

ALTERNATIVE PROVISION TRANSFORMATION

VISION AND VALUES CO-PRODUCTION
OUTCOMES

14 DECEMBER 2022

Background to change

High Needs consultation in 2019 identified several areas for improvement in Gloucestershire's LA maintained Alternative Provision Schools. The key issues included:

- **Variation in quality of provision:** One of the schools had a 'requires improvement' judgement from Ofsted, the other two had just received 'good' judgements, although one gave warning for a return visit, as it was not deemed a secure good.
- **Lack of focus on early intervention:** A commissioning model for the maintained AP schools, that was predicated on children being permanently excluded to access support, which allowed no room to support earlier intervention.
- **Poor quality buildings and facilities:** A capital infrastructure that was not fit for purpose, lacked investment and was, due to the focus on permanent exclusion, predominantly structured to support secondary age children, with only one small primary site in Joys Green

The Alternative Provision Development Project (2020-22) created positive change and identified further opportunities to improve Gloucestershire's LA maintained AP offer over the coming years

National and local drivers such as the SEND Green Paper



The current offer

Following the merger of CTAPS & SCAPS:

- Two locality focussed and phase led LA maintained Pupil Referral Units /AP Schools – both rated Good
- Improvement works have been undertaken on all sites to enhance learning environments. This includes the opening of Rutherford House in Gloucester in September '21, which provides a much-needed emphasis on the needs of the primary sector.
- Revised funding and commissioning models that enable the schools to provide a part-funded outreach and partnership offer to mainstream schools.
- Revised systems and processes to ensure greater alignment between the inclusion service and AP, and the use of digital solutions to enable a consistent county wide approach (e.g. development of a single, county wide partnership referral process)
- **GFAPS VISION** - *A successful learning community that grows together and provides an inclusive and personalised education for all pupils*
- **SVAPS VISION** – *To provide an inclusive and personalised education for all pupils, so that they learn to succeed as individuals*

Overarching Project Aim

To move towards a single school model with a single management committee and leadership structure that provides a common framework under which all sites and staff operate to provide high quality and equitable service offer and improved outcomes for children and young people in Gloucestershire who have been, or are at risk of permanent exclusion

Working Group Process & Evidence Base



National Drivers
and Research

Local Drivers and
Initiatives

Survey


APS staff, pupils &
parents

Webinars – LA;
HTs; Third Sector
and other AP
providers

Bringing it
Together
workshop


Creating the vision - what people told us....

Distillation of the feedback

- AP is at the centre of the education system for Gloucestershire - shared accountability
 - Buildings and learning environments matter – location, culture & education
 - Staff development and wellbeing matters - highly skilled, multi-disciplinary and motivated staff connect with and inspire children, young people and families to create change
 - Families matter – AP is seen as welcoming , manages expectations and provides /enables support
 - AP works collaboratively with mainstream schools to provide aspirational, high quality curriculum and needs led service offer – right child, right place, right time
 - Holistic, timely and effective assessment and communication is key
 - Successful transitions and reintegration – primary, secondary, special and post 16
 - Effective community and multi-agency working is a fundamental feature of successful AP – communication, collaboration and access to specialist support
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Proposed Vision

A high-quality alternative education where everyone thrives in a flexible, dynamic child-centred environment that champions inclusion and accountability across Gloucestershire.

- A welcoming, inclusive, purposeful learning environment that enables everyone to be successful
 - An ambitious, aspirational offer that ensures children's holistic needs are identified and addressed at the earliest opportunity to equip them with the skills and qualifications for next step in their education journey
 - Outstanding relationships with families, partner agencies and communities to ensure children and young people receive the best support in a solution focused, timely and comprehensive approach
 - Effective multi-agency working where communication and collaboration are at the heart of successful interventions and transition pathways for all
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What this could mean in practice

Building on current strengths of both schools and embracing new opportunities for a single county wide service to create:

- welcoming, therapeutic and fit for purpose learning environments for children, young people and families that secures attendance and motivates children and young people to re-engage with learning
- a clear and consistent understanding by all of the role and purpose of AP within the system
- a sustainable, effective outreach service to support schools and early intervention
- an holistic, geographically sensitive, phase and needs led short term and longer term service offer to meet the needs of different cohorts – right child, right place, right time
- standardised, evidence based assessment processes and methods
- highly skilled transitions and reintegration team with interactive processes
- effective community and multi-agency working – Team around the school
- resource sharing and professional development opportunities within the system that enables the delivery of a broad, flexible and ambitious curriculum and champions a sustainable approach to inclusion

