



MacIntyre

Providing support...your way

We are proud of our past and
ambitious for the future

MacIntyre Strategy 2024-2029



About Us

MacIntyre was founded in 1966 by the parents of a child with a learning disability. Today MacIntyre provides learning, support and care for more than 1,400 children, young people and adults who have a learning disability and / or autism.

Our Vision

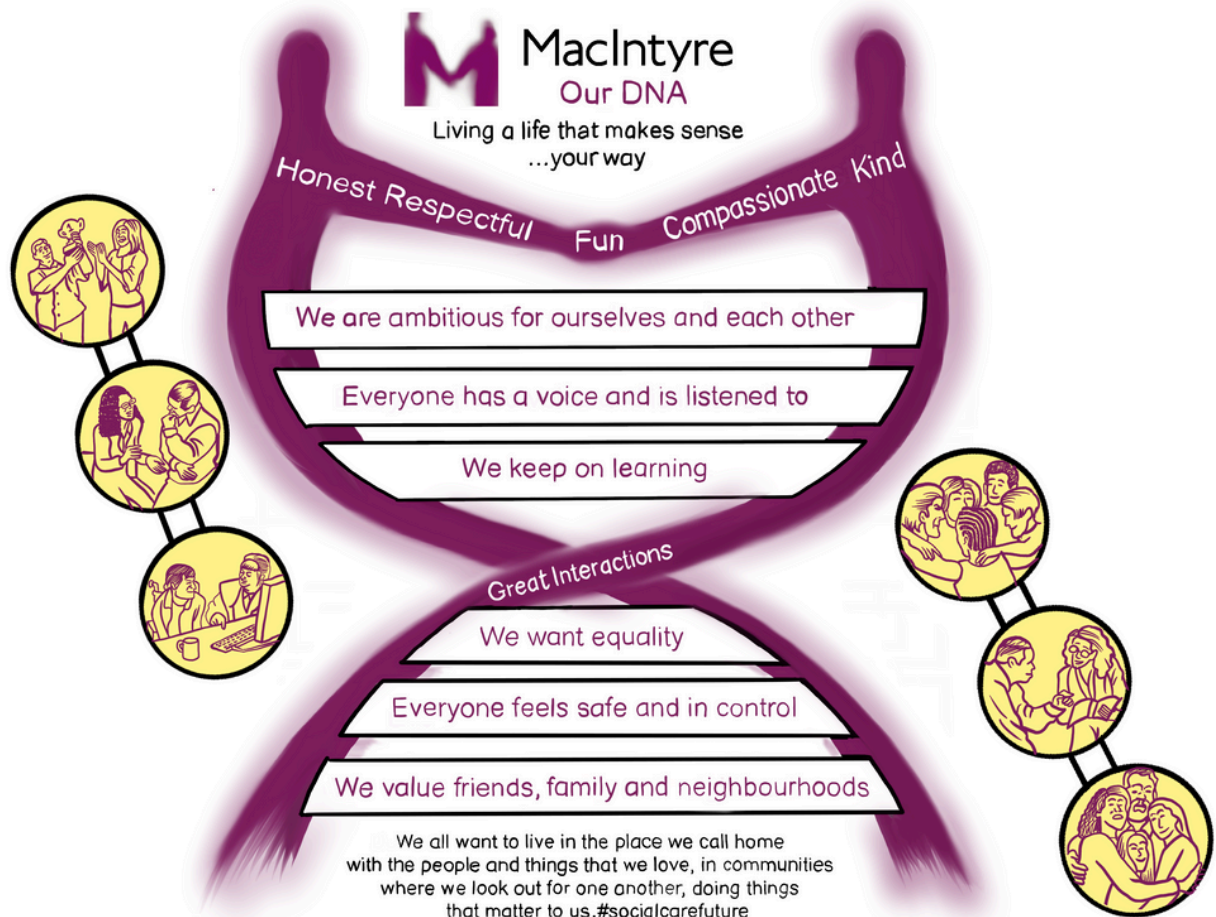
Is for all people with a learning disability to live a life that makes sense to them. We are proud of our past and ambitious for the future.

Our Mission

We will support a sense of wellbeing through a celebration of each person's unique gifts, talents and contributions, the quality of our relationships and ensuring the promotion of real opportunities to connect with others.

Our Purpose

People who draw on MacIntyre's support have gloriously ordinary lives, living the life they choose, using their gifts, skills and passions to contribute and connect to the people in their local neighbourhood. MacIntyre invests in, and helps shape, neighbourhoods to be inclusive and welcoming spaces for everyone.



Introduction

Pride and ambition are important to us at MacIntyre. We are proud of all that we continue to achieve and proud that the legacy of our founders Ken and Marjorie Newton Wright remains palpable in the way that we do things (our DNA). Being ambitious at a time when the context for children, their families, and disabled adults has its challenges is for us a given. It is in our DNA to move forward with ambition and optimism to ensure that children and young people have belief in their potential and are well prepared for adulthood and to ensure that disabled adults drawing on our support live Gloriously Ordinary Lives.

We have the passion, experience and drive to ensure this is a reality and remain determined to make a wider contribution to the much needed reform to the ideology and policy underpinning specialist education and adult social care in England and Wales. Both sectors have been at a crossroads for some time, with far too many children with special education needs being excluded from education and too many disabled adults being denied choice as to the lives they live.

Our vision is that children with special educational needs will have access to an education curriculum that makes sense to them and that learning will take place in an environment that can meet every young person's learning style. Wherever possible this will be in a school, college or an alternative provision that is local to them and their families.

We have been part of the Social Care Future Movement since its inception and share the Movement's vision that "we all want to live in the place we call home with the people and things that we love, in communities where we look out for one another, doing things that matter to us". We pride ourselves on our ability to attract, recruit, develop and retain colleagues who are excited by this vision and who will work tirelessly to achieve it.

Our experience and heritage gives us the know-how and our strategy (Proud of our Past, Ambitious for the Future 2024-2029) sets out in more detail how we will focus and behave to make as much impact as possible in the lives of disabled children, young people, their families and disabled adults. As a proud third sector provider we work with integrity alongside many talented partners, people drawing on our support, their families, our incredible workforce and other talented and likeminded people and organisations. We are very happy to share all that we do and reflect on the influence we have and the impact we make.

We are clear that we have a role to play in shaping an ambitious narrative and delivering excellence that underpins great education and social care. When we get it right children and young people and adults live and learn in ways that are valued, connected and rooted in places that have real meaning and purpose and where everyone's skills gifts and talents are celebrated.

I should like to extend my thanks to everyone who has played a role over many months in shaping the thinking and activity underpinning this strategy. We understand that we can achieve so much more when we connect and work together.

Sarah Burslem
CEO, MacIntyre
July 2024





People who draw on MacIntyre's education and support

Our vision is to ensure that everyone drawing on our education and support live lives that make sense. We want every child and young person to have confidence and belief in their potential, be ready for a successful adult life and connected where they live.

We have listened to the voices of disabled adults who are part of the Social Care Future movement and share their vision for "living in the place we call home, with the people and things we love, in communities where we look out for each other, doing the things that matter to us".

Our specific objectives:

- Children and young people with special educational needs will have access to curriculums that enable them to maximise their potential and prepare successfully for adult life.
- Our learning environments will be innovative and sensitive to each child and young person's unique learning style.
- People who draw on MacIntyre's support will live gloriously ordinary lives, living the life they choose, using their gifts, skills and passions to contribute and connect to the people in their local neighbourhood.

To do this we will:

- Live and breathe our DNA at all times
- Create bespoke curriculums across our schools and Further Education (FE) provision
- Base our learning environments in settings that make sense to each child and young person
- Where possible, provide school and FE learning close the young person's home and family
- Ensure that everyone drawing on our support has access to the Social Care Future movement and to local advocacy networks
- Work with the "Co-Pro" Group - to ensure that anything we work on is truly co-produced
- Implement and evaluate the things we have promised as part of the Big Plan
- Co-facilitate and support 'Everyone Everywhere' local groups
- Ensure that these local groups intentionally focus on people's skills, gifts and talents and the contribution that these skills, gifts and talents can make to the neighbourhoods where people live.
- Share and publish our Everyone Everywhere stories via our website and social media platforms to inspire others
- Work alongside people in local communities to collaborate on projects that improve things for everyone, ie training in community connecting and neighbourhood roles
- Encourage all employees to be ambitious for each person who draws on our support through stories, training, support and supervision
- Align what we do, how we do it and how we evaluate impact with the thinking of like-minded partners and movements including Social Care Future, Gloriously Ordinary Lives and Think Local Act Personal
- Connect well with other people and organisations that help us to make a difference and spur us on!



To overcome the key challenges we will:

- Ensure we work side by side, in partnership with people who draw on our education and support and our workforce, listening and learning as we progress
- Continue to work with our external partners and review where we are, to ensure we are progressing and having a positive impact on the lives of the people who draw on our education and support
- Continue to learn as well as developing our teams by providing the right level of training to meet our objectives
- Use our internal resources such as our CYP therapists, our PBS teams, our Culture and Communities Manager and Best Practice Team to invest in the CPD of our operational colleagues and to work alongside the people who draw on our support too
- Provide a selection of useful accessible resources for our teams that will help them to become more confident to connect; complete community mapping exercises and be more outward facing
- Raise awareness through advocacy groups (such as the Co-Pros) and accessible resources to enable people to be more ambitious for themselves and others.

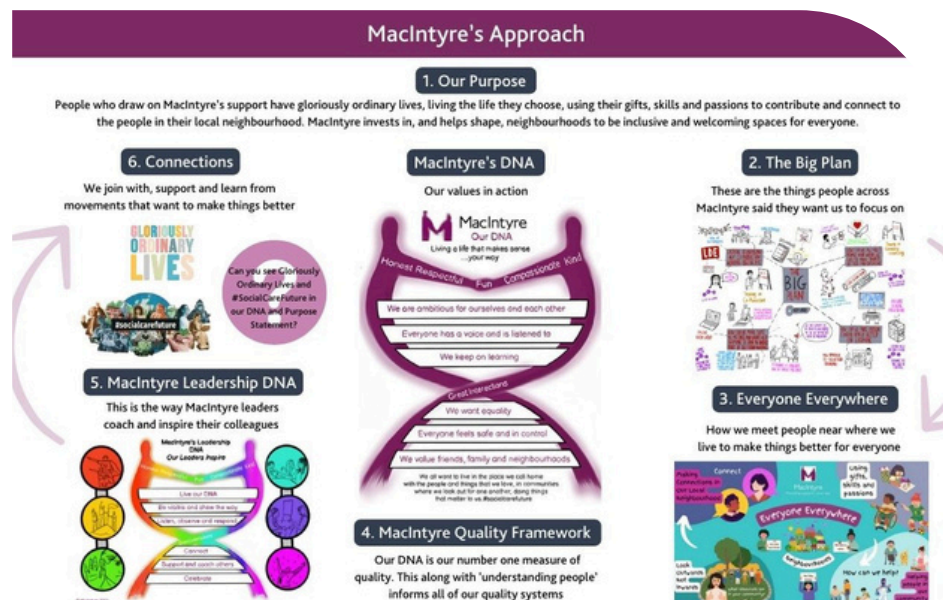
We will know we have been successful because:

- People who draw on our education and support will tell us through child/person centred reviews, through feedback forums and surveys
- Employees will tell us through support/supervisions and appraisals, through DNA checklists and feedback forums and surveys
- The families of people connected with MacIntyre will tell us through feedback forums
- External stakeholders such as membership organisations and commissioners will tell us through feedback forums and surveys
- We will see the great stories shared through our weekly published Everyone Everywhere platform
- We will see an increase in the number of positive stories shared by people who draw on our education and support, colleagues, and via our website or social media platforms.

The behaviours that underpin success are:

- I am ambitious for the people who draw on our support
- I connect and contribute to local neighbourhoods
- I look for ways to involve people in communities where they feel valued for their contribution
- I bring my gifts, skills and passions to work with me
- I have conversations/connect with people to learn more about their gifts, skills and passions
- I check with people to make sure people are happy with the lives they are living.

MacIntyre's Approach



Best Practice

MacIntyre prides itself in aspiring to be the very best we can be. We understand that it is our practice (what we do and how we do it) that makes a real difference to the quality of education, care and support that we can offer. We want everyone connecting to us to have access to education and support that is ambitious, progressive and ultimately makes sense to each person. To achieve this we need to ensure that all of our employees have the knowledge and skill to deliver and that the knowledge content and skill standards are coproduced by people with lived experience. Our definition of Best Practice started with the visionary belief of our founder of the "learning potential of people with learning disabilities, their value as individuals, their right to equality and their importance to society". Our understanding has grown since then, by listening to people with lived experience and these voices have led to the creation of our DNA and our wider MacIntyre Approach to providing quality support.

Our specific objectives:

- To provide innovative, best practice support that leads the way in improving outcomes, so children and young people believe in their potential, are prepared for adult life and that everyone lives a gloriously ordinary lives.
- To consistently see our DNA and Leadership DNA in action.
- To learn from, and work with, people with lived experience and others who share our ambitions to shape what we do and how we do it.

To do this we will:

- Use our Quality Framework to self-assess, encourage reflection, and to guide improvement activity across all operational and non-operational departments
- Connect with external people and organisations who are experts in their field, who inspire us and who can help us to continuously improve
- Involve people who draw on our education and support as equals, in making decisions and influencing outcomes:
 - About their learning styles and learning environments
 - About their own lives
 - In local decision making, for example through Everyone Everywhere groups
 - Nationally, including as members of our Board of Trustees.
- Continue to grow our reputation for our skilled workforce who support 'in the MacIntyre way'
- Train, support and coach; ensure training pathways enable staff to meet a person's unique needs and deliver regular best practice learning events
- Provide timely and proportionate specialist support, including from our internal Best Practice team, to meet needs and overcome barriers to engagement and learning
- Provide specialist support to ensure our education curriculums are fit for purpose
- Share best practice and provide direct support to help people navigate complex support systems and complex times, such as transitions and changing needs
- Reduce health inequalities through: accessible education, advocating, overcoming barriers, good record keeping, effective specialist support and learning reviews
- Improve our autism knowledge, outcomes for autistic people and our reputation
- Promote people's human rights and support them to exercise their rights, such as the right to vote and to be supported in the least restrictive way possible
- Support people to broaden their horizons and increase and maintain unpaid/paid opportunities and relationships
- Value and work alongside families so they feel understood, valued and included
- Develop a strategy for improving mental health and wellbeing for people who draw on our support and contribute to the strategy for staff.

To overcome the key challenges we will:

- Advocate and work creatively, so people have the right education and support with the flexibility they need to do the things they desire
- Keep investing in specialist support teams and external partnerships, so that together we can find an answer to the question 'what would it take?' regardless of the complexity of the barriers being faced
- Have best practice leaders in the right places to coach staff using the Leadership DNA to guide their approach.

We will know we have been successful because:

- Ultimately, more children will engage in education, more young people will confidently make the transition into adulthood and more people will be living a gloriously ordinary life
- Our annual surveys, DNA Checklists, visits, observations and spaces for listening will demonstrate increasing consistency of best practice
- All areas of MacIntyre will be skilled at using our electronic systems (eg Nourish or Evidence for Learning), along with real examples and will use these to demonstrate best practice outcomes linked to our DNA
- Best Practice and person-specific training compliance will be above 85%, engagement with best practice learning events will remain high and feedback from staff will evidence positive changes in values, attitudes and actions
- Our specialist support will be tracked and the impact shared regularly and this will show that more people are engaged with MacIntyre's Best Practice team and seeking advice and support that enables them to keep on learning, and achieve positives overcomes
- We will have shared stories which clearly demonstrate the joint role of Operations and Best Practice in supporting people to overcome barriers to learning and engagement
- We will have mapped our current Quality and Compliance processes against our Quality Framework (captured below), in order to support us in measuring the impact of our interventions
- We will see increasing variety and ambition in the lives we are supporting people to live and the things we are supporting people to learn and achieve
- More people will be in employment or another purposeful role within their local neighbourhood
- We will see fewer 'blanket systems', such as fixed shift patterns, or all people who share a home doing the same things, and so fewer barriers to living and learning 'my way'.

MacIntyre's Quality Framework

Understanding People

- Person-centred support for everyone
- Specialists support us to understand more
- Staff training deepens understanding
- Our skilled leaders focus on our Leadership DNA
- We care about everyone's wellbeing and work together to improve this
- We embrace differences and diversity and see people's strengths



Our DNA

- Our DNA tells us what good looks like and we measure ourselves against this
- DNA Checklist used to check it is happening in practice
- DNA Induction and refresher training
- Quality processes are co-produced
- Working together to achieve The Big Plan
- Approach – Build on the positives

Quality Processes

- All support is reviewed through a quality cycle relevant to the type of support
- Managers reflect on quality, make plans to keep improving and act to make things better
- Managers can evidence the quality of outcomes for people who draw on their support
- Evidence and learning is shared so individual outcomes lead to organisational change

Reference: Adapted from Gore et al, 2022

'My Life, My Choice, My Dreams, My Voice'

The behaviours that underpin success are:

- I live our DNA across every aspect of my role.
- As a leader I model MacIntyre's Leadership DNA
- I take time to build trust and rapport and work together with other people.
- I empower people by providing the right level of support and coaching.
- I am open, honest, reflective and willing to change what I do and how I do it.

Compliance

The special education, children's and adult social care sectors are highly regulated. Our ability to achieve compliance in the eyes of the regulators demonstrates our commitment to the safety and well-being of the people who draw on our education and support and our workforce.

We aspire to achieve the highest possible accolades from Ofsted, CQC and CIW as we believe doing so is further testament to our ambition to be the very best provider of special education, care and support. As a charity and an employer we are accountable to other regulators and are confident in our ability to fulfil all requirements to a very high standard.

Our specific objectives:

- Children and young people drawing on our education and children social care will learn and live in environments that reach the highest accolade with Ofsted
- People accessing adult social care will do so in environments and with support that reach the highest accolade with CQC and/or CIW
- We will ensure that we are compliant at all times to other stakeholders to whom we have accountability (for example commissioners, Charity Commission, HSE)
- To continuously self-assess, reflect and embed any learning which increases our ability to achieve the above
- To promote good Safeguarding Governance across the organisation.

To do this we will:

- Follow legislative and relevant quality frameworks set by our Regulatory Bodies, ie Care Quality Commission, Care Inspectorate Wales, Ofsted and the Charity Commission
- Continuously analyse the Legal and Regulatory landscape so, as an organisation, we are familiar with the relevant laws and regulations governing social care and education
- Identify standards and best practices which we will use to support the development and review of Policies and Procedures
- Train, support and coach our workforce
- Follow our monitoring, assessment and auditing frameworks
- Seek continuous improvement from our learning whilst reflecting on practice and implementing change
- Embed and follow our Safeguarding Workplan which is underpinned by the six Safeguarding Principles of The Care Act and our DNA
- Make safeguarding personal by listening to the person and putting the person at the centre of any enquiry, investigation or process. The outcomes of which will be person centred and improve or resolve the person's circumstances.



To overcome the key challenges we will:

- Continuously review our performance against our DNA and regulatory frameworks whilst evolving our culture and practice as required
- Learn from mistakes whilst remaining open and transparent at all times
- Engage external expertise to assess our performance and compliance, giving assurance and advice for our continued best practice and improvement
- Invest in, and implement, sector-leading advancements in technology that can enhance the experiences, and improve the inclusion and outcomes achieved by the people who draw on MacIntyre's education and support.

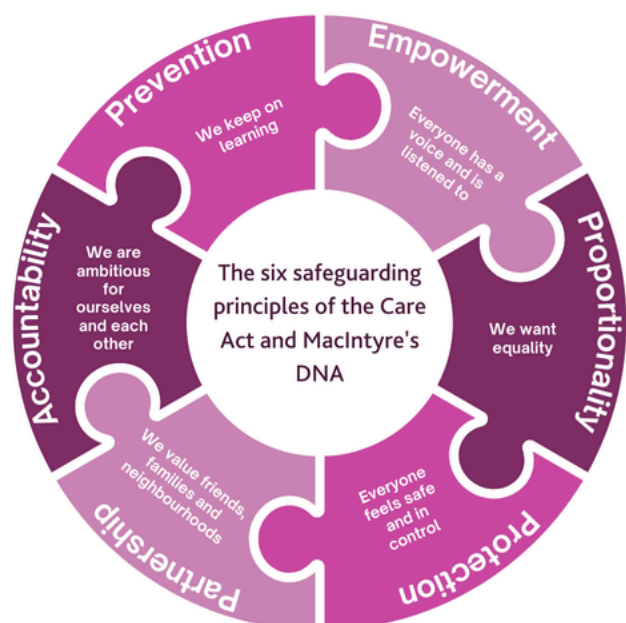
We will know we have been successful because:

- We will be compliant within our regulatory framework and see increased ratings across the whole organisation
- People who draw on support, their families and friends will share their positive experiences about MacIntyre which in turn will support people to live a gloriously ordinary life
- Our leaders and teams will be able to communicate confidently with all external stakeholders during assessments and inspections
- We will be able to evidence the identification of any improvements needed and the actions we have taken in response
- We will have clarity of what we are doing well and what we can do better, then use this information to improve
- We can evidence the minimisation of the risk of abuse with comprehensive records of training, stakeholder and internal reporting and recording, and KPI monitoring and measuring.

The behaviours that underpin success are:

- I understand my specific role and responsibilities and take ownership of them.
- I recognise that we have a legal responsibility and the part I play in meeting it.
- I know the standards expected of me and strive to meet and exceed these.
- I know I have the responsibility to report any practice I witness that does not align with our DNA.
- I understand how to keep people safe and to report areas of concern.

The Six Safeguarding Principles of The Care Act and MacIntyre's DNA



Workforce

Our workforce vision is to be bold, innovative and ambitious in our national and local recruitment activity, that supports new ways of working, so that together we are able to attract and retain the best skilled and passionate people for today and the future. We will do this by ensuring every single person has a great recruitment experience and is warmly welcomed and valued from day one of their MacIntyre journey.

Our specific objectives:

- For MacIntyre to be known as one of the best employers in special education, children and adult social care in the UK
- MacIntyre is committed to ensuring that the highest standards of care, support and education are achieved through our engaged and highly skilled workforce. Our recently refreshed Workforce Strategy 2024 & Beyond, contains more detail on our intentions.

To do this we will:

- Ensure that everyone who applies to MacIntyre has a positive recruitment and induction experience. From neuro-inclusive applications; to interviews that are led or co-facilitated by people who draw on support; to being kept informed of any delays to their application; to ensuring all new colleagues experience MacIntyre's DNA during the recruitment process
- We will ensure all new colleagues receive a consistent personal welcome and local induction, including welcome pack and being assigned a peer buddy
- We will provide a clear training development pathway designed over a three year period, and deliver sector-leading mandatory and CPD training to ensure all colleagues are able to fully express their gifts, skills and passions at work
- We will roll out a new Learning Management System (LMS), to improve our eLearning experience and ensure improved reporting and monitoring on training compliance
- We will better celebrate work anniversaries; employee of the month; successful probation completion and empower our employee-led groups: Staff Council, Diversity Advisory Group and all Special Interest Groups (Dementia, Autism, Health, etc)
- We will regularly survey colleagues, via 'Here to Hear' and digital pulse surveys to help us measure staff views and respond accordingly.
- Use our employee journey cycle to guide and inspire all MacIntyre leaders and department stakeholders
- Recognise the role we all play in attracting new candidates, in our colleagues feeling valued and in achieving continuous improvement with regards to vacancy levels, retention levels and staff satisfaction measures
- Support this journey cycle with a new Employee Communications Plan; a Recruitment Critical Success Factors; a consistent approach to Personal Development and a renewed focus on maximising employee touch points
- Ensure we have a focus on local attraction activity finding ways of connecting to new pools of candidates.

MacIntyre's Employee Journey



To overcome the key challenges we will:

- Ensure that our leaders understand their role in building a better workplace culture and thereby improving staff retention
- Review our recruitment methods, ensuring any barriers to successful applications are removed, including reducing recruitment timescales, improving our adverts to even more strongly reflect our DNA and highlighting what it's like to work at MacIntyre
- Continue to find the most efficient ways to attract and retain the best staff by understanding specific local demographics and offering greater flexible working in line with local support needs
- Respond to the changing needs of those who draw on education and support, by ensuring all staff receive the appropriate training and coaching to perform their roles effectively
- Ensure we continue to drive down agency usage and associated costs
- Continue to ask colleagues about their experience at MacIntyre, and benchmark against similar organisations to ensure we remain a great place to work and learn.

We will know we have been successful because:

- All staff will have received a comprehensive local induction
- MacIntyre's staff turnover will not exceed 18% (NB Skills for Care 25%)
- MacIntyre's staff vacancy levels will remain under 8% (NB Skills for Care 8.3%)
- We have a vibrant and dynamic Staff Council / Diversity Advisory Group
- Our staff surveys will indicate year on year higher levels of positive engagement
- Improved financial position, through deployment of electronic rotas to better resource manage; reduce agency spend and improved work-life balance
- We will have delivered Mental Health First Aider and/or Wellbeing Champions initiatives across MacIntyre to support staff mental health and overall wellbeing
- Leaders will report that they are confident to make an impact on the quality of practice in their area, on developing new and innovative ways of working and ensuring their services are financially sustainable
- Clear succession plans in place for key positions within MacIntyre
- Reviewed our use of language and made identified changes, supported through the roll-out of Gloriously Ordinary Lives workshops.

The behaviours that underpin success are:

- I live our DNA across every aspect of my role.
- I am ambitious for myself and others.
- I invest in my own personal learning and development.
- I am a positive ambassador for the organisation.
- I will actively engage and participate in MacIntyre events.
- I will make a contribution to the way MacIntyre communicates with all stakeholders.



Sustainability

MacIntyre is committed to lead the sector, offering the very best education, care and support and to achieving excellence in the eyes of the regulators. We understand that to achieve this we need to partner with funders who value innovative options and recognise the true costs of support. We have a long and robust history of strong financial planning, using charitable funds to add value through innovation and projects which do not attract statutory funding. Through ambitious growth plans we extend our support offer, our partnerships and influence.

We anticipate a difficult economic environment during the period of this strategy and we are committed to ensure that we offer value for money, operate with financial effectiveness and efficiency. We believe this is best achieved by open and honest consultation with people who draw on support, their families, the workforce, funders and other stakeholders. We are confident that we can achieve robust financial management with sufficient resource to secure future sustainability.

Our specific objectives:

- To ensure we have a portfolio of support for adults with every contract that has sufficient funding to cover the true cost of delivery
- Execute our ambitious adult social care growth plan
- That our education offer at our independent school is extended to young people funded by partners in the local areas such as Bedfordshire, Buckinghamshire, Hertfordshire and Milton Keynes, meeting the needs of individual students in a value for money model
- Expand our Further Education offer in partnership with mainstream colleges and through alternative provision to ensure students with autism and learning disabilities are not excluded from further education funded through the funding streams open to all young people aged 16-25
- Through charitable funders undertake project work to ensure the social care sector and education sector supporting those individuals who have disabilities are continually reviewing and improving issues that are important
- Manage and govern our organisation in an efficient and effective way to ensure we maximise the resources available for direct service costs and maintain a sector leading management overspend of less than 10%
- To ensure we have sustainable practices from an Environmental, Social, Governance (ESG) perspective
- Through all of the above ensure a securing an overall organisational performance that is financially sustainable for a long term future.

To do this we will:

- Partner with local authority, health and education funders
- Have a well-defined understanding and transparent communication of financial resources required for each model of service
- Have well-led negotiations to ensure funding is appropriate to cover all costs at each point in time when these costs change
- Benchmark our costs and management expenditure and learn from our peer organisations to ensure best practice
- Grow through new and profitable partnerships across our operational divisions to enable us to offer to more individuals and to continue to develop new opportunities to learn
- Keep well connected in our sector and beyond to learn from others and understand and predict the external factors that will impact our future operations
- Regularly measure our performance and take quick actions to ensure our performance remains on target
- To co-produce an ESG Strategy and Implementation Plan

To overcome the key challenges we will:

- Understand our financial costs and those of our funders.
- Remain well informed about the regulatory and economic factors that impact our organisation.
- Retain an open culture and mindset for all our leaders with a focus on continually learning and developing the skills needed.
- Continue to be transparent with our partners to campaign for a fair funding level for all our operational models.
- Consult with ESG expert partners.

We will know we have been successful because:

- The organisation remains in a robust financial health with strong balance sheet and at least break-even annual performance.
- Our regulators rate us as at least 'Good'
- We have added new growth in line with our targets
- Charitable funds have been used to deliver to specific project objectives
- The voice of our stakeholders, through surveys and other opportunities to gather their opinions, give us positive feedback
- Our benchmarking with peers shows we are seen as sector-leading
- Our ESG tracking measures will continuously improve.

The behaviours that underpin success are:

- I will use resources responsibly
- I understand I have a role in ensuring that the organisation uses its funding well
- I consider ways in which we can be more efficient financially and environmentally
- I will use MacIntyre property and equipment with care
- I will use charity resources efficiently and responsibly
- I will show consideration to environmental sustainability







MacIntyre

Providing support...your way

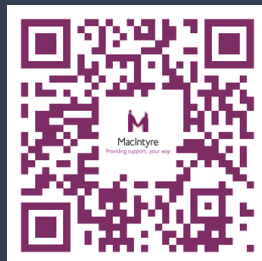
MacIntyre
Seebeck House, 1 Seebeck Place
Knowlhill
Milton Keynes
Buckinghamshire
MK5 8FR

01908 230100

hello@macintyrecharity.org

www.macintyrecharity.org

Social Media @MeetMacIntyre



Registered Charity 250840
Company Limited by Guarantee 894054