

OUR IDENTITY		<i>Our MISSION is.... to provide outstanding individual provision for young people; enabling them to develop social and emotional independence, achieve success and fulfil their potential, now or through future pathways</i>	<i>We are PASSIONATE about ensuring the experiences of young people and the understanding of their individual needs are at the heart of PLC</i>	<i>Our VISION is.... to be the centre of excellence and lead provider for alternative learning provision in South Gloucestershire</i>	<i>Our Key VALUES Relationships Respect Empathy Perseverance</i>
Outcomes 2019-2022	GOAL 1 - Outstanding quality of education	GOAL 2 - Outstanding Leadership and Management	GOAL 3 - Outstanding personal development	GOAL 4 - Outstanding behaviour and attitudes	GOAL 5 - The Centre of excellence for outreach support, advice, guidance and brokerage of alternative learning provision and trauma intervention across SG
Objectives	1.1. The curriculum offer meets the wide ranging needs of all groups of CYP, including their academic, vocational, social and emotional needs.	2.1. There is a clear, ambitious vision and strategy regarding the future direction of PLC; to provide high quality education and support for the most vulnerable CYP across South Glos LA.	3.1 All students have access to a wide range of opportunities and experiences, which develop their talents and interests. In particular, also promoting their extensive personal development, health, confidence, resilience, perseverance and their embodiment of our four core values.	4.1. Safeguarding is paramount. All appropriate identification and safeguarding measures are in place to ensure CYP are safe.	5.1. A clear future PLC model is in place, which enables us to play a significant role in meeting the needs of CYP with complex needs in SGs.
	1.2. Teaching, learning and assessment is effectively implemented and supports students to successfully build upon their knowledge and apply that knowledge as skills	2.2. There is clear leadership and accountability at all levels, the effective impact of which best supports the safeguarding, progress and outcomes of PLC students.	3.2. PLC recognises the diverse backgrounds, experiences and range of influences upon students attending PLC (including on-line and off-line); we support students' improvement in their awareness and understanding of diversity, tolerance, equality of opportunity, healthy relationships, active citizenship, through the wider curriculum.	4.2. Leaders, staff and pupils create a calm, positive trauma informed environment, where expectations are known and understood by all. Positive attitudes and a respectful school culture are evident.	5.2. The clarity of our future PLC model and 'extended local offer' in SG is shared with all stakeholders for the benefit of supporting the progress of vulnerable CYP across SGs.
	1.3. Students achieve success and outcomes, commensurate to their needs and which demonstrate the positive impact of the education and support they have received	2.3. Leaders focus on the professional development, support and wellbeing needs of all staff; the impact of which supports a positive school culture, positive relationships with students and whole school improvement.	3.3. ALL student transition successfully to education, employment or training at the appropriate time.	4.3. Students demonstrate significant improvement in their social and emotional development and attitudes over time, which helps prepare them for successful transition when they are ready.	5.3. PLC works in close collaboration with South Glos LA, South Glos schools and other ALPs regionally and nationally, in order to identify the range of provision available and the gaps in provision availability which would support meeting the wider needs of vulnerable CYP in South Glos.
Key developments to support objectives	1.1.1. Continue to develop the quality of provision to include broad, balanced, creative curriculum opportunities; including alternative learning platforms, vocational skills and greater flexibility to meet the individual needs of CYP and helps prepare them for their next steps and later life.	2.1.1. The HT and FMC have in place a clear strategic plan for the future direction of PLC that best utilises our strengths and future ambitions to support the improvement of outcomes for vulnerable CYP across SG.	3.1.1. Continue to develop opportunities to expand the experiences of PLC students. eg. X curricular days, outdoor education, forest schools, Duke of Edinburgh, bespoke learning opportunities, trips and visits, travel training etc.	4.1.1. Ensure any unsafe, non-equality or aggressive incidents are dealt with quickly and effectively and appropriate safeguarding measures are implemented. This includes referral to external professionals for appropriate help and support where required.	5.1.1. Leaders work with the FMC and the LA to agree the future strategic direction of PLC, which is supported by a clear service level agreement. This may include: Satellite provision, PLC trauma recovery centre, transition support, post 16 etc.
	1.1.2. The curriculum is effectively planned and sequenced so that new knowledge and skills build, but also reflects the context of PLC and meeting the individual needs of all CYP. Eg. Students' understanding of ACEs and the PLC Trauma curriculum.	2.1.2. The future strategic direction of PLC includes defining what aspects of the LA's statutory duty PLC fulfils, as part of a clearly defined service level agreement to support meeting the needs of defined groups of CYP across South Glos.	3.1.2. Develop the effective tracking, monitoring and implementation of suitable interventions to support the progress of personal development.	4.1.2. Continue to regularly monitor and explore safeguarding needs, to help identify and direct future training opportunities for DSL/DDSL and other PLC staff to safeguard students.	5.1.2. Ensure the extended local offer in the PLC future model takes into account the long term SEND strategy across SG and PLCs part within it.
	1.1.3. Continue to closely monitor and review the quality of the curriculum provision through robust quality assurance processes, including off site provision, to ensure provision is meeting the diverse needs of PLC students.	2.1.3. Staff, pupils, parents and other stakeholders are aware of and contribute towards the review of the PLC Strategic Plan and direction of travel.	3.1.3. Ensure the use of such interventions are reviewed regularly to allow for their prompt identification and analysis and for that data and information to be shared with staff to inform their planning.	4.1.3. Ensure any aspects identified in the LA Safeguarding audit or other Safeguarding reviews are addressed quickly and effectively, including the identification of secure safeguarding measures for part time and offsite students.	5.1.3. Plan for the future resources, infrastructure and personnel requirements to support the implementation of PLCs future strategy.
	1.2.1. Ensure the prior attainment, SEND and other needs and difficulties of our students are known and understood by staff, so that they can effectively analyse, plan and review programmes to meet individual needs and improve individual outcomes. This includes the effective deployment of TAs.	2.2.1. Increase the capacity for greater distributed leadership, through the development of senior and middle leadership teams and the development of future leaders, which best supports meeting the leadership and management demands of PLC, in order to improve quality, provision, learning opportunities and outcomes for CYP.	3.2.1. Work collaboratively with partners, including parents, schools and external agencies, to support and educate students who are particularly vulnerable to external influences and factors that could place them at risk. Particularly risks that may have a negative impact upon them becoming responsible, respectful, tolerant and positive members of the community, eg Those at risk of being groomed, radicalised or sexually exploited.	4.2.1. The PLC 'Relationships Policy' (Behaviour) is known and championed by all staff and underpins the attitudes and expectations of students, where every day practice exhibits clear expectations and individual consistency.	5.2.1. Ensure 'home schools', understand their role and responsibility regarding their students attending PLC and understand the legal constraints of PLC as an AP/PRU.
	1.2.2. Continue to build upon effective reflective pedagogy and practices (internally and externally) to improve Teaching, Learning and Assessment consistency across PLC.	2.2.2. Develop increased opportunities for senior and middle leaders to work strategically with the FMC towards improving outcomes for CYP.	3.2.2. Ensure all students, including part time and off site students, receive the 'personal development core offer' including safeguarding basics, PSHE provision, on-line learning support, healthy relationships and diversity and tolerance input.	4.2.2. The positive culture of the school is clearly built around positive relationships between staff and students and our positive relationships with parents, leading to improvement in social and emotional skills and attitudes.	5.2.2. Develop further opportunities to work with PLC partners and potential future partners through wider networking, collaborative approaches and effective outreach support; to help address early intervention and the identification of unmet SEND, leading to the reduction of permanent exclusions and meeting the needs of CYP.
	1.2.3. Students' voices are listened to at subject and whole school level, in order to help identify their T&L needs, overcome their barriers to learning and help them understand what they need to do to improve.	2.2.3. Evidence supports excellent leadership by the Management committee and SLT through securing the 'Governance Mark' award, which in turn will support the quality of leadership capability within PLC.	3.2.3. Continue to embed our extensive PLC 'Trauma Informed Approach' to support the growth of students' personal development, as well as their awareness of ACEs and the impact of trauma, in support of their understanding of their own difficulties and the difficulties of others.	4.2.3. The staff knowledge of the individual needs of students play a significant role in supporting positive relationships, individual needs and improving students' engagement, resilience and positive attitudes.	5.2.3. Develop our own extended AP provision and mentoring team which provides confidence in the quality of the AP and the on going capacity to meet the needs of CYP. Consider the role for PLC as the central broker of AP across all SG provision.
	1.3.1. Outcomes continue to improve, particularly in Maths and English, by accelerating the progress of all groups of students. Review the quality of SEND support and provision, to address needs and close the gaps for vulnerable group and support them to make rapid progress.	2.3.1. Improve the quality of teaching and learning through further pedagogical development, the development of the 'PLC trauma informed practice' (including secondary trauma), coaching and a CPD and appraisal system that encourages a self directed and reflective approach.	3.3.1. Enable students to be better prepared for their next steps through the extension of our core offer, the continued improvement of individualised learning opportunities and CEIAGuidance and the effective review of student placements at PLC.	4.3.1. Further develop the accurate and detailed collection of essential background information and prior knowledge of CYP at admission. Including baselining of ACE scores, prior attendance data, exclusion profiles, bereavement, safeguarding concerns and any other early childhood trauma, in order to effectively baseline the social and emotional needs of PLC students.	5.3.1. Work closely with all SG stakeholders to review the needs of YP across SG, specifically in relation to ALP.
	1.3.2. The PLC curriculum clearly sets out the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life.	2.3.2. Further develop the skills and knowledge of support staff to ensure the most effective balance of learning intervention support and social and emotional intervention support.	3.3.2. Review the key person / tutor model to ensure every student has a clearly identified member of staff who acts as their advocate, liaising regularly with parents and supporting students with their individual transition goals.	4.3.2. Ensure students' social and emotional progress is effectively and regularly monitored, to help the rapid identification of barriers to learning and the timely use of appropriate interventions, which in turn support their improvement.	5.3.2. Maintain PLCs outward facing model and look for opportunities to develop links with similar setting regionally and nationally in order to be part of the national agenda concerning AP settings.
	1.3.3. Continue to develop the PLC assessment tracking systems, (academic and S&E) to ensure leaders and other staff are able to generate a quicker response to the analysis of data and identify mechanisms to support students' rapid progress and improved outcomes.	2.3.3. Continue to explore opportunities to address and improve staff wellbeing, so that staff feel supported and valued for the positive contributions they make and so they are robust enough to continue to meet the needs of PLC students.	3.3.3. Develop an effective 'Transition Team' which supports the smooth induction of students in to PLC and when ready, their transition to their next appropriate setting.	4.3.3. Further embed the social and emotional (S&E) tracking systems (SDQ, Engagement scores etc) to ensure the production of such data is generated quickly and effectively using administration processes, so that leaders can effectively develop strategies to support S&E progress.	5.3.3. Become the established centre of excellence in South Glos, for advice, guidance and quality assurance of ALPs. So that schools are more confident in commissioning their support, securing appropriate provision and reducing exclusions.