



# Strategic Plan



**Hereward College**

Promoting individual achievement

# Foreword



**Paul Cook**  
CEO and Principal

**The academic year 2021/22 marks the 50th anniversary of Hereward College. Over the past five decades the college has played a pivotal role in the provision of education and training for learners with disabilities from both the West Midlands and further afield.**

Hereward has experienced some significant highs and lows as it has navigated its way through numerous changes in national policy and funding since the early 1970s, but none more so than over the last five years which have seen a remarkable - and at times dramatic - journey for the college.

In 2016 Hereward was graded inadequate by Ofsted, with inspectors citing poor leadership

and management, and sub-standard teaching and learning. The FE Commissioner also questioned the financial viability of the college, leaving an uncertain future.

Today, the college is graded 'Good' in every Ofsted category. It has experienced three years of healthy budget surpluses and has record student numbers and an ever-growing reputation for quality.

The journey from inadequate to the present successful college was the result of very careful planning. It has been important to ensure that strategy turned into actions that delivered measurable improvements. It has not been easy to deliver constant improvement in the context of a difficult financial environment for local authority partners, but college staff have proved that with the right support and leadership they have been able to rise to the challenges they have been faced with.

The college now has a solid platform on which to build towards outstanding practice across all of its services and functions. The road to outstanding will not be easy, as the country recovers from the pandemic and deals with post-Brexit economic changes.

However, it is recognised that this is the time that our learners need us the most and that the time spent with us may be the last experience that some of our learners have of formal education.

The college takes very seriously its role in delivering life changing outcomes for students and understands that the closer its provision gets to outstanding the greater the impact it will have on the community it serves.

Over the life of the previous strategic plan we delivered on the transformation of the college finances, quality and use of significant portions of the estate.

It was identified in 2018 that the college was not meeting the needs of many learners with more challenging and complex presentations and that its recruitment of less complex learners was reducing. It was also identified that the college had neither the environments nor the expertise to manage more complex learners.

The strategic plan therefore sought to remedy this with a comprehensive range of actions that have resulted in a staff team that is experienced, confident and well supported by regionally recognised experts in disability and mental health.

The ambition and drive of the college to raise the outcomes and aspirations of learners with SEN has been recognised by other organisations. For example, in 2018/19 the college entered into partnership with Premier Inn to develop a model of staff training that could be replicated across the country and aid recruitment to their 850-plus hotel chain.

The partnership resulted in a significant capital investment of a training facility on the college campus and ongoing support from the regional Premier Inn infrastructure. This model has attracted significant attention from the Government and in 2020 the 'little' Premier Inn was visited by the Minister for Disabled People, Health and Work.

The college has also forged important partnerships with major regional employers including Severn Trent and it now has a ground-breaking supported internship programme with West Midlands Police.

The college recognises its role in being a leader in the field of SEN education and works with the national organisation Natspec to provide guidance and support on employment to its membership of over 100 colleges.

Hereward also takes seriously its role as a key ally to the regional local authorities and over the course of the last strategic plan the college created bespoke provision to meet the needs of learners where there has been no other provision available to them regionally.

More than anything else the college will remain focused on improving the experiences of all its learners and of meeting and exceeding their expectations and those of their family and carers.

# About Hereward College



**Hereward College provides study programmes, learning experiences and award-winning work placement opportunities for young people aged 16 to 25 with complex disabilities and learning difficulties.**

It specialises in supporting day and residential learners who have a range of needs including autism, physical difficulties, profound and multiple learning difficulties and complex disabilities at its purpose-built campus in Tile Hill, Coventry.

A pathway approach to learning ensures that all levels are catered for, with a dedicated programme of study developed to help learners achieve their goals.

Courses range from Pre-Entry up to Level 3, with a Learning for Life sensory group specifically aimed at students with profound and multiple learning difficulties.

English and maths are included in all programmes and there is a focus on employability and enterprise.

For learners with more complex needs the college has introduced Aspire, an individualised and targeted intervention programme which is supported by highly skilled experts.

Hereward also offers work skills and employability programmes, including supported internships, working in partnership with regional and national employers.

The college's accredited Level 2 distance learning training courses are additionally available for anyone who supports young people or adults and want to improve their skills and qualifications.

# Our mission and vision

## Our mission

Hereward helps learners to make progress and realise their potential and ambitions. The creativity and skills of staff, working in partnership with the community and employers, ensure learners develop skills for life and work, achieve appropriate qualifications and develop safe and healthy lifestyles that prepare them for the future.

## Our vision

Each learner's experience at Hereward College will prepare them for the next stage of their life, with outstanding employability skills and much greater control over their own future. Their growing independence and well-being will enable their talents to shine.



# 50 years of pioneering specialist education

As Hereward College celebrates its 50th anniversary, we look back at some of the key dates, events and our notable alumni and their achievements over the past five decades.



1971

## College opened

September 1971 Hereward College opened.



1972

## BBC film

The national attention on the groundbreaking college was reflected by a film broadcast by the BBC.



1973

## Bert Massie

British disability rights campaigner Sir Herbert William Massie graduated from Hereward College with A Levels.

## Baroness Campbell

Jane Susan Campbell enrolled at Hereward College. She would go on to become Baroness



Campbell of Surbiton, a disability rights campaigner and life peer.

1975

**GRAEae**  
THEATRE COMPANY

## Graeae Theatre Company

Graeae Theatre Company, an organisation for deaf and disabled artists, is formed by ex-student Nabil Shaban and ex-lecturer Richard Tomlinson.

1980

## NFAC co-ordination role

Hereward becomes the co-ordinating centre for the National Federation of Access Centres, with a membership of 20 centres across the UK at the time.

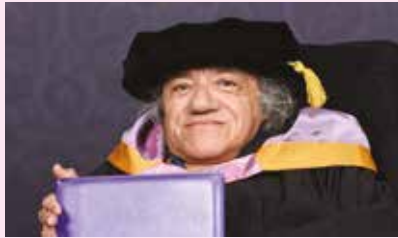
1986

## Minister opens residential facility

Hereward's new residential accommodation is opened by Estelle Morris, then Minister for Arts.



2003



## Performing Arts theatre opens

Former student and founder of Graeae Theatre Dr Nabil Shaban opens the college's Performing Arts theatre.

2008



## Corrie star visits

Jimmi Harkishin, who plays Dev Alahan in Coronation Street, visits Hereward College to open its new shop.

2010



## Nelly stars in TV documentary

Former student Nusrit 'Nelly' Shaheen stars in the Channel 5 documentary 'Extraordinary People', which documents her life as the oldest known survivor of Harlequin Ichthyosis.

2017

## Ex-student launches care app

Ex-Hereward student Russell Smith launches app CarePair, which aims to connect carers and employers with one another.

2013



## Student wins gold at Abu Dhabi

Student Emily Crilly competes in the Abu Dhabi Special Olympics and wins two gold and three silver medals in gymnastics.

2019



## Minister visits Premier Inn Training Centre

Minister for Disabled People, Health and Work Justin Tomlinson visits the Premier Inn Training Centre.

2020

# Performance headlines

**The college has enjoyed an excellent few years. Here are some of our successes from the previous Strategic Plan period.**



Ofsted inspectors said the college's leaders worked "tirelessly" and with a "relentless focus" to improve the safety and success of students, rating Hereward as 'good' in every category following an inspection in November 2017.



The supported internship scheme run by the college in partnership with WM Housing, which employed nine interns in 2017/18, won the Best Apprenticeship Scheme award at a ceremony at the Ricoh Arena. Four of the nine went on to secure permanent jobs with the housing provider.



The college won the SEND Careers Provision of the Year in the West & South West Award 2018 for its work supporting careers education and helping young people into the world of work.



ERSA Employability Awards 2019  
Disability and Health Employment - Finalist



Education & Skills  
Funding Agency

Outstanding financial health 2019/20



## Student success

During the period 2017 to 2020 student retention, pass and achievement rates were consistently higher than national averages.

<b>Headline: all leavers, including Hereward Training</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>	<b>Available national rates provider group GFE</b>
Retention	93%	95%	95%	92%
Pass	93%	96%	96%	91%
Achievement	87%	87%	91%	84%

## Paid work outcomes

The number of graduates gaining paid work outcomes is four times the national average, with pre-pandemic paid work outcomes of 24%. Learners on supported internships enjoy even greater success, with paid work outcome rates ranging between 40% and 100%.

	<b>17/18 (72 leavers)</b>	<b>18/19 (72 leavers)</b>	<b>19/20 (57 leavers)</b>	<b>National statistic from the Health and Social Information Centre</b>
Paid employment	16 (23%)	15 (20%)	12 (21%)	6%
Voluntary work/preparation for employment	7 (10%)	19 (26%)	8 (14%)	
Total progressed to paid or voluntary employment	23 (33%)	34 (46%)	20 (35%)	

## Financial performance

	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>
Turnover (£000)	8,295	8,086	8,402
Fixed assets (£000)	10,987	10,821	10,435
Debt (£000)	2,144	1,888	1,792

## Recruitment

Student numbers increased to more than 300 in 2020 for the first time in the college's history, and continue to rise. The numbers of highly complex learners more than tripled from 21 to 65 between 2017/18 and 2019/20.

# Our key partners

**Having specialist colleges like Hereward working closely with employers is absolutely key to meeting the Government’s target to get one million more people with disabilities into work by 2027.**

We have continued to develop superb strategic partnerships with a wide range of employers over recent years to develop work placement opportunities including supported internships, which have helped us achieve paid work outcomes well above the national average.

**Here are just some of the organisations we work with...**



Holiday Inn



SEVERN  
TRENT  
WONDERFUL ON TAP



Supported interns at West Midlands Police take on a number of office-based roles including customer service, data analytics, IT support, finance, HR, marketing and administration.

## Premier Inn Training Centre opened

**In June 2019 we opened our Premier Inn Training Centre, a mini hotel teaching skills for the hospitality industry. The state-of-the-art training facility is an exact replica of a Premier Inn hotel with three en-suite bedrooms, a reception desk, corridor and linen room.**

Other new facilities launched during the plan period include the creation of a Forest School, while B block has been totally redeveloped to provide bespoke classrooms for specialist autism services and our residential home has been refurbished.



Pictured at the launch of the Premier Inn Training Centre in 2019 are: Paul Cook - CEO and Principal of Hereward College, Alan Nixon - CEO of Novus Property Solutions, and Elaine Newbold - Regional Operations Director of Premier Inn.

# Recent developments

**The Covid-19 pandemic necessitated a review of the strategic priorities from the previous plan period in the summer of 2020.**

## The learning and skills landscape

There has been a 50 per cent increase in the number of young people and children with new education health and care plans over the last five years, from 287,290 in 2017 to 430,697 in 2021.

The local authorities that the college serves are preparing for this trend to continue over the coming years. The financial and general resources and policy strain on the SEND system will likely remain and will be the subject of a formal review in Spring 2022.

The majority of the college's day learners come from Coventry, Warwickshire and Solihull, with a very small cohort from Birmingham. The student numbers from each county have been subject to change over the course of the last strategic plan, with increases in Coventry, Solihull and Birmingham and a decrease in Warwickshire.

The local authorities which the college serves are ambitious about the outcomes of the learners they fund and, in many cases, have supported them through the whole of their education journeys.

In response, Hereward created new curriculum offers during the last strategic

plan period and the development of supported apprenticeships and routes into and support of T-Level provision will feature over the course of the following three years.

The Local Enterprise Partnership and the West Midlands Combined Authority (WMCA) have both identified digital as a major economic growth area along with high value manufacturing.

Level 3 qualifications have been identified as essential for learners to access higher apprenticeships at level 4 and 5 and the need for strong maths and English skills has remained.

Within the SEND community many learners have been able to secure paid work whilst operating at entry level 3, level 1 and level 2 and in many cases it is behaviour and social understanding that is the main barrier to their progression rather than cognitive ability.

Local authority skills plans for SEND highlight the need for high quality work programmes and many have set targets for the attainment of supported internships and supported apprenticeships.

## The environmental and economic context

Covid-19 has forced FE providers to dramatically change their services and reconsider their offer and delivery methods for a post pandemic world.

In particular the crisis has given a sharp focus on what can and what cannot be delivered remotely using technology in an effective way.

Many FE providers are now looking to enhance their remote and blended learning offer, although for SEN providers the ability of some learners to engage effectively in learning from home using technology is limited due to their disability or condition.

Learners who have severe behavioural issues are not fully served by remote learning and

this is the same for some learners with mental health problems. During the pandemic the college did not close and continued to support learners on campus. Many higher level learners adapted well to remote learning and in some cases flourished under the new way of working.

The college has been able to identify which functions can be done either remotely or part remotely and is now better able to offer a more flexible approach to staff that will hopefully enhance their personal and professional life and make working at the college more attractive.



# The road to outstanding

**The college has developed a strong platform over the last three years on which to further build. Its position in terms of its finances, quality and reputation mean that it can now be realistically ambitious with its intentions.**

Compared to the start of the last strategic plan in 2018, Hereward now has substantially better expertise to manage its growing student population and the new strategic intentions will detail how the college can further evolve to become outstanding in all areas of provision.

Looking ahead to 2024, our new four strategic intentions set out the path to outstanding practice in all areas of college delivery.

## Working in learner centred structures

We will embed the person-centred destination-led approach and develop staff to focus support for learners to raise their aspirations and help them to prepare for adulthood and achieve their goals for health, employment, independent living and being part of the community.

## Improving teaching, learning and assessment

We will deliver exciting, innovative and effective learning, teaching and assessment that actively engages learners, develops their English and maths skills, helps them to make progress and enables them to achieve their goals and qualifications and move on to the next stage of their lives.

## Delivering responsibilities in partnerships

We will be proactive to benefit learners by collaborating and working with partners, including parents and carers, local authorities, health and care agencies, employers and funding agencies, to enable the learners' goals and ensure the SEND Code of Practice is delivered.

## Making the most of college resources

We will maximise the effectiveness of all physical and staffing resources to improve the quality of provision, grow Hereward Training and new services, and maintain the college's financial health and viability while providing value for money.



"I have the great privilege of being a member of the governing body of Hereward College, a role that provides both challenge and support to the executive team. As governors we have the interests of learners paramount within the work that we do, and therefore I am delighted to see the hard work of students and staff be rewarded with good outcomes over the last four years. I am confident that with the same dedication from governors, staff members and students the college will continue to flourish and fulfil the ambitions outlined in this strategic plan."

**Ian Pursglove, Chair of the College Corporation**

# Strategic Intention 1

## Working in learner centred structures

**Embed the person-centred destination-led structures and develop staff to focus support for learners to raise their aspirations and help them to prepare for adulthood and achieve their goals for health, employment, independent living and being part of the community.**

### Specific context

Hereward College is large by comparison to other mostly single campus providers, with more than 300 full time learners, and it caters for a wide range of needs.

The approach and support for different sets of learners must therefore reflect their requirements and goals, as stated in their education health and care plans. Some very able learners require minimal supervision, whilst others require two members of staff with them at all times.

The college is equally ambitious for all its learners and celebrates success in all of its forms. For some learners simply being able to manage in a public space is a life transforming success for them and their family, which may have taken many years to achieve.

Our most functionally able learners will achieve at advanced level and be applying for university places. The challenge therefore is to create environments and support and management structures that cater for this vast difference in need and to have sufficiently confident and knowledgeable staff that can work across the many types of provision within the college.

Residential provision for post-16 learners has reduced across the country over the last seven years and this has been felt dramatically at Hereward, where residential numbers have reduced from more than 100 to less than 15. Other residential colleges have also experienced a similar dramatic shift away from residential provision and some have struggled to gain a substantial foothold in provision for day learners.

Hereward has been successful in significantly increasing its day learners and is still intent on providing residential provision, but recognises that for its do so it must ensure that it is able to cater for more complex presentations within the residential home setting.



## Objectives

### **1.1 The management of behaviour in the college will become outstanding.**

The college will implement a new sector leading multi-layered risk assessment and behaviour management policy that builds on the existing good practice developed within the college over the last four years and which is informed from best practice in the use of Positive Behaviour Support (PBS). This approach will help learners to achieve their stretch targets on behavioural and academic attainment and will more effectively focus staff resources. A cornerstone of the policy will be the use of clinical staff in providing regular supervision to curriculum managers and curriculum teams. The constant drip feeding of psychological and SEN theory will build on formal training that staff have received and help them to become reflective practitioners. The new policy will be implemented in 2021 and developed over the course of this strategic plan.

### **1.2 The college will further improve the campus environment.**

This will facilitate learning and reduce anxiety. This will be achieved by examining the sensory needs of learners and by conducting a sensory audit in 2021 and using the results of this exercise to inform the new accommodation strategy.

### **1.3 The college will use best practice in the capture and use of the learner voice to improve social opportunities within the college.**

This will facilitate the development of important social skills needed within the community. This will also help them meet the targets within their EHCPs and contribute to their attainment of wider work skills. This will be done by building on existing good practice seen within the peer support teams, student union and student executive team. The use of the learner voice will be benchmarked against the best in the sector and used to guide decision making on student learning activities, leisure spaces and social events.

### **1.4 The college will continue to explore where it can extend the breadth of its provision so that it can cater for a greater proportion of the SEND community.**

The college has excellent resources for facilitating independence and has built up significant expertise in developing independence skills over its history. Over the course of the last strategic plan the college developed the Foundation Plus provision aimed at developing social skills for learners with lower level functioning and highly complex presentations. Over the course of this strategic plan the college will develop this provision with support from local authorities. It has allowed learners to remain in their local communities rather than having to go out of county to residential provision hence providing a tangible benefit to local authorities and families. The college will widen the pool of staff working in this highly specialist area to ensure that it can meet the needs of local authorities.

### **1.5 The residential home will be graded outstanding overall.**

This will build on the good practice developed in residential services over the last four years. The college will continue its development of the residential provision which has seen the complexity of its residents increase significantly over the last two years. For example, the home has recently successfully met the needs of learners with very rare conditions and current applications include presentations that will continue to develop the expertise within the home. The use and updating of care plans will be outstanding and reflect the best practice within the sector.

# Strategic Intention 2

## Improving teaching, learning and assessment

**Deliver exciting, innovative and effective learning, teaching and assessment that actively engages learners, develops their English and maths skills, helps them to make progress and enables them to achieve their goals and qualifications and move on to the next stage of their lives.**

### Specific context

Teaching, learning and assessment in the context of special educational needs is a complex mix of pedagogy, therapy and the application of assistive technology. Teaching staff and managers have to be skilled in lesson planning and delivery to a broad range of learners.

In addition to the traditional methods of teaching, staff at Hereward also need to have a good understanding of a range of special educational needs and mental health conditions and how those needs and conditions manifest in a college environment.

In order to meet this challenge, it is essential that the college has high quality CPD available for all its staff. The Ofsted framework changed in 2019 and a more holistic approach is now taken to the judgement of teaching, learning and assessment which is part of the quality of education judgement.

The progress of learners is still a key element of how the quality of education is measured and in particular the progress made in relation to their individual starting point.

The majority of learners at Hereward have career goals and aspirations to gain paid work. In order to meet those needs, teaching and support staff are required to impart

vocational skills. Therefore, the curriculum must respond to the changing economic climate and local employer market.

The need for digital skills is projected to increase over the coming years as what some observers call the fourth industrial revolution starts to shape work and leisure time. It is also projected that increased automation and the use of AI will change working patterns and demands. The qualifications landscape is also changing with the introduction of T-Levels and a renewed emphasis on apprenticeships and higher apprenticeships.

The use of blended learning is also likely to increase as the quality of experience available digitally increases including with the use of virtual reality applications which are also set to increase. This will bring opportunities for more flexible learning but not all learners may be able to access this flexibility, especially in cases where learner behaviour is the main barrier to future success.

Hereward College will need to continue its journey to increase the breadth of its campus-based resources and employer partners if it is to develop the high quality teaching learning and assessment that properly prepares learners for the next phase of their career.

## Objectives

### **2.1 The college will meet the challenges of the next few years by elevating the quality of education from good to outstanding.**

This will be achieved in part by reinvigorating the teacher guidance and toolkit called “The Hereward Approach”. The college will build on the excellent practice developed since the last inspection when the college was judged to have ‘Good’ teaching, learning and assessment. The new Hereward Approach will provide teaching and support staff with the standards, support mechanisms and resources needed to produce consistently high quality learning sessions. It will be informed by the best practice observed within the college over the last four years as well as referencing the best practice from the SEND and mainstream sectors. It was developed in 2021 and will be implemented over the course of this strategic plan.

### **2.2 The ability to chart the progress of learners from their starting point and for learners to understand the progress they are making against targets will be improved.**

The use of sector leading software will be implemented from September 2021 and developed over the course of this strategic plan. The academic progress of learners will be improved with the use of consistent tracking software that quickly indicates which learners are on track, which are exceeding expectations and which require further support. The specific skills needed for learners to gain their preferred jobs will be tracked via Xello, which will chart their skill progression providing clarity and motivation for them and their families. College foundation learners will have their progress tracked via multimedia methods stored on Tapestry as part of an individual progression file that will be shared with families and the local authority. This new multifaceted approach to charting progress will more accurately reflect the needs of the student population and will be a step change in the work of the college.

### **2.3 The remote, online learning offer and use of assistive technology (AT) will continue to be developed and improved over the next three years, building on the developments over the pandemic.**

The college will engage with sector leading organisations such as JISC and the West Midlands Digital Group to identify areas of further development for online learning. Additionally, the college will continue to invest in an assistive technologist service for learners which will work with the assessment centre service to provide advice, guidance and support for learners using AT. From September 2021 the college will trial virtual reality within a variety of college programmes. Based on developments in other specialist environments it is anticipated that this will be successful and that over the course of this strategic plan its use will increase and the college will develop specific SEND applications, for example VR sessions of public spaces or workplaces that help to reduce anxiety of learners when viewed as part of a preparation programme.

### **2.4 The curriculum focus on work outcomes will be improved with the creation of an employer forum.**

This will help to steer the development of new and established offers. The new employment services department will be in place by the summer of 2021 and will implement changes to how employer feedback feeds into the curriculum over the course of this strategic plan. The college will continue to expand its internship provision but from 2021 will begin to offer support apprenticeships and will explore how it can offer T-level provision either alone or in partnership.

### **2.5 The ability of teaching and support teams to manage more complex presentations will increase.**

This will continue over the next few years, building on the remarkable success since the last inspection. This will be achieved by developing bespoke CPD for individual staff to allow them to continue to build their expertise. The CPD offer will have at its core regular access to high quality educational psychology services that will work with staff to explore effective classroom-based methodologies.

# Strategic Intention 3

## Our approach to delivering responsibilities in partnerships

**Be proactive to benefit learners by collaborating and working with partners, including parents and carers, local authorities, health and care agencies, employers and funding agencies, to enable the learners' goals and ensure the SEND Code of Practice is delivered.**

### Specific context

The college is well regarded by a number of its key partners and has positive strategic level relationships with its main local authorities. New partnerships have been secured with major regional and national employers such as Premier Inn and West Midlands Police, which has elevated the ambition of our learners and their families.

However, the pandemic has placed a significant strain on all our employer partners and has affected the paid employment outcomes for 2020 and 2021. Initiatives such as Kickstart may have a positive impact on the capacity of employers to recruit but the prolonged effect of social restrictions could be problematic into the 2021/22 academic year and possibly beyond that should the coronavirus have a resurgence.

Over the course of the pandemic the value of outdoor work experience opportunities rose dramatically and caused the college to examine the breadth of both its employers and the types of jobs available for job carving. The conclusion was that more employer partners are needed and with a greater variety of job roles.

The college has seen growth in student numbers from its host local authority

Coventry, as well as from the neighbouring borough of Solihull. Much of this growth has been as a result of the college's ability to manage more complex presentations.

The average amount of funded hours per student has increased 26% since 2018/19, which indicates the increased level of need and complexity of the typical Hereward College student.

The college will be trialling the off-site delivery of supported internships in 2021/22 by using the Birmingham office base of the new HE assessment service to use for the one day of functional skills input needed for the programme. This provision will cater for Birmingham learners and will allow the college to meet local need and further develop the relationship with West Midlands Police.

Local authorities have been under significant financial pressure over the last decade on their SEND budget and overspends have had to be accommodated from other parts of the LA total budget.

Learners from Warwickshire can also incur considerable transport costs and this places further financial strain on the authority. Warwickshire's SEND strategy is to, where

possible, place post-16 and post-19 learners within the boundaries of the county and to have a focus on employment programmes.

Employment programmes such as the supported internship provision are also part funded by the DWP and have very low element 3 costs. Moving learners into jobs has further cost benefits for the local authority down the line, as the need for social services diminishes once young people are employed. The benefits for the individual and society in general are also self-evident.

In some cases, families and the local authority struggle to find the right sort of provision for learners with significant learning difficulties, where work options are unrealistic. Families and the LA often refer to a gap in provision that would still progress the abilities of young people without it being part of formal education. There are a number of different models of provision of this nature across the country and some models may fit with the mission and vision of Hereward College and may be financially viable.

## Objectives

### **3.1 The college will increase the number of employer partners and work placement opportunities.**

The specific skillsets of learners will have a higher chance of finding a home with an employer able to provide paid employment.

### **3.2 The college will create a new Employment Services department that will provide an improved service to employers.**

This will be done by combining the expertise in providing important development courses to employees through the adult education budget with the expertise in providing highly motivated students on work placement. This will then provide a seamless service to our employer partners.

### **3.3 The college will continue to develop its outreach services.**

This will happen where they are economically viable such as the new office base in Birmingham. This will help local authorities by expanding lower cost high quality supported internship and apprenticeship provision. It will also help learners by removing the need for them to attend the main college site which is a barrier for some learners and a challenging physical journey for others.

### **3.4 New models of delivery will be explored with local authorities.**

These will address their provision gaps and future needs and is also in line with the mission, vision and values of the college. Hereward will work at strategic level with the local authorities to plan provision that may need them to think differently about their budget allocations. For example, new and innovative provision may need education and social care local authority colleagues to remove funding barriers for new provision to be successful.

### **3.5 Supported apprenticeship provision will be prioritised over the course of this strategic plan.**

This will help the college meet the challenges of the 2021 Skills Bill and mirror the ambition of local authorities such as Warwickshire who seek to significantly increase this type of provision. It will serve as a high quality progression opportunity for graduate interns and pathway students. It will also allow the college to recruit directly into the provision from external applicants. By the end of this strategic plan the college will aim to have at least a dozen supported apprentices in varying roles.

# Strategic Intention 4

## Making the most of college resources

**Maximise the effectiveness of all physical and staffing resources to improve the quality of provision, grow Hereward Training and new services, and maintain the college's financial health and viability while providing value for money.**

### Specific context

The college estate is in good condition, with the majority of campus buildings assessed as being within the two highest categories used by the DfE for accessing education buildings, namely category A and category B.

Over the course of the last strategic plan the college did not have any significant pressure regarding space but as student numbers grow this will likely not be the case over the course of the new plan.

National and regional figures suggest strongly that the numbers of young people with Education, Health and Care plans will continue to rise, placing yet more pressure on local authorities to meet need with significant financial challenge. Over the last four years, rates in Solihull have more than doubled, those in Warwickshire have increased by 85 per cent and in Coventry are up by 22 per cent.

Indications from local authority post-16 strategies are that numbers will continue to increase over the next few years. Therefore, the college will need to consider how it best uses its campus and whether the existing buildings and configuration will meet the future need of the curriculum, learners and local authorities.

There are a number of areas in the campus that are vocationally specific or contain specialist equipment, some of which are industry standard and others which require upgrading.

The specialist areas include:

- Sports centre (MUGA, sports hall, gym)
- Physiotherapy suite
- Horticulture area
- Performing arts studio (performance space and control room)
- Music centre (recording studio, specialist music classroom)
- Media centre (specialist media classroom, radio studio, greenscreen area)
- The Lodge, conference centre and self-catering hotel
- Premier Inn training centre
- Construction centre (presently the Covid centre)
- Art centre (art classrooms and breakout spaces).

The college's financial position improved substantially over the last four years as it successfully pivoted towards learners with more complex needs whilst also reducing its staffing costs and overheads.

Student numbers increased sharply in 2020 and rose again in September 2021. However, the college has not significantly increased its class sizes due to factors including the physical constraints of the buildings and the need of some learners for small class environments.

### Total student numbers

2018/19	2019/20	2020/21	2021/22
261	255	289	300

Larger class sizes can reduce costs to local authorities and in some cases can aid learner achievement, so any new accommodation strategy must examine this tension when considering how the campus might develop over the course of the next few years and beyond.

There is a forecast surplus for 2020/21 despite significant financial pressures caused by the pandemic, indicating strong underlying financial management. However, the college is still heavily reliant on local authority income.

The college has capacity for significant growth in the internship programme, as well as Aspire and other pathways, and in the residential provision. Without significant redevelopment of the existing site, or the acquisition of a further site, it is forecast that the site will reach full capacity in 2023/24.

## Objectives

### **4.1 A new ambitious estates strategy will be created that will support the intentions of the curriculum teams and the sensory and social needs of learners and staff.**

The strategy will consider how the estate will need to be developed over the coming years to meet the financial demands of local authorities and the need for high quality training environments. Each vocational area of the college will be examined through the lens of industry standards and brought up to date during the lifetime of this strategic plan. Gaps in curriculum offer will be filled using the measure of creating new industry standard learning spaces. The college environment will more effectively facilitate the gaining of new skills as well as being more welcoming and comfortable for staff and learners. The estate and its physical resources will also inspire increased confidence in our employer partners, learners and families and place Hereward College amongst the very best equipped SEND providers in the country.

### **4.2 The college will seek to be a more attractive place to work.**

Building on the progress made over the last few years, it will set the bar high by comparing itself with leading similar sized businesses that are featured in The Times best places to work lists. Over the lifetime of the strategic plan measurable positive changes in workplace culture and wellbeing will be observed.

### **4.3 The college will need to continue to invest in the training and development of staff.**

This will ensure that it retains its highly skilled workforce that is able to meet the needs of present and future cohorts of learners. As part of this objective the college will make best use of clinical staff to provide a CPD service that is constant throughout the year and that is operationally based and centred on the needs of learners.

### **4.4 The IT infrastructure and resources will be maintained and improved.**

This will ensure that high quality teaching and learning can be sustained regardless of whether the learning is campus based or remote. New technologies will be supported such as Virtual Reality learning which will allow the college to take advantage of its new 1000mb internet link. New methods of protecting staff, learners and college resources will be implemented via updated cyber security measures detailed in the Integrated IT Strategy and will be subject to constant review.

### **4.5 The college income will be diversified with effective strategies for the increase in the Adult Education Budget, DWP income and commercial activities.**

Subject to the government announcement in 2021, the college will seek to initiate a growth strategy for the HE assessment centre service. The new Employment Service will spearhead growth in both the AEB and DWP income by sourcing gaps in existing offers and provision. For example, some employers that provide work placements for learners are large with many thousands of employees who could benefit from the AEB offer. The use of the campus facilities in the evening, weekends and during the holiday periods will resume post-Covid and will be enhanced with upgraded facilities. The potential for residential respite services will be explored subject to the constraints imposed by the potential growth of the service with its core residential customers.

### **4.6 The college will continue to form strategic partnerships with local authorities.**

This will ensure that it can anticipate and respond to gaps in provision. For example, the college will examine whether high quality college managed social care provision could provide a better long term outcomes to some learners. Additionally, the college will continue to explore 14-16 college models that could support gaps in LA provision.



**Hereward College**

Promoting individual achievement

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