

CSA Strategic Plan

2020 – 2023

Camphill School Aberdeen

**Celebrating
Growing
Sustaining**

August 2020

Introduction by Norma Hart and Alex Busch

We are very pleased to introduce our new strategic plan covering the period 2020 to 2023. We have decided on this 3-year horizon because we know how dynamic/ever-changing organisations and charities, such as Camphill School Aberdeen, can be. We think that having a 3-year plan will enable all trustees, managers, staff and volunteers to focus on what we hope to achieve, working together and deliver the proposals made.

We have created, for the first time, a Strategic Map. This is shown on the next page. The map shows visually, at a glance, the key areas which are covered in the plan.

This plan is designed to be ambitious; ambitious for those who are in our school, those who are in our residential services, those who use our learning for life day services and those who need therapeutic support. Also, ambitious for the whole community; ensuring that we have in place a culture of continuous improvement, professional development and life-long learning.

The plan is divided into 4 main sections, describing:

1. The culture that we wish to promote and maintain
2. How we intend meeting the needs and expectations of pupils and residents
3. Good governance and financial management arrangements
4. Organisational arrangements for ensuring that we can deliver on all of the proposals in this plan

Each section contains a set of interdependent component parts. In all cases proposals are made and, where appropriate, SMART targets are identified, so that the plan can be monitored and measured to determine progress made and ultimately, its success.

This plan has been drafted during the Covid-19 pandemic. This creates great uncertainty for the future. We have, for many proposals, added timelines. To be prudent however, where we are of the view that the pandemic may have an impact on specific plans, we have sometimes provided the notional date but added: To Be Decided (TBD). In others we have just noted TBD. We will ensure that these proposals are picked up in the annual development plans throughout the period.

We are always open to feedback and further suggestions. If you would like to do so, please write to us or email.

We look forward to working with key stakeholders to realise the ambition set out in this document.

Norma Hart

Chair of the Board of Trustees

Alex Busch

Executive Director

1st August 2020

Provide quality teaching, learning, care, support and therapeutic services



Camphill School Aberdeen

Culture	Community focussed	Ethical, transparent and accountable	Vocational and professional qualifications	Continuous Professional Development	Life-long Learning environment		
Meet the needs and expectations of pupils and residents	<ul style="list-style-type: none"> Accessible Responsive Person centred Individually tailored 	<ul style="list-style-type: none"> Outcomes focussed Quality assured SHANARRI Keys to Life 	<ul style="list-style-type: none"> Evidence based Practice Putting theory into practice SQAs 	Good Governance and Financial Management	<ul style="list-style-type: none"> Top class Board of Trustees Qualified and experienced leadership, management teams 	<ul style="list-style-type: none"> Increase revenue Budget and manage resources efficiently 	<ul style="list-style-type: none"> Meet all legislative, policy, practice and inspection requirements
Organisational arrangements	<ul style="list-style-type: none"> Establish and maintain a reputation for excellence Be a provider of choice 	<ul style="list-style-type: none"> Develop and maintain high quality and effective Partnership arrangements 	<ul style="list-style-type: none"> Hold regular, effective, leadership, functional and community meetings 	<ul style="list-style-type: none"> Provide strengths based care and leadership 	<ul style="list-style-type: none"> Estates and Capital Development Projects to improve the infrastructure 	<ul style="list-style-type: none"> Produce and analyse performance data and act accordingly 	<ul style="list-style-type: none"> Develop and maintain a multi-dimensional Case Management System

The culture of Camphill School Aberdeen (CSA)

Maintaining and developing the culture of CSA is critically important to the future of the community itself.

Community Focus

Camphill School Aberdeen is a community of around 450 people made up of residents in our residential services, day pupils attending school, young adults attending day services, employed staff, volunteers (mainly young people on a gap year), retired members and families of staff. It is therefore understandable as to why, when we asked community members in the CSA Community Survey (2019), “its people” was deemed by 96% of the respondents as to what truly makes a community. What being part of a community represented, was described variously by many respondents. From these responses, the following paragraph has been constructed: *a community is a group of individuals; who share their skills and qualities both with each other and with those they support and care for; who have a common purpose; who are clear about the work ethos; who are working to a set of values, principles and beliefs; who share a Camphill identity, and who engage in life sharing opportunities.*



Sharing food and community

Proposals/actions

To ensure that the recommendations and actions following the survey are achieved:

1. CSA needs to review and refresh a theoretical underpinning, which is understood by all who live and work in Camphill. Given the results of the survey, this is likely to be an approach which is holistic in focus and keeps children, young people and young adults at the centre. A mix of social pedagogy, therapeutic education and social therapy would appear to best meet this need.
2. A statement outlining the common purpose for CSA in the 21st Century will be drawn up by a representative team of people, consulted upon and agreed by those who live and work here.
3. A brief document will be produced by a representative team titled: ‘Living and working in Camphill’. This will set out the expectations that we have of each other’s attitudes and behaviours in creating a community of retired people, families with children, workers, pupils, residents and day attenders.
4. A small team of CSA representatives will be asked to bring forward a range of suggestions for wider engagement with the local community



Corporate Volunteers

Ethical, transparent and accountable

CSA is commissioned to provide a wide range of services to children, young people and young adults. Fees are paid, principally by Local Authorities for which a wide range of expectations have to be met. These include quality of care, quality of teaching and learning, quality of therapeutic support, quality of the environment, and quality of management. Further, there are requirements for improving attainment, achievement, and outcomes.

“As a former teacher, I have never seen a school as well-run and as fully focused around meeting the needs of each individual. We are blessed, as parents that my daughter attends there”.

In addition, there are requirements for accounting; both in respect of the funds received and the monies spent.

CSA’s Management Structure is made of; Board of Trustees, strategic and/or operational leadership teams; functional leadership teams and teams within service delivery, and individual reflective supervision (1-1) sessions.

CSA is accountable to Commissioners, HMRC, The OSCR, The Care Inspectorate, Education Scotland, parents/carers and those who receive our services. Transparency has been a key to ensuring that this accountability is maintained effectively.

Acting ethically is at the heart of what CSA stands for and does.



A community ceilidh: fun for all

Ethical, environmentally friendly and sustainable growth

At the core of CSA’s work is caring for the environment, reducing our carbon footprint, sustainability, and promoting health and well-being and a zero-waste culture. CSA is an Eco-School and has always been at the forefront of organic and biodynamic developments and wishes to uphold these. We do this by:

- Growing our own organic fruit, vegetables and herbs.
- Running an organic care farm.
- Buying wholefoods and eco-friendly cleaning products in bulk and offering refilling stations for the CSA residential houses. This keeps packaging to a minimum and where possible we use biodegradable options.
- Running a trading point where both CSA and local (organic) foods are sorted, weighed and delivered to the CSA residential households.
- Delivering a recycling scheme for plastic wrappers, toothpaste tubes and old clothes, which is open to the public also. Since this started 0.8 ton of plastic has been prevented from being disposed. In addition FruVer has saved circa 3.03 Metric tonnes of CO2.

The young people/young adults are actively involved in this work through our Day Services.

Proposal/action

As part of our environmentally friendly intent, CSA will recycle 3 tons of plastic per year through its recycling scheme.

Continuous Professional Development

CSA believe that the progression of self, through learning and continuous professional development is vital to becoming/remaining a provider of choice. Such training is ultimately for the benefit of all. CSA will identify the learning and development opportunities available to all staff and volunteers.

Vocational and Professional Qualifications

CSA supports and adheres to the requirements for qualifications set by Scottish Social Services Council (SSSC). We believe that having appropriately qualified staff in the services and school can enhance the quality of the service itself and the quality of the experiences of those who receive the services from us.

Vocational qualifications are set down for key posts in CSA and we will continue to support staff to achieve these.

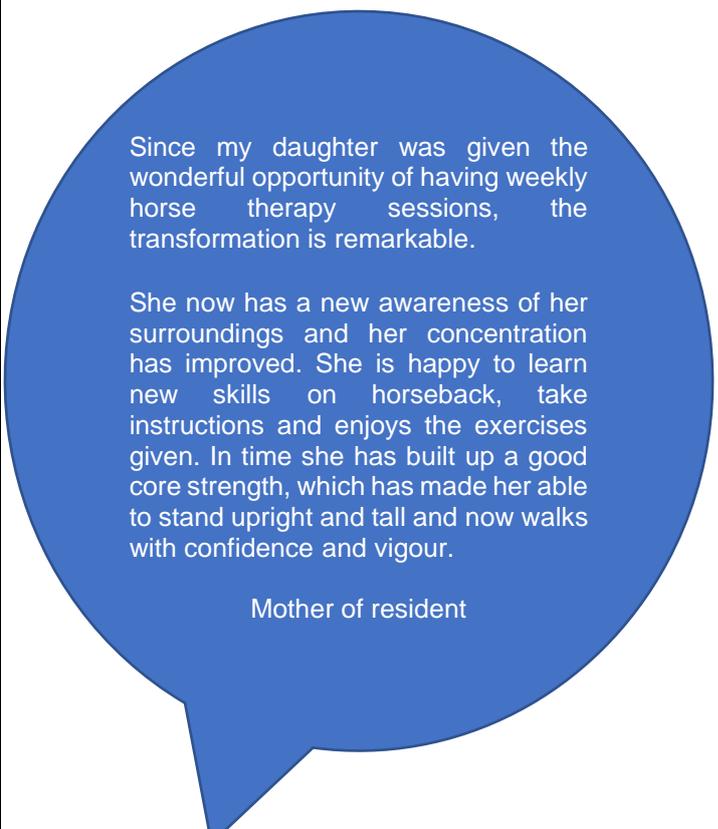
In 2020 we have 3 staff members who are accessing the BA (Hons) Social Work course at RGU. This is provided by the distance learning route. Once qualified, we would potentially have the opportunity to have a social work team based in CSA. This will need further discussion and agreement.

CSA is promoting other professional qualifications, as well, across services and also with administrative and support staff (e.g. Therapists; HR; Finance).

Elements of this will include on-the-job training, SVQs, HNDs, HR

qualifications, finance qualifications, a relevant degree in Teaching, Psychology or Social Work/Social Care and potentially master's level qualifications.

In addition, CSA will encourage further vocational and professional qualifications in service delivery, administration, maintenance, land/farm and management.



Since my daughter was given the wonderful opportunity of having weekly horse therapy sessions, the transformation is remarkable.

She now has a new awareness of her surroundings and her concentration has improved. She is happy to learn new skills on horseback, take instructions and enjoys the exercises given. In time she has built up a good core strength, which has made her able to stand upright and tall and now walks with confidence and vigour.

Mother of resident

Life-long learning environment

Life-long learning is essentially the provision, or use of, both formal and informal learning opportunities throughout people's lives in order to promote the continuous development of, and improvement in, the knowledge and skills needed for employment and personal fulfilment.

CSA is already moving towards a life-long learning environment. This is demonstrated in the following three ways:

For staff

1. Through the Training and Development Framework which has still to be implemented fully. This includes aspects of continuous professional development (CPD).
2. Using annual appraisals between managers and staff.

For pupils/residents/day attenders:

3. CSA follows the Curriculum for Excellence, based on the Waldorf Curriculum, both in the school and in the day services. This promotes the idea that the development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors. It also promotes the concept that the skills and attributes which children and young people develop, should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential. This also applies to the internal and external SQA framework qualification.

Proposals/actions

1. *A full list will be in place of CPD requirements for different groups of staff and access arrangements, to meet these requirements.*
2. *There will be a menu consisting of all the professional and vocational qualifications that CSA is able to sponsor. These will be directly related to the learning, health, care and support provided. Aligned to this, there will also be an agreed process to follow to access these qualifications.*
3. *By December 2021 (TBD), the internal qualification arrangements*

being piloted (2019/2020) in the Learning for Life Day Services will be fully embedded.

4. *By December 2022 (TBD), we will expect to see those residents/day pupils who have attained internal qualifications, when considered able, to be transferred to the SQA framework.*



Therapeutic craft work

Meet the needs and expectations of children, young people and young adults

We commented earlier on the accountability function associated with parents/carers and pupils/residents. This section develops this theme through the sub-titles included in the Strategy Map.

Accessible, responsive, person centred and individually tailored

Accessible

CSA services will continue to be accessible and improve accessibility, where necessary; by which we mean equal access for all pupils, residents, day attenders, staff and co-workers.

In terms of the environment: the school, day services and houses; access and egress; getting around the estate; signs and signage; lighting etc.

In terms of accommodation in the school and houses: accessible areas for meeting, relaxing and dining; accessible toilets etc.

In terms of assistive technology, use of the following: environmental aids, daily living aids, communication aids etc.



Young people spending time together

Responsive

CSA has a responsibility to be responsive not only to the original set of assessed needs, but also to those which are changing over time. The 6 monthly child/young person reviews are an ideal mechanism for picking these up, and it has been recommended by the Care Inspectorate that CSA employs a dynamic approach with this. The new One Plan approach, when fully implemented is expected to do this.

Person centred and individually tailored CSA prides itself on providing care that is built around the individual rather than providing a standard service into which people are expected to fit. It is likely that in the coming years, more children and young people will be referred to us whose needs are of such complexity that they will need a comprehensive, multi-professional/disciplinary, multi-faceted response and very clear internal and external agreements about how the care support will be provided.

The One Plan approach is designed to support person centred planning.

Proposals/actions

1. *By December 2020 all residents and day attenders should have a One Plan up and running. School day pupils will have their learning monitored through the Schools Individual Educational Planning arrangements.*
2. *The One Plan arrangements should be evaluated by September 2021.*
3. *By March 2021 an audit should be completed identifying what aids/adaptations/equipment will be needed to ensure accessibility for current users of services.*
4. *Any new buildings/facilities should be demonstrably accessible to all of the needs of those using our services both now and into the future.*



Horses for riding and therapy

Outcomes focussed, Quality Assured
The following 2 sections describe how CSA will meet this strategic intent.

Outcomes focussed

As a provider, CSA is expected to be truly outcomes focussed. The Scottish Government, Education Scotland, The Care Inspectorate and Commissioners

all expect outcomes to be agreed, set, monitored and achieved.

The Curriculum for Excellence has developed Benchmarks which set out clear statements about what learners need to know and be able to do to achieve a level across all curriculum areas. It also refers to experiences and outcomes (often called Es + Os) which are a set of clear and concise statements about children's learning and progression in each curriculum area. They are used to help plan learning and to assess progress.

The Scottish Government, through its SHANARRI well-being indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included) expect positive change for children's outcomes where this is assessed to be needed. Every child/young adult is expected to be supported in line with these indicators to achieve their full potential as an individual.

At Cairnlee, registered as adult provision, the Keys to Life (KtL) indicators are used.

CSA is committed to continuing to use both sets of indicators (SHANARRI and KtL).

Much work has been done in 2019/20 to become more outcomes focussed. The school has an impressive set of data that demonstrates progress in attainment, achievement and reaching targets. This is expected to grow and develop further.

The Day Services were the first in CSA to introduce and implement an outcomes framework. The therapists who make up Therapy College followed suit and have piloted an outcomes approach which has been successful to date.

The implementation of the One Plan arrangements takes measuring outcomes to a new level. In one document for one child/young person, through a team approach, there are agreed outcomes/targets to be met. This is called: **My One Plan**

Outcomes are construed in 3 ways:

- Overall outcomes/targets;
- Medium-term outcomes/targets (up to one year);
- Short-term outcomes/targets (being monitored daily/weekly).

Proposal/Action

The outcomes framework, to be utilised through the One Plan arrangements should be evaluated by September 2021.



Fran and Viktoria

Quality assurance

Care

Care in CSA is governed by The Health and Social Care Standards: My Support, My Life (2017).

The Standards are underpinned by five principles; dignity and respect, compassion, be included, responsive care and support and wellbeing.

The Standards are based on five headline outcomes:

- I experience high quality care and support that is right for me.
- I am fully involved in all decisions about my care and support.

- I have confidence in the people who support and care for me.
- I have confidence in the organisation providing my care and support.
- I experience a high-quality environment if the organisation provides the premises.

Education

Teaching and learning in CSA is governed by Education Scotland Quality Framework. The framework consists of a set of 15 quality indicators (QIs) designed to help to answer three questions linked to important aspects of the work and life of the school. The quality indicators are divided into three categories:

1. Leadership and Management: How good is the leadership and approach to improvement;
2. Learning Provision: How good is the quality of care and education that is offered;
3. Successes and Achievements: How good is the school at ensuring the best possible outcomes for all learners.

Self-assessment is an expected feature of the work done by providers to assure themselves that the standards are being met; not just relying on outside inspection to tell us what we should already know.

Proposal/Action

CSA will, regularly, self-assess against the Health and Social Care Standards and the Education Scotland Quality Framework. The learning and recommendations from such exercises will guide our future plans.

Evidence-based practice, putting theory into practice, SQAs

Evidence-based practice is a process that brings together the best available research, professional expertise, and

input from children, young people and families to identify and deliver services that have been demonstrated to achieve positive outcomes.

It is important for CSA to be aware of the latest evidence-based practice and to implement this when its utility to CSA services has been established.

The basis of the care in CSA is currently a mixture of anthroposophical, therapeutic education, social therapy, social pedagogy, holistic, multi-disciplinary care. When the BA's in Curative Education and Social Pedagogy were being run and attended by CSA staff, there was a clearer sense of our model of care. However, this is not now the case; it is less clear but still important moving to the future.

Work has been done in 2019/20 to try to strengthen and promote a bespoke underpinning philosophy of care for CSA. It is expected that this will conclude at a time TBD. This can then be communicated and trained for implementation.

SQAs

In the school, we have embedded the Curriculum for Excellence in learning opportunities offered across the breadth of the subjects and according to the level (early – fourth) the pupil is working within. This includes subject specific teaching of Literacy and English, Numeracy and Maths, Expressive Arts, Health and Well-Being, Modern Foreign Languages, Religious and Moral Education, Science, Social Studies, and Technology.

Pupils are supported to achieve their personal potential and, in the senior phase, gain qualifications including SQA National 1 – National 5. Pupils working at a pre early level are

supported by the Aberdeenshire Extended Early Level Framework. Opportunities are also available to achieve the Duke of Edinburgh's Award and Junior Award Scheme for Schools qualifications.

We have recently developed an internal CSA qualification scheme to capture and celebrate achievements for those young people working at a level lower than might be recognised by external certification. It is aimed predominantly at young people attending the workshops provided within the day services provision. There are four levels of achievement. These are: Level A – Taking Part, Level B – Ownership of Task, Level C – Developing Proficiency and Level D – Approaching independence.

Currently the following activities are available for young people to partake in during day services: woodwork, weaving, woodcrafts, bike garage, metalwork, felt, jewellery, FruVer, craft and sewing, pottery, candle work, horticulture, stables, estate work, farm, gardens, animal care, cooking, baking and kitchen craft.



The Bike Garage

In CSA we provide high standard therapy sessions for all pupils and young people. We have a wide range of professional therapists providing

therapy sessions meeting different needs of pupils and young people.

Currently pupils and young people can attend individual sessions of therapeutic art, therapeutic music, eurhythmy movement therapy, therapeutic speech, speech and language therapy, equine assisted therapy, rhythmical massage therapy, therapeutic bath therapy, therapeutic exercises and play therapy and group sessions: colour light therapy, and speech eurhythmy therapy.

All therapists are professionally trained and registered with their professional bodies. The provision of therapies is reviewed regularly to make sure we meet the current need of pupils and young people.

The therapies are quality assured and by therapists who provide outcome based reports as part of the pupils IEP or the young person's One Plan.

Proposal/action

CSA will continue to pilot the internal qualifications scheme and then introduce the scheme throughout other day services, and which, by December 2021, will be fully embedded across all day services.



Ryan on the Farm

Meet all legislative, policy, practice and inspection requirements

Nothing stands still in social care. This is evidenced by the changes made to the quality standards required to be met by providers over the past few years. It is essential for members of the strategic/operational teams to keep fully up to date on new guidance coming from government and Local Authorities, knowing that such guidance often has the power of secondary legislation.

Good Governance and Financial Management

Top class Board of Trustees

An ideal Board is most likely to recruit members to meet three different functions:

- Recruited for their status, influence, contacts or public standing.
- Recruited for their specialist skills or knowledge.
- Recruited because they are representative of those with a stake or interest in the charity's work.

If all three functions are represented, the organisation will benefit from committed and influential people to fundraise and raise its profile. In addition, the organisation will benefit from individuals who are highly skilled in relevant areas. In the third, the board is likely to be in tune with the needs of the organisation's beneficiaries.



Board of Trustees 2019

Proposal/action

On an annual basis, the Chair will undertake an analysis of the Board of

Trustees' functioning to ensure that all members are contributing effectively to the governance of CSA. At the same time an assessment will be made of the skills, experience and expertise, knowledge and understanding required.

Qualified, experienced leadership and management teams

CSA, both as a care provider and a medium size business, relies on experienced and qualified management and leadership arrangements to ensure that it is led well. Currently, strategic and operational functions are combined in a wider team.

In addition to this team, functional management teams are in place as well. These consist of: House Coordinators Team, Day Services Team; Therapy College; Teachers College; Kindergarten Team, the Land and Gardens Team and the Administration Team.

CSA Community meetings are also an important part of the overall focus of all that we stand for.

Increase revenue/balance the budget

There are at least 5 ways to ensure that we maintain a sound financial basis, at all times, to ensure continuity

1. Grow the number of placements in the school, residential services and day services;
2. Fundraising for general or specific projects;
3. Receiving grants for specific projects or developments that commissioners have indicated that they wish to purchase;
4. Developing social enterprise-type initiatives;
5. Reduce spending on current services (while still maintaining the quality of provision).

Placements and fees

In respect of residential placements, we have undertaken some analysis of those placements that would naturally come to their end; when residents turn either 18 or 25. The results are shown in the table below:

Year /Age	2020	2021	2022	2023	Total
End at 18	3	3	4	4	14
End at 25	3	3	6	7	19
Total	6	6	10	11	33

Thus, during the period of this strategic plan, 14 young people will turn 18 and would be expected to either leave CSA or move into the Young Adult Programme (YAP) for those aged 18+. Similarly 19 young people will be turning 25 and be expected to leave for other providers or to form part of CSAs pilot 25+ project (which has been designed to offer residential care for those people who are older than 25). Two of the 19 young people reaching 25 years old have already been earmarked for this project (2020/2021).

Over the same period there are 4 young people, not associated with any houses, attending the Day Services who will become 25+.

The way that the estates, Cairnlee (CL), Murtle (ME) and Camphill Estate (CE) are affected by these changes are shown in the table below:

Year/ Estate	2020	2021	2022	2023	Total
CL	3	5	1	2	11
ME	1	1	5	4	11
CE	2	0	4	5	11
Total	6	6	10	11	33

Cairnlee is registered for 12 residents and therefore, over this planning

period, will see 92% of its attendees changed.

Further discussion and exploration across the 3 estates needs to take place about how we can cater for the needs of those currently in our care reaching 25 years old and associated registration requirements.

The situation that CSA faces in respect of children and young people up to the age of 18 is that during the planning period, 14 will reach the leaving age of 18 years. 11 of these young people are currently on Camphill Estate and 3 are in Cairnlee. Trend data would suggest that 50% of those reaching 18 are likely to be transferred to the YAP, leaving a shortfall of seven.

It may be possible during this time to replace those 33 young people/young adults leaving, with new residents in both the children's and young adults programmes. However, such replacements via referrals from commissioners depends upon the finance available from LAs for placements in CSA and the willingness to place in CSA and CSAs ability to provide the right care package to meet needs.

The situation, as described, requires a fundamental re-think about how houses are configured over the three estates and detailed discussions and decisions about how CSA can use the different registration criteria that we currently have, to offer quality services to residents while, at the same time, future-proofing the organisation.

Equally important is a re-think about the ages at which young adults can access the day services. At the moment a notional 25 years is the working assumption. This needs to be tested out.

In 2020, an uplift was provided for CSA services. This recognised that there had been no adjustment for some years previous. It would be expected that these are recalibrated on an annual basis (even if Local Authorities do not require it or will give increases) so that, in real-time, the Board of Trustees know the up to date costs of providing the services.

Proposals/actions

1. *By March 2021, a strategic options paper on the use of the houses on each of the three estates should be written and discussed by the Board of Trustees. This should provide up to the minute information on referral trends, current occupancy and projected leavers/joiners. It should be written with no pre-conceived assumptions about what is feasible or possible. Given the projected number of those leaving, it will look at all possible options for providing affordable, viable and quality services.*
2. *By March 2021, a paper should be provided to the Board setting out further proposals for the development of the Day Services.*
3. *Implementation of the proposals in the Options paper and the Development paper should be concluded by March 2022.*
4. *On an annual basis, in March 2021, 2022, and 2023, The Board of Trustees should be appraised of the additional (inflation+) costs of providing our services.*

Raise funds for the CSA Capital Development Project

CSA aims to raise significant funds to invest in the current infrastructure to secure the long-term viability of the charity. Generating voluntary income has been identified as a key area. We have identified that a likely start on site for the first building was planned to be

in early 2021. This date is under review. The strategy for raising funds over the next 3 years are set out below.

Proposals/actions

1. *Monetary: To raise £1,650,000 solicited and unsolicited voluntary income to support both capital and operational development plans.*
2. *Infrastructure: To develop a fully functioning fundraising department.*
3. *Profile: To increase the charity's fundraising profile in the Aberdeen/Aberdeenshire areas and across Scotland.*
4. *Annual Objectives: each year a set of objectives for the following year will be submitted to the Board of Trustees for approval.*

Budget and manage resources efficiently

With the potential drop in residential and day placements and the possible reduction in volunteers who mainly come for their gap year, it will be essential to ensure that all staff budget and manage resources effectively. Currently, some budgets are delegated to house level, others are not. The Day Services costs are linked to residential fees unless it is a day attender only.

There is no specific budget for the day services, showing income and expenditure. The school fees are linked to the residential fees for those children who are residential, but not for those who are day pupils. This is the time to have greater clarity on the costs associated with all aspects of CSA services.

One approach could be through a Zero-based Budgeting approach (ZBB). Zero-based budgeting is much more than building a budget from zero. World-class ZBB efforts successfully build cultures of cost management throughout the organization by using a

structured approach to facilitate cost visibility, cost governance, cost accountability, and aligned incentives.

ZBB is a well-recognised and sensible process for any organisation to identify waste and ensure sensible expenditure.

During the initial setup, a central coordination team would develop deep visibility into costs and set detailed savings targets for the next budgeting cycle. That team also ensures that the company's systems and processes are in place for the detailed reporting, governance, and performance management that is needed. The management team will discuss this further and fully at the appropriate time.

Proposal/action

During the financial year 2021/22, a ZBB process is undertaken where, on a very granular level, CSA goes through the organisation's spending and determines what resources all service areas require. That means looking at individual cost categories across all service areas. The process puts the burden of proof on the manager who is asking for resources: he or she must demonstrate, on a continual basis, that the resources are in fact still required to achieve business objectives.



Sheba our friendly Alpaca

Organisational Arrangements and Proposals

Establish and maintain a reputation for excellence; be a provider of choice

Reputations are made every minute, every hour, every day in the relationships that are held between CSA management and staff, which are then played out in the interactions that happen daily.

A reputation for excellence is made when commissioners, families and others see the professional, focused, but down-to-earth approach in planning meetings and reviews, when outcomes are discussed.

Furthermore, the performance (poor to excellent) of the organisation is determined by the Care Inspectorate and Education, Scotland, during their announced/unannounced visits. In 2019, the Inspectorate found:

Children and young adults programme:

- Children and Young People experience compassion, dignity and respect 5 (very good);
- Children and Young People get the most out of life 5 (very good);
- Children and Young People's health benefits from their care and support experience 4 (good);
- Assessment and Care Planning reflects Children and Young People's needs and wishes: (4).

Cairnlee:

- Care and support: 5 (very good);
- Management and leadership: 5 (very good).

Kindergarten/early years

- Quality of care and support 5 (Very Good);
- Quality of staffing 3 (Adequate).

The school is due an Education Scotland inspection during the planning period and potentially a further National

Autistic Society (NAS) accreditation visit during the 2020/23 period.

Proposals/actions

1. CSA will work towards achieving every element of inspection to be scored: Very Good (5).
2. CSA will maintain or improve inspection results from Education Scotland and National Autistic Society.

Develop and maintain high quality and effective Partnership arrangements

CSA's main partners are Aberdeen City and Aberdeenshire. A series of face to face meetings are usually held twice per year to consider developments both in the Local Authorities and in CSA. This provides vital sharing for building stronger relationships. It is expected that these will continue.

There are other partnerships to which CSA belongs. We will need to review those partnerships that we are currently committed to, to ensure that these are the ones that CSA should be attending and to seek new partnerships for future growth, development and sustainability.

Proposal/Action

Over the period of the Plan, to seek out new partnerships which demonstrably can make a difference to CSAs pupils and residents and enhance our reputation locally and nationally.

Hold regular, effective, leadership, functional and community meetings; Provide strengths-based care and leadership

CSA relies on its staff and community to provide the best possible experience for those children, young people and young adults who attend our provision. We want to engage even more in strengths-based leadership.

At the core of strengths-based leadership is the underlying belief that people have several times more potential for growth; building on their strengths rather than fixing their weaknesses. A strength is defined as the ability to exhibit near-perfect performance consistently in a given activity. Strengths-based organizations don't ignore weaknesses, but rather, focus on building talents and minimizing the negative effects of weaknesses.

Estates and Capital Development

An initial Capital Development Road Map was presented to the CSA Board of Trustees in March 2017 and presented to the Camphill Estates (CRSE) Board around the same time.

This document identified the overall needs and clearly stressed the need for an overall Estates Strategy as a starting point to any Capital Investment. A further paper was presented to the Board of Trustees in May 2017 setting out a broad outline on the potential capital development feasibility/business case. This was developed further during 2018.

During the period of this Strategic Plan, the following initial projects: (1-5-year Capital Development Plan) have been identified:

1. Murtle Estate: Phased rebuild of two residential houses (St Ternan's and St Andrew's);
2. Murtle Estate: Provide student type bed-sit accommodation unit for short term volunteers/ apprentices;
3. Murtle Estate: Retain the existing school building but redevelop to provide workshop college-based facility to support young adult programme;

4. Murtle Estate: Swimming Pool improvements required to improve efficiency;
5. Murtle Hall refurbishment (Murtle Estate);
6. Refurbishment of Camphill House (Camphill Estate);
7. Build an additional residential house on Camphill Estate.

CSA believe that when embarking on any major development, the stakeholders should be involved, so early in 2019 a project team ran 2 workshop sessions over the course of a day, with a variety of young people, house staff and management staff. The workshops explored movement on both Murtle and Camphill Estates.

Community members were encouraged to map their daily journeys, highlighting spaces that they frequently used and others they did not, simply using coloured stickers and pens.



Mapping journeys

The site models of each estate were present at the workshop and allowed participants to begin mapping their own ideas regarding proposed locations for new or replacement buildings.

Participants also had the opportunity to share their opinions, knowledge and experience on moving around each campus. Participants mapped their own journeys around each estate and were then invited to place proposed buildings

onto the site models using coloured plasticine.



Architects and young people together

Architects and landscape architects were able to gather ideas and discuss emerging priorities to inform the design of future campus strategies, buildings and spaces.

Proposal/action

To continue to work with architects, CRSE, the Fundraising Manager and the CSA Capital Development Group to take the developments forward over the next 3 years.

Produce and analyse performance data and act accordingly

Any charity can be more effective by using the performance data that it collects, collates, analyses, acts upon and communicates.

CSA relies on referrals from commissioners for the majority of its income and is therefore a demand-led service. It is important therefore, to have real-time information about current pupils, residents and day attenders; those that may become residents and those that are set to leave.

Such information is provided bi-monthly by the Admissions Hub Coordinator. This is then translated into financial predictions that are shared with the Board of Trustees.

Other performance data needs to be developed and implemented in CSA. Currently there are some good examples to get feedback on the quality of our services:

Reviews: every child and young person in CSA receives a review at least once every 6 months. This is an ideal opportunity to receive feedback from pupils, residents, day attenders, families and commissioners about what is good and what could be improved.

On the One Plan Review format: there is a specific question related to feedback. Such feedback will be shared on a regular basis with the Admissions Overview Panel.

Using survey tools: the community survey used a survey monkey tool and this brought a successful response. This kind of tool could be used on an annual frequency to elicit views from all interested parties.

Proposals/actions

1. *To develop a continuous improvement approach and to use it from December 2020, reporting quarterly to the Board of Trustees.*
2. *As part of the improvement plan, to build in user/family feedback on an annual frequency.*

Develop and maintain a multi-dimensional Case Management System

We are currently using word documents, and excel spreadsheets through a SharePoint system to maintain our records and data base. While we are able to produce good quality reports, the system requires updating.

Proposals/actions

1. *By January 2021 to have purchased a new case*

management system that can be used by all CSA services;

2. *By 31st March 2021 to have implemented the case management system across CSA.*

Some Concluding Comments

The title of this Strategic Plan is:

*Camphill School Aberdeen
Celebrating, Growing, Sustaining*

This title recognises that there are great things to celebrate from our 80 years history and rich cultural life; that we are not beginning from a standing start, we are growing what we have; that above all this is for the benefit of our current and future pupils, residents, day attenders, and staff, parents and carers, professionals, partners and fellow communities.

CSA harnesses the energy of the whole organisation united by a common purpose; to celebrate, grow and sustain.

We value teamwork, we celebrate success, we recognise everyone's unique abilities and we believe in it.

Progress on the last CSA Strategic Plan 2015 - 2020

In a document *Out-turn of KPIs in the CSA Strategic Plan 2015-20*, we have provided the out-turn data for the KPIs associated with the last CSA Strategic Plan. This is available on request.

Proposals at a glance

Set out below, is a complete list of the proposals referred to in the narrative pages above, along with an indication of who holds responsibility for the actions. These will form part of the annual development plans over the period of this strategic plan.

Community Focus

1. CSA needs to review and refresh its theoretical underpinning, which is understood by all who live and work in Camphill. Given the results of the survey, this is likely to be an approach which is holistic in focus and keeps children, young people and young adults at the centre. A mix of social pedagogy, curative education and social therapy would appear to best meet this need.

Responsibility: Strategic Leadership Team (SLT) + task group

2. A statement outlining the common purpose for CSA in the 21st Century will be drawn up; a representative team of people, consulted upon and agreed by those who live and work here.

Responsibility: Strategic Leadership Team (SLT) + task group

3. A brief document will be produced by March 2021, by a representative team titled: *Living and working in Camphill*. This will set out the values that we hold each other's attitudes and behaviours in creating a community of retired people, families with children, workers, pupils, residents and day attenders.

Responsibility: Task group

4. A small team of CSA representatives will be asked to bring forward by April 2021, a range of suggestions for wider engagement with the local community.

Responsibility: Task group

Sustainable/environmentally friendly

5. As part of our environmentally friendly intent, CSA will recycle 3

tons of plastic per year through its recycling scheme.

Responsibility: FruVer

CPD/Qualifications

6. By a date to be decided, a full list will be in place of CPD requirements for different groups of staff and access arrangements, to meet these requirements.

Responsibility: SLT

7. By 1st January, 2021 (TBD), there will be a menu consisting of all the professional and vocational qualifications that CSA is willing to sponsor. These will be directly related to the learning, health, care and support provided. There will also be an agreed process for accessing these qualifications.

Responsibility: SLT

Supervision (1-1)

8. By 31st December 2020 (TBD), Senior Staff will need to demonstrate that they are providing reflexive supervision (1-1s) to their staff teams, in accordance with the new guidance issued in 2020.

Responsibility: All Senior Staff/SMT

Learning for life

9. By December 2021, the internal qualification arrangements being piloted (2019/2020) in the Learning for Life Day Services will be fully embedded.

Responsibility: Learning for Life Day Services

10. By December 2022 (TBD), we will expect to see those residents/day pupils who have attained internal qualifications, when considered able, to be transferred to the SQA framework.

Responsibility: Learning for Life Day Services

Person Centred Care

12. By December 2020 all residents and day attenders should have a One Plan up in place. School day pupils will have their learning monitored through the Schools Individual Educational Planning arrangements.

Responsibility: Head of Care; Manager Day Services; Head of Education

13. The One Plan arrangements should be evaluated by September 2021.

Responsibility: SLT to organise

14. By March 2021 an audit should be completed identifying what aids/adaptations/equipment will be needed to ensure accessibility for current users of services.

Responsibility: SLT to organise

15. Any new buildings/facilities should be demonstrably accessible to all of the needs of those using our services both now and into the future.

Responsibility: SLT

Outcomes

16. The outcomes framework, to be utilised through the One Plan arrangements should be evaluated by September 2021.

Responsibility: SLT to organise

Self-Assessment

17. CSA will, regularly (annually), self-assess against the Health and Social Care Standards and the Education Scotland Quality Framework.

Responsibility: SLT

Board of Trustees

18. On annual basis, the Chair will undertake an analysis of the Board of Trustees' functioning to ensure

that all members are contributing effectively to the governance of CSA. At the same time an assessment will be made of the made of the skills, expertise, knowledge and understanding required.

Responsibility: Chair of Board of Trustees

Placements and fees

19. By March 2021, a strategic options paper on the use of the houses on each of the three estates should be written and discussed for the Board of Trustees. This should provide up to the minute information on referral trends, current occupancy and projected leavers/joiners. It should be written with no pre-conceived assumptions about what is feasible or possible. Given the projected number of those leaving, it will look at all possible options for providing affordable, viable and quality services.

Responsibility: SLT

20. By March 2021, a paper should be provided to the Board setting out further proposals for the development of the Learning for Life Day Services.

Responsibility: Head of Education and Manager Day Services

21. Implementation of the proposals in the Options paper and the Development paper should be concluded by March 2022.

Responsibility: SLT

22. On an annual basis, in March 2021, 2022, and 2023, The Board of Trustees should be appraised of the additional (inflation+) costs of providing CSA services.

Responsibility: Executive Director

Fundraising

23. Monetary: To raise £1,650,000 solicited and unsolicited voluntary income to support both capital and operational development plans.

Responsibility: SLT/ Fundraising Manager

24. Infrastructure: To develop a fully functioning effective fundraising department.

Responsibility: Executive Director and Fundraising Manager

25. Profile: To increase the charity's fundraising profile in the Aberdeen/Aberdeenshire areas and across Scotland.

Responsibility: SLT

26. Annual Objectives: each year a set of objectives for the following year will be submitted to the Board of Trustees for approval.

Responsibility: Executive Director and Fundraising Manager

Zero-based budgeting

27. During the financial year 2021/22, a budgeting process is undertaken.

Responsibility: SLT

Inspection results

28. CSA will work towards achieving every element of inspection to be scored: Very Good (5).

Responsibility: Head of Care and Manager Day Services

29. CSA will maintain or improve inspection results from Education Scotland and National Autistic Society.

Responsibility: Head of Education and SLT

Partnership arrangements

30. Over the period of the Plan, to seek out new partnerships which demonstrably can make a difference to CSAs pupils and residents and enhance our reputation locally and nationally.

Responsibility: SLT

Estates and Capital Development

31. To continue to work with architects, CRSE and the Capital Development Group to take the planned developments forward over the next 3 years.

Responsibility: SLT

Continuous Improvement

32. To develop a continuous improvement approach and to use it from December 2020, reporting quarterly to the Board of Trustees.

Responsibility: SLT

33. As part of the improvement plan, to build in user/family feedback on an annual frequency.

Responsibility: SLT

Case Management System

34. By January 2021 to have purchased a new case management system that can be used by all CSA services.

Responsibility: Admissions Hub + SLT

35. By 31st March 2021 to have implemented the case management system across CSA.

Responsibility: Admissions Hub + SLT

Monitoring progress

Allied to the Strategic Plan will be annual development plans which will provide the detailed actions that are required to fulfil the 35 proposals set out above. Progress on the development plans are submitted to the Board of Trustees on a quarterly frequency.