



FEDERATION OF WESTMINSTER SPECIAL SCHOOLS

Federation Development Plan 2026-2027



Our Mission

We are committed to transforming the lives of children and young people with SEND in our communities and beyond, through the delivery of innovative specialist education. We strive to deliver a personalised and meaningful curriculum so that our pupils build cultural capital and are equipped to transition to their next stage in life with the confidence, skills and knowledge they need to thrive, as healthy and engaged individuals to achieve success, and prepare them well for adulthood.

Strategic Intent 2026-2029

The Federation of Westminster Special Schools and the Bi-Borough Inclusion Service is entering an exciting phase of development. Located in the heart of central London, our children and young people learn and thrive in a diverse and dynamic community, enriched by the capital's exceptional cultural, educational and employment opportunities.

Building on our strong foundations, we are committed to delivering exceptional specialist education whilst strengthening our role as a trusted leader in SEND and inclusion. Through our schools, outreach services and partnerships, we will continue to improve outcomes for children and young people with SEND, support families and schools, and contribute to the development of more inclusive educational systems across Westminster, Kensington and Chelsea, and beyond.

At the heart of our work is a commitment to ambitious, personalised provision that enables every learner to flourish. Safeguarding underpins everything we do, creating environments in which children and young people feel safe, valued and ready to learn. Through high expectations, evidence-informed practice and strong partnerships with families and professionals, we support learners to achieve meaningful outcomes and successful futures.

Over the coming years, we will focus on strengthening leadership capacity, ensuring the long-term sustainability of our organisation, expanding the reach and impact of our services, and further developing our expertise in SEND, specialist education and inclusion. We will continue to be an outward-facing organisation, committed to collaboration, innovation, and system leadership, sharing our knowledge and influencing practice to improve opportunities and life chances for all learners.

Our ambition is not simply to sustain excellence, but to grow our impact, deepen our influence and become a recognised centre of excellence in specialist education, and inclusive practice. Together, we will create an organisation that is resilient, ambitious, and positioned to shape the future of SEND, inclusion locally, regionally and nationally.

Our values

Compassion

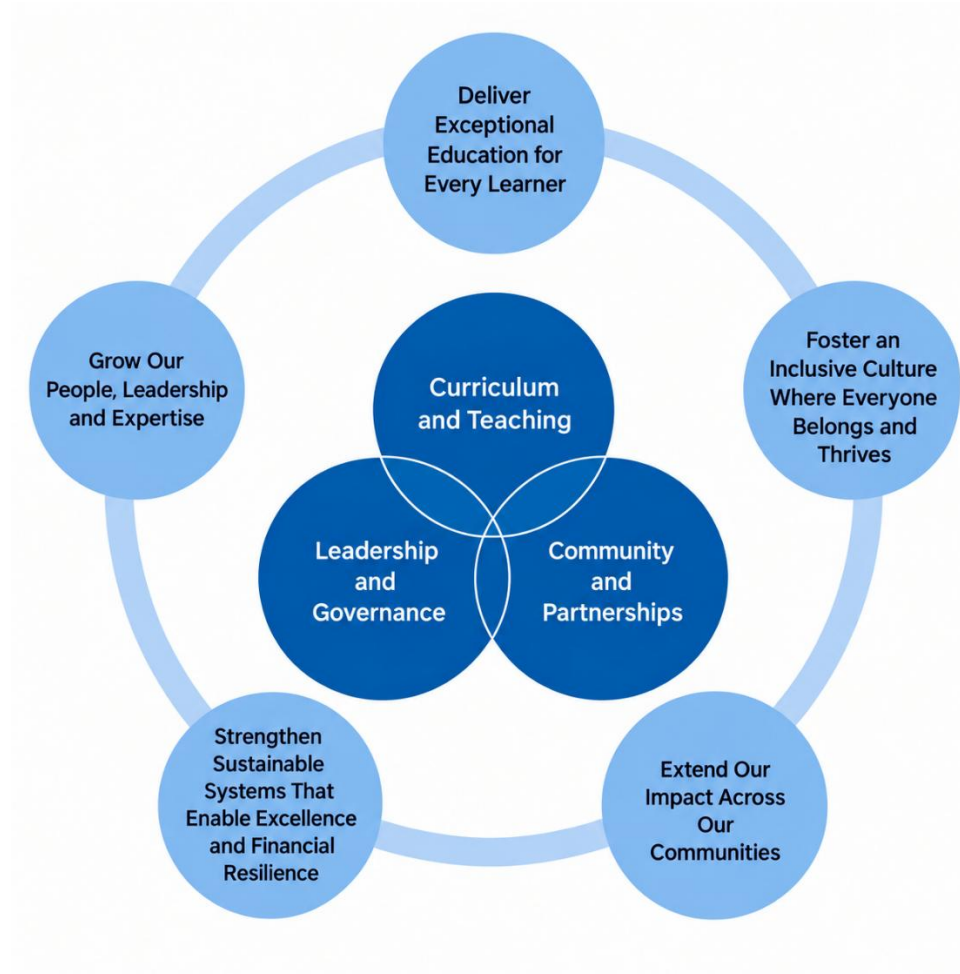
Challenge

Creativity

Collaboration

Celebration

Federation Development Plan Strategic Priorities



Strategic Enablers

Financial Sustainability

Workforce Stability

Integrated Planning

Data-Informed Decision Making

Leadership and Governance

Shaping the future

Intent	Implementation			Impact	Progress Review RAG					
Objective	Action / Resources	Who	By When	Success Criteria	Au1	Sp1	Su1	Au2	Sp2	Su2
Position the Federation for future growth and system influence	Identify opportunities arising from SEND reform and local sufficiency planning. Explore opportunities to expand specialist support, outreach and inclusion services. Develop the Federation's role as a recognised centre of excellence for SEND and inclusion. Build strategic partnerships across education, health and social care.	EHT AS FLT FLT		Federation recognised as a key contributor to local SEND strategy. Increased opportunities for commissioned work and partnership projects. Growth strategy agreed and reviewed annually by governors.						

Leadership and Governance

Foster an Inclusive Culture Where Everyone Belongs and Thrives

Objective	Action / Resources	Who	By When	Success Criteria	Au1	Sp1	Su1	Au2	Sp2	Su2
Promote belonging, wellbeing and positive relationships for pupils, staff, and families	Embed Federation wellbeing strategy; increase opportunities for pupil voice and self-advocacy, increase parent and staff voice forums; Celebrate diversity through termly events	AS		Well-being surveys show improve improvement; strong well-being indicators, improved staff retention, reduced absence rates, Increased stakeholder engagement; pupils and staff report that they feel that they belong. Reduction in number of parent complaints.						
Strengthen attendance, engagement, and participation across the Federation	Implement attendance improvement plans and use the new DFE toolkit; Increase monitoring of vulnerable groups; Strengthen family engagement	HTs		Improved attendance and reduced persistence, absence; increase participation in enrichment activities						
Develop inclusive environments that celebrate diversity, equity and individual strengths	Refine curriculum, policies and environment through an inclusion lens; Increase CPD for all staff.	HTs		Inclusion audits show improvement; Positive family feedback; diverse voices represented throughout the Federation.						

Continue to empower learner voice, independence, interdependence and self-advocacy	Expand pupil leadership opportunities; Increase opportunities for pupil centred reviews.	HTs		Increased pupil decision; Improve independence and interdependence outcomes and transition to adulthood						
Leadership and Governance Grow Our People, Leadership and Expertise										
Objective	Action / Resources	Who	By When	Success Criteria	Au1	Sp1	Su1	Au2	Sp2	Su2
Develop inspirational leaders at every level of the organisation	Plan Federation wide workforce strategy, implement leadership pathways, coaching, and mentoring.	FLT		Increase leadership readiness. Leadership capacity for future growth						
Strengthen recruitment, retention and workforce stability	Develop recruitment strategy and strengthen induction	FLT		Improve retention reduced vacancy and agency spend.						
Build professional expertise through high-quality learning and development	Create a federation CPD programme and share good practice.	FLT		Staff complete CPD pathway and demonstrate impact on practice.						

Create sustainable succession planning and talent development pathways	Introduce a talent management framework. Strengthen HR capacity.	FLT		Leadership development pathways. Succession plans in place for key roles. Workforce planning linked to budget planning						
Leadership and Governance Strengthen Sustainable Systems and Financial Resilience										
Objective	Action / Resources	Who	By When	Success Criteria	Au1	Sp1	Su1	Au2	Sp2	Su2
Maintain strong financial stewardship and long-term sustainability	Develop a 3-5-year financial strategy and forecasting processes. Link finance, staffing estates and pupil growth. Improve financial forecasting. Develop an integrated pupil staff funding model. Cost per pupil and cost per pathway analysis	FLT		Balance medium term financial plan and accurate forecasting. Improved budget monitoring. Reliable workforce and pupil forecasting. Long-term sustainability built around learning need. Consistent Federation wide systems. Improve forecasting of people numbers of future needs.						
Develop efficient systems, processes and governance	Standardise systems and reporting	FGB/FLT		Consistent systems and positive audit outcomes						

that support excellence										
Maintain robust and outward facing safeguarding, compliance and risk management across the Federation	Strengthen monitoring and mandatory training	HTs		100% statutory compliance and positive safeguarding audits External recognition of the robust safeguarding partnerships.						
Embed strategic planning through effective use of data and intelligence	Integrated pupil data to inform curriculum and provision planning. Develop Federation performance dashboard	EHT		Leaders use data effectively to drive decision-making						
Ensure our estates, technology and resources support current and future needs	Create estates and digital strategy Work closely with LA to ensure the best environment and use of resources Alignment of early years and post 16 growth planning	FLT		Improve learning environments and digital capability Improve data consistency and reporting Stronger quality assurance systems. Better procurement and contract management. GDPR compliant information systems						
Evaluation:										

Curriculum and Teaching

Deliver Exceptional Education for Every Learner

Intent	Implementation			Impact	Progress Review RAG					
Objective	Action / Resources	Who	By When	Success Criteria	Au1	Sp1	Su1	Au2	Sp2	Su2
Ensure the curriculum continuous to be ambitious, inclusive, and responsive to learner needs	Continue to review curriculum framework, delivery and learner pathways	HTs		Curriculum aligns with learner needs and aspiration						
Continue to Improve learner outcomes through effective assessment, provision planning and use of data	Ensure that consistent assessment systems and progress reviews are implemented across the Federation	HTs		Improved learner progress and personalised outcomes						

Enhance pathways that prepare learners for independence, adulthood and meaningful futures	Continue to strengthen careers and community opportunities	HTs		Improve destination, independence, and preparation for adulthood outcomes. Clear progression pathways						
Ensure excellence and consistency in teaching, learning and therapeutic practice across the Federation	Implement Federation quality assurance framework	HTs		Consistent effective practices and improved learner progress and outcomes						
Evaluation:										

Community and Partnerships Extend Our Impact Across Our Communities										
Intent	Implementation			Impact	Progress Review RAG					
Objective	Actions	Who	By When	Success Criteria	Au1	Sp1	Su1	Au2	Sp2	Su2

Strengthen partnerships with families, schools, local authorities and community organisations	Continue strategic collaboration with Westminster on place planning, SEND sufficiency, funding models, actual cost of provision. Continue to develop the partnership strategy and engagement opportunities	FLT		Strong relationships and partnerships with the local authority are maintained across all departments. Increased partnership activity and stakeholder satisfaction						
Increase the reach and impact of BIS, SPARK and outreach services	Ensure that the Federation is fully prepared to deliver the SEND reforms. Further develop en route opportunities	AS		Increase uptake on evidence of impact across the Bi-Borough Demonstrate impact through BIS and SPARK.						
Influence local and national SEND strategy through collaboration and system leadership	Continue to participate in SEND networks, System leadership and research	FLT		Greater influence on SEN D strategy Federation is recognised as a leader in inclusive practice and specialist provision in the LA and beyond						
Promote research, innovation and sector-wide knowledge sharing	Established annual research priorities	EHT		Increase dissemination and published case studies						
Expand opportunities for learners through employer and community engagement	Develop employer partnership and supported work experiences	HTs		Improve preparation for adults and community participation outcomes Improve Community engagement to employer partnerships						

Evaluation:

KEY

	Completed
	On track for completion
	Minor delay – risk to completion
	Major delay – issue impacting on completion