School Vision and Strategy

Appendix A (SIR-1)
FS0891 Greenwell Academy
24th October 2022

Document Control Table

Version	Comment	Status	Date of Issue	Document author
1.0	Ready for release to suppliers'	REL	24/10/2022	Beckmead Trust

Section 1: Trust and School details

1.1: About the Trust

Date established and brief history	Beckmead Trust was established in 2019 with the principal objective and activities of the Trust is to provide free education and care for pupils of different abilities with a particular focus on SEMH and Autism.
Current schools	Beckmead Park Academy Beckmead College Chaffinch Brook Beckmead Moundwood Academy The Ropemakers Academy Roundwood School and Community Centre Wells Park School
Plans for growth	Two additional Schools are currently being planned with the DfE Sir Geoff Hurst Academy The London River Academy
Trust-wide educational policies	The Beckmead Trust believes that every young person has the right to the best possible education and a chance to succeed. We are stronger through a sense of community and social justice, and our family of schools all maintain this as the foundation of their provision. Our schools deliver practice models that not only tailor education to students, but also involve parents, carers and agencies, forming a network of support for all of our young people. Working exclusively with children with special educational needs, our team of highly-skilled and caring staff members deliver excellent pedagogy and a vibrant curriculum that helps young people to thrive, empowering them to aspire towards opportunities in their future, leading to successful and fulfilled lives.

	The Beckmead Family of Schools was judged to be Outstanding by Ofsted.
Trust-wide management policies	This Scheme of Delegation lays out the powers and functions of the Members, Trust Board and Local Governing Bodies of the academies associated under the Memorandum of Association and Articles of Association of the Beckmead Trust. It covers: • Governance • Strategy and Planning • Education Policy • Performance Management • Finance and Investments • Internal Risk Management and Control • Audit • Fundraising • Information Systems • Asset Management • Human Resources • Advisers
Trust-wide approach to sustainability	Not Available
Trust-wide approach to printing and copying	Papercut is used across the Trust using Non-smart Plastic ID card printed with Information on front and QR code on. Print codes are used to get printing out of MFDs securely and to monitor/limit usage.
Trust-wide approach to ICT	The Trust is fully cloud based with all schools sitting under one Workspace Tenant. Storage is managed via Workspace with all staff accessing their data via Google Drive (using the Windows Google Drive app to view them outside a browser window).

Trust-wide approach to broadband and telephony	Fibre connection. 1Gb on 1Gb bearer provided by LGFL The handover of the broadband circuit must occur at least six weeks before practical completion of the building project, to allow the Trust's IT team to provision ICT services within the School.
Shared services	Workspace hosts a range of shared data services. InVentry Central is used to allow staff from different sites to sign in at other schools. Remote Desktop Service (RDS) is used via Azure AD to give access to data for Windows only services. Print Services use Papercut as the primary mechanism to reach printers with access to printed items available across The Trust no matter where you printed from. Trust and school Intranet is hosted via Workspace Group Policy Management is via HR functions and synchronisations within our set up. The network provides flexibility for Staff and Students to access ICT across all Schools without multiple accounts - USO via LGFL sync is used to provision users. The Trust has a consistent Trust-wide IP Telephony solution utilizing Yealink handsets and a centralized call manager
Integration between schools	The school will join the other schools and Trust via our WAN and IP range that is supplied through our LGFL connection.
Current support arrangements	The Trust's contracted Managed Service ICT supplier will integrate all cloud hosted services. ICT suppliers will not be expected to integrate or enable any services outside of the tender requirements.
Partnerships / sponsors	None
Other details	None
Link to further details:	https://www.beckmeadtrust.org

1.2: About the School

Free School Number and Name of school	FS0891 Greenwell Academy

Name of Trust	Beckmead Trust
Address of Trust	Monks Orchard Road, Beckenham, BR3 3BZ
Project type	New build - The Essex Special School, based in Harlow will provide provision of 64 mixed sex places, including 15 boarding places, for children and young people aged 7 – 16 with Social, Emotional and Mental Health (SEMH) named in their EHCP.
Year of opening in Temporary accommodation and total number of pupils when full	Opening in temporary accommodation in 2023 for 16 pupils on the Trust Moundwood site. The residential accommodation may be delivered via refurbishment work at Wells Park School to provide residential accommodation and one additional classroom.
Year of opening in Permanent accommodation and total number of pupils when full	Opening in the permanent site in 2024 with 64 mixed sex places, including 15 boarding places, for children and young people aged 7 – 16 with Social, Emotional and Mental Health (SEMH) named in their EHCP
Type/phase	The school will operate as a regional centre of excellence in SEMH, along with offering an outreach service to support mainstream schools in the area and provide supervision and support to the SEMH SRP in the West region of Essex.
Age Range	Children and young people aged 7 – 16 with Social, Emotional and Mental Health (SEMH) named in their EHCP
Religious character or ethos	None
School Specialism(s) including SEND where appropriate	Special Educational Needs. Social, Emotional and Mental Health (SEMH) named in their Educational Health Care Plan (EHCP)
Link to further details:	https://www.beckmeadtrust.org

Section 2: Educational Vision and ICT Strategy

2.1: ICT for learning, teaching, management, and administration

2.1.1 Learning and Teaching Approaches

	Additional Detail (e.g., group size, frequency, curriculum information, etc.)
Whole Class	Classes typically of 6 or 7 with 1 teacher and 2 LSA's throughout the school, these are the standard teaching groups for the school and reflected throughout The Beckmead Trust. Pupils are primarily grouped by age, but personalised learning strategies may lead to vertical grouping at times under the professional judgement of teachers.
	We will follow the LA term structure, with the school day starting at 8.30am and ending at 2.30pm, with 6 lessons of 45 minutes per day and regular nurture/sensory breaks. Breakfast Club is incorporated into the start of the school day and nurture time takes place at the end of break.
	We have an aspiration to achieve a 1:1 Pupil to device ratio with Laptops the preferred format for Nurture (class) bases and an ICT/Media/Music/Art Suite for higher end machines, plus ruggedised tablets to support teaching and learning in all other spaces.
	Ready secure access to Wi-Fi across all areas of the school is therefore necessary to facilitate use of personal devices in a holistic learning environment, along with ICT access via screens in all classrooms and specialist areas.
	We will foster e-champions and empower teachers via CPD to enhance their educational ICT/computing skills. As a result, there will be in-house development of bespoke learning resources using applications such as Minecraft Education, Adobe CC, Google Docs and Prowise Presenter.
	In all activities involving computing and the use of ICT applications, whether in-house or when using externally sourced resources via the web via the school's tuneable filtered and fast broadband internet connection, we will ensure that pupils operate e-safely as part of our approach to safeguarding excellence.
Small Group	Usually 1-2 students in 'break out' spaces
Collaborative Activity	Particularly relevant for Y10/11 course work and Residential Students. Facility to take a mobile tablet/laptop device home and into the Residential Areas.
Independent Study	From the outset, pupils will be encouraged to work with ICT independently and in teams to develop their organisational skills.
	Pupils will manage an e-portfolio as soon as they are capable of doing so, making use of work (including images) logged for this use by teachers beforehand.
	In order to support independent study, ICT will be an essential part of daily life at the school. This may include on-line self study, video tutorials and online testing. We will use ICT resources to help meet the needs of all our children, and we will place a strong emphasis on both digital literacy and e-safety from day one so that children understand how to remain safe online at school and at home.

	For our pupils in the residential provision, there will be planned and supervised activities into the evenings and weekends which will form part of individual pupils' personalised programmes.
Lecture Theatre or other large space	The school's main hall area will be used for various activities including those requiring links to multimedia and presentation equipment.
Project-based Learning	Projects will feature heavily in the curriculum and ICT will provide a way of joining these different components together through data/evidence capture, research, sharing work and even marketing.
Specialist areas	Coding is now rightly seen as an important core skill ('The Digital Revolution: The Impact of the Fourth Industrial Revolution on Employment and Education') in addition to English, Maths, and Science, which will stand pupils in good stead throughout their education. It offers age-related progression for pupils of all abilities, from floor robots to writing apps and to support this, we would require a state of the art ICT suite with high spec Desktop PCs to facilitate these activities and more. In science lessons, the use of an interactive scheme of work, Science Bug, has proved to be successful within KS2. It is based on interactive online resources and practical activities which engage and interest children of all abilities. Combined with the Equals schemes of work for increased differentiation, whole school science activities and a focus on active learning, Science Bug will provide the content for science teaching which teachers will deliver within personalised learning targets for each pupil. We have a variety of Media/Music/Art schemes of work and qualifications to offer and these will require use of a dedicated ICT suite with the scope to use other classroom spaces around the school when timetabling is tight so a set of high spec laptops will be needed to enable this in multiple spaces when needed. We have a residential base for up to 15 pupils, which will need to have Wi-Fi throughout, a homework space equipped with an AV Screen and a Gaming room equipped with games consoles. As part of the community dimension of school life, and our presence as a unifying hub, we will work to reduce the 'digital divide' in the community via use of school resources for wider benefit.
Immersive Learning	Immersive learning may be used in the primary age groups in particular in line with Teacher planning and schemes of work. We hope to have both a Sensory Room and Soft Play room with elements of interactivity built in and we will make flexible use of our state-of-the-art ICT/computing provision including applications based around 3D Augmented Reality, in support of primary school young scientists.
Team Teaching	Team teaching will feature as a regular and key part of the teaching and learning delivery. Teachers will plan, do and review as smaller departmental teams from time to time. ICT will be used to manage information, expand access to teaching resources and support connectivity between internal and external sources, for example teachers, local businesses and the pupils themselves. We have an aspiration for Teaching Assistants to be able to use Laptops taken from a TA/Cover pool of shared devices.

Remote Study	The Trusts primary tool is Google Classroom and Google Meet to conduct remote study with SSO/username matching for all relevant educational portals.
Outdoor Activities	Outdoor learning will also be a key feature of the curriculum as this offers many advantages to all pupils, particularly those that find classroom learning a challenge.
	Wi-Fi extending into some outside areas will be desirable for small group learning.

2.1.2 User Device Strategy

Mobile devices (e.g., tablet/laptop)	Each member of the Teaching Staff will have a Laptop for use within the classroom and around school for administration and planning purposes.
	The above devices will also be used off site for planning and administration purposes.
	This will be the teacher's classroom device too and they will bring that device to each class they teach - there will be a USB-C dock and linked screen/keyboard in the classroom to connect to. This will also link into the main interactive screen. The goal is one USB-C wire connection for all power/data/AV.
	Our aspiration is for Teaching assistants and support staff to also have the use of a Laptop from a shared pool. This pool will also serve if a teacher is not in and is being covered.
	To support our curriculum and pedagogy, we have an aspiration for each student to have their own laptop in their Nurture base and for a classroom tablet to be available if needed with a bookable pool of 9 tablets for a class to use when a laptop is not appropriate. This should enhance the curriculum activities based in the classroom, around the internal premises and also in designated external learning areas.
	Full site coverage of Wireless is key in order to ensure the above is achievable.
	The devices will be managed using tools compatible with the Trust's existing management tools: Workspace, Intune and AutoPilot.
	The active infrastructure equipment included in the tender requirements, specified by the Trust's IT Team will provide capacity for the anticipated traffic these clients will generate.
	The devices being used across the Trust are primarily Chromebooks or Windows Desktops and Windows Laptops. Over time all legacy devices get converted to Chromebooks to give them additional life. Admin staff have a main desktop device in the office and will have an admin laptop, SLT have a laptop using docking via USB-C to work and hot desk easily if needed.
	Portable computing devices will be stored in the classroom in a lockable unit with power connections when not being used.
	Students' personal devices will be stored in a locker and not to be used during the school day.
Rich Media	The designated ICT Suite will be supported by means of a High Spec Teacher Desktop and 8 x Student High Spec Desktop PCs.
	It will have a dedicated height adjustable interactive screen fitted within the room. This would typically be used to deliver teaching and learning and training sessions especially Coding, ICT, Media, Music, Digital Art & e-safety.

	There will be limited fixed network connectivity delivered as part of the building's design, as it is anticipated that wireless technology will be a prominent means of connectivity for most IT devices, but the ICT Suite will be designed as an ICT rich space with appropriate levels of fixed power and data provision for each device.
	The latest and fastest ratified Wi-Fi Standard is expected to be in place.
	Minimum screen size of 27 inches with 1080p resolution is required in the ICT suite.
	Existing Trust schools typically use the following and it is expected the ICT suite will follow similar practice to other Beckmead schools.
	- MS Office Suite - Minecraft Education - Adobe Creative Cloud (InDesign, Photoshop, Premiere Pro etc…) - Fusion360 - Cubase - Sibelius - Mixcraft 2D Design - Impero - Kodu - Codio
Learning Resource Centre	There will be limited fixed network connectivity delivered as part of the building's design, as it is anticipated that wireless technology will be a prominent means of connectivity for most ICT devices.
Bring Your Own Device (BYOD)	BYOD will be required for staff, students, who may come with externally provided and supported specialist devices to support their learning.
	Our overarching vision involves collaboration with specialist and mainstream schools, agencies and the private, voluntary and charity sector of the communities in which we work. Our schools liaise closely with LA teams, health professionals including CAMHS personnel, educational psychologists, therapists and careers advisers based on individual pupil needs in order to maximise the well-being and future life chances of our children and young people.
	Therefore, our visitors, particularly those visiting professionals will need secure access to a guest network.
	Device connections will be protected/filtered using the Trust's existing internet filtering solution via LGFL.
Cloud vs Local storage	The Trust is fully cloud based with all schools sitting under one Workspace Tenant.
	Storage is managed via Workspace with all staff accessing their data via Google Drive (using the Windows Google Drive app to view them outside a browser window).
	The student's online storage is the same but much of their work is posted on Google Classroom and stored there in conjunction with their Drive.
	The schools have no local servers just a DHCP router.
	The Trust do have servers spun up on Azure AD for the purposes of some of the Windows only based systems that are not fully compatible and can be accessed via Remote Desktops and our WAN IP ranges.

2.1.3 Special Educational Needs and Disability (SEND)

	Communication & Interaction Complex needs classified Communication and Interaction (C&I), primarily high functioning autism spectrum condition (ASC) and Asperger's Syndrome with related Social Emotional and Mental Health needs (SEMH). Some children may also have specific learning difficulties (SpLD) as an additional need but will not have significant learning difficulties. The schools within The Beckmead Trust place nurture, play, empathy and love at the heart of everything they do. We define nurture as 'caring for the children deeply enough to enact non-punitive boundaries irrespective of how difficult this may be'. Everyone within the Beckmead Family is expected to work, communicate and behave in a therapeutic way and to model high expectations at all times. School leaders are expected to value and look after all members of the school community spending time in and around the classrooms every day. They model outstanding, child centred care and pedagogy, have sky-high expectations of the children, their colleagues and themselves and are fluent, experienced practitioners in the field of challenging behaviour. Access to up-to-date, high performing ICT software and hardware is an essential element of the curriculum and the school's emotional contract with it's pupils as they help demonstrate that the pupils are valued and trusted. This translates into all of the children having and being responsible for their own PC/Laptop, however considerations of robustness of devices, especially mobile devices are important, as are state of the art interactive teaching environments for staff and responsive, reliable IT Packages to provide exceptional, compliant Business support to be able to communicate as part of an expanding organisation.

2.1.4 Management and Administration: intended solutions

Locally hosted services (e.g., MIS, HR, Finance)	CCTV, Door Access, Gate Services
Cloud hosted services (e.g., MIS, HR, Finance)	For reference, the Management Information System used is going to be Arbor; this is currently used within all Academies in The Trust. ● MIS Arbor ● Financial system via Remote Desktop ● Safeguarding ● Classroom Management ● Data and Storage - Google Workspace ● Print Server - Papercut ● Microsoft Services (M365) ● Wi-Fi and MDM management ● Inventry Screens The Trust's contracted Managed Service ICT supplier will integrate all cloud hosted services. ICT suppliers will not be expected to integrate or enable any services outside of the tender requirements.

User ID strategy (e.g., Card/PIN/ Biometric)	Non-smart Plastic ID card printed with Information on front and QR code on back to scan and sign in on entry to the school.
	Separate key/smart card with Paxton functionality coded to the staff members level of access.
	Print codes are used to get printing out of MFDs securely and to monitor/limit usage.

Section 3: Build related information

Specification (Permanent)	The DfE Output Specification being used is comprised of: ● the **November 2021** revision of the Generic Design Brief and ● The School Specific Brief – the ICT elements of the School Specific Brief are included in this document as Appendix B - Construction Contract ICT Clarifications of the ICT ITT pack. This clarifies which sections of the building specification will be delivered by the ICT Supplier. The building specification in its entirety can be found here: https://www.gov.uk/government/publications/output-specification-generic-design-brief-and-technical-annexes
Is this a Net Zero building?	No
The address of the school (Permanent)	Tendering Road Harlow CM18 6RN
Will the school be opening in Temporary or premises other than the permanent school?	Yes - Opening in temporary accommodation in 2023 for 16 pupils on the Trust Moundwood site. The residential accommodation may be delivered via refurbishment work at Wells Park School to provide residential accommodation and one additional classroom.
Specification (Temporary if different)	Modular Classroom accommodation
The address of the school (Temporary) (if required)	Temporary Accommodation at Moundwood School Commonside Rd Harlow Essex CM18 7EZ.
Details of any phased opening (if appropriate)	None
Construction Programme	See Appendix F1 – Construction Programme – Not Available
Building Plans	See Appendix F2.0 and F2.1 – Schedules of Accommodation F3 – Indicative floor layouts
Internet connectivity	The school's proposed broadband provider is Learning Grid for London (LGFL) and they will be providing (subject to confirmation of suitability of bandwidth with the appointed ICT supplier): The Trust will be procuring: For the permanent accommodation ● Fibre 1 Gbps that will be in place by July 2024.

	For the temporary accommodation The Temporary Accommodation will utilise the existing network and Broadband service at Moundwood School. The Supplier SHALL consider the above information when responding to Appendix A- SIR-2 Section 2.2 Internet Connection.
Telephony services	The Trust will be procuring: For the permanent accommodation - The school will utilise the existing Trust-wide IP Telephony solution utilizing Yealink handsets and a centralized call manager that will be in place by August 2024. For the temporary accommodation - The Temporary accommodation will utilise the existing IP Telephony solution utilizing Yealink handsets and a centralized call manager via the Moundwood School network infrastructure . The Supplier SHALL consider the above information when responding to Appendix A- SIR-2 Section 2.9 Telephony.
Any other information	Where applicable add Appendix A – SIR-2 and SIR-3 detail any legacy equipment and Trust wide systems

Section 4: Expected New User Numbers

Staff and Pupils	2023 (temp)	2024	2025	2026	Total
Pupils	16	16	16	16	**64**
Teaching staff (FTE)	4	2	2	2	**10**
Administration staff (FTE)	2	0	0	0	**2**
Teaching support staff (FTE)	2	2	2	2	**8**