

Meden School & Technology College



Meden School & Technology College Education Brief



Meden School Education Brief

Draft statements to challenge building design specialists in order to meet the school's vision.

Designing for Educational Transformation in Nottinghamshire

The following provides a clear set of overarching educational principles that determine the high level aspirations to which designers will work. These principles will sit alongside the CABA ten points for a well-designed school and the *Urban Design Points for the Successful Integration of a school into the local context*. It is intended that these principles will be benchmarks to help hone school plans and enable designers to deliver buildings where learning flourishes and educational opportunities are expanded. At the heart of these principles is the expectation that through the BSF programme the educational environment will be radically transformed.

The Education Design Principles

Through the Nottinghamshire BSF programme schools will be radically transformed through the following design principles:

1. Creating environments which maximise effective learning
2. Promoting a culture of inclusion
3. Developing a school environment which significantly contributes to community participation, social engagement and community cohesion
4. Further developing extended services
5. Creating sustainable schools

CREATING ENVIRONMENTS WHICH MAXIMISE EFFECTIVE LEARNING

The schools built through BSF should be designed for their fundamental purpose as places of learning. Young people become effective learners when they are active participants in the process and when they increasingly take control and take responsibility for their own learning. To enable them to become such autonomous, lifelong learners, schools need to help their pupils to acquire learning to learn skills; empower them to learn through enquiry; and provide well designed rich learning environments for students to explore. Spaces should adapt to provide a variety of pedagogic approaches and cross-curricular learning. Children will experience personalised learning, i.e. where the curriculum is tailored to their needs; all learners have ease of access to a rich curriculum offer which is relevant and inspiring; there are extended opportunities to exercise one's individual learning styles as well as experience a range of learning styles; learners are enabled to self-evaluate, access their work and help plan their learning journey; and where the contributions of teachers are strategic and provide appropriate challenge and pace.

Examples of implications for design include:

- the need to have a variety of size of space including areas for small group work and mentoring;
- spaces for informal as well as formal learning;
- spaces which facilitate visual, aural and kinaesthetic learning;
- an environment that enables enquiring and investigative learning where learners make decisions about how they will access information;
- spaces which help teachers, and others to exercise a range of teaching styles and to engage with groups and individuals flexibly; and
- access to information technology which facilitates personalised learning.

PROMOTING A CULTURE OF INCLUSION

Schools will be designed to meet the needs of all children, including those identified as being in vulnerable groups, such as those with special educational needs; minority ethnic groups; traveller children; children with behavioural difficulties; children in the lowest 20% of attainers, as well as the gifted and talented. Key to meeting their needs will be designing schools that deliver personalised learning effectively (see above). Learners will also be empowered and motivated, rather than alienated

and excluded. This will be done through positive approaches to behaviour management within an environment which is stimulating and enables young people to exercise choice and self-control, avoiding imperatives and conflict. ICT will make an important contribution, providing flexible learning programmes in terms of content, style and scheduling. The school environment will reflect a rich picture of cultural heritage, including that of minority ethnic groups.

Examples of implications for design include:

- Supporting a skills, competencies and values based 2-year Key Stage 3 (SMILE: Skills-based Meden Integrated Learning Experience)
- Facilitating a variety of 13-19 pathways
- Enhancing the impact of our specialisms across the curriculum
- Enabling cross-curricular collaboration
- Promoting and developing social and emotional learning through innovative use of ICT and flexible learning spaces
- Opening doors to more effective community and business links
- Contributing to positive behaviour; this will mean giving careful consideration to the design of main circulation spaces, including corridors and covered walkways where these are needed.

Design should also take account of the need for:

- a variety of spaces to engage with the learning and pastoral needs of specific students;
- an environment in which physical and technological display can be frequently replenished to provide live and rich surroundings continuously;
- imaginative use of spaces that can be used to reflect cultural diversity
- optimising a range of ICT solutions to meet the needs of a wide range of different learners, including individualised anytime anywhere learning.

Purpose of the Education Design Brief

Characteristics of the School

Meden School and Technology College in North Nottinghamshire is an 11-18 comprehensive school with 1250 students on roll. It is the only secondary school in the former mining community of Warsop, which lies seven miles from Worksop and five miles from Mansfield. There are good transport and communication links with these larger towns but a significant number of families do not travel outside of Warsop.

Following the demise of the coal industry, (Warsop had three collieries), long term unemployment has been a significant local issue within the community with levels consistently above the national average.

The school's deprivation indicator is 0.3 with only 23% of schools in the country worse off. The percentage of free school meals is average at 14.9%; although many families who are eligible do not apply.

The Wards of Meden and Birklands provide 70.6% of our pupils; both are in the top 20% of most deprived wards in Nottinghamshire with an Average Index of Multiple Deprivation score of 34.74 and 36.30 respectively. Acorn data shows a significant percentage of pupils come from "hard pressed" backgrounds. (Data)

East Midlands Regeneration funding is targeted at rebuilding a residential area in the centre of the town which has been derelict for some time. The properties are a mixture of affordable housing and private sales. There is a poverty of aspiration amongst a significant minority of parents and carers which impacts on the attitude of many students.

The school roll is falling over the next 6 years but the three local infant schools report high numbers waiting to enter reception classes. Meden hopes to continue to draw 20% of its students from out of catchment through its reputation for high standards of student appearance and behaviour.

The school has strong, well developed links with its seven primary partners. It is the intention of all the schools within the 'Meden Family' to formalise this link through BSF by becoming a loose federation. All of these schools lie within the Parish of Warsop but four are situated outside the town.

The school is currently part of a 14-19 loose federation consisting of 6 Mansfield secondary schools (one is an academy) and West Nottinghamshire College. This consortium of schools is called The Mansfield Learning Partnership. Together it produces a common post-16 timetable, has a transport policy that enables all learners to access courses in any of the 7 establishments and in 2009/10 is offering students the opportunity to study a Level 2 Diploma in Engineering, ICT, Creative and Media, Health, Society and Development, Hair and Beauty, Construction and the Built Environment and Business, Finance and Administration. There is a Director of the MLP which is a shared appointment between all the partners.

The school's vision

BSF will totally transform the way we deliver education to all our learning partners at Meden. No longer will children, young people and parents feel 'done to'. Instead, they will be full and equal partners in their own learning journey and in the way the school develops as a community facility. Through this learning journey students will develop a sense of autonomy and control over which learning experiences are relevant to them and in which ways that learning is best accessed. Learning style will be a major factor in designing a personalised learning package to suit each individual. Learning will be accessed in a number of ways; through face to face taught lessons, through tutorials and small group work, independently at school, home or another institution and through the use of ICT from a variety of places. As the school building will be open to its learners from morning to evening every day of the week there will always be opportunities to deepen or broaden learning or to relax and have fun there.

Raising levels of achievement for all learners remains the primary aim of the school but BSF will
a) enable all students to experience success and b) enable that success to be achieved at a greater rate than was previously possible.

An Inclusive Learning Community

The Meden School and Technology College's vision is to build a learning community for **all** its members. Building Schools for the Future will enable this vision to reach out to each and every member of our community and bring them the opportunity to learn within a 21st century environment. It will transform the way our students access their learning and develop the skills of leadership and good citizenship necessary in a world that is changing faster than ever before.

The remodelling that BSF brings, guarantees the inclusion of all our students in the learning and wider experiences of Meden. Activities will be accessible to all learners whether they are disabled or able bodied, quick or slow learners, old or young. There will be no discrimination according to gender, wealth or status. All practice will be developed to enable participation by everyone.

Location, access and resources will be equally accessible and inclusive. Support structures will be set up to scaffold the learning of identified students. Emotional support will be given to young people who, through their behaviour, signal their feelings of fear and isolation. The remodelled structure for ensuring progression at an appropriate rate and in appropriate learning conditions will enable some of those previously 'excluded' students to be included.

A Personalised stage not age experience

Students aged 11 to 19 will be provided with an individually personalised learning experience focused on their needs and aspirations at any point in their development. Their Meden Learning Experience will be tailored to their needs and aimed at maximising their potential and accelerating their learning. The pace at which a learner will travel through this experience will depend on their ability and capacity to make progress. Students who are capable of travelling at a greater pace than their peers will be enabled to

access courses that will ensure their progress is in line with their capability – no longer will they be forced to wait for the end of a key stage before moving on. This 'stage not age' approach to learning will also enable our slower and more reluctant learners to make progress at a rate that ensures their success. Maturity for some students comes later than others and some students will follow a learning programme designed to equip them with learning skills and personal skills that would otherwise be left to chance. This is a step change in the school's development and one that will ensure greater participation of all our learners and build a sense of achievement and self-esteem. Young people will see more ownership of, and relevance to, their education as they will be partners in planning their personalised route.

Values

Weaving through this learning journey will be our core values of confidence, aspiration, respect, enjoyment and success. These are the values that are understood by parents and students and currently underpin our vision. Implicit in these values are honesty, inclusion and integrity. BSF will enable the school to demonstrate these values explicitly by enabling every student to experience success in their learning journey.

Skills and attributes

Meden students will develop skills and attributes to ensure success in an ever changing world. They will become global citizens and develop the confidence to play a key role in the future of their town, country and world. One of the key opportunities that BSF will provide is to enable our learners, whether students or members of our extended community, to have a real sense of ownership of their learning and the building within which some of this learning will take place. Through involvement and participation in all aspects of school life our learners will gain an understanding of politics, finance, decision making and problem solving. By shadowing the structures and processes undertaken at school, local authority and national level, students and their parents will develop the confidence to participate in wider community activity that will lead to greater aspiration and community prosperity.

Students will belong to a variety of shadow bodies in school that will mirror those of the whole school. These will include the governing body and the senior and middle leadership teams. These shadow bodies will be consultative and have input into all decisions taken by the school. Thus, a greater understanding of the nature of education and its various structures will emerge and a sense of ownership and belonging will develop.

Greater Accessibility

Through BSF our school will become more accessible to learners by remaining open in the evenings and at weekends. Learning will no longer be seen as an activity that happens between 8.30 and 3.30 Monday to Friday. Students will be able to learn at a time that best suits them. Guidance and support will be enhanced as opportunities for one to one meetings with learning mentors will increase to enable close monitoring of progress to take place and any support required by the learner to be provided.

Use of ICT will liberate learning as no longer will students and parents have to be physically present to access all their learning. Contact with teachers and other adults will be electronic as well as face to face. For some learners following a course from home or some other location might be better suited to their learning style or more convenient to their lifestyle. Video conferencing will enable the global dimension of learning to become relevant and real to students with opportunities to talk to other people from around the world. ICT will support the reluctant learner's self-esteem through the use of programmes that allow for assessment to take place between learner and programme without the indignity of being proved wrong in front of peers. ICT enables access to learning 24 hours a day. BSF will enable every Meden Learner to access not only computers and the internet in the first instance, but as technology advances by the hour, it will allow for the school to keep pace with developments.

ICT will be used for registration and tracking individual progress. As learners will be accessing learning at various times and in various locations throughout their Meden experience there will be a sophisticated management information system to enable learning mentors and teachers to keep in touch with students, track their whereabouts and monitor their progress.

Extended Services provision will be enhanced by accommodating support groups and agencies on the site. Meden is the school furthest out of the town of Mansfield and access to services in Warsop itself is limited. Many young people are at a disadvantage because they are unable to travel to Mansfield to access courses, sports and arts experiences and social activity. A wide programme of after school activity in sport, film, drama, dance, music, technology and creative arts will be provided through BSF. This will offer our young people an alternative to hanging around the streets and engaging in anti-social and often dangerous activity. At the same time as all these activities are available so will opportunities to access to health and other support agencies to help our young learners through those difficult years of adolescence and early adulthood.

Family learning will be developed alongside the learning of our 11-19 students. BSF will enable a step change in levels of literacy through reading clubs and family learning activities. The design of the school will change to one where parents and carers feel comfortable about joining in with the learning of their children. An area will be created that parents can take ownership of and feel confident about visiting. Parents and carers of reluctant readers will be able to access support from our learning support department and resources will be available for them to borrow and work on with their children in a purpose built area that is conducive to learning. ICT facilities will be accessible to parents throughout the day and classes for a full range of abilities will be offered both during and after school.

Creativity And Achievement

Many learners at Meden lack confidence and have low levels of self-esteem. They are too willing to talk about what they are unable to do. The transformation that BSF brings is in the way that our young people learn. A large percentage of our learners have low levels of literacy, and while ever our curriculum is reading and writing based and we assess our children according to what they produce in a test or examination, this situation will remain. Literacy will always be a focus for our learners but for many, this will be balanced by a creativity curriculum that will enable them to demonstrate what they can achieve. For some children the world of the arts and sport is the key to unlocking their potential. They are able to build self-esteem quickly by participating in learning that is both enjoyable and creative. Access to modern, high quality sport will be an entitlement to all Meden learners. They will all receive a basic curriculum experience but for some learners this will be increased to take account of health, learning style and personal development factors. The facilities brought to Warsop through BSF will provide the school and the wider community with state of the art sports provision that is available 7 days a week 365 days a year. Similarly, the provision for drama, dance, music and art will transform the way some young people learn. Developing the skills of communication, empathy and self-confidence will be enhanced through the use of performing and expressive arts. In a town where culture and the arts is almost non-existent, this opportunity more than any other will result in greater participation and increased achievement.

Workforce

To deliver a transformation as significant as this, the school will require a skilled and committed workforce. Teachers will have the skills to facilitate and encourage independent learning activities as well as provide taught lessons. They will be flexible in their approach to planning as not every young person will access all their learning in the classroom. Tracking progress and providing appropriate intervention will remain central to the role of the teacher/tutor.

There will be a crucial role in mentoring students. Each student will have a mentor who will be an equal partner in the learning. They will guide, inform and track progress. The mentor will have regular contact with students either in a small group or one to one. In addition to face to face meetings between mentor and mentee there will also be more frequent e mail or text contact. All staff employed at the school will be a learning mentor, making every employee directly accountable for learning and progress. A comprehensive CPD programme within a clear change management process will start to develop these new roles in the lead up to BSF.

B2 Interpreting our Education Design Brief

Although many of the requirements of the new school will be able to be met entirely through the design of the buildings and environment other aspirations will depend on management action in order to be

successfully delivered. Budget constraints and the limitations of the site will have to be considered and some compromises will have to be made. By a continuous process of liaison and consultation it is envisaged that such compromises will be acceptable to all parties.

B3 Values and Principles

Adding value- Key Objectives to transform education, supported by BSF

- Raise levels of achievement of all learners at a greater rate, building success through developing strong thinking and learning skills.
- Ensure that all learners have the opportunity to reach functional levels of literacy and numeracy before they leave school.
- Develop a stage not age structure for delivering learning to enable all students to progress at an appropriate pace within a curriculum that incorporates SEAL and ECM principles.
- Create a new learning environment that encourages a climate of respect, positive behaviour and strong relationships through empowering students to behave as true stakeholders.
- Ensure there is a system for passively monitoring the behaviour of all learners through the intelligent design of the building. A new bullet point!
- Remove all physical or emotional barriers to learning to enable students with SEND to access all aspects of the school curriculum through a personalised learning programme.
- Provide a learning environment that places a strong emphasis on health and fitness for the whole community, including high quality sports and recreation for both the school and local community.
- Ensure that creativity is developed in all members of the learning community.
- Develop the impact of specialist status by making extensive use of new technologies to enhance learning and teaching.
- Raise aspiration throughout the learning community by setting challenging targets and monitoring progress towards them through negotiated Personal Learning Plans.
- Develop confident, independent learners by incorporating self-directed study opportunities, off-site learning and collaborative learning. Remove barriers to education by creating personalised flexible options/pathways that are tailored to the needs of individual students.
- Transform the way young people view education by involving them directly in what they learn and how they choose to access that learning; whether that is at school, remotely through e learning or in study groups etc.
- Enrich the professional lives of all staff through a commitment to CPD and developing new teaching and learning methodologies to service a range of needs - our workforce are also our learners.
- Change the notion of a traditional school day to one where there are a range of ways of accessing learning over a longer period of time – 24 hours a day for 7 days a week.
- Open up courses and learning experiences to the community and beyond.
- Provide a high quality, flexible environment for life long learning; placing the school at the heart of its community.
- Utilise opportunities for learning based on new technologies available within and without the school building. Through use of e learning, offer opportunities for 24/7 learning and global learning.
- Work closely with partner schools by operating as members of loose federations, e.g. Family of Schools, Mansfield Learning Partnership, to provide an environment that supports wider development of education and learning in the local area with shared resources and ambitions.
- Build an environmentally sustainable learning community that generates a culture of conservation and respect for the ecology of the school, locality and world.
- Offer a wider programme of enrichment activities to enhance learning and develop social and emotional intelligence through the school's Extended Schools status .

Personalising Learning

Personalising learning for students is one of our key priorities which will be extended and accelerated by BSF . We will ensure that our students have the best access to the right opportunities and support, both within school and through our educational partners. Support and guidance will be available for students

and parents at all transition stages to allow for maximum progress and for them to leave secondary education as independent, confident and aspiring learners. Our students will have access to flexible, planned and personal learning pathways that are enabled, enhanced, managed and extended by ICT that link together all learning whenever and wherever it occurs.

Personal Learning Plans will form the basis of students' school experience. The process of negotiating a PLP will be in partnership with an Individual Learning Mentor. Several factors will be taken into consideration including preferred learning style, level of learning skill, capacity to make progress (whether via an accelerated pathway, a regular pathway or a supported pathway) and what learning resources would be best to utilise. There will be flexibility to mix pathways depending on a student's learning profile. Academic and vocational options will be as flexible as possible to enable students to access a full range of courses.

The PLP will also be the vehicle by which progress will be tracked and monitored and additional challenge or support provided. Review meetings between mentor and student will be regular and where ever possible will include parents/carers. Intervention will be made at both teacher and mentor level. With enhanced use of ICT, individual teachers will be able to intervene earlier to ensure maximum progress is made. Mentors will receive 'live' data from teachers to enable them to have an overview of a student's whole curriculum.

Curriculum Overview

The curriculum at Meden is the planned learning experience of all our students. It includes social and emotional aspects of learning, learning to learn and traditional subject-based lessons.

The school is a Specialist Technology College in its third phase of re-designation. All students in KS 3 and 4 study technology; they experience the full range in KS3 and specialise in one or two in KS4.

Under BSF, technology will expand to offer mechanical engineering and manufacturing. Both these subjects are in demand locally but with no provision available.

The curriculum within (a reduced) KS3 will be skills and competence based. BSF will enable us to offer a stage not age curriculum to allow our gifted students an accelerated experience whilst offering our slower developers more time to master the basic skills needed for success at Level 2.

Lessons are currently one hour long but with new approaches to learning and teaching the notion of a start and end to a lesson will be reviewed.

The notion of a 'taught' curriculum is changing to one of 'learning' with students taking a more active role in their lessons and teachers developing the skills of facilitation rather than delivering knowledge.

Independent learning skills feature highly in our L2L curriculum.

BSF will enable us to plan for lessons outside the classroom with opportunities to include an allotment and wild garden to enhance students' awareness of ecology and the environment and performance and display areas to encourage more creativity.

14-19 Entitlement

The school works in partnership with 6 Mansfield schools and West Nottinghamshire College of FE in the planning and delivery of the full suite of Diplomas at all three levels. Currently the Partnership offers ICT, Engineering, Creative and Media, Business, Finance and Administration, Health, Society and Development, Hair and Beauty and Construction. The collaboration, known as the Mansfield Learning Partnership, has offered a wide range of Level 3 courses to its students for several years. The MLP has a transport policy that enables all learners to travel free of charge to any of the schools in the MLP.

Students from Meden access Level 2 and 3 courses through the MLP.

BSF will enable Meden to become the main deliverer of motor vehicle engineering and share the delivery of manufacturing with a partner school.

We intend to offer modern apprenticeships on site.

A broader range of Level 1 and 2 courses will be offered with links to the Arts and sport.

Students will be able to volunteer to help run activities within our arts and sports programmes and gain accreditation.

Functional Skills and skills for employability are being piloted at the moment. Both will form a significant strand of 14-19 learning in the future.

ICT

By ensuring that all students can access high quality ICT, the school will extend the range of courses it offers to 14-19 students. It will enable more access for students to courses in other schools and colleges.

ICT will enable some post-16 students who currently have to balance demands of home and school to organise their learning around their lifestyle; thus enabling many to complete a course that otherwise would have been abandoned.

Every Child Matters & Extended Services

- Our aspiration is to design a building and wider site that offers a welcome to all students and their families. There has to be an ease of access for some of our harder to reach families with a comfortable ambiance that is not threatening. A parents' social area will be designed and equipped by the PTA to encourage the participation of wider groups of parents.
- The site will host a full range of extended services including child care before and after school: 8 til 6. There will be a range of Family Learning opportunities focused on parenting, healthy eating, keeping children safe etc. as part of Extended Services provision. There will also be on-going consultation about what parents and families want to access.
- To support children and their families there will be provision on site for use by agencies such as parenting support, school nurse, EWS, education psychology, CAMHS, a counselling service and school bank to encourage economic well-being/awareness. Extended Services developments will encourage these agencies to base locality teams on the school site.
- There will be improved achievement levels by vulnerable groups because learning and resources will be tailored to individual needs and there will be on site support for the young people and their families.
- By providing social areas for children to use when not in a formal learning situation, the school will encourage the development of social skills. Our use of student mentors will increase and active anti-bullying strategies will be put in place.
- Study support facilities will be enhanced through Extended Schools with private study provision before and after school that is both supervised and independent.
- Student voice processes will be formalised and the school council will develop into a shadow governing body to contribute to decisions – all with a budget and framework of accountability. Involvement in local politics will increase as a result of the work carried out in PSHCE (Youth Assembly, Young Mayor etc).
- The pupil reception will be separate from visitors and staff. This will enable the young people time to build relationships with support staff who are trained to respond to pupil issues. All matters relating to attendance and progress will be dealt with by a specialist team of support staff.
- Safeguarding considerations will include CCTV throughout the school. Some areas will be accessible only to staff and students (biometric entry and exit) during the school day and there will be single cubicle toilets with push taps and powerful hand driers that will open straight onto corridors that are easily monitored to avoid bullying
- The enhanced sports facilities will enable children to access a wide range sporting activities after school, at weekends and during the holidays – staying healthy is a major strand of the new curriculum and access to 4 hours a week of sporting activity will be guaranteed.
- The provision of a range of different dining facilities will encourage children to dine when they feel hungry (all day dining) with cyber café spaces to encourage study whilst enjoying a drink or snack. There will be a continuation of our curreny policy on healthy eating and access to water on demand will remain. An EKPI will be the achievement of the Healthy Schools Standard
- Students will grow some of their own food on the allotment which will form part of the 'classroom beyond the school'. Young people and members of the local community will work together to provide a range of seasonal produce for use in the school and sale.
- Pupils will continue to make a contribution to the well-being of others (charity work, sponsorship) and e-links will be made with people in other countries in need of support.
- A range of ICT will be available to the community and students after school hours. The performance, sport and media ICT resources such as recording studio and editing suite will increase the use of the school by local groups.

Partnerships, inclusion & access

Partnership and Collaboration

BSF will enable the school, as a Technology College, to contribute to the delivery of the Diploma in Engineering across the whole of Mansfield by making provision for Mechanical Engineering. Motor vehicle engineering is a very popular choice amongst young male students at Meden and currently there is little provision for them. Access to such a provision through the Extended Schools programme would also enable short courses to be offered to students and the wider community.

Meden will also deliver the manufacturing diploma.

Enhanced sports and performing arts facilities would enable more collaboration with the Family of Schools. Joint productions, workshops and sporting activities would encourage more families to see the school as their resource to be used much more widely than before.

Inclusion And Special Educational Needs

The new BSF Meden will truly be an Inclusive school. It will be inclusive by its design and inclusive by its actions. No students, staff or families will be excluded from its learning family. Students with physical disabilities will be able to access all areas of the school and will not be excluded from any learning experience because of access. There will be features incorporated into the design to aid sight and hearing impaired students with Braille signage and technology to enhance both sight and hearing. Lifts and toilets will be easily accessible, safe and pleasant to use.

The Learning Support Team will continue to support students with specific learning challenges but the way they access their learning will be more tailored to the needs of the individual child and less to the needs of the school. There will be flexible spaces within which to design a learning environment fit for a variety of purposes that are adaptable and versatile.

An EKPI is to raise the achievement of vulnerable individuals and groups of children. This will be achieved through a range of strategies including personalising the learning, utilising resources that are fit for purpose and challenging the ever present poverty of aspiration amongst the most vulnerable. This will be facilitated by an expertly staffed inclusion team of teachers and teaching assistants. Vulnerable children will be provided with a safe area in school to call their own. They will be encouraged to own it and make it theirs both through the design and the visual appearance of its spaces. A range of needs will be catered for in this area with quiet rooms for reflection or therapy and treatment rooms for those young people with physical needs that require physiotherapy or limb strengthening activities.

A variety of relevant learning opportunities to cater for a wide range of needs is essential to avoid disaffection and NEETs. A stage not age curriculum will enable the development of a functional curriculum for some students that will focus on a specific range of skills and competences. They will develop learning skills that will equip them for life beyond school. By removing a 'one size fits all' experience, learning will be more relevant and responsive to individuals who, in turn will be more engaged and involved. Partnership with the MLP will ensure that a full range of vocational and academic courses will be available to all young people but the support they will receive from their base school is vital to their success. A flexible workforce that can provide support off-site will be developed to ensure that vulnerable young people are not excluded from opportunities as a result of their learning, physical or behavioural need.

Support will be accessed in a number of ways. In-class support by TAs or other adults will be the predominant model for most SEN students but there will be focused withdrawal for some. Classroom design will allow for withdrawal from some learning activities for small group or 1:1 work but with easy routes back into the class environment for others. Breakout spaces or flexible use of a larger space will allow for this.

Flexible teaching spaces will facilitate a range of groupings within one area for differentiated activities with opportunities to accelerate the pace for some or provide additional support for others. ICT will enable this mobility because there will be wireless access and all young people will be provided with portable devices to use in all lessons. ICT will enable the manipulation of information by touch and voice recognition software will allow students to demonstrate their knowledge and understanding without having to write.

There are a number of hard to reach families in school for whom willing inclusion in the Meden Learning Family will be a challenge. Therefore, the areas of the school that they are likely to access must be family friendly and available when they want them. Many will have developed a negative attitude to school as they remember it – the newly designed parent areas must be very different in design and ambience in order for them to feel comfortable. The school must listen to what they want and not impose a model that it thinks they will want.

Access

The school will be open for longer periods of time to encourage greater use by members of the community and families. There will be intelligent security systems to ensure that students are safeguarded but at the same time the resources of the school will not be restricted during the day.

B4 Campus Elements

Buildings

- We would like our building to reflect the stages of progression for our students, from entrance at year 7 to completion of their education at Meden school.
- Our building should reflect a modern feel encompassing all the best about new technologies.
- The main building should be designed in a way that allows good circulation of students by the provision of teaching spaces that have the capability to exit students directly outside; thus eliminating the need for corridor spaces.
- General entrances throughout the building should offer shelter to students, staff and the community when entering a teaching area.
- As many flexible spaces as possible will provide the option to have very large, medium and smaller spaces to enable the delivery of lessons to a range of group sizes. ADDED
- The whole campus should be ICT capable allowing streaming into areas that require the sharing of information and technologies. Use of ICT will liberate learning.
- Contact with teachers and other adults will be electronic as well as face to face.
- Supervision of all areas and classrooms should be easy by designing spaces that can be seen at all times – including access to toilets/wash facilities
- Wherever possible state of the art soundproofing allowing the merger of discrete curriculum areas to be linked together with little noise pollution between areas.
- The building should be light and offer as much natural light as possible.
- There must be a safe area for the minibuses to be stored and accessed
- All bus drop off and pick up points should be accessed easily and safely.
- Parking and drop off areas should be adequate for the minibuses, parents and staff. This should include adequate provision for parents who bring their children to school but separate from staff car parking.
- There should be a covered area for the use of students before they enter the main building, with access to toilets and student reception.
- Catering facilities should be accessible and open for when students arrive in school and throughout the day.
- There should be a separate access for students.(Student reception)
- There should be access via the main entrance for the general public, staff and visitors.
- There should be bike facilities such as a cycle shed.
- There should be cameras surveying the site 24/7 and monitoring all access and exits from users.
- Our school should have state of the art technology including Braille and induction loop facilities.

- Entrance to teaching areas should be equipped with a security system (Swipe card/Electronic Keypad/Biometric etc)
- Our buildings should be connected with covered walkways allowing staff and students to access any part of the building whilst being protected from adverse weather conditions.
- Partially covered seating areas outside the dining facility allowing students to sit and socialise in pleasant and calm surroundings.

B5 Every Child Matters

- There should be spaces for parents to meet outside and inside school time with the facility for refreshments – a parent owned area close to Reception
- There should be a medical (first-aid) room, and an Agencies area close to Learning Support and the parent area
- There should be distributed facilities for business-related specialists to work with students
- There should be 'spare' meeting rooms of various sizes with no particular allocation, for flexible use including JATs

B.5.1 Main and Other Entrances

Design Challenges

The main entrance must be visible to the general public. The entrance should create an impact, communicating the creative nature of learning and teaching that takes place here. It should be bold, welcoming and accessible. The school's identity as a Technology College should also be communicated within the design.

The reception area will need to communicate the openness and professionalism with which the school operates. The area should be well lit with natural light sources. Visitors to the building must be able to wait within the reception area in comfort. An audio-visual screen should be provided to communicate daily news and important messages. Examples of student and possibly local community groups work is likely to be displayed here.

Students will enter the school through their own student-reception, this too should reflect positive achievement from students of all ages and should mirror the main public entrance.

- Vehicles and deliveries should be separated from student / pedestrian access
- Student and Community / Visitor entrances should be equally aesthetic
- They should be light - with sufficient natural light – inviting, and imposing, with sufficient seating areas
- Toilet facilities for visitors should be located close to the Community / Visitor entrance
- Relevant presentational technology which celebrates the students' work is needed
- It should reflect the ethos of the school and make a statement about it, emphasising the pride of the school.

Design challenges

The layout of the building should give clear architectural clues to the differing functions of specific spaces, thus making navigation through the buildings logical, intuitive and efficient.

External and internal vertical circulation should be planned to take account of natural 'desire lines'. External routes should create some sense of journey and interest, and in particular, routes should, wherever possible, be covered and sheltered.

The design and adjacencies of faculty areas should enhance timetabling and aid the efficient use of space and resources. Staff from each faculty will be based within the faculty 'block' for the majority of time and travel between classes should be minimised. Administration and staff preparation space will ideally be located at the front of the school.

The layout of circulation spaces should provide social and learning areas.

- There should be easy circulation around the school with adequate lifts
 - Circulation between buildings should offer protection from the weather.
 - Corridors, kept to a minimum, should offer easy access and exit for a range of students (age, disability)
 - The overall layout (including outside areas) should encourage interaction and be learner friendly, so reflecting the ethos of the school.
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B6 Curriculum Design

Learning Environments /Curriculum spaces

Faculty areas should include groups of high quality flexible learning spaces (not necessarily of standard shape or design), preparation and storage space; where possible around a large open space that can be used for both teaching and socialising.

As well as learning spaces, all faculties and staff working areas will need to be fully supported by progressive ICT systems and facilities. ICT facilities must be able to meet the changing needs of all subject areas, enhance the learning and teaching within all faculty areas and take advantage of new advancements as they arise.

The 6th form area will have its own quiet study area linked to a social and refectory area, this environment for 6th form students should reflect their maturity. The block will also be used by students from other schools within the Mansfield Learning Partnership (MLP).

The school also intends to utilise external teaching spaces for a wide variety of subjects including the performing arts, visual arts, science, sport and technology with the ability to enhance the extended curriculum and inclusive activities within a safe, secure environment. Wherever possible natural use of landscaping to form these areas should prevail

Design Challenges

The design should offer flexible learning and teaching spaces that can be adapted to respond to changing curriculum needs within both the internal and external areas, facilitating shared use of the resources by local community, primary schools, colleges and other groups. Teaching spaces should allow for maximum flexibility in use, capable of adapting to a blend of learning styles including whole class or half year teaching and smaller group work sessions as the need arises. The whole curriculum and all learning and teaching activities will be underpinned by the use of exemplar innovative and flexible media rich ICT.

The dedicated and separate 6th form centre should be adjacent to a media rich Learning Resource Centre (LRC) and flexible spaces that can be adapted to form breakout spaces and lecture theatre style use, which may be used by the community at some point. This should be primarily designed as an adult learning environment, but be available for users of all ages. The use of ICT will underpin all learning resources within the 6th form centre and the LRC, making learning opportunities available from a range of locations including home as a 24/7 facility. The 6th form block and LRC will provide access for the community out of usual school hours without compromising the security of the rest of the site.

Design Challenges

The facilities within our school should facilitate the delivery of a full and challenging curriculum for all students. Therefore, there will need to be such facilities as:

- Flexible learning areas (hub and satellite) for a 2-year Key Stage 3 curriculum
- Flexible learning spaces to cater for the full range of 13-19 pathways (including Diplomas) that are flexible and adaptable to meet the needs of 13-19 curriculum developments

- Adequately sized and stimulating outdoor learning and social spaces
- A sport health and fitness centre which is fully equipped with specialist kit
- A gymnasium and sports hall, fit for 21st century purpose
- An outdoor covered but not heated sport area
- A separate (stand-alone) dining facility
- Five Learning Centres that offer flexibility as House/Year/Social bases.
- A large learning resources centre including library facilities
- A hall which can accommodate 250 people together, and which has a cinema option
- A large learning resources centre including library facilities
- A common room & study facility for 16-19 year old students
- An integrated SEND area with a variety of facilities