

A Training Cafe and Farm, onsite:

Enabling the *Abilities* in Disability



The Blue Tangerine Federation
SPECIAL EDUCATIONAL NEEDS SCHOOLS
Promoting the Abilities in Disability



St Luke's School
SPECIAL EDUCATIONAL NEEDS
Thrive in Life



The Collett School
SPECIAL EDUCATIONAL NEEDS
Proudly Different



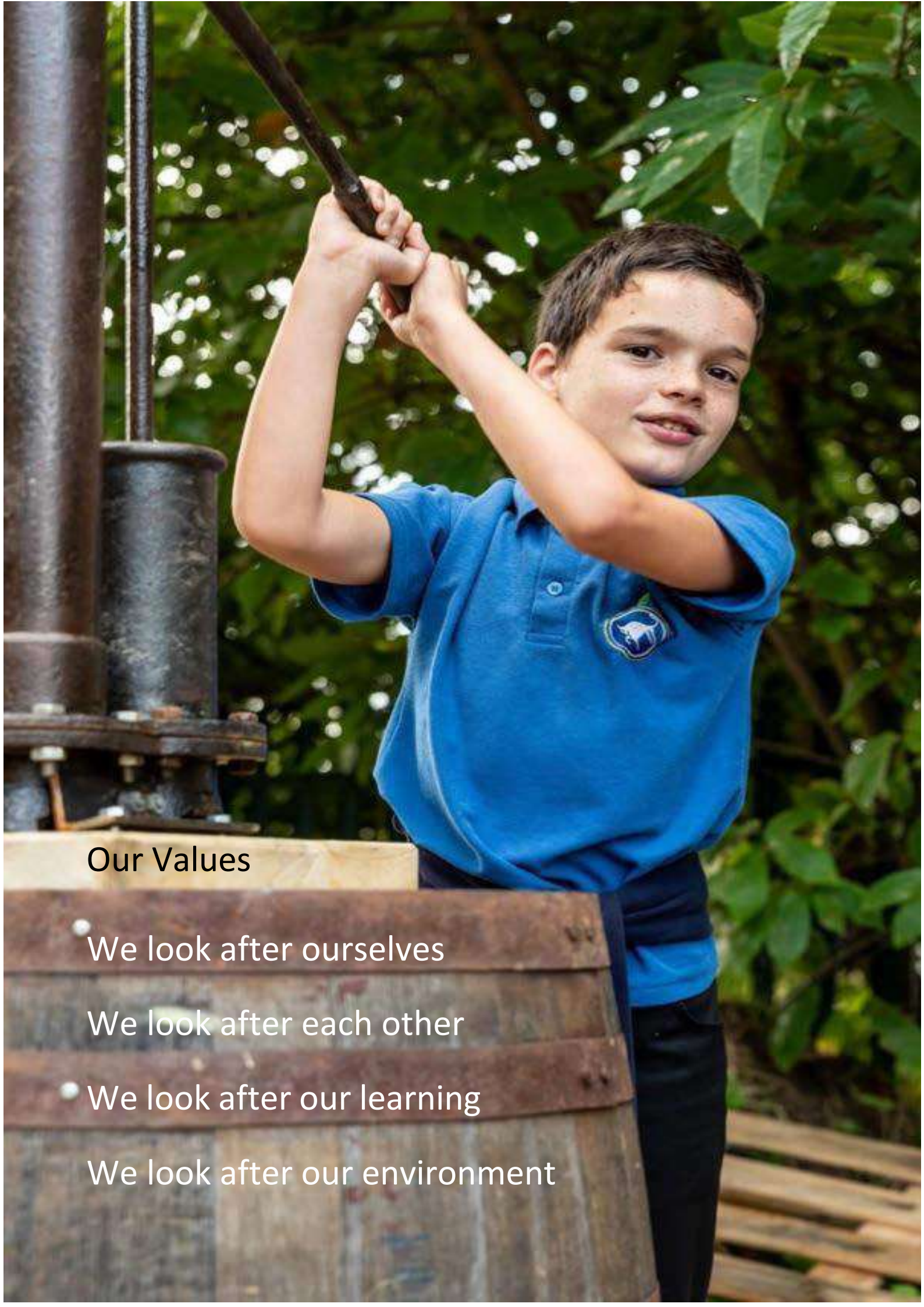
The Blue Tangerine Charity
SUPPORTING CHILDREN WITH SEND
ACCESS THE MAINSTREAM WORKPLACE
Reg. Charity No. 1190900



The Blue Tangerine Federation
SPECIAL EDUCATIONAL NEEDS SCHOOLS
Promoting the Abilities in Disability

Blue Tangerine

(1) (noun) describes a person as being different in a good way and indescribably beautiful.



Our Values

We look after ourselves

We look after each other

We look after our learning

We look after our environment

Summary

The Blue Tangerine Federation of special schools leads The Collett School (Hemel Hempstead) and St Luke's School (Redbourn). Both support children with Special Educational Needs and Disability (SEND) to thrive throughout childhood, whilst preparing them for a successful adulthood in the workplace. The schools' curriculum is broad and balanced, ensuring children develop the necessary self-esteem and strong sense of self to best tackle challenges ahead.

St Luke's School already uses part of its land for teaching animal care and horticulture. Whilst PE and physical exercise remain important for our pupils, competitive team field sports are becoming less relevant as the children now placed with us have more complex SEND needs including mobility issues. As a result, our vision is to develop our land more meaningfully with a view to the longer-term success of our pupils.

Consequently, the school plans to expand its successful learning outside the classroom (LOtC) work by developing a training Café and Farm on-site, aiming to bridge the gap between school and employment for young people with SEND. This initiative has garnered widespread support and will offer valuable work-related learning experiences, fostering resilience, confidence, and problem-solving skills. Additionally, it aligns with community objectives and promotes inclusivity and sustainability. We hope that through these efforts, the Blue Tangerine Federation will nurture a resilient workforce and foster meaningful connections within the community.



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The Abilities of Children with Disabilities

Children with special educational needs have talents, are different in *great* ways and *indescribably beautiful*. The Blue Tangerine Federation's schools are dedicated to nurturing the talents and potential of our pupils with learning disabilities by emphasising their diverse abilities, skills, building confidence and self-esteem. Our children are happy and feel secure; they support each other and celebrate each others' achievements.

That said, neuro-diverse young people encounter daily challenges beyond those faced by their neuro-typical peers. Our pupils have between three and nine diagnosed needs, with a majority on the autistic spectrum (ASD) and the vast majority having speech and language communication needs (SLCN). An increasing number of children placed in our schools have physical disabilities, severe learning disabilities and social, emotional, and mental health (SEMH) difficulties.

The demographic of the special school population has evolved over time due to the increasing complexity of SEND children. The children enrolled in our Learning Disability (LD) schools now have more complex needs as a direct consequence of the escalating prevalence and complexity of SEND in our population. The number of school-aged children with an Education, Health, and Care Plan (EHCP) in England is rising by over 4.5% annually, exacerbating the shortage of provision. In March 2024, the then Education Minister acknowledged SEND education is in crisis, with regions like Hertfordshire currently facing a shortfall of hundreds of special school places. As a response, schools like St. Luke's have expanded, with The Collett School set to accommodate an additional 50 children through a satellite provision due to open in 2025/26.

Central to our teaching philosophy is the commitment to providing contextual, realistic and meaningful learning experiences to support a purposeful transition to adulthood and, the world of work. Concerns loom however, over the limited employment prospects for SEND individuals beyond their schooling years - unemployment rates among adults with learning disabilities are high and the situation is getting worse.

In Hertfordshire, children must leave LD schools at 16yrs to attend a further education college. However, large cohorts and limited course options contribute to high dropout rates at college. We feel a direct, transitional relationship with employers might suit our leavers better in ultimately preventing them from becoming one of the unemployed SEND statistics.

The grim reality faced by adults with learning disabilities is that unemployment levels are 95.2% (NHS, Mencap, Base, DWP, Dec 2023), with women facing even lower rates of employment compared to men. While it is illegal to discriminate against individuals with disabilities (Gov.uk, 2024) it is clear that people with SEND are either not getting into employment, or not sustaining employability. The stark statistics raise questions about the feasibility of employment for people with SEND. However, organisations such as the National Development Team for Inclusion (DTI), Mencap, and the Government assert that with the right opportunities, preparation, and support, nearly all young people with SEND can transition into employment (DTI, 2024).

Our strategy, aimed at enriching the educational experience for our children, underscores the urgent need to address the lack of support in accessing employment opportunities as they transition to adulthood.

Our pupils are different, beautiful and extraordinary. The adult world of employment doesn't yet get this.



Our pupils are trained to industry standards in Barista Skills (Level 1), Food and Hygiene (Level 1 and 2) and First Aid (level 1), leading to work experience with the public through our horsebox café.



Our pupils' award winning Chelsea Flower Show gardens designed and created by the children – standing shoulder to shoulder with the world's leading garden designers and horticulturalists.





Our Project

Over the years, our schools' demographic makeup has undergone significant changes. In response, St. Luke's has embarked on a journey of meaningful land utilization, culminating in the establishment of innovative programmes like animal care and horticulture, which provide invaluable outdoor learning experiences. Additionally, the integration of animal-assisted therapy and horticultural therapy into the curriculum underscores the school's commitment to holistic student development. Remarkably, the school has transformed into a sanctuary for unwanted and disabled animals and birds, with these initiatives earning recognition and accreditation reflective of the students' dedicated efforts.

Engaging in varied contexts outside the classroom aids in the development of communication skills, functional literacy and numeracy, enhancing overall skill acquisition and knowledge. Examples include our pupil-run mobile horsebox café and our award-winning Chelsea Flower Show gardens, designed and created by young people with learning disabilities. Students have reported a deeper grasp of social norms, cues, and expectations, resulting in boosted confidence when interacting with new individuals and reinforcing functional learning. Consequently, working with the public has proven highly successful.

Our vision is to build a training Café and Farm on-site to extend our successful curriculum to those in school and, school leavers through post-16 training programmes and employment in the café and farm. Our vision aims to leverage our extensive experience in Learning Outside the Classroom (LOtC) by incorporating on-site work experience. This initiative will uphold our commitment to real-world qualifications in horticulture, hospitality, and animal care. Additionally, it will foster engagement with our local and broader community, providing pupils with valuable exposure to workplace dynamics and potential employers. Ultimately, this integrated approach seeks to diminish the stigma surrounding SEND.

It is crucial to locate the café and farm within the school premises for integral curriculum access whilst establishing a direct link between visitors and individuals with special needs as active contributors to both life and work. This deliberate connection of a high-quality customer experience and SEND is essential to showcase the capabilities of our students, paving the way for enhanced employment prospects. Our plans chime with the Redbourn Neighbourhood Plan's objectives in making the area a hub for start-up businesses and commercial enterprise, whilst providing new community facilities and recreation spaces.

Continued advocacy and collaboration with businesses and relevant agencies remain imperative in realising these objectives, ensuring that every student receives the support and opportunities they need to thrive beyond the classroom.

Collaborating with local business partners to offer fresh, wholesome food aims to foster a sense of reliability, integrity, and transparency for both the project itself and its environment. We are committed to ensuring inclusivity, equality, and environmental sustainability from the project's inception. The operation of the café and farm is anticipated to be carbon-neutral, highlighting the potential for sustainable farming practices utilizing modern technologies.

One of the many challenges facing our young people is the limited social inclusion and community involvement, particularly as many experiences tailored to SEND individuals are decreasing or have closed. To address this, the café and farm will be operational throughout the week, offering work experience and opportunities for students both during and after school hours. Weekends will play a crucial role in providing leisure activities for families of pupils and the local community to enjoy the farm and café, while on weekdays, there will be designated spaces for those outside of the school community for professional meetings, for other schools' visits, for local groups and clubs and for families with young children. By extending beyond regular school hours, creating accessible recreational amenities, and organising community events, we aim to foster meaningful connections and friendships among young people with SEND and our neuro-typical community.



Within an agriculturally active area on the outskirts of Redbourn village, the café will embody the charm of a spacious barn, paying homage to the historical dairy farming roots of the site and local architectural heritage. With its distinctive character, the café will exude a welcoming ambiance, characterised by warmth, friendliness, and a commitment to high-quality drinks and foods, embodying the essence of 'local' living through seasonal, uncomplicated menus featuring produce grown and harvested by our students. Drawing inspiration from others' successful SEND café and farm initiatives, our horticultural focus will be on cultivating salads and herbs, which is manageable, cost-effective, and achievable for individuals with limited mobility. Complementing the café experience, a small shop area will showcase locally sourced produce, serving as an integral component of our school enterprise curriculum, fostering an understanding of business operations and financial viability.

The farm and café experience will be both enriching and educational, seamlessly integrating British farming traditions and offer unique experiences such as hand-rearing rejected lambs. We are committed to increasing the biodiversity of our land and will create habitats for existing and new species - including installing bee bricks and swallow bricks, bat tubes and nesting boxes, hibernaculum for reptiles and introducing new species of plants to improve the quality of the existing hedgerows



*View from Crouch
Hall Lane,
Redbourn, 1937*

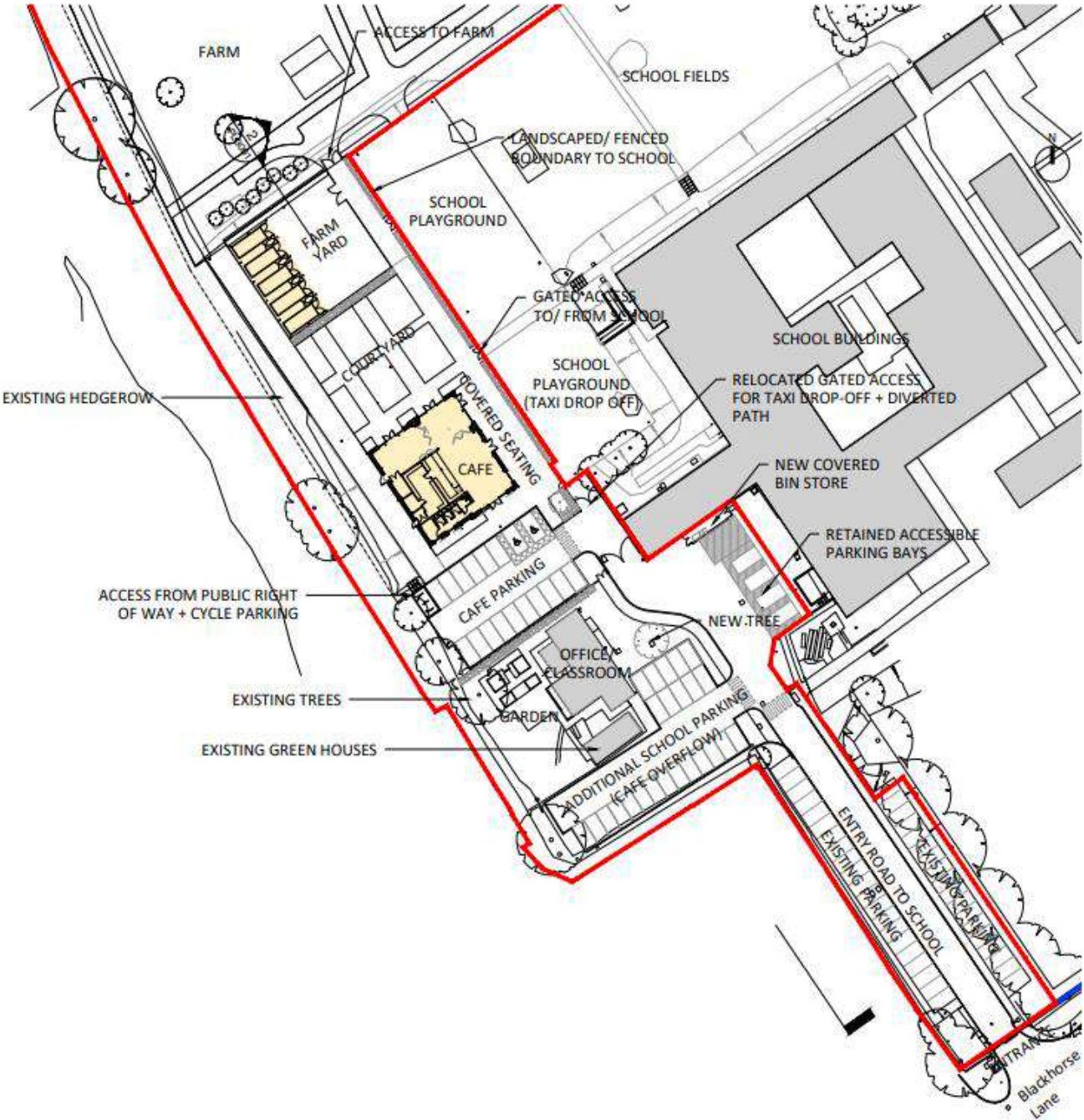


These mood board images reflect the high quality, natural and 'rooted' aspects of design we want our training café and farm to espouse.



Café Site

The training café and shared entry to the school site – bringing people on-site in a safe and managed way. The café will lead out to the farm, which remains fully accessible to the school pupils.



Café Elevations



SOUTH ELEVATION



EAST ELEVATION



NORTH ELEVATION



WEST ELEVATION



THE BLUE TANGERINE CHARITY

ST. LUKE'S SCHOOL FARM + TRAINING CAFE, REDBOURN

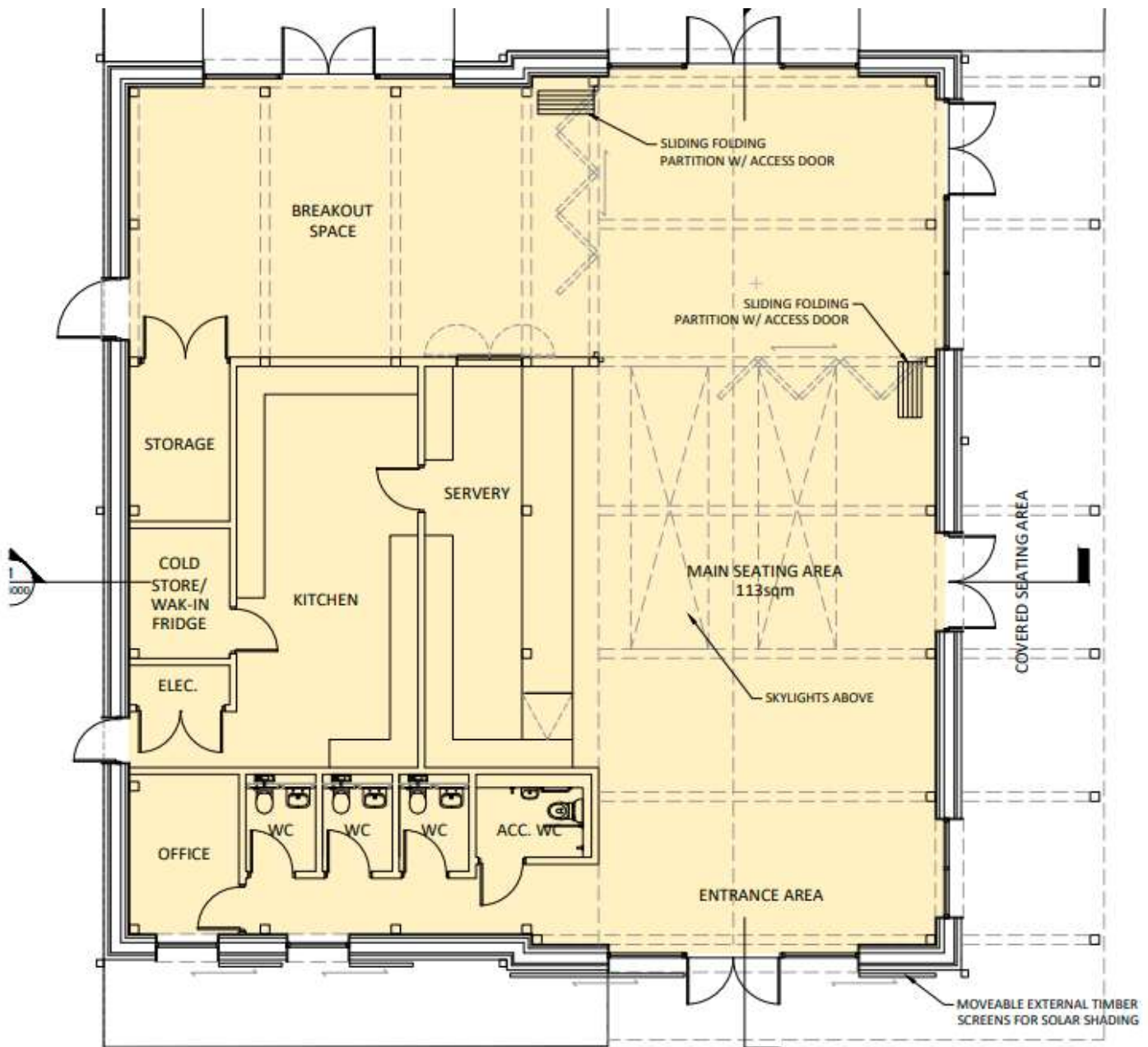
PROPOSED ELEVATIONS

Drawn By:	Checked By:	Authorised By:	Revision No:	Proj. Activity:	Reference:
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Date:	Scale:	Working Set:	Revised Date:	Nil	
14/04/24	1:100@A3	1451-SC-2001			

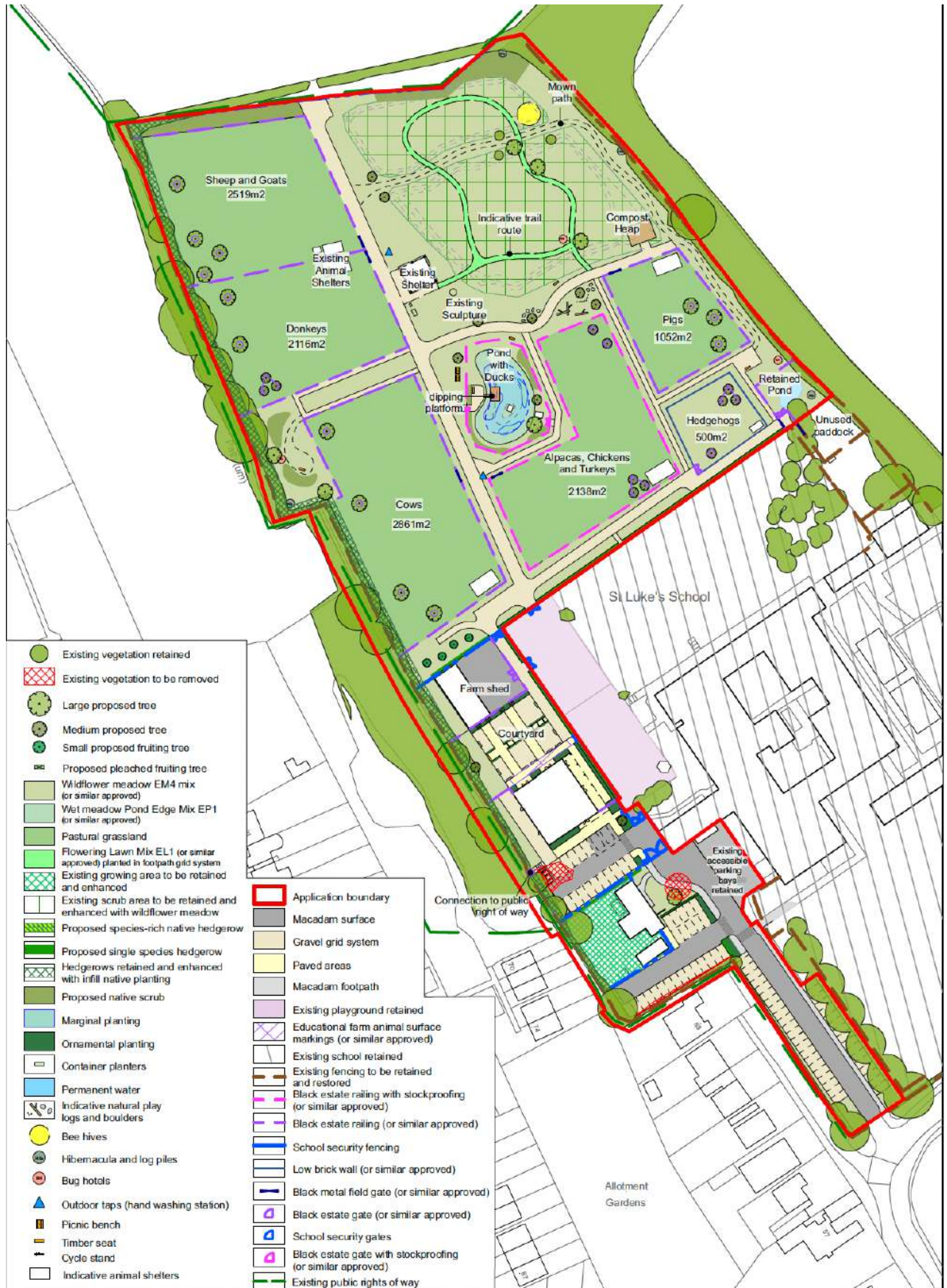
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Café Plan

The training café will be able to be sectioned off for training and events. Fully accessible to customer and pupils/staff wheelchair users, the design promotes accessibility.



Farm Site & Landscaping





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Reg. Charity No. 1190900

Collaboration

From its inception, our café and farm project has been founded on collaboration with local businesses and the community. Partnerships with organisations like Warner Bros. have further bolstered our long-term impact strategy, ensuring the sustainable success of our federation and supporting us with the considerations around responsible land use through exceptional specialist guidance and analysis.

The establishment of The Blue Tangerine Charity arose through the schools' values and our dedication to empowering young people with SEND into mainstream workplaces. The charity exists wholly to support the pupils of the schools within the federation to benefit from work-related activities for preparation towards adulthood. The Blue Tangerine Charity has registered charity status (reg. 11900090) and has been operational since 2020.

The Blue Tangerine Charity's values and beliefs epitomize our shared commitment to improving outcomes for our students. With trustees and volunteers generously contributing their time and expertise, the charity's unwavering dedication to enhancing provision for individuals with SEND is palpable. Their significant investment in realising our shared vision, coupled with ongoing fundraising endeavours has already mitigated risks for the school and federation governing body.

The Blue Tangerine Charity has evolved to establish an overview of the whole project and has fundraised in order to move the project successfully through pre-planning with St Albans Planning Authority and is now undertaking surveys, fundraising and planning for formal planning application, Autumn 2024.

In addition, the charity is committed to fundraising for the build of the community farm and training café and the ongoing management of running and maintaining the development. There is a clear separation of the leadership of the charity, through its trustees, and the leadership of the federation through the Executive Headteacher and colleagues. This supports and protects the schools and governors of the federation from the operations of the charity and its trustees.

As part of our collaborative work, we intend to work closely with other training cafes in Hertfordshire and beyond, sharing training programme steps and ensuring a louder voice in the work towards reducing the number of young adults out of work and, supporting them into work.

We don't want to simply create more baristas and farmers in the county. We believe the skills and knowledge of workplace learning in a small, but diverse setting with effective collaboration between other settings can support our young people into different forms of employment. There are extraordinary people in large and small places of business who want to support young people with SEND, but don't yet know how to. We want to play a part in helping our young people access meaningful work for them, at their level, capacity and in their interests, helping to grow their skills and enable them to shine.

The Learning

Year	Farm	Café	Horsebox	Curriculum area/ Learning Activity	Skills	Knowledge	Accred itation
3	★	★		Communication/ Understanding My World	Communication	Animal types	
4	★	★		Communication/ Understanding My Word: Animals	Behaviour in a public space. Turn taking.	Animal types. Being safe around animals. Indoor and outdoor clothing.	
5	★	★		Communication/ Personal Development: People in Jobs		Animal types, animal behaviours. Grooming, feeding and animal safety. Hot and cold surfaces.	
6	★	★	★	Communication/ Understanding My World/ Functional Skills	Animal feeding. Grooming, animal housing and needs.	Uniforms, food hygiene. Growing plants.	
7	★	★	★	Communication/ Understanding My World/ Functional Skills. Mental health, careers into adulthood, working in teams. Responsibilities and accountabilities.	Meeting and greeting. Explaining to others about the animals/ café experience. Developing presentation and communication skills with visitors/customers. Cleaning out animals – care and wellbeing.	Safety in the workplace. Animal safety. Knowledge about café products and animal wellbeing. Personal wellbeing and mental health benefits of the outdoors.	
8	★	★	★	Communication/ Understanding My World/ Functional Skills. Mental health, careers into adulthood, working in teams. Responsibilities and accountabilities.	Sewing, growing and harvesting crops. Laundry and maintaining cleanliness in the café/ safety and cleanliness on the farm. Waiting and clearing tables – using café dishwasher. Preparation of animal food.	Plant life cycles, pollination, growing plants for purposes (environment, medicines, foods, gardening, presentation). Health and care of animals and gardens.	

9	★	★	★	Communication/ Understanding My World/ Functional Skills	Wearing a uniform for work, keeping safe in the workplace. Honing presentation skills and communication skills to customers and visitors.	Food preparation, health and hygiene.	Food and Hygiene Level 1
10	★	★	★	Communication/ Understanding My World/ Functional Skills	Preparation of food for the café and horsebox. Learning craft of making coffees and hot drinks - serving in the horsebox.	Barista Training Level 1 Food and Hygiene Level 2 BTEC Horticulture and Animal care Entry Levels 1,2,3	
11	★	★	★	Communication/ Understanding My World/ Functional Skills	Silver service,		
12	★	★	★	We are considering all options in being able to deliver a learning work experience and training opportunity for young adults with SEND. Potentially in partnership with other educational establishments, the DWP and businesses, train and embed employability skills for sustaining the skills for entry into employment. Qualifications will likely include Entry to Employment qualifications and, Supported Internships. We will be working with local cafes and animal care organisations and training centres to support alternatives to college for a minority of pupils and, supporting entry to employment/ further training for some who have left college and want to embark into the world of farming and hospitality. Functional English and functional maths will always be part of the provision offered.			
13	★	★	★				
19yrs	★	★	★				
20yrs	★	★	★				

The Urgency to Act Now

Central to our curriculum and wider mission is the preparation of students for adulthood and, the world of work. 95% of adults with learning disabilities are unemployed. The lack of suitable employment options exacerbates the struggles of transitioning into adulthood, perpetuating a cycle of dependency and exclusion.

The time for us to act is now. Our vision for a training Café and Farm on St. Luke's School premises is not merely an aspiration but a necessity. By providing relevant and meaningful learning experiences, we aim to equip our students with the skills and confidence needed to thrive in the workforce. Collaborating with local businesses and the community, we seek to combat disability stigma, promote social inclusion, and create opportunities for our students to contribute meaningfully to society.

The establishment of the café and farm aligns with the goals of the Redbourn Neighbourhood Plan and has garnered widespread support from stakeholders across various sectors. From industry professionals to local businesses, the enthusiasm for this initiative is palpable. By seizing this opportunity and harnessing the collective efforts of all involved, we can pave the way for a brighter future for individuals with SEND, where they are valued, empowered, and given the opportunity to realize what is possible.



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