciplinary review which promotes movement forward goals and sustainability.</p> <p><b>SLT lead: Rachael Johnson</b>  <b>Special Interest Group: Children and Young Adults</b>            Chair: Kate Wilson            Governance: Matthew Crowther, Sophie Baxter, Hayley Ramshaw, Sue Ackroyd, Karl Adamski, Damien Talbot, Leanne Clarke, Rachael Johnson</p>	<p>An evidence-based curriculum of multiple social learning opportunities is facilitated by residential care staff in pursuit of developing personal growth through a relational approach grounded in a strong knowledge and understanding of attachment and trauma.</p> <p>Residential Care provides fun and play opportunities, tapping into skills and interests, keeping children safe and helping them build skills for life.</p> <p>Key Workers find ways to help children access the daytime curriculum, being a source of support and of incredible relational value to children and their families.</p> <p>All young people follow the OCR Life and Living Skills framework, accruing skills that will be transferrable into family homes and their communities, and an increasing number of outreach opportunities to support this transition develops confidence to use public transport and access local resources and sources of information, and services.</p> <p><b>SLT lead: Damien Talbot</b>  <b>Special Interest Group: Children and Young Adults</b>            Chair: Kate Wilson            Governance: Matthew Crowther, Sophie Baxter, Hayley Ramshaw, Sue Ackroyd, Karl Adamski, Damien Talbot, Leanne Clarke, Rachael Johnson</p>	<p>We prioritise the well-being of our students by implementing structured and consistently applied routines within supportive environments executed by all disciplines. Our approach fosters lifelong learning through diverse cultural experiences and the promotion of healthy lifestyles, establishing a strong connection between regular physical movement and activity and mental wellness.</p> <p>We embrace the unique strengths and ‘superpowers’ of each student, celebrating what makes each individual unique; this drives self-esteem and a positive sense of identity, and a ‘can do’ mentality. Our nurturing approach cultivates acceptance, optimism, and self-belief.</p> <p>Through a developmental journey from dependence to interdependence and ultimately to independence and resilience, we support our students in becoming self-reliant and emotionally strong individuals. Emotional coaching becomes a cornerstone of our approach, empowering students to navigate their emotions and experiences with confidence and clarity.</p> <p><b>SLT lead: Leanne Clarke</b>  <b>Special Interest Group: Children and Young Adults</b>            Chair: Kate Wilson            Governance: Matthew Crowther, Sophie Baxter, Hayley Ramshaw, Sue Ackroyd, Karl Adamski, Damien Talbot, Leanne Clarke, Rachael Johnson</p>

## 2. People

<p><b>Families –</b> We make a commitment to strengthening our partnership with families, creating a continuum of collaboration opportunities. The joint sharing of knowledge and of experience serves as an opportunity to develop a connection, creating the prospect for a trusting respectful empathetic relationship which encourages engagement.</p> <p>This strengths-based approach empowers families, nurturing a sense of value, optimism and personal growth and a tiered system of solution focused interventions through the family team, and which captures the strengths of key workers enhances our DDP and systemic thinking, and contributes to student outcomes and family happiness,</p> <p>All communication, transitions and feedback are considered using a language which is consistent and accessible for all and is considerate of family’s needs, life experience and community neurodivergence. It is consistent across all disciplines.</p> <p>Opportunities for students to transfer life and living skills to homes and for guiding parenting through sensitive practice such as the Family Links nurturing programme is explored, as are identifying adult short courses and activities, creating an inclusive learning community. Increasing group support through the extension of coffee mornings, gifting culturing, sporting events, and using the voice of our families lived experience as a means to connect, learn and shape our practice are priorities.</p> <p><b>SLT lead: Rachael Johnson</b> <b>Special Interest Group: People</b> Chair: Heather Gibson Governance: Rachael Johnson, Barrie Campbell, Rezina Kelly, Tom Gilbody, Sue Ackroyd, Emma Boyle</p>	<p><b>Communication, language and relationship building -</b> Effective communication, inclusivity and relationship building emphasises the importance of shared understanding, authentic engagement, and collaborative efforts to create a sense of belonging and partnership. Truly authentic active listening, we lead with listening to empower all communication to support a confident voice and a common language, ensuring everyone operates with a shared understanding and clarity.</p> <p>Reflecting our relational approach, communication with families is strong and consistent, using the mediums that matter to them. All means of communication, telephone calls, letters, our websites etc. ensure families are kept informed with accessible and easily digestible information.</p> <p>Co-production – engaging all stakeholders in decision making processes shares responsibility and co-creates solutions. All levels of leaders act with empathy and understanding and middle leaders, translate and support organisational goals through a balance of high challenge and high support, modelling behaviour, and driving a supportive and relational culture.</p> <p>We recognise and value the daily lived experiences of individuals, the importance they play in our learning and enlightening our practice and understand the importance of ‘place’ v ‘space’ in fostering belonging. Truly authentic active listening, a genuine response to the needs and perspectives of others, and regular assessment of the climate and perspectives ensure alignment with the Foundation’s culture, addressing concerns and strengthening continuous improvement.</p> <p><b>SLT lead: Rachael Johnson</b> <b>Special Interest Group: People</b> Chair: Heather Gibson Governance: Rachael Johnson, Barrie Campbell, Rezina Kelly, Tom Gilbody, Sue Ackroyd, Emma Boyle</p>	<p><b>Organisational &amp; Personal Brand -</b></p> <p>Our organisation is dedicated to fostering an inclusive and collaborative environment that welcomes and celebrates a diverse community. We recognise changing societal and cultural expectations of an emerging and modern workforce and the fact that we have several generations working with us. We create a restorative culture that promotes cohesiveness and mutual respect; a compelling reputation, ensuring we remain a respected and a sought-after community.</p> <p>We are committed to building a community and environment that reflects a workforce that is intergenerational and neurodiverse, recognising that the unique strengths, foundation knowledge and life experiences, and perspective of each individual and collectively, contribute to our success.</p> <p>We aim to advance workforce productivity and excellence, and believe in the power of outstanding personal brands, authenticity, and integrity, encouraging all members to align their contributions with their core values, affiliated with that of the Foundation.</p> <p>We emphasise the importance of emotional literacy and its value in scaffolding our understanding of what is behind our behaviour to support regulation. We recognise and provide the tools for creating and enhancing self-awareness and emotional regulation to help guide our thinking and actions in work-related and life challenges.</p> <p>All leaders play a critical role in modelling behaviour and great practice which plays a crucial part in the delivery of high support and high challenge. Middle leaders translate, communicate, and play a vital role by communicating effectively, setting clear roles and responsibilities, encouraging open dialogues, and fostering an environment of collaborative problem-solving.</p> <p><b>SLT lead: Tom Gilbody</b> <b>Special Interest Group: People</b> Chair: Heather Gibson Governance: Rachael Johnson, Barrie Campbell, Rezina Kelly, Tom Gilbody, Sue Ackroyd, Emma Boyle</p>
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### 3. Business and Partnerships

<p><b>Quality Assurance, Policy, Process and Systems -</b></p> <p>We hold a strong commitment to continuous improvement through robust quality assurance and effective policies, and streamlined processes underpinned by psychological awareness that communicates relational values. The language of policies is reviewed to ensure accurate intention.</p> <p>Active and specialist governance ensures executive and senior leaders work in partnership to ensure the Foundation remains well managed, forward-thinking, and aligned with its mission and culture of always learning, seeking out opportunities and pushing boundaries in the pursuit of excellence.</p> <p>New and existing information systems and all data collection from various sources are fit for purpose and provides the Foundation with the necessary accessible information to complete its operations and make informed decisions that impact directly upon student outcomes. Adaptive learning and digital tools and platforms support neurodiversity, and life experience.</p> <p>Information prior to admissions, during assessments and on-going reviews of progress are acquired through an inquiry-based approach using an array of methods to best collect useful data which informs our 'adult' practice and target student outcomes.</p> <p>The use of 'Evidence for Learning' (EfL) across the Foundation creates a rich, vivid, and comprehensive picture of formative and summative learning experiences across the curriculum and for some students' experiences at home where knowledge is beginning to be generalised. It provides a tool for effective conversations about learning with students and families and a rich treasure of evidence to support bespoke personalised programmes of support and personal development in residential care, during outreach and throughout the educational day.</p> <p><b>SLT lead: Georgina Poole</b>  <b>Special Interest Group: Business and Partnerships</b>          Governance: Tom Gilbody, Jeremy Conway, Lauren Kershaw, Georgina Poole, Samantha Childe, Ben Merritt</p>	<p><b>Community Partnerships –</b></p> <p>Community partnerships are strengthened through charity work, support for local schools, work experience and the strategic use of school resources and our site, sharing expertise, and our workforce skill set to impact on best practice.</p> <p>We aim to establish and strengthen relationships with local charities and non-profit organisations to create meaningful service opportunities for students with local businesses to offer internships, job shadowing and increasing career opportunities for our students.</p> <p>We will continue our work nationally, providing a stage for young people's success to be celebrated for its incredible worth and successful journeys, and locally we will look to see how we can generate interest in local businesses to support a community equivalent for mainstream partners.</p> <p><b>SLT lead: Georgina Poole/Tom Gilbody</b>  <b>Special Interest Group: Business and Partnerships</b>          Governance: Tom Gilbody, Jeremy Conway, Lauren Kershaw, Georgina Poole, Samantha Childe, Ben Merritt</p>	<p><b>Recruitment, Induction, CPD, and Learning and Development -</b></p> <p>The recruitment, induction, and continuing professional development (CPD) strategy is designed to foster a culture of continuous improvement and excellence, enhancing the Foundation's reputation as a developmental organisation. It serves to attract and retain top talent, maintains important levels of employee engagement, and builds resilience and a robust workforce that continuously evolves to meet its needs and the communities it serves.</p> <p>With an emphasis on cultural fit and alignment with the Foundation's values, the recruitment process includes top-tier onboarding and induction. Taking advantage of technological advancements, it continues to nurture and develop this culture through the employee lifecycle, promoting inclusivity and belonging through policies, practices, and initiatives that support diversity and neurodivergence and a recognition of an intergenerational workforce.</p> <p>Career progression pathways are crafted, and staff skills audits, and psychometric testing are introduced. An effective learning and development programme, which supports mastery, links implicitly to job design and purpose, and supervision and opportunities for reflection are structured. Immediate line managers are implicit in communicating and supporting job roles, obligations and personal goals through resources and training, improving skills, impact, and value across the Foundation.</p> <p>Benchmarking against industry standards seeks to review and enhance work-life brilliance, and we create opportunities for discretionary effort and recognition. Evaluation of working patterns optimise efficiency and changing needs, and the regular soliciting of employee feedback and ideas encourages contribution to the Foundation's success.</p> <p><b>SLT lead: Tom Gilbody</b>  <b>Special Interest Group: Business and Partnerships</b>          Governance: Tom Gilbody, Jeremy Conway, Lauren Kershaw, Georgina Poole, Samantha Childe, Ben Merritt</p>	<p><b>Finance &amp; Resources -</b></p> <p>Strengthen financial stability through strategic planning and efficient management. A plan to rebuild financial reserves with prudent budgeting, cost-saving measures and new revenue streams is in place and an overhaul of the budget management system helps educate managers and increase oversight, accountability, and prudent spending.</p> <p>All staff understand the value of resources, efficient use, reusing, repairing, and recycling. Better planning and prioritising ensure appreciation of the value of our revenue, helping us save for bigger projects, refurbishment, and future plans.</p> <p>With the priority being on finding the right fit for places at Boothroyd House, commissioning to maximise the homes capacity ensures a good return on investment.</p> <p>Dormant user-authorities or single-use LA's receive significant attention to ensure increased awareness of growth in offer across the Foundation, and opportunities such as commissioning conferences and our own learning and development programmes and days provide sufficient insight to maximise placement uptake.</p> <p><b>SLT lead: Georgina Poole</b>  <b>Special Interest Group: Business and Partnerships</b>          Governance: Tom Gilbody, Jeremy Conway, Lauren Kershaw, Georgina Poole, Samantha Childe, Ben Merritt</p>
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### 4. Environment, Premises and Resources

<p><b>Enabling Environments -</b></p> <p>Our commitment to high quality learning, living, and working environments emphasises predictability, safety, and security, ensuring the well-being of our students and that of our workforce. By expanding curriculum opportunities and providing enabling, safe spaces, we nurture both physical and emotional development, fostering deeper engagement, connection and relationships and opportunities to expand skills, and enhance emotional regulation.</p> <p>Swings, hammocks, calming and regulation resources, support the principles of nurture and provide the tools to tackle sensory integration and processing challenges.</p>
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A robust premises infrastructure, mirrored with the FIP, and guided by the expertise of a Property Advisor and a longer lead and planning process, ensures a strategic structure and process to managing the three sites workload, resource allocation and leading change initiatives.

We source alternative forms of energy to enable all sites to become more efficient, and work together to consider our habits, developing a community responsibility that supports reducing waste, recycling, upcycling, and reusing.

This year we shall look at creating semi-independent studios and quiet workspaces, developing the outside areas around our residential houses, and the creation of a Health Hub. We shall also begin exploration around expanding learning space in classrooms and consider how we might introduce a facility for immersive learning.

SLT lead: Karl Adamski

Special Interest Group: Environment, Premises & Resources

Chair: Jeremy Conway

Governance: Karl Adamski, Lisa King, Mick Cartwright, Paul Ackroyd