

1. Overview

The Eden Academy Trust's (EAT) vision is that we will **create centres of educational excellence where our young people will achieve exceptional outcomes**. This is the core purpose of the organisation's existence. The broad mission that underpins this is that EAT will be a **national leader in special education**, by:

- drawing on the individual strengths of each school to build good practice and ensure that outstanding teaching and learning is at the heart of everything we do.
- ensuring that young people achieve excellent outcomes in a safe and nurturing environment and are empowered to make decisions about their lives and their contribution to society.
- nurturing our staff professionally.
- creating positive relationships with our parents and the wider community.

Periodically, the Board of Trustees (BoT) develops a mid-term strategy to focus EAT's work for a three-year period, enabling the organisation to take stock and steer its priorities based on the prevailing operating environment of the time.

This is the mid-term strategy for the school years 2019/20-2021/22. It was developed through a period of direct consultation with the senior leadership team, heads of school and head teachers, and service managers. We took this collaborative approach to ensure the strategy, as with everything we do, was created in the spirit of EAT's core values of:

Inclusion:	A voice for everyone and everyone is heard
Focus:	Children and young people at the core of all we do
Collaboration:	Together we are stronger
Quality:	Excellence through innovation, creativity and continuous improvement
Integrity:	Transparency and fairness in all we do

Figure 1 is a visual summary of the mid-term strategy for the coming period. Our mid-term strategic aim is to **consolidate EAT's position in delivering excellent SEND education within a culture of continuous improvement**. This statement reflects the strength of feedback from all parties consulted that the organisation should concentrate on consolidation for the next three years, following a period of rapid change and expansion. This includes completing the major projects currently in progress whilst also ensuring we deliver excellent provision therefore securing outstanding outcomes for all pupils. At the same time, it means continuing to build the strength of our teams and the sense of a strong community of practice and purpose right across the organisation. We should also be looking at ways of sharing EAT's expertise and experience in SEND education, helping others to build the

quality of practice and provision nationally, and internationally. Finally, in all of this, we will ensure we are operating in a financially sustainable, efficient and effective way.



Figure 1: EAT mid-term strategy 2019/20-2021/22

The five focus areas identified in the graphic will collectively enable us to deliver on our mid-term strategic aim. They are all connected to one another as well as to the strategic aim. For example:

- Building and nurturing **our team** will be critical to enabling EAT to build **our reputation** for expertise externally. Equally, achieving aims around **our reputation** will depend heavily on our continued focus on ensuring **our outcomes** are excellent for all pupils in our schools.
- Ensuring **our outcomes** are excellent for all pupils will depend in the medium term on **our future** agenda of completing and consolidating both the free schools project and the northern hub expansion. Meanwhile, in part, success on **our future** agenda will be heavily reliant on ensuring **our culture** permeates to every corner of EAT, creating a strong sense of belonging and value added to individual schools.

Given these levels of interconnectedness and the importance of regular feedback on progress, the Trust has decided to introduce an annual staff survey beginning in 2019. Research will take place each autumn term and resulting survey data will be used by the Board, Cabinet and LABs to assess progress in each of the five focus areas at the level appropriate to their remit. This process in turn will drive discussions about shaping priorities for the coming academic year.

Each of the areas has been chosen by collating feedback provided by the groups involved in the consultation. This has enabled us to identify areas of common concern and interest in the current operating environment. Each area is the subject of one section of this strategy document, including short sections on identifying the issues we need to tackle, describing how this area will help us achieve the mid-term strategic aim, providing examples of the kind of actions we will take to support this, and summarising what we hope to achieve by the end of the three-year period. Where an area has been identified as posing a significant level of risk, this is also identified in the document.



2. Our Team

Recruitment, retention, and succession planning

2.1: What do we mean by our team?

This section focuses on our aim to recruit and retain a high-quality workforce who feel valued, motivated and supported and includes all staff members working in schools, services or operations. It also covers our ambition to secure a strong pipeline of leaders for each of these areas who have an in-depth knowledge and understanding of our context and are committed to actively supporting other schools across EAT and beyond.

EAT seeks to be a national leader in special education. This cannot be achieved without ensuring all our schools deliver high quality education and secure excellent outcomes for pupils (Section 4). We need to sustain and develop this priority further, as James Rennie School and Hexham Priory School become fully integrated into the Trust and the free school project is completed in the south (Section 6). We want every member of our community to feel part of the Eden Academy Trust in addition to their individual school, service or operational area (Section 5) so we can build a networked community of excellent practitioners. How we disseminate and share the work of the EAT outside of the organisation will be critical in attracting high quality candidates for positions across the Trust (Section 7).

Currently the two EAT hubs present different challenges. In the south, recruitment and retention of certain roles (for example teachers) can be difficult in the current financial climate, particularly given the cost of housing. However, the development of EAT's Professional Development and Support Service (PDSS) in the south over the last seven years has ensured that the numbers of aspiring leaders is growing. In the north, while the picture is better, recruitment is still challenging.

2.2: How does delivering for our team contribute to achieving our strategic aim?

Our mid-term strategic aim is to consolidate EAT's position for delivering excellent SEND education in a culture of continuous improvement. Including a focus on a high-quality workforce, particularly in relation to recruitment, retention and succession planning is one of five agreed areas for the coming three years and is important for three main reasons.

First, it is essential that we recruit and retain a high-quality workforce if we are to **consolidate EAT's position for delivering excellent SEND education**. Currently most schools within the Trust are rated good or outstanding but maintaining these standards relies on each school, service and operational area continuing to develop and innovate in line with the concept of **continuous improvement**. This requires an environment characterised by effective and stable leadership and a cadre of emerging leaders.

In addition, EAT needs to recruit the very best staff into the full range of roles. We need to support this actively by building our reputation across both hubs of the Trust (Section 7) and developing deeper relationships with further and higher education institutions. We need to continue our focus on supporting staff to build career pathways within the Trust to ensure we capitalise on their skills, passion and experience. This applies to all staff, but particularly our learning support assistants.

Second, where provision requires improvement, EAT needs to develop and support leaders who are relentless in their drive for high standards. This is critical to supporting a culture where all members of each school community, including those from central and operational services, collaborate consistently and constructively to deliver good outcomes for all students (see Section 5). This is a particular focus for Grangewood School at present, but inevitably there will be pockets of practice across all schools and services in the future where this also proves important.

Third, in a period of significant change (see Section 6) and a climate of increasing financial austerity, our workforce remains our most important resource in creating and maintaining excellence in SEND practice and provision. We must therefore identify and provide suitable opportunities for every member of staff to grow and develop through targeted and relevant professional development and opportunities for career progression. This includes secondments, cross academy working groups and promotions.

2.3: What kind of actions will we deliver for our team?

Actions around this will be wide ranging and embedded across all our work, such as the illustrative list below:

- Ensure multiple routes to Qualified Teacher Status (QTS) are available that use EAT's distinctive special school MAT model and expertise.
- Explore opportunities for building deeper relationships with further and higher education institutions to aid recruitment.
- Ensure that induction programmes are rigorously planned and delivered to ensure staff are seamlessly integrated into schools, services and operations.
- Building on the work carried out under Our Reputation (Section 7), ensure that the Eden Academy Trust is seen externally as an attractive place to work therefore encouraging more applications for advertised posts.
- Adopt a strategic approach to succession planning particularly for those in leadership positions
- Ensure there is a high quality, wide ranging professional development offer available in a range of formats for all staff which is motivating and supportive of their continuing development.
- Build opportunities for collaboration and research so staff can communicate effectively and learn from each other as well from other settings.
- Identify cross Trust opportunities for staff to undertake secondments, take part in working groups or take up temporary promotions to build leadership capacity.
- Promote the value and universality of professional growth as a concept

- Continue to promote the use of coaching as a tool for development across the Trust as well as exploring options for supervision for staff in challenging situations

2.4: What do we want to achieve by 2021/22 for our team?

EAT wishes to achieve the following outcomes for our team by 2021/22 and the end of this strategic period. These are the outcomes we will measure our success against at the end of the plan period, rather than specific actions, which may be subject to change.

By the end of 2019/20:

- Establish a strong leadership pipeline both externally and internally ensuring that there is an appropriate level of competition for progression into senior leadership roles across the Trust.

By the end of 2020/21:

- Ensure healthy retention rates across all staff groups because people feel there is the potential for career progression and a wide range of opportunities open to them.

By the end of 2021/22:

- Identify a clear set of development priorities for the following mid-term period 2022/23-24/25 based on increased capacity at all levels.



3. Our Outcomes

Planning and achieving excellent learning outcomes for all pupils

3.1: What do we mean by our outcomes?

This section focuses on our aim to create centres of educational excellence where all our young people achieve exceptional outcomes. EAT defines outcomes in the widest possible sense, relating to a young person's physical, emotional, social and intellectual development and offers individualised education and associated therapeutic and family services for every pupil according to need.

This is the core of our work and the reason for our existence. It cannot be achieved without a high quality, motivated workforce (Section 3) that feel part of a networked community that is nourishing and supportive (Section 5). Ensuring that we successfully complete our major development projects will support us to ensure that this is achieved by creating a wider network of excellent schools that learn from one other and securing better quality, expanded provision through the free school project (Section 6). Exceptional outcomes are the most likely way we will be able to cement our reputation (Section 7) contributing to our ability to attract high quality staff consistently.

3.2: How does delivering for our outcomes contribute to achieving our strategic aim?

Our mid-term strategic aim is to consolidate EAT's position for delivering excellent SEND education in a culture of continuous improvement. Securing excellent outcomes for all our pupils is our purpose and reason for existing.

Consolidating our position in relation to our outcomes means maintaining high standards where they exist and **continuing to improve** areas that we identify as needing development. In order to do this, we need robust monitoring systems that ensure we understand our schools well and enable us to identify through analysis, and constructive feedback across the Trust, where we need to improve.

By the end of the strategy period, we will ensure that all our schools are recognised as good or outstanding. This will drive high demand for pupil places, increased competition for staff roles, and EAT's growing involvement in policy discussions on current and future SEND provision. We can only do this if every Eden Academy Trust pupil flourishes. Critical to this are not just our school teams but our central services whose sustainability and continuing development must be a priority for us as, through their work, our pupils can access and engage in their learning more deeply. All of this needs to be achieved however with due regard to long term, financial sustainability.

Central to the theme of **continuous improvement** is an expectation that we will continue to learn ourselves. Ensuring that we are outward facing with links to other special and

mainstream schools, local and national networks and engaging in research will support this learning. We need to broaden our take up of professional development and research opportunities to ensure they are relevant for the range of roles that exist within the Trust, executive and non-executive, from school leaders to LSAs, from finance managers to therapists. In doing so, we will ensure that everyone is contributing towards excellent outcomes for all our pupils.

3.3: What kind of actions will we deliver for our outcomes?

Actions around this will be wide ranging and embedded across all our work, such as the illustrative list below.

- Reviewing our current methodology for capturing information around pupil outcomes, target setting and moderation ensuring high expectations and a common language are used across the two hubs. Included within this is an expectation that staff and parents will understand clearly each pupil's targets and their own part in supporting learning.
- Reviewing our curriculum provision to ensure that it is innovative, relevant and effective.
- Further development of central services (including professional development, family, career and therapies), with an emphasis on the northern hub.
- Broadening our professional development and research offer to make sure it is relevant and meaningful for the full range of roles in the Trust.
- Exploring 19-25 provision across the Trust but particularly in the northern hub and further developing life skills and pathways into work for secondary level students.
- Improving transitions on entry, on leaving and between schools
- Adopting a new way of working in relation to IT provision across the Trust

3.4: What do we want to achieve by 2021/22 for our outcomes?

EAT wishes to achieve the following for our outcomes by 2021/22 and the end of this strategic period. These are the outcomes we will measure our success against at the end of the plan period, rather than specific actions, which may be subject to change.

By the end of 2019/20:

- Staff and parents who are confident about how we set targets and track progress and their contribution to helping pupils achieve these.
- Robust and effective central services that contribute to consistently great learning across the whole Trust.

By the end of 2020/21:

- Young people transferring successfully post 19 into appropriate education settings, employment and/or independent living.

By the end of 2021/22:

- Excellent outcomes in relation to pupil progress in all 7 schools.



4. Our Culture

Building a universal sense of being part of the EAT culture

4.1: What do we mean by our culture?

This section focuses on our aim to ensure that every member of staff, and every parent, feels they are part of the Eden Academy Trust as well as part of their school, service or operational area. This means ensuring clarity at all levels on the tangible and intangible benefits being part of a wider organisation brings to their immediate working environment, and to them as an individual. This focus area is therefore intrinsically linked to developing our team (Section 3).

To achieve this, we need to be clear about what being part of the Trust should mean for individuals at all levels, including non-executive roles on the Board and in LABs, as well as parents, communicate this effectively, listen to feedback, and adjust as appropriate. This process is crucial for all our work but is particularly important in relation to the projects outlined on our future (Section 6) – the successful integration of James Rennie and Hexham Priory Schools into the Trust and delivery of the free school project. Being able to explain the benefits of being part of EAT clearly and with conviction will also be core to the work we undertake in relation to our reputation (Section 7).

4.2: How does delivering for our culture contribute to achieving our strategic aim?

Our mid-term strategic aim is to consolidate EAT's position for delivering excellent SEND education in a culture of continuous improvement. To achieve this, we need to continue to learn and develop so that outstanding practice is maintained and nurtured, and weaker areas improved.

At the start of the strategy period, those in senior and middle leadership positions and central and operational services teams often have opportunities to collaborate with staff from other parts of the Trust. As a result, this group has experienced at first hand, the benefits of working in a broader organisation. It is now time for the Trust to further extend these opportunities, and the understanding of the benefits of collaboration, to other groups such as LSAs. Ensuring opportunities exist for all staff to collaborate outside their immediate working environment will help us **consolidate our position** and develop consistently excellent SEND education and a culture of continuous innovation and development. In addition, with the inclusion of a new geographical hub, we need to develop strong links between all 7 schools to promote a **culture of continuous improvement**.

This ambition is not limited to our workforce. It also includes non-executive roles in the governance structure, as well as parents. LAB members, for example, could support their schools more effectively once made aware of cross academy services and where they might

access particular types of expertise. Our central therapy and family services teams, meanwhile, are often the most visible area where parents can clearly see the benefits of enrolling their child in a school that is part of a MAT. The development of central services will be a priority in the northern hub over the next 3 years. In addition, our operational services teams provide the infrastructure within which we can operate successfully. Those working in these teams can sometimes be overlooked and are therefore an important consideration within this strategy.

4.3: What kind of actions will we deliver for our culture?

Actions around this will be wide ranging and embedded across all our work, such as the illustrative list below.

- Reviewing our Trust communication plan to ensure that communications are fit for purpose, relevant and accessible.
- Creating more opportunities for all staff to have opportunities to work with staff from other schools. This will be particularly relevant for our Learning Support Assistants.
- Building on the effective LAB liaison model to include more opportunities for peer review and information sessions about central services and expertise.
- Creating central services in the northern hub.

4.4: What do we want to achieve by 2021/22 for our culture?

EAT wishes to achieve the following outcomes for our culture by 2021/22 and the end of this strategic period. These are the outcomes we will measure our success against at the end of the plan period, rather than specific actions, which may be subject to change.

By the end of 2019/20:

- Ensure every individual within or associated with the Trust understands how it works and the benefits that are associated with it.

By the end of 2020/21:

- Establish clear, consistent pathways for every group, including all staff members, non-executive officers, and parents to access structured sessions on the wider Trust on at least an annual basis (a current example of this would be the annual Trustees Day).



5. Our Future

Delivering new free schools and consolidating the northern hub

5.1: What do we mean by our future?

This section focuses on our aim of completing successfully the major development projects EAT is working on currently, and consolidating progress made.

Current development projects fall into two categories. The first is the creation of a new hub, by including schools in the north of England in the organisation, widening for the first time EAT's geographical focus outside west London. This project is already well established, with the addition of James Rennie School in Cumbria, and Hexham Priory School in Northumberland to EAT in the summer of 2018. That said, work remains to ensure the smooth and incremental process of inclusion and build benefits through regular collaboration between EAT schools in the north and south of England.

The second is the delivery of two new free schools in Hillingdon borough in 2021/22. This complex project has already been in design for two years, and now looks set to move more quickly. The need to relocate from Grangewood School while a new build takes place adds to the challenge of ensuring we continue to secure excellent education outcomes for pupils whilst in transition (Section 4), while keeping our teams on board (Section 3) by ensuring they have a thorough understanding of the project and a strong sense of being part of the Eden family (Section 5). This project is identified as high risk to the Trust given its complexity and multiple interdependencies. The Trust has a core team of senior leaders and Trustees meeting on a regular basis to focus on these risks and to plan strategies for mitigation. However, if successfully delivered, it could transform SEND provision in the borough.

5.2: How does delivering for our future contribute to achieving our strategic aim?

Our mid-term strategic aim is to consolidate EAT's position in delivering excellent SEND education in a culture of continuous improvement. Producing results on these two major development projects is critical to achieving this aim in three main ways.

First, successful completion of both projects is a requirement if EAT is to **consolidate its position**, a goal identified as a major priority by all stakeholders. Establishing a successful northern hub will be important as proof of concept for EAT's proposed model of hubs working with a central senior team, one BoT, some shared services and strong collaboration between groups of schools. Delivery of two new free schools in Hillingdon will transform SEND provision in the area but will also enable EAT to provide a significantly more seamless education for pupils from early years to sixth form.

Second, both projects, in their development as well as their delivery, are critical to achieving the aim of providing consistently **excellent SEND education** for pupils. Both James Rennie and Hexham Priory Schools are already considered to be outstanding by Ofsted. It is important that in the process of including them in EAT and establishing the idea of a northern hub for the organisation that we preserve and build on this existing excellence. In the case of the planned Pinn River and Grand Union Village Schools in Hillingdon, one significant challenge will be ensuring continued quality of provision for pupils from Grangewood School during the period when the former campus is being redeveloped. Finally, when the new school opens, Sunshine House School closing and moving over to the new building will also pose several substantial issues which will require very careful management.

Third, the existence of both development projects, as well as their successful completion, is central to the concept of **continuous improvement** that is part of EAT's culture. While the strategy for the coming three years focuses on consolidation, it is important to distinguish this from standing still in development terms. EAT has embarked on both projects precisely because it wishes to continue to strengthen its ability to provide excellent SEND education. The main purpose of the free school project is to improve levels of provision in Hillingdon, benefitting existing pupils as well as many others. Meanwhile, the development of a northern hub will create future opportunities for EAT's range of provision, while also fostering stronger collaboration and learning between practitioners in schools across the organisation.

5.3: What kind of actions will we deliver for our future?

Actions around this will focus on the consolidation of the northern hub and the delivery of the free schools project.

- Complete the inclusion of James Rennie and Hexham Priory Schools within the Eden family, and establish a strong northern hub presence for EAT.
- Build professional collaboration between northern and southern hubs, as well as inside hub structures, for the benefit of all schools, teachers and their pupils.
- Manage the temporary relocation of Grangewood to an agreed site, while ensuring quality of provision throughout and then delivering the successful merger of the two school populations.
- Complete construction of Pinn River School on the site of the current Grangewood School, and of Grand Union Village School, and open both on schedule.

Practically speaking, delivery of these actions will require development and execution of many smaller project plans and activities. In the case of the free school project, this will be a particularly complex undertaking, which is why the Director for Academy Development post was created. Much preliminary planning work has been done on the logistics and timing of relocations and construction, and this will continue to be monitored closely on a day to day basis. The BoT has a direct link to this project through a Trustee for Academy Development.

In the case of consolidating the creation of a northern hub, many of the micro level activities will overlap with work on our team (Section 3), our outcomes (Section 4), and our culture (Section 5). However, there are also some operational activities that need to be delivered, such as finalising ongoing work to harmonise payroll systems, or working with James Rennie and Hexham Priory schools on parts of the Eden brand and infrastructure it may be helpful to work with, such as website and other design, and relevant operating templates.

Work to deliver these significant projects over the next three years is also likely to raise ideas and opportunities for future development post 2021/22, or even as part of the current three-year window if feasible. One relevant example would be the outcome of ongoing discussions between James Rennie School and Cumbria County Council on the possible provision of SEND education inside mainstream schools in the area.

5.4: What do we want to achieve by 2021/22 for our future?

EAT wishes to achieve the following outcomes for our future by 2021/22 and the end of this strategic period. These are the outcomes we will measure our success against at the end of the plan period, rather than specific actions, which may be subject to change.

By the end of 2020/21:

- Establish a strong northern hub and prove the concept of a hub structure with a shared BoT and senior leadership team, and strong inter and intra hub collaboration as an operational model for further development.

By the end of 2021/22:

- Open Pinn River and Grand Union Village Schools in Hillingdon and transfer pupils and staff from Grangewood and Sunshine House Schools successfully, via an interim residency.
- Use the experience of 2019/20 to 2021/22 to identify a set of relevant new development projects for the next mid-term period.



6. Our Reputation

Building our visibility as SEND specialists

6.1: What do we mean by our reputation?

This section focuses on how we plan to communicate externally the work we are doing and its value to the continuous improvement of SEND provision.

In its mission statement, EAT says it seeks to be a national leader in special education. Fundamentally, this cannot be achieved without providing consistently excellent teaching and learning for pupils in schools across the organisation (Sections 3 and 4). However, being a national leader also requires fostering innovation and continuous improvement in what we offer (Section 6), and, critically, developing and pursuing a clear external communications strategy. It is this last that is the subject of Section 7: how we disseminate and share the work that EAT does outside the organisation itself.

Stakeholder views on the extent of EAT's success in this area at present are mixed. All agree that members of the senior management team have strong visibility and are regularly sought out as speakers, coaches and trainers, particularly in the area of school leadership. That said, many feel that EAT has more to do to build its reputation as one of England's best providers of SEND education. At the same time, creating a northern hub and extending EAT's geographical reach brings with it the need to build a reputation outside the historical focus of London.

6.2: How does delivering for our reputation contribute to achieving our strategic aim?

Our mid-term strategic aim is to consolidate EAT's position for delivering excellent SEND education in a culture of continuous improvement. Including a focus on strengthening and developing our reputation is therefore implicit, as well as one of five agreed areas for the coming three years. There are two main reasons why reputation and outreach are important to the strategy, just as delivery of excellence internally is.

First, while 2019/20-2021/22 will primarily be a period of consolidation, it is important that EAT continues to establish and pursue connections and opportunities for future development. Consolidation can quickly become stagnation if new ideas are shut out while the organisation tries to perfect its current operational model. External communication, and sharing of experience and practice, are important ways of identifying fresh opportunities. They are also critical for EAT's own learning as an organisation, which in turn is an important ingredient for a **culture of continuous improvement**.

Second, EAT has a strong long-term commitment to strengthening SEND practice and provision more broadly than inside its own schools. There are aspects of EAT's practice, such

as the financial advantages and pupil benefits of central therapy and family services, and the development of individual pupil curriculum and outcome targets, that can be adapted and used easily by other providers. Ensuring this happens and more children benefit from everything we know about excellent SEND provision, relies on practitioners from EAT sharing and discussing their experience regularly with others.

6.3: What kind of actions will we deliver for our reputation?

Actions in this area can, and should be, wide ranging. There are many aspects to EAT's provision of SEND education and work to build our reputation ought to reflect that.

Illustrative examples might include:

- **Building EAT's reputation outside London:** The establishment of a successful northern hub (Section 6) should include an outreach and communications campaign. While senior EAT leaders are well known in London, and internationally, this is not yet the case in the north of England, so consolidating the work that has already begun on establishing a northern hub would benefit from some work focused in this geographic area. This might include hosting a conference, taking up opportunities for speaker platforms, or advising local authorities on their approach to SEND provision.
- **Communicating work on mainstreaming therapies in classroom practice:** The provision of therapies across hubs is a strong differentiating factor for EAT. Among other things, it allows schools and therapists to collaborate closely on education planning and delivery for individual pupils (Sections 3 and 4). This is an area where EAT could showcase its approach, discussing the merits of collaborative working in this way in SEND education. Something similar could be applied to the mainstreaming of family services.
- **Development and dissemination of individual research projects:** Some members of staff are already in the process of designing and developing personal research projects. One current example is a piece of action research into the impact of arts therapies on pupils' emotional and social development. It will be important, not only for the reputation of EAT, but also as a contribution to the wellbeing and development of staff (Sections 3 and 5), to encourage this strongly, providing resources and opportunities for disseminating results (in peer reviewed journals, on speaking platforms or both) as appropriate.

6.4: What do we want to achieve by 2021/22 for our reputation?

EAT wishes to achieve the following outcomes for our reputation by 2021/22 and the end of this strategic period. These are the outcomes we will measure our success against at the end of the plan period, rather than specific actions, which may be subject to change.

By the end of 2020/21:

- Consolidate EAT's reputation in London, and build a profile in the north of England, as a leading provider of excellent SEND provision, and a source of collaboration, support and inspiration for others.

By the end of 2021/22:

- Build a reputation for EAT across England as a premier provider of SEND education. This should reach professionals and the wider public, as well as those who plan provision, to support other focus areas for this mid-term strategy (Sections 3-5). One result of this work should be to strengthen the pipeline of teachers and others wishing work within EAT, and to create informed demand from parents of children with special educational needs and disabilities.
- Identify a clear set of development priorities for the following mid-term period 2022/23-24/25 by participating regularly in opportunities for external collaboration, showcasing and consultancy. This could include a wide range of areas from further geographic expansion in England, to delivery of SEND education in mainstream schools, to offering coaching and expertise in other education systems seeking to develop their provision.