

New College Worcester

5 year Strategic Plan 2021-2026

Approved by the Governing Body on 7 July 2021

Contents

Foreword	3
Section 1: Strategic Context	4
Section 2: Strategic Outcomes	6
Strategic Priority 1: Students make excellent progress	8
Strategic Priority 2: Increase student numbers	9
Strategic Priority 3: Secure a sustainable future for NCW	10
Section 3: Strategic Plan	12
Appendix 1.....	17
Past History and Current Position of New College Worcester	17
Appendix 2.....	28
Demographic information.....	28
Appendix 3.....	35
Projected potential future student population.....	35
Headline figures from DfE tables	35
Tables.....	36
Table 1: Number of pupils with VI as their primary (main) SEN and with a statement or EHCP by national curriculum year group in 2021	36
Table 2: Pupils with an EHCP or statement whose primary (main) SEN was VI by additional type of SEN in 2020/21 (all ages)	37
Table 3: Pupils with an EHCP or statement whose primary or secondary SEN was VI by SEN group in 2020/21.....	37
Appendix 4.....	39
The Key Stakeholder Relationships for New College Worcester	39

Foreword

New College Worcester (NCW) is a national residential school and college for young people aged 11 to 19 who are blind or vision impaired and offers a unique experience. Whilst the Governing Body has responsibilities to manage the college as a registered charity and a registered company, it is also mindful of the predominance of the College maintaining its reputation for excellence and continuing to provide the very best for each student in its individualised approach and high aspirations for every young person. The college always aims for excellence and places students at the forefront of its thinking (Appendix 1 provides some details of what NCW offers and student achievements)

The challenges NCW has faced over the past 18 months with the pandemic have been unprecedented. A year ago, the Governing Body was facing some crucial questions about the future viability and sustainability of the college with falling numbers and applications from students with increasingly complex needs. The two college closures during the year provided an opportunity to see the possibilities of remote learning and outreach, and students were offered a high level of teaching and support which enabled most of them to thrive under very difficult circumstances. There is now a positive air of optimism about the future, the opportunities that lie ahead, improved student numbers and a consequently more stable financial position.

In conjunction with the senior leadership team, the Governing Body has identified three key strategic priorities:

- All students make excellent progress
- Increase student numbers
- Secure a sustainable future for NCW

Secure a sustainable future for NCW

This plan plots the route for the delivery of these priorities, and the linked Strategic Implementation Plan provides the details which will be closely monitored by the Governing Body. In addition, we are also looking to produce a 10-year site development plan, working in partnership with our stakeholders to deliver our aspirations. The next 5 years will therefore be very challenging but also exciting, bearing in mind that the full impact of the coronavirus pandemic has yet to emerge. We would want to capitalise on any potential opportunities for change as the College responds to new circumstances, demands and expectations. Governors and the Senior Leadership Team are committed to NCW's future and ready to drive the changes required

Diana Fulbrook
Chair of NCW Governing Body
June 2021

Section 1: Strategic Context

1.1 All schools, mainstream and special schools, have struggled to maintain education and manage the impact of the coronavirus pandemic on their students and in many ways the future is unknown. Although the government has been emphasising catch-up and lost learning, finances to implement the suggestions for longer hours and summer opening have not been provided. Education therefore continues to be a contentious political issue.

1.2 Since mainstream schools are under pressure, the growth of special schools has continued particularly those able to take children with behavioural and/or associated mental health difficulties. Last year those catering for students with sensory impairment and speech and language problems were not faring as well due to the perception that sensory deficit can be met in mainstream schools. The funding of education for children with special needs therefore continues to be generally problematic and it is not known whether the improved situation over the past year will continue in the face of unprecedented financial demands on local authorities. They are likely to continue to have both financial and ideological reasons for educating children in mainstream schools and in addition have been particularly against residential placements, believing it best that children live at home.

1.3 Other unknowns are what allowances in students' attainment will be made by Ofsted because of the pandemic but it is likely that they will expect schools to have a strong approach in the new academic year. It is anticipated that transition will probably be worse this year with an increase in mental health issues to deal with. Referrals, however, might come through quickly where the existing provision is not working

1.4 Common to all schools are concerns about staff well-being and the need to support their recovery and any who may think of leaving. This is important as the wellbeing of staff is a key factor in the wellbeing of students. Leaders also need some protection as in the past 12 months they have had to deal with high levels of stress, decision making, contradictory guidance and managing the feelings of staff.

1.5 Another major consideration is the outcome of the Treasury Department's internal SEND review. Although the terms of reference have not been published, it is likely they have looked at how much is being spent, how many places are in special schools and how many out of authority placements are being made away from mainstream. The suggestion that non-maintained special schools should be removed is of concern but with the proportion of SEND children in mainstream declining and schools becoming less able to meet need, parents are demanding places in local authority special schools which are now experiencing high

numbers or are over-subscribed. Parents therefore see fighting for a place in a non-maintained special school as an option. The current focus for local authorities is the provision of social, emotional and mental health and autistic spectrum conditions so they are more likely to resist placing a child with other needs such as vision impairment in a special school. There therefore may be some wider spread reforms so special schools should be prepared for some turbulence, but also the creation of some opportunities.

1.6 The Governing Body has given a great deal of thought about the future sustainability of NCW as it is now the only national establishment providing education solely for academically able vision impaired (VI) children. It has already moved from the equivalent of a VI grammar school to more of a comprehensive school, but prior to the pandemic, falling numbers made its future viability a significant issue. Consideration has been given to diversifying to cater for wider special needs or those with significant learning disabilities, but the Governing Body strongly believes that the College should remain true to its core VI identity. VI will therefore remain as the dominant criteria for admission and will provide not only for the more academically able but also offer parallel provision for those with other needs that require expert support to achieve their full potential. This includes students with autism, mental health needs and moderate learning difficulties. Maintaining the focus on VI is an important factor in highlighting the “why” and purpose of NCW’s existence in its pursuit of a culture of excellence

1.7 Readiness for change will be a key success factor over the next 5 years, building on the transformation process following the curriculum and staffing review. Looking ahead, the Governing Body and Senior Leadership Team have started to consider a long term 10-year plan for the development of the site which has been made possible with the resolution of the contractual barrier with the RNIB. This will address the higher expectations by families/young people about standards of provision particularly around accommodation and will provide an opportunity to work alongside other partners in the VI sector. The strategic outcomes and priorities agreed for the next 5 years are covered in the following section and will be closely monitored over time to identify any changes required.

Section 2: Strategic Outcomes

2.1 Vision Statement

World renowned as a centre of excellence for producing and supporting blind and vision impaired students able to lead independent, fulfilled and successful lives

This will be achieved by providing:

- a caring, safe, supportive and aspirational environment for students to develop their knowledge, skills and personal qualities an environment that holds high expectations and standards in education and behaviour
- an environment that holds high expectations and standards in education and behaviour
- an individualised approach so each student is able to reach their full potential
- an extensive outreach programme providing informed support to vision impaired students in other schools and colleges

2.2 Values Statement

The values that unite the NCW community are:

- Inclusiveness - the uniqueness and value of each individual
- Self-respect and respect for others and our environment
- Relationships based on integrity, honesty and trust
- Commitment, hard work, high aspiration and achievement
- Recognition and celebration of success
- Individual responsibility and citizenship
- Perseverance – determination and optimism when faced with challenges in learning and life
- Developing and supporting life-long learners

2.3 Strategic Direction

New College Worcester remains a specialist education provider for vision impaired young people able to learn and achieve recognised national qualifications. It provides education for the academically able and will work to increase the number of young people benefitting from all the expertise NCW can offer to achieve high academic standards and independence. Alongside this, NCW also offers parallel provision for vision impaired young people with other needs requiring expert support to achieve their full potential. This includes students with autism, mental health needs and moderate learning difficulties

The criteria for acceptance at NCW are for students to:

- Have vision impairment as their primary SEN, with or without specialist VI curriculum SEND, and require access to the VI specialist curriculum.
- Be capable of learning through the National Curriculum and following courses leading to recognised qualifications
- Have the potential to contribute to and benefit from being part of a social group

2.3.1 The strategic direction states the College's intention to meet future challenges and secure its future. The vision for the College is to continue to increase the number of young people in residence with varying academic ability plus day students, studying and living in premises of the highest standard and using up to date facilities and technology. They will have access to a wide range of opportunities to study and learn and achieve well academically. Extra-curricular activity in sport, music, the arts and recreation will be second to none with students competing and achieving in their chosen field. They will also be able to develop friendships with their peer group and function well with others by experiencing living within a community that both understands and accepts them as individuals. Their independent living skills will equip them well for when they leave the College and NCW would be renowned for its excellent outcomes.

2.3.2 The long-term vision for the site is to develop a VI village with a range of partners and corporate bodies both local and national. This could mean provision for all VI age groups to meet a variety of needs and would make best use of the site. NCW's premises would be used throughout the year by others during holiday times, thereby strengthening links with the local community and the wider VI community nationally. The atmosphere and culture of the College would be marked by its vibrancy, positive outlook and focus on fulfilling individuals' potential

2.4 Strategic Priorities

2.4.1 A range of available information was used to identify Board priorities for 2020-25 including:

- demographic data indicating numbers of visually impaired children and young people (**Appendix 2** contains details)
- student number trends and projections (**Appendix 3** contains details)
- financial information
- self-assessment of the College's internal strengths and weaknesses
- listening to the views of some parents and former students
- analysis of the external context including potential competitors
- scanning of the future environment and political trends particularly in respect of non-maintained special schools
- use of Trustee Governor and staff members' experience and skills as a key resource in strategic thinking

2.4.2 The analysis confirmed the importance of retaining and nurturing NCW's unique selling point and reputation, so any other developments must support rather than potentially undermine this.

Strategic Priorities 2021-26

Strategic Priority 1: Students make excellent progress

Aims

- Excellent provision in all areas ensures students make outstanding progress academically and through the specialist VI curriculum
- All students have high expectations of themselves and are empowered to be as independent as possible. They envisage a bright and successful future and follow a curriculum which is fit for purpose.
- All staff deliver excellent provision. They collaborate and communicate effectively with all parties involved with any student. All staff are equipped to deliver elements of the specialist VI curriculum. They have access to high quality CPD.
- The NCW community is looked after and supported to have positive wellbeing.
- All parents receive regular communication.

Elements to achieve

- Development of the careers' education programme.
- The bringing together of the VI skill areas: ILS, Mobility, Technology and Braille. Track student progress in these areas.
- Development of the Supported Internship programme and extended work experience placements.
- Strategies in place to ensure Education and Care can communicate effectively with each other and with parents.
- Supportive and robust quality assurance.
- Professional development for all staff through high quality training and supportive and robust quality assurance.
- NCW becomes a Trauma Informed School.
- Leadership training.
- Development of student committees.
- Invigorated spaces.
- Parent Portal

Measurable outcomes

- Attendance in lessons is 95% in 2021/22 rising to 96% in 2022/23.
- The quality assurance process indicates that teaching and learning is at least good.
- All students make expected progress over time and the progress 8 score is positive for all key indicators.
- Achieve an Outstanding rating in Ofsted in 2023/24.
- All leavers go into education and sustain employment or training.

Strategic Priority 2: Increase student numbers

Aims

To consistently attract 80 students.

Elements to achieve

- All areas of the College consistently demonstrate excellence. Review the pre-placement assessment process.
- Develop a satellite service.
- Clear remit for Outreach and Marketing. Charitable work clearly identified.
- Effective marketing strategy.
- Delivery of excellent Outreach.
- Development of Supported Internship programme.
- Explore the international market.
- Provide facilities that are attractive to students and parents.
- Provide high quality family liaison.
- Develop and sustain an outward-facing culture of collaboration.

Measurable outcomes

- 78 students for 2021/2022
- 80 students for 2022/2023
- 80 students for 2023/2024
- 82 students for 2024/2025

Strategic Priority 3: Secure a sustainable future for NCW

Aims

- Become an international leader in the provision of VI education for young people for whom VI is their primary need.
- Develop NCW's reputation, through research, collaboration and Outreach.
- Maximise opportunities for income generation.
- Build up reserves.
- The site is reclaimed.

Elements to achieve

- Develop a 10-year vision for education.
- Develop a 10-year vision for the site.
- Resolve site maintenance issues.
- Reclaim the site.
- Successful grant and trust applications.
- Establish a separate charity to provide advocacy support.
- Develop partnerships.
- Support the environmental and sustainability agenda.
- The Business Innovation Group develops business and administration services.
- Technology strategy.

Measurable outcomes

- Balanced budget.
- Maximise income from assets.
- Fundraise for improved facilities.

2.5 Stakeholder Relationships

2.5.1 NCW has a range of stakeholders with some crucial relationships to maintain and develop as part of its forward thinking. In particular it will develop its relationship with others in the specialist sector, explore potential partnerships with such establishments as RNC Hereford, and actively engage with local authority commissioners.

2.5.2 The current key stakeholder relationships for the College are contained in **Appendix 4** and include:

- The Charities Commission and Companies House
- Funders particularly Local Authorities and commissioners, funding agencies, benefactors and charities
- Beneficiaries particularly students, parents/carers and extended families
- Regulatory bodies specifically the Department for Education, the EFA, OFSTED, the Worcestershire Safeguarding Children Board and Exam Boards
- Supporters including former students, the Former Student Association, local community groups, and employers
- Internal Resources specifically staff, volunteers and governors
- The wider education community particularly mainstream schools, Further Education and Universities
- The specialist sector including the visually impaired community, RNC Hereford, VICTA RNIB and the special needs sector, including NASS and NASPEC

2.5.3 Attention will be paid to all the College's stakeholders when implementing this strategic plan

Section 3: Strategic Plan

3.1 The key outcome for the Governing Body is for students to succeed in their education, work and life, and be well prepared for life beyond college. At the same time, attention will be focused on setting the college on a sound footing for the future so it is less reliant upon fluctuating student numbers to provide its income

3.2 The next diagram shows a breakdown of the type of actions the Governing Body will undertake to achieve its strategic priorities. A strategic implementation plan will be drawn up to deliver these which will be routinely monitored by the Governing Body and its committees

3.3 A strategic risk register has been agreed by the Governing Body to underpin this strategic plan and the risks will be managed through the Committees which are the named risk owners of relevant risks/actions. The whole register will be routinely considered by the Governing Body which in general adopts a medium level approach to risk after mitigating actions and defines its risk appetite as 'cautious'. There are certain areas where this approach does not apply, for example safeguarding and Health and Safety, where a more cautious approach to risk is adopted and agreed by the Governing Body or its Committees.

Priority 1 – Students make excellent progress

Outcome Measures:

Attendance in lessons is 95% in 2021/22 rising to 96% in 2022/23.

The quality assurance process indicates that teaching and learning is at least good.

All students make expected progress over time and have a positive progress 8 score and the progress 8 score is positive for all key indicators.

Achieve an Outstanding rating in Ofsted in 2023/24.

All leavers go into education and sustain employment or training.

Goals

Years 1 and 2

1.1 All students;

1.1.1 Have high expectations of themselves.

1.1.2 Are empowered to be as independent as possible.

1.1.3 Envisage a bright and successful future.

1.1.4 Follow a curriculum which is fit for purpose.

1.2 All staff

1.2.1 Deliver high quality provision.

1.2.2 Collaborate and communicate effectively.

1.2.3 Are appropriately equipped to deliver elements of the specialist VI curriculum.

1.2.4 Have access to high quality CPD.

1.2.5 Are led and managed effectively to ensure professional progression.

1.3 The NCW community;

1.3.1 Is well looked after and supported to have positive wellbeing.

1.4 All parents;

- 1.4.1 Have access to information and training to support the needs of their child.
- 1.4.2 Receive regular communication from the staff involved with their child.
- 1.4.3 Are able to access the information relating to their child through the parent portal on the website.

Year 3

Priority 2– Increase student numbers

Outcome Measures:

To consistently attract 80 students.

78 students for 2021/2022

80 students for 2022/2023

80 students for 2023/2024

82 students for 2024/2025

Goals

Years 1 and 2

2.1 Student numbers increase in line with the development of the accommodation.

2.2 The development of a satellite service for students who do not attend NCW.

2.3 The remit of the Outreach and Marketing teams are clear and explicit.

2.4 the marketing strategy leads to consistently reaching a target of 80 students.

2.5 NCW shares expertise with VI professional community, through high quality, professional outreach.

2.6 Continue to develop the supported internship programme and extended work experience placements.

2.7 Explore the international market.

2.8 A high quality family liaison service promotes excellent relationships with families.

Year 3

Priority 3 – Secure a sustainable future for NCW

Outcome Measures:

Balanced budget.

Maximise income from assets.

Fundraise for improved facilities

Goals

Years 1 and 2

3.1 A 10-year educational provision plan creates clear direction for the College.

3.2 A 10-year site plan secures invigorated and appropriate spaces for education and care.

3.3 Site maintenance issues are resolved.

3.4 The site is reclaimed.

3.5 Successful grant and trust applications ensure the work of the College is supported through effective fundraising.

3.6 A separate charity is established to provide advocacy support for families.

3.7 Develop partnerships both within and beyond the VI community.

3.8 NCW supports the environmental and sustainability agenda.

3.9 The Business Innovation Group streamlines and develops business and administration services.

3.10 Development of a Technology Strategy to support all workers and learners across the College.

Year 3

Appendix 1

Past History and Current Position of New College Worcester

1. Past History

1.1 NCW has a long and distinguished history beginning in 1866 when a special needs boarding school was established as Worcester College for the Blind Sons of Gentlemen. This was initially based at The Commandery, the former English Civil War headquarters of King Charles II. In 1887, following a purchase of land by Eliza Warrington, the College relocated to the village of Powick before moving to its present location in Whittington Road, Worcester in 1902. New buildings were added in the 1930s and in 1936, the Royal National Institute of Blind People (RNIB) took over all financial responsibility for the school, until 2007 when NCW split from the RNIB. In 1944, an Act of Parliament (the Education Act 1944) recognised its establishment as an official grammar school for blind boys.

1.2 During the 1950s much construction work was undertaken at the Whittington Road site, including the building of an open-air swimming pool, and a school chapel in the 1950s, as well as major extension work (adding the science block to the main building). A second wing, opened by Princess Margaret in 1962 provided facilities for a new science laboratory and a craft and woodwork shop. A new chapel had been built at the same time. In the 1970s, the School's guest house, Fletcher, was purchased. This house has also been used as specialist accommodation for Community Service Volunteers and its garden has in the past been developed for gardening instruction.

1.3 The most extensive construction work took place in the 1980s following the merger with Chorleywood College for Girls with Little or No Sight. Around 2000 the new Learning Resources Centre (LRC) was opened adjoining the chapel and mathematics corridor - as well as giving the new school a production venue and computer resources. The LRC replaced the former library, which became the offices of the Senior Management Team. In 1987, Chorleywood College for Girls and Worcester College for the Blind closed. The two former establishments merged, taking up residence at Worcester College's site which was renamed RNIB New College Worcester and became coeducational.

1.4 In 2007, funding issues resulted in negotiations between the governors of the College and the RNIB, reaching a consensus that enabled the College to become an independent non-maintained special school, and the school was renamed New College Worcester and given a new logo.

1.5 In 2007 the College received an outstanding OFSTED report and was awarded specialist special school status, enabling it to continuously improve the support for its students. In 2008 OFSTED concluded that students at New College Worcester receive high quality care and education and this was reinforced in 2014 when OFSTED rated NCW as 'Good' overall and 'Outstanding' for residential care/safeguarding thereby confirming the continuing high academic reputation of the College. In 2014 and 2015 the College received 'Outstanding' ratings as a result of the Ofsted residential care inspections. This is a particular achievement in light of Ofsted progressively raising the bar in its ratings of schools over the past few years

2. College profile

2.1 New College Worcester (NCW) is a non-maintained special school and exists to provide an appropriate education for young people with a visual impairment, primarily within the 11-19 age range, who are able to access the National Curriculum and progress to study beyond sixteen. NCW is in many ways comparable to a comprehensive school. In addition to a full Key Stage 3 curriculum, an extensive programme of GCSEs and A level courses is offered to students, as well as more vocational courses such as BTEC. The College is committed to supporting the development of independence skills necessary for young people, including mobility, living skills, ICT skills and access to a wide range of extra-curricular opportunities. Whilst predominantly seeking to respond to the needs of young people with a visual impairment, the College commits itself to supporting young people with disabilities. The College is committed to sharing good practice and working closely with the wider community of visually impaired students and the staff who support them through its Outreach programme.

2.2 The College is a primarily residential environment but is able to offer day places to a limited number of children who are able to travel daily. Up to 80 students of both sexes can be accommodated residentially. Admission is by extended assessment carried out in the residential and teaching environment and seeks to assess academic ability and potential, alongside independence needs.

2.3 The pre-entry assessment is critically important as it enables staff at the College to assess the individual needs of the student and whether they can be met appropriately at NCW. Therefore, the pre-entry assessment will carefully consider the education, care, health and social needs of each potential student, alongside the support needs detailed in

the Statement of Special Educational Needs, to inform the decision as to whether NCW is an appropriate placement.

2.4 All students at NCW are visually impaired, either blind or partially sighted. This is their predominant need. The College also has experience in supporting children and young people who have specialist VI curriculum support needs, including those relating to:

- Hearing impairment
- Asperger's Syndrome/autism
- Epilepsy
- Speech and Language
- Dyslexia
- Dyspraxia
- Wheelchair use/mobility difficulties
- Chronic fatigue
- Some life limiting conditions

2.5 Children and young people who display challenging behaviour, posing a risk to themselves or others, or impacting negatively on the education of others, are unlikely to be offered a place at NCW. Similarly, the College is not able to support the needs of students with severe learning difficulties.

3. Curriculum

3.1 A core component of the offer of NCW, is an extensive academic curriculum. A wide range of subjects are offered at GCSE and AS/A level. The following subjects are offered:

AS/A2 level

Art	Health and Social Care
Biology	History
Business Studies	Mathematics/Further
Chemistry	Mathematics
Classical Civilisation	Music
Computing	Music Technology
Drama	Performing Arts (BTEC level 3)
English	Physical Education
Food	Physics
French	Politics
Geography	Psychology
German	Sociology
Government and Politics	Spanish

Other courses in the Sixth Form

Office skills

BTEC Level 2 PE

BTEC Level 2 Music

BTEC Level 2 Performing Arts

GCSE Maths, English, Biology, Health and Social Care

Level 2 Money and Finance

Level 3 Extended Project

BTEC Level 3 Certificate in Environmental Sustainability (Biology)

GCSE (Years 10 and 11)

Art and Design

Business Studies

Drama

English

English Literature

Child Development

French

Geography

German

History

Information Technology

Mathematics

Music

Religious Education

Science (Core, Specialist VI curriculum, Triple)

Spanish

BTEC PE Level 2/GCSE PE

BTEC Level 2 Travel and Tourism

3.2 Sometimes specialist VI curriculum subjects are offered periodically in response to student requirements and career aspirations, for example Italian, Welsh and Law. More Level 2 and vocational courses are being offered each year in response to the demands and needs of students.

3.3 As well as tracking the progress of students, enabling timely interventions, careful analysis of examination results is undertaken with reference to Raise Online, Fischer Family Trust and ALIS. Generally, students at NCW achieve in line with national expectations, taking no account of their special educational needs. Individual circumstances impact on achievement, including when the student joins NCW and whether students have an effective medium of work.

4. Independent Living Skills

4.1 The development of Independent Living Skills (ILS) represents a key component of the programme for all students at NCW. As well as training in the College day, students are supported in the residential accommodation to develop understanding of and competence in shopping, budgeting, cooking, laundry and self-care skills. There is careful coordination between the work undertaken in the college day and that in the residential accommodation to map the progress of individual students and to set targets for further development in these areas. In the

Sixth Form, students are enabled to cater for themselves over time, some evenings and at weekends, to further develop and practise their skills for independence, in readiness for transition to further or higher education. Students in the junior houses are supported to achieve Bronze, Silver and Gold awards in ILS, to accredit their progress in this area.

4.2 Each student has an individual programme of mobility training and support with Information and Communication Technology to become independent travellers and to have effective independent study skills respectively. Support and learning programmes are tailored to the needs of individual students and may include, for example, support with literacy or numeracy, social and communication skills programmes and ASDAN courses.

4.3 Extra-curricular activities

The availability of a wide range of extra-curricular activities and opportunities is a key part of the offer of NCW. There are a number of reasons why the activities programme is important, and these include:

- The enjoyment for students
- Further opportunities for challenge and achievement
- Links with the community
- Practising mobility and other skills for independence
- Development of social skills and self esteem

4.4 Regular activities

Sports activities include:

Swimming	Horse riding
Football training and matches	Golf
Boccia	Cricket
Multi-gym	Scouts
Trampolining	Jewellery making
Judo	Baking/cooking
Yoga	Singing workshop
Goalball training and matches	Quizzes
Walking	Scrabble
Running	Basketball
Rowing machines	

Music activities include:

Choir	Music lessons
Musical Theatre	Ukulele club
Folk Band	Musical productions
Jazz	Rock band

4.5 Specialist VI curriculum activities:

Climbing in Peak District	10-Pin Bowling
Archery	Rock School/Youth Rocks
Sailing	Shopping trips
Tandem riding	Pantomime
Water World	Self-defence
Cinema trips	Making Valentines/Mother's Day cards
Theatre trips	Open mic night
Ice-skating	Jumping clay
Local/International rugby	

4.6 One of the Activities Co-ordinators has a particular responsibility for extending the opportunities for students to participate in activities in the community. Individual student requests for participation in such activities are encouraged and supported. There is also a specialist VI curriculum Activities Co-ordinator employed at weekends to ensure there is a range of constructive activities for students to engage in on campus.

5. Outreach

5.1 NCW has an extensive programme of outreach support, for visually impaired students educated elsewhere and the professionals who work with them. Outreach support varies from a helpline, to a range of courses for professionals and visits to other schools and colleges to advice. There is an annual residential Revision Course for Key Stage 4 students and Preparing for Higher Education and Transition to Higher Education courses, all for mainstream students.

5.2 NCW maintains links with a wide range of organisations working in the field of visual impairment, including:

- RNIB
- Action for Blind People
- VICTA
- Blind Children UK
- Guide Dogs Association
- VIEW
- NASS
- NATSIP
- Disability Sport
- VI Specialist Support Groups
- LOOK UK

6. Student Outcomes

6.1 A significant proportion of the programmes for Sixth Form students relates to transition. Students normally leave NCW to continue their education in Further or Higher Education. It is rare for students to leave directly for employment. A significant majority of Sixth Form students' progress to Higher Education involves undertaking courses in a wide range of subjects.

LEAVERS' DESTINATIONS 2011-2020
Apprenticeships
Bexley College
Birmingham City University
Blackpool College
Bradford College
Chesterfield College
DeMontford University
Falmouth University
Griffith University (Melbourne)
Guildford School of Acting
Hartpury College
Havering College
HU International Hogeschool, Utrecht
Leeds Trinity
Local (to home) FE Colleges
London School of Fashion
Loughborough College
Manchester Metropolitan University
Meryther College
Newcastle-under-Lyme College
Nottingham Trent University
Preston College
Redcliffe College
RNC
RNIB Loughborough College
Roehampton Institute,
Shrewsbury Sixth Form College
Southampton Solent University
St Vincents College
Stamford College

Swansea Metropolitan University
Truro and Penwith College
Tyne Metropolitan College
University College Birmingham
University of Bedfordshire
University of Birmingham
University of Bournemouth
University of Bradford
University of Central Lancashire
University of Chester
University of Chichester
University of Coventry
University of Derby
University of East Anglia
University of Glasgow
University of Keele
University of Kingston
University of Leicester
University of Lancaster
University of Oxford
University of Staffordshire
University of Sunderland
University of Sussex
University of Swansea
University of the West of England
University of Warwick
University of West London
University of Winchester
University of Wolverhampton
University of Worcester
University of York
York St Johns

LEAVERS' FURTHER AND HIGHER EDUCATION SUBJECTS 2011-2020
BA (Hons) Applied Drama
BA (Hons) Applied Theology and Intercultural Contexts
BA (Hons) Business and Management
BA (Hons) Business and Marketing
BA (Hons) Childhood Development
BA (Hons) Drama and Theatre Studies
BA (Hons) English Literature and Language
BA (Hons) English Literature and Sociology
BA (Hons) French and Linguistics
BA (Hons) History (Medieval/Modern)
BA (Hons) History and Business Management
BA (Hons) History and Politics
BA (Hons) Marketing and Management
BA (Hons) Modern Foreign Languages
BA (Hons) Music
BA (Hons) Music Performance
BA (Hons) Political Science
BA (Hons) Psychology
BA (Hons) Psychology and Counselling
BA (Hons) Psychology and Sociology
BA (Hons) Radio Production
BA (Hons) Religious Studies
BA (Hons) Sociology and Criminology
BA (Hons) Teacher Education and English
BEng (Hons) Chemical Engineering
BSc (Hons) Applied Physics
BSc (Hons) Business Management
BSc (Hons) Environmental Management
BSc (Hons) Learning Disabilities Nursing
BSc (Hons) Mathematics
BSc (Hons) Mathematics and Computing
BSc (Hons) Physics
BSc (Hons) Computer Science
BSc (Hons) Psychology
BSc (Hons) Psychology and Criminal Behaviour

BTEC Art and Drama
BTEC Business Administration
BTEC Diploma in Vocational Studies (Early Years) Pathway)
BTEC IT/Goalball Academy
BTEC Level 2 Creative Media Production
BTEC Level 2 Health and Social Care
BTEC Level 2 Vocational Course
BTEC Level 3 Business
BTEC Level 3 Media Production
BTEC Radio Production
BTEC Software Development
Business Administration
Business Management
Cisco Networking and CISCO ITE (CCNA)
Complementary Massage Course and A2 Health and Social Care
Diploma (Level 3) Counselling Skills
Diploma (Level 3) Health and Social Care
Diploma (Level 3) Sport and Recreation
Foundation Degree Childhood studies
Foundation Degree Children and Adolescent Mental Health
Foundation Degree Computer Science and Artificial Intelligence
Foundation Degree in Popular Music
Foundation Degree in Youth Work
Foundation Degree Music
Foundation Degree Psychology
Foundation Degree Radio Production
Foundation Degree Sports Coaching
Foundation Degree Sports Therapy
Foundation Degree Art
Foundation Degree History and Heritage Studies
ICT Level 3
Level 2 Apprenticeship Library, Archives Records and IMS
LLB (Hons) Law
NVQ Level 3 Administration
Performing Arts
Sociology and Criminology

Sport Therapy
Theatre Studies

6.2 Preparation for transition includes work on developing independence skills, careers education and guidance, the development of social and communication skills, together with self-efficacy, and work experience

6.3 Work Experience at New College Worcester is undertaken by students in Years 11 and 12 in the Summer Term. Students in Year 13 and Year 13+ have placements arranged on an individual basis depending on their needs. All students had a careers interview and, as part of the guidance process, they are encouraged to consider work experience placements which would offer them the opportunity to gain an insight into a career area that linked into their higher education or employment interests. For some students, work experience is part of their course, and for others it is a chance to experience a new environment and gain important social skills.

6.4 To enhance knowledge about the experience and achievement of students post-NCW, a former students Facebook page is in place and a project has been established to track students as they leave NCW (together with providing support and guidance to recent leavers). This project is in its third year.

6.5 The NCW Former Students' Association is another source of information with regard to the careers and achievements of students. Further work needs to be added to generate improved data with regard to the pathways of former students. NCW Connect has also been launched to encourage former students to stay in touch with the College.

Appendix 2

Demographic information

Children and young people with visual impairment

1. Background facts and statistics about childhood vision impairment

Information has been taken from an evidence-based briefing for NCW governors and SLT on research and official statistics about the population of children and young people with vision impairment (VI), with updated figures provided for the DfE published statistics detailed in section 4.

1.1 There is no single definition of vision impairment in children. This is because data are collected by different agencies for different purposes; the definitions of vision impairment that they use and their criteria for inclusion may also differ. Consequently, there is a potentially confusing variation in the number of children and young people with vision impairment represented in national statistics such as VI registers or DfE statistics on pupils with SEN.

1.2 Across health, education and the voluntary sector, there is however, general agreement that an estimated two in every 1,000 (0.2 per cent) children and young people up to the age of 25 in the UK have vision impairment. This is based on epidemiological evidence, using a visual acuity (VA) threshold of 6/18 and does not include children with 'mild' VI.

1.3 Five in every 10,000 (0.05%) children up to the age of 16 are severely sight impaired/blind. This group of children is included within the overall 0.2% estimate in 1.2 above.

1.4 According to the RNIB FOI survey of local authorities, there were 1,077 braillists in England who were supported by or known to VI education advisory services in 2017, compared to 1,054 in 2015. In 2019, the RNIB FOI survey identified 869 braillists. This does not indicate a reduction in numbers however, as 32 out of 152 LAs had failed to provide any data. *The 2020 RNIB survey identified only 683 pupils with VI across 110 LAs whose sole or main literacy medium was braille. However, as the authors noted, “23 authorities did not respond to this question or stated a figure of ‘less than five’ due to data protection. This represents nearly a quarter of authorities for which we have no data. If all LAs had responded, we estimate around 1,000 CYP will currently be using braille as their sole or main medium” (Bhangoo and Edwards, 2021).*

1.5 Children and young people from the following groups are at higher risk of vision impairment: some ethnic groups, children with disabilities, children with

learning disabilities, very premature and low birth weight babies and those from the most economically deprived backgrounds.

1.6 There is a much higher prevalence (10.5%) of vision impairment among disabled children. In the population of children with learning disabilities (LD) the estimated prevalence is 5.6%, with the risk of VI increasing in line with severity of LD.

1.7 At least 50% of vision impaired children have additional SEND. Many have very complex needs in addition to their VI.

1.8 Severe or profound vision impairment affects an individual's ability to acquire and carry out a wide range of skills and is known to have a major effect on development. It is defined by many child health professionals as a neurodevelopmental disorder, for example: **“Although childhood vision impairment (VI) is often grouped with hearing impairment as a sensory disorder, severe early-onset VI is more appropriately considered as a major neurodevelopmental disorder, given its impact on multiple developmental processes”**.

2. Population size and characteristics

2.1 As stated in 1.1, there is no single definition of vision impairment in children. This is because data are collected by different agencies for different purposes; the definitions of vision impairment that they use and their criteria for inclusion may also differ. So, although there is general consensus about the estimated **overall prevalence** of childhood vision impairment, there is variation in the **numbers** of children and young people with vision impairment represented in national statistics such as VI registers or DfE statistics on pupils with SEN.

2.2 To illustrate the previous point, the table below gives numbers of children and young people aged 0-19 with vision impairment in England, taken from several different data sources:

- Office for National Statistics (ONS) mid-2017 population estimates for 0-19 year-olds in England
- RNIB Freedom of Information (FOI) survey of number of children and young people with VI on local authority VI service caseloads, or known to the VI service in 2017
- DfE published statistics on pupils whose primary **or** secondary SEN was VI
- DfE published statistics on pupils whose **primary** SEN was VI

- Children and young people **aged 0-17** registered as severely sight impaired/sight impaired (blind or partially sighted)

Table 1: Children and young people with VI aged 0-19 (England) (All figures have been rounded)

RNIB FOI	ONS*	DfE (primary & secondary SEN)	DfE (primary SEN)	DOH registration 0-17
28,460	26,215	17,120	11,890	11,040

*Based on 0.2% prevalence, this estimate has been calculated from the ONS mid-2017 population estimates for 0-19 year-olds in England

3. Which sources of data should NCW use to obtain indicative numbers for strategic planning?

3.1 Despite the fact that the 0.2% prevalence estimate is generally accepted, for NCW planning purposes it has some limitations:

- Many of the children and young people included within the estimate have complex needs (e.g. complex medical needs; severe or profound and multiple learning disabilities) and are therefore outside of NCW's target pupil population
- While the 0.2% and 0.05% estimates are reliable at a national level, there is much greater variability at local authority level.

3.2 For pragmatic reasons, it is suggested that NCW uses the DfE published statistics for planning until we have more information from local authority VI education services about how the DfE data compares with VI service caseload figures.

- Although the DfE statistics are limited, and under-represent the VI pupil population, the children and young people they exclude are more likely to be those with more complex needs (including those with SLD/PMLD) and children with 'mild' VI. Neither group belongs to the population that NCW is looking to support.
- It is also recommended that we concentrate on the statistics relating to pupils whose **primary** rather than their **secondary** SEN is VI. This is because the **primary** SEN data has the advantage of providing us with specialist VI curriculum information about pupils' characteristics such as age and type of school attended. They also provide us with some baseline data about attainment. It is also fairly safe to assume that pupils who have been recorded as having vision impairment as their primary SEN are likely to be those with the more severe levels of VI, and therefore the group for whom NCW is designated.

4. Indicative numbers based on DfE published statistics

4.1 Although it is recommended that NCW concentrates on the DfE statistics relating to pupils whose primary SEN is VI, it may be useful to see the breakdown of SEN types among pupils whose secondary SEN is VI. As can be seen from table 2 below, in 2021 there were **5,129** pupils whose **secondary** SEN was VI. A third of these pupils (1,641) had SLD or PMLD as their primary SEN type.

4.2 It is also useful to note that of the **13,328** pupils whose **primary** SEN was VI, nearly three-quarters (9,822) had no secondary SEN recorded. Of the 3,506 pupils with VI as their primary SEN who also had a secondary SEN recorded, only 199 (5.7%) had SLD or PMLD as their secondary SEN. In other words, of the 13,328 pupils with VI as their primary SEN, the majority (13,129) are likely to be pupils that NCW could support. However, it is important to be aware that most of these pupils could also be successfully supported in mainstream schools. It is also important to note that this includes the whole age range of pupils with VI, including those in nursery settings.

Table 2: Pupils whose primary or secondary SEN was VI by additional SEN group in 2020/2021*

Other type of SEN	VI as primary (main) SEN	VI as secondary SEN	Total
Specific Learning Difficulty	413	448	861
Moderate Learning Difficulty	655	669	1,324
Severe Learning Difficulty	112	654	766
Profound & Multiple LD	87	987	1,074
Social, Emotional & Mental Health	440	355	795
Speech, Language & Communication Needs	522	557	1,079
Hearing Impairment	194	195	389
Multi-Sensory Impairment	69	40	109
Physical Difficulty	391	597	988
Autistic Spectrum Disorder	259	392	651
Other	308	193	501
SEN support but no specialist assessment	56	42	98
No additional SEN	9,822	-	9,822
Total	13,328	5,129	18,457

*Includes all state-funded and non-maintained special schools, state-funded nursery, primary and secondary schools and pupil referral units. Excludes independent schools and general hospital schools.

4.3 Table 3 gives us the numbers of pupils with VI as their primary SEN per year group in 2021. Most of these children (over 90%) were in mainstream schools (only 949 pupils with VI as their primary SEN were, according to the DfE statistics, in special schools). Looking only at pupils with an EHCP or statement, we see that in 2021 there were only 3,220 pupils with VI as their primary SEN between reception year and Year 11.

Table 3: Number of pupils with VI as their primary (main) SEN by national curriculum year group and type of SEN support in 2020/2021

Year group	SEN support	EHCP	Total pupils
Early years	168	42	210
Reception	408	142	550
1	545	171	716
2	680	211	891
3	730	258	988
4	857	266	1,123
5	877	258	1,135
6	799	300	1,099
7	855	321	1,176
8	898	323	1,221
9	855	303	1,158
10	788	329	1,117
11	798	338	1,136
12	278	146	424
13	190	148	338
14	1	45	46
NC not followed	0	0	0
Total	9,727	3,610	13,328

Totals include state-funded nursery, primary, secondary and special schools, non-maintained special schools and pupil referral units. Does not include independent schools

5. Potential changes

5.1 There are no medical advances or anticipated medical advances in the foreseeable future that will impact significantly on the number of children who are blind or partially sighted including those from birth. There is, and will

continue to be, an increase in the number of children who are visually impaired as part of a range of complex needs linked with increased survival of premature and very low birth weight babies.

5.2 It is also notable that as more evidence emerges from studies such as the GOSH/UCL/ICH Optimum VI and DAISY research studies about the developmental vulnerabilities of children with severe vision impairment, particularly in relation to their social communication skills, these are the children likely to present the most significant challenges to mainstream schools. The mental health needs of children and young people with vision impairment was the theme of a recent international conference hosted by the Mary Kitzinger Trust and Royal Society for Blind Children (RSBC) and there was agreement amongst professionals across a range of VI specialisms, that current provision is inadequate to meet these children's needs.

Appendix 3

Projected potential future student population

Data taken from published DfE tables on pupils with SEN in 2020/2021

The definition of NCW's target student population, agreed at the Governing Body meeting on 20 March 2019, was used to analyse DfE published tables on pupils with SEN in 2018 in order to arrive at an estimate of the number of pupils who might be suitable for placement at NCW in the future. This document contains updated DfE data for 2020/2021.

This definition of NCW's target student is in accordance with the following functional criteria:

- **Have vision impairment as their primary SEN, with or without specialist VI curriculum SEND, and require access to the VI specialist curriculum.** This stays true to the core purpose of NCW as a designated school for children with vision impairment.
- **Be capable of learning via the National Curriculum and following courses leading to recognised qualifications.** This includes children with specialist VI curriculum learning, health or social/emotional needs, but not those with severe or complex needs who require an individual developmental curriculum.
- **Have the potential to contribute to and benefit from being part of a social group.** This includes a wide range of specialist VI curriculum needs but excludes those with significant behaviour difficulties.

Headline figures from DfE tables

- The number of pupils in year groups 6 to 14 in 2021 with VI as their primary (main) SEN and with a statement or EHCP was 2,253 (table 1)
 - This is 62% of all VI primary SEN pupils with a statement or EHCP in 2021
- Looking at **all** year groups in 2021, the number of pupils with VI as their primary SEN and with a statement or EHCP, *excluding* those with other types of SEN that would be unsuitable for NCW, was 3,263 (table 2, highlighted rows)
- If we assume that 62% of these pupils are in years 6 to 12 and above, the maximum number of pupils that are potentially suitable for NCW in terms of age is 2,023
 - It is of course, important to remember that many of these pupils can be successfully supported in mainstream schools. Arguably, the pupils that LAs are most likely to be prepared to fund to attend NCW are those with VI and additional SEN, which is approximately 706 pupils in years 6 to 14.

Tables

The tables below apply only to pupils attending state funded nursery, primary and secondary schools, maintained and non-maintained special schools and pupil referral units. Tables 1 and 2 contain only data on pupils with an EHCP or statement whose **primary** (main) SEN was VI. This is because we can assume that for most of the pupil groups, LAs would only consider sending pupils whose primary SEN is VI to NCW. However, for completeness, and accepting that there might be exceptions (e.g. pupils with VI and Autism), table 3 gives numbers of pupils with an EHCP or statement whose primary **or** secondary SEN was VI, broken down by their other type of SEN.

Data considered particularly relevant to NCW (because of the age or characteristics of the pupils concerned) have been highlighted. For table 1, these are pupils in year groups 6 to 14. For tables 2 and 3 they are pupils with VI and: specific learning difficulty; moderate learning difficulty; social, emotional and mental health needs; speech, language and communication needs; hearing impairment; physical disability; autistic spectrum disorder; and no secondary SEN. It should be remembered that tables 2 and 3 apply to all age groups, from early years to over 19.

Table 1: Number of pupils with VI as their primary (main) SEN and with a statement or EHCP by national curriculum year group in 2021

Year group	Number with EHCP or statement
Early years	42
Reception	142
1	171
2	211
3	258
4	266
5	258
6	300
7	321
8	323
9	303
10	329
11	338
12	146
13	148
14	45
NC not followed	0
Total	3,610

Table 2: Pupils with an EHCP or statement whose primary (main) SEN was VI by additional type of SEN in 2020/21 (all ages)

Other type of SEN	VI as primary (main) SEN
Specific Learning Difficulty	100
Moderate Learning Difficulty	243
Severe Learning Difficulty	104
Profound and Multiple Learning Difficulty	75
Social, Emotional and Mental Health	120
Speech, Language and Communication Needs	218
Hearing Impairment	95
Multi-Sensory Impairment	40
Physical Disability	209
Autistic Spectrum Disorder	153
Other difficulty/disability	119
No secondary SEN	2,125
Total	3,601

Table 3: Pupils with an EHCP or statement whose primary or secondary SEN was VI by SEN group in 2020/21

Other type of SEN	VI as primary (main) SEN	VI as secondary SEN	Total
SpLD	100	92	192
MLD	243	273	516
SLD	104	642	746
PMLD	75	968	1,043
SEMH	120	107	227
SLCN	218	229	447
Hi	95	87	182
MSI	40	19	59
PD	209	423	632
ASD	153	263	416
Other	119	70	189
No secondary SEN	2,125	n/a	2,125
Total	3,601	3,173	6,774

References

Bhangoo J and Edwards E (2021) Left out of Learning: Local authority education provision for children and young people with vision impairment in England: 2020. RNIB [Local authority VI education service provision for children and young people with vision impairment in 2020 - RNIB - See differently](#)

DfE (2021) Special educational needs in England: Academic year 2020/21. 24 June 2021 [Special educational needs in England, Academic Year 2020/21 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)

Edwards E and Crawley T (2019) Local authority VI education service provision for children and young people with vision impairment in 2019. RNIB <https://www.rnib.org.uk/health-social-and-education-professionals-knowledge-and-research-hub-research-reports-education>

Appendix 4
The Key Stakeholder Relationships for New College Worcester



Funders	Beneficiaries	Regulatory Bodies	Supporters	Internal Resources	Wider Education Community	Specialist Sector
<ul style="list-style-type: none"> • Local Authorities/ commissioners • Funding Agencies • Benefactors • Charities 	<ul style="list-style-type: none"> • Students • Parents/ carers • Extended families 	<ul style="list-style-type: none"> • DfE • Education Funding Agency • OFSTED • WSCB • Exam Boards 	<ul style="list-style-type: none"> • Former Students/ FSA • Local Community Groups • Employers 	<ul style="list-style-type: none"> • Staff • Volunteers • Governors 	<ul style="list-style-type: none"> • Mainstream schools • Further Education • Universities 	<ul style="list-style-type: none"> • RNC Hereford • VI Community • VICTA • RNIB • Other specialist groups

