



Voyage Learning Campus School Development Plan 2024-25



Our mission:

We work to enable all of our young people to develop the skills needed to have choices to lead active, fulfilling lives and to achieve more than they believe is possible.

We provide a safe, nurturing, holistic learning environment to support students to thrive personally and academically.



Our expectations:

We expect all members of our community to be:

Ready

Respectful

Safe



We value:

Community

Honesty

Kindness

Determination



VLC	2024-25 SDP Overview	Impact
Driving Question	How do we support all students who work with VLC so they are successful in their transitions?	
Quality of Education: Great teaching, great curriculum	RH (+ CP / AC / NY) - Implementation of Curriculum: All students can access the bespoke curriculum to enable them to transition to the next phase of their life.	<ul style="list-style-type: none"> - Reduce induction times to ensure students are given the opportunity to access 25 hours of provision within 4 weeks. - More students are returned to mainstream - Accelerated SEMH and academic progress over time
	RH/ LM-Implementation – supporting our learners: To fully embed quality literacy teaching across the curriculum and interventions (Academic and therapeutic) to ensure that barriers to learning are removed.	<ul style="list-style-type: none"> - Students in Phase 2 and 3 improve reading ages to age 14. - Phase 1 students improve reading ages to within 1 year of their chronological age. - More students are achieving higher English and maths GCSE (grade 3 and above) or FS level 2/ improve outcomes in KS2 national assessments to be in line with national average.
	NY- Impact- Improve outcomes for students to ensure they have the qualifications to enable them to successfully transition to the next phase of their education, employment or training.	<ul style="list-style-type: none"> - Improve number of students achieving 2 + GCSE or equivalent.
Behaviour and Attitudes: Great culture, great growth-Ready, Respectful and safe	RH-ATTENDANCE: To improve attendance so no student is persistently absent from school. Phase initial target areas: Phase 1- no student is PA Phase 2- reduce the number of AA and ensure no UA Phase 3- 85% of Phase 3 students can attend for 90% of their bespoke timetable.	<ul style="list-style-type: none"> -Phase 1 – Over 90% attendance -Phase 2 – 90% of students achieve 90% attendance or higher. -Phase 3 - 85% of Phase 3 students can attend for 90% of their bespoke timetable.
	CP- A clear future model for role of VLC across North Somerset is in place, which enables us to play a significant role in meeting the needs of children and young people with complex needs across North Somerset	<ul style="list-style-type: none"> - PEXs reduced across North Somerset (47 last academic year) - More students are engaged in Outreach offer (54 students from

		<p>mainstream received AIG offered last year.)</p> <ul style="list-style-type: none"> - Collaborative working with other schools increased (more outreach in schools) - Graduated response document referred to by all schools and inclusion panels
	<p>CP/NY/AC-. 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</p>	<ul style="list-style-type: none"> - Behaviour incidents decrease on CPOMs - Attendance and engagement increased - Staff confident in using trauma-informed strategies- staff voice. - Staff using trauma informed language. Resulting in fewer suspensions
<p>Personal Development:</p> <p>Great teaching, great culture</p>	<p>CP/NY/AC / LM- TRANSITIONS: To ensure students have a supported transition to their next phase of their learning</p>	<ul style="list-style-type: none"> - Successful transitions to mainstream and specialist settings (18 last year)
	<p>AC-PSHE and CEIAGS ACROSS THE SCHOOL: To ensure there is a responsive PSHE and CEIAGS curriculum across the centres to support and promote the safeguarding of all and raise the life aspirations for the young people in our provision.</p>	<ul style="list-style-type: none"> - A comprehensive CEIAGS programme that meets the needs of all learners. - All Students have clear pathways for post-16 options. - Students have real time and relevant PSHE education
	<p>SLT & middle leadership- developing our enrichment programme for staff and students to develop cultural capital, skills and knowledge</p>	<ul style="list-style-type: none"> - Elements of Passport for life in use across the school - All faculties have arranged enrichment opportunities for all students - Apprenticeships for support staff- (NUMBERS) - CPD – Flick used by all staff

		<ul style="list-style-type: none"> - Executive functioning focus in Faculty meetings, trauma-informed focus in Phase meetings
Leadership and management:	RH/JM- ACCOUNTABILITY: There is clear leadership and accountability at all levels to ensure that VLC students are academically and personally able to transition safely to the next phase of their learning.	<ul style="list-style-type: none"> - More opportunities for growth for staff and students
Great culture, great growth	RH-SAFEGUARDING: To strengthen links with external agencies and parents to safeguard our young people at school and in the wider community.	<ul style="list-style-type: none"> - Improved attendance of students who have CP/CIN plans - Fewer suspensions - VLC students are less involved in ROTH activities- CPOMS Data - Termly PCSO visits - QA PSPs – multi-professional input - More agencies providing support within the school.

[Termly RAG sheet](#)

Five Year Plan: Driving Questions

	2023-24	2024-25	2025-26	2026-27	2027-28
Driving Question	How do we promote student progress across our provision?	How do we support all students who work with VLC so they are successful in their transitions?	How do we create an environment for students who work with the VLC to make expected progress?	How do we support the progress of vulnerable students across North Somerset?	How do we ensure that vulnerable students across North Somerset achieve in line with their peers?

